



## 2-The Outcomes of a Survey of Studies and Research related to English language learning Difficulties

## Humanitarian Excellence Association – Kuwait

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## **A List of Activities and Learning Resources**

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1	<ul style="list-style-type: none"> <li>▪ An audio enabled dictionary or computer could help students figure out how to pronounce the words.</li> <li>▪ Songs, games, communicative activities.</li> <li>▪ Songs: The combination between sounds, rhymes, and words allowed the learners to enjoy listening to English songs while concerning learning vocabularies and implied messages of the songs.</li> <li>▪ Videos and realia to break down "this wall of ice, of fear, where students are afraid of the language and they do not want to learn it. <b>Watching series and movies</b> of the target language in addition to listening to songs and to the national radio stations of the hosting countries would help much in SLA.</li> <li>▪ using supplementary materials</li> <li>▪ creating hands-on activities</li> <li>▪ reward systems, and positive reinforcement</li> </ul>
2	<ul style="list-style-type: none"> <li>▪ student-centered activities</li> <li>▪ Communicative activities</li> <li>▪ Activities based on meaning</li> <li>▪ Interaction-Based Activities</li> <li>▪ Role-Playing Activities</li> </ul>

3	<ul style="list-style-type: none"> <li>▪ MALL apps</li> <li>▪ Translation services</li> <li>▪ Video</li> <li>▪ YouTube</li> <li>▪ TED talks</li> <li>▪ Social Media Apps</li> </ul> <p><b><u>Dictionary and Translation Apps</u></b></p> <ul style="list-style-type: none"> <li>▪ Google translate, Lexin, Translator, Translate application, Dictionary.</li> </ul> <p><b><u>Apps for language learning</u></b></p> <ul style="list-style-type: none"> <li>▪ Duolingo, Memorize, Sayhej, Harvard University app for learning English, Språkplay, Melody, The American English Application, English with Disbeta.</li> </ul>
4	<ul style="list-style-type: none"> <li>▪ Computers,</li> <li>▪ Mobile Phones</li> <li>▪ The Internet and Television.</li> </ul>
5	<ul style="list-style-type: none"> <li>▪ Graphic organizers.</li> <li>▪ Models .</li> <li>▪ Visual aids</li> <li>▪ Scaffolding</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Manipulative</li> <li>▪ Realia</li> <li>▪ pictures,</li> <li>▪ multi-media materials</li> </ul>
6	<ul style="list-style-type: none"> <li>▪ story-composition planning procedure</li> </ul> <p><b><u>self-regulation techniques including:-</u></b></p> <ul style="list-style-type: none"> <li>▪ self-instructions</li> <li>▪ goal setting</li> <li>▪ Self-recording.</li> <li>▪ Post-instruction, generalization (to the less developed language), and maintenance probes.</li> </ul>
7	<ul style="list-style-type: none"> <li>▪ Essay Writing</li> <li>▪ Choral Reading/Chants</li> <li>▪ Poetry/Nursery Rhymes</li> <li>▪ Story-Telling</li> <li>▪ Reading Projects</li> <li>▪ Reading Corner</li> <li>▪ Visual Aids</li> <li>▪ Class Library</li> <li>▪ the use of NIE (Newspapers in Education)</li> </ul>

8	<ul style="list-style-type: none"> <li>▪ Instructional passages (IP)</li> <li>▪ High-word-overlap (HWO) passages were used to determine the direct effects of treatment</li> <li>▪ low-word-overlap (LWO) passages</li> </ul>
9	<ul style="list-style-type: none"> <li>▪ previewing,</li> <li>▪ text model reading provided by the researcher</li> <li>▪ repeated reading of text with feedback,</li> <li>▪ Self-monitoring and reinforcement.</li> </ul>
10	<ul style="list-style-type: none"> <li>▪ Drawing exercise.</li> </ul>
11	<ul style="list-style-type: none"> <li>▪ Oral Presentation practice.</li> </ul>
12	<ul style="list-style-type: none"> <li>▪ Oral communicative activities in the real-life situations happening inside and outside the classroom.</li> </ul>
13	<ul style="list-style-type: none"> <li>▪ <u>Listening activities before writing</u> before writing on a certain topic, students can listen to and read about a particular topic. Then, they discuss and exchange knowledge regarding the topic before starting the writing process.</li> </ul>
14	<ul style="list-style-type: none"> <li>▪ <u>Design a picture</u> Students invent a title for the book and <b>design a picture</b> for the cover. Then they narrate one of the defining moments for the front inside flap.</li> </ul>
15	<ul style="list-style-type: none"> <li>▪ <u>Write a brief bio:</u> Students <b>write a brief bio</b> statement for the back inside flap and provide quotations from reviewers or important persons</li> </ul>

	in their lives for the back cover.
16	<ul style="list-style-type: none"> <li>▪ <b><u>Writing assignments</u></b> that allowed these students, mainly adolescents, to document the horrors of their war experiences.</li> </ul>
17	<p><b><u>Telling stories</u></b>: The importance of creating space for sharing stories. She flexibly allowed learners to tell their stories even though that was not the direction she had planned for the lesson. <b>For example</b>, provides a structure for <b>story</b> sharing by asking learners to create a dust cover for their biography. Learners identify three or four defining moments in their life.</p>
18	<ul style="list-style-type: none"> <li>▪ Problem solving activities</li> </ul>
19	<ul style="list-style-type: none"> <li>▪ Discusses some poems.</li> </ul>
20	<ul style="list-style-type: none"> <li>▪ Oral communicative activities in the real-life situations happening inside and outside the classroom.</li> </ul>
21	<ul style="list-style-type: none"> <li>▪ Describe picture.</li> </ul>
22	<ul style="list-style-type: none"> <li>▪ Dialogs</li> </ul>
23	<ul style="list-style-type: none"> <li>▪ Peer and group discussions.</li> </ul>



# **A List of Intervention Strategies**

## A List of Intervention Strategies

1

- **Conversational CDs of “native” speakers to practice pronunciation.**

Students had a fear of pronouncing the words in a “wrong” manner after a class observation. They are afraid to pronounce the words. Using an audio enabled dictionary or computer could help them figure out how to pronounce the words. Sometimes the identification of mispronunciation “problem” among teachers had shaken their self-confidence as teachers and made them feel less of a role-model to their students. Whenever the teacher encounters a difficult word, he\she said that he\she now lowers his\ her voice so students can’t hear how he\ she’s really pronouncing it, or he\she excludes such words from the curriculum by not teaching them. When asked about the importance of correct pronunciation at Salam, the academic coordinator asserted that while he\ she doesn’t place much importance on accent (sounding like a “native” speaker), he\she does care about “correct” pronunciation. For example, if a teacher pronounces the word “the” as “Za”, then this is “not a big deal,”. However, if a teacher says the word “minus” as “minuh,” then this incorrect pronunciation of a content-related word would not be acceptable. Teachers are “afraid, scared of pronouncing things in a wrong way” and narrated how he\ she had been working with teachers to improve their pronunciation by providing them with conversational CDs of “native” speakers to practice pronunciation

- **Using various instructional and motivational approaches to help their students overcome their fear of English.**

