

GENERAL INTRODUCTION

English takes a high spot "world international languages, as it needs to turn into the language for diplomacy, trade, communication, engineering and benefits of the business. Thus, learning English gives the persnickety with favorable element similarly as an animated member for today's world, opening new horizons and exceptional future.

English has developed by starting as a foreign language utilized between native speakers and non-native speakers to an international language, or as a tool for worldwide communication which is spoken significantly among the non-native speakers themselves over between native speakers. Therefore, it is fundamental that understudies taking in English for worldwide correspondence gain to talk it clearly and comprehensibly as possible not fundamentally similar to native speakers.

The vitality for investigating pronunciation challenges stems from the way that pronunciation remains alongside correspondence particularly when the significance of a certain expression or a statement will be modified due to those bad pronunciation for something as a person says pin for pen, alternately boat for chip. However, it will be necessary, in this research; to see those factors that need a part to assume in the securing of the phonological framework for whatever non-native dialect.

1.Statement of the Problems:

- It is ordinary on every EFL classes that students look for producing accurate English without any obstacles. Since English is a complex and difficult language. Consequently, EFL learners face many difficulties and problems in grammar, pronunciation; phonology and syntax that prevent them from developing their skills. So, this study intended to discover the difficulties encountered by EFL students and suggest alternative solutions to overcome these problems.

2. Research Questions:

In this work, we tend to investigate some factors that affect EFL learners' pronunciation; grammatical; syntactical; phonological problems, and along side the social aspects represented in poverty which can play a vital role in the progression or hindrance of education. The subject of our investigation would be LMD English students at the English division at El-Tarf University.

Hence, throughout this study, we try to answer the following questions:

- 1- What are the difficulties that prevent students to pronounce well and accurately
- 2- what are the grammatical; syntactical; and phonological problems they face as EFL learners?
- 3- What are the best solutions which can help them to overcome these problems and difficulties?

The possible answers to these questions formulate the following hypothesis.

3. Hypotheses:

In this dissertation, the researchers will explore the difficulties that face EFL Learners' (grammatical; phonological; pronunciation and syntactical) and will investigate the strategies and solutions that encourage them to produce a good English without any obstacles.

The suggested hypotheses to these obstacles are:

1. Students are unfamiliar with new expressions and do not have a wide range of vocabulary.
2. Students are afraid of mispronunciations and grammar mistakes.
3. Students' bad social circumstances such as poverty may affect EFL learner's acquisition.

4. Significance of the Research:

The main objective of this study is to shed some light on the problems that EFL students encounter. The research is conducted to pinpoint the constraints and determine the strategies to overcome these problems.

5.The objectives of the Study:

Our aims from conducting this dissertation are:

- To identify the difficulties that prevent EFL learners in terms of the grammatical; syntactical; and phonological problems.
- To suggest alternative solutions that may encourage those students to overcome these problems.
- To enhance the students' pronunciation via practicing the English language in the real life.

6.Limitation of the Study:

The current study is limited in time and population. This investigation deals with Students' background involvement in FLL progress. Case study:EFL Students Of El- Tarf Rural Areas division at Chadli BENDJEDID .El-Tarf University of the academic year 2015-2016.

7.Methodology:

In order to test our hypothesis, and to obtain the information required from our subject, and to fit the objectives of this present research we will use two main tools descriptive and analytic method. The Descriptive Method to determine the different obstacles and difficulties that EFL learners face and to present the effective techniques and activities to solve these problems. Therefore, the Analytical Method is used to investigate the problems and to answer the questions above. So far, we will administer a questionnaire to English students at El-Tarf University. That is the students will be administered a questionnaire related to their problems they face as EFL learners.

8.Research tools:

The students will be administered a questionnaire related to their problems they face EFL learners.To achieve the previous stated objectives,the questionnaire is used as a tool to collect data from students in English division at Chadli BENDJEDID El Taref University.

9.Content of the Dissertation:

The dissertation is divided into two main parts; a descriptive part that includes two chapters, and an empirical part that includes one chapter. Chapter one deals with learning difficulties and problems of EFL learners. It discusses the social side that may hinder a good environment of learning. Therefore,

Chapter two deals with how EFL learners can overcome these difficulties and problems. The last chapter deals with data analysis. It provides a detailed analysis of a student's questionnaire. It will help us to see whether the results go in the same direction of our hypothesis.

INTRODUCTION:

It may be no mystery that English is a standout amongst those a greater amount of Testing languages to figure out. From claiming course, those challenge learners have with it will rely on upon the thing that language or languages they recently know, English language is orderly going to be facilely to learn if it already has knowledge of a language which has the same origins; and is therefore more closely related to do it. But at the same time the same may be said to be true of learning any language, there is something in English in particular that makes it especially tricky. In this study, we search at some of the specific difficulties English discomposes to those learning it as a foreign language, and how the learners do to overcome these problems if they are in the case of learning this complicated language yourself.

1.1.Poverty:

In 1962 and after the independence, the education in Algeria has become a legal right for children from 6 to 15 years, and from 3 to 5 years in 2008. This strategy is appeared as a structuring element of human development. Indeed, the last data on education show that the medium rates of completion for a group of children approximate 95. 2% in the primary and 66. 2% at the collegial level. While, Schools dropouts over the interval of 1999-2006 were 536.000 annually with 68. 9% from the mandatory teaching cycles. Many studies detected that poor children affected negatively with their poverty on social and academic conditions. Furthermore, household's poverty tends to increase sensitivity of children, especially on their education. Other authors admit that poverty can help in the improvement of human capital added to the value of national productivity. Poverty can be defined as a privation of basic needs and capacity. Poverty can be defined as the insufficiency of basic needs and the ability. Which suggests that a tentative elucidation of the relationship of (poverty _education) can be classified into one of potentially two levels of analysis, namely private and social returns. There exist numerous approaches to modeling determinants of poverty. The actual practice for this analysis divided into two steps: in the first one, we will identify a subjective poverty measure. In the second step; and the use of

the analysis of the relationship between poverty and education on the basis of domestic data, to understand more the relationship between poverty and education, a multinomial regression model is used for a survey of 500 households in the region of EL-TARF.

We take into account that the main variables that determine the last mentioned relationship are non school factors such as household's head education grade, sex, education disbursement, and the other courses for children. In so far as strategy makers are concerned, our methods provide a helpful tool to catch some missing variables that can aid in education sector. There is a kind of augmentation in the poverty level. According to the Ministry of employment and national solidarity compared to 2000 there is a decrease of 2.3 % in 2006. But, the UNDP considers that the total of poor overrides 10 millions, without counting the 723020 poor's presented by the ministry of employment and solidarity. Furthermore, the report shows that the number of the inhabitants living under the nutritional poverty sill has moved from 3.6% in 1988 to 1.6% in 2004, representing 518000 individuals. The standard of Human Poverty Index (HPI) shows a reduction index between 1995 and 2005 from 25.23 to 16.602.

Education is the base of any social development and the principal tool of improving the figure and safeness of individual well-being. counted as a substantial constituent of social capital, education plays a big role in raising human capacities , Furthermore, teaching with a facile method and elevated levels leads to enrichment gains and rent, from here to reduced the unfairness and poverty. Because of its intricacy and multidimensionality, education should be understood into an inclusive process, so as, first to locate the pertinent factors for its eligibility, than, to evaluate its consequences (individual and collective). Actually, economic analysis of education depends fundamentally on the process of the production function, or how school factors-inputs, instruction, management and planning can cost-efficiently boost cognitive skill acquisition. Most of these studies measure pedagogical produce with the employment of students' outcome on incorporated accomplishment exams, drop out averages, iteration rates, presence or the attendance rates and decision to keep studying. Based on this process, an optimal combination of resources can be presented and strategies that would probably made

high levels of educational accomplishments can be established and settled on. Most of the previously mentioned studies reached the following results:

-The experimental work of education help a lot in the success in explaining scores on standardized achievement tests.

- There are divergences between the findings on an obvious methodical relation between key information and student performance.

-There are difficulties with the analytical processes and methodologies used due partially to peculiarities in the obtainable data, differing perspectives of the researchers, and missing key elements of the educational procedure;

-Schools are differentially influential in producing educating and the effect of each input varies from school to school;

- The pedagogical performance is a product of complete, difficult, contentious and incompatible systems, decentralization and school-based management. One set of factors affecting interactions of factors and agents who take part in the education process, and, there is a intense demand for more research on the merits of incentive learning is “school factors” which consists of physical inputs (facilities, pedagogical, materials and disbursement per pupil) and pedagogical inputs which include curriculum, time, instructor education, experience and stipend, school presence, and repetition averages. Management and organization factors are interested with class size, staff stability, collegial linkage, spearing and society involvement, school autonomy, evaluation planners. However, research has confirmed that non-school factors, such as sex, individual marks, family factors as pedagogical costs , housing stipulation s and parental education’s can be the most substantial determinants of performance during school life and after the effect of non school factors (individual, family and community) on school accomplishment (school factors) and Societal consequence that understand instructional output (cognitive and non cognitive), behavioral product and the well off degree (individual and social) derived from such output like gaining and job promotion. The link (poverty –education) has gained excessive attention in recent years. However, most of the work done in this field based on school

factors as it is the main factors that influence poverty. Some studies detected the influence of non school factors. Using a multinomial econometric way to a survey of 500 families, the outcomes showed that some of non school factors such as lodging type, directive level of families' head and gender are the most relevant factors influencing poverty. Big interest was consecrated by the Algerian government in its last program to the subject of poverty. Thus, in order to use the appropriate overall policy, policy makers should not ignore the non-school factors such factors may be important as the school factors. Such results imply that policymakers should take into consideration non school factors in designing poverty decrease policies.

1.2.Challenge: Diversity

The rise in the number of children in poverty has participated to making our states's classrooms more different than ever before. This, actually, makes both teaching and learning more challenging. This issue can stay a defy for teachers, as opposed to becoming a problem, if concentrate is placed on student education as opposed to teaching teachers Have to be Familiar with the culture of poverty and be over sensitive to the huge order of needs that bring to the classroom by children of poverty. Social contexts have a considerable influence on the evolution of children. The social world of school operated by different rules or standards than the social world these children live in. Focus should be placed on exploring a compatible relationship between the cultural norms of students and norms underlined in school. Considering that so much different cultures are appeared in our society, we predominantly are facing students who belong to more than one cultural group. They may be poor in addition to being non-English speaking or of an ethnic/racial/religious minority group (Bowman, 1994; Marlowe and Page, 1999).

Elevated-mobility is a sign of poverty and its surrounding social factors. Children of poverty might live in spaces that rent by the week or even day. They may shift from town to town as their parent looking for work or runs away from problems (for instance a tyrannical spouse, criminal report, financial responsibilities). They may live in homeless havens or battered women's havens that only permit short settles. They may live on the streets.

The conditions they live in are so hard and their day-to-day life experiences have a considerable, impact on their education and fulfillment. Shifting is a very emotional event for children. Join this problem with the plurality of other problems faced by shift and homeless children and the effect on their emotional, social and cognitive development can be massive.

Attendance is oftentimes irregular. Moving to a new school becomes the stander. Away from the differences to the general school people due to other sides of their poverty, shifting double the difficulty for these children to make friends. They may behave in hostile way or be fully unsociable because of past endeavors to make friends. With account to both the impractical and social aspects of school, they may figure, "Why bother? I'm just going to shift and moving again." school children oftentimes come to school with no reports from their previous ones; and it may be hard for schools to route the reports down. Instructors have no idea what these students have learned. It is defying for schools to place these children in classrooms and get them extra services they might require. Even though if placement is effective, these children will probably move again during the school year. It is also defying to help these students to learn at least something of value while they stay in our classrooms.

Children become conscious of social and economic situations divergence at a very young age. They also develop growingly conscious of both their own social cases and that of their peers, developing class-related behaviors during over their years in elementary school. Teachers can help children to develop caring and sensibility toward diverse cultures including social classes. Exercises and courses should be based on how children realize themselves and the world at the different stages of development. For example, children who are in the age area of 7-12 years are less selfish. They focus on interior characteristics or traits of people as contrary to external, noticeable social class distinctions.

They also understand similarities and differences among groups. At around age 11, children can consider causes and settling to poverty. Taking into account a spiral curriculum, at earlier ages children can become acquainted with social class and other cultural differences. During the latter years, the topic can be revisited for deeper understanding. This is a great opportunity to include community

service learning projects in the curriculum, such as volunteering as a class in a soup kitchen. It is important that these activities be followed with both group discussion and individual reflection to help children think critically about their experiences (Chafel, 1997; Gomez, 2000).

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« By providing emotional support, modeling, and other forms of scaffolding, teachers can help students use their strengths, skills, and knowledge to develop and learn » (Marlowe and Page, 1999). here appears the role of teacher in improving the level of learners and how they can help them and give them the sufficient support.

« Learning experiences and problem solving based on real-life problems can help them deal with some of the issues they may be faced with in their lives. Learning by doing gives students the opportunity to be active and imaginative problem solvers» (Bassey, 1996). Thus, diversity actually presents us with a chance to enhance the quality of education for all our students and provide them with a variety of opportunities to develop into productive citizens. As our schools and nation become more diverse, the need for understanding and acceptance of differences becomes more important. Our challenge is to

provide children with an effective multicultural education that will foster awareness, respect, and acceptance.

1.3.Challenge: The Achievement Gap

The difference in academic performance among children from different classes or groups (ethnic, racial, income) is referred to as the achievement gap. Children of poverty generally achieve at lower levels than children of middle and upper classes. The causes are numerous and are related to both the social environment in which poor children live and the education they receive in school. Factors such as the quality of student learning behaviors, home environment, past experiences with education, and teacher attitudes are among the many influences on student achievement. Slavin (1998) proposes that schools can have a powerful impact on the academic achievement and success of all children by viewing them as *at-promise* rather than at-risk and preparing them to reach their full potential.

A good instruction is sometimes the only ways of breaking the cycle of poverty for poor children. These children need an education that is based on high standards and anticipations for all. Curriculum alignment must institute to assure that a strict curriculum and assessment join and are stratified with the standards. What happens in our classrooms has a considerable effect on student fulfillment. The curriculum should be defying to stop decreased chance for higher education, which interprets into less chances in life for them.

Content should be of high form and good quality also should be culturally pertinent. A watered-down curriculum is inadmissible. Teachers should be familiar of the cultures in which their students live so they can plan effective and attractive courses. In addition to the didactic and classroom management techniques that work well with some students do not needs work well with poor children. The perspective and experiences of the children need to be considered (Goodwin, 2000). Other sides that can help close the fulfillment gap are discussed in the following sections: motivation, readiness and parent/family involvement

An article by Haycock (2001) addresses issues related to poverty and the achievement gap through research conducted by The Education Trust in the late 1990's. They questioned both children and adults on what they suspect are causes of this achievement gap. One comment among those made by the children was, «‘what hurts us more is that you teach us less.' " Haycock (2001) concludes "...we pick the students who have less to start with and then mechanically give them less in school." What schools do clearly matters. What also matters is influential teaching.

1.4. What Are the difficult Areas of Phonology for EFL learners?

Among the hardest languages to be learnt we find the English language .because there exist many rules in the English language about how words are pronounced, there are also quite few exceptions and spaces where there are some exceptions or particular rules do not apply. Understanding these tricky areas will help you be more sensitive to the plight of foreign speakers who are trying to speak English.

Five Difficult Areas of Phonology:

English is a difficult language to pronounce. Different individuals might find various parts of the phonology of English complicated-if not near impossible-to grasp.

The areas that are considered to be the most complex or confusing are:

- Stress on words
- Vowel and consonant sounds
- Combined sounds
- Physical attributes
- Translation between languages

1.4.1 Stress on Words:

In English a different stress is placed on words that are spelled exactly the same, depending upon the meaning that the speaker wishes to create. For example, with the word "record," there is a different stress based on whether we wish to refer to the noun of a piece of music media or to the verb for the actual act of registering or putting in writing a piece of information or saving a piece of music.

