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**Investigating the Challenges and Limitations that face EFL Students  
to Acquire the Language from Non-native Teachers**

Case Study: Third year EFL Students at Chadli Bendjedid University

Dissertation submitted to the Department of English as Partial Fulfillment of the master in  
*Didactics of foreign languages*

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## STATEMENT OF ORIGINAL AUTHORSHIP

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*chibani*

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I would like to express my gratitude to my supervisor Ms. Samira BOUSSAHA for her guidance and supervision throughout this research.

**Thank you**

## **Dedication**

*I sincerely dedicate this work to:*

*My darling parents and beloved aunt who always support me throughout my educational process providing me with all sorts of help for the accomplishment of this research*

*My beloved siblings Abir, Meriem, and Saif Eddine and his wife Faiza for their support and love*

*My friends Zineb and Lamia for their encouragement and support*

## **ABSTRACT**

Learning English has become a crucial component in people's professional life. As a result, many students choose to study it as a specialty. This has led to an increase in the number of non-native English teachers worldwide. The present study aims at investigating the challenges and limitations that face EFL students to acquire the language from non-native teachers. This dissertation sheds light on two parts: the theoretical part which discusses the challenges and limitations that face EFL students to acquire the language from non-native teachers, and the practical part which represents the fieldwork of the study. The study has been conducted with 30 third-year EFL students at the Department of English at Chadli Bendjedid University in El Tarf. The descriptive analysis is followed in which we used a questionnaire for students to collect the needed data. The results revealed that the majority of EFL students are facing challenges and limitations when acquiring the language from non-native teachers due to several reasons which are: teachers' lack of vocabulary, teachers' lack of grammar, teachers' lack of fluency, teachers' wrong pronunciation, and teachers' use of L1.

*Keywords:* **Non-native Teachers, challenges and limitations, EFL students**

## ملخص

بات تعلم اللغة الانجليزية عامل مهم في حياة الناس المهنية ، نتيجة لهذا نرى العديد من الطلبة يختارون دراستها كتخصص. هذا أدى إلى ارتفاع عدد مدرسي اللغة الانجليزية الغير أصليين. الدراسة الحالية تهدف إلى التحقق من التحديات والقيود التي تواجه طلبة اللغة الانجليزية كلغة أجنبية عند تعلم اللغة من مدرسين غير أصليين. هذه المذكرة تسلط الضوء على جانين : الجانب النظري والذي يناقش التحديات والعقبات التي تواجه طلبة اللغة الإنجليزية كلغة أجنبية عند تعلم اللغة من أساتذة غير أصليين والجانب التطبيقي والذي يبرز العمل الميداني للدراسة. هذه الدراسة أجريت على 30 طالب من طلبة سنة ثالثة إنجليزية قسم لغات أجنبية في جامعة الشاذلي بن جديد في الطارف. تم اعتماد تحليل وصفي حيث استخدمنا فيه استبيان للطلاب من أجل جمع البيانات المطلوبة. أظهرت النتائج أن غالبية طلاب اللغة الإنجليزية كلغة أجنبية يواجهون تحديات و عقبات عند تعلم اللغة من مدرسين غير أصليين وذلك لعدة أسباب منها : افتقار المعلمين إلى المفردات اللغوية . افتقار المعلمين إلى القواعد اللغوية ، افتقار المعلمين إلى الطلاقة، النطق الخاطيء، واستخدام المعلمين للغتهم الأم

الكلمات المفتاحية: أساتذة اللغة الإنجليزية غير الأصليين ، التحديات والقيود ، طلبة اللغة الإنجليزية كلغة أجنبية

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## **List of Abbreviations and Acronyms**

**EFL:** English as a Foreign Language

**ESL:** English as a Second Language

**i.e.:** That is to say

**L1:** First Language

**L2:** Second Language

**LMD:** Licence-Master- Doctorate

**NES:** Native English Speaker

**NNST:** Non- Native Speaking Teacher

**Non-NESTS:** Non –Native English-Speaking Teachers

**Q:** Question

**TL:** Target Language

**USA:** United States of America

# **Chapter One**

**Introductory Chapter to the Research**

# **Chapter One**

## **Introductory Chapter to the Research**

### **Introduction**

The present research is conducted to investigate the challenges and limitations that face EFL students to acquire the language from non-native teachers. This chapter is an introductory chapter to the study which includes the statement of the problem along with the aim of the study. Also, it presents the research questions, the hypotheses; the method used which contains the research design, the participants as well as the data gathering tools.

### **1. Statement of the problem**

English is a global language that is used in different fields and domains has attracted many students to study it as a specialty. Due to its spread, we find the number of non-native English teachers higher than native ones. Teaching this language as a foreign language is not an easy task. As a consequence, some EFL students may find limitations and challenges in learning the language from non-native teachers. These challenges can be caused by teachers' wrong pronunciation, lack of vocabulary, lack of fluency, lack of grammar rules, and their use of L1.

Therefore, to have productive learning, teachers should find a way to help those EFL learners overcome their difficulties in learning the language through correct pronunciation, rich vocabulary, fluency, correct grammar, and the avoidance of using L1.

## **2. Aims of the study**

The focal point that encircles the current study is to explore students' perceptions and attitudes toward learning the English language from non-native teachers. By doing so, we are undoubtedly shedding light on the challenges and limitations that face EFL students while learning the language from non-native teachers. Additionally, it highlighted the main reasons that cause these challenges and limitations. More importantly, it shows the advantages and disadvantages of acquiring English from native teachers and non-native teachers.

## **3. Research Questions**

To under seek the challenges and limitations that face EFL students in acquiring the language from non -native teachers, it is important to ask the following questions:

- Do EFL students face challenges and limitations while acquiring the language from non-native teachers?
- Do teachers' wrong pronunciation, lack of vocabulary, lack of grammar rules, lack of fluency, and the use of L1 are the main causes of the challenges and limitations that face EFL students while acquiring the language from non-native teachers?

## **4. Hypotheses**

In light of the above questions, we hypothesized that:

- EFL students face challenges and limitations while acquiring the language from non-native teachers.
- Teachers' wrong pronunciation, lack of vocabulary, lack of grammar rules, lack of fluency, and the use of L1 are the main causes of challenges and limitations that face EFL students while acquiring the language from non-native teachers.

## **5. Research Method**

### **5.1. Research Design**

To emphasize the content of these hypotheses and build up the validity of this study, we relied on the descriptive method to investigate the challenges and limitations that face EFL students to acquire the language from non-native teachers and examine the main causes of these challenges and limitations. As such, our research is based on quantitative data.