- Teachers had a different approach than bringing in native speakers into

	<p>the classrooms. According to this, they used various instructional and motivational approaches to help students overcome their fear of English. For example, when the students hated English, she didn't give up and helped them overcome their dislike of English by using songs, games, communicative [activities]. Children should communicate in the class.</p> <ul style="list-style-type: none"> <li>▪ They also used non-traditional” teaching techniques. They used songs, videos and realia to break down the wall of ice, of fear, where students are afraid of the language and they do not want to learn it. That barrier prevents them from learning it.</li> <li>▪ In addition , teachers should help students feel that they know the language, and not make them feel that they are linguistically deficient in English. They encouraged students to use English and has a reward system in place to further motivate students by putting a star next to their name on the student chart in class.</li> <li>▪ Verbal encouragement and clapping were also motivational strategies that English teachers used and reported using in most classes.</li> </ul>
2	<p><b><u>Roundtable Discussions</u></b></p> <ul style="list-style-type: none"> <li>▪ The purpose of the roundtable is not to offer direct assistance to refugee schools but rather to offer a forum which might generate problem responses from within the schools themselves.</li> <li>▪ Teach EFL and content-based courses in the refugee schools.</li> <li>▪ Combining a traditional grammar-based approach with task based learning.</li> </ul>

### **The Student Action for Refugees (STAR) program**

- 3
- The Student Action for Refugees (STAR) program that provides English lessons and a wide variety of graduate student projects. The Community Translator project trains specifically for translating for governmental or nongovernmental (NGO) services. Language instruction in English and Arabic as well as specialized vocabulary and methodology of translation is provided.
  - The STAR program is a student club at AUC and is involved in many projects, the most important of which is a large number of English language classes for refugees.
  - These courses are not usually taught in refugee schools, as those centers are already overcrowded and, unlike those offered for children or adults with interrupted schooling, their content and focus are different, which is mainly skills enhancement for work or hoped-for resettlement. So successful has the STAR program been, that there are long waiting lists for classes, which enroll over 1000 every semester. It is an important interface with the AUC students and the refugee community.
  - Some of the challenges have been the many difficulties with placement tests, where there is widespread cheating because students do not know the concept of a placement test. Also the many and varied spellings of the same name creates problems with class lists and tracking students in classes. In addition, contact information is a problem, as students are reluctant to give out phone numbers, they do not have a phone, or they share a phone with another person. Placement in classes by levels is not always possible, as students want to study with their friends no matter the

	<p>proficiency level. Intergroup conflict (intertribal, interreligious, and interethnic differences) also arises and brings the outside world into the classroom. Women have a particularly difficult time as refugees, and in their quest for education meet obstacles as well. They are frequently uncomfortable with their classmates if they are the only female in a classroom and are more likely to drop out. Women-only classes have met with partial success, mainly due to lack of child care and other support services for women with children. Although foreign exchange students have been the majority of volunteer teachers, some Egyptians have volunteered, sometimes causing apprehension on both sides, as Egyptians are more likely to be veiled, and many lack so called native-like English ability. Also, the move of the AUC campus from downtown.</p>
4	<p><b>Student Centred approach</b></p> <ul style="list-style-type: none"> <li>▪ It was observed that the English language teachers, who had had relevant training while attending university, emphasized the use of language as a means of communication and organized activities focusing on meaning rather than form. They preferred student-centered activities, although they confessed that this was difficult to achieve, since their students' proficiency level was very low and no support language could be used. Nevertheless, when a level of basic communication was established, they gradually introduced interaction-based activities, during which the students were required to achieve a well-defined communicative goal. It has to be noted, though, that, according to the teachers' words, the students were initially reluctant to participate in such activities, which the teachers attributed to their unfamiliarity with student-centered teaching</li> </ul>

	<p>practices.</p> <ul style="list-style-type: none"> <li>▪ Teachers' profile, teachers' goals, students' profile, teaching methods, materials, relationships/classroom climate.</li> <li>▪ Providing emotional support.</li> </ul> <p><b><u>Multitasking</u></b></p> <ul style="list-style-type: none"> <li>▪ Is a very useful approach to teaching and very useful in many occasions, such as their future work environment, their family, and interpersonal skills. Teacher's practices diverged from the rest. Namely, in the observed lessons, they brought realia in the class and organized role-playing activities, relevant to what the students were expected to be involved in outside the classroom. Thus, they seemed aware of the students' need to be actively engaged in meaning making tasks.</li> <li>▪ Teachers approached the task of language teaching with an emphasis on forms, grammatical accuracy and error correction. During interviews, they stressed the importance of grammar, while it was observed that they used an abundance of drills, presenting language at a sentence level. The second teacher, particularly, in the interview excerpts that follow did not seem to be aware of the cognitive load that the use of a second language creates and advocated the use of multitasking in everyday practice.</li> <li>▪ They start with a warm-up activity that may include a short lecture on the subject to be taught, especially when it comes to grammar rules.</li> </ul>
5	<p><b>Mobile Learning</b></p> <ul style="list-style-type: none"> <li>• The respondents are quite active in terms of incorporating online tools in formal and informal learning to obtain their goal of proceeding with their</li> </ul>

professions as teachers in the new country. They all had a smartphone that was used actively; primarily social media for staying connected with friends and family but also for watching videos, surfing the web, and translating.

### **Mobile Assisted Language Learning (MALL) Tools**

- In terms of MALL, all respondents apart from one had used the phone to learn a new language. The respondents suggested 19 different MALL resources and apps such as MALL apps , translation services ,video ,such as YouTube and TED talks, and other .
- **Mobile Apps**
- Digital technologies on a daily basis; What's App, Viber and Facebook feature as favorites. Facebook is a powerful social network that offers ways of constructing individual as well as collective identities.

## **6 Transformative Learning**

- The participants' cognitive and emotional journey towards transformative learning, , seems to pass through a series of different reflective stages. The initial, to a certain extent, superficial reflections focus equally on life in the places of origin and on their migrant experience. These gradually evolve into deeper thoughts and questions about different aspects of life, both in the country of origin and the host country. Thus, following Mezirow's typology reflections (1991), the findings indicate that the initial thoughts of the subjects were content reflections, reflections that focused solely on the content of previous experience. These reflections are progressively enriched with process reflections, which focus on managing experiences that ultimately serve as a source of empowerment for their owner. The last

	<p>step concerns premise reflections. These are reflections on not only the specific experience, but in general, on mental habits and perspectives that have influenced both the person themselves and wider social groups.</p>
7	<p><b>Structured English Immersion</b></p> <ul style="list-style-type: none"> <li>• In the fifteen years leading up to the passage of No Child Left Behind Act (NCLB) in 2001, an influx of immigrants and more conservative political leadership had begun to shift attitudes towards ELs in the United States.</li> <li>• By the time NCLB was passed, English-only language policies had already been adopted in 23 states, and the act shifted the federal government's focus from equal provision of resources to equal outcomes.</li> <li>• While NCLB gave more power to the federal government to influence educational policies, the act weakened the government's role in protecting the educational rights of ELs and, effectively, decreased support for bilingual and primary-language instruction.</li> <li>• In the wake of NCLB, advocates of English-only instruction gained support in states that had become more restrictive in regard to their bilingual programs. Ron Unz, a successful businessman with political aspirations, capitalized on these conditions to champion three successful voter initiatives restricting bilingual education in California, Arizona, and Massachusetts. In June of 1998, voters in California approved a law titled English for the Children , which required school districts to provide English-only instruction to ELs that had not yet met state English-proficiency requirements.</li> <li>• Arizona state legislature adopted a policy prescribing Structured English</li> </ul>



Immersion (SEI) as the official model of instruction for ELs.

