



## Reference Document for English Learning Difficulties



**Prepared By**  
**Humanitarian**  
**Excellence Association**  
**Kuwait**

**A Project to Build Compensatory**  
**Programs for the Learning**  
**Difficulties of Syrian Refugees**  
**(Jordan – Lebanon- Syria)**

**Project General Supervisor**  
**Dr. Khalid Mohamed ElSobiehy**  
Chairman of the Board- Humanitarian  
Excellence Association- Kuwait  
**Project Administrative Supervisor**  
**Dr. Medhat Soliman**  
Director of Education Department -  
Humanitarian Excellence Association

**Project Technical Supervisor**  
**Dr. Ali Ahmed El-Gamal**  
Professor of Curriculum and  
former Dean of the Faculty of  
Education, Ain Shams University-  
Founder of the idea of the project  
and Emergency Teacher Diploma

## Reference Document Preparation Team

### Main Preparation Team

No	Name
1	Prof. Eman Mohamed Abdel-Haq
2	Prof. Hasnaa Sabry Abdel-Hamid Helwa
3	Dr. Nesreen Youssef Abd Elrauf

### Country Review Team

#### Lebanon Team

No	Name
1	Loalooa Kachach
2	Daria ElHelw
3	Sanaa Bostagy

#### Syria Team

No	Name
1	Mahran El-Ghayeb
2	Gamil El-Rashid
3	Maisaa ElHamawy

#### Jordan Team

No	Name
1	Dr. Mohammed Aboujamous
2	Nour Ali Elshowdiafat
3	Hend Madi

## Introduction and Theoretical Background

Learning difficulties are an important category where the interest in developing their treatment programs has begun. It can be noted that the students who suffer from learning difficulties are normal in terms of mental abilities. Moreover, they do not suffer from any disability but suffer from difficulties in learning and acquiring the English language skills ( listening – speaking – reading – writing ). This category of students with learning difficulties has received a great deal of attention from researchers and specialists.

Learning difficulties (LDs) refer to a variety of conditions that might affect the acquisition, retention, organization, understanding and use of nonverbal and verbal language. It impacts students' learning. Understanding students with LDs and their learning is important for teachers to understand how to provide a positive learning environment.

Therefore, it is very important to develop the system of education in refugee schools including teachers, students, educational environments and administration, by consulting a number of experts and specialists in emergency education and building upon the experiences and efforts of global organizations and institutions. Education is one of the most important areas in which the association works, especially with refugees and displaced persons in emergencies around the world. Learning a foreign language is important, but there are difficulties related to this. Language teaching practice assumes that most of the difficulties the learners face in the study of English are a consequence of the degree to which the native language differs from English. These difficulties can occur at different levels of proficiency in terms of three linguistic areas : the syntactic, the phonological and the semantic areas.

Teachers face a variety of difficulties in the classroom while teaching students English as a foreign language . This leads them to adapt strategies and programs related to the students' needs. The effective teacher should be able to recognize the difficulties and find solutions for them.

In addition , there are different reasons that cause English learning difficulties. First ,refugees who learn English in their home country are surrounded by an Arabic speaking environment. Their chances to hear English outside their classrooms are rare. Second, they lack the exposure to the English language and also lack a rich English environment. Third, there is a shortage of qualified teachers to teach students how to use the language, and the facilities inside the schools are insufficient.

According to the survey study which was conducted by Egyptian expert team in 2021 for 63 study about refugee students in many countries, this survey illustrated how the refugee students face English language learning difficulties in the four skills: listening, speaking, reading and writing. In addition, there is a need for dealing with emergency environments and offering their communities education, which suits their psychological, social and environmental conditions. Hence, education becomes more interactive and positive.

The survey results show the importance of building the capacity of teachers who teach refugees who have been displaced from their country and providing sustainable professional development opportunities that respond to the needs of teachers in the light of their handling of these types of students. Employing technology helps in improving the quality of school life in different stages of education and kindergartens. Improving the quality of educational and training facilities in conflict areas. Implementing urgent educational strategies for these vulnerable groups achieve equity in education and develop indicators to measure progress. Meeting the educational needs of internally displaced persons and refugees, including children, youth and adults, as well as in areas of disaster and epidemics is more essential.

Conflicts and wars have destroyed most of the infrastructure, especially the educational such as schools and universities, depriving refugee students and youth from their right to education. As a result, this threatens the occurrence of a humanitarian disaster because of the rise of an uneducated generation during and after the war, thus impeding the development of those countries. Those people need special educational care in such a way that integrates them and makes them feel that they are a part of these countries (many of them are refugees and displaced). Education is one of their human rights, and despite the efforts exerted for their inclusion in education. These efforts are still very limited if compared to their increased numbers.

Emergencies can be the main reason among refugee students who encounter English learning difficulties. It is defined as situations where the individuals' lives, dignity, and psychological as well as social well-being are at risk because of natural hazards, disasters, armed conflict, or military occupation. Therefore, it is necessary to handle the crisis with rapid and comprehensive responses in all fields of life.

Emergencies related to natural, human crises and disasters. They also related to individuals who exposed to extreme distress, threat, and deprivation, such as refugees, displaced persons, victims, disasters made by man, wars, terrorism, and genocide. As a result of natural dangers, disasters, and armed conflicts, cities are destroyed; societies are collapsed; problems are deepened; individuals' lives are hampered; their well-being and dignity are endangered. Therefore, it is important to employ methods of teaching, learning and assessment that are appropriate to the nature of refugee students who encounter English learning difficulties in different learning environments. Moreover, utilizing technology applications provides them with recent learning and electronic assessment methods.

Moreover, there are different causative factors of EFL Learning difficulties such as teacher, students, classroom environment, curriculum, war and financial factors. They are clarified as follows:

#### **Teacher**

- ◆ A lack 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.
- ◆ There is a lack of professional development.
- ◆ There is a lack of experience in Syrian refugee students' cultural and circumstances after war.
- ◆ The teachers give the learners an overcorrection during the speaking time which make them felt that speaking class is an embarrassing situation and made them afraid of making mistakes.
- ◆ Oral communication instruction is neglected.
- ◆ The teachers’ use of inappropriate teaching strategies and the use of L1 during language instruction postpones EFL students’ speaking skills.
- ◆ 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 not an element in the final exam thus it is not focused during their teaching.
- ◆ The teachers don’t allow learners to participate in speaking activities.
- ◆ Some teachers use L1 for class management. This can be another factor that relates to the problem of speaking difficulties. This is because using L1 means sacrificing valuable opportunities for well-motivated foreign use.
- ◆ Both teachers and students reported that they gave least attention to speaking tasks in the textbooks because speaking is completely excluded from exams.
- ◆ The communicative use of the target language is almost neglected.

#### **Students**

- ◆ Students feel anxious and shy, therefore, they prefer to be silent and feel speechless in classroom interaction.
- ◆ They feel anxious to express their ideas in a conversation.
- ◆ The students do not know how to pronounce well. They have incorrect pronunciation and get worried about their pronunciation while speaking in class.

- ◆ They also have difficulties in expressing their ideas through speaking because they do not have enough vocabulary.
- ◆ They feel nervous and have difficulties in constructing any sentences.
- ◆ Anxiety and unwillingness during the English-speaking process are considered two of the biggest obstacles for EFL learners. They are appeared when the learners are afraid of being negatively evaluated when making mistakes, particularly in front of their friends.
- ◆ Students are worried about making mistakes because of the fearful of criticism and or being shy.
- ◆ Students have no motive to express themselves.
- ◆ 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 regard to speaking English language.
- ◆ Students who share the same mother tongue tend to use it because it is easier . Moreover, the learners feel less exposed if they are speaking their mother tongue.
- ◆ Students do not have an awareness of the ways speaking can be practiced and learn how to cope with tasks that require oral production.
- ◆ Students report that they are hesitant to speak because of their teachers' scoring procedures and their classmates' mockeries.
- ◆ Students transfer the cultural rules from their mother tongue to EFL.
- ◆ There is a lack of schooling experience.

#### Classroom Environment

- ◆ The classes are overcrowded.
- ◆ 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.
- ◆ Most of students who reluctant to speak in English class feel that the classroom environment does not support them to participate in classroom interaction.

#### Curriculum

- ◆ Students find the content is usually either boring or very difficult to understand.
- ◆ It is found that grade three 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.
- ◆ Extracurricular activities that aim to improve students' speaking skill are very rare.



- ◆ There is a 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. The 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 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 does not satisfy the learners' communicative needs . It is considered the main reason for learners' speaking difficulties.
- ◆ The lack of oral activities in textbooks is a strong reason for students' difficulties in speaking.
- ◆ Speaking is the only skill that is not included in the exams. The focus is mainly on teaching reading and writing besides grammar and vocabulary.
- ◆ There is a lack of digital literacy policy support. Digital literacy needs to be integrated into curriculum and syllabus.
- ◆ The tests also neglect the speaking skill and just depend on written tests . This may affect badly the status of speaking skill among learners.