### **5.2. Participants**

To investigate the challenges and limitations that face EFL students to acquire the language from non-native teachers, the current research was conducted with one group in the Department of English language at Chadli Bendjedid University El -Tarf during the second semester of the academic year (2022-2023). Furthermore, a population of fourthly 3rd year LMD students within the same department in which it has been fundamentally worked on a sample of thirty students randomly selected.

### **5.3.Data Gathering Tools**

With a view to collect the needed data for the current research, we used one main instrument. The questionnaire was specially designed for thirty third year students. We focused on it to know two points. On the one hand, the questionnaire aimed to confirm whether or not EFL students face challenges and limitations while acquiring the language from non-native teachers. On the other hand, to examine the reasons that causes these challenges and limitations.

## **6. Structure of the Dissertation**

The current dissertation consists of four chapters. The first chapter presents an introduction to the research. The second chapter, however, deals with the theoretical framework, while the third chapter is devoted to data analysis and the interpretation of the obtained results through the students' questionnaire. The fourth chapter is devoted to give a deep discussion about the obtained results.

The second chapter is divided into three sections. The first section presents the importance of learning the English language. The second section highlights the challenges and limitations that face EFL students to acquire the language from non-native teachers. Additionally, section three sheds light on the advantages and disadvantages of native teachers as well as on the advantages and disadvantages of non-native teachers.

The third chapter deals with the practical framework of the study. Eventually, the final chapter includes the results, the implications, the limitation of the study, and further suggestions for the research.

## **Conclusion**

This chapter has discussed our research tackling the challenges and limitations that face EFL students as they acquire their language from non-native teachers, which presents the research problems in addition to different components.

# **Chapter Two**

**Literature Review about the Challenges and Limitations that face  
EFL Students to acquire the Language from Non-native Teachers**

## **Chapter Two**

### **Literature Review about the Challenges and Limitations that face EFL**

#### **Students to acquire the Language from Non-native Teachers**

##### **Introduction**

This chapter is devoted to investigate the challenges and limitations that face EFL students to acquire the language from non-native teachers. It is divided into three sections: section one provides a general overview of the importance of learning the English language, while the second section includes common definitions of pronunciation, vocabulary, fluency, grammar, and the use of L1. The final section, however, contains definitions of native teachers and non-native teachers. It also sheds light on the advantages and disadvantages of native teachers and the advantages and disadvantages of non-native teachers.

##### **Section One**

###### **2.1.The Importance of Learning the English Language**

Nowadays, learning the English language has a great importance. It is considered as the most commonly spoken language in the world, in which one out of five people can speak or comprehend it. It is spoken by more than millions and billions of people from different countries around the world. Indeed, it becomes the favorite language due to several factors such as communication, job, and professional career.

McKay states that from this standpoint: “English can be seen as an international language not only from a global sense but also from a local (McKay 2002, p 5).

Acquiring this language is undoubtedly an open door to have on the one hand plenty of personal advantages for people’s life, and from the other hand to have a deep influence on people’s relationships with others around the world.

However, Crystal (1997, p. 110-111) argues:

In the seventeenth and eighteenth centuries English was the language of the leading colonial nation-Britain. In the eighteenth and nineteenth centuries it was the language of the leader of the industrial revolution- also Britain. In the late nineteenth century and the early twentieth it was the language of the leading economic power-the USA. As a result, when new technologies brought new linguistic opportunities, English emerged as a first-rank language in industries which affected all aspects of the society-the press, advertising, broadcasting, motion pictures, sound recording, transport and communications.

In the same line Clyne, (1992) states:

English is not only a national language but also a pluricentric one, with different norms- phonological, morphosyntactic, lexical, pragmatic (Clyne, 1992, p. 1) - is applying to different national varieties. Most pluricentric languages are characterized by asymmetric relations between one or two dominant national varieties and the rest; English is no exception. (p. 459)

As Graddol (2006, p. 66) puts it:

The English language finds itself at the centre of the paradoxes which arise from globalization. It provides the lingua franca essential to the deepening integration of global service-based economies. It facilitates transnational encounters and allows nations, institutions, and individuals in any part of the world, to communicate their world view and identities. Yet it is also the national language of some of the most free-market economies driving economic globalization, and is often seen as representing particular cultural, economic, and even religious values.

It is important to mention that learning the English language increases brain power. As we know that this language has a set of systems, complex rules, and lexis. Through acquiring these structures, the brain copes with complexity and grasp new patterns i.e. the more we continue to develop in the language, the more we boost the learning skills. Along the same line, learning English ameliorates memory; acquiring it allows learners to become familiar with vocabulary as well as rules.

English allows learners to work harder, remember the knowledge, and use it i.e. when we train our brain, the memory will be automatically developed stronger, too. Another benefit of learning English is that through this language, students will have the chance to study all over the world; English is spoken in various countries in which more than thousands of schools as well as universities give programs in English. Thus, people who speak good academic English have so many occasions to find appropriate universities and courses to fit their needs. Additionally, through learning English, learners examine and expand their knowledge by reading books and

watching movies on history and science. McKay (2002, p.12) says: “Is to enable speakers to share with others their ideas and culture”. However, regardless of where people belong, communicating in English opens up a wide range for learners to work in great companies and so many job markets. Being bilingual can undoubtedly raise people’s chances to be accepted by any great company.

Modiano (2009) declares:

Never before has one language been so widespread among the general population, taken such a prevalent place in education at all levels, had such presence in information services such as printed media, film, radio and television, been so prominent in music and entertainment, as well as the Internet, and also serve as a contact language with people from throughout the world. (P .72, 73)

To conclude, for the time being, it is crucial to speak the English language and be fluent in it. It is indeed an important skill that must be mastered for many occupations.

## **Section Two**

### **2.2.The Main Reasons of the Challenges and Limitations that face**

#### **EFLStudents to acquire the Language from Non-native Teachers**

##### **2.2.1.Pronunciation**

Pronunciation is the production of sounds while speaking. Yates and Zelinski in Hasan (2014) state:

Pronunciation refers to how we produce the sound that we use to make meaning when we speak. It includes the particular consonants and vowels of a language (segments), aspects of speech beyond the level of individual segments, such as stress, timing, rhythm, intonation, phrasing (suprasegmental aspects) and how the voice is projected (voice quality). (P.31)

Hornby (1987) further states that pronunciation is how language is produced orally, how the word is pronounced, and how an individual speaks words of a language.

Having good pronunciation helps the interlocutor to understand better, the transformation of the idea will be easy. And on the contrary, having a bad pronunciation may increase misunderstanding.

As Pateda (1989) points out that the error made by teachers can cause the same errors to students because students are used to imitate their teachers' way of pronunciation.