- The basic principle required English-language instruction to precede content-area instruction in order to “accelerate EL’s English language development and linguistic preparation for grade-level academic content”
- Between 2000 and 2006, the vast majority of instructional programs that had been in place to serve ELs in Arizona were dismantled and replaced with an SEI model that many teachers considered confusing and loosely defined, resulting in a wide variation of English language instruction across the state.
- In 2006, as a response to inconsistencies in SEI programs, the state legislature authorized the English Language Learner Task Force, which was charged with selecting a prescribed model of SEI for ELs in Arizona.
- Shortly thereafter, the legislature also introduced new training requirements, allowing public school teachers, principals, and superintendents working with ELs to complete a newly developed SEI endorsement in place of the previously required bilingual education or ESL endorsement. Following this mandate, the number of Arizona teachers completing bilingual and ESL endorsements dropped significantly.
- The new SEI endorsement required the completion of just six coursework credits, compared to 24–27 for the bilingual and ESL endorsements, and significantly lowered the training hours needed to earn an endorsement. Since the changes in teacher-training requirements, many scholars have argued that SEI-endorsed teachers are less prepared than those with bilingual or ESL endorsements.
- In 2007, the Task Force approved a four-hour model of SEI that was based

	<p>on a time-on-task principle regarding the time needed to master a language before moving to content-area instruction.</p> <ul style="list-style-type: none"> <li>One key aspect of the 4-hour model is that it requires that ELs be separated from their schoolmates already deemed “English-proficient” for a minimum of one year while focusing on English-language development in place of grade-appropriate academic content.</li> </ul>
8	<ul style="list-style-type: none"> <li>Interpersonal communication skills (BICS) and cognitive academic language proficiency.</li> <li>Conversational Proficiency Relative to Academic Language Proficiency Development</li> </ul> <p>Dual Language Development</p>
9	<p><b><u>Instructional Models for English Learners</u></b></p> <p><b>1-Sheltered Instruction Program</b></p> <ul style="list-style-type: none"> <li>Sheltered instruction is an instructional model in which students learn grade level academic content in conjunction with language and literacy support . It consists of students being taught in English. Teachers modify the core curriculum to meet the developmental needs of ELLs.</li> <li>This model is rooted in the belief that ELLs can acquire new content knowledge while simultaneously improving English language skills. Sheltered instruction focuses on all aspects of language learning - speaking, writing, reading, and listening.</li> <li>There are some key components that must be evident in this model. There must be clearly defined language and content objectives. Teachers must be</li> </ul>

aware of how to integrate these into every lesson.

2-One of the most popular sheltered instruction models is the Sheltered Instruction Observation Protocol (SIOP).

- **The SIOP model consists of eight major components:**

- Lesson Preparation
- Building Background
- Comprehensible Input
- Strategies, Interaction
- Practice &
- Application, Lesson Delivery
- Review
- Assessment
- Each one of these components helps make content more comprehensible to students. Lessons can be tailored to meet students at their unique readiness level. These components also encourage a high level of student engagement and interaction.

### **Lesson Preparation**

- Lesson Preparation refers to writing content and language objectives, identifying supplemental materials, and planning meaningful activities for authentic learning experiences.
- Since sheltered instruction is concerned with teaching content and language skills at the same time; the development of learning objectives is essential for student success. During this stage, both "content and language

objectives are clearly defined, displayed, and reviewed with students.

- The objectives tell students what they should know and be able to do as a result of the learning that takes place in the lesson. This is included in the first step to ensure that the teacher appropriately guides the learning. Language objectives are different from content objectives as they focus on students' speaking, writing, reading, and listening skills.
- These skills should be observable and connected with a result of meeting the content objective. For example, a language objective could be that a student will be able to create a written summary or verbally explain a particular concept.
- Also, in this stage, the teacher is charged with the responsibility of identifying supplementary materials and adapting content for students.
- Supplementary materials may include manipulatives, realia, pictures, visuals, multi-media materials, leveled readers, and adapted text.

### **Building Background**

- It focuses on connecting prior knowledge to newly acquired
- knowledge. It employs using instructional strategies such as activating prior knowledge, brainstorming, and scaffolding. No learning can take place without its connection to previous knowledge. Many times students enter the classroom with no knowledge or frame of reference to connect new knowledge. Therefore, it is the responsibility of the teacher to provide background.

### **Comprehensible Input**

- It involves anything deepening the students' understanding of big

concepts. This includes but is not limited to clear explanations of tasks, repetition of directions for clarity purposes, and the use of visual aids. Teachers must be mindful of subtle things such as rate of speech, body language, and gestures. Comprehensible input is not a result of happenstance. For example, a teacher will use the appropriate level of speech for student comprehension. The teacher may speak more slowly and appropriately model the use of vocabulary during discussion. Another example of comprehensible input would be a teacher providing clear, concise explanations of tasks for clarification purposes.

### **Strategies**

- It encompass three main types of learning strategies (a) metacognitive, (b) cognitive, and (c) social/affective .
- Metacognitive strategies are those that require self-awareness, reflection, and monitoring.
- Cognitive strategies help students to organize their process of learning.
- Social/affective strategies are those that involve a student's social interaction with others and emotional state. These strategies fall on a continuum that runs between teacher-centered and student-centered instructional strategies.
- Explicit instruction and modeling are necessary for students to be successful at learning any new content.

### **Interaction**

- It provides students with structured opportunities to engage in academic discourse. Students practice using the language with peers and teachers

while enhancing language and thinking skills. This is possibly one of the most critical components of the SIOP model because students need the opportunity to use the language and process new content simultaneously.

### **In Practice & Application**

- The teacher facilitates the learning of students. All previous components of the model prepare the student for active engagement. Now, a shift from the instructor to the student occurs. Students are engaged in planned activities that help them apply new content knowledge. They are able to bridge gaps between concrete and abstract concepts using all language processes.

### **Lesson Delivery**

- It is used as a monitoring tool for teachers and students to stay on track with the intended content and language objectives. This is where preparation meets implementation. Teachers have to constantly check and see if the lesson is going according to plan. They must formatively assess if the students are getting it and if the stated content and language objectives are being met.
- Planning Lessons and Preparing for Lesson Delivery, it is vital that instructors be prepared to consider the needs of survivors of torture and plan and deliver their lessons carefully, keeping in mind refugee experiences and the acculturation process.
- Daily lesson plans for classes including learners with refugee experiences, factors, such as learner participation, classroom arrangement, units themes and activities, and testing and assessment should appropriately be considered well in advance.

### **The final component, Review & Assessment**


- It is ongoing. Formative and summative assessments are given throughout the unit for frequent checks for understanding.

### **2- Newcomer Program**

- A newcomer program is designed to help students with beginning English skills and core academic skills. Students who are recent immigrants with very limited English or who had limited formal education are placed into this type of program.
- Some school districts have a newcomer program at the school level and others have them at the district level. It depends on the number of ELLs that are in the school system and the area in which they are heavily populated. Teachers provide students with intense language and literacy support.
- Sometimes, this program is a student's first time in a school environment. Therefore, students learn basic skills such as reading, writing, and speaking. They also learn about American culture and characteristics. Students may not necessarily learn grade-level content. Developmentally and cognitively appropriate instructional materials are used.
- A Literacy Enrichment and Academic Readiness for Newcomers (LEARN) program.

