

A comprehensive exploration of Challenges that English as foreign language learners In Kuwait encounter and suggestions for enhancement.

by

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## Abstract:

English has become a global language, and its importance is evident in various domains such as education, employment, and international communication. In Kuwait which is one state of the Gulf region that comprises countries like Saudi Arabia, United Arab Emirates, Qatar, Bahrain, and Oman, English is increasingly recognized as a crucial language for economic development and cross-cultural exchange. Therefore, this thesis comprehensively examines a set of challenges that learners in Kuwait encounter that delay their language acquisition and proficiency. This research paper aims to explore the matter and shed light on the significant issues faced by EFL learners in Kuwait by examining factors such as cultural differences, educational policies, linguistic variations, pedagogical approaches, learning environment, and Socioeconomic Factors that impact EFL learning in Kuwait. This paper seeks to comprehensively understand the challenges and propose potential solutions through comprehensive reviews of relevant literature that have been found in Google Scholar and the Online Library and using the qualitative approach, specifically a phenomenological study. Phenomenology focuses on understanding the lived experiences and subjective meanings attributed to specific phenomena. By adopting this approach, the study aims to gain an in-depth understanding of the challenges faced by EFL learners in Kuwait, capturing their perspectives and interpretations. The findings of this research on one hand contribute to the development of effective EFL teaching approaches and policies. On the other hand, those findings can guide educators, policymakers, and stakeholders in implementing effective strategies to support EFL learners and enhance English language education in Kuwait. English EFL learning has become increasingly important in the Gulf region due to globalization, economic development, and the growing need for effective communication in English. Kuwait has witnessed a significant influx of expatriate workers and a rise in international trade and tourism. As a result, English proficiency has become a valuable skill for individuals seeking educational and employment opportunities, as well as for social integration and cultural exchange.

**Keywords:** English language, challenges, Kuwait EFL, learners, Kuwait

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## Declaration

I have read and understood the rules on cheating, plagiarism and appropriate referencing as outlined in the Handbook and I declare that the work contained in this assignment is my own,

unless otherwise acknowledged.

No substantial part of the work submitted here has also been submitted by me in other assessments for this or previous degree courses, and I acknowledge that if this has been done, an appropriate reduction in the mark I might otherwise have received will be made.

Signed candidate \_\_\_\_\_ Hanan Assaf \_\_\_\_\_

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## **1-Introduction**

English language education plays a pivotal role in Kuwait, given its significance as a global language and its prominence in international communication, trade, and academia. As an oil-rich nation with a rapidly developing economy, Kuwait recognizes the importance of equipping its citizens with strong English language skills to facilitate participation in the globalized world. However, like many other countries, Kuwait faces various challenges in optimizing the development of English language proficiency among its learners. This literature review seeks to delve into these challenges, identify potential solutions, and shed light on the significance of addressing these issues in the Kuwaiti context.

### **1.1Background:**

English has emerged as a crucial global language, facilitating international communication, trade, and academic exchange. As globalization continues to shape various facets of life, proficiency in English is essential for individuals seeking academic, professional, and personal growth. Kuwait serves as a good case study for several reasons. First, English use is rising in Kuwait, making it a unique case study. Second, Kuwait is a special case, as the British opened schools, banks, and handled state administrative work in the country. Third, many children and younger adults have significant exposure to English, but this input is variable. Fourth, expats, such as business partners, use English to communicate with Kuwaitis regularly. This study aims to investigate the role and nature of English in Kuwait and how it has developed over time.

Over the past few decades, Kuwait has made significant efforts to enhance its English language education system. English is taught as a second language in schools and as a foreign language in others, and numerous language institutes offer courses to individuals seeking to improve their language skills. Despite these initiatives, several factors hinder the optimal development of English language proficiency among Kuwaiti learners.

## **2.1-The Research Problem:**

The research problem revolves around the persistent issues that impede the effective teaching and learning of English in Kuwait. These issues include the lack of motivation among students to engage actively in speaking activities, insufficient emphasis on speaking skills in English as a Foreign Language (EFL) syllabus, and the absence of technology integration in English language teaching (ELT) practices, such as language laboratories and auditory aids. Furthermore, poor reading habits among EFL students have been identified as a major concern, characterized by weak vocabulary, lack of creativity, and limited interest in reading due to rote learning and cramming strategies.

## **3.1Objective of the Study:**

The primary objective of this literature review is to comprehensively explore the challenges faced in developing English language skills among learners in Kuwait. By analysing the response of EFL learners in Kuwait, this study aims to identify and address the issues that they are facing and suggest strategies and methods that can be employed to overcome these challenges and improve the overall quality of English language education in the country.

## **4.1Research Questions:**

To achieve the stated objective, the following research questions will guide this literature review:

- 1-What are the primary challenges faced by EFL learners in Kuwait in acquiring and developing English language skills?
2. What are the reasons behind these challenges?
3. How do EFL learners perceive the effectiveness of existing language learning strategies, resources, and support mechanisms in addressing their challenges?
4. What are the suggested strategies the Kuwaiti lawmaker, curriculum designers, and educators have to implement in the education institutions to overcome those challenges?

Significance of the Study:

### **5.1-Significance of the Study:**

This study holds significant importance for various stakeholders in the field of English language education in Kuwait. It provides educators, policymakers, and curriculum developers with valuable insights into the challenges faced by learners. By identifying potential solutions and effective teaching practices, this research seeks to contribute to the enhancement of English language education in Kuwait, ultimately improving students' language proficiency and their readiness for global opportunities.

### **6.1-limitation**

The study has a few limitations that should be taken into consideration. Firstly, the sample size of the study was reasonably small, consisting only of undergraduate students in a private college in Kuwait which may limit the generalizability of the findings to a larger population. Secondly, the study focused solely on the perspectives of the students and did not include the views of other stakeholders such as teachers or administrators, and parents. Lastly, the study relied on self-reported data from interviews, which may be subject to bias

or inaccuracies. Despite these limitations, the study provides valuable insights into the perceptions of undergraduate EFL learners who studied in public and private schools that follow the AMI in Kuwait regarding the challenges that they faced during their journey of learning the language.

## **2-Literature Review:**

### **1.2-Introduction**

Recent studies in the fields of Teaching English and applied linguistics have focused on global perceptions toward English, and there is an increasing body of research that explores the roots of difference and inconsistency in these perspectives, as well as how they affect English language teaching, policymaking, and implementation. Considering English as a foreign or a second language in Kuwait is quite controversial. According to ALmutawa,(2022) who related to Kachru's(1985) World Englishers theory identified the state of English in Kuwait and the Gulf states is located in the Expand circles where English is considered a foreign language because those countries have not been occupied by the English colonization.

On the other hand, AL mutawa (2022) claimed that as long as Kuwait was under The British protection for decades, it was difficult to include the status of English in Kuwait in the expanded circle. However, globalization and the spread of technology around the globe make learning English a main need which relocates the language to be a priority for success in all life aspects. Many studies admitted that there are some obstacles that English learners face in Kuwait that need to overcome to acquire and master all language skills. To be accurate, sociolinguistic research suggests a faster rate of nativization. Linguistic features among Kuwaitis are unique, particularly on the pragmatic level.

### **2.2-Linguistic barriers**

Alenzi(2022) clarified the stat of English in Kuwait as post colonized country using Schneider's Dynamic, focusing on historical factors, sociolinguistic features, identity



construction, and linguistic features as well as investigating the arrival and local history of English, norms, beliefs, and identity formation processes.

English as a Foreign Language (EFL) learners in Kuwait encounter various challenges in their language learning journey. This literature review examines the major difficulties faced by EFL learners in Kuwait, focusing on factors such as cultural barriers, linguistic differences, curriculum design and policy, teacher perspectives, and support mechanisms.

English became a lingua franca in the twentieth century, against the landscape of globalization in many areas of human life, people's attitudes toward English have shifted. As several scholars have noted, an academic debate has escalated and differed over the last few years. (ALMutawaa,2021)

Due to the predominance of Arabic as the primary language in Kuwait, students may struggle to achieve a high level of English language fluency. The limited exposure to English outside the classroom and the lack of authentic language input may hinder their progress in speaking, listening, reading, and writing skills. (Alenizi,2022).

Almutairi (2021) highlighted the learner's weak oral skills even though they have a high language level and mentioned some different methods that could be utilized to develop EFL students' oral skills which would absolutely be achieved.

Alenezi (2020) attributed the poor reading skill to many reasons such as lack of vocabulary, creativity, and teachers and students' interest in a habit of rote learning and weak grammar, weak sentence structure, and poor comprehension skills were the contributing factors to the lack of developing motivation for reading.

Al-Yaseen(2018) Suggested many reasons for poor writing skills even among future teachers using such as using the Arabic language during writing classes, students' grammatical and knowledge weaknesses, limited vocabulary and lack of word choice, first language interference, and difficulties in punctuation and language use.

Hopkyns (2022) spotted light on concerns about the attrition of local languages and cultures, as well as the potential loss of creativity and sense of belonging to the gulf countries as well explores the impact of internationalization and neoliberalism on language choices and the perceived dominance of English. It provides insights into the linguistic landscape and challenges faced in the Gulf region, particularly in relation to Arabic and English.

Additionally, Multimedia technologies have had a significant impact on language teaching. Research studies have shown that the use of multimedia, such as text and pictures, enhances language acquisition compared to using text alone. It improves learning skills, transforms teaching methods, and increases participation between students and instructors. The use of multimedia technologies, including information communication technologies. (Al-Ajmi & Aljazzaf,)

### **3.2-Pedagogical consideration**

The EFL classroom environment including pedagogical implications for language teachers and program designers has a massive impact on learners' communication behaviours and learners' willingness to communicate is influenced by specific situations within the classroom. (Alenezi et al., 2021)

Nevertheless, emphasising on memorizing grammar rules and vocabulary instead of developing content, a lack of opportunity to develop writing strategies such as using appropriate rhetorical strategies and understanding different genres, are some of the challenges faced by English language instructors, and a lack of experience in English language teaching and implementing traditional grammar-centred approach are likely factors for the poor writing skills that could be overcome by utilizing collaborative writing practices. (Alnwaiem et al., 2021a)

Gabriel,(2023) by reviewing the recent literature, demonstrated that visual and tactile learning styles are preferred by students in the Gulf region, with spatial intelligence dominating among Iranian students. Sociocultural factors, teachers, and motivation impact learning styles and EFL performance.

Almutairi, (2021) examined various factors that hinder EFL learners' language development The most obvious ones were a lack of motivation among students such as

Additionally, students may not be adequately motivated or allowed the opportunity to engage in the language classroom, leading to poor achievement in reading skills. However, implementing the Inverted learning approach flips the traditional instructional process by shifting the focus from group learning in the classroom to individual learning outside the

classroom. In this model, students watch pre-recorded lectures or learning material at home and then engage in interactive activities, discussions, and problem-solving during class time. Therefore, the approach will create a more dynamic and interactive learning environment where students can apply concepts and engage creatively with the subject matter. Inverted learning combines elements of active learning and student-centred learning, allowing students to learn at their own pace and receive instant (AL- Najjar,2021)

Language acquisition requires active participation in classroom activities, but cultural-gender expectations can hinder it. Middle Eastern women from patriarchal societies may feel less inclined to speak, posing challenges for ESL instructors. A Needs Analysis examining Middle Eastern gender norms on Arabic women provides insights into their role in the ESL classroom. Recommendations include changing the classroom climate to encourage active participation and promoting equal participation among women in co-ed classrooms. (Williams,2018)

Furthermore, Alghasab(2020) claimed that low levels of motivation, lack of preparation, difficulty in organizing thoughts and ideas, limited knowledge of grammar and sentence structure, and inadequate practice and feedback are the common factors for writing weakness. He suggested the application of the flipped classroom with Kuwaiti English language student teachers at the College of Basic Education in Kuwait

Gabriel (2023) in the footsteps of Coffield( 2008) said that there is no "convincing evidence that learners can be divided by their learning preferences into four groups: visual, auditory, kinaesthetic or tactile", Suggests that learning styles, motivation, intelligence types, gender, and cultural factors influence EFL performance and in order to improve EFL teaching methods and practices there is a need to understand and catering to different learning styles, preferred modalities, and intelligence.