Therefore, English language learners cannot rely just on the pronunciation of a word on what they see. They also need to look for the contextual signs around that word, in order to discover the correct way to pronounce it in order to apply the right rule of pronunciation.

1.4.2.Vowel and Consonant Sounds:

In English language the distinction between vowels and consonants is very important and necessary for the learners. After learning these most basic letter sounds, they also have to learn that these letters do not always make the same sound. For example:

- The vowel "a" makes a very different sound in the word "bake" than it does in the word "apple."
- Consonants can change a bit for example the letter «t" in the word "take» differs in sound from a "t" in the word "those. " the sounds shift from [t] to [ð]
- The pronunciation of vowel and consonant sounds depends on the word and the spelling of this word

1.4.3.Combined Sounds:

Sometimes when consonants come together, the pronunciation gets confusing. A non-native speaker when they face the "t" and "h" sound they would pronounce those sounds separately. Instead of gathering them to create a blended sound. Another example of this is when the letters "c" and "k" come together in words as a Tuck, Slack, Deck ,Attacked, and so forth.

The person learning English would see these two letters as distinct, yet when people speak, he or she hears them as blended together into one sound, which understandably can cause at least a bit of confusion.

1.4.4.Physical Attributes: The way in which people speak is, of course, related to physical properties of the mouth region. For example, there are some words which when the speakers have to put their lips together in order to produce the sound and the appropriate pronunciation . As in the letters "p" and "m" for example mother and pamper. While it seems natural to a native speaker, those who do not know how to say these sounds have to learn these processes which are entirely commonplace to the English speaker.

1.4.5. Translation Between Languages:

Always when you attempt to learn foreign language whatever is it you look for a sound or word comparable in English upon which you can base your study off the word in the new language. However, this is not always possible when trying to learn English. For example, the sounds of "th" and "v" do not have any comparable measure in some languages. Therefore, you cannot teach these learners by saying "The sound is like this in your native language." You are not able to give them a basis for comparison.

Practice and Repetition:

Worksheets are one of the most helpful tools for a person learning to speak English. A worksheet can provide graphic images of words and actions which can help the student understand the meaning of the word and help them pronounce the word as they spell it out on the worksheet. Your Dictionary provides information on topics and charts for ESL students to become more familiar with the English language.

1.5. The problems of learning English as a foreign language

English is the second language for the people of EL-TARF as it is the mother tongue of England and American. The Government-fill schools impart education through topical colloquial, private schools prefer English and the general inclination of the people is to get their children accepted to English medium schools.

Linguistically, Arab and English language differ from each other. The difference in English and Arab can be seen in subject issue have a relation to phonology, morphology and syntax now , we would like to shed light on the difference in linguistic field and the problem faced by the ELTAREF students in learning English as foreign language founded on phonology, morphology and syntax. The error tied by the EL-TARF students when they are learning English as a foreign language display such immense mutual differences. The error extends insight in the field of language instruction. Language learning and instruction includes error as no learner can pick up the right form of the language overnight.

The learner must be familiar with the parts of the language and to produce whatever has been taught or to perform an equal type of language. The learner may not learn everything that has been taught or tend to over generalize. The students when they are learning English as second language, they do certain errors because of mother tongue interference. The common errors which can be understood.

1.6.Five Biggest challenges of learning English:

The English language counted the most famous languages for learning, maybe it the most spoken language universally, and many people choose English to learn the language to place them in a good situation to obtain job, or communicate more prosperously with more people from around the globe. Even if the English is well-known language to learn, however but it is easy to master, there exists a set of defies that might face when English learners and if you are aware of these beforehand you will master the language. These are the most famous 5 challenges people should face while learning for speak as well as the writing form in English

1.6.1.Grammar:

English Grammar is multiplex, making it difficult to remember, master and use consistently. Ensuring that you utilize the right grammar can be tricky, particularly when you are in discussion with someone and they are talking at an alarmingly quick pace. Learning grammar rule is like learning how to drive, you can acquire all of the theory, rules and regulations, but you won't be good at it unless you act it and it begins to become second nature to you. Grammar is extremely important, incorrect utilization of grammar can discompose the person you are talking to and even change the meaning of what you are communicating, in addition native English speakers are hyper conscious of grammar and will notice almost instantly if a grammatical error is produced, even if this is the smallest of errors, English speakers are unbelievably pleased of the language and look negatively on it being utilized erroneously. English grammar is notoriously controversial for EFL learners; its difficulty leads to an incredible many common mistakes, which even native speakers habitually fall

foul of. But it's not just these essential errors that EFL learners must overcome. English grammar is full of subtlety, and it's only with experience that non-native speakers will learn to appreciate its nuances.

For example, the distinction between "I break" (the simple past) and "I have broken" (the perfect present), to which other forms like "I am breaking" or "I had broken" add even more intricacy with different meanings. Then there's the difficult auxiliary verbs that many EFL learners fight with – such as "Do you want some jus?" and "She has given me some jus " – and modal auxiliary verbs, which express things like likelihood or obligation ("I might join you", for example).

Add to that the idiomatic variations and their subtleties (it's "make a promise", not "do a promise", for example), to say nothing of the complication of punctuation, and you have an enormously requesting task to master the finer points of English grammar. While the essential aspects of English grammar must be learned by repetition from the moment you begin learning the language, some of the more advanced aspects won't be picked up until you're talking English unhesitatingly and are able to start fine-tuning your existing English skills by listening closely to how native speakers speak the language, as well as by learning from your mistakes. Nobody would expect you to be able to master all this from the word go – it's something you pick up over many years of speaking English.

1.6.2. Vocabulary:

Vocabulary is a big defy, especially when in case of verb divergences and guessing which tense should be used in multiple situations. English has one of the massive vocabularies of all languages, and it can be very confusing and confounding for non-English speakers to master. Using vocabulary incorrectly is incredibly noticeable to anyone who's first language is English, although it does reduce meaning of your text not just change it.

1.6.3. Slang and colloquialism:

With the English language and with all its numerous vocabulary and complicated grammar, there is enough to teach students without learning English, rarely are students exposed to the slang words used by English speakers in daily conversation. Sentences can be mainly filled with vernacular words, so safeguarding a conversation would be hard for anyone who doesn't realize what they mean.

1.6.4. Pronunciation:

To know how to pronounce words in English can be very difficult as it isn't always evident. English speakers have been educated these from an early age, how they know the cases where to pronounce the silent letters and where not as 'k' on 'knight', they have been thought the subtleties in how to pronounce something to communicate appropriately. Furthermore, concerning on the first language of the English learners, it would be often hard to pronounce some words properly, especially some morphemes which may be they have not dealt with it before.

Grips pronunciation can be a tall order whatever language you're learning; even within northern European languages, the common sounds can differ largely. These issues are some of the main aspects of English pronunciation that makes English hard to acquire and even to pronounce for those learning as a foreign language.

1.6.4.1. Certain sounds in English are particularly tricky:

Many nationalities faced obstacles with different sides of English pronunciation, and there is not much solutions to avoid this problem unless the practice and the repetition until they form the ability to create the appropriate sounds. Many EFL learners find difficulties in pronunciation the "th" sound, because it is uncommon in other languages. The student's of Algeria and especially at El-Tarf city cannot find many difficulties to pronounce it because it already exist in their mother tongue but they

find it hard to differentiate between “r” and “l” sounds, while the distinction between “b” and “v” is problematic for speakers of many other languages, also .

In English language and as contrast with other languages there are a difference which is in consonants number we can assemble in a syllable – up to three; “splash”, for instance, has three consonants (“spl”) strung together before the vowel “a”. This is not available in many languages, because it can cause many difficulties in pronunciation, the students sometimes including extra vowels to break up the consonants, and practice with that as it is known the more we practice the more we get perfectness. Those struggling long-term with English pronunciation may benefit from elocution lessons, which coaches students through how to create different sounds by using the mouth, teeth and tongue in a different way.

1.6.4.2. Guessing the pronunciation from the spelling:

In English language the spelling of the word is not always easy to guess from the pronunciation of how it sounds. Because there exist some confusing sounds. you are right if you think that because they have the same ending with the letters "ough" they would sound the same as in the following examples: borough, although ;t; rough ;through; plough ;laugh ; bough ...etc but all these words differs in pronunciation . because for the " ough" ending there are many sounds for instance though (as o in go)through (as oo in too)cough (as off in offer)rough (as uff in suffer)plough (as ow in flower)ought (like aw in saw)borough (like a in above). ; in “dough” it sounds like “oh”. Unfortunately "ough" ending is an extreme example. Of course English words are not always that difficult. But mostly, when you learn a new word, you should also check its pronunciation. If you do not have a teacher or someone to say the word for you, you can look in a dictionary.

Not all word endings are as difficult to learn as this one; words ending in “-tion”, for instance, are all pronounced “shun”. As a result we conclude that for most of the known endings, you only need to learn the exceptions where pronunciation is concerned.

There are so many silent letters

English has there exists silent letters that are not pronounced, which makes more pronunciation issues for EFL learners. As an example the words that begin with a silent “K”, as “knowledge”, “knead” and “knee”. in addition to other silent letters at the beginning of words, such as the silent “H” at the beginning of “hour” and , “ hier” the “p” at the beginning of “pseudonym” or the “w” in “write” and "wrong" for words that contain final silent letters rather than beginning with them. such as the “L” in “mould ”, and “ fold” .the “B” in “comb” and “”, the “d” in “hedge”, the “N” in “solemn” or the “T” in “Christmas. Usually it is good to have an idea and learn the patterns containing silent letters so that you can guess theme.

Sometimes it seems to us that silent letters are not important if they’re not pronounced, in fact, they make a big difference to the meaning of words, and may be , they have the capacity to change their pronunciation totally.

1.6.4.3.Regional dialects alter pronunciation:

The pronunciation in English language differs and this variation from region to another this depends on the plethora of regional dialects we can say that the same word can be pronounced very differently depending on who is pronounce it. As good example is the way the “a” is pronounced in the word “bath”; there is a difference east and the west of Algeria that is related with their dialect , in the east they pronounce it with a long “a” to sound like “barth”, as the case in El-Tarf and those in west , who pronounce it with a short “a” as heard in the word “cafe”. If you’re exposed to a variety of accents when you’re learning English, it will compound the difficulty of learning the correct pronunciation. You can minimize this potential confusion by ensuring that you do all your learning with someone with a neutral dialect (or at least with the same dialect if you’re studying with more than one person) throughout your English studies so that you learn to pronounce words consistently.

1.6.5. Variations in English:

The divergences in the different forms of English can be harsh to understand. For instance, the variance between using formal and informal language or the variances between spoken as well as the written language. This leads to students writing words phonetically, or how they would say it rather than how its actually spelt, in addition to using informal language, probably even slang which they have picked up, through formal situations or may be viewed negatively.

Introduction:

Firstly, new learners of English might find that reciting expressions is exhausting worth of effort. We aggravate each exertion to recall them, but we can't remind whatever when we need. It seems a gander no use to discuss expressions over and over. On one hand, reciting expressions is vital to each English learner. Expressions are the base of listening, speaking, reading and writing. On the other hand, reading and writing, can help us to remember words better. We only utilize English expressions usually, not only discuss them, we may make a deep expression. Secondly, many learners might read and write English perfectly, however their listening and speaking are too poor to communicate.

Not everyone needs an opportunity to go abroad. We must create ourselves an English circumstance. If a movie has two versions: English and Algerian, you would better watch the English version. American television program series, for example, such as <Heroes>, <Lie should me> and <Criminal Minds>, are fantastic programs. Watching them is a great approach to know how those native speakers banter and communicate. It's less demanding to us to remember sayings to television programs and movies than some uninteresting writings.

2.1.POVERTY:

It is obvious that poverty has a deep effect on study. Accomplishment gaps for disadvantaged children start before they enter the school and expand throughout their school career. But researches show the reverses.

Most students in this city come to school provided with the fundamentals for success. They arrive having gained the preschool experiences they require to be geared for grade-level work; their physical and mental-health necessities are generally being met; they enjoy a range of both academic and nonacademic learning experiences beyond the school day. That supplement is what they learn in school; and they require the family support that ensures that they are spurred and prepared to learn when they are in school. These features, however, are generally absent from the lives of children increased in poverty.

Almost nobody would disagree with the essential proposition that socioeconomic factors considerably influence learning, however many people are doubtful of whether schools, even in cooperation with other government agencies and community organizations, are capable of responding to these needs on a broad, systemic basis.

Such skepticism is unjustified. For the past years, working with a statewide task force of experts .The following statements demonstrate how the hindrances caused by poverty limit school success. these statements are :

- Learners are entitled to educationally pertinent supports in the areas of early-childhood education, stretched learning in out-of-school time, health care, and family correlation and support—that is, those services which directly affect success in school.
- Access to these comprehensive educational services is a lawful right and must be made obtainable to all children, not just to some children when political trends and budget cycles occur simultaneously.
- Every state requires to make an approach base to satisfy this right, in early childhood, stretched learning time, health care and health education, and family engagement.
- States can supply these services for a rational price. We trust the economic and social benefits to providing them would, in time, return more than double the value of the investments made.

A developing body of research obviously shows that Taref will attain its goals of promoting equity and preparing students to work successfully and effectively as citizens and productive workers only through a concerted effort to eliminate the substantial socioeconomic obstructions that limit school success for many. Moreover, a number of demonstration projects have shown the dramatic gains that can result from coordinated efforts to meet children's broad learning necessities.

We all know that we live in economical hard times,as well as the developing numbers of children whose educational chances are being hindered by present policies. Execution of the full program that we envision—and absorption of the full price tag—would take a decade or more.

Social change goes gradually in this city. If we are going to make aggravate advance in closing the fulfillment gap by 2020—or ever—now is the time to adopt realistic policies to meet these goals.

2.2.Pronunciation improvement:

2.2.1. How do we improve pronunciation skill?

Teachers use many ways to encourage their students to enhance their pronunciation

2.2.2. Teaching phonemes:

This is divided into four parts:

- Diphthong sounds and Vowel: east,bank ,near and where.
- Consonant sounds: play,stay,follow and snow.
- Stress patterns: influence | influence |.
- Intonation patterns:‘ what?’;shows surprise.

There are many words in English that can have the same pronunciation but are written differently with different meanings. For example,“see” and “sea”which have the same phonetic transcription:/si:/.There are some words that have different pronunciations but are written similarly, as in the "ough" combinations thought, though, bough, and through. The students are specified with the International Phonetic Alphabet and followed by examples. Teaching pronunciation according to three important sections:

- Individual sounds include:Stress, some sounds in words and some words in sentences are clearer than others.
- Intonation:the raising and falling of the voice; e.g. to show surprise.
- The importance of pronunciation clinched alongside English might be demonstrated by various English pronunciation dictionaries. A standard English lexicon dependably incorporates those pronunciation phonetically from claiming each entrance of the expressions. It implies that an English learner will figure from those word reference not just significance of the word,the imperative thing is how to pronounce those expressions effectively. Though he knows only the spelling of the expressions, potentially and he will have the capacity to compose those word,however he will misspeak it though he or she does not know the pronunciation of the statement.

•Those instructor's testament do need an actualized amount of methodologies in assisting the meanings so as to decrease their weaknesses on pronouncing English vocabularies. The educator's testament need to require them to guarantee or elucidate those pronunciation of the expressions on the word reference toward themselves. Transcription and drill strategy bring likewise been executed by those educator's testament to settle on them acquainted with the vocabularies of this remote dialect. Done fact, those exertions would not service enough the assistance of overcoming those pronunciation issues.

To solve this issue, there must be a chance to be an approach alternative system. The approach alternately strategy must have a place with useful things. Littlewood (1981: p.8) proclaims that the paradigm for triumph in correspondence is not to such an extent if he or she needs to figure out how to pass on a planned meaning, however rather if he or she needs to prepare an adequate bit from claiming language. But, eventually, perusing accentuating the open nature for this language. Those exercises additionally aim to help the learner to create joins for intending that will later empower him/her to utilize this language to open purposes.