It is worthy to mention that an international study was conducted by Reves and Medgyes (1994) for 216 non-native speaker English teachers, the results showed that eighty-four percent of NNSET participants admitted to having difficulties in English vocabulary, fluency, followed by speaking, pronunciation and listening comprehension.

### **2.2.2.Vocabulary**

Vocabulary is the range of words that a person collects. According to Hornby (2006, p. 1645):“vocabulary is all the words that a person knows and uses in a

particular language”. Hatch and Brown (1995, p. 1) define vocabulary as: “a list of words for a particular language or a list or set of word that individual speakers of language might use”.

However, Alqahtani (2015) stresses the importance of vocabulary in the field of communication and defined it as “vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in second language impedes successful communication” (p. 22).

As Medgyes (2001) claims non-NESTS have their problems when using English. However, he found some patterns in the areas of difficulties. The most recurrent areas are fluency, vocabulary, and pronunciation, followed by speaking, grammar, listening comprehension, idiomatic expressions, appropriacy, intonation, and prepositions.

### **2.2.3.Fluency**

Fluency is the automaticity of speaking the language without hesitation. It is the ability to speak the language naturally and without taking much time to think. Richards, Platt, and Weber (1985, p. 108) define fluency as follows: “the features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions.”According to Bailey, (2003) and Byrne (1986) fluency is the ability to use the language quickly, without hesitation and being confident while speaking.

According to Medgyes (1992) non-native English -speaking teachers cannot be fluent, accurate, and appropriate when using English as native.

#### **2.2.4.The use of L1**

Most teachers around the world use their mother tongue consciously or unconsciously when teaching any foreign language. This can lead to negative consequences on students' outcomes. Additionally, teachers' use of L1 will affect the performance of students negatively and may limit their progress.

Krashen and Terrell (1983) discuss that learners acquire an L2 the same way they acquire their mother tongue and thus, L1 use must be reduced as much as possible.

Eldridge (1996) holds the view that despite its short-term benefits to language, switching to L1 could increase the risk of hampering long-term acquisition, and this can lead to the fossilization of learners' errors. The switches can decrease being developmental and beneficial and are used as an avoidance strategy.

A study was conducted on Malaysian EFL learners; the results found that the overuse of L1 overtook the TL in the classroom (Azlan and Narasuman, 2013). EFL teachers' essential goal is to make the learner use the target language without relying on the L1. Sampson (2012) argues that too much use of L1 can prevent the learner from increasing in L2. It is worth noting that the overuse of code-switching not only affects the behavior of learners but teachers can also over-employ this strategy.

#### **2.2.5.Grammar**

Grammar has undoubtedly a significant role in teaching a second or foreign language. It is worth mentioning that having a rich knowledge of

grammar helps students to easily understand the other areas of language. That is to say, a deep comprehension of the grammar's concept is of great importance because it is considered as the core of the language.

Grammar is defined as: "a systematic way accounting for a predicting an ideal speaker's or hearer's knowledge of the language. This is done by a set of rules or principles that can be used to generate all well-formed or grammatical utterances in the language". (Purpura, 2004, p.6).

Grammar is partly the study of what forms (or structures) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus a grammar is a description of the rules that govern how language's sentences are formed. (Thornbury, 1999, p.1)

Sudhakar and Farheen (2015) state: "grammar is generally thought to be a set of rules specifying the correct ordering of words at the sentence level. Grammar explains how the language should be structured, using various categories" (p. 122).

Setiyadi (2006) reveals that a target language that has tenses will affect negatively the learning process of a learner who is mother tongue has no tenses.

Krashen (1982) claims that the acquisition of 3rd person singular -s morpheme in English has been regarded as one of the easiest rules to learn, in contrast, one of the most difficult to apply by L2 learners of English.

## **Section Three**

### **2.3. Native Speaking Teachers and Non-native Speaking Teachers**

#### **2.3.1. Definition of Native Speaking Teachers NSTs**

Crystal (2003a) gives a simple definition of the native speaker

A term used in linguistics to refer to someone for whom a particular language is a first language or mother tongue. The implication is that this native language, having been acquired naturally during childhood, is the one about which a speaker will have the most reliable intuitions, and whose judgments about the way the language is used can therefore be trusted. (p. 308)

According to Phillipson (1992a) a native speaker of the target language is the ideal teacher. Native teachers are considered good model to imitate and inspirational source to develop L2.

The native speaker is the “idealized person with a complete and possible innate competence in the language” (Pennycook, 1994, p. 175).

#### **2.3.2. Definition of Non -native Speaking Teachers NNSTs**

According to (Medgyes, 2001) a non-native speaking English teacher is defined as someone who speaks English as a second or foreign language and works in an EFL environment.

“Non-native speaker “does not acquire the target language in early childhood”; and even if that is the case, then they are “bilingual native speakers of both the L1 and the target language” (Davies, 2000, p. 5). The non- native speaker did not use L2 as much as his/ her mother tongue in infancy.

### **2.3.3. Advantages of Native Speaking Teachers NSTs**

It is worthy to mention that acquiring English from NST creates a rich environment for students to enhance their listening and speaking skills. NSTs are undoubtedly more confident than NNSTs where their English is a second language. Through engaging in conversation with NST, students will automatically help their brain to develop a habit of speaking English most of the time in addition to discover their mistakes in speaking skills to avoid them. Indeed, NSTs have a rich vocabulary in which they will bring up various words which is a practical way for students to memorize them and reinforce their background. NSTs are an open door for students to understand new cultures, lifestyles, and the traditions and customs of other nations.

“NES are better qualified as language teachers”. Phillipson (1992, cited in Buttler, 2007, p. 732). Native teachers can explain history, culture, and other aspects better than non-native ones. They can use idioms and know different things about their language, which seem hard to learn or understand from non-native teachers.

“ESL students prefer to be taught by NES teachers”. Nemtchinova (2005, p. 235). Most students choose to be taught by native teachers; they see them as a good model for imitation and the source of the language. Another study was made by Lasagabaster and Sierra (2005), they sorted out with a conclusion that students

prefer NTs in terms of developing language skills such as speaking, writing, reading, etc.

Concerning this subject, Medgyes (1994) claims: “The native speaker is able to use the English language “creatively” and has a “reliable intuition” to distinguish “right from wrong forms” of the English language” (p. 10).

Native speakers are the “authentic owners” of the English language and are therefore linguistically competent (Widdowson, 1994, p. 387).

Samimy and Brutt-Griffler (1999) argue that NTs are more aware of learners’ needs, they speak English more confidently and they are potentially more accomplished users of English.