Alenezi (2021 ) referred to reliance on traditional teaching methods and the lack of access to computers or the internet for inverted learning platforms as primary factors of language delay among the EFL.

Almutairi, (2021) mentioned the absence of technology in ELT (English language teaching), including language laboratories and auditory aids as one of the factors that affect the EFL speaking skill at the Kuwait University of Basic Education.

Vygotsky (1978) ) introduced the theory related to technology-enhanced education and personal contextual learning. Accordingly, the rapid advancement of technology has significantly impacted English language learning, particularly through social media applications. This integration of language skills through multi-mode learning has led to a positive contribution to teaching strategies. A study conducted across non-English-speaking countries and digital articles suggests gamification as a potential tool for enhancing active communicative interaction in the classroom. ( Nugraha,2023). Thus, Sumakul(2022) claimed that AI (artificial intelligence ) has been shown to offer advantages in education, particularly in English as a Foreign Language (EFL) classrooms which makes it crucial for teachers to use it in EFL classrooms it helps teachers to teach and students to learn.

Gabriel, (2023) Culture plays a significant role in learning styles among Arab learners. Different cultures seem to be disposed to certain learning modalities and preferred styles. Therefore, understanding learners' culture is essential for EFL teachers to effectively select materials and activities that enhance EFL retention and success. Studies were conducted in culturally similar educational settings, such as neighboring countries or those in the Arab Gulf region.

## **4.2-Policy and Curricula Design**

Almutairi, (2021) attributed the weak speaking skills among Kuwaiti EFL students at the CBE which stands for College of Basic Education to three reasons one of them being the EFL syllabus design.

Al-Yaseen(2018) explored the writing problems which English major student-teachers face. She concluded that English student-teachers still have problems in their writing after studying English for 12 years before joining University due to poor phonology curriculum, teachers' poor preparation, and lack of interest in teaching writing.

Alnwaiem et al.,(2021b) stated that EL educators have an immense impact on the EFL learning process. Their beliefs about ELT and their awareness of Global English can greatly

impact their teaching practices and the development of students' language skills. Teachers' beliefs shape their instructional methods, curriculum design, and assessment strategies.

Almusawi et al.,(2019) emphasized the teacher's role in the EFL learners by measuring the educators' linguistic awareness and instructional competencies. knowledge of prospective English teachers in areas necessary for English teaching instruction. They pointed out that Despite the training evaluation components developed by the ELT General Supervision for the English specialty, the curriculum, and first-degree teaching planning lack a focus on methods that improve.

In addition to ALMutawa,(2022) Teachers are essential participants in professional development (PD) programs, aiming to improve their skills, knowledge, and instructional practices. However, access to effective MOE PD programs in Kuwait is limited. Subject area supervisors manage teachers and ensure curriculum implementation, but there is a lack of high-quality PD programs, often conducted in one-shot workshops or seminars.

## **5.2-Cultural and Social Considerations**

Gabriel,(2023) highlights the influence of sociocultural factors, teachers, and motivation on students' learning styles and EFL performance. He comprised beliefs, norms, and value systems that influence learning styles and preferences. Different cultures may be disposed to certain learning modalities and preferred styles. Understanding the learners' culture is crucial.

Additionally, Al-Fadley,Al-Holy,Al-Adwani,(2018) investigated the effectiveness of parental involvement in Kuwait's public primary schools for children's (EFL) learning. The finding suggested that parental involvement is valuable because the student's level varies depending on the parent's educational level and suggests some strategies such as promoting parents' home reading activities with their children and acknowledging the deficiency in students' reading skills in Kuwait's public schools.

Though, socio-educational factors play a significant role in L2 learning including Parental encouragement and support, and motivational intensity. Not only on the EFL children's learners but also on the college students. According to Daniel et al.,(2018) who suggested that parental encouragement plays a significant role in the development of motivational intensity, desire to learn English, and attitude toward learning English of their undergraduate children. Additionally, Almutairi(2020) emphasized Kuwaiti parents and the conservative society's

integral role in their children's EFL learning by exploring their opinion about introducing native speakers' and international cultures into EFL textbooks that assist promote international understanding, deepen an understanding of foreign culture, facilitate learners' visits to foreign countries, and motivate EFL learners to learn English.

Kuwait's English language development is slow, with nativization slowing down. Historical factors focus on English arrival and local history, while sociolinguistic factors investigate norms, beliefs, and identity formation. Kuwaiti English is placed between stages 2 and 3, with distinct patterns from British and American English. It is an indigenizing variety among some social groups. (Alenezi, 2022).

Hopkyns& Elyas(2022)reviewed the English ideology in the Gulf countries how the language reflects the identity which may and how prioritizing English in education and public spheres would lead to concerns about attrition which lead to Internationalization involves the mobility of students and faculty in higher education and the adoption of English-medium instruction.

However, a few studies refer to some difficulties and factors that affect covering only one of the language skills that could be found, and a few other research introduce some strategies to implement in the EFL classroom in Kuwait to overcome those challenges and develop the English learning and teaching process. The gap in the research studies have to be bridged, hence exploring all these challenges that EFL learners could encounter, and suggesting some methods to overcome them is crucial. English learners as a Foreign Language (EFL) in Kuwait encounter various challenges in their language-learning journey. This literature review explored the factors hindering the development of language skills among EFL learners in Kuwait in specific areas to master the four language skills speaking, reading, writing, and listening highlighted in various studies conducted in Kuwait by providing the theoretical framework, and analyses a diverse range of scholarly works, studies, and research papers that have been done relating to some difficulties faced by EFL learners in Kuwait. Various factors can be defined under some general terms such as Pedagogical and linguistic barriers, Cultural and social considerations, Technology-Related Challenges, Psychological and Motivational Trials, and Policy and curricula design. This review aims to contribute to the collective understanding of how English language education can be optimized to meet the diverse needs of learners in different contexts. English language education has gained enormous significance as a crucial component of global communication, trade, and academic pursuits.

Across the globe, nations are recognizing the importance of equipping their citizens with strong English language skills to thrive in the interconnected world. In this context, literature reviews play a pivotal role in examining the challenges and solutions pertaining to English language education, shedding light on best practices, and providing valuable insights for educators, policymakers, and researchers.

### **3-Methodology:**

#### **1.3Introduction**

In the previous chapter, various studies, theories, and scholars' opinions were presented to have an overview of the challenges that face EFL learners in Kuwait, the causes, and some suggestions to overcome those difficulties. In order to address the study questions

1. What are the primary challenges faced by EFL learners in Kuwait in acquiring and developing English language skills?
2. What are the factors behind these challenges?
3. How do EFL learners perceive the effectiveness of existing language learning strategies, resources, and support mechanisms in addressing their challenges?
4. What are the modern strategies the Kuwaiti lawmaker, curriculum designers, and educators have to implement in the education institutions to overcome those challenges?

1. The research critically assessed the prior studies and explored the experiences and perceptions of undergraduate college students in Kuwait regarding their English language learning by adopting a qualitative approach utilizing structured interviews that were conducted to gather participants' perspectives and narratives about the challenges that they have confronted. Therefore, Research Design, sample, data collection, ethical considerations, and data analysis would be encompassed.

#### **2.3-Research Method:**

Qualitative research was chosen as the most appropriate method to explore the challenges faced by EFL learners in Kuwait .in particular, the Phenomenological Approach that can offer valuable insights and exploration of lived experiences and perspectives of English as a Foreign Language (EFL) learners. This approach is well-suited for understanding the complex factors that influence EFL learning in a particular context. The goal of the phenomenological approach is to gain deeper insights into the subjective experiences, thoughts, feelings, and perceptions of the participants regarding their English language learning journey.

In the context of EFL learning, the phenomenological approach aims to reveal the meanings that learners attach to their language learning experiences, the challenges they encounter, the strategies they employ to overcome difficulties, and the impact of their learning environment on their language acquisition process.

**Key Characteristics of the Phenomenological Approach in EFL Learning:**

**Subjective Experience:** The focus of phenomenology is understanding how individual EFL learners experience the language learning process. Researchers aim to capture the participants' unique perspectives and interpretations of their language-learning journey.

**In-Depth Exploration:** Phenomenological studies delve deeply into the participants' experiences to uncover the underlying meanings and structures of their experiences. The goal is to go beyond surface-level descriptions and gain a comprehensive understanding of the phenomenon under investigation.

### **3.3-Sample**

A purposive sampling technique was used to select participants who were representative of EFL learners in Kuwait. The sample included participants from different educational, backgrounds, nationalities, and ages of EFL undergraduate college students who studied in public and private schools that follow the (AMI) Arabic as a medium of instruction. The study targeted students of the College of Business Administration (CBA), Management Information Systems (MIS), Accounting, and English language and literature. Various reasons behind selecting the members that participate in the study. Firstly, they must be currently enrolled as undergraduate college students at a private university in Kuwait.



Age Range: Participants won't be within a specific age range, because the university accepts students regardless of their age, nationality, and gender typically between 19, and 32 years old, to ensure a homogenous group of young adult learners.

Nationalities and Backgrounds: Participants will represent a diverse group of students from different nationalities and cultural backgrounds to capture a range of experiences and perspectives on English language learning.

Educational Institutions: Participants must have studied in both public and private schools that follow the AMI Arabic as a medium of instruction.

Exposure to English Language: Participants should have been exposed to the English language through dedicated English subject classes based on the Kuwaiti national curriculum.

Recruitment Process and Non-Probability Purposive Sampling The participants for this study were selected using non-probability purposive sampling. As a part-time English lecturer, I have access to the subjects and have personal acquaintance relationships with the students there which assist to identify potential participants who meet the inclusion criteria. The recruitment process involved contacting students through the online platform WhatsApp. As a researcher, I provided them with a brief explanation of the study's purpose and invite interested them to participate. I collected demographic information about the selected participants, including age, gender, nationality, educational background, and language level to provide information about the context and help understand the participant group's diversity. The study aims to include more than 30 undergraduate college students which is sufficient to achieve the study's objectives. ensure a substantial sample size for an in-depth exploration of participants' experiences. However, the final sample size varies depending on data saturation, which occurs when no new themes or insights emerge from additional interviews. Data saturation will determine when the sample size is deemed sufficient to achieve the study's objectives. Overall, the research ended up with only 20 responses out of 30 participants who were self-selected, and 10 of them after agreeing, withdraw from the interview.

### **4.3-Data Collection**

The primary data collection method operated in phenomenological research is often semi or structured interviews. Through these interviews, participants are encouraged to share their thoughts, emotions, and reflections on their language learning experiences.