The word 'practice', concerning illustration utilized here, incorporates not only exercises where the learner's reaction is related to immediate, however the individuals in the place of the learner need additional period to reflect on the operations he or she alternately may be performing. To earn the reason for teaching, an instructor ought to be inventive to decide the proper approach of educating support. In this case, an instructor must have the capacity to consolidate some techniques, methods, or methodologies to settle on people pronounce those expressions effectively. Because those proper approaches picked up by those educator's testament could impact students' interest, inspiration. Furthermore their capacity of pronunciation.

For educating help and moving forward the English pronunciation, instructors normally use Drill strategy. Those instructors require those people on repeatable expressions they say, then afterward them. It is advantageous enough with aggravate those scholars unable should think over the English pronunciation, in any case there would be a real weaknesses from claiming this system. The learners will just know the pronunciation of the expressions that are required by those educators to be rehearsed in the Drill strategy. It is unthinkable to the instructors on generally to utilize this technique in educating help and expanding the pronunciation capability of the scholars. It will invest an excess of chance. Along these lines have a tendency with make far out from the term for relevant. Furthermore, appears on making text based. The reason for taking in a language communicatively will be out of target.

The writer presents Communicative Language Teaching (CLT) similarly as this best approach out or result of the pronunciation issue whether the learners in the classroom. CLT is a sort of methodology over showing and taking in a language communicatively, or we could say Taking in a language eventually by practicing it instantly. Finocchario & Brumfit (1983) in brown (1994: p. 79) claim the features of CLT appears to be the response of how the students' pronunciation capacity should move forward. They are:

1. Communicative competence is the desired goal.
2. Meaning is paramount.
3. Dialogs, if used, center, around communicative functions and are not normally memorized.
4. Contextualization is a basic premise.
5. Language learning is learning to communicate.
6. Effective communication is sought.
7. Drilling may occur, but peripherally.

8. Comprehension pronunciation is sought.
9. Attempts to communicate may be encouraged from the very beginning.
10. Translation may be used where the students need or benefit from it.
11. Linguistic variation is a central concept in materials and methods.
12. Language is created by the individual often through trial and error.
13. Fluency and acceptable language is the primary goal: accuracy is judged not in the abstract but in context.
14. Students are expected to interact with other people, either in the flesh, through pair and group work, or in their writings.
15. Teachers help students in any way that motivates them to work with the language.

In investigating CLT in English pronunciation, teacher needs to keep in mind that those features of CLT; there must be a correspondence activity, in this case, the listening and speaking skills must be the target in teaching and learning activities. The exercise itself could be a conversation between the teacher and the learners, or around the learners themselves, it also might be interviews, role plays, and so on. The exercises must have the capacity on compel the learners to get included in the communicative exercises. They must pay attention to what other people tell them and attempt with perceive and understand, and how to react them toward speaking (produce by them). Promadi (2008: p. 54) claims that the exercises made by the teachers in the classroom must have the ability to aid the learners in reaching the communicative target. The exercises settle them dynamic in correspondence for example, offering information, negotiating, and to satisfy those data gap.

Furthermore, he declares that CLT exercises are started by structural mastering works and different activities which are close to the communicative ones.

2.3. Do you trip over common grammar mistakes?

Using right syntax is high on the rundown for large portions people's fear or failure in a business environment. If get ready a resume, leading an interview, or trading benefits of the business email or proficient correspondence, avoiding as a relatable point sentence structure errors is those objective about the individuals who forethought around the impression they settle on. A general guideline is that for an absolute syntax error, your validity is doubted. For two or a greater amount syntax mistakes, you're dead in the water!

Some of us observe a simple grammar error in daily conversations, but when you are speaking with a prospective manager or emailing an inquiry about a possible occupation opening, you need to set your best foot ahead and Abstain from sentence structure errors on business-related speaking and writing. Common grammar mistakes are easy to overcome when you keep in mind a small number rules. Utilize the accompanying guide to help you stay away from common grammar mistakes.

2.3.1. Don't use male pronouns exclusively for unknown people:

writers and speakers utilized male pronouns to obscure referents. When changing a baby's diaper, make sure not to stick him with the pins

Today, in the get of feminism, we recognize not to utilize male pronouns only any longer. Instead, utilize "him or her," or go back and forth between the two all around those paper: When changing a baby's diaper, be sure not to stick her or him with the pins.

2.3.2. Don't mix single objects with plural pronouns:

It's not difficult to switch track in a sentence, but you must make cautious to guarantee pronouns match the nouns they stand for. Here may be a sample about the place that doesn't happen.

One should always return *their* books to the library on time.

One should always return his or her books to the library on time.

-Or- In a sentence like this, change the noun or its pronoun so they're both singular and plural.

People should always return their books to the library on time.

2.3.3. In writing, don't begin a sentence with a number, though you can do so in speech:

Starting a sentence with a date or an amount may be alright when you are talking:

"2006 was a good year for the company."

But in writing, you should not begin a sentence with a number. Change the word order:

"Our company had a good year in 2006."

2.3.4. Don't use incomplete sentences, not fragments, especially in your writing:

In spite of it's not exceptional to talk utilizing sentence fragments, one of the most grammar errors in writing is to utilize sentence fragments instead of complete sentences. A right sentence utilization both a subject and a verb to express a complete thought:

2.3.5. Don't confuse verb tenses:

Other common grammar error is to blend verb tenses when writing about the past simple and the long past. Recall to utilize past perfect for occasions that lead up to a more recent part of the past. Note the difference in meaning for these sentences:

I smoked cigarettes for ten years

I had smoked cigarettes for ten years when I finally decided to quit.

I used to smoke cigarettes for ten years

I have smoked cigarettes for ten years

2.3.6. Don't split infinitives:

In spite of experts sometimes disagree about the vitality of this rule, in general, attempt to avoid splitting infinitives except if it sounds awkward to do so, both in speech and in writing. An infinitive is an unconjugated type of a verb, as follows after: to run, to jump, to write, to care

Here are samples of splitting infinitives in sentences, with remedied forms below each one:

-To quickly run the course can lead to victory.

Better: To run the course quickly can lead to victory.

-To smoothly jump the fence will help the fox escape.

Better: To jump the fence smoothly will help the fox escape.

-To carefully write a letter takes time.

Better: To write a letter carefully takes time.

2.3.7. Don't use the reflexive voice unless it is needed:

The reflexive voice reflects back on the one being referenced. It intends to do something oneself, to emphasis, which is rarely the event. Here are samples of how to utilize and not use a reflexive voice: Correct: The toddler washed himself. (His mother didn't have to wash him.) Incorrect: The manager wrote the letter himself. (The "himself" is unneeded, unless someone else was expected to write the letter, and the change is important.)

2.3.8. Don't substitute "who" for "whom":

"Who" is the subjective form of this pronoun, while "whom" is the objective form. In other words, use "who" in the subject place of a sentence or question, and "whom" in the object position:

Who is responsible for this mess? (Not “whom”)

-Or-

To whom should a bill for damages be sent? (Not “to who”, since “whom” is in the subject position—i.e., “the bill should be sent to whom”)

2.3.9. Don’t confuse a demand for a polite request:

When you solicit others to do something for a professional setting, pay attention how you phrase those ask to evade sounder like you are giving orders. People are less averse to react to a certain manner when you make your demand consciously.

Command: closed those door.

Request: might you kindly close those door?

Command: I need that venture completed eventually by 5 p. M.

Request: are you equipped to finish that venture by 5 p. M.?

2.3.10. Don’t use slang:

Despite slang is fine for informal discussions with friends, it is not tolerable over ordinary business use. Take care to talk as well as write in an accurate, semi-formal manner, avoiding slang, old or territorial expressions, or profanity.

Wrong: I need this terrible vocation

Right: I really want this particular occupation.

Wrong: review with those accounting office for the other stuff.

Right: review with those accounting office for details (or help materials, and so on.).

Again, slang is more tolerable in speech than in writing, but don't overcompensate it in the office or you might be observed unprofessional.

Most of us stumble each one in a while by slipping common grammar mistakes into our spoken or written language. To build a polished picture for your career path, evade settling on sentence structure errors such as these that can create a negative impression of your communication abilities.

One of the most significant difficulties of English learning is making effectively a phrase without thinking grammar rule.

Speaking is real. You don't have time to think about the right rule. I think that there is many exceptions in grammar rules in English language. That is the reason that it is difficult for an EFL learner to actualize all these rules in his speaking.

2.4.How do you overcome these difficulties?

You can become eloquent and make grammar mistakes. The search for perfection is limited to lead to failure. One of the solutions is to look for reactive words and expressions. What do I mean by "reactive words"? A "reactive word" is words which incentivize a reaction forward other words. To cite an example: when I say "listen» song, you must say "I listen to a song ". There is always the "to".

An other example concerning tense. There is many words to give us a clue what tense you should utilize.

For example: "since»; if you say I have been living in EL-Tarf since 1998. It doesn't work in French. In French you say I live in EL-Tarf since 1998. It is fundamentally illogical in French. That is why it is too difficult. While in English it works. There is no rules, no exceptions but it does so, when you say "since" you should utilize this tense.

You may deem grammar an annoying technicality, a small detail of speech and writing not worth much effort. But a research last year from the Society for Human Resources and Management shows that 45% of bosses plan to raise training for grammar and other language skills.

So the thing you say does matter as much as how you say it, especially in a professional environment. We've organized a list of mistakes that people make while drafting an office memo or just chatting with coworkers around the water cooler.

2.4.1. "Fewer" vs. "Less»:

The utilization of "fewer" when debating countable objects. For example, "He ate five fewer apples than the other guy," utilize "less" for uncountable concepts, like time. For example, "I spent less than two hours finishing this report. »

2.4.2. "It's vs. "Its»:

An apostrophe sign possession. As in, "I took the cat's milk." But because apostrophes also usually replace deleted letters — like "don't" — the "it's" vs. "its" decision gets complicated.

Utilize «its" as the possessive pronoun: "I took its milk." For the shortened version of "it is" use the version with the apostrophe. As in, "it's raining. »

2.4.3. Dangling Modifiers:

These are mysterious, adjectival clauses at the beginning or end of sentences that often don't modify the right word or phrase.

For example, if you say, "Rotting in the refrigerator, our office manager threw the fruit in the garbage." The structure of that sentence implies your office manager is a zombie trapped in a chilly kitchen appliance.

Make sure to place the modifying clause right next to the word or phrase it intends to describe. The correct version reads, "Our office manager threw the fruit, rotting in the refrigerator, in the garbage.".

2.4.4. "Who" vs. "Whom»:

When deem whether to utilize «who" or "whom," you have to reorder the sentence in your own head. In the mentioned case, «whom you call a respectable" alters to "you call whom a respectable." "Whom" suits the sentence instead of "who" because the word role as the object of the sentence, not the subject.

It's sometimes easy to tell subjects from objects but to utilize an over-simplified yet good, general rule: sentences are started with subjects (or clauses), and ended with objects

For reference, "who is a respectable?" would be a perfectly grammatically correct question to ask.

2.4.5. Me, Myself, and I:

Choosing when to utilize me, me, or me also falls under the subject/object debate. "Me" always used as the object (except in that case); "I" is always the subject. And you only utilize "myself" when you've indicated to yourself earlier in the sentence. It's called a reflexive pronoun — it gets along with a pronoun formerly in the sentence. For example, "I made myself lunch" not "my friend and myself made lunch."

To decide utilization in "someone else and me/I" situations, take the other person out of the sentence. "My fellow worker and I went to lunch." Is "I went to lunch" correct? You're good then.

2.4.6. "Lie" vs. "Lay»:

Dear everyone, stop saying: 'I lay my book on the table every night before turning out 'Someone lays something somewhere.

You lie. Unless you lay, which means lie but in the past tense. Okay, just look at the chart.

| Stem | Present | Past |
|------|---------|------|
| Lie | Lie | Lay |
| Lay | Lay | Laid |

2.4.7. Irregular Verbs:

The English language has a lot of surprises. We can't register all the irregular verbs, but be conscious they do exist. For example, no past tense exists for the word "broadcast." "Broadcasted" isn't a word. You'd say, "Yesterday, CNN broadcast a show."

"Sneak" and "hang" also fall into the category of irregular verbs. Because the list of irregular verbs (and how should conjugate them) is so vast, you'll have to research for them individually.

2.4.8. "Nor" vs. "Or»:

Utilize "nor" preceding the second or farther of two alternatives when "neither" introduces the first. Consider it as "or" for negative sentences, and it's not optional. For example, "Neither my friend nor I understand the new lesson." You can also use nor with a negative first clause or sentence including "not." For example, "My friend didn't understand the lesson, nor did I."

2.4.9. "Then" vs. "Than»:

There is a straightforward contrast between these two words. Utilization "then "in debating. As in, "We had a meeting, and then we went to lunch. " incorporate "than "in comparisons . "This meeting was more fruitful than the previous one"

2.4.10. Ending Sentences With Prepositions:

First of all, you should not do it — generally. Second, for those who don't know, prepositions are any words that a squirrel can "run" with a tree (i.e. the squirrel ran around, by, through, up, down, around, etc. the tree).

"My boss explained company policy, which we had to abide by" sounds awful. In most cases, you can just reverse the preposition to the beginning of the clause."My supervisor demonstrated shares of the organization policy, ," or better yet, rephrase the sentence to evade this problem: My supervisor clarified the obligatorily agency approach. "

2.4.11. Subject (And Possessive Pronoun) And Verb Agreement:

This principle seems a bit counterintuitive, but in any case practically plural subjects take verbs without an "s." For example, "she types," but "they type." The pronoun agreement comes into play when you add a possessive element to these sentences. "She types on her keyboard," and "they type on their keyboards."

As a caveat, the pronoun "someone" requires "her or his" as the possessive.

CONCLUSION:

Learning by rehearsing are the key words in learning any language. Pronunciation as A sub-component of language skills is one of serious issues fronted by the learners about English considered as a foreign language. By generally taking time to act it, it could be allowed for them to be close and closer to the right way to pronounce those expressions of this foreign language.

CHAPTER THREE

FIELD OF INVESTIGATION

Introduction:

This chapter is designed to analyze the findings obtained through investigating the EFL students' problems and difficulties. Our aims from conducting this study are to confirm if our hypotheses are true or false. Since the the students are the main variable of this study, their views and opinions are very important to test the stated hypothesis. The most appropriate tool for this investigation is through addressing questionnaires to the students. Hence, we have chosen to work on a sample population composed of thirty LMD students of the English stream at El-Tarf University in the academic year of 2015-2016.

3.1.Students questionnaire

3.1.1. Description of the questionnaire

This questionnaire is designed for a sample of English students at El-Tarf University of the academic year 2015-2016. The participants of this questionnaire are 30 students from seven classes. They are chosen randomly to investigate the problems and difficulties facing EFL learners. This questionnaire involves different types of questions: open-ended and closed questions. Closed questions require the students to answer by "Yes" or "No" or to tick up the right answers from a set of options and open-ended questions which require from them to give their personal opinions or background information about subjects or add a justification for their choice. The whole questionnaire is made up of (22) questions that are classified under (05) sections:

Section one: It is about the students' background information. It aims at gathering information about the participants of this questionnaire. It contains three questions.

Section two: This section deals with learning support. It contains two questions.

Section three: This section deals with teaching aids. It contains two questions.

Section four: It deals with the pronunciation and phonological problems. This section contains eleven questions.

Section five: This section deals with the grammatical problems facing EFL learners that hinder their production of accurate English. It contains four questions.

3.1.2. Analysis of the results

1.2. Section One: Background information

This section investigates the background information of the students.