#### **2.3.4. Disadvantages of Native -Speaking Teachers NSTs**

“NES teachers tend to leave problems unexplained”. Benke&Medgyes (2005, cited in Llurda, 2006, p. 207)

“NES teachers are often unable to empathize with students going through the learning process”. Barrate&Kontra (2000, cited in Moussu and Llurda, 2008, p. 322).

#### **2.3.5. Advantages of Non-native Teachers NNSTs**

According to Medgyes (1992) non-native speaking English teachers can teach students the strategies of learning more effectively than native ones. As they are teachers and learners at the same time, non-native teachers can teach learning strategies better than natives because they have passed through the same experience as their students and can know their needs.

Medgyes (1994) states that non-native speaking teachers can predict the possible problems made by students with the language and help them to overcome those problems.

“The defining characteristic is their experience in learning English as a second language, a characteristic which no NES teacher can claim” Ellis (2002, cited in Braine, 2010, p. 22)

### **2.3.6. Disadvantages of Non-native Teachers NNSTs**

Although the number of non-native speakers of English is now higher than that of native speakers (Graddol, 1999, 2006) and although about 80 percent of teachers of the English language are non-natives (Canagarajah, 1999), NNESTs have some lacks:

Braine (1999) states that NNESTs do not have the fluency, language proficiency, and cultural knowledge as Native speaking teachers have. He claims that Non-natives do not have enough communicative competence because they use English only in the classroom and with their non-native colleagues and do not be in direct contact with native English speakers. Also, non-native teachers cannot communicate and express their thoughts automatically and comfortably as native speakers do.

Medgyes (1999) further points out that non-native English-speaking teachers' English version might be incorrect, old-fashioned, and very simple. Moreover, many NNSTs cannot use the English language as creatively as their native colleagues do.

Braine (1999) adds that NNTs have problems to understand jokes and interpret or analyze texts.

Medgyes (1992) states that non-native teachers usually feel unsafe while speaking the language they are teaching. As a consequence of this feeling, they become more pessimistic and more aggressive. From Medgyes's beliefs, pessimistic non-native teachers care more about grammar and neglect pronunciation and vocabulary.

## **Conclusion**

In conclusion, this chapter stated and reviewed the literature on the importance of learning the English language. After that, it targeted the reasons of the challenges and limitations that may face EFL students when acquiring the language from non-native teachers. More specifically, it gave definitions of native teachers and non-native teachers as well as the advantages and disadvantages of both of them.

# **Chapter Three**

## **Method**

## **Chapter Three**

### **Method**

#### **Introduction**

This research section is the method chapter. It is devoted to supply the approach that we have adopted for the current research. Also, it includes the sample population that we have chosen to be our case study. In addition to that, it covers the data- collecting tools that we used to gather the necessary information to prove or disprove the hypotheses that we have suggested.

#### **3.1.Method**

##### **3.1.1. Research Design**

To investigate the challenges and limitations that face EFL students to acquire the language from non-native teachers, we relied in one method in which we focused on the descriptive method as an approach in our research. It provides using a questionnaire for 3<sup>rd</sup> - year EFL students of English at Chadli Bendjedid University. The suggested questionnaire was designed to examine two points. On one hand, it aims to know whether or not EFL students face challenges and limitations while acquiring the language from non-native teachers. On the other hand, it intends to determine and highlight the causes of these challenges and limitations. Hence, the study yields on quantitative data.

##### **3.1.2. Participants**

To gather the needed data about the challenges and limitations that face EFL students to acquire the language from non-native teachers, the present

research work has been devoted with some participants randomly selected from the Department of English at Chadli Bendjedid University. In a class of third year that has a population of forty students, we have chosen thirty students to answer the questionnaire.

### **3.1.3. Data Gathering Tools and Procedures**

The main purpose of this research paper is to collect the necessary data to prove our hypotheses. To bring credibility and validity to our work, we have opted a suitable tool. The questionnaire was given to thirty students who were randomly selected in the Department of English at Chadli Bendjedid University, El Tarf to confirm our hypotheses. This instrument was so useful to gather information for the analysis. We obtained the data in the second semester of the academic year (2022-2023). We gave a questionnaire to the teacher who had a class from 8h to 9h30 to distribute it to his students in the last fifteen minutes. The students were so serious as well as collaborative in answering the questionnaire.

The questionnaire was composed of eight (8) questions about the challenges and limitations that face EFL students to acquire the language from non-native teachers. It contains yes/no questions, some questions where students were asked to tick the appropriate answer in addition to one open question to express their opinions. Hence, the questionnaire was aimed to achieve the purpose and confirm that EFL students face challenges and limitations while acquiring the language from non-native teachers.

## **Conclusion**

The research methodology section was devoted to determine three main targets which are: the credibility, the validity, and the quality of our research. It comprises the major and the appropriate tool for this study in order to be analyzed in the discussion section.

## **3.2.Results**

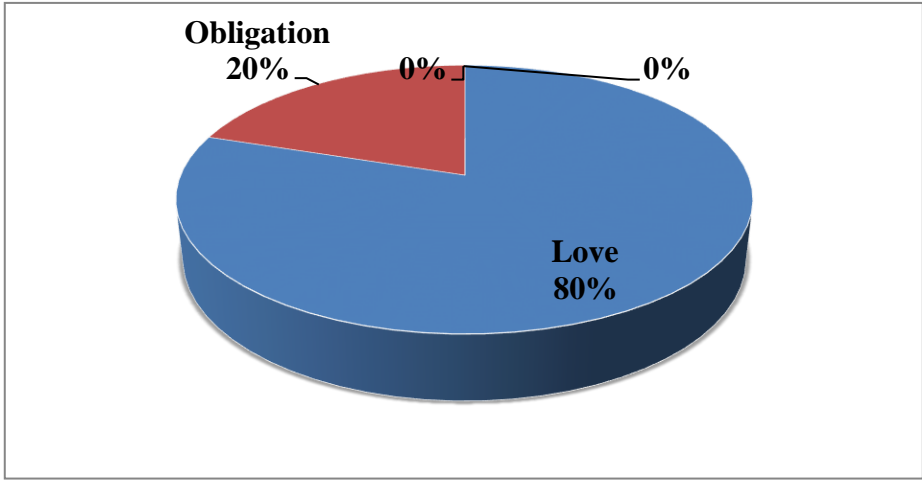
### **Introduction**

This section is devoted to examine whether EFL students face challenges and limitations while acquiring the language from non-native teachers or not. It sheds light on the obtained results gathered from one instrument which is the questionnaire.