Therefore, the data analysis process in phenomenology involved a systematic examination of the interview transcripts to identify recurring themes and patterns. Then, a phenomenological reduction was used to bracket the preconceived assumptions and interpretations and approach the data with an open mind to allow the participants' perspectives to emerge without imposing external biases. As well, meaning-making processes of EFL learners have been employed to explore how learners construct meaning from their language learning experiences, interactions, and the educational context they are situated in.

Numerous benefits of choosing Structured Interviews via WhatsApp as the primary tool to collect data as Data flexibility in questioning and the opportunity to explore unanticipated themes. The choice of WhatsApp as the data collection platform is due to its popularity, familiarity, facility of communication, accessibility, and convenience for both participants and the researcher. The interview is actually a conversational writing interview with open-ended questions to give the participants the space to explain their experience.

The Purpose of the interview on the one hand is to acknowledge their difficulties. On the other hand, to collect the participants' suggestions for the study to resolve the issues.

Those questions were Developed related to the research question for undergraduate students regarding the challenges they face in their journey to learn English as an EFL at school and their perceptions of the effectiveness of language learning strategies, resources, and support mechanisms:

related to the research questions:

What is your nationality?

How old are you?

What is your educational background?

Where did study in a public or private school?

Have you studied English at any language institutes or taken language proficiency exams? If yes, please provide details. g. What language(s) do you speak at home or with family and friends?

Can you share your experiences with learning English in Kuwait and the challenges you have encountered?

What do you find most challenging in acquiring English language skills, such as speaking, listening, reading, and writing?

How do you perceive the impact of these challenges on your overall language learning journey?

Based on your experiences, how do you think English language instruction can be improved to better address the challenges?

Are there specific areas where you feel the existing systems for English language could be enhanced?

In your opinion, what role do teachers and educators play in helping learners overcome these challenges?

Can you describe the language learning strategies, resources, or support systems you have used to overcome challenges in learning English?

How effective do you believe these strategies and resources are in helping you improve your language skills?

Are there any specific changes or additions you would recommend to enhance the effectiveness of existing language learning resources and support mechanisms?

The first few questions were broad as an opener to break the ice relating to their nationality, educational background, age, and the type of school they studied which made them feel comfortable. Then, I dove in the deep by asking the remaining question from asking them about the language they use when speaking with family and friends to the challenges that they faced in their journey learning English, and the reasons behind these difficulties, their experiences, perceptions of the effectiveness of language learning strategies, resources, and support mechanisms and some suggestion if they have to overcome these challenges.

After collecting the data from the interviewees, it was Transcribed and coded using open coding, then thematically analysed which is broadly used in a qualitative method that allows for the identification and exploration of themes or patterns in the data. It provides a systematic process of analysing textual data to uncover significant patterns and meanings related to the research questions.

After conducting the semi-structured interviews via WhatsApp, the interviews will be transcribed verbatim. The transcriptions were carefully reviewed and verified to maintain data integrity. Upon completion of transcription, as a researcher, I immersed myself in the data to gain familiarity and a holistic understanding of participants' experiences by reading and re-reading the transcriptions many times which allowed me to become deeply acquainted with the data and identify initial impressions. I have begun the coding process by identifying initial codes that represent specific ideas, emotions, or experiences expressed by the participants. The codes were derived directly from the data and were organized in a systematic manner to facilitate the identification of overarching themes. Next, the initial codes were organised into potential themes, grouping related codes together. The themes were reviewed and refined iteratively to ensure they accurately reflect the participants' experiences and align with the research objectives. The identified patterns and connections between the themes were sought. Throughout the data analysis process, detailed documentation of the analytical decisions made, ensuring transparency, and allowing for potential replication of the study were maintained. By following the thematic analysis approach and employing rigorous data verification and validation techniques, the study aims to provide an in-depth and reliable understanding of the experiences of undergraduate college students in Kuwait learning English through a phenomenological approach.

### **5.3-Ethical Considerations**

To enhance the credibility and trustworthiness of the findings, data triangulation was employed that involved comparing and contrasting the identified themes with other sources of data. Triangulating the data helped validate the themes and ensure their robustness. Furthermore, member checking was conducted as a means of validation. The identified themes were shared with the participants and sought their feedback to verify the accuracy and

authenticity of the interpretations which give an opportunity for participants to clarify and validate their experiences, adding to the credibility of the findings. To ensure and protect the subject's privacy and identity several steps have been taken to ensure ethical approval and compliance. At first, Participants were provided with detailed information about the study and its purpose, Therefore, they gave their Informed Consent to ensure that they understand the voluntary nature of the participation, the confidentiality of their responses, and their right to withdraw from the study at any time without consequences. Additionally, they are informed about the purpose, procedures, potential risks, and benefits of the study. Moreover, Participants' identities and personal information were kept confidential by including the Institution's name and using pseudonyms or participant codes like A,B,C ...etc to protect their anonymity in any research reports or publications which would protect the subjects privacy and identity when conducting the study.

## **4-RESULTS**

### **1.4-Introduction**

The participants' challenges in learning English primarily revolve around speaking, grammar, pronunciation, and listening, which are common areas of difficulty for language learners. The main goal of this study is to thoroughly explore the difficulties encountered by EFL learners in Kuwait have been faced as they work to increase their English language proficiency and tries to pinpoint prospective approaches and tactics that could be used to get around these difficulties and raise the standard of English language instruction across the nation. The study used a purposive sampling technique to select participants from various educational backgrounds, nationalities, and ages of EFL undergraduate college students in Kuwait. The sample included 20 undergraduate college students. students from one institution, but who have various educational backgrounds. Data collected were anonymized, and pseudonyms were used during reporting. The Phenomenological Approach was chosen to explore the challenges faced by EFL learners in Kuwait, focusing on their lived experiences and perspectives. To capture participants' unique perspectives and interpretations of their

language learning journey, revealing the meanings they attach to their experiences, challenges they encounter, strategies they employ to overcome difficulties, and the impact of their learning environment on their language acquisition process. This knowledge can inform educators about areas where learners may need additional support and guidance, as well as enhance EFL curriculum and instruction by understanding learners' experiences and enhancing culturally responsive curricula and teaching methodologies. Structured interviews via WhatsApp were conducted through conversational writing. A multitude of views have been stated based on the participants' responses who have been interviewed about the primary difficulties that EFL learners in Kuwait face through acquiring and developing English language skills, and the factors that lead to this delay in the methods that they notice the effectiveness of existing language learning strategies, resources, and support mechanisms, some suggestion for the Kuwaiti lawmaker, curriculum designers, and educators to overcome those challenges. Several findings can be inferred from the study. The participants who have different nationalities, backgrounds, ages and genders, and majors and who are undergraduate students in a private college that follow the EMI admitted that they have encountered many issues during their journey acquiring the English language have faced.

## **2.4-The main challenges**

*“I had a problem with speaking, I don't have the confidence to express myself clearly without any grammar, vocabulary, or pronunciation errors.” (B)*

*“Learning English in Kuwait has been both exciting and challenging. While I have been exposed to the English language through English subject classes at school, I faced difficulties in speaking fluently and understanding native speakers. Pronunciation and vocabulary were also areas where I encountered challenges. My conversation still weak I usually take time to respond. I often feel hesitant and self-conscious when trying to communicate in English, especially with native speakers or during group discussions.”*

*(C)*

*“Speaking is the main issue because when I talk I take time to remember or think about some words” (I)*

Some participants referred to their complications in acquiring and learning various skills, especially speaking and communicating smoothly.

*” I have faced difficulties in mastering various language skills, such as speaking and writing fluently. Personally, I find speaking and writing in English to be the most challenging aspects of language acquisition. I struggle with expressing myself confidently in spoken English and often face difficulties in constructing grammatically correct and coherent written sentences.” (D)*

*” I had trouble with sentence structure” (J)*

*”I faced challenges in speaking and conversation and writing” (T)”*

Moreover, some of them had issues mastering the four English skills including writing, reading, speaking, and even understanding the spoken language.

*”I had great difficulty learning English as whole. Mastering the four skills was so hard” (H)*

Some participants demonstrated difficulties in writing as well which is evidenced during the conversation in their way of writing which was some of spelling, grammar, and language choices. They have admitted as well.

*”I had trouble with the grammar” (L)*

*”The most difficult thing about learning English in my opinion is speaking and grammar,” (M)*

*”The most challenge that I faced was speaking especially using grammar and polite request and order vocabulary together to say what I mean . it is a hard process in my mind” (N)*

Some participants found grammar so hard to learn even though it's core for language proficiency of the four language skills.

*For me, the most difficult skill to learn English is listening. When I listen to English on TV or videos on Instagram, I cannot fully understand the language if the words are not written” (O)*

*”Listening and writing.” (P)*

*”In my personal opinion I think that it is difficult in speaking and listening as well,” (Q)*

*“The difficulty varies from one person to another, but for me it may be in speaking and listening sometimes.” (R)*

Others found it difficult to understand English while listening, specifically to native speakers.

Therefore, most participants faced an issue in writing and speaking and considered them as the main language skills. Various reasons that the participants attributed their struggles.

### **3.4-linguistic barriers**

*“because it is totally different from my mother tongue, the sentence structures, grammar or pronunciation, and phonological system. Sometimes unconsciously I turn the /p/ into /b/.some /z/ into /s/.etc “(E)*

*“I faced difficulty with ordering sentences because you know the order of the sentences in English is different from Arabic and actually the whole grammar thing was an issue “(I)*

*“Structure because English sentences are structured differently than Arabic sentences, and I also had trouble with grammar in general” (J)*

*“and due to the huge differences between the two languages it was really hard to be able to learn it” (M)*

*“due to the enormous different between the grammar, phonological system , vocabulary of the target and the first language” (R)*

Most of the participants stated linguistic barriers as an integral factor for their struggle mastering the languages' skills. The linguistic barriers that involve Phonological differences, Vocabulary Grammar, and syntax as significant.

*” In addition to reading in the write pronunciation cause sometimes the letters has different rules due to it place in a word.” (B)*

*“And I had challenged reading comprehensive during some of the Language courses and I kept scoring low in them, until I start practicing in a website .”(G)*



Some participants found difficulty in reading, either phonological reading or comprehensive reading due to the complicated phonological rules or lack of vocabulary.

#### **4.4-Pedagogical Approaches and Methodologies**

*“I assume the educational system needs to focus more on practical learning than just the traditional methods to teach foreign languages, especially in public schools.” (E)*

*“The main problem the public schools still follow the old fashioned teaching strategies.” (I)*

Different pedagogical approaches and methodologies have been employed in EFL instruction. The traditional teaching methods have been suggested to be one of the factors that affected learning.

*“Too many students in one class, like 35 or 40 students in each class. So, the teacher can't focus on all students. Also, I think they give the teachers many tasks which are not relative to their jobs. Such as festivals in schools, which take their energy and too much attention from the teachers and shift their concentration from focusing on encouraging the learners and providing some engaging activity . “(B)*

Participants explained how the classroom environment and availability of resources greatly impact EFL learning. Some of them referred to the effect of overcrowded classrooms on the teacher Focus. Participants expressed concerns about the high number of students in each class (35-40), which makes it difficult for teachers to give individual attention to every student. Teachers are burdened with non-teaching tasks, such as organizing festivals, which diverts their attention from focusing on learners and providing engaging activities.

*“They need to implement some of the modern educational methods and including Technology because even though the government provides schools with smart tablets and computers, they still do not employ them in an effective way“ (B)*

Moreover, the lack of technology in schools may negatively impact learning the language. Participants emphasized the need to implement modern educational methods and technology in the classroom. Although the government provides smart tablets and computers to schools, there is still a lack of effective utilization of these resources.