Gender:

| Sex | Number | Percentages |
|--------|--------|-------------|
| Female | 20 | 66.66% |
| Male | 10 | 33.33% |
| Total | 30 | 100% |

Table 3-1: Students' gender

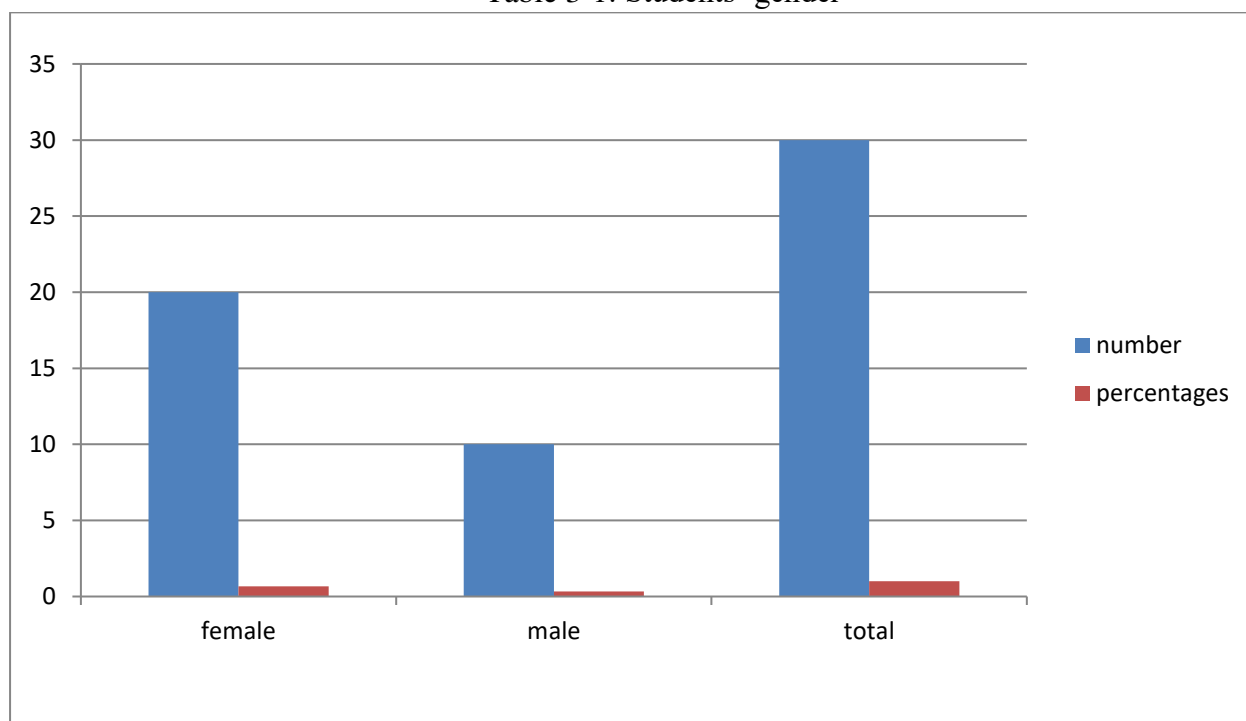


Figure 3-1: Students' gender

The results show that the majority of students are girls (66.66%) who tend to study languages in general, and only 33.33% represents boys from the sample population.

Age :

| Age | Number | Percentages |
|--------------------|--------|-------------|
| less than 20 years | 7 | 23.33% |
| 20 to 24 years | 13 | 43.33% |
| more than 24 years | 10 | 33.33% |
| Total number | 30 | 100% |

Table 3-2: Student's age

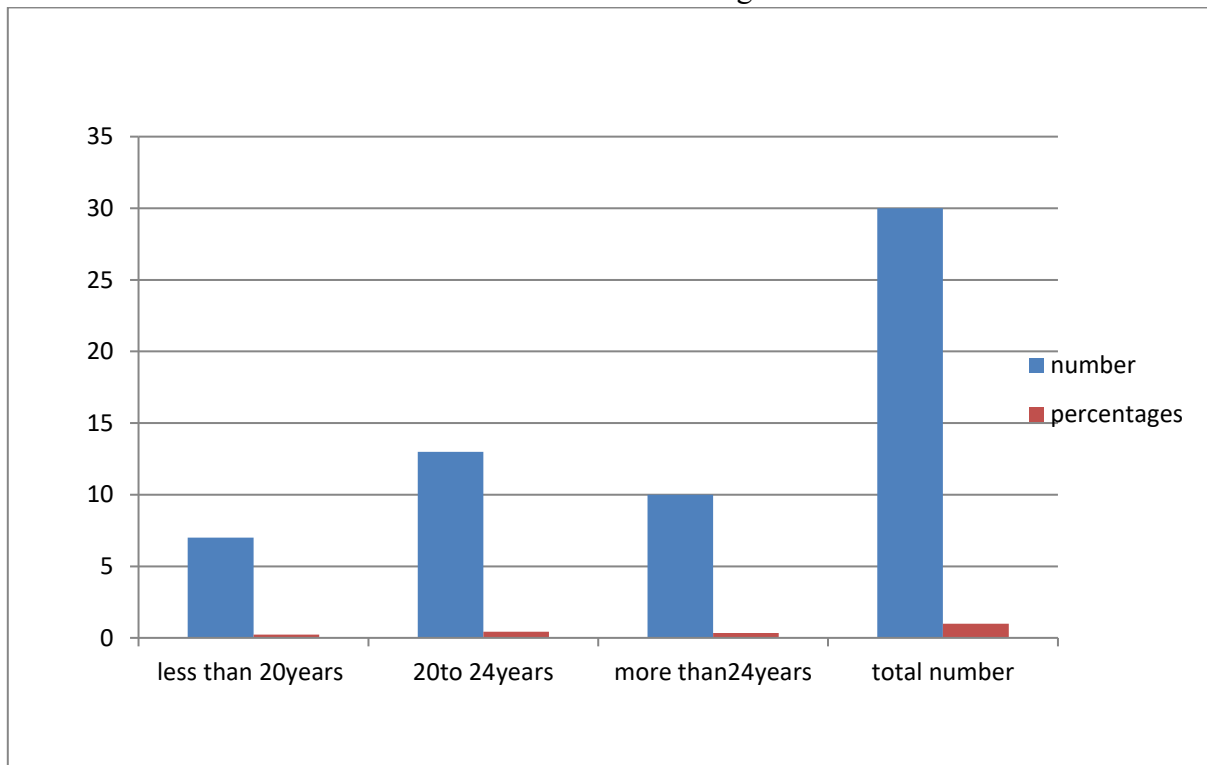


Figure 3-2: Student's age

The table results present the ages of the students. They are varying from less than 20 years to more than 24 years old. It shows that the majority (43.33%) are from 20 to 24 years old. The second category (33.33 %) represents the students who are more than 24 years old. The percentage (23.33%) represents the youngest students who are less than 20 years.

Level:

1- Why did you choose to study English?

A-personal choice

B-parents choice

C-administrative orientation

| Options | Responses | Percentages |
|----------------------------|-----------|-------------|
| personal choice | 30 | 100% |
| parents choice | / | / |
| administrative orientation | / | / |
| Total | 30 | 100% |

Table 3-3: Reasons behind studying English

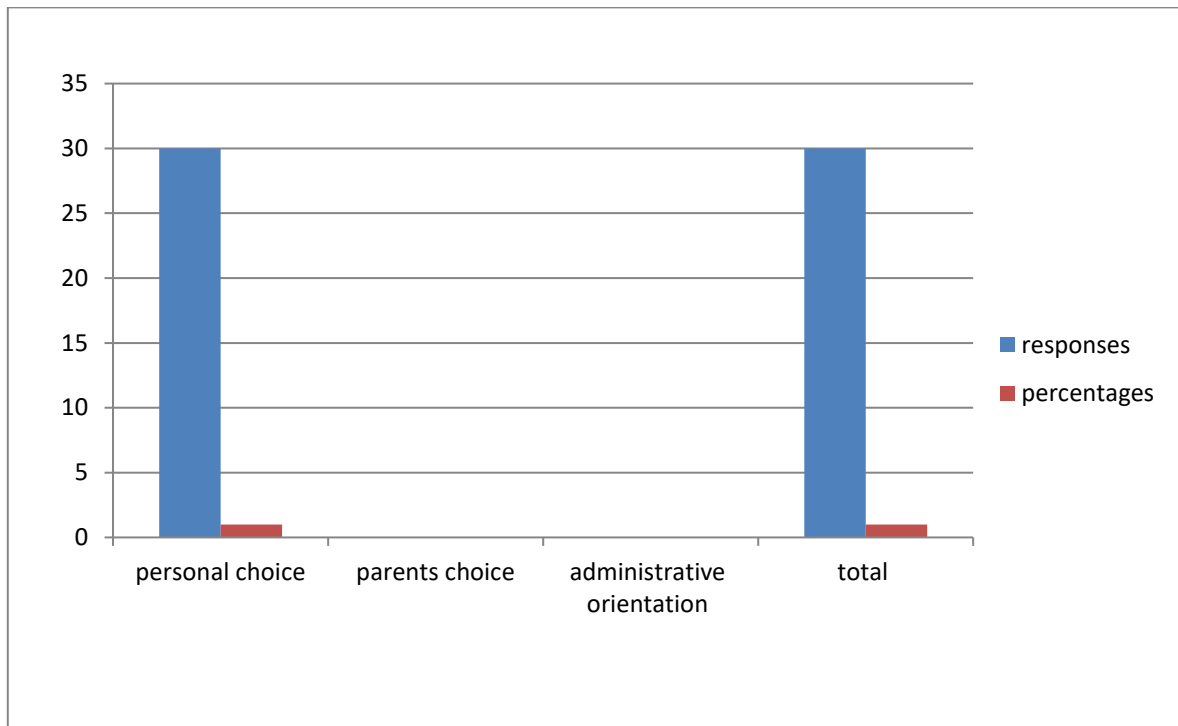


Figure 3-3: Reasons behind studying English

These results represent the choice of the students to study English language. A quick glance at this table will reveal that (100 %) of the students choose English as a personal choice. This means that they are not obliged to learn, so they have some motivation to learn and to master the English language.

1.3. Section two: Learning support

1-Do you share /own a PC at home?

a .Yes

b.No

| options | Responses | Percentages |
|--------------|-----------|-------------|
| Yes | 23 | 76.66% |
| No | 7 | 23.33% |
| Total number | 30 | 100% |

Table 3-4: Owning personal computer

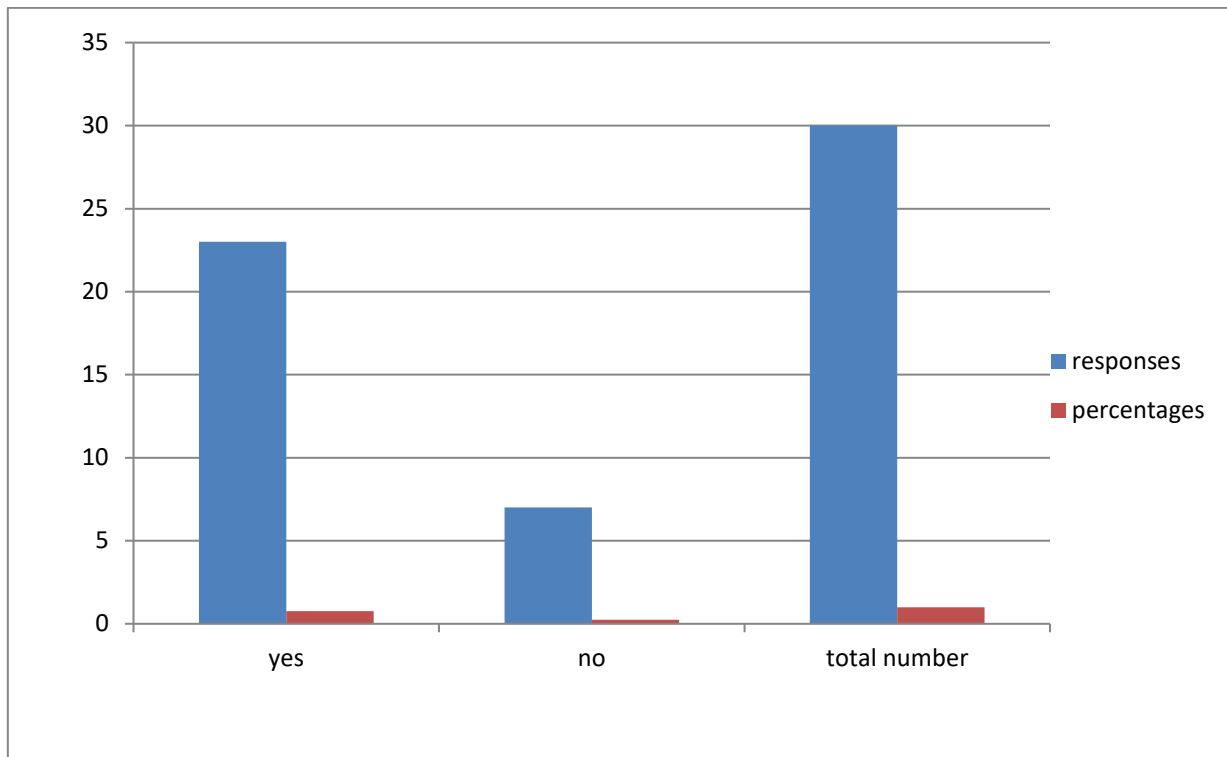


Figure 3-4: Owning personal computer

These results show that the majority of students who are (76.66%) own a PC at their homes and only (23.33) do not own

1.4. Section Three: Teaching Aid

1- Do you think the use of ICT is very useful for you to boost your English level proficiency?

a-Yes

b-No

| Options | Responses | Percentages |
|--------------|-----------|-------------|
| Yes | 30 | 100% |
| No | / | / |
| Total number | 30 | 100% |

Table 3-6: The usefulness of using ICT

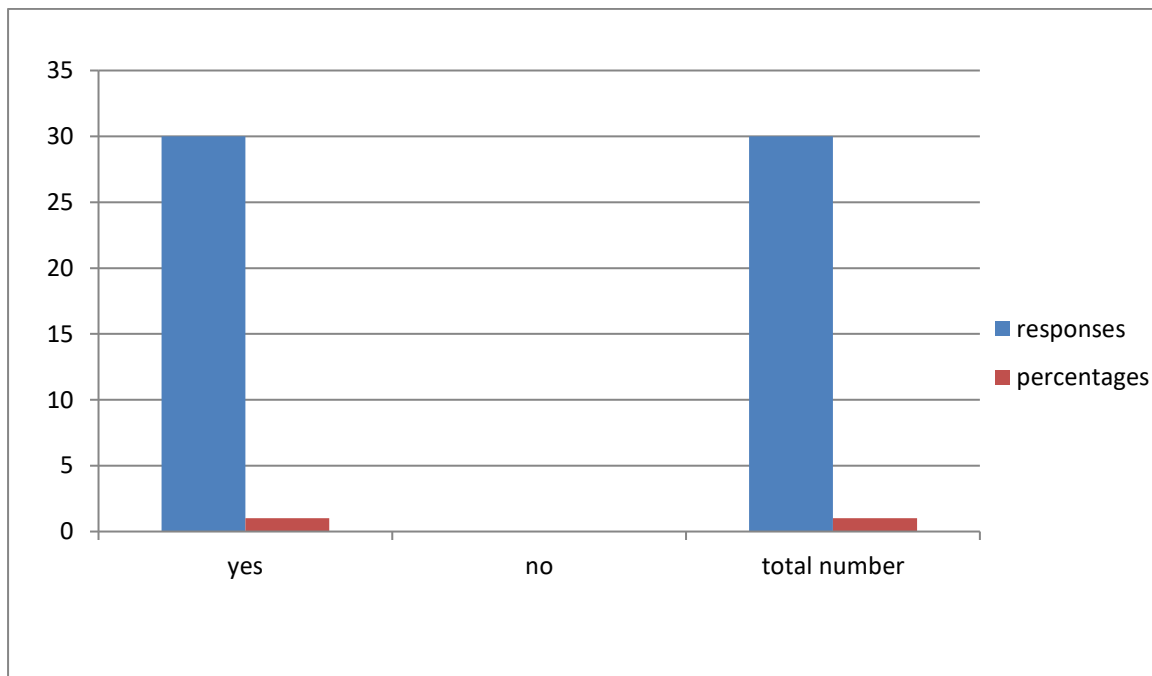


Figure 3-6: The usefulness of using ICT

This question aims at knowing the importance of using information communication technology to boost their English level proficiency. All the students (100%) respond with 'Yes'. They claimed that the use of ICT makes them more familiar with the target language in which helps them to enhance their level.