#### **War**

- ◆ Students experience traumatic experiences and post-traumatic stress.
- ◆ Students encounter a series of traumatic experiences before entering the classroom.
- ◆ Specific mental health issues are quite common in refugee populations, especially post-traumatic stress disorder.
- ◆ The learners will be frustrated in their language learning if they don't experience some measure of healing from trauma.

#### **Financial**

- ◆ Most of the refugee in Lebanon cannot attend English classes due to their special socio-economic status.
- ◆ The refugees work for long hours. There is no time for them to learn the language because the financial difficulties.
- ◆ Syrian refugees living in the USA also face challenges in learning EFL. It is found that most of the Syrian refugees are deprived of their basic needs such as food, shelter, clothing, education, and medicine. This poses challenges to their learning.
- ◆ 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.
- ◆ Most Syrian refugees are mainly concerned with fulfilling their needs such as, food, shelter, and clothing. Thus, education is less important for them.



## Scientific Procedures for Building The Referenced Document for English Learning Difficulties

The starting point of this project was to identify the methods of diagnosing difficulties in English language learning, identifying the most important of those difficulties, and determining how to treat and address them. In light of this, the research team had to conduct a comprehensive survey of regional and foreign studies in the field of English language learning difficulties. These points can be clarified in detail as follows:

### First: Studies Survey and Analysis:

- ♦ Collecting regional and international studies that dealt with learning difficulties in English language
- ♦ Communicating with the teams in Jordan, Syria, and Lebanon to provide the Egyptian team with studies and programs that dealt with learning difficulties in English language.
- ♦ Determining the necessary aspects for the characterization of diagnostic studies such as basic information, summary of the study, study instruments, targeted difficulties, activities and learning resources and instruments .
- ♦ Completing the characterization process, conducting a scientific and linguistic review, and ensuring that all aspects are met.
- ♦ Conducting group analysis sessions to develop the specification of studies in light of the results of reviewing .

### Starting a Reflective Study of the Studies.

- ♦ The English team conducted a survey on (63) studies (*for more details ,visit the website [Ld-me.com](http://Ld-me.com)*) related to English learning difficulties in general and the four English language skills in particular as follows:

Type	Studies related to English Language learning difficulties	Studies related to four English Language skills differences
Numbers	44	19

- It can be noted that studies related to the four English language skills are divided into studies focused on listening , speaking , speaking , reading and writing .

**After surveying and reviewing the previous (63) studies , the following results revealed :-**

- Despite curricular, linguistic, sociolinguistic, and sociocultural obstacles that impeded the instructional performance, Syrian refugee teachers' investment in EFL and their identities as teachers empowered them to address these obstacles in innovative ways. This sense of agency appeared to lead teachers to persevere in their investment in EFL and in their identities as teachers who are responsible for their students' success and their personal success as teaching professionals working in an emergency context. Thus, investment in EFL and in their teacher identities carried the hope of helping students succeed in future schooling, which they discussed in terms of students' development of economic and symbolic capital through access to English-medium schooling.
- All teachers were responding favorably on the belief that teaching a foreign language such as English is beneficial to their students or not . In open-ended responses, most teachers reported that English is a "global language" and an important means of communication on an international scale. Several teachers also highlighted the importance of English as a precursor to enrolment in Lebanese schools and perceived learning English as an equalizer that can put Syrian refugee students on par with their Lebanese counterparts. Many teachers linked English proficiency with access to knowledge and increasing students' hiring opportunities, citing how English can help students read scientific reports, use computers, and enhance chances for employment.
- Other teachers reported that English is more important than Arabic for their students and supported teaching English starts from kindergarten.
- Learners with interrupted or limited formal education and low literacy skills in their first language had their own special needs, faced great challenges, and needed special attention on behalf of teachers.

- The teachers had a lack of training when discussing their teaching goals, made no reference to the academic language skills. They mainly emphasized the communicative skills necessary for students' everyday life and their successful social integration.
- There is a need for teachers' training to get special knowledge and appropriate skills to teach this socially vulnerable population. The students are quite active in terms of incorporating online tools in formal and informal learning to obtain their goal of proceeding with their professions as teachers in the new country.
- All Syrian refugee teachers have used digital technology in terms of mobile applications in their own teaching and learning process. In addition, all of them have utilized different digital tools in their teaching sessions and are in the process of developing strategies for being autonomous learners in their vocational training.
- Most of the teachers have shown that the training programs they have joined in Sweden or Lebanon are beneficial in strengthening and developing their teaching and learning skills as well as their language learning competency. All but one has used different language learning resources to make their aptitudes much more compatible.
- Most of the teachers had fears, stress and insufficient experience. They also agreed that EFL classrooms were unique, neutral and safety places to encourage and increase the active participation of refugee students.
- The results highlighted the important role that teachers play in helping students adjust to education. They also revealed the contribution to an understanding of how training programs can better prepare teachers to work with refugee students.
- Results demonstrated higher English proficiency levels among resettled refugees who attended English classes in the camps. There is a need for English classes in the camps prior to resettlement as supported by the low levels of English proficiency among camp refugees and their belief and recognition that English is important to learn before resettlement.

- Beginning language training classes in the camps is advantageous because of higher levels of eventual English proficiency and the possibility to mitigate or prevent future problems in the country of resettlement.
- The results revealed that most participants recognize that grammar is important in learning a foreign language, and that the low level of students' language competence at the outset of courses has impacted on learning grammar. It also showed that teachers ignored the teaching methods as stated in the curriculum but replaced these by applying those they had used in the past.
- The students lack positive motivation towards learning grammar. The results also contributed to raise awareness regarding the importance of choosing appropriate pedagogies for the teaching and learning of grammar, expanding and enriching the literature in this field.
- The results indicated that the treatment can be considered a promising way of supporting learners with diverse challenges to build sight words and improve their reading fluency. All students demonstrated a remarkable enhancement in their performance.
- The reading difficulties can be recovered by repeating words and sentences accurately. Therefore, both paired reading method and other methods applied for treating reading difficulties. The instructor repeats the words or sentences to the individuals with reading difficulties.
- The results showed that the Arabic speakers had difficulties to pronounce eight English consonants. The results also demonstrated that the difficulties experienced by Arabic speakers may differ depending on the country they come from. For instance, a person from Kuwait may experience different problems with English consonants when compared to a person from Lebanon. The results provided insights and assists EFL teachers with the development of teaching strategies that will reduce or eliminate future problems regarding English consonants pronunciation by Arabic speakers.
- The results revealed the factors affected reading difficulties and showed that the cultural schematic, linguistic and attitudinal factors had an effect on

reading difficulties for the students.

- The results showed that refugees' traumas constitute an area extensively investigated by researchers and it seemed that they play an essential role in the students' academic achievement in the host country. Thus, teachers working in class of refugees seem to have limited experience in teaching refugees.
- Lack of training and some sort of non-preparedness on the part of the teachers have also been an important finding of this study which has also been confirmed by relevant research in the field.
- Teachers working with Syrian students were not supported and were not prepared to teach refugee-background students. Teachers noted that they do not have adequate pedagogical skills to teach refugee students.
- One major problem claimed by the respondents was their students' trauma experiences and how to deal with them.
- Young people from refugee and migrant backgrounds can face particular pressure to move at an accelerated pace into employment, before they have had the time, resources, and investment required to develop the confidence needed to speak and write in English.
- The lack of exposure and practice of listening and speaking activities at high school totally contrasts the scene at the university level.
- The results revealed that self-regulation and perceived social support directly affected academic self-efficacy, life satisfaction had a mediating effect on perceived social support, and resilience had self-regulation. It is concluded that in order to increase the academic self-efficacy of refugee students, self-regulation and social support from society should be increased, as well as life satisfaction and resilience against difficulties. Thus, self-regulation, perceived social support and life satisfaction affect academic self-efficacy both directly and indirectly. Life satisfaction directly affects academic self-efficacy and also affects it with the mediation of resilience.
- All learners have common needs and many of them have been explored extensively. The need for fun has been explored as a way to learn more effectively and is not unique to refugees.
- Additionally, the findings showed the need for social learning that could be

associated with the benefits of learning within a community of practice

- The results confirmed the need for language learning tools specifically targeting refugees and answering their unique needs. In fact, the tacit needs for recollection and calm are more likely to be present within refugee communities. The need for recollection was highly present in the discourse of the refugees in Lebanon and Germany and could be caused by memory impairment.
- Using educational technology, especially with students with learning difficulties can help them in many fields. First, it helps them to overcome the difficulties they face in dealing with particular educational processes, such as understanding, pronunciation, thinking, attention, spelling, and cognition.
- Preparing schools to use innovations in educational technology such as ART in order to improve students' skills especially those with learning disabilities in various subjects.
- Developing educational halls called "Computer Labs" existed in schools to meet the needs of students with learning disabilities
- Holding workshops and training courses for teachers in both theoretical and practical dimensions of ART in order to prepare faculty members to handle this technique.
- Supporting curriculum with appendices for each subject using ART.
- Approving a curriculum about innovations of educational techniques such as ART in universities. The results revealed that there are no courses related to these innovations in higher education.