*“More technical teaching aids should be brought into schools and government institutions to teach English. Increase their self-assurance and prevent bullying from their peers.” (L)*

Nevertheless, participants suggested that the absence of interactive and communicative activities in the classroom and advocate for incorporating more of them . Because real-life practice and a supportive learning environment, can enhance students' confidence in speaking English.

*“government should change the material in schools to be like the international schools which they have to shift from teaching math and science I and social studies in Arabic to English switch because all the university inside or outside the country use EMI nowadays due to the globalization if we keep going using the old fashioned way we will end up behind” (I)*

Participants proposed a shift from traditional teaching methods to prioritize practical learning, especially in public schools. Yet, some participants suggest adopting English Medium Instruction (EMI) similar to international schools to keep up with globalization and university standards.

*” More technical teaching aids should be brought into schools and government institutions to teach English.in addition to apply particular adjustments to the curriculum including text books , strategies and provide teachers with adequate resources and professional training “ (K)*

Several participants emphasized the need for modernizing English language teaching methods and materials by incorporating technology and providing teachers with the necessary support and training.

*"Yes, I had great difficulty learning English as a whole. Mastering the four skills was so hard because I was an Arab student and learned English in government schools, where the level of teaching was below the required standard." (H)*

Another one reflected the challenges faced by some students in the English language learning process, particularly in government schools where the quality of education may be perceived as inadequate.

*"More technical teaching aids should be brought into schools and government institutions to teach English. In addition, apply particular adjustments to the curriculum, including textbooks, strategies, and provide teachers with adequate resources and professional training." (K)*

Another participant underlined the need for modernizing English language teaching methods and materials by incorporating technology and providing teachers with the necessary support and training.

*"Phonological awareness should be practiced at a younger age in public schools, following the footsteps of international schools. This would help learners at a young age to develop their reading and speaking skills, which would improve their writing too." (L)*

Others supported early phonological awareness training in public schools to enhance students' language skills and overall literacy.

Overall, the themes highlight the need for improvements in the education system in Kuwait to enhance English language learning. These include reducing class sizes, implementing modern teaching methods and technology effectively, emphasizing interactive activities, and promoting a practical and supportive learning environment. Additionally, participants stress the significance of individual language learning strategies and the importance of English language clubs to facilitate language practice.

#### 5.4- The educational system and curriculum design

*“Improving the national textbook and curriculum, the educators need to implement some of the new models that schools in the developed country being applied.” (A)*

Some participants attributed their language hinder to the educational system and curriculum that affected the effectiveness of English learning and assume that the government need to improve the national curriculum for English including the textbook content. schools usually concentrate on writing and reading giving less importance to the listening and speaking skills.

*“The public school have to take the international and foreign school as a role model and teach English using literature ,novels ,novella , poetry , drama .etc The education system should be simpler, not complex. Should teach using new and modern methods.” (B)*

*“The curriculum designer has to take a look at the international school in Kuwait and try to borrow from them the English syllabus that focuses on teaching the language through literature. “(E)*

And others believed the public schools need to collaborate with the international or bilingual school that utilize literature as the main resource for English curricula develop the curriculum accordingly.

*“The curriculum designers have to improve the national curriculum including the English books for all grads level, especially primary school. They have to focus more on phonological awareness, and writing skill.”(F)*

*“Yes, I had great difficulty learning English as whole .Mastering the four skills was so hard because I was an Arab student and learned English in government schools, where the level of teaching was below the required standard.” (H)*

*” educators should not be the centre of teaching they should just give learners the keys and the learners would open the door to discover the language by themselves.  
“(B)*

Moreover, Various participants have different perspectives and opinions on the teacher role in language learning and English language education that affected their learning.

Some suggested that learner-centred approach to teaching, where educators act as facilitators or guides, providing learners with the necessary tools and resources to explore and discover

the language on their own. It emphasizes the importance of learner autonomy and self-discovery in the language learning process.

*“Teachers and educators play a crucial role in motivating students and creating a comfortable atmosphere for language practice. Their encouragement and guidance are essential in building students' confidence and helping them overcome language barriers.” (C)*

*“The teacher has the main that influence the learners passion to learn the language during my primary year English was not my favourite t due to the tough teacher that taught me until I become in my first year of my high school were got an English teacher who is passionate , energetic and expert in his subject he has pass us his passion and made learning as fun and interested as possible he used the peer learning , ppl and sometimes teach us through activity that were like a game for us .” (G)*

Others recognized the significant role of teachers in creating a supportive and motivating learning environment. Therefore, the energetic teacher can influence learners' passion for the English learning and vice versa. They are seen as instrumental in helping students build confidence in using the language and overcoming challenges, they may face during the language learning journey.

*“where the teacher is the main source of information. They have to look at the private school that follow the EMI and learn some of their models and apply it in the public schools. The teacher have to help the student to learn the language, but they have to be qualified teachers who have excellent language proficiency without looking to the nationality or the gender .” (I)*

*“The teacher's job is to assist the student in learning the language, but they must be certified professionals with outstanding language skills, regardless of gender or nationality.” (j)*

The other participants stressed the importance of qualified and proficient teachers who can serve as effective language instructors and highlights the potential benefits of adopting successful models from private schools. They reinforced the significance of teacher

qualifications and language proficiency, emphasizing that educators should be competent professionals irrespective of their gender or nationality.

*“Teachers must have a special teaching style and know how to deliver the knowledge easiest ways to learn to speak, read and write in English. If the teachers have the correct technique, the students won't face any difficulties.” (M)*

*“And some instructors unfortunately, instead of motivating and encouraging students, they underestimate them” (O)*

*“Teachers play an important role in influencing the student's personality and shaping his future. Also provides a solid educational foundation and the encouragement and support they need to persevere and succeed in their endeavours. The role of a good teacher is to always be there to guide his students in the right direction. It always pushes them to become good and productive members of society” (Q)*

These participants underscored the importance of effective teaching methods and techniques that can simplify the language learning process and make it more accessible for students. And shed light on how educators who may lack the necessary support and encouragement to motivate their students adequately could negatively affect the learning process.

*“I think instructors and tutors ought to alter the grasp of English by adopting flexible and innovative techniques and strategies” (S)*

*“My experience of studying English literature in Kuwait was Wonderful. I have been taught by competent and skilful educators who pushed me forward and shaped my personality for the better and teach English in a way that they made me confident in speaking and writing” (T)*

Some highlighted the broader impact of teachers on students' overall development, character, and future success. They described a positive personal experience of language education,

emphasizing the role of competent and skilled educators in fostering language proficiency and self-assurance.

#### **6.4-sociocultural consideration.**

*“Arabic, with family, even though I like to practice with my family, but the problem that my family thinks that to talk English is not appropriate at home because we have to be proud of our own language” (B)*

*“Arabic due to the lack of English proficiency among my family member, and they prefer to talk in Arabic due to their pride in their Arabic language, culture, and tradition and if I talk with friends they make fun of me by refereeing to me as an foreigner “(H)*

*“Is there anyone in Kuwait who speaks other than Arabic with his family, for sure we speak Arabic at home and with friends” (I)*

Even so, a participant underlined the influence of religious beliefs on language use within the family context where they prefer their children to not speak other languages when it is not needed and stick to the Arabic language.

*“At home and with family and friends, I mainly speak Arabic to be honest my family though that the Arabic language is related to our religion, therefore, if they hear me out talking English when it’s not necessarily, they ask me to speak Arabic. “(D)*

Some participants clarified how they have less exposure to English in their daily life and there is no balance between practicing English or their mother tongue. some of their Parents often refuse to speak other than Arabic in the house, due to cultural pride first language being dominant and cultural influence and sociocultural norms.

*“I was afraid of making grammar and pronunciation mistakes which hider me and makes me unable to express my myself due to lack of vocabulary, grammar , phonological awareness.”(H)*

*“listening and writing due to many reasons less practice and encouragement at school afraid of making mistake” (P)*

Several participants explained the difficulties that they experience, such as language anxiety, which manifests as uncomfortable emotions when speaking or writing in a second language due to a lack of practice or discouragement from others who make fun of mistakes. Limited classroom activities or a curriculum that does not stress these abilities are examples. Fear of making mistakes stems from apprehension about being judged or graded, which can stymie active involvement and learning. Fear of making mistakes can affect a learner's confidence and motivation to engage in listening and writing exercises, so the emotional side of language learning is also addressed.

*“with the maid and driver I speak English , but you know not the perfect kind of English.” (S)*

*“but just with home servants because they don't understand Arabic.” (I)*

Nonetheless, some participants referred to English as the lingua franca that they utilize just for communication sake with their home maid or driver which doesn't allow them to practice the right language pronunciation, accent, and sometimes grammar too .

*“but with my kids I speak English to help them acquire the language.” (E)*

*“and with my son I usually speak English.” (G)*

*“but English with my daughter.” (N)*

Some of the participants are parents who prefer to totally speak English with their kids since their birth which makes it difficult for child to absorb their first language or mother tongue language .

## **7.4-Socioeconomic Factors and EFL Learning**



*“ not every parents could afford the high price fees in this kind of school of get the quality and up to date learning” (B)*

Socioeconomic factors play a vital role in English learning. Some interviewees mentioned the economic states have a huge impact on disparities in access to quality education. Therefore, some participants discussed the challenges of affordability and access to quality education.

*“.They have to look at the private school that follow the EMI and learn some of their models and apply it in the public schools because this type of school is really expensive .Personally , I cannot register my children inn future their Due to globalization, all universities now utilize EMI, thus the government should adopt the curriculum in schools to be like the foreign schools, which had to convert from teaching math and science and social studies in Arabic to English.”(I)*

They consider that proposes adopting successful teaching models from private schools with EMI programs and aligning the curriculum with global standards to keep up with the changing educational landscape because in Kuwait state not all people could afford private schools that follow the EMI , only people with high income could provide the fees for the private education, especially the international, or bilingual schools where English has a massive value and taught through almost all subject through SEMT which means teaching science, social, math only in English which makes the graduate from this schools have high language proficiency like the native.

#### **8.4-Effective strategies**

*“I overcame it by attending online classes and try to speak just the language that you trying to learn with more writing practice using some website and watching some YouTube videos for teacher who explaining some of the writing strategies” (A)*

Several participants mentioned using online language learning apps and platforms to practice vocabulary, grammar, and speaking skills.

*“Practicing using social media platforms such as YouTube and Instagram by following some of the native speaker’s influencers and mimicking them, watching American movies.” (E)*

In addition to use social media platforms like Instagram are used to follow native speakers' influencers and mimic their pronunciation and accent.

*“Using literature like story, novels and drama and analyse them ,and watching movies on the internet helped me a lot to improve my reading and listening skills. I have participated in language exchange programs, joined English-speaking clubs, and practiced with language partners to improve my speaking skills” (B)*

*“I have used language learning apps and online platforms to practice vocabulary and grammar. Additionally, attending language workshops and conversation clubs has allowed me to practice speaking in a relaxed and supportive setting.” (D)*

Furthermore, some participants benefit from the availability of free resources, such as websites for speaking English, watching online movies, listening to radio, and reading novels, articles, and books that they highlighted as effective strategies to improve language skills which help them immerse themselves in the language and learn new vocabulary and expressions.

*“I have been using different digital platforms like YouTube and Instagram which I followed the native speakers’ influencers and look at their way of pronouncing the words and how they blend some words to acquire the accent and I mimicked them” (G)*

Other participants find speaking with native speakers and imitating them whether through language exchange programs, language partners, or apps beneficial in improving pronunciation and gaining confidence in speaking which provides a supportive and fun environment for language practice.