2-Learning English is :

a-very easy

b-easy

c-difficult

d-very difficult

| Options | Responses | Percentages |
|----------------|-----------|-------------|
| Easy | 18 | 60% |
| Very easy | 2 | 6.66% |
| Difficult | 7 | 23.33% |
| Very difficult | 3 | 10% |
| Total | 30 | 100% |

Table 3-7: Students attitude towards learning English

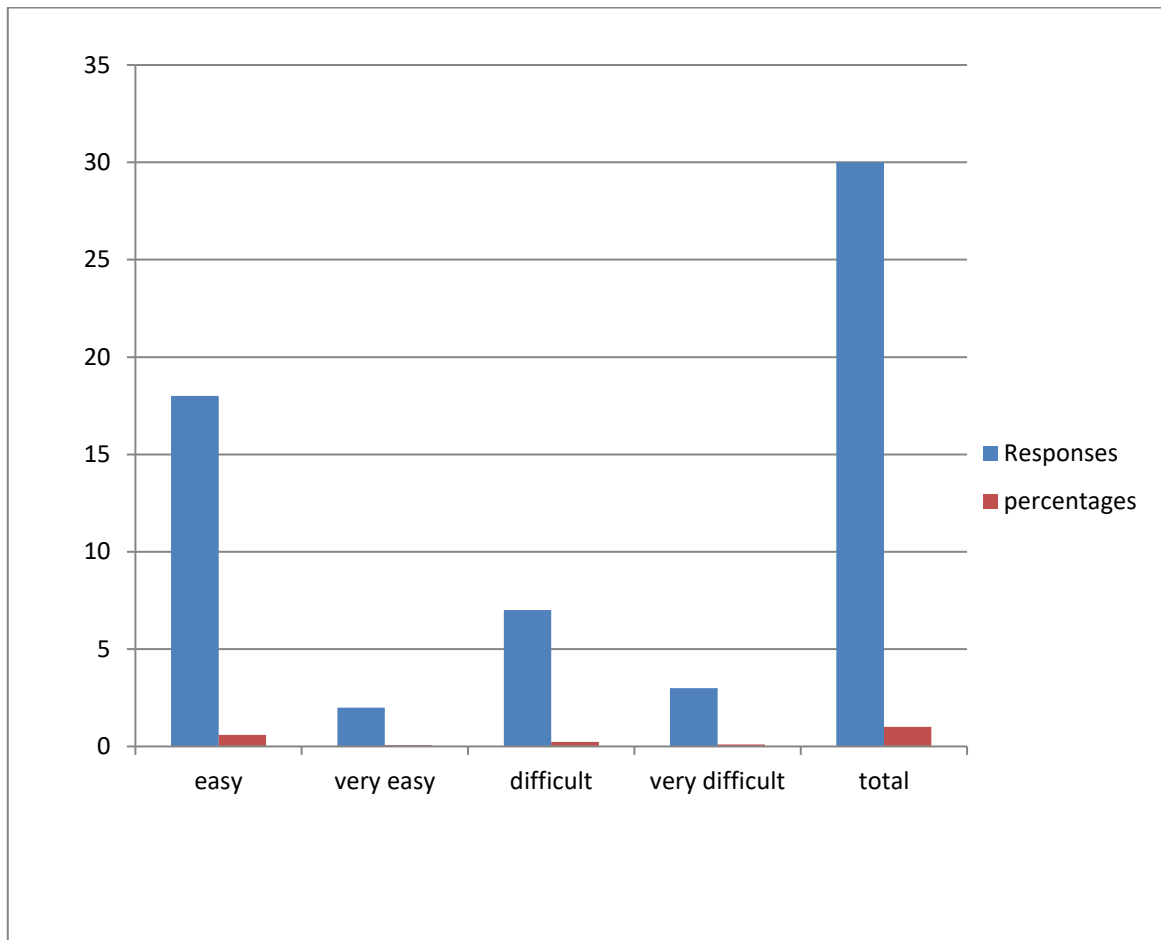


Figure3-7: Students attitude towards learning English

This question aims at knowing the different point of views of the students on learning English. The table shows that approximately more than half of the students (60%) response that learning English is an easy task, while (23. 33%) views that it is difficult to learn English. Therefore, two students (6.66%)

see learning English as a very easy ; however, only three students from the sample (10%) say that it is very difficult to learn it.

1.5. Section four : Phonological and pronunciation problems

This section investigates the phonological and pronunciation problems of the students.

1) As an Algerian foreign learner do you find some difficulties when you pronounce some sounds?

A-Always

b-sometimes

c- never

| Options | Responses | Percentages |
|-----------|-----------|-------------|
| Always | 2 | 6.66% |
| Sometimes | 21 | 70% |
| Never | 7 | 23.33% |
| Total | 30 | 100% |

Table 3-8: Difficulties in pronunciation

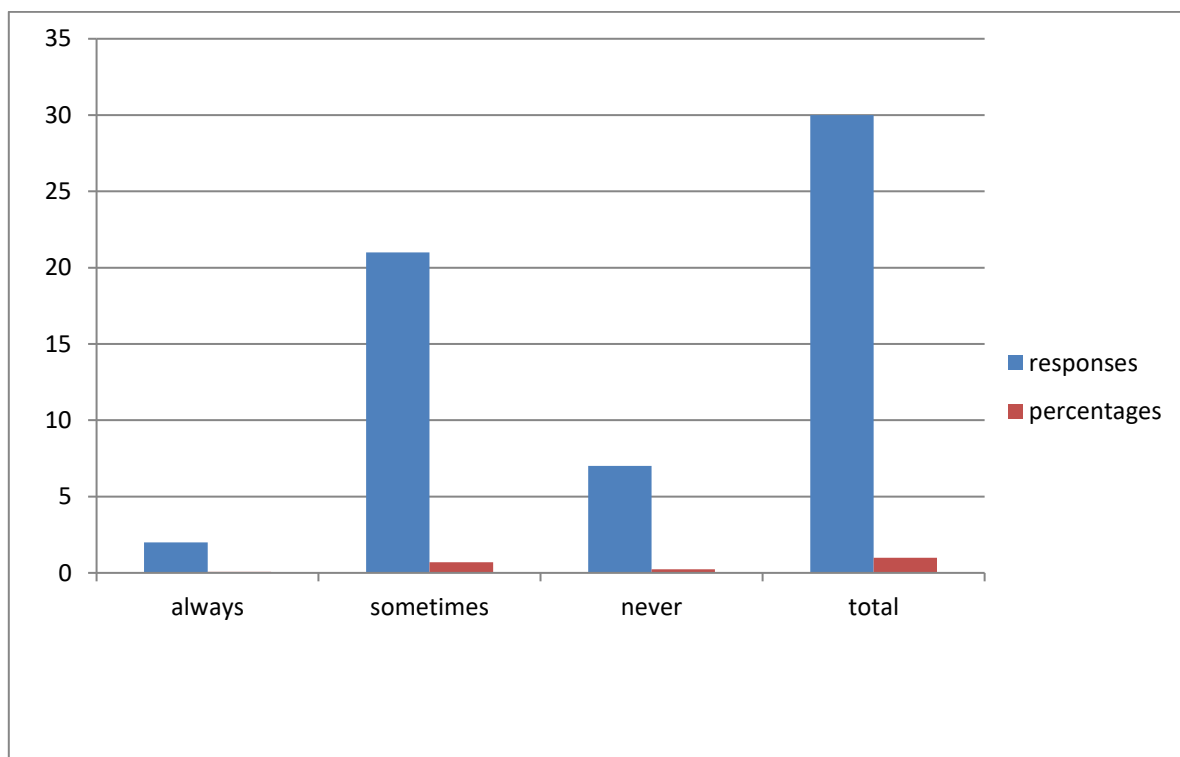


Figure 3-8: Difficulties in pronunciation

This question aims at knowing if the learners face some difficulties when they pronounce some words.

It leads to detect if the students do not face difficulties in pronouncing some sounds. Most of the

students (70%) respond with 'sometimes'. On other hand 23.33% of the students respond by 'never' which means that they are facing some obstacles hinder their pronunciation. While, only two students respond by 'always'.

2) Do you think that learning phonetics symbols in English classes can improve your pronunciation?

A-Yes

b-No

| Options | Responses | Percentages |
|---------|-----------|-------------|
| Yes | 28 | 93.33% |
| No | 2 | 6.66% |
| Total | 30 | 100% |

Table 3-9: Learning phonetics symbols

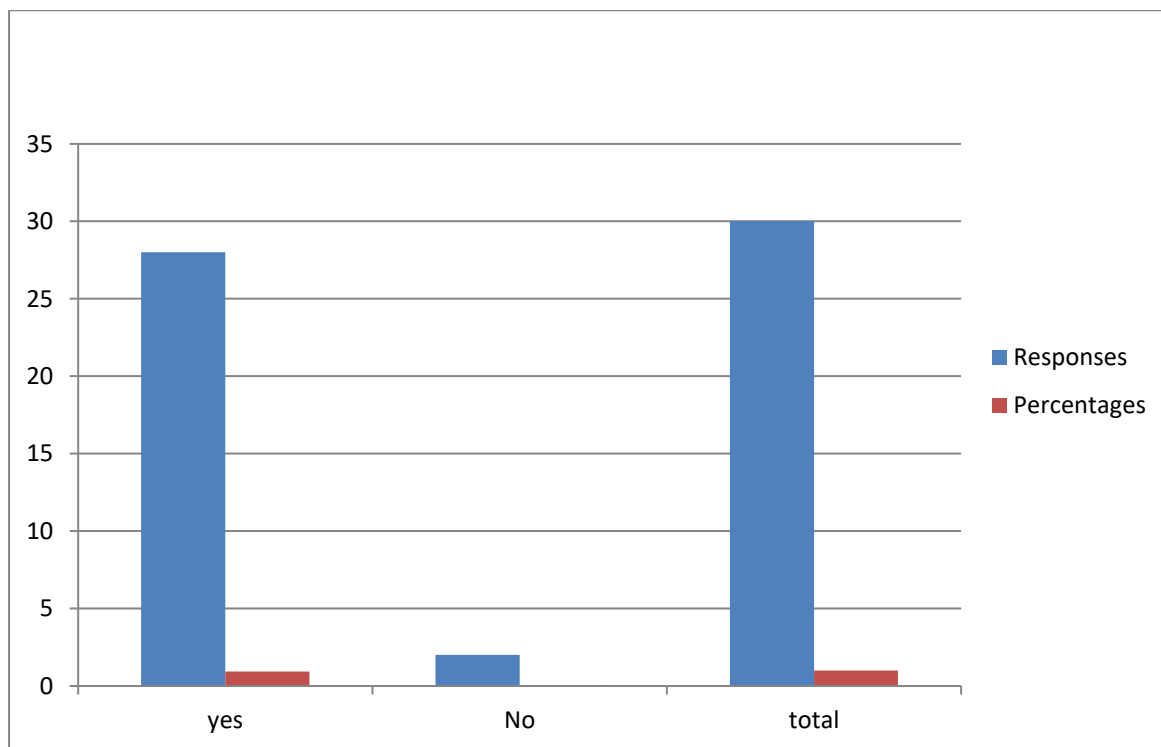


Figure 3-9: Learning phonetics symbols

The results obtained denote that most students (93.33 %) find that learning phonetic symbols improve their pronunciation, whereas (6.66%) of the informants state that learning phonetic symbols do not boost their pronunciation.

3) Does the teacher’s pronunciation affect on yours ?justify

a-Yes

b-No

| Options | Responses | Percentages |
|---------|-----------|-------------|
| Yes | 25 | 83.33% |
| No | 5 | 16.66% |
| Total | 30 | 100% |

Table 3-10: The effect of the teacher pronunciation

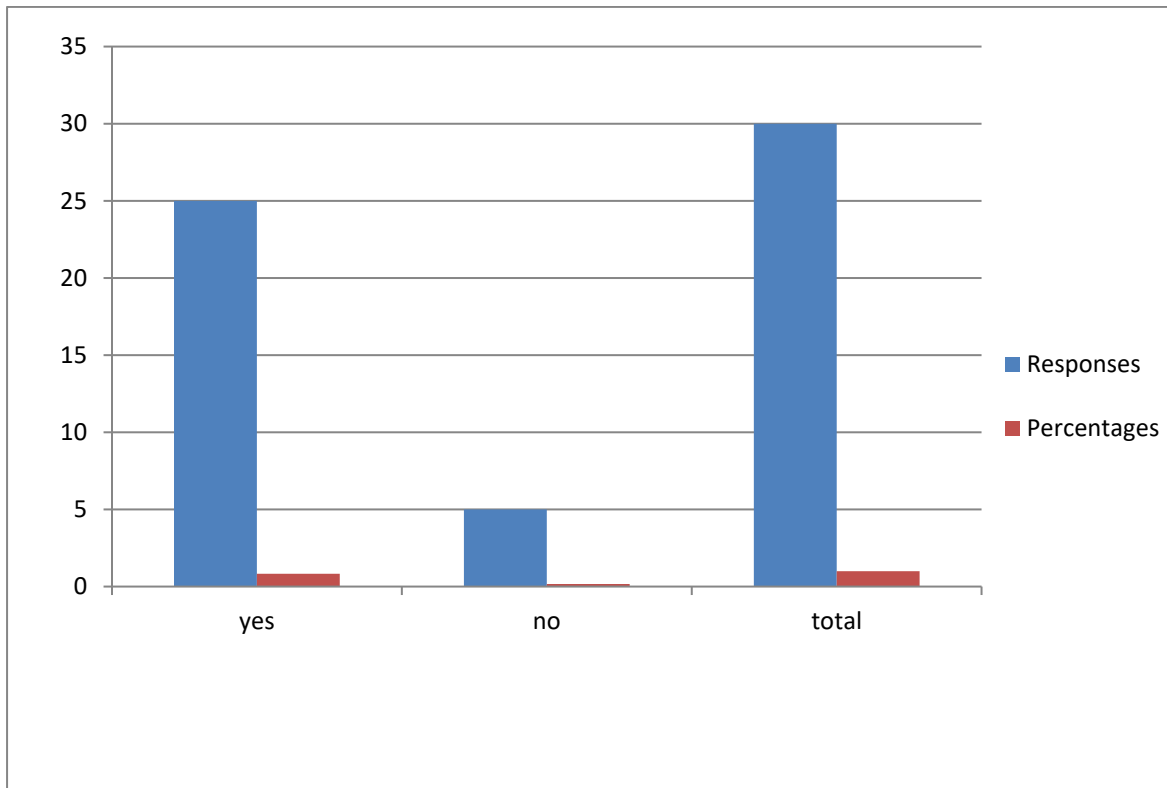


Figure 3-10: The effect of the teacher pronunciation

This table presents the effect of the teacher pronunciation on the student’s pronunciation. The most of students (83.33%) state that the teacher pronunciation on theirs, however the rest (16.66%) answered by no. They claimed that it depends on the teacher, if he/she has an accurate and fluent speech with a good use of stress on words and intonation this will affect on their pronunciation in which students will imitate their teachers.

4) How often does your teacher advise you to read, to watch movies and share ideas in his lecture?