**After analyzing the studies and presenting the most important results, the team prepared the following:**

- ❖ A List of English Learning Difficulties
- ❖ A List of Intervention Strategies
- ❖ A List of Activities and Learning Resources
- ❖ A list of Causative Factors of EFL Learning Difficulties

*(for more details ,visit the website [Ld-me.com](http://Ld-me.com))*

## Second: Preparing the Questionnaire

- The English Team began to prepare the questionnaire based on the survey of previous studies. The questionnaire goes through the following steps :

### Step (1) : Questionnaire Specification

- The questionnaire consisted of three domains. The first domain included four dimensions , the second domain included five dimensions and the last domain was an open ended domain while the first and second domains were close ended . The questionnaire specification can be clarified in the following table :

## Questionnaire Specification

Domain	Dimensions	No of close ended statements	No of open ended statements
<b>First Domain</b> English Language Learning difficulties in the four Skills	<b>First Dimension</b> Listening Difficulties	9	1
	<b>Second Dimension</b> Speaking Difficulties	12	
	<b>Third Dimension</b> Reading Difficulties	16	
	<b>Fourth Dimension</b> Writing Difficulties	12	
<b>Second Domain</b> The Causative factors of English Language learning Difficulties	<b>1.Teacher</b>	14	1
	<b>2.Students</b>	10	
	<b>3.The Content ( Textbook)</b>	12	
	<b>4.Teaching Aids and Methods</b>	7	
	<b>5.Classroom Environment</b>	3	
<b>Third domain:</b> Innovative Teaching remedies for overcoming and dealing with the English language learning difficulties	-----	-----	1



### **Step (2) : Questionnaire Readability**

- After preparing the questionnaire in its initial form, it was applied to number of teachers in three countries ( Lebanon- Syria – Jordan) in order to get any remarks or modifications . After the application, we got three reports from the three countries, and we did all the modifications. (*for more details ,visit the website [Ld-me.com](http://Ld-me.com)*).

### **Step (3) : Questionnaire in its final Form**

- After performing all the remarks and modifications, the questionnaire becomes in its final form.

## **The Results of Questionnaire Application**

### **First : The Quantitative Results**

#### **The Quantitative Results of Questionnaire Application in Lebanon**

The questionnaire was applied to a sample of (50) male and female teachers, and *Weighted Mean* scores were used to identify the reality of the difficulties of learning English from the teachers' point of view in order to reach descriptive data. The study sample members' estimates were classified into three levels. The mean between (2.34 to 3) is high, and from (1.67 to 2.33) is medium, and between (1 to 1.66) is low. It was noted that the length of the period used here is (2/3), i.e. about 0.66. The criterion for judging the values of the mean scores was calculated according to the triple criterion: Higher Degree - Lower Degree- The number of response times. These results can be illustrated by the following table:

**Table : Mean Scores of a sample of teachers' responses on the English language questionnaire domains**

Domain		Items No.	Mean	Weighted Mean	Difficulty level percentage
<b>English Learning Difficulties</b>	Listening Difficulties	9	21.6	2.40	80
	Speaking Difficulties	12	30.66	2.56	85.33
	Reading Difficulties	16	41.18	2.57	85.67
	Writing Difficulties	12	30.62	2.55	85
	Domain As a whole	49	124.06	2.52	84
<b>Causative Factors of EFL Learning Difficulties</b>	Teacher	14	28.14	2.01	67
	Student	10	25.9	2.59	86.33
	The content	12	28.86	2.41	80.33
	Teaching Aids and Methods	7	18.12	2.59	86.33
	Classroom Environment	3	7.52	2.51	83.67
	Domain As a whole	46	108.54	2.47	82.37

### **The Quantitative Results of Questionnaire Application in Jordon**

The questionnaire was applied to a sample of (50) male and female teachers, and Weighted Mean scores were used to identify the reality of the difficulties of learning English from the teachers' point of view in order to reach descriptive data. The study sample members' estimates were classified into three levels. If the mean is between (2.34 to 3) is high, and from (1.67 to 2.33) is the mean , and between (1 to 1.66) it is low. It is noted that the length of the period used here is (2/3), i.e. about 0.66. The criterion for judging the values of the mean scores was calculated according to the triple criterion: Higher Degree - Lower Degree- The number of response times. These results can be illustrated by the following table:

**Table : Mean Scores of a sample of teachers' responses on the English language questionnaire domains**

Domain		Items No.	Mean	Weighted Mean	Difficulty level percentage
<b>English Learning Difficulties</b>	Listening Difficulties	9	20.94	2.33	77.56
	Speaking Difficulties	12	29.48	2.46	81.89
	Reading Difficulties	16	38.40	2.40	80
	Writing Difficulties	12	28.92	2.41	80.33
	Domain As a whole	49	117.74	2.40	80.10
<b>Causative Factors of EFL Learning Difficulties</b>	Teacher	14	29.10	2.08	69.29
	Student	10	23.46	2.35	78.20
	The content	12	25.06	2.09	69.61
	Teaching Aids and Methods	7	16.34	2.33	77.81
	Classroom Environment	3	6.92	2.31	76.89
	Domain As a whole	46	100.88	2.19	73.10

## The Quantitative Results of Questionnaire Application in Syria

The questionnaire was applied to a sample of (50) male and female teachers, and *Weighted Mean* scores were used to identify the reality of the difficulties of learning English from the teachers' point of view in order to reach descriptive data. The study sample members' estimates were classified into three levels. The mean is between (2.34 to 3) is high, and from (1.67 to 2.33) is medium, and between (1 to 1.66) it is low. It is noted that the length of the period used here is (2/3), i.e. about 0.66. The criterion for judging the values of the mean scores was calculated according to the triple criterion: Higher Degree - Lower Degree- The number of response times. These results can be illustrated by the following table:

**Table : Mean Scores of a sample of teachers' responses on the English language questionnaire domains**

Domain		Items No.	Mean	Weighted Mean	Difficulty level percentage
<b>English Learning Difficulties</b>	Listening Difficulties	9	23.49	2.61	87.00
	Speaking Difficulties	12	32.07	2.67	89.08
	Reading Difficulties	16	42.29	2.64	88.10
	Writing Difficulties	12	32.09	2.67	89.14
	Domain As a whole	49	129.95	2.65	88.40
<b>Causative Factors of EFL Learning Difficulties</b>	Teacher	14	37.47	2.68	89.21
	Student	10	27.02	2.70	90.07
	The content	12	31.04	2.59	86.22
	Teaching Aids and Methods	7	19.16	2.74	91.24
	Classroom Environment	3	8.53	2.84	94.78
	Domain As a whole	46	123.22	2.68	89.29

## Second: The Qualitative Results of Questionnaire

After implementing the questionnaire, the teachers replied on the open-ended questions. Their answers were as follows:

Regarding the question on page (7) which stated that :

*"According to your experience, do the refugee students face other difficulties in learning the four English language skills?"*

Teacher's comments about the question are:

- ❖ No, they don't.
- ❖ They have difficulties in grammar, reading and writing a complete paragraph( four teachers opinion)
- ❖ Refugees face many difficulties, and the psychological factors are the strongest ones. I think that their hard conditions keep them far from Corporation with society and learning efficiently
- ❖ They hate English language (2 teachers opinion )
- ❖ Students aren't able to use grammar notes correctly.

Regarding the question on page (12) which stated that :

*"According to your experience, do you think war and financial are considered causative factors of the English language learning difficulties?"*

Teacher's comments about the question are:

- ❖ Yes ,there are causative factors of the psychological condition( 6 teachers opinion)
- ❖ Sure, because if you need to take courses in English to provide your language then you need money to pay. War is also another factor that affects the students desire to learn English language; due to when you are in a war all what you care about is to be safe whereas taking courses or enhancing your ability in speaking English is the last thing that you will think of ;moreover ,war has its psychological impact on the person so the person will be with no desire to do anything (3 teachers opinion).

- ❖ There are many causes such as lack of motivation amongst children.
- ❖ The lack of qualifications among teachers.
- ❖ Lack of electronic technology.
- ❖ Yes ,I think low education level of parents moral and physical problems are considered causative factors of the English language learning difficulties (three teachers opinion).
- ❖ Financial issues are considered causative factors of the English language learning difficulties.

