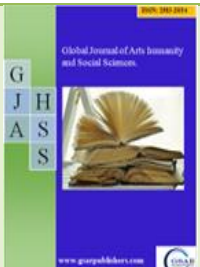
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## Focus on Problems of Teaching English Language for Bilingual Pupils. A Case Study- ElObied North – basic level schools, Sudan.

By

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### Abstract

This study was carried out at in ElObied North – basic level schools, North Kordofan State, Sudan.. The study aimed to list and reveals the problems that face teachers teaching bilingual children to acquire English language. And to point out the requirements of teaching bilingualism and to suggest solutions to develop the students listening practice properly. The study followed the descriptive analytic approach. The primary data was collected by structured questionnaire, using a simple random sample technique for 50 teachers representing 40% of the total English language teachers (125). The data were analyzed using (SPSS – The Statistical Package for Social sciences version 16 and Pearson's reciprocity was also applied with the significance of (0, 05). The results of the study revealed that (40%) of the teachers have bachelor degree and (70%) have (5-10) years of experience. (30%) of the teachers always face problems to teach English to bilingual learners and (42%) of their Bilinguals face problems to acquire English language. (30%) of Schools always supply teachers with CDs and Mps and posters. And 56% of the respondents pointed that teachers' representation is **always** based on Arabic translation. The study concluded that students face Listening problems encountered in English as a Foreign Language in the Classroom because of the lack of the requirements of practicing listening (media in native speaker voice). Therefore, the study recommends that school should supply teachers with the media. To investigate the teachers' focusing on child language acquisition. To reveal and analyze the problems that teacher face to teach children to acquire English language. To point out the problems that children face while learning and acquiring English language.

### Introductions

This study was conducted to list and investigate the Focus on Problems of Teaching English Language for Bilingual Pupils. A Case Study- ElObied North – basic level schools, Sudan. 2023. The children have the ability to make behaviours and can easily acquire the foreign languages as they did with their mother tongue. They respond to the stimuli around them and start to imitate the adults. By repetition they form their behaviours. By more repetition they form their automatic behaviours. Piaget vs. Vygotsky (2008,117) stated that: The sociocultural perspective is a theory used in fields such as [psychology](#) and is used to describe [awareness](#) of circumstances surrounding individuals and how their [behaviors](#) are affected specifically by their surrounding, social and cultural factors. According to Catherine A. Sanderson (2010) "Sociocultural perspective: A perspective describing

people's behavior and mental processes as shaped in part by their social and /or cultural contact, including race, gender, and nationality." Sociocultural perspective theory is a broad yet significant aspect in our being. It applies to every sector of our daily lives. How we communicate, understand, relate and cope with one another is partially based on this theory. Our spiritual, mental, physical, emotional, physiological being are all influenced by factors studied by sociocultural perspective theory. This study concerns with searching the reasons and the causes that hinder students to acquire the English language courses which have been designed to achieve the behavioral objectives that the courses designers plan for achieving them. The main roles of teachers are to enable the pupils learn acquire and practice. For successful teaching learning situation there are some strategies supported by visual aids and media. Teachers need sufficient training and the follow up of supervisors and training centres trainers to help



teachers to overcome the problems and difficulties that arise. The pupils can acquire the second language following the same system and method. They can learn from their mates. The Sudanese children were bilinguals and some were monolinguals. For them all English language is second or foreign language. They learn it at schools. Teachers teach them the new language and practice the integrated four skills of the language successfully. The child's acquisition for English is based on the teachers' roles and responsibilities. Teachers have to focus on child language acquisition theory and how to enable the children to acquire the new language. For testing and assessing a successful English language teaching learning processes, teachers have to focus on the suitable strategies, methods, techniques and aids that raise the children's motivation in suitable schools' classroom environments. According to the task based language teaching, teachers need to be trained to follow the suggested guidance to play the required roles in teaching children the new language. The most important matter in this sense is the teachers' creativity in teaching children to acquire English language as second or foreign language by focusing on the better methods of teaching and the problems of learning that might arise and suggest the solutions needed.

### Methodology:

The descriptive analytic statistical method suits this type of scientific study. Data gathered from the questionnaire validated by expert teachers. (50) Respondents representing (40%) of the total of English language teachers (125). The data were analyzed by the (SPSS – The Statistical Package for Social sciences version 16 and Pearson's reciprocity was also applied with the significance of (0, 05)

## RESULTS AND DISCUSION

### 1 -3 Qualifications

The responses on the table and diagram (3-1) above describe the difference between the respondent's qualifications, and can be classifies as thus: the Bachelor degree were 40%. The majority 56% have a master degree while only 04% of them have PhD.

Options	Frequency	Percentage
B. A	20	40%
M.A	28	56%
PhD	02	04%
Total	50	100%

### Years of experience

Options	Frequency	Percentage
Less than 5	05	10%
6-10years	35	70%
More than 20	10	20%
Total	50	100%

The table describes the difference between the respondents' experiences in teaching bilingual learners. Those who have less of 5 years were 10% . The majority 70% have 6-10 years of experience in teaching bilingual learners. While 20% of them have more than 10 years of experience in teaching bilingual learners.