A-Always

b- Sometimes

c- Never

| Options | Responses | Percentages |
|-----------|-----------|-------------|
| Always | 10 | 33.33% |
| Sometimes | 18 | 60% |
| Never | 2 | 6.66% |
| Total | 33 | 100% |

Table 3-11: Teachers advice during lecture

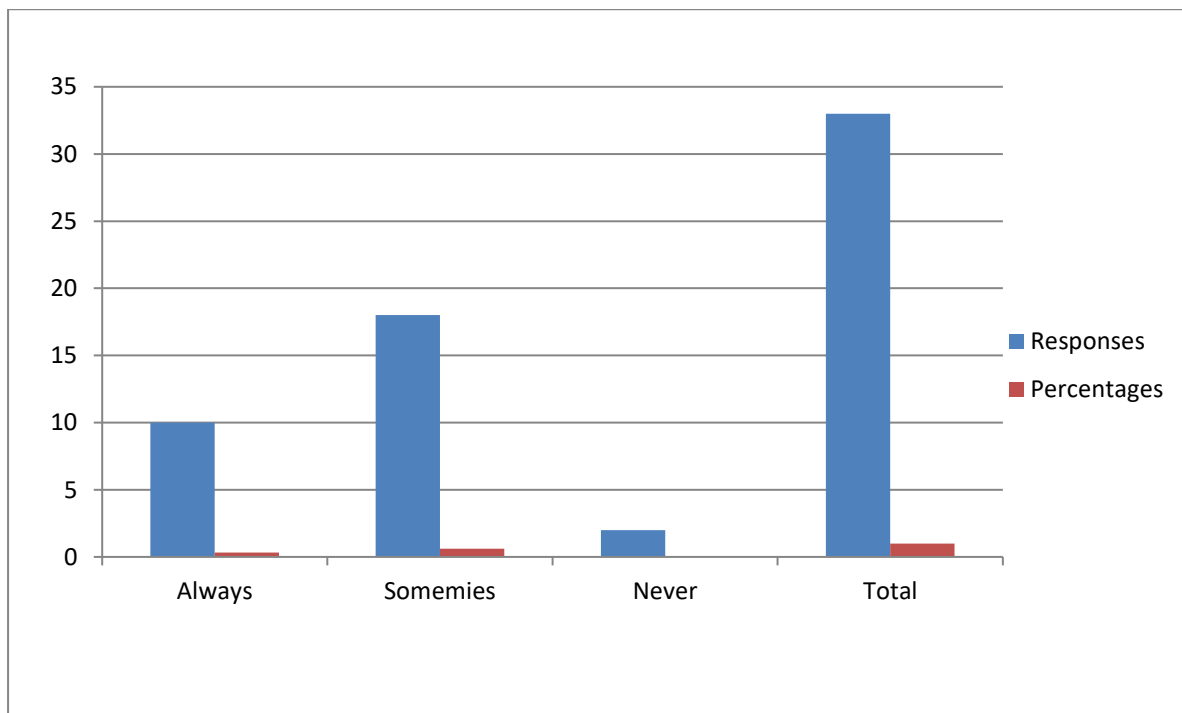


Figure 3-11: Teachers advice during lecture

This table shows us how many times does the teacher ask /advise his learners to read, watch movies and share ideas in his lecture. The majority of the informants (60%) answered « sometimes », in the other hand (33.33%) chose the option always, and only (02) students who present (6.66%) said « never ».

4) Do you understand non –native speaker (teacher, classmates)?

A-Yes

b-No

| Options | Responses | Percentages |
|--------------|-----------|-------------|
| Yes | 27 | 90% |
| No | 3 | 10% |
| Total number | 30 | 100% |

Table 3-12: Understanding non-native speaker

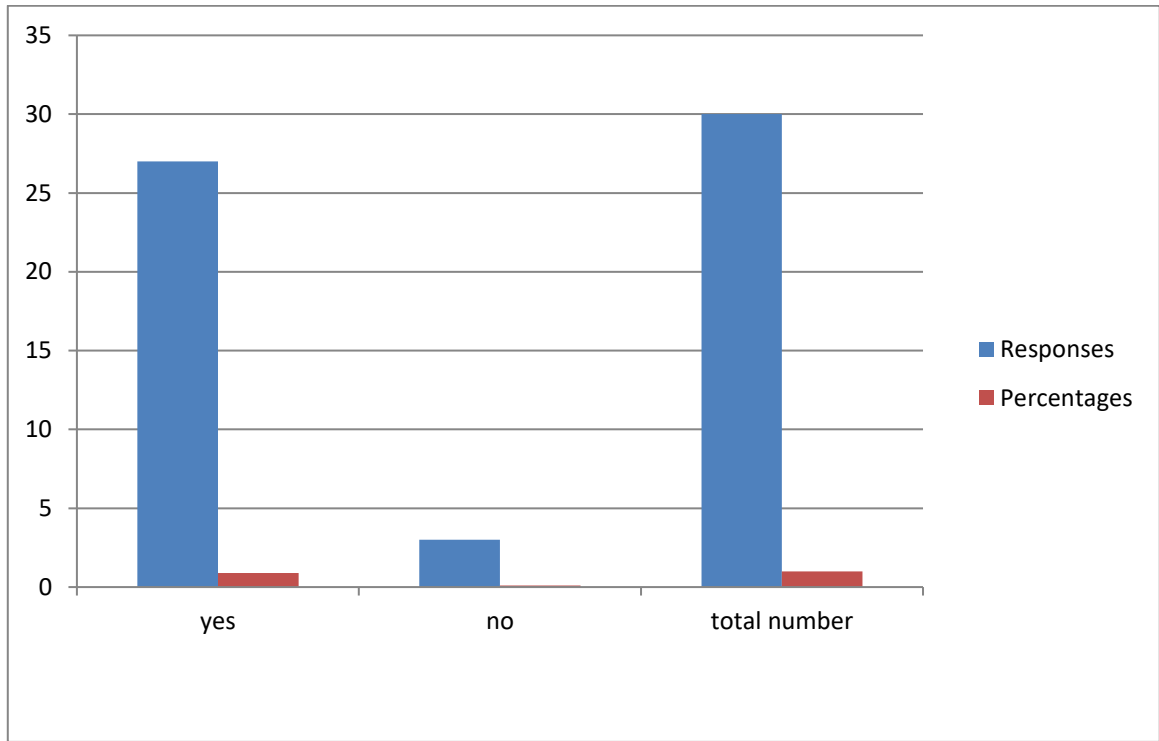


Figure 3-12: Understanding non-native speaker

Regarding to this question (90%) of the students said that they can understand non-native speaker like their teacher and classmate; on the other hand only (10%) they do not. However, the reasons for these choices were different; some of them said that they can easily understand the spoken English of their teachers, but they are passive, receptive and they face some difficulties concerning their some teacher's pronunciation.

5) Do you understand English foreign student in a casual conversation?

a-Always

b-sometimes

c- never

| Options | Responses | Percentages |
|-----------|-----------|-------------|
| Always | 8 | 26.66% |
| Sometimes | 21 | 70% |
| Never | 1 | 3.33% |
| Total | 30 | 100% |

Table 3-13: Understanding foreign student in a casual conversation

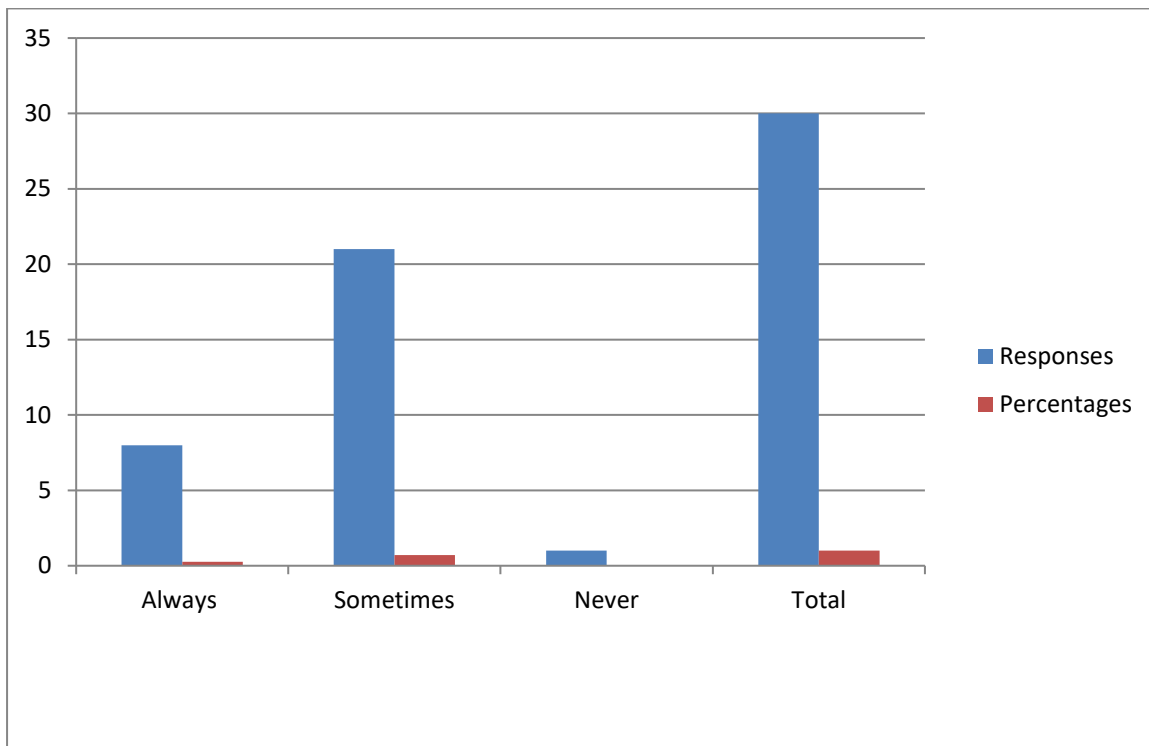


Figure 3-13: Understanding foreign student in a casual conversation

The results (70%) show that students « sometimes » do not understand English foreign student in a casual conversation. (26.66%) from the total percentage indicates that the students « always » find difficulties in understanding the speech. Only (3.33%) said that they never understand casual speech. Despite of all that , students believe that if a learner practices English every day , listen to music and watch movies in the target language he/she will overcome these difficulties of understanding native speakers in a casual conversation

7) Do you find it hard to understand, TV shows, radio news headlines or even songs in English ?

a-Always

b-Sometimes

c-never

| Options | Responses | Percentages |
|-----------|-----------|-------------|
| Always | 10 | 33.33% |
| Sometimes | 18 | 60% |
| Never | 2 | 6.66% |
| Total | 30 | 100% |

Table 3-14: The difficulties facing EFL learners in understanding English speech

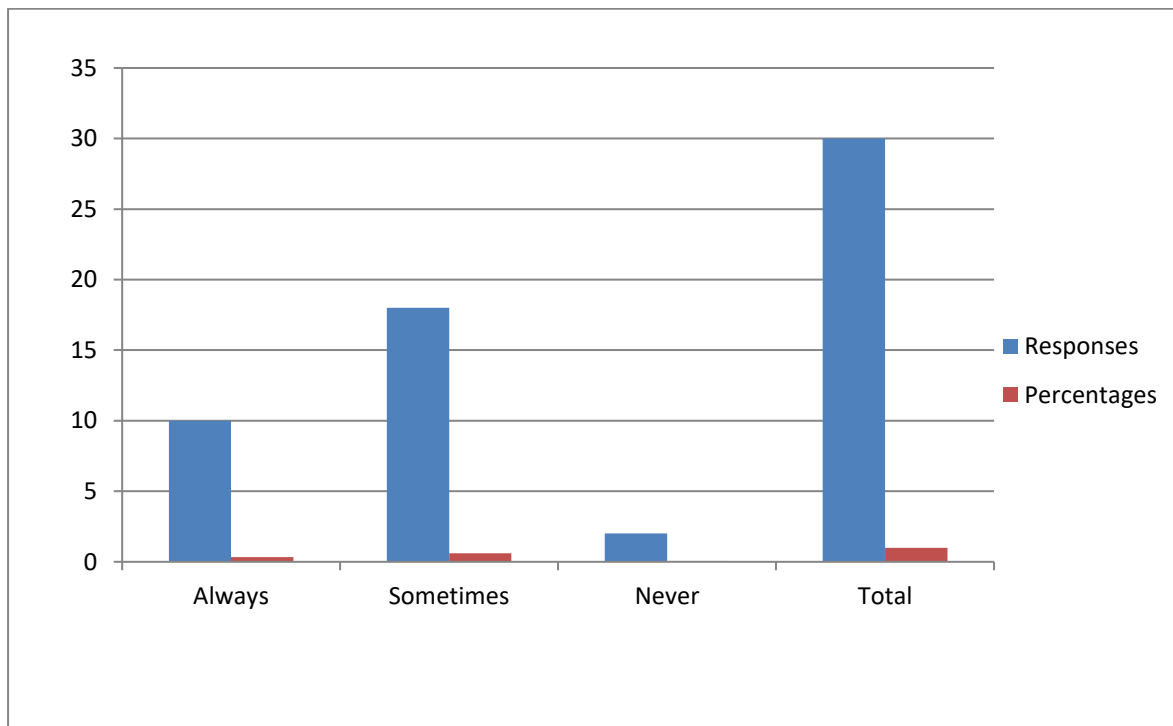


Figure 3-14: The difficulties facing EFL learners in understanding English speech

This question aims at knowing the difficulties that EFL learners face when they are watching TV shows, radio headlines, and songs in English. The majority asserts they « sometimes » find it hard, however just (33.33%) say « always »; and only 2 students answer « never ».

The students justified their options by claiming that native speakers are so fast in speech, swallowing some letters and using slangs.

8) Is this misunderstanding related to?

A-Idioms and informal expressions

B-different accent

C-noise and distortion

| Options | Responses | Percentages |
|---------------------------------|-----------|-------------|
| Idioms and informal expressions | 20 | 66.66% |
| different accent | 9 | 30% |
| noise and distortion | 1 | 3.33% |
| Total | 30 | 100% |

Table 3-15: The causes of the misunderstanding

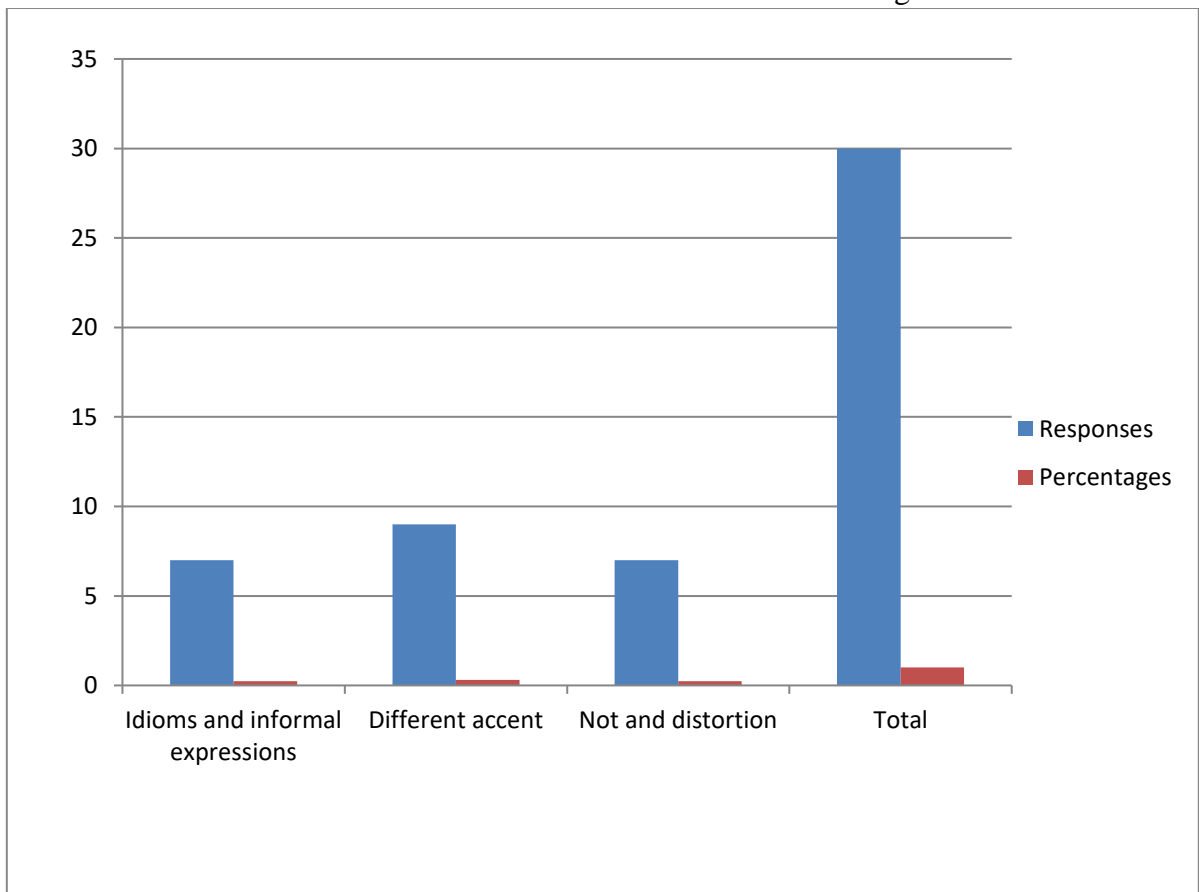


Figure 3-15: The causes of the misunderstanding

The table above shows the causes of misunderstanding of the foreign speaker speech. In this question (66.66%) of the sample find that this misunderstanding due to idioms and informal expressions, (30%)

choose the option different accent; and only 1 student say that this misunderstanding occurs because of noise and distortion.