### **3- Dual Language Programs**

- A dual language program is one in which students receive instruction in two « languages throughout the entire school day .Students continue to learn in both their native language and English. A team teaching model is

	often adopted where the student has two teachers - an English speaking general content teacher and a bilingual teacher.
10	ways of teaching grammar, such as the implicit method in some cases, however it is a less favoured method in some other different contexts.
11	<p><b><u>Reading Racetracks</u></b></p> <ul style="list-style-type: none"> <li>Racetrack is a game board, designed to look like a Formula 1 circuit, with a predetermined number. It has mostly been used to teach children math facts , read sight words.</li> </ul>  <p>An example of a reading racetrack playing field</p> <ul style="list-style-type: none"> <li>When playing a racetrack game with students, a teacher or tutor creates lists with math facts or words, writes them on cards, turns them upside down, and puts one on each cell. The specific math facts or words chosen depend on the individual needs of a particular learner. To play the game, a student rolls a die and moves a matchbox racecar forward, in accordance with the number of eyes on the die (it is irrelevant from which field the students start). When the piece stops on a certain card, the teacher or tutor turns it over.</li> <li>In the case of a reading racetrack, the learner is presented with a word and asked to read it. If she or he struggles, scaffolded assistance and corrective</li> </ul>



	<p>feedback are provided. Subsequently, the card is replaced on the field, front side down, and the game continues .</p>
12	<p><b><u>Paired Reading Method</u></b></p> <ul style="list-style-type: none"> <li>Paired reading is a reading activity that is carried out by a reader who has reading difficulty with the help of a better reader (teacher, adult or peer). The text should be read loudly together with the child in paired reading. The aider should adjust his/her reading rate according to the child. In some parts of the text, the child should be allowed to read independently if he/she asks. However, if the child gets difficulty in reading, the aider should take reading over again. The child should be given positive feedback, and should be encouraged to read. The text having been read should be discussed with the child.</li> </ul> <p><b><u>Implementing Process of Paired Reading Method:</u></b></p> <ul style="list-style-type: none"> <li>Reading should be started with the person with whom reading will be done in an appropriate setting.</li> <li>If reading is done together, the adult reads the text out loud sentence by sentence while the child repeats with a low tone of voice. If reading is done independently, the aider follows the child, and guides him/her with hand gestures when intervention is needed.</li> <li>The adult tries to prevent reading mistakes of the reader by making him/her read again the parts where he/she makes mistakes during reading.</li> <li>The partner who makes reading done motivates the reader during the paired reading process.</li> <li>If the child reads independently, the adult helps him/her (child, student,</li> </ul>

	<p>etc.) for the words he/she skips, or hesitates.</p> <ul style="list-style-type: none"> <li>• The reader is rewarded with stickers, badges or other gifts to promote his/her reading. Thus, paired reading process is completed.</li> </ul> <p><b><u>Paired reading method is divided into three categories which are pre-reading, while reading and post-reading.</u></b></p> <p><b><u>Things to be done during pre-reading:</u></b></p> <ul style="list-style-type: none"> <li>• A book suitable for the level of the readers should be chosen,</li> <li>• The book chosen should be suspenseful and easy to read.</li> </ul> <p><b><u>Things to be done while reading:</u></b></p> <ul style="list-style-type: none"> <li>• The text should be read out loud by the child and the aider,</li> <li>• Reading should be fluent,</li> <li>• Connection between the text and real life should be provided,</li> </ul> <p><b><u>Things to be done during post-reading:</u></b></p> <ul style="list-style-type: none"> <li>• The text should be discussed with the child,</li> </ul> <p>The reading should be corroborated with follow-up questions.</p>
13	<p><b>Self- Managed Intervention</b></p> <ul style="list-style-type: none"> <li>▪ Self-management generally refers to activities designed to change or manage one's own behavior. Self-managed interventions have been used to address a variety of academic and non-academic problems including homework completion.</li> <li>▪ Self-managed interventions are an attractive alternative to externally managed interventions, in part, because they shift responsibility to the</li> </ul>

students and thus encourage teachers' cooperation by potentially reducing demands on their time.

- Self-managed interventions are seen as compatible with a consultative emphasis in school psychological service delivery because they have the potential to affect a greater number of students than direct intervention .Furthermore, self-managed interventions often emphasize teaching strategies that facilitate generalization across behaviors and situations and foster the development of self-regulated learners.
- Self-managed interventions can be broadly classified as either contingency-based interventions, which focus on the consequences of behavior, or cognitive-based, which focus on the antecedents for appropriate behavior. The most common types of contingency-based self-managed interventions are self-monitoring, self-evaluation, and self-reinforcement .Self-monitoring and self-evaluation typically involve self-recording and often involve goal setting. The most common cognitive-based self-managed intervention is self-instruction.

### **Self- Instruction and self- reinforcement**

- Self-instruction interventions involve teaching children specific verbalizations to direct or regulate their behavior. Self-instruction interventions are based on the theories of Vygotsky (1962) and Meichenbaum (1977) regarding the internalization of self-speech as important in the normal development of self-control. The efficacy of self-instruction has been demonstrated in multiple settings and with a variety of target behaviors such as impulsivity, math skills and reading comprehension.

### **Self- evaluation**

- The implementation of self-evaluation interventions involves training students to compare their own behavior to some standard. For example, Rhode, Morgan, and Young (1983) added self-evaluation to a contingency reinforcement program already in place in the special education resource room of six behaviorally disordered children in an attempt to achieve generalization of improved behavior to their regular classroom.
- During the training phase students evaluated their behavior on a 5-point scale at 15-minute intervals according to how well they followed classroom rules. The children were reinforced for how accurately their ratings matched those of their teacher in addition to how well they adhered to the rules.
- Through this procedure students essentially learned teacher expectations for their behavior with reference to general classroom rules. The students' improvement in behavior generalized to the second setting with a significantly less intensive version of the original self-evaluation procedure.
- Two of the children showed spontaneous improvement in behavior outside the special education resource room.

### **Self- Monitoring \ Self- recording**

- In self-monitored interventions, children are taught to observe whether or not a target behavior has occurred and to objectively record their observations. In contrast to self-evaluation procedures in which students evaluate or rate their behavior on some continuum, in self-monitoring

children keep track of specific target behaviors. Self-monitoring has been referred to as an explicit self-regulation procedure .

- Self-monitoring was originally conceived of as a non-intrusive clinical assessment technique but clinicians observed that it often effected a change in behavior.
- Self-monitored interventions have been classified on the basis of the behavior being monitored as either self-monitoring of attention/on-task behavior (SMA), or self-monitoring of academic performance (SMP). SMP is further differentiated as self-monitoring of academic productivity (e.g., number or percentage of problems completed) and self-monitoring of academic accuracy (e.g., number or percentage correct).
- implemented the procedure with three students with LD and attentional problems to improve their on-task behavior while participating in oral reading tasks. The students were trained over a three-day period with modeling and role-plays to discriminate on and off-task behavior and taught to respond to tape-recorded cues at irregular intervals on an average of every 45 seconds.
- At each cue students asked themselves if they were paying attention and recorded whether they were on- or off-task using wrist counters.
- After the self-monitoring had effectively increased on-task behavior, the wrist counters were faded but students continued to monitor, but not record, their on- and off-task behavior at the auditory cue. Once the students demonstrated they could maintain high levels of on-task behavior without recording, the tape-recorded cueing was likewise faded.
- Hallahan and colleagues found that mean levels of on-task behavior

doubled those of baseline and were maintained over a 12-week period. Students were provided only the reinforcers naturally present in their classroom

### **The self-regulated strategy development strategy (SRSD)**

- There are three main goals of SRSD instruction, are: 1) To facilitate students' development of the higher level cognitive processes involved in composition.
- 2) To help students monitor and manage their own writing.
- 3) To help students develop positive attitudes about writing and about themselves as writers.
- This is accomplished by teaching two types of strategies in an integrated fashion: Specific strategies for producing text, and, strategies for self-regulating the process of writing. Strategies for producing text include planning, generating, organizing, and revising. Strategies for self-regulating the process of writing include goal-setting, self-monitoring/self-recording, self-dialogue, self-evaluation, and self-reinforcement.