#### **3.2.1. Students' Questionnaire Results**

The main purpose of the questionnaire is to determine the challenges and limitations that face EFL students to acquire the language from non-native teachers. It was submitted to thirty 3<sup>rd</sup> year students at the Department of English at Chadli Bendjedid University to know their perceptions of these challenges and limitations.

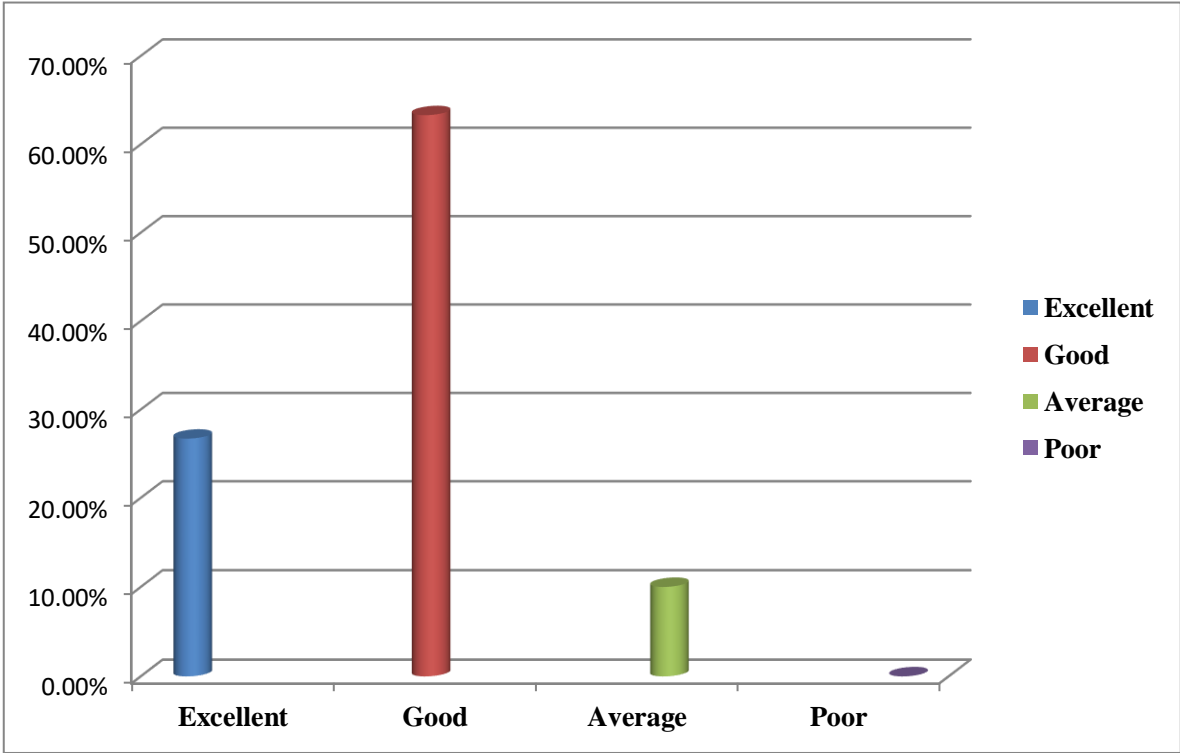
**Q1: Did you choose to study the English language by?**



**Figure 1: The reasons behind choosing English as a specialty**

According to the answers, the majority of students **80%** chose to study English because of their love to the language, whereas **20%** were obliged to study it.

**Q2: How do you find your level in the English language?**



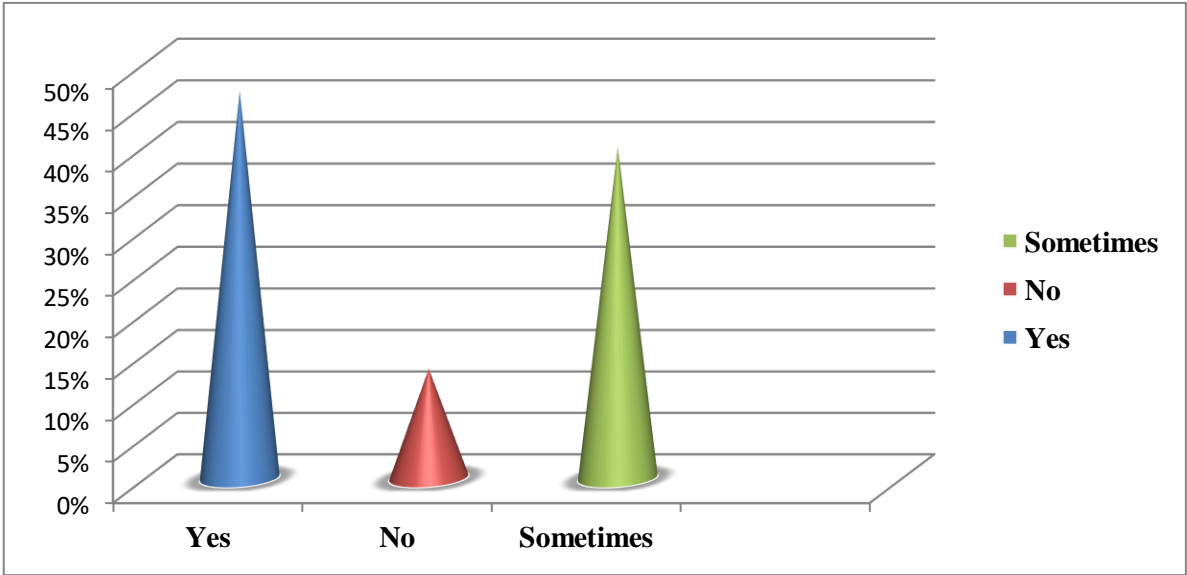
**Figure 2: Students' level in the English language**

As revealed in the above figure, **26, 7%** of students affirmed that they have an excellent level in English, and about **63, 3%** have a good level, while **10%** have an average level, and **0%** have a poor level.