Regarding the question on page (13) which stated that :

*"Identify the innovative remedies for overcoming and dealing with the English language learning difficulties"*

Teacher's comments about the question are:

Difficulties Description	The innovative remedies for overcoming dealing with the English language learning difficulties
<ul style="list-style-type: none"> <li>❖ Don't know reading and writing skills (three teachers' o pinion).</li> <li>❖ There's no knowledge of 4 skills (3 teachers' opinion).</li> <li>❖ Weakness in writing skills (2 teachers' opinion).</li> </ul>	<ul style="list-style-type: none"> <li>❖ I prefer to start with one skill focusing on reading then speaking listening finally writing logical sequence in skills (2 teachers opinion).</li> <li>❖ More active in class.</li> <li>❖ Students work in groups.</li> <li>❖ Using modern technology.</li> <li>❖ Variety of teaching methods (2 teachers' opinions).</li> <li>❖ using remedial activities</li> </ul>

Regarding to the question on page (14) which stated that :

*"According to your teaching experience, write the most important proposed remedies, techniques and strategies that you use to overcome the English language learning difficulties among primary stage pupils"*

## Teacher's comments about the question are:

Difficulties Description	The Innovation to remedies for overcoming and dealing with the English language learning difficulties
<ul style="list-style-type: none"> <li>❖ Pronouncing V and ch sounds.</li> <li>❖ Writing from left to right.</li> <li>❖ Memorizing English words (3 teachers' opinion ).</li> <li>❖ Students suffer in recognizing English language.</li> <li>❖ Teachers are unqualified .</li> <li>❖ we teach artificial English ( 2 teachers opinion).</li> <li>❖ No use of authentic English.</li> <li>❖ Students suffer from hard refugee conditions.</li> <li>❖ we don't need only to motivate students to learn ;we also need to motivate teachers to teach</li> <li>❖ NO teachers Management collaboration</li> <li>❖ Students fear teachers our relationship should be respect not fear .</li> <li>❖ We need a major curriculum makeover</li> <li>❖ Don't practice enough on reading skills (3 teachers opinion ).</li> <li>❖ Unable to spell some words correctly.</li> <li>❖ Refugee students have difficulties in writing simple sentences ( 2 teachers opinion).</li> <li>❖ Classes are overcrowded ( three teachers opinion).</li> <li>❖ Time of the lesson isn't enough.</li> </ul>	<ul style="list-style-type: none"> <li>❖ I repeat the sound many times and I give them any examples about this or these sounds.</li> <li>❖ I explained the right way to start the writing English.</li> <li>❖ Singing songs and using flash cards can help a lot in this thing.</li> <li>❖ Teach reading skills as syllabus.</li> <li>❖ Encourage students to make broadcast in English.</li> <li>❖ Competition as spelling bee competition.</li> <li>❖ Work in groups, pairs and using worksheets.</li> <li>❖ Using modern technology (three teachers opinion ).</li> <li>❖ Remedial activity in teaching (three teachers opinion).</li> <li>❖ variety of teaching methods</li> </ul>



**Table :Open-Ended Questions Outcome with Number Of Repetition**

<b>No. of Rep</b>	<b>The new difficulties</b>	<b>No. of Rep</b>	<b>The new causative of the difficulties</b>	<b>No. of Rep</b>	<b>The new strategies and remedies</b>
4	1.Difficulties in studying at home	8	1. The ignorance of the parents towards their children because of the illiteracy	2	1. Give lectures and courses for teachers to learn how to deal with these difficulties
4	2. refugees students don't practice English outside school	23	2. poverty and the financial situation of the war that prevent the family to find a solution to their children difficulties	3	2. Integration of technology in the classes as projector, Cd
5	3. writing sentences	2	3. feeling unsafe in the host country	3	3.make awareness session for the parents
2	4. silent reading	3	4. child labor		4. have a look back about the given curriculum
5	5. bad handwriting	1	5.The online learning last two years made a huge	2	5.Improve the Environment of the class
2	6.difficulties in distinguishing lower and upper case letters	3	6. school dropout	3	6. make a class of special cases

No. of Rep	The new difficulties	No. of Rep	The new causative of the difficulties	No. of Rep	The new strategies and remedies
1	7.difficulty in describing a picture in a sentence	11	7. lack of materials, technology and worksheet	2	7.foucs on the parts of speech
1	8. student copy past without understanding the meaning	6	8.different levels at same class	2	8. Encourage them to introduce themselves
1	Communicative methods	2	9. bad class environment	3	9. make listening session
1	In ability to express their ideas in English	2	10.student's ignorance of the importance of English language		10. having better base in the kindergarten
1	Marginalization of teaching the English language and giving preference to other subjects	1	11.The students feel of inferiority and less hope	2	11. daily conversation with students
1	Most refugee students did not receive any kind of knowledge for more than 3 years.	2	12.Psychological part	2	12. show them videos every session
1	Grammar in the English language and its application	1	13.Lack of motivation in the class	1	13. give students topic to discuss (presentation)

No. of Rep	The new difficulties	No. of Rep	The new causative of the difficulties	No. of Rep	The new strategies and remedies
2	Yes, there are no listening devices for students to hear people speaking in their native English	3	14.French educated students who moves to study English.	1	14 . start with all the students from the beginning from alphabet
3	lack of professional teachers who apply the new teaching methods. Most of them follow the classical methods in teaching	2	The security		Applying Technology devices
1	Vocabulary is one of the most comprehensive and difficulty	1	A huge course within limited short time	2	New curriculum
1	Inability to pronounce English words.	2	Classes Environment	1	supplying libraries that include books in English for students
3	lack of speaking Lack of listening	5	Crowded classrooms	2	Building more schools
1	There are no English language libraries to enable the student to develop his reading skill	1	self confidence	2	Psychological support and encouragement to learn

No. of Rep	The new difficulties	No. of Rep	The new causative of the difficulties	No. of Rep	The new strategies and remedies
1	They face difficulties in the communication and in the individual differences	2	Classical teaching	2	Applying modern teaching methods
		1	There are no English language libraries to enable the student to develop his reading skill	1	new curriculum which focuses on listening and speaking and supplying listening devices
				1	Building more classes
		2	The biggest difficulty is a psychological condition, a need for moral support, and a change in teachers' style	2	The most important way to give a course for teachers on teaching and psychological skills
		3	Students' financial condition	3	Giving assistance to students, either material or stationery
					Giving extra time for English lessons
		2	Teacher's salary is very low	3	Supporting teacher financially. Providing schools with all teaching aids

### Third : Preparing Tests

The English Team began to prepare the tests ( one test for the third grade and another for the six grade) . The tests go through the following steps :

**Step (1) : Looking at the curricula of the six grades in the three countries**

**Pictures of Some English Language Books Covers in the Three Countries (Syria- Jordon- Lebanon)**

Syria	Lebanon	Jordon
		

**Step (2) : preparing a Scope and sequence matrix for English academic content at the primary stage in the  
Three Countries (Syria- Jordon- Lebanon)**

Domain	Country	Grade one	Grade two	Grade three	Grade four	Grade five	Grade six
Knowledge and Understanding	<b>Jordan</b>	Identifying People Identifying objects and their colors Describing: objects, daily activities Introducing people	Recognizing letter-sound relation Greeting Describing: objects, daily activities, animals, pictures, ability and state, illness	Prepositions of Place Telling the time Describing Weather observe weather conditions and seasons identify basic jobs	Recognizing letter-sound relationships Introducing oneself and others recognize numbers 22-29	Identify shapes, acquire awareness of the shapes. Use the present simple of “to be and to have” to describe objects such as “It’s a square. A square has four equal sides.” understand simple reading Material. Concerning the national Jordanian identity.	Recognize opinion Use correct intonation for questions and Statements. Identifies the key ideas and details of a text and analyze how these are developed over the course of the text. Recognize new information expressed by others, and explain how this information has Changed, reinforced, or challenged my thinking.
	<b>Syria</b>	-Expressing likes -Counting numbers 1-5) Introduce yourself -Describing people and objects. -Asking about parts of the body	-Greeting and responding -Describing pictures, actions, or illness -Asking politely -Telling about possessions’.	-Introducing yourself -Talking about your family - Describing feelings	-Talking about holidays, places, animals -Describing the weather	-Talking about things, objects, books, films, computers, and animals.	- Talking about quantities -Discussing health