*“I studied English in institutes “(I)*

*“I needed a private tutor to explain how to begin properly which helped a lot to improve my English I remember once he advised me to read more, and listen to audiobooks.”(L)*

Some Participants sought support from different Privat institution private tutors either inside country or abroad and to improve their language skills.

*“repetition and trying to memorize whole sentences instead of just vocabulary” (Q)*

*“Practice the language with them daily.” (R)*

Moreover, regular daily practice is emphasized, encompassing speaking, reading, writing, and listening. Participants incorporating English into daily conversations.

Overall, the participants share a variety of strategies and resources they have used to overcome challenges in learning English. They emphasize the importance of regular practice, engagement with authentic materials, and interaction with native speakers. Seeking support from teachers and tutors is also acknowledged as helpful in language improvement. The analysis highlights the importance of a multifaceted approach to language learning, incorporating various methods to enhance language skills effectively.

#### **9.4-Strategies suggestion**

*“Many models that have been invented by some scholars can be utilized to improve the language teaching which would be applied for all grade levels like Communicative Language Teaching (CLT) , Task-Based Language Teaching (TBLT)and Game-Based Language Learning.”(G)*

Participants recommended incorporating modern teaching approaches like Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and Game-Based and PPL in Language instruction to make learning more engaging and effective.

*“I think there could be more focus on pronunciation and speaking skills. Additionally, integrating technology and authentic materials into the curriculum could make learning more engaging and relevant.” (C)*

Additionally, Participants recommended creating and utilizing language teaching materials material relating to the authentic literary work that have to suite the language learners in all grade levels to provide a consistent and effective learning experience.

*“ apply particular adjustments to the curriculum, including textbooks, strategies, and provide teachers with adequate resources and professional training.” (K)*

Participants emphasized the lawmakers' integral part in supporting Teachers' Professional Growth which is significance for teachers and tutors to be well-trained and skilled in their subject area which would reflect definitely on the learning process.

*“Teachers and tutors are facilitators they have to be more trained and skilful in the subject they teach and they have to pay attention to the learners style because not all people are write and read some auditory, visually learners some kinesthetics, therefore , transmitting the abstractions just orally would not be effective .”(S)*

Teachers are seen as facilitators who need to cater to different learning styles, including auditory, visual, and kinaesthetic learners. Merely transmitting information orally is considered ineffective; teachers should use varied teaching methods to engage all learners effectively. In addition to provide opportunities for young teachers to receive real professional development that aligns with modern language teaching strategies.

*“I believe incorporating more interactive and communicative activities in the classroom would be beneficial. Providing opportunities for real-life practice and promoting a supportive learning environment can boost students' confidence in speaking English.*

*Yes, I think there could be more focus on pronunciation and speaking skills. Additionally, integrating technology and authentic materials into the curriculum could make learning more engaging and relevant.” (C)*

*“educators should not be the centre of teaching they should just give learners the keys and the learners would open the door to discover the language by themselves. “(B)*

The language instruction needs to focus more on speaking skills, as some participants who reported that during their learning journey had prioritized writing and listening while neglecting speaking skills. Students must be encouraged to actively work on their English language skills with the guidance of their mentors as well active participation and practice are key to improving language proficiency.

*“Parents have a role too in their children's learning process by encouraging them to speak the language at home. “(E)*

*“Parents have to take a role in their children's learning process, so they have to practice more with them at home .”(S)*

Parents are urged to play an active role in their children's language learning process by practicing English with children at home that is seen as a valuable way to support their language development.

Overall, the analysis highlights the collaborative effort required to improve English language education. Teachers need to be well-prepared and adaptive to cater to diverse learning styles. Students are encouraged to actively participate in their language learning journey, while parents play a crucial role in supporting and reinforcing language practice at home. Many participants expressed the importance of practical language use, interaction with native speakers, and using diverse methods such as reading, watching movies, and podcasts to improve their language skills. The role of qualified and motivated educators, as well as incorporating modern teaching techniques and technology, was highlighted as crucial for effective language instruction.

## **5-Discussion**

### **1.5-Introduction:**

The primary aim of this study is to investigate the challenges faced by EFL learners in Kuwait while acquiring and developing English language skills. The study seeks to identify the reasons behind these challenges within the context of English language instruction and support systems in Kuwait. The research questions guiding this study are:

What are the primary challenges faced by EFL learners in Kuwait in acquiring and developing English language skills?

What are the reasons behind these challenges?

How do EFL learners perceive the effectiveness of existing language learning strategies, resources, and support mechanisms in addressing their challenges?

What are the suggested strategies the Kuwaiti lawmaker, curriculum designers, and educators have to implement in the education institutions to overcome those challenges?

To answer these questions, the study utilized interviews, to gather data from a diverse sample of EFL learners in Kuwait. The research seeks to shed light on the challenges faced by English learners in language acquisition and examine the effectiveness of current language learning strategies and support systems. In addition to suggesting strategies to implement in order to enhance language acquisition and development.

### **2.5-Summary:**

The study's key findings indicated that EFL learners in Kuwait encounter several challenges in acquiring and developing English language skills. These challenges stem from factors such as linguistic differences,

Pedagogical and teaching methods, Educational Policies and Curriculum, Culture factors, Socioeconomic factors.

As shown in the finding, EFL learners commonly faced challenges, especially in their speaking skills that contain of the correct Pronunciation, Fluency, Variety of vocabulary,

grammatical awareness, Intonation and Stress, listening and comprehension, conversational skills, negotiation skills, presentation skills, cultural Awareness .It is considered as the most challenging skill among the participants to develop their English. They struggled with sentence structure, grammar, and pronunciation, primarily because English sentences are structured differently than Arabic sentences. In addition to a problem in writing skills that challenged EFL learners involving correct spelling, grammar understanding. A wide range of lexicon, coherent, coherence and cohesion, paragraph organization, clarity and formality and tone, creativity and descriptive skills, argumentation and persuasion ,research and referencing and on an advanced level Editing and Proofreading. Therefore, it is one major challenges for EFL to master due to many reasons in addition to the huge differences between the first language which is the Arabic and the target language which is English.

As presented in the finding above, a lack of practicing English has been stated due to first the dominance of Arabic as the primary language spoken at home, with family, and among friends because of the family beliefs and cultural values that significantly influenced language use. Thus, this Arabic-speaking environment made it difficult for them to immerse themselves fully in English. Furthermore, it has been expressed that the English language education in Kuwait's public or Arabic private schools lacked focus on practical activity that affected the language development.

Nevertheless, the influence of the school environment has been emphasized that includes teachers, administrators, colleges, and teaching methods. as regards, overcrowded classrooms have been stated to be harmful for the learning and teaching process which would affected the education quality. further, and reliance on traditional teaching strategies has massive impact on the learning outcomes because as we know that some strategies in education it has been worked the same for decade and what worked for people in the past cannot apply these days. Hence, modern educational methods have to be implement additionally, technology has been pointed out as a great source of information that could in a ways or another helps to acquiring and developing the language proficiency which was the only way of teaching during the Pandemic through using online resources and language-learning-teaching apps, websites. Indeed, the role of teachers was highlighted as crucial in shaping students' language proficiency and confidence. Qualified, experienced, and passionate teachers were seen as those who encouraged and supported students and utilized innovative teaching strategies. However, it was stated that some school assigns non-relevant tasks to educators that unfortunately shift their concentration from the education process. As a matter of fact,

teachers in public and Arabic schools' requirement for actual professional development was extremely encouraged. Consequently, lawmakers were demanded to consider improving the English national syllabus in public and private schools copying the foreign schools' English curriculum, and providing more native culture into the text box, rather than just applying the language relating to the country tradition. Subsequently, adopting more authentic literary materials into the school curriculum was highly recommended. Moreover, creating more opportunities to use the language inside schools through Interaction in workshops and create activity stimulate real-life situation were inquired.

Overall, the participants' experiences highlight the complex interplay of linguistic, cultural, and educational factors influencing language learning and use in Kuwait. While the dominance of Arabic remains strong, there is a growing recognition of the importance of English as a global language, urging for more effective language learning strategies and resources to bridge the gap between cultural heritage and the demands of a connected world. They stressed writing skills and academic books indicates the importance of well-rounded language development for academic and practical purposes. However, Participants who experienced positive learning environments with supportive and encouraging teachers reported higher levels of confidence in using the language and a more enjoyable language learning journey.

### **3.5-Discussion**

The study's findings contribute to the existing body of knowledge by shedding light on the specific challenges faced by EFL learners in Kuwait. Some of detected challenges differ from those reported in other contexts, possibly due to unique cultural and educational factors. Others could be similar in one way or another to the factors that were addressed in previous studies.

Based on the above finding there are some challenges that EFL faced in Kuwait in acquiring and developing English language skills that be related to many factors.

According to my study finding even though English has it value in education, business, and technology, it is still controversial because we cand generalize the finding. Therefore, I cannot totally agree with AL mutawa (2022) proclaims that it is challenging to include the



position of English in Kuwait to the expand circle because Kuwait was under British dominion for decades. Almutawa, 2022 as well identified the state of English in Kuwait and the Gulf states is located in the Expand circles where English consider as a foreign language because those countries have not being occupied by the English colonization. Therefore, because the state of the language Varys based on the setting because in the university and school that follows the EMI, the learners could be considered as ESL thus the state of English in Kuwait cannot be assertive.

Unlike Daniel et al., (2018) presented focusing only on the positive effects on Arab learners of English and the construct of motivation that contains motivation intensity, learning English desire, attitudes toward learning English, and parental encouragement, my study implies that the sociocultural factors negatively affected the EFL language development such as parental disengagement, a lack of motivation that may affect the EFL in Kuwait to suggest some ways to overcome it .

Some studies focus only on one skill like Al-Yaseen (2018) who study is limited to investigating the issues that English language major student-teachers have with writing, namely with grammar, spelling, and language use. Likewise, Alnwaiem et al., (2021a) focus on specific writing skills including spelling, grammar, syntax, and vocabulary in writing activities. This narrow focus may limit the development of other important writing skills, such as content development, organization, paraphrasing, and summarizing.

Other scholars focus on the reading limitation like Alenezi (2020) who studied the factors responsible for poor reading and comprehension skills to determine the most effective teaching methodology for developing English reading skills.

However, my results can be applied to the four language skills, In addition to, a huge gap in the research that focus in the speaking skills that most of Arabic speaker find it difficult to master and most institution in Kuwait including school, university neglected the speaking skills development.

Unlike different studies who emphasize the role of teachers in language learning like Al-Yaseen who explores the problems English major student-teachers face in writing and Almusawi who focuses on the impact of educators' linguistic awareness and instructional competencies on language learning, My results don't attribute the EFL challenge solely to the Educators, even though they share a part of the responsibility, but there are several

challenges that are compound to be a blockade in EFL way of acquiring and enhancing their language skills .

My study findings denote that EFLs find challenges that affected their English development due to the cultural factors like dominance of the Arabic language unlike Hopkyns examines the linguistic landscape and challenges faced in the Gulf region, discussing concerns about the attrition of local languages and cultures due to the dominance of English.

On the contrary, Williams,2018 referred to cultural-gender expectations in the Middle East due to the patriarchal societies as challenges EFLs face due to women from. The findings do not imply any gender issues due to globalization and cultural diversity and countries lows that empower Women.