9) Is the speed in speech decrease your capacity to understand the speaker message ?

a-Always

b- sometimes

c- never

| Options | Responses | Percentages |
|-----------|-----------|-------------|
| Always | 6 | 20% |
| Sometimes | 23 | 76.66% |
| Never | 1 | 3.33% |
| Total | 30 | 100% |

Table 3-16: The effect of speed in speech to understand the speaker's message

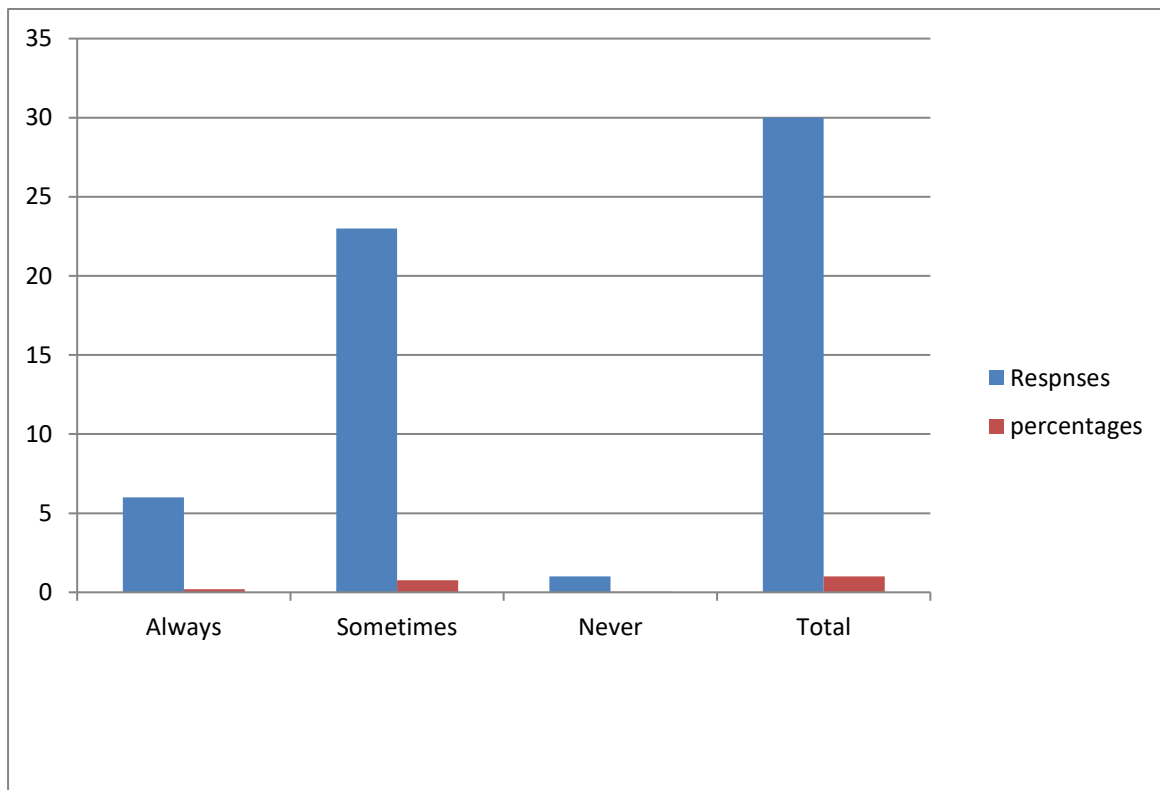


Figure 3-16: The effect of speed in speech to understand the speaker's message

The present item of information is intended to ask students about the capacity to understand the speaker message and how can the speed in speech decrease it. It is noticed that the majority of the sample (76.66%) say « sometimes »; (20%) choose « always »; and only (3.33%) say never.

10) What are the activities you think enhance your pronunciation?

A-role play

B-discussion and debates

C-problems solving

D-information gap activity

| Options | Responses | percentages |
|--------------------------|-----------|-------------|
| role play | 4 | 13.33% |
| discussion and debates | 17 | 56.33% |
| problems solving | 8 | 26.66% |
| information gap activity | 1 | 3.33% |
| Total | 30 | 100% |

Table 3-17: Activities to enhance pronunciation

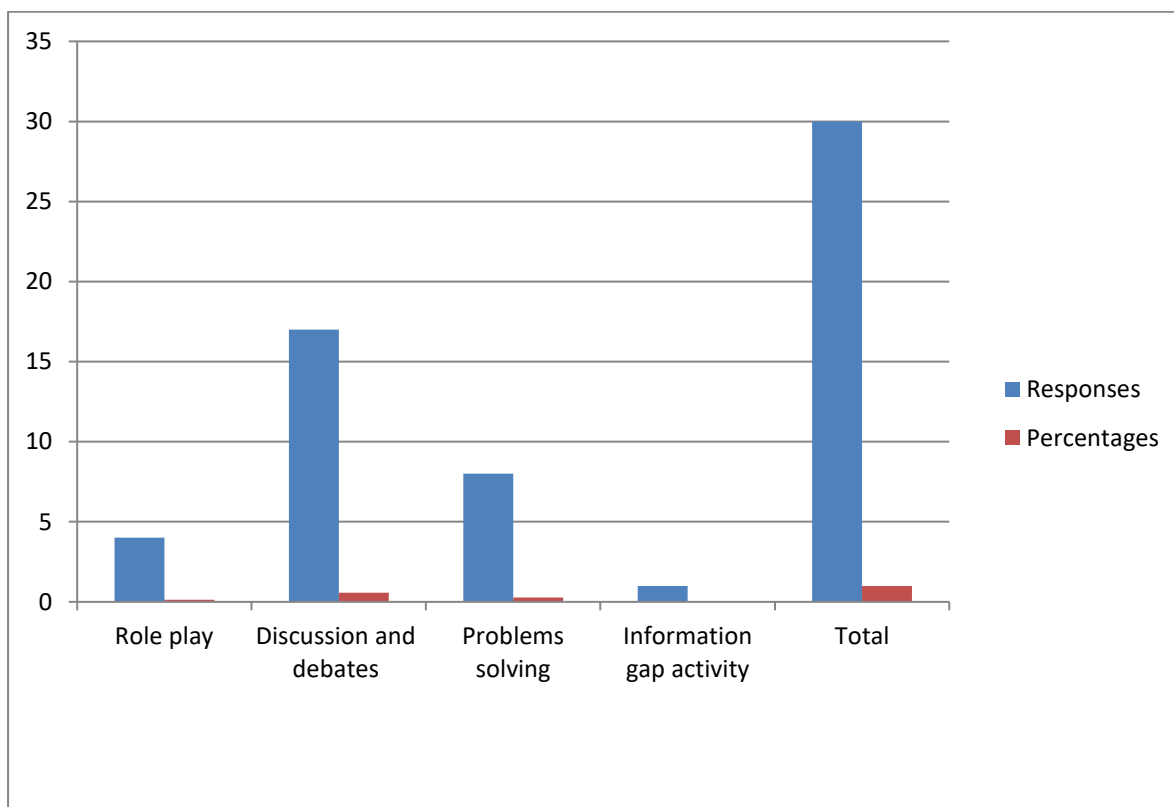


Figure 3-17: Activities to enhance pronunciation

The present item of information is intended to ask the students about the activities that enhance their pronunciation. Students' answers are varied; each Student has his own favorite activity. Most of

students (56.33%) prefer discussion and debates as the most preferable activity, which is a good way to make the students speak more. (26.66%) prefer role play than the other (13.33%) prefer role play. However, the rest of students (3.33%) choose information gap activity.

11) When you face newly vocabularies do you try to check their pronunciation?
and phonetic transcription ?

A-Always

b- sometimes

c- never

| Options | Responses | Percentages |
|-----------|-----------|-------------|
| Always | 10 | 33.33% |
| Sometimes | 19 | 63.33% |
| Never | 1 | 3.33% |
| Total | 30 | 100% |

Table 3-18: Checking the pronunciation and phonetic transcription

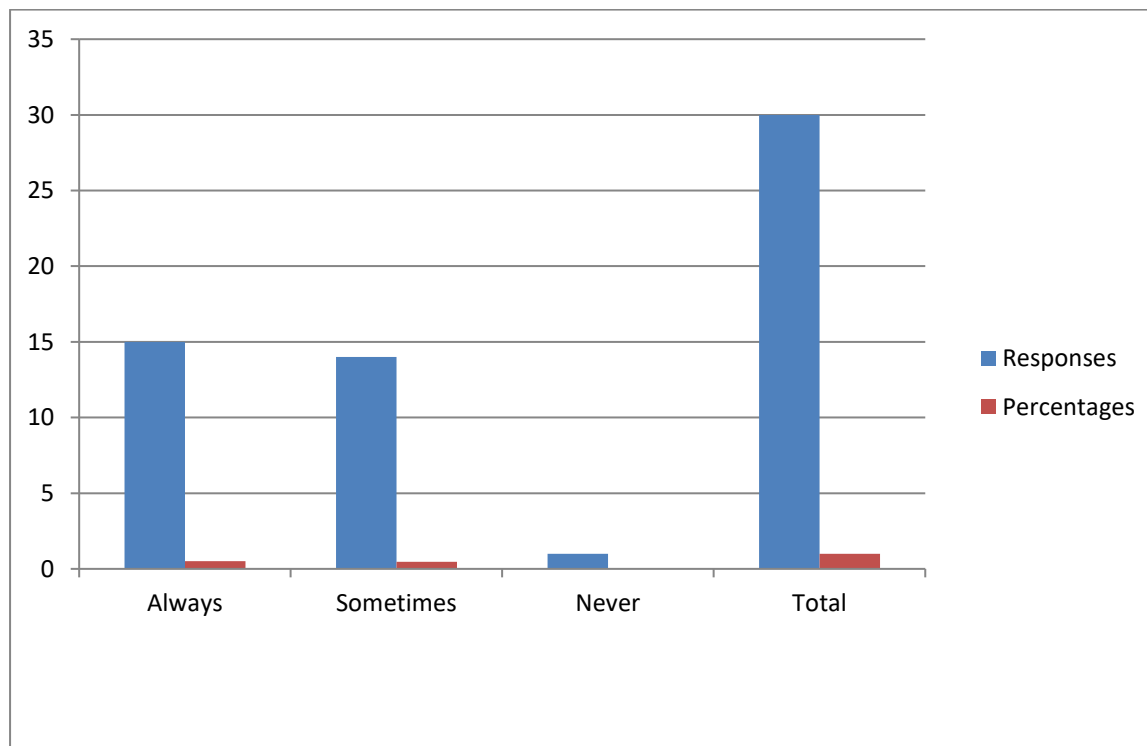


Figure 3-18: Checking the pronunciation and phonetic transcription

This table presents the reaction of the sample about checking the pronunciation and phonetic transcription of the newly vocabularies. Most of our informants say that they « sometimes » check the transcription of newly vocabularies, (33.33%) say they « always », and only (01) student says « never ».

1.6. Section 05 : Grammatical problems:

This section investigates the grammatical problems of the students

1) How do you usually learn grammatical rules?

A-Practicing

b-Rehearsing

| options | Responses | Percentages |
|--------------|-----------|-------------|
| Practicing | 25 | 83.33% |
| Rehearsing | 5 | 16.66% |
| Total number | 30 | 100% |

Table 3-19: The way of learning grammatical rules

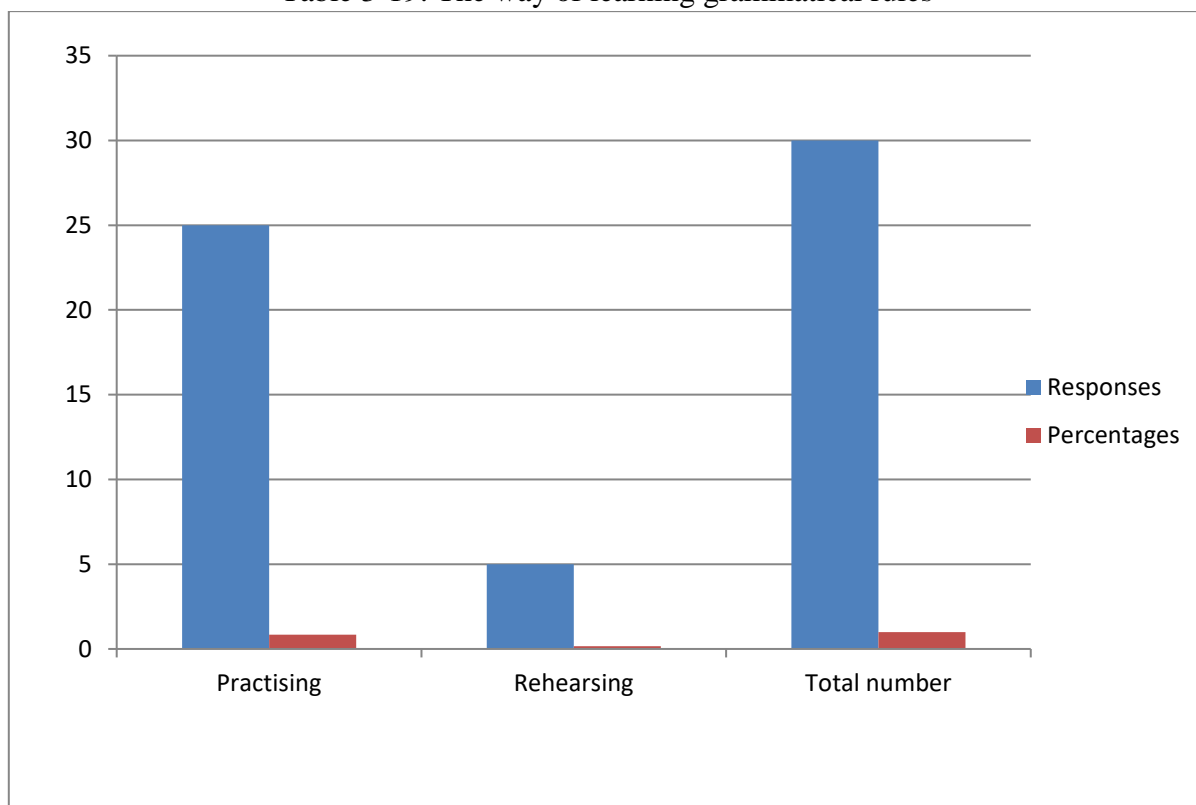


Figure 3-19: The way of learning grammatical rules

This question investigates the way students usually learn grammatical rules. A quick glance at this table will inform us that more than the half of students who present (83.33%) say by practicing the

grammatical rules in their daily speech inside classroom with their teachers and classmates, and only (16.66%) from the sample say by rehearsing claiming that rehearsing is more helpful to learn grammatical rules.