Domain	Country	Grade one	Grade two	Grade three	Grade four	Grade five	Grade six
	Lebanon	<ul style="list-style-type: none"> <li>-Mime actions or feelings.</li> <li>-Recall specific facts and details.</li> <li>-Match synonyms with antonyms or with simple definitions.</li> <li>-Identify beginning, middle, and end of story.</li> <li>-Identify words heard.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify genre of audio input.</li> <li>-Match simple description to pictures.</li> <li>-Follow instructions to fill in simple forms and charts.</li> <li>-Recognize soft 'g' and soft 'c' by circling these sounds in known words.</li> <li>-Identify the diagraphs 'wh', 'th' and 'wr' in corresponding pictures.</li> <li>-Listen to simple description of soothing and guess that it is.</li> </ul>	<ul style="list-style-type: none"> <li>-Write a short unprepared dictation.</li> <li>- Identify the 'oo', 'au', 'ei', 'aw', 'ow', 'ew', 'oy', vowel blends/teams.</li> <li>-Recognize compound words containing short and long vowels.</li> <li>-Count</li> </ul>	<ul style="list-style-type: none"> <li>-Comprehend spoken discourse.</li> <li>-Relate the actions and/or feelings of speakers to personal experiences.</li> <li>-Recognize the lexical family to which a word belongs.</li> <li>-Comprehend varied written discourse.</li> <li>-Recall stated main idea and/or details</li> </ul>	<ul style="list-style-type: none"> <li>-Identify phrases and sentences that have been added to original version.</li> <li>-Relate content or /and message heard to personal experiences or prior knowledge.</li> <li>-Comprehend basic body language.</li> <li>-Repeat poems and songs.</li> <li>-Provide rhyming words to the end of lines of a verse.</li> <li>-Complete a simple response checklist on a peers' oral presentation.</li> <li>-Cite key terms, transitional, &amp; discourse markers.</li> <li>-Identify the meaning of a spoken word in a short discourse.</li> <li>-Recall main ideas, actions, objects, or events,</li> </ul>	<ul style="list-style-type: none"> <li>-Recognize irrelevant information.</li> <li>-Follow set of instructions.</li> <li>-Repeat poems with attention to rhyme and rhythm.</li> <li>-Discuss hidden messages in speaker's short talk or dialogue.</li> <li>-Give definitions of new words.</li> <li>-Identify and explain pronoun referents.</li> <li>-Recognize and provide synonyms, antonyms, homographs, and homophones.</li> <li>-Read grade-level text orally with accuracy.</li> <li>-Identify the discourse markers.</li> <li>-Discuss main ideas and events in informational and narrative passages.</li> </ul>



Domain	Country	Grade one	Grade two	Grade three	Grade four	Grade five	Grade six
Intellectual Skills	Jordan	<ul style="list-style-type: none"> <li>-Counting (Numbers 1-10)</li> <li>-Describing: objects, daily activities, animals, pictures, ability and state, illness</li> <li>-Match familiar dictated words to written synonyms.</li> <li>-Classify a set of dictated words into semantic groups.</li> </ul>	<ul style="list-style-type: none"> <li>-Counting (Numbers 1-21)</li> <li>-Describing: objects, daily activities, animals, pictures, ability and state, illness</li> </ul>	<ul style="list-style-type: none"> <li>-Communicate in English clearly and correctly in the context of basic and simple guided short exchanges and presentations.</li> <li>-Describing Weather</li> </ul>	<ul style="list-style-type: none"> <li>-Appreciating value of: time, sport, Jordanian culture , the environment</li> <li>-Use complete sentences in short, simple guided exchanges based on familiar situations</li> <li>-Make connections between prior knowledge of daily used objects and simple reading material</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast objects using the present and the past tenses with the conjunction but: “It was six Squares, but now it is a box.”</li> <li>- Write simple sentences describing the Jordanian Costumes in the past.</li> <li>-Participate in a conversation about frequency of one’s activities (using adverbs of frequency)</li> <li>- Determine the meaning of the adverbs of frequency and their functions as they are used in a text.</li> <li>-Classify words into semantic or lexical families. -Write meaningful sentences using verb going to for Future plans and</li> </ul>	<ul style="list-style-type: none"> <li>- Scanning Information</li> <li>- use simple sentences to talk with a partner or a small group about familiar and unfamiliar situations</li> <li>- Expressing numerical facts and opinions</li> <li>- Write a simple information paragraph of four or five sentences</li> <li>- Claims and findings, in a clear manner with relevant and appropriate evidence.</li> </ul>

Domain	Country	Grade one	Grade two	Grade three	Grade four	Grade five	Grade six
						practice of the negative form of it. -Take down specific structures. -Infer grammar rules from examples.	
	<b>Syria</b>		-Making suggestion -Talking about activities. -Making polite request.	- Asking for and giving information Describing location Expressing likes and dislikes -Expressing ability Expressing preferences Expressing frequency	Expressing ability in the past. Describing actions - Making offers. Guessing the meaning of unknown words -Giving advice Expressing obligation Making comparisons	-Giving suggestion. - Making plans. -Describing possessions -Giving Instructions. - Making Comparisons. - Expressing obligation -Making invitation. -picture dictionary.	- Giving instructions - Linking the past to the present -Describing a process - Giving advice , -Giving reasons -Expressing intention - Comparing places - Asking for permission -Making requests - Describing rules of sports. - Making predictions -Talking about probability - Comparing and contrasting the Life in the country and life in the city
		-Match sounds heard to actual objects. -Write a list of dictated words.	-Select the most appropriate ending. -Write a short list of dictated	-Infer the speakers tone -Organize ‘wh’ slots and character	-Predict content or outcomes of situations. -Distinguish between main	-Draw a picture to match oral description. -Take down specific information and structures.	-Generate questions on text. -Arrange ideas and details using graphic organizers. -Compare and contrast different descriptions of one

Domain	Country	Grade one	Grade two	Grade three	Grade four	Grade five	Grade six
	Lebanon		<p>sentences.</p> <p>-List double vowel words under appropriate vowel headings.</p> <p>-Select pictures from a pile which contain the 'r' blends (pr, fr, tr, dr, gr, br).</p> <p>-Add suffixes 'es' 'er', 'ing', 'ful', 's' to familiar one-syllable words.</p> <p>-Make comparison.</p> <p>-Give reasons (Justify).</p> <p>-Infer reasons.</p> <p>-Use a dictionary to check spelling.</p>	<p>-Describe key elements of a story.</p> <p>-Listen to detailed description of something and guess what is it.</p> <p>-Comprehend and interpreted what is heard.</p> <p>- Generate antonyms, synonyms, and definitions for words heard.</p> <p>-Construct meaningful sentences.</p> <p>-Categories words which contain soft 'c'.</p> <p>-Add suffixes 'ly', 'y', to appropriate words in a text.</p> <p>- Contrast two characters.</p> <p>-Create as many</p>	<p>idea and details.</p> <p>-Organize ideas in sequence.</p> <p>- Infer logical consequences after reading a text.</p> <p>- Express personal feelings about characters, events, stories, visual, etc.</p> <p>- Interpret and use correction signs and symbols.</p>	<p>-Interpret tone of speakers.</p> <p>-Infer similarities and differences of physical descriptions heard.</p> <p>-Draw plausible conclusions of situations.</p> <p>-Predict content of a text by accessing prior knowledge and experience.</p> <p>-Compare and contrast major similarities and differences between two objects, characters, activities, etc.</p> <p>-Evaluate the author's solution with reference to details in text.</p> <p>-Determine word meaning through analysis of suffixes and prefixes.</p> <p>-Explain the message of a printed visual or graphic material.</p> <p>-Write letters to friends.</p>	<p>item, event or person.</p> <p>-Interpret non-verbal communication.</p> <p>-Paraphrase the contents of a short text using complete sentences.</p> <p>-Distinguish between personal opinions and factual opinions.</p> <p>-Differentiate between fiction and non-fiction.</p> <p>-Discuss elements of fiction and non-fiction.</p> <p>-Predict content of a text.</p> <p>-Justify and confirm inferences about outcomes.</p> <p>-Categories similarities and differences between characters, actions, feelings, etc.</p> <p>-Analyze word parts to deduce meaning of new words.</p>

Domain	Country	Grade one	Grade two	Grade three	Grade four	Grade five	Grade six
				words as one can from a given word. -Brainstorm appropriate topic and concluding sentences.			
<b>Professional and Practical Skills</b>	<b>Jordan</b>	Describing: objects, daily activities, animals, pictures, ability and state, illness		- Talk about activities - Express actions happening now -Ask and answer about the time	-Ask and answer short, simple questions using Wh- words	- Show appreciation of the value of activities -Express frequency Judging the order of sentences correctly. - Ask and answer questions about the Jordanian costumes in the present and the past.	- write informative descriptive texts to examine a topic, convey ideas, and explain concepts and information through the selection, organization, and analysis of relevant content as it pertains to a claim.
	<b>Syria</b>	-Offering food Asking about animals -Asking about possessions - Giving Instructions.	- Talking about ability -Asking politely and responding. -Telling the time	- Asking for and giving information. -Describing actions	- Asking and answering questions.	-Talking about methods of communication -Talking about places.	- Talking about shopping - Talking about completed and incomplete actions -Talking about events in the present and in the past
	<b>Lebanon</b>	Point to a picture being described. -Respond to	-React to what was heard. -Reproduce schwa sound in	-Chart events mentioned in chronological order.	-Connect new vocabulary to meaning. -Ask and	-Respond physically to verbal messages. -Read grade – level text orally with accuracy.	-Retell story in own words. -Restate steps in a process. -Plot main ideas and details using graphics organizers.