### **Instructional Procedures**

- Stage 1: Activate Background Knowledge/Pre-skills
- Stage 2: Discussion of the Strategy
- Stage 3: Modeling
- . Stage 4: Memorization o f the Strategy Steps
- Stage 5: Collaborative Practice

	Stage 6; Independent Practice
14	<ul style="list-style-type: none"> <li>• Whole Class Teaching</li> <li>• Group Work</li> <li>• Peer/Co-operative Learning</li> <li>• Individual Tutoring</li> <li>• Inform Principal/Fellow-teachers</li> <li>• Inform Parents</li> <li>• Send Pupil to Remedial Class</li> <li>• Shift Pupils Seating Position</li> <li>• Peer Teaching</li> <li>• Give Extra Homework</li> <li>• One-to-One Tutoring</li> </ul>
15	<ul style="list-style-type: none"> <li>• The Critical Period Hypothesis</li> <li>• The Brain Plasticity Theory</li> </ul>
16	<ul style="list-style-type: none"> <li>• Response to Intervention Process</li> <li>• Learning by doing.</li> </ul>
17	<ul style="list-style-type: none"> <li>• Interactive-compensatory model of L2 reading</li> <li>• Diagnostic reading assessment</li> </ul>
	<ul style="list-style-type: none"> <li>• parent reading interventions</li> <li>• Repeated readings</li> </ul>

18	<ul style="list-style-type: none"> <li>• The experimental procedure was carried out in two stages. In the first stage, the Brief Experimental Analysis procedure was followed to determine the most effective reading fluency intervention for all participants, and in the next step, the parental delivery of the selected intervention procedure took place. Brief experimental analysis was used to identify appropriate reading fluency intervention for each participant. Parents were trained to use the intervention strategies with their children. They implemented the procedures during parent-tutoring sessions at home and results were measured continuously to determine whether generalization occurred</li> </ul>
19	<ul style="list-style-type: none"> <li>• previewing,</li> <li>• text model reading provided by the researcher</li> <li>• repeated reading of text with feedback,</li> <li>• self-monitoring and reinforcement.</li> </ul>
20	<p><b><u>Reading Support Program" (RSP)</u></b></p> <ul style="list-style-type: none"> <li>• The implementation of the ODEP [Reading Support Program], which is prepared for students with reading difficulties, to students in schools, and to eliminate reading difficulties in students. For this reason, it can be said that the ODEP prepared is important in terms of undertaking functions such as gaining reading skills (comprehension, fluent reading) and affective (reading motivation and reading attitude) characteristics.</li> <li>• ODEP prepared by the researchers was prepared for students who have reading difficulties. The content of ODEP includes reading texts prepared for students with reading difficulties and activities related to the reading</li> </ul>



	<p>text. With ODEP, it is aimed to eliminate the reading difficulties of students who have reading difficulties and to provide reading support to these students. Also, with this study, it is</p> <p>aimed to eliminate the mistakes in reading, to develop the ODEP that will guide the elimination of reading difficulties, to create discussions, results, and suggestions in the light of the findings of the research for students who have reading difficulties. In this context, the main purpose of the research is to develop ODEP for students with reading difficulties and to test the effectiveness of the developed ODEP. For this purpose, an answer was sought for the following research problem and sub-problems.</p>
21	<p><b><u>Communicative Language Teaching Approach (CLT)</u></b></p> <ul style="list-style-type: none"> <li>▪ The International Phonetic Association decaled six articles as the principles of second language teaching, which function as the core of the Communicative Language Teaching Approach (CLT).</li> <li>▪ Spoken language should be dealt with first and teachers should familiarize students with sounds.</li> <li>▪ Teachers are also encouraged to introduce students to the culture of the target language and avoid translation.</li> <li>▪ Achieving communicative competence or the ability to make meaning and conduct oral or written discussion is the main goal of language teaching.</li> </ul> <p>The National Training Team is formulated to train all teachers and prepare them to use the new curriculum and teaching methods based on the CLT approach.</p> <ul style="list-style-type: none"> <li>▪ Achieve meaningful communication via implying activities that represent authentic language use.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Students should be motivated to initiate problem solving and participate in their process of learning rather than completely depend on their teachers.</li> <li>▪ Developing communicative skills by creating real-life situations or meaningful contexts that encourage learners towards a social use of the language.</li> </ul>
22	<p><b><u>The strengths of the IELP: Developing whole school approaches</u></b></p> <ul style="list-style-type: none"> <li>▪ The model of education provided within IELPs is seen by teachers as the best approach to educating young refugees and migrants.</li> <li>▪ Educators indicated that they viewed the IELP to be highly beneficial to the wellbeing and education of students with migrant and refugee backgrounds; the IELC was identified as benefiting both students and the whole school.</li> <li>▪ The strengths of the IELP: Students can feel a sense of community. All respondents stated that the IELP allowed refugee and migrant students to feel a sense of community in their new school.</li> <li>▪ The smaller class sizes in IELPs – approximately 15 students compared with up to 30 in mainstream classes – were viewed as providing teachers and educators with the capacity to provide one on one support to students.</li> <li>▪ An inclusive and welcoming school environment for newly arrived students. Cultural diversity brought to a school by an IELP was also seen to be positive for the whole school.</li> </ul>
23	<p><b><u>ESOL (English to speakers of other Languages) literacy program</u></b></p> <ul style="list-style-type: none"> <li>▪ ESOL (English to speakers of other Languages) literacy program for migrant and</li> </ul>

	<p>former refugee women, the students learn English language and literacy skills, as well as skills for functioning in the community. They also learn about the ways in which they can support and encourage their children’s learning, particularly in their home languages.</p> <ul style="list-style-type: none"> <li>▪ The program is designed to develop learning-to-learn skills, classroom language, English language, and literacy and numeracy skills but at the same time is relevant to the women’s lives: their children, health, housing, early childhood education and schooling.</li> <li>▪ The program learning environment is supportive and not as formal as other center for Languages (formerly school of English Language) classes to accommodate women with pre-school children and those who have had little or no previous formal education.</li> </ul>
24	<p><b><u>Problem solving strategy</u></b></p> <ul style="list-style-type: none"> <li>▪ Students should be motivated to initiate problem solving and participate in their process of learning rather than completely depend on their teachers.</li> </ul>
25	<p><b><u>multiple intelligences theory</u></b></p> <ul style="list-style-type: none"> <li>▪ Pedagogical practices related to the theory of multiple intelligences (Gardner, 2006) can also be employed with learners to process new language in a better way that enables them to “draw on the intelligences that work the best for them” (Medley, 2012, p. 115).</li> </ul>
26	<ul style="list-style-type: none"> <li>▪ <b><u>The EAL/D program</u></b> aims to provide the necessary support services and language education to enable the transition of students into mainstream education.</li> </ul>

