

Child Language Acquisition Focusing on Bilingualism in EIObied North – basic level schools, North Kordofan State, Sudan.

Elsadig Ahmed Ismail Bashir, Ahmed Mohammed Hamid Ahmed, Mohammed Ahmed Elhoori , Elkhatim Mohamed Ahmed , Khadmala Ahmed Hussan Elduma, Madina Badawy Madany and Magzoub Isaied Ahmed

- 1- Noran International Schools, Saudi Arabia, Elqaseem. Buriadah
- 2- EIObied Alahalia Secondary School , EIObied Sudan,
- 3- (ISTi) Elrruhal Education jn Malam Elzurug, North Darfur State ,Kutum
- 4- University of Kordofan Faculty of Arts. Department of English Language
- 5- Taggat Secondary for Girls, North Kordofan State EIObied, Sudan.
- 6- Elrradeaf Intermediate School for Boys North Kordofan State EIObied, Sudan.
- 7- University of Kordofan Faculty of Arts. Department of English Language

Abstract: This study was carried out at in EIObied 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 Child Language Acquisition Focusing on Bilingualisms as a Case Study (EIObied North Basic level Schools) 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

-3-1 Qualifications

The responses on the table above describe the difference between the respondents qualifications, and can be classified 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%

3-2 Years of experience

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.

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

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

Table (4-1) proved that 30% of the respondents pointed that teachers (always. Sometimes) face problems to teach English to bilingual learners, and 16% sometimes face problems. While 20% never face problems. .

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

4-2 Teachers face difficulties to teach bilingual students to acquire English language; using student’s mother tongue helps in learning a new language.

The table 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, and 20% sometimes face difficulties. While 10% face them rarely and 30% never face difficulties.

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

4-3 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%

4-4 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%

4-5 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	08	16%
Sometimes	12	24%
Rarely	20	40%
Never	10	20%
Total	50	100%

4-6 Teaches tend to translate new English vocabulary in their first language.

It is clear from this diagram and table that 36% of the respondents pointed that teaches **always** tend to translate new English vocabulary in their first language. Whereas 34% of them sometimes tend to translate and 20% rarely tend to translate and 10% never 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%

4-7 Teachers translation makes bilinguals lose their ability to acquire and speak English.

This table showed that 32% of the respondents pointed that teachers translation **always** makes bilinguals lose their ability to acquire and speak English. While 48% of them sometimes make bilinguals lose their ability to acquire and speak English, 10 of them (rarely-never) 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%

4-8 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 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. 26% of them sometimes emphasize interaction as both the means and the ultimate goal of learning a second language. While none of the (rarely or never) 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%

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%

CONCLUSION AND RECOMMENDATIONS

Conclusion

Due to the discussion, the observed results are

Teachers face problems to teach English to bilingual learners 20% never

Teachers face difficulties to teach bilingual students to acquire English language; using student’s mother tongue helps in learning a new language.40%

Bilinguals face problems to acquire English language 42%

Teachers teaching strategies help bilinguals to acquire English Language 16%

Bilinguals insist in learning the meaning of the new English vocabulary in their first language.16%

Teaches tend to translate new English vocabulary in their first language.36%

Teachers translation makes bilinguals lose their ability to acquire and speak English.32%

Teachers' use of communicative language teaching emphasizes interaction as both the means and the ultimate goal of learning a second language 74% always

1- Schools supply teachers with CDs and Mps and posters were 30%.

2- Besides, teachers were qualified and trained with experience but their use of communicative language teaching did not emphasizes interaction as both the means and the ultimate goal of learning a second language.

3- More researches and exchange of ideas needed to develop bilinguals' English learning more easy and successful.

Recommendations

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

1- Schools supply teachers with CDs, Mps in English native speakers voice and posters.

2-

References

-Kim, C. L., Hall, M., Anderson, T. L., & Willingham, M. M. (291-305 -2011). Coping with discrimination in academia: American Journal of Psychology, 2(4),

-Jarrett, C. (2008). Foundations of sand?. The Psychologist, 21(9), 756-759. -- European Psychologist, Vol 9(4), Dec, 2004. Special Section: Motivation in Real-Life, Dynamic, and Interactive Learning Environments. pp. 245–256 -Modern Language Journal, Vol 78(4),

Win, 1994. Special issue: Sociocultural theory and second language learning. pp. 453–464.

-Canadian Social Work: “A Sociocultural Perspective of Mental Health Services Use by Chinese Immigrants” by Lin Fang, Autumn 2010, Vol. 12 - - Issue 1, p152-160, 9p -Theory Into Practice. A Sociocultural Perspective on Second Language Learner Strategies: Focus on the Impact of Social Context. Eun-Young Jang and Robert T. Jimenez 2011, Vol. 50 Issue 2, p141-148. 8p.

Modern Language Journal, Vol 78(4), Win, 1994. Special issue: Sociocultural theory and second language learning. pp. 453-464.

Canadian Social Work: “A Sociocultural Perspective of Mental Health Services Use by Chinese Immigrants” by Lin Fang, Autumn 2010, Vol. 12 Issue 1, p152-160,