Domain	Country	Grade one	Grade two	Grade three	Grade four	Grade five	Grade six
		simple oral instruction. -Point to and name individual lower case and capital letters. - Cross out words that do not belong to the given lexical category.	sentences that contain definite and indefinite articles. -Read regular double vowel. -Replace proper nouns in a text with their pronouns referents.	- Associated ‘y’ with the vowels sounds. -Generate antonyms, synonymous, and definitions for words heard. Develop grammatical competence.	respond to ‘wh’, ‘yes’, ‘No’, and ‘T/F’ questions in complete sentences. -Link pronouns to referents. -Label or suggest synonyms and antonyms.	-Talk about various content – matter areas. -Detect and describe differences. -State reasons to support an opinion.	-Comment on tone. -Chart common derivatives from base. -Suggest plans for projects, games, holidays
General and Transferable Skills	Jordan			Communicate in English clearly and correctly in the context of basic and simple guided short exchanges and presentations.	-Participate in short, simple guided exchanges about one’s daily life -Describe sport, daily action, location, people & Places. - Determine the meaning of words of daily used objects.	- Participate in simple classroom exchanges about Jordan important sites.	- Use simple sentences to talk with a partner about, wishes /t leisure activities

Domain	Country	Grade one	Grade two	Grade three	Grade four	Grade five	Grade six
	<b>Syria</b>		-Talking about daily routines	- Talking about school subjects	- Talking about the past.		- Talking about the future. -Talking about personal details - Talking about time -Describing special things
	<b>Lebanon</b>	-Add missing details to a story. -Put events in story in order in which they occur.	-Orally select the best main idea stated explicitly. -Enter data on a graph and comment on it. -Offer and request assistance during group work. -Empathize with other people or animals.	- Retell a story in sequence using chronological connectors. - Answer open-ended questions. - Propose logical solutions to problems. -Empathize with characters in a story.	-Contribute constructively to conversation and role play. -Report on school activities, major events of a story , community life, etc. -Writing simple narrative paragraph with clear opening and concluding sentences.	-Form and respond to referential questions. -Respond physically to verbal messages. - Arrange ideas into story frames and webs. -Describe past events. -Initiate a conversation with peers or adults.	--Comment on oral description. -Provide alternative solutions to problems. -Relate characters to actions and settings. -Write labels for missing elements in non-prose texts (graphs, charts, diagrams.) -Empathize with problems of others.

- **Step (3)** : Presenting the tests to a specialist in measurement and evaluation in order to evaluate it . Then we got the report from her . (*for more details ,visit the website [Ld-me.com](http://Ld-me.com)*).
- **Step (4)** : After doing all the comments presented in the reports . We piloted the tests in the three countries to get any remark before the final form
- **Step (5)** : The English team received reports form the three countries included some comments and did all the comments as follows:-

### Exams Feedback

- Examinations in general are used as a way to assess students understanding to material and assess the extent of the information receipt. We have some comments about third & sixth grade exams.

#### Third Grade Exam:

- First question in third grade exam was unique and it goes well with students.
- Speaking part, might be hard to apply because most students aren't familiar with it ,students levels different so each student will take different time to answer it and time of the exam is limited.
- Length of the exam and the huge number of listening questions isn't practical and make it hard to apply.
- Time and marks should be added to encourage students to answer.

#### Sixth Grade Exam:

- Writing part has a lot of paragraphs that might confuse Ss.
- Number of listening questions is good
- The exam is clear, and the number of questions is good.
- Time and marks should be added to encourage students to answer.



- **Step (6) :** After performing all the modifications , the tests became in their final forms .
- **Step (7) :** Tests Reliability

The reliability of the tests was measured by using the half-split method. The following are the results of the reliability of the tests in the three countries as follows:

### Tests Reliability in Lebanon

#### The Reliability of the English Language Test Stage (1-3)

The reliability of the test was calculated by the half-split method by dividing the test into two halves (single items (36 items) - pairwise items (36 items) on a sample of 31 child. The correlation coefficient was calculated between the two halves. The split-half correction factor was calculated using the Spearman-Brown method and Guttman's method. The results were as in the following table:

Table : the reliability coefficient of the English language Test stage (1-3)

Test	Correlation coefficient between the two halves	The split-half	
		Guttman	Spearman-Brown
English language Test (1-3)	0.95	0.97	0.97

It is shown from the previous table that the coefficient of reliability, whether by the Spearman-Brown method or the Guttman method, was 0.97, which is a high value, that indicates the reliability of the test.

#### The Reliability of the English Language Test Stage (4-6)

The reliability of the test was calculated by the half-split method by dividing the test into two halves (single items (27 items) - pairwise items (26 items) on a sample of 30 children. the correlation coefficient was calculated between the two halves. The split-half correction factor was calculated using the Spearman-Brown method and Guttman's method. The results were as in the following table:

**Table: the reliability coefficient of the English language Test stage (1-3)**

Test	Correlation coefficient between the two halves	The split-half	
English language Test (1-3)		Guttman	Spearman-Brown
		0.9	0.9

It is shown from the previous table that the coefficient of reliability, whether by the Spearman-Brown method or the Guttman method, was 0.9, which is a high value, that indicates the reliability of the test.

### Tests Reliability in Syria

#### The Reliability of the English Language Test Stage (1-3)

The reliability of the test was calculated by the half-split method by dividing the test into two halves (single items (36 items) - pairwise items (36 items) on a sample of 30 children. The correlation coefficient was calculated between the two halves. The split-half correction factor was calculated using the Spearman-Brown method and Guttman's method. The results were as in the following table:

**Table : the reliability coefficient of the English language Test stage (1-3)**

Test	Correlation coefficient between the two halves	The split-half	
English language Test (1-3)		Guttman	Spearman-Brown
		89.0	89.0

It is shown from the previous table that the coefficient of reliability, whether by the Spearman-Brown method or the Guttman method, was 0.89, which is a high value, that indicates the reliability of the test.

### Success Percent in the English Language Test Stage (1-3)

The number of those who obtained a score equal to or above 50% of the test's maximum score was calculated and the percentage of these children was calculated, and the results were as in the following table:

Test	High Score of the Test	Total Number of Children	Number of individuals with a grade equal to or above 50%	Percentage
English language Test (1-3)	27	30	0	%0

It is clear from the previous table that the number of those who obtained a score equal to or higher than 50% of the value of the maximum score on the test was (0) with a percentage of (0%).

### The Reliability of the English Language Test Stage (4-6)

The reliability of the test was calculated by the half-split method by dividing the test into two halves (single items (27 items) - pairwise items (26 items) on a sample of 30 children. The correlation coefficient was calculated between the two halves. The split-half correction factor was calculated using the Spearman-Brown method and Guttman's method. The results were as in the following table:

Table : the reliability coefficient of the English language Test stage (4-6)

Test	Correlation coefficient between the two halves	The split-half	
English language Test (4-6)		Guttman	Spearman-Brown
		28.0	09.0

It is shown from the previous table that the coefficient of reliability, whether by the Spearman-Brown method or the Guttman method, was 0.90, which is a high value, that indicates the reliability of the test.

## Success Percent in the English Language Test Stage (4-6)

The number of those who obtained a score equal to or above 50% of the test's maximum score was calculated and the percentage of these children was calculated, and the results were as in the following table:

Test	High Score of the Test	Total Number of Children	Number of individuals with a grade equal to or above 50%	Percentage
English language Test (4-6)	53	30	0	%0

It is clear from the previous table that the number of those who obtained a score equal to or higher than 50% of the value of the maximum score on the test was (0) with a percentage of (0 ).

## Tests Reliability in Jordon

### The Reliability of the English Language Test Stage (1-3)

The reliability of the test was calculated by the half-split method by dividing the test into two halves (single items (37 items) - pairwise items (36 items) on a sample of 28 children. The correlation coefficient was calculated between the two halves. The split-half correction factor was calculated using the Spearman-Brown method and Guttman's method. The results were as in the following table:

Table :the reliability coefficient of the English language Test stage (1-3)

Test	Correlation coefficient between the two halves	The split-half	
English language Test (1-3)		Guttman	Spearman-Brown
	89.0	94.0	94.0

It is shown from the previous table that the coefficient of reliability, whether by the Spearman-Brown method or the Guttman method, was 0.94, which is a high value, that indicates the reliability of the test.

### Success Percent in the English Language Test Stage (1-3)

The number of those who obtained a score equal to or above 50% of the test's maximum score was calculated and the percentage of these children was calculated, and the results were as in the following table:

Test	High Score of the Test	Total Number of Children	Number of individuals with a grade equal to or above 50%	Percentage
English language Test (1-3)	73	28	7	%25

It is clear from the previous table that the number of those who obtained a score equal to or higher than 50% of the value of the maximum score on the test was (7) with a percentage of (25%).