	<p>So that integration into mainstream classes is achieved following completion of the program.</p> <ul style="list-style-type: none"> <li>▪ <b><u>IELCs program</u></b> help with the transition into mainstream schooling for their students and families, but the extent of this support varies considerably across the country. This support may include cultural liaison officers, qualified EAL support teachers, Multicultural Education Aides or designated mainstream teachers.</li> <li>▪ IELCs and EAL/D programs provide support with literacy, numeracy and study skills. This also facilitates improved self-esteem and confidence for students, and can also provide a safe space (and play an important role) in helping families understand and engage in the education system.</li> <li>▪ The rationale behind the EAL/D model is to provide the necessary English language skills to be able to make a successful transition into mainstream education and employment.</li> </ul>
27	<ul style="list-style-type: none"> <li>▪ <b>AMEP</b> aims to promote and support the acquisition of English language skills by all eligible adult migrants and refugees, through the provision of timely and quality English language services. Through language tuition, the program aims to improve outcomes in relation to social participation, economic participation, independence and personal wellbeing - all contributing to settlement within, and integration into, the broader Australian community.</li> <li>▪ <b>AMEP</b> aims to focus on conversational activities for language learning, redeveloping a weekly Jobs Club program to allow for casual conversation groups to occur between participants, volunteers and program staff.</li> </ul>
28	<ul style="list-style-type: none"> <li>▪ <b><u>A discovery or inductive approach.</u></b></li> <li>▪ Grammar is supposed to be taught through a discovery or inductive approach.</li> </ul>
29	<ul style="list-style-type: none"> <li>▪ <b><u>Standpoint theory</u></b></li> <li>▪ Standpoint theory, which is the body of work that identifies social location as the key to individual subjectivity and that posits that the perspectives of minority</li> </ul>

	<p>groups can create objective accounts of the world.</p> <ul style="list-style-type: none"> <li>▪ Professional development rooted in standpoint theory offers a viable and permanent solution to addressing to deficit discourses embedded in Canada's education system.</li> <li>▪ Professional development grounded in standpoint theory is one possible long-term goal for helping teachers be prepared to support the success of all their students.</li> <li>▪ Professional development grounded in standpoint theory is a cost effective method to encourage educators to authentically produce equitable opportunities for all students in their classrooms.</li> <li>▪ Standpoint theory offers an alternative to the impossible task of voluntarily moving into alternate social locations, particularly for educators who are passionate about providing the equal education for all students.</li> <li>▪ Standpoint theory developed out of feminism as a way to address bodies of knowledge that are inherently patriarchal.</li> <li>▪ Standpoint theory before addressing the circumstances by which former refugee children enter the Canadian education system, they will be better equipped to help displaced children transition into their new learning environment and support their success.</li> <li>▪ Standpoint theory is one possible long-term goal for helping teachers be prepared to support the success of all their students.</li> </ul>
30	<ul style="list-style-type: none"> <li>▪ <b><u>E- learning strategy</u></b></li> <li>▪ E-Learning describes ways of supporting learning experiences using a broad portfolio of digital delivery methods. This often takes on the form of online courses and lessons or online training, but can also include mobile learning and other more advanced technologies such as virtual reality.</li> <li>▪ The many web-based platforms and digital learning solutions available today</li> </ul>

	<p>make elearning by nature flexible and accessible. Learning management systems (LMS) provide central hubs where online learning courses can be built and curated by staff and easily accessed by students.</p>
31	<p>▪ <b><u>Brainstorming strategy</u></b></p> <ul style="list-style-type: none"> <li>▪ brainstorming is a strategy or tool of teaching used by the teacher in which maximum or all the students participate by responding or presenting views on one topic. This technique encourages new ideas among students which would never have happened under normal circumstances.</li> <li>▪ It is a process to designed to obtain the maximum number of ideas relating to a specific area of interest.</li> <li>▪ It is a technique where a group of pupil put social inhibitions and rules aside with the aim of generating new ideas and solutions.</li> <li>▪ It is a technique that maximizes the ability to generate new ideas.</li> <li>▪ It can be applied to a variety of activities including conflict resolution, writing, developing a search on the Internet, and figuring out math problems.</li> </ul>
32	<p><b><u>Things to be done during teaching Speaking</u></b></p> <ul style="list-style-type: none"> <li>▪ Teachers should try to encourage dialogue and answer questions.</li> <li>▪ Teacher should be open-minded, listen to what they have to say and motivate them to speak in the language you're teaching also among themselves.</li> </ul>
33	<p><b><u>Viual materials</u></b></p> <ul style="list-style-type: none"> <li>▪ Use of visual materials also constitute strategies that can prove useful as most of the time teachers are faced with the challenge of mixed-ability classes.</li> <li>▪ Drawing each feeling with different colors, use balloons and balls of colors to</li> </ul>

	<p>express discomfort or happiness among others, thus also addressing the issues of psychological traumas.</p> <ul style="list-style-type: none"> <li>▪ Use non-verbal forms of communication such as visual and a lot of body language.</li> <li>▪ using flashcards that learners can take home are some of the techniques that can be used with beginner-level learners of English for fostering additional language acquisition</li> </ul>
34	<ul style="list-style-type: none"> <li>▪ <b><u>Using various instructional and motivational approaches</u></b> to help their <u>students overcome their shyness and be active during the learning process.</u></li> <li>▪ Encourage teachers to build strong connections and relations with their students and their families.</li> <li>▪ Create a warm and safe environment while at the same time emphasizing the selection of easy-to-follow activities and instructions.</li> <li>▪ Learn as much as possible about the characteristics of a refugee's class and try to create bonds with the students as this will boost motivation.</li> <li>▪ Show love and understanding.</li> <li>▪ The promotion of the involvement of parents in school; to help children from refugee backgrounds to become well-integrated into the education system and then into the society.</li> <li>▪ Support students in maintaining their cultural identity, native language, and connections to their culture through empowers student sociopolitical consciousness.</li> </ul>
35	<p><b><u>A handbook “to guide administrators and teachers</u></b></p> <ul style="list-style-type: none"> <li>▪ published a handbook “to guide administrators and teachers in the reception and orientation of students from diverse cultural backgrounds and their families.</li> </ul>

36	<p><b><u>ESL Courses</u></b></p> <ul style="list-style-type: none"> <li>English as a second language (ESL) courses are offered in schools from kindergarten to Grade 12 (K–12), mostly on an itinerant basis.</li> </ul>
37	<ul style="list-style-type: none"> <li>Combining multiple forms of activities such as art, theater and music in the process of learning.</li> <li>Activities should be planned such that learners feel comfortable and their motivation to learn the language and their self-esteem is promoted.</li> </ul>
38	<p><b><u>Authentic activities</u></b></p> <ul style="list-style-type: none"> <li>Learners can be asked to bring and share dishes from their culture and give a presentation on the dishes they share with their classmates.</li> <li>learners with refugee experiences bring to classes various skills, such as cooking, carpentry, farming, and salesmanship, and these activities can also be included in class. This may help learners feel proud of themselves and increase motivation to attend classes, learn the language, and socialize gradually at the same time.</li> </ul>
39	<p><b><u>playing icebreaker games</u></b></p> <ul style="list-style-type: none"> <li>Mutual trust should develop between the instructor and learners and among learners, and one way to establish rapport and understanding could be by playing icebreaker games.</li> <li>These games serve the multiple functions of increasing trust and caring, evoking laughter, increasing ability to focus, and bringing multiple intelligences into play. They also serve multiple language learning functions, allowing for repetition in listening and speaking and for practicing a wide range of vocabulary.</li> </ul>