### 4-1 Teachers face problems to teach English to bilingual learners.

Table (4-1) proved that 30% of the respondents pointed that teachers **always** face problems to teach English to bilingual learners.

Options	Frequency	Percentage
Always	15	30%
Sometimes	15	30%
Rarely	08	16%
Never	10	20%
Total	50	100%

### Teachers face difficulties to teach bilingual students to acquire English language; using student's mother tongue helps in learning a new language.

Table (4-3) indicated that 40% of the respondents pointed that teachers **always** face difficulties to teach bilingual students to acquire English language **by using student's mother tongue helps in learning a new language.** .

Options	Frequency	Percentage
Always	20	40%
Sometimes	10	20%
Rarely	05	10%
Never	15	30%
Total	50	100%

### 4-5 Bilinguals face problems to acquire English language.

It is observed from table (4-5) that 42% of the respondents pointed that bilinguals **always** face problems to acquire English language.

Options	Frequency	Percentage
Always	21	42%
Sometimes	13	26%
Rarely	06	12%
Never	10	20%
Total	50	100%

### Teachers teaching strategies help bilinguals to acquire English Language.

Table (4-6) proved that 16% of the respondents pointed that teachers teaching strategies **always** help bilinguals to acquire English Language.

Options	Frequency	Percentage
Always	08	16%
Sometimes	12	24%
Rarely	20	40%
Never	10	20%
Total	50	100%

#### Bilinguals insist in learning the meaning of the new English vocabulary in their first language.

This table (4-7) and the diagram proved that 36% of the respondents pointed that bilinguals **always** insist in learning the meaning of the new English vocabulary in their first language.

Options	Frequency	Percentage
Always	18	36%
Sometimes	25	50%
Rarely	05	10%
Never	02	04%
Total	50	100%

#### Teachers tend to translate new English vocabulary in their first language.

It is clear from this diagram and table (4-8) that 36% of the respondents pointed that teachers **always** tend to translate new English vocabulary in their first language

Options	Frequency	Percentage
Always	18	36%
Sometimes	17	34%
Rarely	10	20%
Never	05	10%
Total	50	100%

#### 4-9 Teachers translation make bilinguals lose their ability to acquire and speak English.

This table showed that 32% of the respondents pointed that teachers translation **always** make bilinguals lose their ability to acquire and speak English.

Options	Frequency	Percentage
Always	16	32%
Sometimes	24	48%
Rarely	05	10%
Never	05	10%
Total	60	100%

#### Teachers' use of **communicative language teaching** emphasizes

interaction as both the means and the ultimate goal of learning a second language.

It is clear from table and diagram (4-13) that 74% of the respondents pointed that teachers' use of **communicative language teaching** **always** emphasizes interaction as both the means and the ultimate goal of learning a second language.

Options	Frequency	Percentage
Always	37	74%
Sometimes	13	26%
Rarely	00	00%
Never	00	00%
Total	50	100%

#### Learning strategies are techniques used by teachers to improve bilingual's learning.

Table (4-15) proved 24% of the respondents pointed that learning strategies are techniques used by teachers **always** to improve bilingual's learning.

Options	Frequency	Percentage
Always	12	24%
Sometimes	16	32%
Rarely	10	20%
Never	12	24%
Total	50	100%

#### Table 4-19 Schools supply teachers with CDs and Mps and posters.

Table and diagram (4-19) proved that 30% of the respondents pointed that schools **always** supply teachers with CDs and Mps and posters

Options	Frequency	Percentage
Always	15	30%
Sometimes	09	18%
Rarely	13	26%
Never	13	26%
Total	50	100%

Table proved that 56% of the respondents pointed that teachers' representation is **always** based on Arabic translation.

Options	Frequency	Percentage
Always	28	56%
Sometimes	07	14%
Rarely	10	20%
Never	05	10%

Total	60	100%
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## Conclusion

Due to the discussion, the observed results are

1. The majority of teachers do not have suitable in service training to teach English in general and bilingual learners in particular.
2. Indicates that 60% of teachers with individual differences face problems in teaching English to bilingual learners. that 42% of the respondents pointed that bilinguals **always** face problems to acquire English language. 30% of the respondents pointed that schools **always** supply teachers with CDs and Mps and posters 24% of the respondents pointed that learning strategies are techniques used by teachers **always** to improve bilingual's learning proved 24% of the respondents pointed that learning strategies are techniques used by teachers **always** to improve bilingual's learning. proved that 30% of the respondents pointed that schools **always** supply teachers with CDs and Mps and posters) proved that 56% of the respondents pointed that teachers' representation is **always** based on Arabic translation:

## Recommendations

Depending on the recent findings above the study point out the following recommendations:

He study indicates that 60% of teachers with individual differences face problems in teaching English to bilingual learners.

Comment: the fast majority of teachers' representation is **always** based on Arabic translation which hindered bilinguals learners to acquire English language

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