**Q3: Do you communicate in the English language outside the classroom?**

**Table 3: Students’ communication in the English language outside the classroom**

Options	Numbers	Percentages
Yes	14	46,7%
No	4	13,3%
Sometimes	12	40%
Total	30	100%



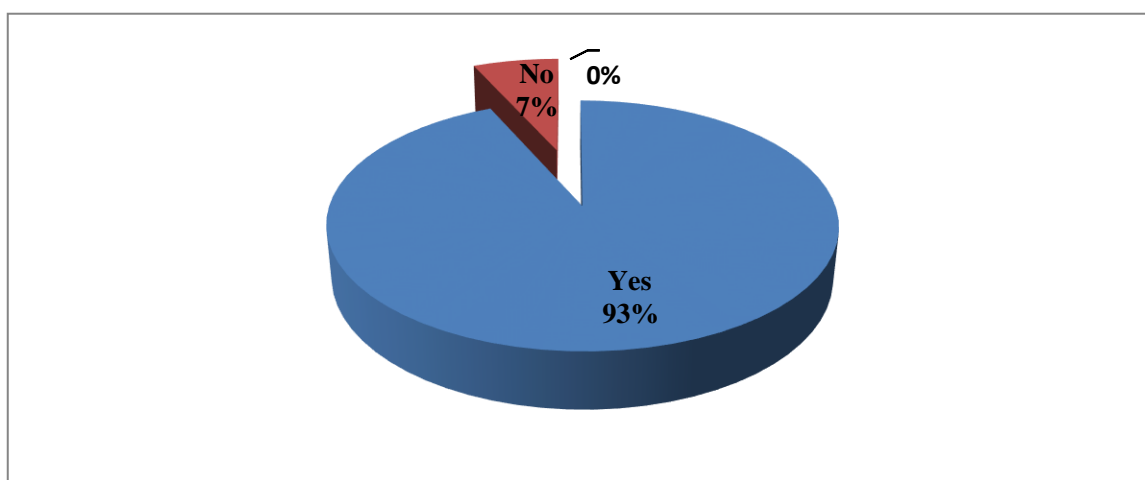
**Figure 3: Students’ communication in the English language outside the classroom**

About **46, 7%** of students said that they communicate with the English language outside the classroom, while **40%** said that they sometimes communicate with this language outside the classroom. However, only **13, 3%** of students claimed that they never communicate with the English language outside the classroom.

**Q 4: Do you find that learning the English language is crucial?**

**Table 4: Students' perceptions toward the importance of learning the English language**

Options	Numbers	Percentages
Yes	28	93,3%
No	2	6,7%
<b>Total</b>	<b>30</b>	<b>100%</b>



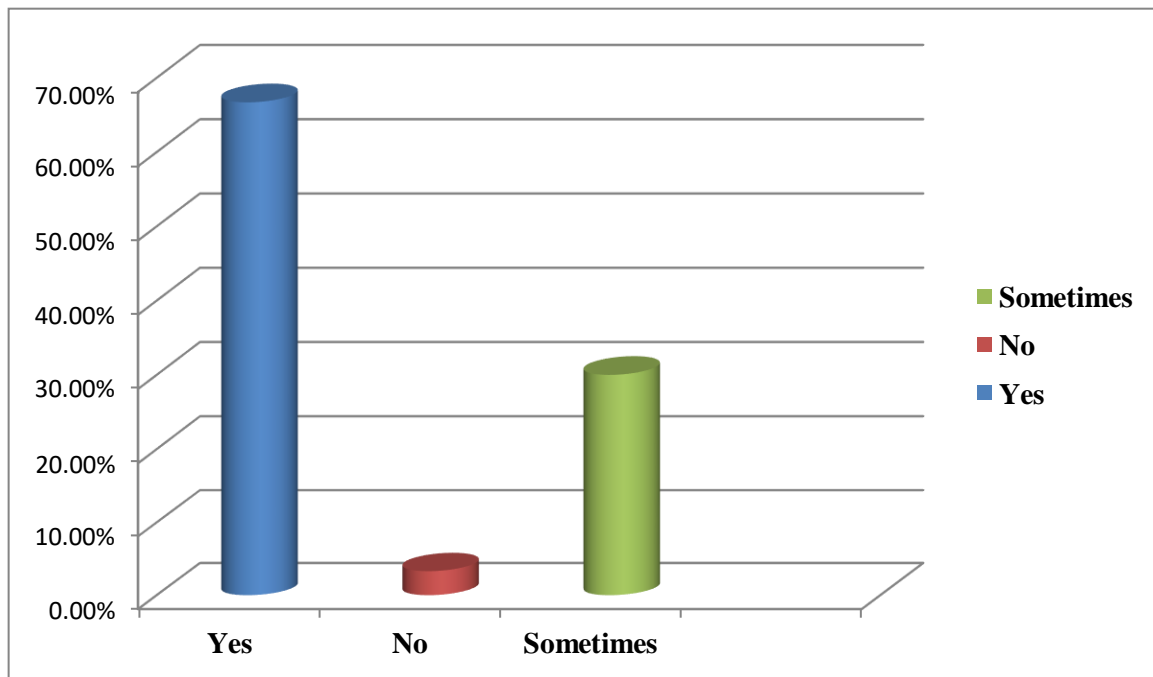
**Figure 4: Students' perceptions toward the importance of learning the English language**

Figure four showed that almost 93% of students agreed that it is crucial to learn the English language. But, the minority 7% affirmed that learning this language has no importance.

**Q 5: Do you face challenges and limitations in acquiring English from non-native teachers?**

**Table 5: Students face challenges and limitations to acquire the language from non-native teachers**

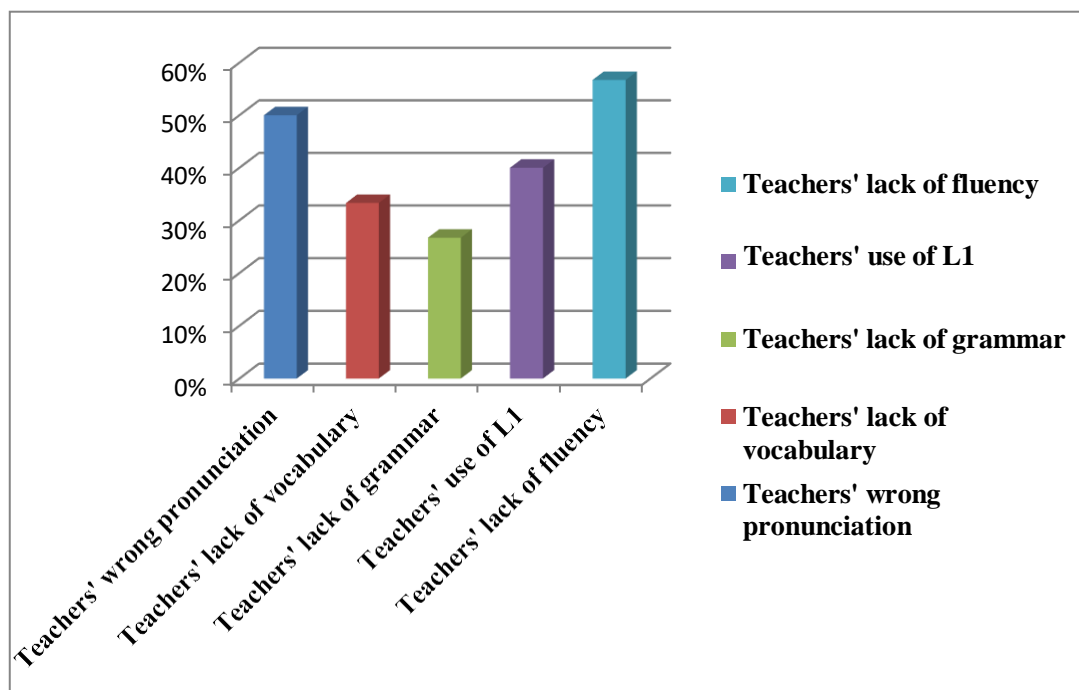
Options	Numbers	Percentages
Yes	20	66,7%
No	1	3,3%
Sometimes	9	30%
<b>Total</b>	<b>30</b>	<b>100%</b>