40	<p><b><u>Field trips</u></b></p> <ul style="list-style-type: none"> <li>▪ Trips can be arranged. Field trips can be very interactive and motivating events that provide learners with opportunities to explore their community through activities, such as a scavenger hunt, and learn from each other in the group as well as from the members of the community.</li> </ul>
41	<p><b><u>Motivation</u></b></p> <ul style="list-style-type: none"> <li>▪ Instructors should encourage learners for their regular participation in class, as regular participation is very important for the language learning process.</li> </ul>
42	<p><b><u>Teacher-training programs and workshops and teachers awareness of refugee students needs</u></b></p> <ul style="list-style-type: none"> <li>▪ Genuine and effective teacher-training programs and workshops should be organized and application of the curriculum's objectives should be fulfilled.</li> <li>▪ EAL instructors take into account the stages of acculturation for these learners, understand these refugee learners' varied learning needs, know their personal circumstances, and provide EAL instruction accordingly.</li> <li>▪ EAL instructors should initially know their learners and their cultural and social milieu well before EAL teaching begins.</li> <li>▪ Support and training for teachers in terms of their understanding of the effects of trauma may be an important element in providing appropriate education to students with migrant or refugee backgrounds. it is also the case that increasing cultural awareness or skills cannot alone lead to the provision.</li> </ul>
43	<p><b><u>Testing and assessment</u></b></p> <ul style="list-style-type: none"> <li>▪ Testing is an integral part of learning, and it assesses instructors' teaching and learners' learning, assessment for learning, assessment as learning, or assessment of learning (Khatri, 2014).</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Post-assessment discussion is important for EAL instructors to carry out with learners with refugee experiences to make sure assessment needs meet the needs assessment carried out at the beginning of the course and learners are motivated to continue their language learning.</li> <li>▪ Self-assessment can also be an excellent way to assess learners, as it helps them reflect on their learning process and be responsible for their own learning.</li> <li>▪ Change the testing system and incorporate the audio and spoken aspects of language in the evaluation process.</li> <li>▪ Continuous evaluation of the curriculum and teaching practices are also quite important to ensure the quality of education.</li> </ul>
44	<ul style="list-style-type: none"> <li>▪ <b><u>The vocational approach</u></b></li> <li>▪ The vocational approach which enables the refugees to learn language skill and job skill at the same time is the best method to teach them.</li> <li>▪ The two interacting class is the best approach to teach the refugee children as it allows them to gain language skills, communication skills, problem solving skills and in the development of good interpersonal relationships.</li> <li>▪ Teaching refugees through computer playing games is an effective way to teach refugees students which help them gain knowledge in both English language skill and basic computer skills aiding job security in the future.</li> </ul>
45	<ul style="list-style-type: none"> <li>▪ <b><u>Self-regulation skills</u></b> are needed for academic self-efficacy. Self-regulation is that students manage their own emotions, thoughts, and movements in accordance with the goals they want to achieve.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ A student with high self-regulation skills can control his/her cognitive, affective, and psychomotor skills for the purposes he/she wants to achieve.</li> </ul>
46	<p><b><u>Using Innovative teaching Strategies</u></b></p> <ul style="list-style-type: none"> <li>▪ Cross over Teaching. ...</li> <li>▪ Teaching through Smart Boards. ...</li> <li>▪ Teaching through Flipping Classrooms. ...</li> <li>▪ Teaching through collaboration. ...</li> <li>▪ Teaching through Virtual Reality. ...</li> <li>▪ Teaching through 3D printing technology. ...</li> <li>▪ Teaching through Cloud Computing</li> <li>▪ The crossover learning experiences exploit the strengths of both environments and provide learners with authentic and engaging opportunities for learning. Since learning occurs over a lifetime, drawing on experiences across multiple settings, the wider opportunity is to support learners in recording, linking, recalling and sharing their diverse learning events.</li> <li>▪ <b>Learning Through Argumentation</b> : Students can advance their understanding of science and mathematics by arguing in ways similar to professional scientists and mathematicians. Argumentation helps students attend to contrasting ideas, which can deepen their learning. It makes technical reasoning public, for all to learn. It also allows students to refine ideas with others, so they learn how scientists think and work together to establish or refute claims.</li> </ul>
47	<ul style="list-style-type: none"> <li>▪ <b><u>Content-Based instruction</u></b></li> <li>▪ IN the CBI approach the student learns the TL by using it to learn sme other new</li> </ul>

	<p>content. For example by studying the French Revolution while using the French language. The language being learned and used is taught within the context of the content. The theory behind CBI is that when students are engaged with more content, it will promote intrinsic motivation. Students will be able to use more advanced thinking skills when learning new information and will focus less on the structure of the language. This approach is very student-centered as it depends entirely on the students' ability to use the language.</p>
48	<p>▪ <b><u>Content and language integrated learning.</u></b></p> <p>Content and Language Integrated Learning (CLIL) is an approach where students learn a subject and a second language at the same time. A science course, for example, can be taught to students in English and they will not only learn about science, but they will also gain relevant vocabulary and language skills.</p> <p>It's important to note that CLIL is not a means of simplifying content or reteaching something students already know in a new language. CLIL courses should truly integrate the language and content in order to be successful – and success is determined when both the subject matter and language is learned.</p>
49	<p>▪ <b><u>Fishbowl strategy.</u></b></p> <p>▪ In a Fishbowl discussion, students seated inside the “fishbowl” actively participate in a discussion by asking questions and sharing their opinions, while students standing outside listen carefully to the ideas presented. Students take turns in these roles, so that they practice being both contributors and listeners in a group discussion. This strategy is especially useful when you want to make sure all students participate in a discussion, when you want to help students reflect on what a good discussion looks like, and when you need a structure for discussing controversial or difficult topics. A Fishbowl discussion makes for an excellent pre-writing activity, often unearthing questions or ideas that students</p>

	can explore more deeply in an independent assignment.
50	<ul style="list-style-type: none"> <li>▪ <b><u>Game technique</u></b></li> <li>▪ The Game technique makes students feel fun and easier to follow the teacher's instruction. So that, they can speak freely as their daily life.</li> <li>▪ Games are interactive play that teaches us goals, rules, adaptation, problem solving, interaction, all represented as a story.</li> </ul>
51	<ul style="list-style-type: none"> <li>▪ <b><u>Jigsaw strategy.</u></b></li> <li>▪ The Jigsaw Strategy is an efficient way to learn the course material in a cooperative learning style. The jigsaw process encourages listening, engagement, and empathy by giving each member of the group an essential part to play in the academic activity. Group members must work together as a team to accomplish a common goal; each person depends on all the others. No student can succeed completely unless everyone works well together as a team. This "cooperation by design" facilitates interaction among all students in the class, leading them to value each other as contributors to their common task.</li> </ul>
52	<ul style="list-style-type: none"> <li>▪ <b><u>Audio-lingual method.</u></b></li> <li>▪ A technique of foreignlanguage instruction that emphasizes audio-lingual skills over reading and writing and is characterized by extensive use of pattern practice.</li> <li>▪ Audio-lingual approach suggests that students be taught phonology, morphology, and syntax of the language; all these patterns can be learned through contrastive analysis of the differences between the native tongue and the target language, which helps students to acquire new language easier.</li> </ul>
53	<ul style="list-style-type: none"> <li>▪ <b><u>Pow-Tega Technique</u></b></li> <li>▪ Pow-Tega technique is the combination of Power Teaching technique and Games techniques. Power teaching technique is Whole brain teaching method that is used by many countries to teach speaking.</li> <li>▪ The students' speaking ability through Pow-Tega method using Pic-Pow with</li> </ul>

	speaking descriptive text material with consisted of finding specific information from speaking by using Pow-Tega method.
54	<ul style="list-style-type: none"> <li>▪ <b><u>Power Teaching Technique</u></b></li> <li>▪ Power Teaching technique is also called as a Whole Brain Teaching. Whole Brain Teaching is an instructional approach derived from neurolinguistic descriptions of the functions of the brain“s left and right hemispheres.” Whole Brain Teaching is an interesting method that can be adopted by any teachers to create a good atmosphere in the speaking class. By using this method, it means that we learn in the way the brain is designed.</li> </ul>