On the other hand, my studies outcomes emphasize on the that the cultural factors prevents implementing the English Cultural into the English out of religious and traditional values like what Almutari, 2021 study's findings most Parents in Kuwait prefer teaching English using their own culture in order to protecting identity, beliefs, and practices which In addition to , to linguistic differences and limited exposure outside the classroom and even the classroom environment and teaching methods have a significant impact on learners' communication behaviours and willingness to communicate. Moreover, Al-Fadley ,Al-Holy,Al-Adwani(2018) study's results highlight the essential role of parental involvement in Kuwait's public schools in their children's English as a foreign language (EFL) learning and development . My findings reflect the lack of Technology as one of the main factors and emphasis implementing various Technological methods in ELT in schools including the AI which would be more suitable for the modern generations who have been born surrounded with technology which go alongside with Alenezi (2021 )who indicated that reliance on traditional teaching methods and the lack of access to computers or the internet for inverted learning platforms as a main factors of the language delay among the EFL and Almutairi, (2021) who mentioned absence of technology in ELT as one of the issue that affected ELT .Additionally, Multimedia technologies significantly impact language teaching, enhancing language acquisition, improving learning skills, and promoting student-instructor participation, transforming teaching methods and transforming methods. . (Al-Ajmi & Aljazzaf, 2020)

In addition to Sumakul(2022) who argued that in order to improve the Foreign Language learning in classrooms, AI (artificial intelligence)provenience proved as a benefits tool in

education. As well with, Nugraha,(2023) who referred to Vygotsky's 1978 theories which says that social media applications and gamification, enhancing active communicative interaction in classrooms has a significantly impacted on enhanced education and personal contextual learning.

Motivation is a crucial aspect of language learning. Almutairi (2021) explored factors hindering EFL learners' language development, identifying a lack of motivation among students as one of the significant obstacles. Similarly, AL-Najjar (2021) highlighted that students may not be adequately motivated or given sufficient opportunities to engage in the language classroom, which can lead to poor achievement in reading skills. In addition, Alghasab (2020) emphasized the role of motivation in writing weaknesses, attributing low motivation levels, among other factors, to challenges in organizing thoughts, grammar, and sentence structure knowledge, and insufficient practice and feedback. The suggestion of implementing the flipped classroom with English language student teachers in Kuwait by Alghasab (2020) aligns with the recognition of the need to address motivational issues to enhance language learning outcomes. Overall, these studies collectively reinforce the significance of motivation in language learning and its impact on learners' language development and achievement.

The findings of my study are aligned with the outcomes of the mentioned studies, emphasizing the significance of curriculum design and teacher beliefs in shaping language learning experiences. Almutairi (2021) highlights the lack of emphasis on speaking skills in EFL syllabus design, which resonates with the notion that specific language skills need to be adequately addressed in curricula to enhance learners' proficiency in those areas.

AL-Najjar(2021) Relating to reading challenges that EFL faces, suggested applying the inverted learning approach that would change the focus from group learning in the classroom to individual learning outside the classroom in a way that produces dynamic and interactive learning environment to switch the learning process from teacher centre to student-centered learning. In the same way, Al-Yaseen (2018) explores the writing problems faced by English major student-teachers, attributing their challenges to a poorly designed phonology curriculum, inadequate teacher preparation, and a lack of interest in teaching writing. These findings underscore the need for a well-structured and comprehensive curriculum that addresses essential language skills. Moreover, Alnwaiem et al., (2021) underscore the substantial impact of EL educators on the EFL learning process, emphasizing how teachers'

beliefs and awareness of Global English can significantly influence their instructional methods and curriculum design. Almusawi (2019) further emphasizes the role of teachers in EFL learners' language development by highlighting the importance of linguistic awareness and instructional competencies among educators. The collective results of these studies advocate for the provision of qualified ESL teachers and their professional development opportunities to ensure effective language instruction. Overall, these studies reinforce the importance of a well-structured curriculum and teacher preparation in enhancing language learning outcomes.

The study addresses the disparity between the quality of English language education in advanced institutions that produce almost like -native English speakers and the cost associated with such education, which is unaffordable for many people in Kuwait which can indicate one unexpected result on the impact of socioeconomic aspects on the EFL learners' development because there is a popular opinion about that Kuwait as one of the richest countries in the world due to economy based on petrol that a valuable resource for different usage. Even though majority of people can't afford the amount of money that the quality in international and bilingual schools' cost.

Moreover, the uniqueness of the study lies in its comprehensive examination of English as a Foreign Language (EFL) learners' experiences in Kuwait, particularly by including a diverse range of learners from public and Arabic private schools which is regardless of the small sample, considered as significant portion of the population and most common educational settings in Kuwait. The study sheds light on the challenges and perspectives of learners from diverse nationalities and educational backgrounds. Moreover, it explores the impact of cultural, socioeconomic, and pedagogical factors on language learning, providing valuable insights for language educators and policymakers in Kuwait's multilingual context. The research takes into account the economic realities of the population, making it more relevant to the majority of learners in the country. By acknowledging the potential limitations in accessing quality English language education, the study raises discussions on how to make language learning opportunities more equitable and accessible for all learners. The research contributes to a deeper understanding of the challenges and opportunities for EFL learners in Kuwait, with implications for educational policies and language teaching practices.

#### **4.5-Recommendations**

Based on the study's findings, several recommendations are proposed to enhance English language learning in Kuwait. Firstly, curriculum designers should emphasize the development of all language skills, particularly speaking and writing, to ensure a well-rounded language proficiency. Implementing a flipped classroom approach could be beneficial, allowing students to engage in collaborative writing practices and providing opportunities for self-directed learning.

Secondly, language instructors should adopt modern teaching strategies that cater to diverse learning styles, preferred modalities, and multiple intelligences. Utilizing technology and online resources, such as language learning apps and interactive platforms, can create an immersive language learning experience.

Additionally, fostering a supportive and motivating classroom environment is crucial. Teachers should encourage active participation and provide constructive feedback to boost learners' confidence. Moreover, creating language clubs and organizing language exchange programs can facilitate regular English practice and interaction with native or fluent speakers.

Furthermore, policymakers should consider integrating English language instruction across various disciplines, enhancing exposure to authentic English language input. Investing in teacher professional development programs that focus on modern teaching methods and linguistic awareness can significantly impact language instruction quality.

Lastly, promoting a language-rich environment beyond the classroom is essential. Encouraging English usage in public spaces, media, and workplaces can reinforce language learning and provide real-life application opportunities. Overall, implementing these modern strategies and recommendations can contribute to the advancement of English language proficiency in Kuwait.

This study is relevant and important to ELT professionals and practitioners particularly those who are dealing with Arabic-speaking learners in the Arabic Gulf region, especially in Kuwait. For future research, I would recommend conducting research by interviewing learners from different levels which would be helpful. In addition to observing some of public and international schools on regular school days. In addition to reviewing different levels textbooks. In addition to observing some schools in the regular school day. However, if there is an adequate time, I can recommend the following:

1. **incorporate Multifaceted Data Sources:** Utilize a diverse range of data sources, such as interviews, surveys, classroom observations, and language proficiency tests, to gain a comprehensive understanding of learners' experiences and challenges.
2. **Longitudinal Studies:** Conduct longitudinal studies that follow learners over an extended period to capture the evolution of their language skills, attitudes, and motivations. This can provide insights into the long-term impact of various pedagogical strategies and external factors.
3. **Mixed-Methods Approach:** Combine quantitative and qualitative research methods to triangulate findings and offer a more nuanced understanding of the complexities involved in English language learning.
4. **Contextualize Findings:** Situate your study's findings within the broader sociocultural, economic, and educational context of the Gulf region. This will help future researchers better comprehend the unique challenges and opportunities specific to the region.
5. **Exploration of Digital Tools:** Investigate the integration of modern digital tools, such as language learning apps, virtual reality, and online language communities, to assess their effectiveness in enhancing language acquisition and communication skills.
6. **Teacher Training and Pedagogical Innovations:** Focus on designing and evaluating teacher training programs that emphasize student-centered and communicative teaching approaches. Investigate the impact of innovative pedagogical strategies, such as project-based learning and flipped classrooms, on language learning outcomes.
7. **Diverse Participant Profiles:** Consider expanding the participant pool to include a wider range of age groups, proficiency levels, and socioeconomic backgrounds to capture a more comprehensive picture of language learning experiences.
8. **Inclusive Language Policies:** Examine the role of language policies at institutional and national levels in shaping English language learning experiences. Investigate the impact of policies that promote bilingual education and multiculturalism.
9. **Cross-Cultural Comparative Studies:** Conduct comparative studies between different Gulf countries to identify commonalities and variations in language learning challenges, which can provide valuable insights for regional educational improvements.

10. Collaborative Research: Foster collaboration between researchers, educators, policymakers, and language learners to ensure that research findings are translated into effective pedagogical practices and policies that address the identified challenges.

By considering these recommendations, future researchers can contribute to a more comprehensive understanding of English language learning challenges in the Gulf region and advance the development of effective strategies to enhance language acquisition and communication skills among EFL learners.

In conclusion, this literature review endeavours to contribute to the ongoing efforts to enhance English language education in Kuwait. By examining challenges and potential solutions, it aims to provide valuable insights for educators, policymakers, and stakeholders to create a more effective and dynamic English language learning environment in the country. The findings of this study will offer valuable guidance for future research and the implementation of evidence-based practices to optimize English language education in Kuwait.

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## APPENDICES

The interviews transcript :

Participant A:

Kuwaiti

27 years old

Public

Accounting Major

I speak Arabic in my home with my family, English with friends, when ordering from restaurants, and with housemaids.

First of all, Learning English is crucial these days, In order to express myself through communicating with people inside and outside the country, in addition to have a fine job English is must nowadays because it's the language of business

I had challenges writing and speaking. I find it difficult to write academic writing without grammar error. Speaking English with confidence and without pronunciation errors

I overcame it by attending an online class and try to speak just the language that you trying to learn with more writing practice using some website and watching some YouTube videos for teacher who explaining some of the writing strategies.

The role for the teacher is to Increase in learning and inspiration and finding all ways for students to make them learn also. Doing homework, activity's

Improving the national textbook and curriculum, the educators need to implement some of the new models that schools in the developed country being applied.

Participant B:

Stateless

25

English language and literature

I studied in public school.

No

Arabic, with family, even though I like to practice with my family, but the problem that my family thinks that to talk English is not appropriate at home because we have to be proud of our own language and with my Arab friend just on campus we usually speak English. However, with my foreign friend I speak English.

I have problem with speaking, I don't have the confidence to express myself clearly without any grammar, vocabulary or pronunciations' error.

Speaking was difficult to me. However, Using literature like story, novels and drama and analyse them, and watching movies helped me a lot to improve my reading and listening skills. In addition to reading in the write pronunciation cause sometimes the letters has different rules due to it place in a word.

The educational system needs development.

Too many students in one class, like 35 or 40 students in each class. So, the teacher can't focus on all students. Also, I think they give the teachers many tasks which are not relative to their jobs. Such as festivals in schools, which take their energy and too much attention from the teachers and shift their concentration from focusing on encouraging the learners and providing some engagement activity. Especially in primary school which is the first cornerstone in building a passion for learning In primary school, the kids need too much attention but some teachers aren't professional and don't have enough experience.

They need to implement some of the modern educational method and including Technology because even though the government provides schools with smart tablets and computers, they still do not employ them in an effective way.

For primary school, should be more activity. So the child can learn unconsciously.