### The Reliability of the English Language Test Stage (4-6)

The reliability of the test was calculated by the half-split method by dividing the test into two halves (single items (20 items) - pairwise items (20 items) on a sample of 30 children . The correlation coefficient was calculated between the two halves. The split-half correction factor was calculated using the Spearman-Brown method and Guttman's method. The results were as in the following table:

Table :the reliability coefficient of the English language Test stage (4-6)

Test	Correlation coefficient between the two halves	The split-half	
English language Test (4-6)		Guttman	Spearman-Brown
		48.0	19.0

It is shown from the previous table that the coefficient of reliability, whether by the Spearman-Brown method or the Guttman method, was 0.91, which is a high value, that indicates the reliability of the test.

## Success Percent in the English Language Test Stage (4-6)

The number of those who obtained a score equal to or above 50% of the test's maximum score was calculated and the percentage of these children was calculated, and the results were as in the following table:

Test	High Score of the Test	Total Number of Children	Number of individuals with a grade equal to or above 50%	Percentage
English language Test (4-6)	40	30	8	%26.67

It is clear from the previous table that the number of those who obtained a score equal to or higher than 50% of the value of the maximum score on the test was (8) with a percentage of (% 26.67 ).

## Step (8) : Tests Specification

### An English Test for Grade Three

Part	Difficulties	Question Number
Part (1)	Listening Skills	(1), (2), (3) , (4)
Part (2)	Speaking Skills	(1), (2), (3)
Part (3)	Reading Skills	(1), (2)
Part (4)	Writing Skills	(1), (2), (3) , (4)

### An English Test for Grade Six

Part	Difficulties	Question Number
Part (1)	Listening Skills	(1), (2), (3)
Part (2)	Speaking Skills	(1)
Part (3)	Reading Skills	(1), (2)
Part (4)	Writing Skills	(1), (2), (3) , (4),(5)

## The Results of Tests Application

### The Results of the English Language Test Stage (1-3) in Lebanon

The mean and standard deviations were calculated for each domain of the English language test, as well as the total score on the sample of (502) students. The percentage of the number of students with a score (less than 50%) was calculated, and their score was between 50% and less than 75%, and those with a grade above 75%) on each domain and the total score, and the following table shows the results reached in this regard:

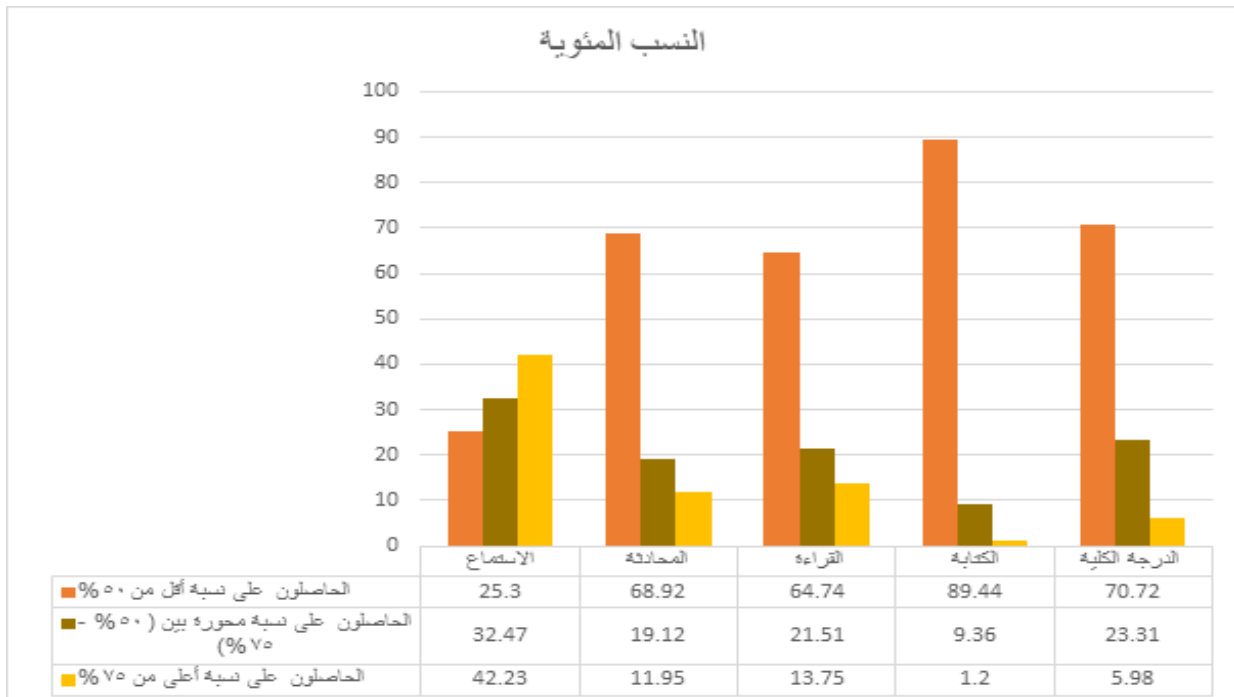
**Table :The Results of the English Language Test Stage (1-3)**

Domain	Total Sample No	Items No	Mean	Standard Deviation	Those with a score less than 50%		Those with a score between (50% - 75%)		Those with a score above 75%	
					F	%	F	%	F	%
Listening	502	21	13.85	5.05	127	25.30	163	32.47	212	42.23
Speaking	502	15	4.93	4.62	346	68.92	96	19.12	60	11.95
Reading	502	15	6.26	4.08	325	64.74	108	21.51	69	13.75
Writing	502	22	4.40	4.40	449	89.44	47	9.36	6	1.20
Total Score	502	73	29.44	14.29	355	70.72	117	23.31	30	5.98

It was shown from the previous table that the mean scores of the listening domain was 13.85, and the number of students who obtained a degree of less than 50% was (127) students with a percentage of 25.30%, and the number of students who obtained a degree ranged between 50% - 75% was (163) students, with a percentage of 32.47%. The number of students who obtained a degree above 75% was (212) students, with a percentage of

42.23%. It was shown from the previous table that the mean scores of the speaking domain was 4.93, and the number of students who obtained a degree of less than 50% was (346) students with a percentage of 68.92%, and the number of students who obtained a degree ranged between 50% - 75% was (96) students, with a percentage of 19.12%, . The number of students who obtained a degree above 75% was (60) students, with a percentage of 11.95%. It was shown from the previous table that the mean scores of the reading domain was 6.26, and the number of students who obtained a degree of less than 50% was (325) students with a percentage of 64.74%, and the number of students who obtained a degree ranged between 50% - 75% was (108) students, with a percentage of 21.51%, . The number of students who obtained a degree above 75% was (69) students, with a percentage of 13.75%. It was shown from the previous table that the mean scores of the writing domain was 4.40, and the number of students who obtained a degree of less than 50% was (449) students with a percentage of 89.44%, and the number of students who obtained a degree ranged between 50% - 75% was (47) students, with a percentage of 9.36%, . The number of students who obtained a degree above 75% was (6) students, with a percentage of 1.20%. It was shown from the previous table that the mean scores of the total score was 29.44, and the number of students who obtained a degree of less than 50% was (355) students with a percentage of 70.72%, and the number of students who obtained a degree ranged between 50% - 75% was (117) students, with a percentage of 23.31%, . The number of students who obtained a degree above 75% was (30) students, with a percentage of 5.98%. This result can be illustrated by the following figure:





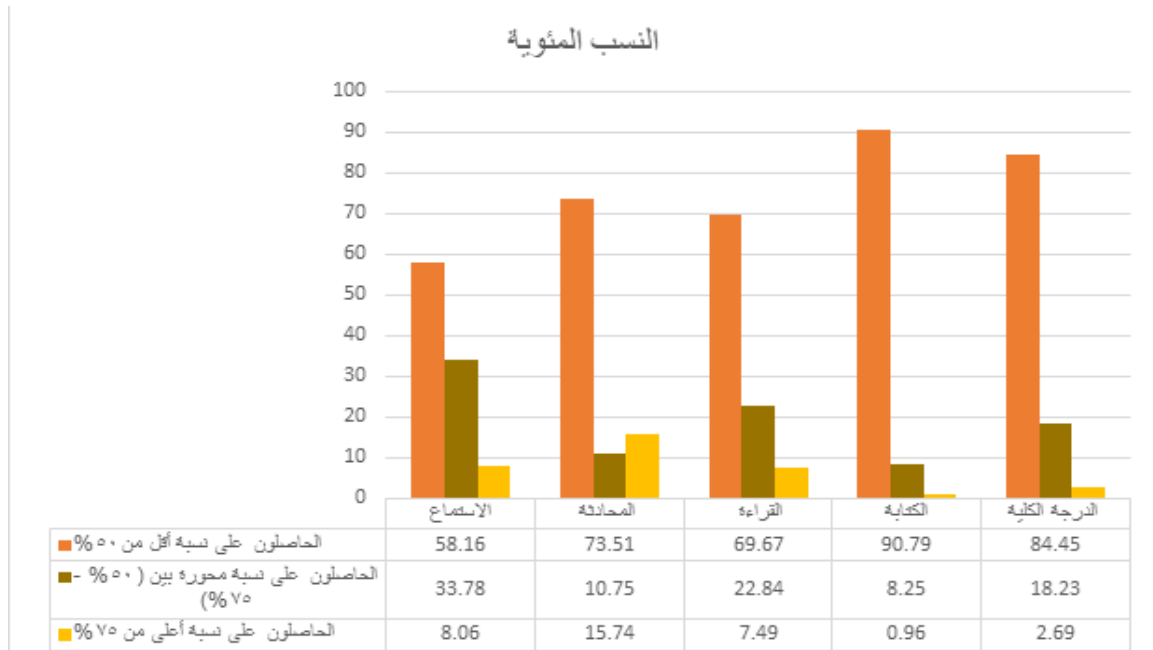
## The Results of the English Language Test Stage (4-6) in Lebanon