## **A list of Causative Factors of EFL Learning Difficulties**

# A list of Causative Factors of EFL Learning Difficulties

Factors	
Teacher	<ul style="list-style-type: none"> <li>▪ The ignorance of teacher's motivation leads to low participation. The lack of motivation leads the learners to express themselves in negative common expressions such as “I don't know”, “no comment” or they keep silent.</li> <li>▪ Lack of professional development.</li> <li>▪ Lack of experience in Syrian Refugees students' cultural and circumstances after war.</li> <li>▪ The teachers gave them an overcorrection during the speaking time which make student felt that speaking class is an embarrassing situation and made them afraid of making mistakes because sometimes.</li> <li>▪ Oral communication instruction is neglected.             <ul style="list-style-type: none"> <li>▪ The teachers' use of inappropriate teaching strategies and the use of L1 during language instruction that postpone EFL students' speaking skills.</li> </ul> </li> <li>▪ Teachers have little prior experience with integrating life skills and language learning strategies into language teaching e.g. locating appropriate stories and songs. In addition, they reported that such skills are</li> </ul>



	<p>not an element in the final exam thus it is not focused in their teaching.</p> <ul style="list-style-type: none"> <li>▪ Not allowing learners to participate in discourse can be another reason for speaking difficulties.</li> <li>▪ Some teachers use L1 for class management. This can be another factor that contributes to the problem of speaking difficulties. This is because using L1 means sacrificing valuable opportunities for well-motivated foreign use.</li> <li>▪ Both teachers and students reported that they gave least attention to speaking tasks in the textbooks because speaking is completely excluded from exams. <ul style="list-style-type: none"> <li>▪ The communicative use of the target language is almost neglected.</li> </ul> </li> </ul>
<b>Student</b>	<ul style="list-style-type: none"> <li>▪ Psychological factor: <ul style="list-style-type: none"> <li>▪ They felt anxiety and shy, therefore, they prefer to be silent and felt speechless in classroom interaction.</li> <li>▪ They felt anxiety and difficult to express their ideas in a conversation.</li> </ul> </li> <li>▪ Linguistic factor: <ul style="list-style-type: none"> <li>▪ The students did not know how to pronounce a certain word well. They have incorrect of pronunciation and get worried about their pronunciation when they speak in the class.</li> </ul> </li> </ul>

- They also felt difficult to express their ideas through speaking because they don't have enough vocabulary.
- They felt nervous and got difficult to construct any sentences.
- Anxiety and unwillingness during the English speaking process are considered two of the biggest obstacles for EFL learners. Anxiety and unwillingness are caused by the fear of being negatively evaluated when making mistakes, particularly in front of their friends.
- Inhibition. Students are worried about making mistakes, fearful of criticism, or simply shy.
- Nothing to say. Students have no motive to express themselves.
- Low or uneven participation. Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all.
- Students have negative attitudes with regard to speaking English language.
- Use of the mother tongue. Students who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.
- Students have not an awareness of the ways speaking can be practiced and learn how to cope with tasks that

	<p>require oral production.</p> <ul style="list-style-type: none"> <li>▪ Students reported that they were hesitant to speak because of their teachers' scoring procedures and their classmates' mockeries.</li> <li>▪ Students transfer the cultural rules from their mother tongue to EFL.</li> <li>▪ Lack of schooling experience.</li> </ul>
<b>Classroom Environment</b>	<ul style="list-style-type: none"> <li>▪ Overcrowded classes.</li> <li>▪ Classes are often large, so learners do not have enough opportunities to use and practice the language due to situations such as disruptions, noise and a lack of attention from their teachers.</li> <li>▪ Most of students who reluctant to speak in English class felt that the classroom environment did not support them to participate in classroom interaction.</li> </ul>
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>▪ Overloaded syllabus.</li> <li>▪ Student they find the content is usually either boring or very difficult to understand.</li> <li>▪ It was found that grade 5 textbooks do not provide students with frequency of opportunities to use English communicatively, and they do not include sufficient tasks that are particularly designed for speaking.</li> <li>▪ Extracurricular activities that aim to improve</li> </ul>

students' speaking skill are very rare.

- The lack of involvement in real life situations in the target language.
- Some English materials in the classroom/school do not help students in learning and speaking English.
- Vocabulary items are taught in isolation, and listening materials are not used by the majority of schoolteachers because of the large number of teachers compared with the number of cassettes available.
- The curriculum that does not provide enough opportunity for learning and practicing new and varied vocabulary and does not provide enough variety in tasks designed for the teaching of grammar.
- The syllabus that does not satisfy the learners' communicative needs are the main reasons for learners' speaking difficulties.
- The lack of oral activities in textbooks is a strong reason for students' difficulties in speaking.
- Speaking skill is the only skill that is not included in the exams. The focus is mainly on teaching reading and writing besides grammar and vocabulary.
- Lack of digital literacy policy support. Digital literacy needs to be integrated into curriculum and syllabus.
- The tests also neglect speaking skill and just depend on

	<p>written tests and that may affect badly the status of speaking skill among learners.</p>
<b>Parents</b>	<ul style="list-style-type: none"> <li>▪ Limited speaking practice outside the classroom.</li> <li>▪ Lack of family support</li> <li>▪ Students talk to their family and friends in their native language and do not make use of the target language can be linked to the EFL context in which the students feel no urge to use English or to their interlocutors' limited communicative capacities in English. The lack of English speaking interlocutors and an authentic context for communication could increase the number of speaking problems, but the participants did not talk about the foreign language environment as blocking their speaking.</li> </ul>
<b>Time</b>	<ul style="list-style-type: none"> <li>▪ limited time</li> <li>▪ It is difficult to act out a play in crowded classes within limited course hours.</li> </ul>
<b>War</b>	<ul style="list-style-type: none"> <li>▪ Students' traumatic experiences and post-traumatic stress</li> <li>▪ A series of traumatic experiences before entering the classroom.</li> <li>▪ Specific mental health issues are quite common in refugee populations, especially post-traumatic stress</li> </ul>

	<p>disorder.</p> <ul style="list-style-type: none"> <li>▪ Without experiencing some measure of healing from trauma, children will be frustrated in their language learning.</li> </ul>
<b>Financial</b>	<ul style="list-style-type: none"> <li>▪ Most of the refugees in Lebanon cannot attend English classes due to their special socio-economic.</li> <li>▪ They worked for long hours, which left no time for them to learn the language because the financial difficulties as well were experienced by Syrian refugees in Turkey and Germany.</li> <li>▪ Syrian refugees living in the USA and their challenges in learning EFL. They found that most of the Syrian refugees were deprived of their basic needs such as food, shelter, clothing, education, and medicine. This posed challenges to their learning.</li> <li>▪ Some Refugee students cannot be full time students, because they work to earn money or are looking for jobs by day. They join the classes only at night.</li> <li>▪ Most Syrian refugees are mainly concerned with fulfilling their needs such as, food, shelter, and clothing. Thus, education is less important for them.</li> </ul>