**Figure 5: Students face challenges and limitations to acquire the language from non-native teachers**

Seeing the answers of the students, about **66, 7%** of them confirmed that they face challenges and limitations to acquire the language from non-native teachers. On the contrary, over **3.3%** said that they do not face challenges and limitations. But, **30%** indicated they sometimes face challenges and limitations in acquiring English from non- native teachers.

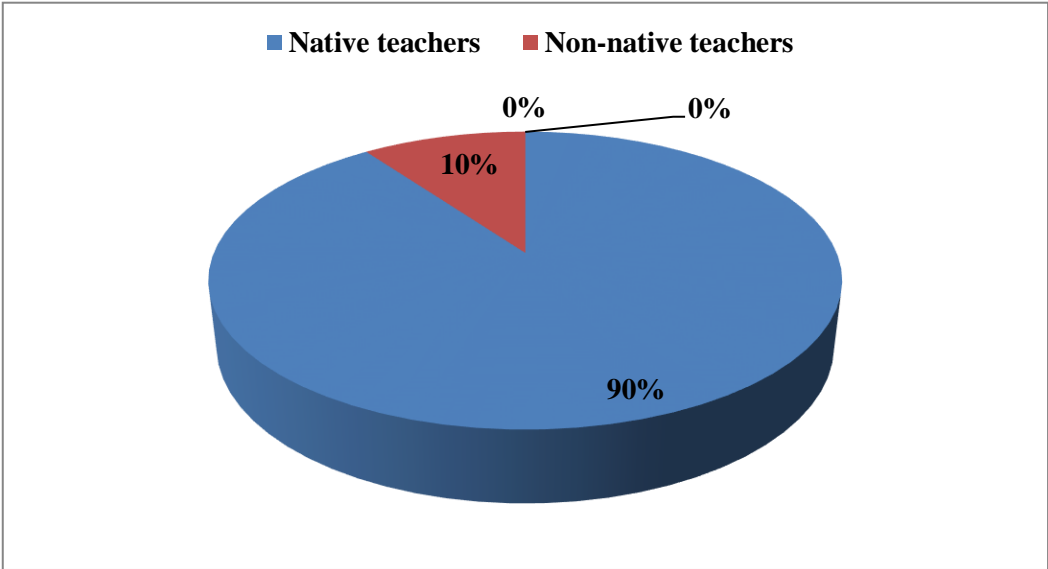
### Q 6: Do you face challenges and limitations in?



**Figure 6: The causes of the challenges and limitations that face EFL students to acquire the language from non-native teachers**

As it is clearly shown, **56, 7%** of students emphasized that teachers' lack of fluency causes challenges and limitations. However, **50%** claimed that teachers' wrong pronunciation is another factor that causes challenges and limitations. Whereas, **40%** of them said that teachers' use of L1 is another reason that causes challenges and limitations. Also, **33,3%** confirmed that teachers' lack of vocabulary is another element that results challenges and limitations. While, **26,7%** affirmed that teachers' lack of grammar also causes challenges and limitations.

**Q 7: Do you prefer learning English from?**



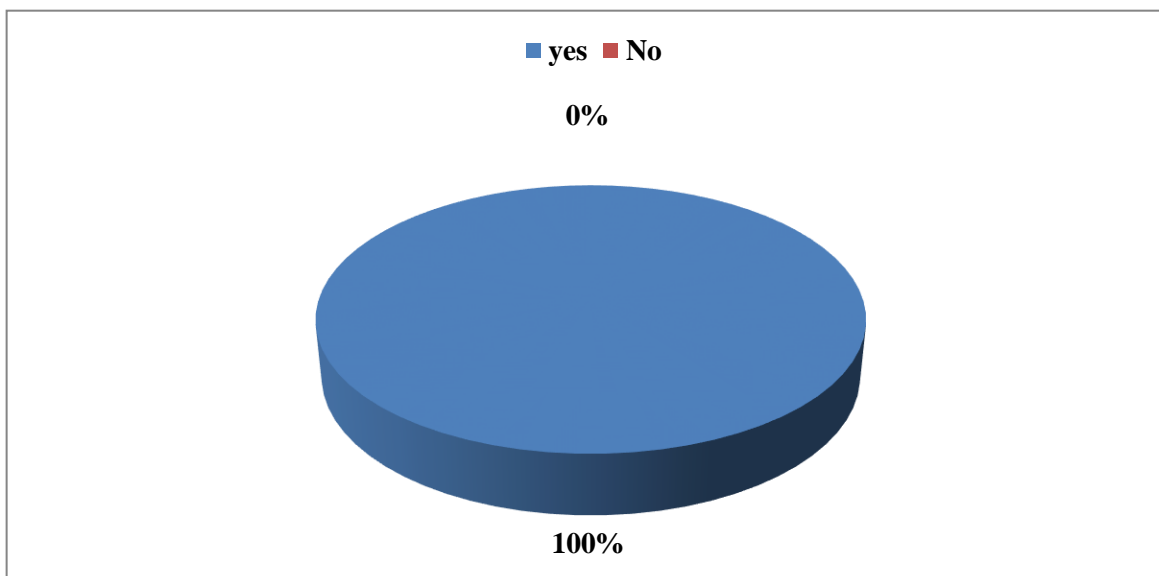
**Figure 7: Students’ preference toward learning English from native and non-native teachers**

A large portion of students mainly about **90%** preferred to learn English from native teachers. But, fewer than **10%** chose to acquire English from non- native teachers.