2) What is the most difficult problem that you come across in your grammar learning?

A-Applying

b- memorizing

| options | Responses | Percentages |
|--------------|-----------|-------------|
| Applying | 20 | 66.66% |
| Memorizing | 10 | 33.33% |
| Total number | 30 | 100% |

Table 3-20: The most difficult problem in learning grammar

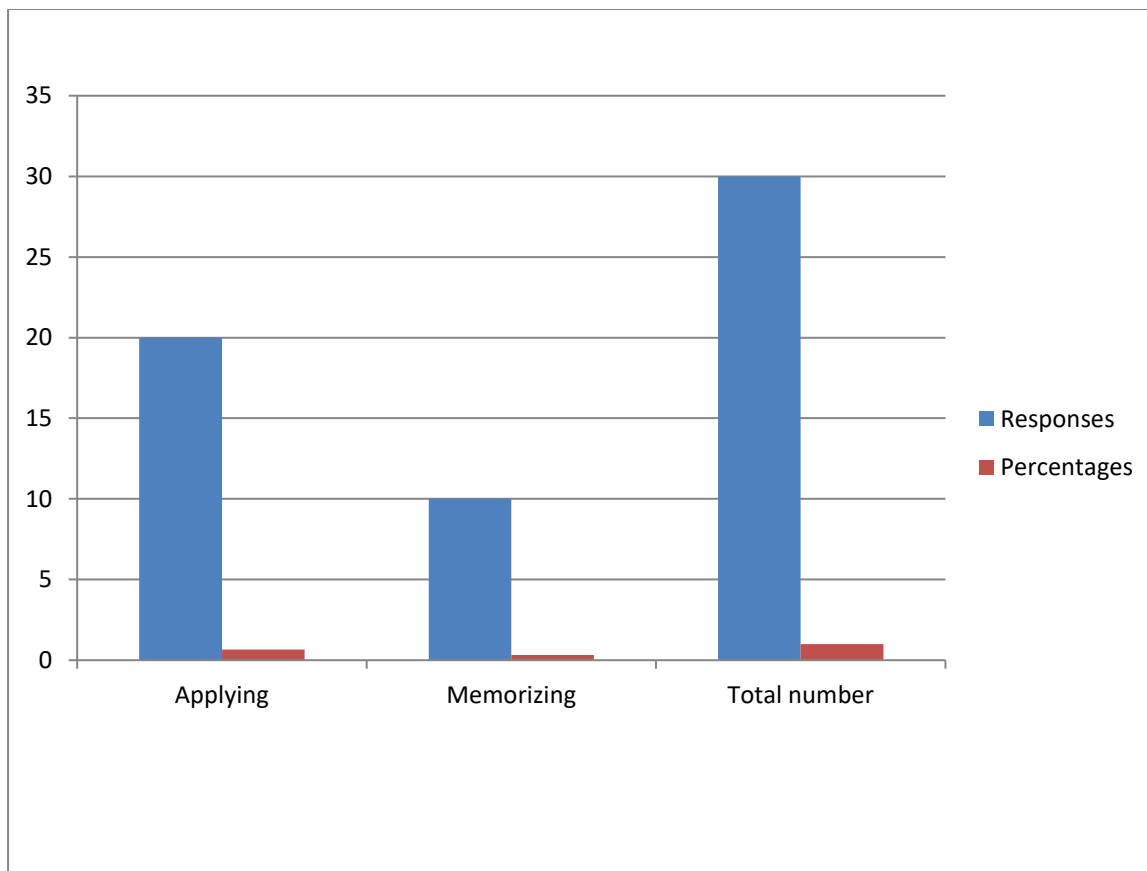


Figure 3-20: The most difficult problem in learning grammar

This question aims at knowing the most difficult problem that learners face when grammar. (66.66%) of students choose the option « applying », however (33.33%) of them say « memorizing ».

3) How can you enhance your grammatical competence?

A-Reading

b- listening

| options | Responses | Percentages |
|--------------|-----------|-------------|
| Reading | 21 | 70% |
| Listening | 9 | 30% |
| Total number | 30 | 100% |

Table 3-21: The way to enhance grammatical competence

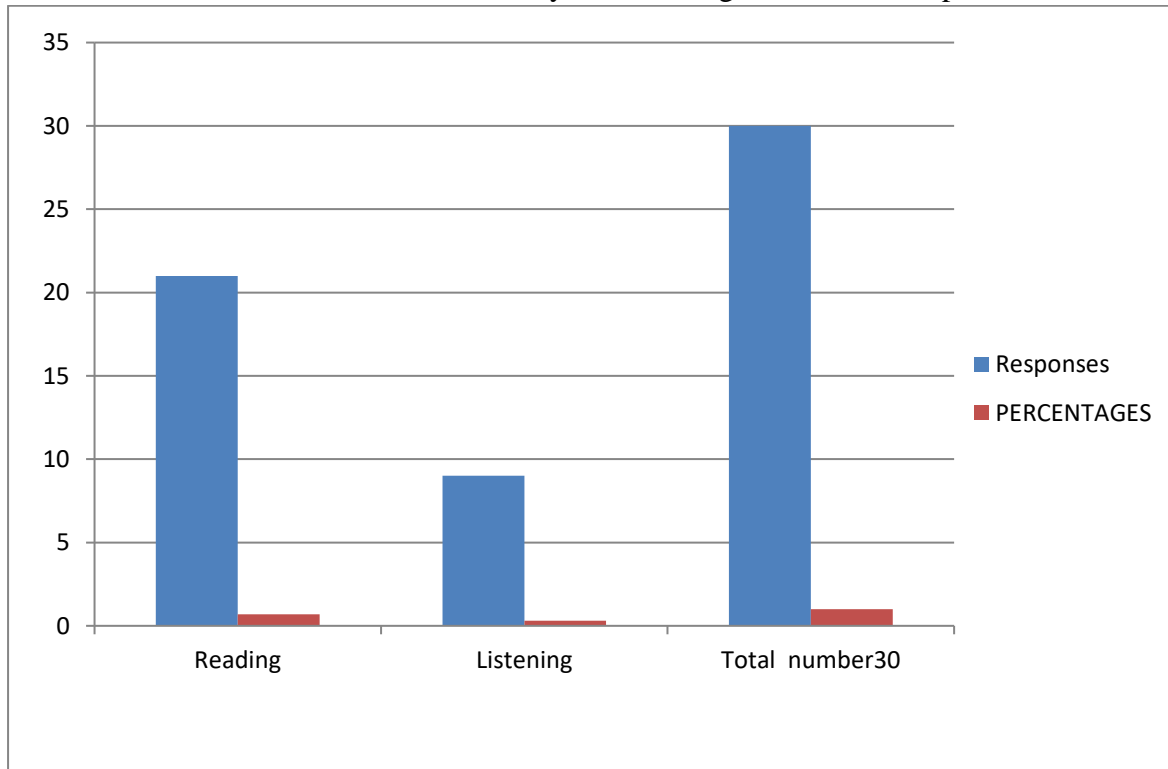


Figure 3-21: The way to enhance grammatical competence

This question aims at knowing the ways and the solutions for enhancing their grammatical competence. The majority of students who present (70 %) of the sample say « reading » and (30%) of them choose listening.

4) What are the most important skills that influence your English grammatical competence improvement ?

A-reading

B-listening

C-speaking

D-writing

| Options | Responses | Percentages |
|-----------|-----------|-------------|
| Reading | 8 | 26.66% |
| Listening | 8 | 26.66% |
| Speaking | 12 | 40% |
| Writing | 2 | 6.66% |
| Total | 30 | 100% |

Table 3-22: The most important skills that influence the grammatical competence

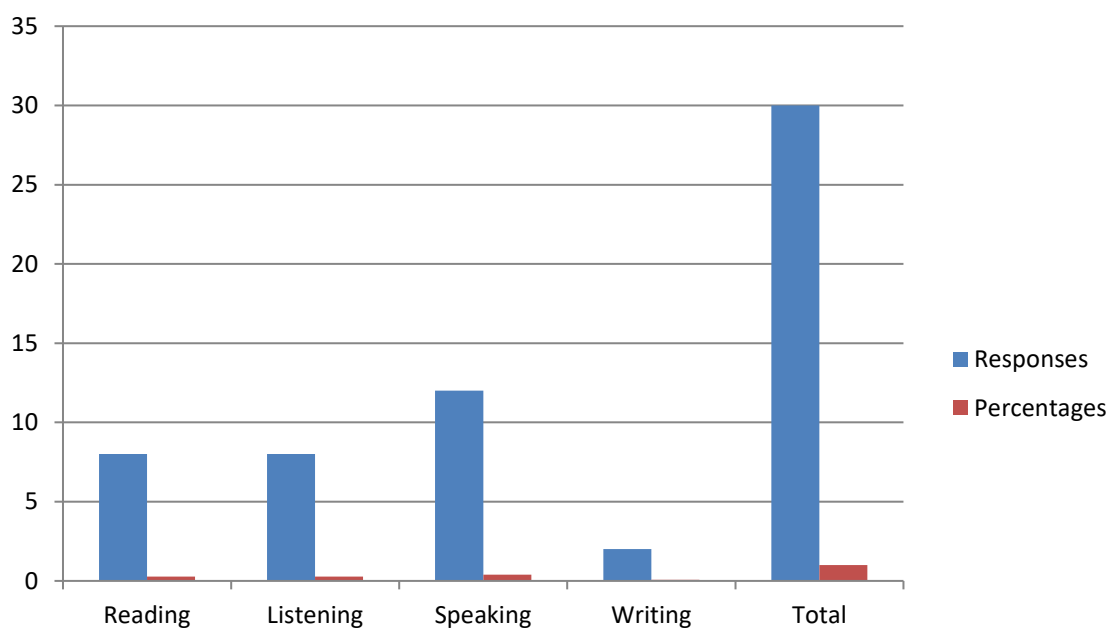


Figure 3-22: The most important skills that influence the grammatical competence

The table above shows us the most important skills students find them influence on their grammatical competence improvement. The majority select the speaking skill; (26.66%) choose reading and listening; and only (6.66%) choose writing.

Conclusion:

This chapter is concerned with gathering reliable data about the students' difficulties and problems that face EFL students and how they can overcome. The information was gathered through submitting a questionnaire to students. It is administered to a sample of students at El-Tarf University in English stream. All in all, the analysis of the results comfort and prove our hypotheses about the students' problems and difficulties. This means that EFL students face many obstacles prevent them from developing their skills. The revealed solution states the different activities and techniques to solve these problems.

GENERAL CONCLUSION

Our research is based on exploring the difficulties that face EFL students' Background Involvement in FLL Progress. Our purposes from this work are to detect the problems and difficulties EFL students' face, then, to propose some alternative solutions to resolve these problems. To answer our questions, we aim at combining the two methods descriptive and analytical one. Therefore, in order to confirm our hypotheses, we submit a questionnaire to a sample population composed of thirty university students at the Department of English at El-Tarf University in the academic year 2015-2016. In order to investigate the hypotheses that are indicated in the introduction, this research is divided into two main parts: theoretical and practical part. The first part is classified into two chapters. We begin in the chapter one by providing an overview about the concept of poverty and how it can play a vital role in the progression or hindrance of education. Then, we discuss in the same chapter some difficulties that EFL learners face. In second chapter, we deal with the solutions of these problems and how they can overcome them. The second part of this work is a field of investigation. In this part, we analyze the data gathering from questionnaire that is devoted to a sample of thirty university students at the English department of El-Tarf University. In the questionnaire, we provide a brief description before moving to the analysis of the results. Based on the obtained results from the administered questionnaire, we can prove our hypotheses that the students face difficulties hinder their learning the English language.

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- 3- <http://www.ebooks4writers.com/about/20-common-grammar-errors/>



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Faculty of Letters and Languages
قسم اللغة الإنجليزية
Department of English



Dear students:

This questionnaire is an attempt for gathering information needed for the accomplishment of a master dissertation .It aims at exploring the problems and difficulties facing EFL learners.

Your answers are very important for the validity of this research we are undertaken.

You are kindly requested to answer the following questionnaire.

Please tick the appropriate box and make full sentences whenever necessary.

Section one:

General Information

Gender: 1-male

2-female

Age: 1-less than 20 years

2-20 to 24 years

3-more than 24 years

Level:

1-why did you choose to study English?

A-personal choice

B-parents choice

C-administrative orientation

Learning support:

1- Do you share /own a PC at home?

- Yes - No

If no, tell us why?

.....

2- Do you live in the students' campus?

- Yes - No

If no, tell us why?

.....

Teaching Aid:

1- Do you think the use of ICT is very useful for you to boost your English level proficiency?

- Yes - No

If no, Why?

.....

2-Learning English is:

A-very easy

B-easy

C-difficult

D-very difficult

Phonological and pronunciation problems:

1) As an Algerian foreign learner do you find some difficulties when you pronounce some sounds?

Always sometimes never

2) Do you think that learning phonetics symbols in English classes can improve your pronunciation?

Yes No

3) Does the teacher's pronunciation affect on yours? Justify

Yes No

.....

4) How often does your teacher advise you to read, to watch movies and share ideas in his lecture?

Always Sometimes Never

5) Do you understand non –native speaker (teacher, classmates)?

Yes No

6) Do you understand English foreign student in a casual conversation?

Always sometimes never

7) Do you find it hard to understand, TV shows, radio news headlines or even songs in English?

Always Sometimes never

8) Is this misunderstanding related to?

A-Idioms and informal expressions

B-different accent

C-noise and distortion

9) Is the speed in speech decrease your capacity to understand the speaker message?

Always sometimes never

10) What are the activities you think enhance your pronunciation?

A-role play

B-discussion and debates

C-problems solving

D-information gap activity

11) When you face newly vocabularies do you try to check their pronunciation and phonetic transcription?

Always sometimes never

Grammatical problems:

1) How do you usually learn grammatical rules?

Practicing Rehearsing

Justify.....

2) What's the most difficult problem that you come across in your grammar learning?

Applying memorizing

3) How can you enhance your grammatical competence?

Reading listening

4) What are the most important skills that influence your English grammatical competence improvement?

A-reading

B-listening

C-speaking

D-writing

P.S: you can choose more than one skill.

We appreciate your assistance!

يتناول موضوع بحثنا مشاكل اللغة الانجليزية التي يتعرض لها الطلاب. خلال دراستنا لهذا الموضوع افترضنا أن الطلاب يواجهون مشاكل متنوعة مثل المشاكل اللغوية، الأخطاء اللفظية، عدم توفر المفردات الكافية لإقامة حوار. وللتأكد من هذه الفرضيات قمنا بالبحث على فئة من طلاب اللغة لانجليزية بجامعة الشاذلي بن جديد الطارف. وينقسم عملنا ها إلى قسمين جزء نظري يشمل فصلين، يشمل الفصل الأول لمحة عامة عن مشكلة الفقر التي لها دور سلبي على التعليم، فالفقر يعتبر واحدا من ابرز المعوقات التي تحول دون السير الجيد للمسار التعليمي. من ناحية أخرى تطرقنا إلى الحديث عن ابرز المشاكل التي يتعرض لها طلاب اللغة الانجليزية الذين تعتبر بالنسبة لهم لغة أجنبية ثانية فكان الحديث عن هذه المشاكل شاملا، الأخطاء اللغوية، النحو، الصرف والنطق ومن ناحية أخرى اقترحنا بعض الأساليب التي يجب أن تطبق من طرف طلاب اللغة الانجليزية لإيجاد حلول لمختلف الصعوبات المذكورة. أما الفصل الثالث احتوى الدراسة التطبيقية التي اعتمدت منهجية لإجراء تحليل الاستبيانات التي وزعناها على عينة من طلاب قسم اللغة الانجليزية بجامعة الشاذلي بن جديد بالطارف. والبيانات المستقاة من الاستبيانات تؤكد أن هناك بعض العوامل التي تؤثر على طلاب اللغة الانجليزية الذين لا بد عليهم من إتباع التقنيات و الأنشطة المناسبة لتحسين مستواهم.