Get more attention, less students in each class. The public school have to take the international and foreign school as role models and teach English using literature ,novels ,novella , poetry , drama .etc .not every parents could afford the high price fees in this kind of school of get the quality and up to date learning. The education system should be simpler, not complex. should teach using new and modern methods. It supposed to make the process more critical, not only copy and paste. It should the students write his/her opinion. That will improve the generation's minds.

educators should not be the centre of teaching they should just give learners the keys and the learners would open the door to discover the language by themselves.

Participant C :

I am Kuwaiti.

I am 20 years old.

I am studying English language and literature.

I studied in a public school during my journey.

If yes, please provide details. Yes, I have attended a language institute to improve my English skills. Additionally, I have taken the TOEFL exam to assess my language proficiency.

At home and with family and friends, I primarily speak Arabic, but in my part-time job I speak English because I am working as a kindergarten homeroom teacher.

Learning English in Kuwait has been both exciting and challenging. While I have been exposed to the English language through English subject classes at school, I faced difficulties in speaking fluently and understanding native speakers. Pronunciation and vocabulary were also areas where I encountered challenges.

Writing and my conversation still weak I usually take time to respond. Those both have been the most challenging for me. I often feel hesitant and self-conscious when trying to communicate in English, especially with native speakers or during group discussions.

These challenges have affected my confidence in using English, and at times, it has hindered my ability to fully participate in English-speaking environments. It has also made me realize the importance of improving my speaking skills to become more proficient in the language.

I believe incorporating more interactive and communicative activities in the classroom would be beneficial. Providing opportunities for real-life practice and promoting a supportive learning environment can boost students' confidence in speaking English.

Yes, I think there could be more focus on pronunciation and speaking skills. Additionally, integrating technology and authentic materials into the curriculum could make learning more engaging and relevant.

Teachers and educators play a crucial role in motivating students and creating a comfortable atmosphere for language practice. Their encouragement and guidance are essential in building students' confidence and helping them overcome language barriers.

I have participated in language exchange programs, joined English-speaking clubs, and practiced with language partners to improve my speaking skills. I also use online language learning platforms and watch English movies and TV shows to enhance my listening and comprehension.

These strategies have been effective in helping me gain more confidence in speaking and understanding English. Regular practice and exposure to authentic materials have significantly improved my language skills.

I would recommend incorporating more speaking and pronunciation exercises in language courses. Moreover, creating language exchange programs within the university campus can provide students with more opportunities for language practice and cultural exchange.

Overall, these are some of the insights I would share as an EFL undergraduate student in Kuwait regarding my experiences, challenges, and suggestions for improving English language instruction and support systems.

#### Participant D

1. I am a Kuwaiti national.  
I am [19].
2. I am studying management.
3. I studied in a private school during my primary and secondary education.
4. Yes, I attended an English language institute to improve my language skills.
5. At home and with family and friends, I mainly speak Arabic to be honest may family though that the Arabic language is related to our religion, therefore, if they hear me out talking English when it's not necessarily they ask me to speak Arabic.
6. Learning English in Kuwait has been both rewarding and challenging. While I appreciate the importance of English as a global language, I have faced difficulties in mastering various language skills, such as speaking and writing fluently.

7. Personally, I find speaking and writing in English to be the most challenging aspects of language acquisition. I struggle with expressing myself confidently in spoken English and often face difficulties in constructing grammatically correct and coherent written sentences.

These challenges have sometimes led to frustration and a lack of confidence in my English language abilities. It has also affected my overall language learning journey, as I may avoid certain language tasks due to the fear of making mistakes.

English language instruction can be improved by incorporating more interactive and communicative activities in the classroom. Engaging in meaningful conversations and discussions can enhance speaking skills and boost confidence.

8. Yes, I believe that there should be more focus on providing opportunities for real-life language practice. Additionally, integrating technology and multimedia resources into the language learning process can make it more dynamic and effective.
9. Teachers and educators play a crucial role in creating a supportive and encouraging learning environment. They can motivate students to take risks in using the language and provide constructive feedback to help improve their language skills.
10. I have used language learning apps and online platforms to practice vocabulary and grammar. Additionally, attending language workshops and conversation clubs has allowed me to practice speaking in a relaxed and supportive setting.

I would recommend creating more opportunities for language practice and interaction outside the classroom. Establishing language exchange programs or conversation partners can further enhance language learning experiences.

As an EFL undergraduate student, I hope my insights contribute to the understanding of the challenges faced by English language learners in Kuwait and help improve language instruction and support systems.

Participant E:

Syria

22 five

Public schools

I studied English language and literature at university.

Speak Arabic with my family ,but with my kids I speak English to help them acquire the language .

I encountered challenged with making conversation in English because it is totally different from my mother tongue ,the sentences structures , grammar and or pronunciation and

phonological system. Sometimes unconsciously I turn the /p/ into /b/.some /z/ into /s/.etc  
So I have a problem in speaking which makes it difficult.

Practicing using social media platforms such as YouTube and Instagram by following some of the native speaker's influencers and mimicking them, watching American movies.

I assume the educational system needs to focus more on practical learning than just the traditional methods to teach foreign languages, especially in public schools.

The curriculum designer has to take a look at the international school in Kuwait and try to borrow from them the English syllabus that focuses on teaching the language through literature.

Parents have a role too in their children's learning process by encouraging them to speak the language at home .

Participant F:

Kuwaiti

22

Private

No

We mostly speak Arabic.

Understanding and speaking the language was so difficult for me

More Practicing by talking more in English with family.

Watching movies in English with subtitles, listening to the radio and English songs watching native speaker youtubers. In addition to use some modern apps for practicing the language like Camply were really helpful

Reading more books and articles would help improving acquiring the language .

The curriculum designers have to improve the national curriculum including the English books for all grads level, especially primary school. They have to focus more on phonological awareness , and writing skill . The schools have to provide the English teacher with a development days that introduce the up to date teaching strategies and tactics that help to enhance the learning.

Participant G:

Syrian.

- 32.

- public school.

- I'm studying English language and literature .

- Arabic with family and both Arabic and English with friends , and with my kids I usually speak English .

I've found difficulty in speaking which makes it hard to communicate and have a smooth conversation .And I had challenged reading comprehensive during some of the Language courses and I kept scoring low in them, until I start practicing in a website .

I have been using different digital platforms like YouTube and Instagram which I followed the native speakers' influencers and look at their way of pronouncing the words and how they blend some word to acquire the accent and I mimicked them. These consider a role-play learning strategy.

I think the education system should focus on providing various opportunities to young teachers and providing them with real profession development programs that include.

modern strategies that have to be implement in the English classroom to enhance the teaching and learning process .

The teacher has the main that influence the learners passion to learn the language during my primary year English was not my favourite t due to the tough teacher that taught me until I become in my first year of my high school were got an English teacher who is passionate , energetic and expert in his subject he has pass us his passion and made learning as fun and interested as possible he used the peer learning , ppl and sometimes teach us through activity that were like a game for us .

Many models that have been invented by some scholars can be utilized to improve the language teaching which would be applied for all grade levels like Communicative Language Teaching (CLT) , Task-Based Language Teaching (TBLT)and Game-Based Language Learning.

Participant H:



KUWAIT

I am 31

### 3. English language and literature

Public school

No

Arabic due to the lack of English proficiency among my family member, and they prefer to talk in Arabic due to their pride in their Arabic language, culture, and tradition and if I talk with friends, they make fun of me by referring to me as an foreigner.

Yes, I had great difficulty learning English as whole. Mastering the four skills was so hard because I was an Arab student and learned English in government schools, where the level of teaching was below the required standard. However, I was able to overcome that after the high school where I studied English during the foundation years in university and due to the qualified instructor who use different strategies to help us acquiring the language. In addition to colleagues and friend where we were forced to speak English on campus, so I began to practice at home by listening to English news and reading English articles to enhance my reading and writing skills.

I realized my problem when I began to attend college because as an Arab person in an Arab country the English was not that important before unlike these days. I was afraid of making grammar and pronunciation mistakes which hider me and makes me unable to express my myself due to lack of vocabulary, grammar , phonological awareness.

Surely the difficulties of a language learners force them to develop themselves and seek easy solutions in the best possible way, such as joining institutes that focus on weaknesses, for example, I attended some private classes for the development of writing and expression and special classes for speaking and reading that used some innovative strategies and encourage us which break the barrier.

10\_Putting the English language requirement for most jobs and using English in school education as a basic language for learning all subjects is the most important way to develop English

11. Preparatory plans have been drawn up to establish the level and level of education examinations for all learners on the basis of their previous experience, as well as to develop student challenges and competitions such as their reading or book competitions, which have incentive awards to encourage students to do more

In English, I relied on visual and audio media, such as news bulletins on me. P.C. and follow the foreign movies without translation, and also read novels, stories and English articles.

I benefit a lot that I was able to understand my lectures, my research writing and my duties without using private teachers as well as my ability to easily understand and understand the amount of my scientific materials.

Parents must double effort to observe the weakness of English among their children and to work on the problem from childhood through educational institutions, games and smartphone applications for children to learn English and if available register them in international or bilingual school.

Participant I:

Kuwait

.20

Accounting

Public schools

yes, I studied English in institutes I faced difficulty with ordering a sentences because you know the order of the sentences in English is different from Arabic and actually the whole grammar thing was an issue,

Is there anyone in Kuwait who speaks other than Arabic with his family, for sure we speak Arabic at home and with friends ,but just with home servants because they don't understand Arabic .

it is not easy to learn English or any other language around people who speak only Arab. it is take a lot of time to practice and learn. I actually tried many thing to overcome it like joining camply app to talk with native speakers who correct my pronunciation and at least they don't make fun of my pronunciation or grammar mistakes ,and they makes it fun .

speaking is the main issue because when i talk i take time to remember or thing about some words due to the massive differences between my mother tongue and English language.

it is very difficult to learn but in same time I am enjoying and having fun to get new adventures and challenging to become a teacher.

Practicing more daily including speaking even open the video and talking about some topic ,writing, reading, and listening.

The main problem the public schools still follow the old-fashioned teaching strategies where the teacher is the main source of information. They have to look at the private school that follow the EMI and learn some of their models and apply it in the public schools because this type of school is really expensive. Personally , I cannot register my children there. The teacher have to help the student to learn the language, but they have to be qualified teachers who have excellent language proficiency without looking to the nationality or the gender.

i used Cambridge to translation dictionary to acquire more vocabulary,. and listing to Podcast in English and watching English YouTubers using audiobook application

it makes the English very easy. without this method maybe I didn't understand language that make me like to learn it .

government should change the material in schools to be like the international schools which they have to shift from teaching math and science I and social studies in Arabic to English switch because all the university inside or outside the country use EMI nowadays due to the globalization if we keep going using the old fashioned way we will end up behind .

Participant :J

Egyptian.

28 years old.

I studied in public schools.

English language and literature

Yes, I attended an English intermediate level course for 9 months in an institute in Kuwait after the high school to master the language after the high school .

We definitely speak Arabic at home and with friends, but at my work from my colleagues and our visitors from outside of our company.

I had trouble with sentence structure because English sentences are structured differently than Arabic sentences, and I also had trouble with grammar in general.

We definitely speak Arabic at home and with friends, but at my work from my colleagues and our visitors from outside of our company.

Learning English or any other language when surrounded by Arab speakers is difficult. The process of learning and practicing takes a long time. Speaking is the main problem because it takes me a while to remember or consider certain words when I speak because my mother tongue and the English language are so drastically different.