**Q 8: Do you consider that teachers’ correct pronunciation, rich vocabulary, correct grammar, fluency, and the avoidance of using L1 are the appropriate solutions to avoid challenges and limitations while acquiring English from non-native teachers?**

**Table 8: Students’ consideration toward the given solutions to avoid challenges and limitations while acquiring the language from non-native teachers**

Options	Numbers	Percentages
Yes	30	100%
No	0	0%
Total	30	100%



**Figure 8: Students' consideration toward the given solutions to avoid challenges and limitations while acquiring the language from non-native teachers**

100% of students asserted that teachers' correct pronunciation, rich vocabulary, correct grammar, fluency, and the avoidance of using L1 are the appropriate solutions to avoid challenges and limitations while learning English from non- native teachers.

## **Conclusion**

The core motivation of this research is to investigate the challenges and limitations that face EFL students to acquire the language from non-native teachers. This study adopted one method which is the descriptive method in which data were collected from a sample of 30 students from the department of English at Chadli Bendjedid University through using a questionnaire. In this chapter, we covered the research design, the population, and the data gathering tools which are used to collect and analyze the data. Indeed, the interpretation of the results and the findings were discussed and the hypotheses were confirmed.

# **Chapter Four**

## **Discussion**

## **Chapter Four**

### **Discussion**

#### **4.1.Discussion**

##### **Introduction**

The final section is designed to provide a deep discussion of the gained results from the students' questionnaire that was interpreted to prove or disprove the given hypotheses. It also contains the limitations of the study in addition to some suggestions for further research.

##### **4.1.1.Implications of Research Findings**

This research work is achieved to investigate the challenges and limitations that face EFL students to acquire the language from non-native teachers. The above data analysis has shown that students are aware of this problem in which they emphasized that they are affected by some challenges and limitations.

According to students' answers on the questionnaire that was an advantageous and functional tool in figuring out students' perception toward acquiring English from non-native teachers, first of all, it appears that all learners are conscious about the significance of learning the English language and how it can be an open door for them in diverse factors, that's why a large proportion of them chose to study it as a specialty by love, not by obligation. Secondly, it is well noticed that all students do agree that they face challenges and limitations while acquiring the language from non-native teachers due to teachers' lack of fluency, teachers' wrong pronunciation, teachers'

use of L1, teachers' lack of vocabulary, and teachers' lack of grammar. Additionally, the majority of EFL students preferred to learn the language from native teachers because of various reasons which are:

- Native teachers have a rich vocabulary, good grammar, and fluent English since they use their mother tongue.
- Students are obliged to communicate in English because they cannot use their L1.
- Native teachers pronounce correct English which students find them a good source to learn the language correctly.
- Native teachers are perfect models that help them to master the language. i.e. native teachers are confident.

Whereas, few of EFL students chose to acquire the language from non-native teachers because they find it easy to learn English from them since they can use their mother tongue when they face difficulties. Accordingly, all EFL students affirmed that teachers' fluency, correct pronunciation, avoidance of using L1, rich vocabulary, and correct grammar are the appropriate solutions to avoid challenges and limitations in acquiring the language from non-native teachers.

To conclude, according to the obtained results, we can emphasize that EFL students face challenges and limitations in acquiring the language from non-native teachers due to several causes that were mentioned above.

#### **4.1.2. Discussion of the Hypotheses and Research Questions**

The suggested research questions and hypotheses were extremely devoted examining the challenges and limitations that face EFL students to acquire the language from non-native teachers and figure out the main reasons behind

these problems.

The obtained results from students' questionnaire that was conducted with 3<sup>rd</sup> -year students in the department of English at Chadli Bendjedid University have detected that students face challenges and limitations in acquiring the language from non-native teachers. The research questions alongside the suggested hypotheses were effectively answered and emphasized to give significance to this research. Thus, with the given results we answered our research questions and confirmed our suggested hypotheses: EFL students face challenges and limitations to acquire the language from non-native teachers due to teachers' lack of fluency, teachers' wrong pronunciation, teachers' use of L1, teachers' lack of vocabulary, and teachers' lack of grammar.

#### **4.1.3. The Limitations of the Study**

The topic that we have chosen is a new one that's why we did not find enough information in terms of books, articles, and web sites that support our suggested hypotheses. Additionally, through our investigation, we found topics that tackle the challenges that non-native teachers face while teaching EFL/ESL students or students' perceptions toward learning the English language from native and non-native teachers which are not related to our topic.

#### **4.1.4. Suggestions for Further Research**

The present research work is accomplished to investigate the challenges and limitations that face EFL students to acquire the language from non-native teachers. Through this study, other researchers can develop these points and carry on by adding and suggesting new challenges and limitations in addition

to the existing ones.

## **Conclusion**

Conclusively, this chapter has extremely interpreted the gained results from students' questionnaire which has successfully affirmed our suggested hypotheses. Also, it contains the limitations of this inquiry in addition to the suggestions and recommendations to be expanded for further research.

## **General Conclusion**

The fundamental aim of this research is to get insights into the challenges and limitations that face EFL students to acquire the language from non-native teachers. The research was conducted with 3<sup>rd</sup> year EFL students at Chadli Bendjedid University in which we used the descriptive method to reinforce the results of the study and confirm or disconfirm our given hypotheses. Accordingly, the research results from students' questionnaire revealed that EFL students face challenges and limitations while acquiring the language from non-native teachers due to teachers' lack of vocabulary, teachers' lack of grammar, teachers' lack of fluency, teachers' wrong pronunciation, and teachers' use of L1. Additionally, this research affords a set of recommendations and suggestions in which researchers can develop these points and carry on by adding and suggesting new challenges and limitations in addition to the existing ones. Eventually, this dissertation is a starting point for investigating the main reasons behind the challenges and limitations that face EFL students to acquire the language from non-native teachers.

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# Appendices

## Students' Questionnaire

**Chadli Bendjedid University**

Dear students,

We kindly ask you few questions to fill this questionnaire for the sake of gathering information about the challenges and limitations that face EFL students to acquire the language from non-native teachers.

**Please, tick the appropriate box (es).**

1-Did you choose to study the English language by?

Love

Obligation

2-How do you find your level in the English language?

Excellent

Good

Average

Poor

3-Do you communicate in the English language outside the classroom?

Yes

No

Sometimes

4-Do you find that learning the English language is crucial?

Yes

No

5-Do you face challenges and limitations in acquiring English from non-native teachers?

Yes

No

Sometimes

6-Do you face challenges and difficulties in?

Teachers' wrong pronunciation

Teachers' lack of vocabulary

Teachers' lack of grammar

Teachers' use of L1

Teachers' lack of fluency

7-Do you prefer learning English from:

Native teachers

Non- native teachers

Why .....

8-Do you consider that teachers' correct pronunciation, rich vocabulary, correct grammar, fluency and the avoidance of using L1 are the appropriate solutions to avoid challenges and limitations while acquiring English from non- native teachers?

Yes

No

**Thank you so much for your cooperation**