I actually tried a lot of things to get over it, like using some apps to communicate with native speakers who correct my pronunciation and, at the very least, don't make fun of my grammar or pronunciation errors.

Plus I kept practicing ,Listening to radio while in the car Watching movies and serials in English with subtitles and write the odd words in a notebook and looking up in online dictionary. Daily practice should include speaking, reading, writing, listening, I usually practice speaking through communicating with my and discussing a certain subject in English as well..

The teacher's job is to assist the student in learning the language, but they must be certified professionals with outstanding language skills, regardless of gender or nationality.

I utilized the Cambridge translation dictionary to learn more terminology, and listening to English podcasts and watching English YouTubers while using an audiobook app makes learning the language incredibly simple. Without using this strategy, it's possible that I wouldn't have developed an interest in learning a language.

Due to globalization, all universities now utilize EMI, thus the government should adopt the curriculum in schools to be like the foreign schools, which had to convert from teaching math and science and social studies in Arabic to English. We'll fall behind if we keep moving the old-fashioned method.

Participant K:

Syrian

23

English language and literature

Both. from kg 1 to grade 6 Arabic private , after that public

No

Arabic only

Being in an Arab country makes it harder to improve my four language skills, especially since English is a language that should be spoken daily throughout the entire Arabic nation. However the main difficulty I faced was speaking the language .

By increasing the number of non-Arabic speaking foreigners, it will become more common for Arabs and English speakers to interact on a regular basis.

Yes, in terms of education in schools.

Encourage learners to speak English with their friends and assist them by providing them with TV programs and websites for learning the language.

I'm attempting to use English at work and while watching English-language movies.

It aids in expanding one's vocabulary.

More technical teaching aids should be brought into schools and government institutions to teach English.in addition to apply particular adjustments to the curriculum including text books , strategies and provide teachers with adequate resources and professional training .

Participant L:

Jordanian

24

Management

public school

NO

ARABIC only.

I had trouble with the grammar because it differs greatly from English and lacks vocabulary, making it challenging to talk and write.

no organized, solely resources for learning; I needed a private tutor to explain how to begin properly which helped a lot to improve my English I remember once he advised me to read more and listen to audiobooks.

The phonological awareness should be practices at younger age in the public schools on the footsteps of its predecessor the international schools in a way would help the learners in a young ages to develop their reading and speaking skills which would help improving their writing too .

More technical teaching aids should be brought into schools and government institutions to teach English. Increase their self-assurance and prevent bullying from their peers.

reading short tales, in English with friends, watching English movies on YouTube, watching BBC, conversing and reading more. only need to keep going and keep going, each teacher should be closer due to the fact that students are unsure of where to begin when working on grammar and phonetics in order to become fluent in English.

Participant M:

I'm Syrian and I'm 23 years old.

For my whole educational journey I was in an Arabic private school.

I have never been to an institution to improve my English as my language was pretty good throughout my school and university journey.

At home I speak my mother tongue of course which is Arabic, but with a few of my friends I occasionally speak English with them. And I've got the chance to work at an American school now, so it has been a great experience to have native and non-native speakers to communicate with and enhance my knowledge in English.

The most difficult thing about learning English in my opinion is speaking and grammar, because if you can't put sentences together correctly, then there is a big issue and due to the huge differences between the two languages it was really hard to be able to learn it .

I believe that it is pretty easy to learn English in Kuwait if you've got the commitment for it. I've always loved the language and wanted to learn more any chance I could get. I wasn't

always great at English, I've had my fair share of hardships in learning it, but year by year it started getting better.

For me I try to read and listen to podcasts as much as I can to overcome any difficulties I face in English. I've always been interested in reading books and until this day it is my favourite hobby. There isn't a single day that passes without me reading at least one or two pages of the book I'm currently reading, and that helps a lot in every way to improve your English, as that is what made me get better at it.

In some Arabic schools they don't focus on the phonics from the beginning of the learning journey. We see that in international schools the first thing they teach is the sounds of letters and how you can spell words by the sounds first. But in Arabic schools, I don't think that they focus on that the most. So, if they start adapting the international schools way of teaching English it would change everything to the better.

Teachers must have special ways of teaching and know how to deliver the knowledge easiest ways to learn to speak, read and write in English. If the teachers have the correct technique, the students won't face any difficulties.

The methods that I followed to improve myself is that I would look up some of the online teacher's videos if I was facing any difficulties and try to apply and practice them. I would practice reading loudly. I also listen to interviews on YouTube, read books and watch movies. So, it's just the little things that can make you get better. And so it wouldn't to feel like a task that you're trying to finish, by following these methods you're entertaining yourself as well as learning.

I would say that it is important to try different ways of teaching with different generations. So, the techniques that teachers used 10 years ago in teaching, need to be looked at and enhanced every few years. Because everything in the world changes, and these old techniques need to be changed as well.

Participant N:

Jordanian

30

English language and literature

Public school

I took English courses at my university.

I speak only Arabic with my family but English with my daughter.

I worked with many English native speakers, and I suffered many times to translate their words because most of them were informal.

The most challenge that I faced was speaking especially using grammar and polite request and order vocabulary together to say what I mean. it is a hard process in my mind.

By teaching free courses of English for children and adults.

In Speaking and listening by giving them the chance to discover their practical skills and to correct their mistakes in a professional way.

Simple and not enough to learn practically.

It was useful but wasn't enough to improve my language skills.

To ask the educators about the challenges that they face and help them.

Participant O:

I'm Syrian

I am 26 years old

I studied in a public school then I studied English literature in a private university.

I registered for a speaking course, but I did not benefit because it was online. From my point of view, the courses should be on the ground and practice with your colleagues, in addition,

I speak Arabic at my home but sometimes I speak English with my little sister, I speak only Arabic with my friends , I use English also at my work .

One of the challenges I faced was to be a fluent speaker because I couldn't practice the language with anyone, only at my work with my friends at school.



For me, the most difficult skill to learn English is listening. When I listen to English on TV or videos on Instagram, I cannot fully understand the language if the words are not written. As a result, this thing negatively affects my learning of the English language in my field of work, because sometimes when I speak to the head of the department at school, she speaks quickly and it is difficult for me to pick up her words.

I improved my language by several things. First, conversation courses should be made on the ground, but they should be less expensive than the current cost. Secondly, in the State of Kuwait, when studying English, writing and reading have the main focus, but they neglect speaking, and this is the reason for my weakness. I hope that there will be more subjects that focus on public speaking. And some instructors unfortunately, instead motivating and encouraging students, they underestimate them.

Participant P:

I am Jordanian, I am 24.

The first 8 years I studied in a private school, then I completed the last 5 years in a government school.

I studied at a language institute for 3 months, where I finished level 7 out of 12 levels.

I speak Arabic and English. Arabic with family English with friends

listening and writing due to many reasons less practice and encouragement at school afraid of making mistake ,

It affects the type of job and salary.

Yes, through the practical application of the English language by merging English speakers as their mother tongue with those who have acquired and learned English in the work sector,

By providing more time to practice the language as a language of speaking and reading than imposing written homework

Participant Q:

My nationality is Kuwaiti.

I'm 24

Studied in private school.

Yes I learned English by attending r online classes that's I learned both English and turkey

Of course I speak English with my friends I have a lot of friends all around the world even in my university. IN the restaurant when ordering food

I faced issue with speaking and listening which understanding as well , because so of the students here in Kuwait don't have friends who speak native English, the public schools don't provide effective teaching strategies and technological methods .

However, I improved my speaking skill by communicating with others and learning more Using some online apps and repetition and trying to memorize whole sentences instead of just vocabulary.

Teachers play an important role in influencing the student's personality and shaping his future. Also provides a solid educational foundation and the encouragement and support they need to persevere and succeed in their endeavours. The role of a good teacher is to always be there to guide his students in the right direction. It always pushes them to become good and productive members of society.

No

Participant R:

I am Kuwaiti.

I am 26years old

English language and literature

I have two different experiences, as I studied in private and public schools as well.

No

At home I speak my mother tongue, which is Arabic. As for work and study, I speak English.

The difficulty varies from one person to another, but for me it may be in speaking and listening sometimes due to the enormous different between the grammar, phonological system, vocabulary of the targe and the first language .

My experience in learning English was more than wonderful, I did not find much difficulty in learning it because I had studied the language since childhood, and my family helped me a lot to master it, Also, my professional job helped me to practice the English language greatly

because my work depends on it very much ,and the English language has added a lot to me in my field of work and studies, as well as in my social life.

The truth is that these challenges did not hinder my way of acquiring this language. On the contrary, they made me more ambitious and eager to learn more.

The first step in learning English is to leave shyness or fear of failure.

Get to know people who speak this language and practice the language with them.

Reading books, listening to podcasts, or watching movies greatly helps language acquisition.

Yes, by providing the work of cultural and linguistic clubs to promote the practice of this language among all segments of society.

One of the most important things that teachers do to face these challenges is to motivate students and help them increase their self-confidence.

translation programs were among the most important sources that helped me learn the language.

In fact, this strategy was very effective because it is self-reliance through research and listening.

Right now I don't have any idea unfortunately but I guess avoiding the factors that learners face ,

Participant S:

Kuwaiti

21.

English language and literature

Public school

none

Arabic due to my family's age they don't know English well .and friends are all Arab so no need to use another language, but we add some English words to our conversation which naturally being said .however , with the maid and driver I speak English , but you know not the perfect kind of English.

None

Writing

I think it helped me with honing the proper skills that enabled me from improving my English.

I think instructors and tutors ought to alter the grasp of English by adopting flexible and innovative techniques and strategies.

For example, they might use full sentences rather than words.

They might read excerpts from different mediums to enhance their vocabulary and listening to podcast, if they young they can watch cartoons in English, movies and so on

Applying technology were pretty useful as a matter of fact they enabled me from scoring high score in different courses.

Teachers and tutors are facilitators they have to be more trained and skilful in the subject they teach and they have to pay attention to the learners style because not all people are write and read some auditory, visually learners some kinesthetics, therefore , transmitting the abstractions just orally would not be effective .

Students ought to work on their English as they work with their mentors (teachers)

Academic books that tackle writing

Parents have to take a role in their children learning process, so they have to practice more with them at home.

Participant T:

I am Iraqi.

23 years old

After I graduated from high-school I went to England to take the ILETS exam. There, I took a nine-month private course, which included English grammar and preparation exams for the ILETS final exam.

I speak four languages fluently, which is Danish, Swedish, English, and Arabic.

Arabic is my first language so i use it both at home and with friends. Swedish do i use as a second language with friends and colleagues. I also use Danish when I visit relatives and friends in Denmark. Finally, i speak English at work as it is my major.

I had difficulty in speaking and writing.

My experience of studying English literature in Kuwait was Wonderful. I have been taught by competent and skilful educators who pushed me forward and shaped my personality for the better and teach English in a way that they made me confident in speaking and writing.

In order to improve the English language instructions there must be provided more materials and tools for students and learners of the language that they can use to learn and improve their English language skills. Such as freer websites for speaking English from the whole world. Most websites nowadays cost a dozen and if there are some for free, they are not effective.

I have used a mixture of strategies and resources to eliminate my challenge and obstacles in learning the language. First of all, I believed in My self and never was shy or worried of making mistakes. I pushed myself every day and sat very clear goals that I had to reach every day. Secondly, I Never translated new words. Instead, I used dictionaries. This because I was then forced to learn the meaning of word. At the same time this method helped me gain many more synonyms. This system even improved my grammar confidence. Like most people I also used movies and newspapers to read and listen to the language which I highly recommend.