The mean and standard deviations were calculated for each domain of the English language test, as well as the total score on the sample of (521) students. The percentage of the number of students with a score (less than 50%) was calculated, and their score was between 50% and less than 75%, and those with a grade above 75%) on each domain and the total score, and the following table shows the results reached in this regard:

**Table: The Results of the English Language Test Stage (4-6)**

Domain	Total Sample No	Items No	Mean	Standard Deviation	Those with a score less than 50%		Those with a score between (50% - 75%)		Those with a score above 75%	
					F	%	F	%	F	%
Listening	521	14	6.21	2.70	303	58.16	176	33.78	42	8.06
Speaking	521	9	2.90	2.88	383	73.51	56	10.75	82	15.74
Reading	521	7	2.77	1.67	363	69.67	119	22.84	39	7.49
Writing	521	23	5.68	3.76	473	90.79	43	8.25	5	0.96
Total Score	521	53	17.55	9.14	440	84.45	95	18.23	14	2.69

It was shown from the previous table that the mean scores of the listening domain was 6.21, and the number of students who obtained a degree of less than 50% was (303) students with a percentage of 58.16%, and the number of students who obtained a degree ranged between 50% - 75% was (176) students, with a percentage of 33.78%. The number of students who obtained a degree above 75% was (42) students, with a percentage of 8.06%. It was shown from the previous table that the mean scores of the speaking domain was 2.90, and the number of students who obtained a degree of less than 50% was (383) students with a percentage of 51.73%, and the number of students who obtained a degree ranged between 50% - 75% was (56) students, with a percentage of 10.75%, . The number of students who obtained a degree above 75% was (82) students, with a percentage of 15.74%. It was shown from the previous table that the mean scores of the reading domain was 2.77, and the number of students who obtained a degree of less than 50% was (363) students with a percentage of 69.67%, and the number of students who obtained a degree ranged between 50% - 75% was (119) students, with a percentage of 22.84%, . The number of students who obtained a degree above 75% was (39) students, with a percentage of 7.49%. It was shown from the previous table that the mean scores of the writing domain was 5.68, and the number of students who obtained a degree of less than 50% was (473) students with a percentage of 90.79%, and the number of students who obtained a degree ranged between 50% - 75% was (43) students, with a percentage of 8.25%, . The number of students who obtained a degree above 75% was (5) students, with a percentage of 0.96%. It was shown from the previous table that the mean scores of the total score was 17.55, and the number of students who obtained a degree of less than 50% was (440) students with a percentage of 84.45%, and the number of students who obtained a degree ranged between 50% - 75% was (95) students, with a percentage of 18.23%, . The number of students who obtained a degree above 75% was (14) students, with a percentage of 2.69%. This result can be illustrated by the following figure:



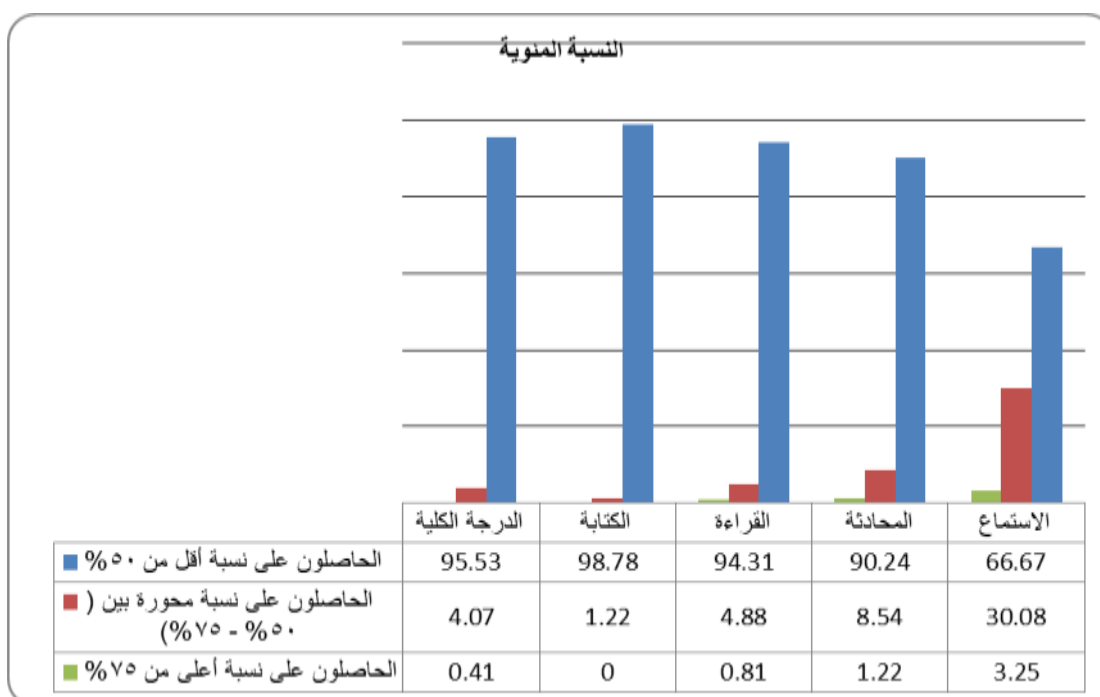
### The Results of the English Language Test Stage (1-3) in Jordan

The mean and standard deviations were calculated for each domain of the English language test, as well as the total score on the sample of (246) students. The percentage of the number of students with a score (less than 50%) was calculated, and their score was between 50% and less than 75%, and those with a grade above 75%) on each domain and the total score, and the following table shows the results reached in this regard:

**Table: The Results of the English Language Test Stage (1-3)**

Domain	Total Sample No	Items No	Mean	Standard Deviation	Those with a score less than 50%		Those with a score between (50% - 75%)		Those with a score above 75%	
					F	%	F	%	F	%
Listening	246	21	9.08	4.07	164	66.67	74	30.08	8	3.25
Speaking	246	15	2.48	2.92	222	90.24	21	8.54	3	1.22
Reading	246	15	3.11	2.48	232	94.31	12	4.88	2	0.81
Writing	246	21	1.62	2.26	243	98.78	3	1.22	0	0
Total Score	246	72	16.28	9.17	235	95.53	10	4.07	1	0.41

It was shown from the previous table that the mean scores of the listening domain was 9.08, and the number of students who obtained a degree of less than 50% was (164) students with a percentage of 66.67%, and the number of students who obtained a degree ranged between 50% - 75% was (74) students, with a percentage of 30.08%, . The number of students who obtained a degree above 75% was (8) students, with a percentage of 3.25%. It was shown from the previous table that the mean scores of the speaking domain was 2.48, and the number of students who obtained a degree of less than 50% was (222) students with a percentage of 90.24%, and the number of students who obtained a degree ranged between 50% - 75% was (21) students, with a percentage of 8.54%, . The number of students who obtained a degree above 75% was (8) students, with a percentage of 1.22%. It was shown from the previous table that the mean scores of the reading domain was 3.11, and the number of students who obtained a degree of less than 50% was (232) students with a percentage of 94.31%, and the number of students who obtained a degree ranged between 50% - 75% was (12) students, with a percentage of 4.88%, . The number of students who obtained a degree above 75% was (2) students, with a percentage of 0.81%. It was shown from the previous table that the mean scores of the writing domain was 1.62, and the number of students who obtained a degree of less than 50% (243) students with a percentage of 98.78%, and the number of students who obtained a degree ranged between 50% - 75% was (3) students, with a percentage of 1.22%, . The number of students who obtained a degree above 75% was (0) students, with a percentage of 0.0%. It was shown from the previous table that the mean scores of the total score was 16.28, and the number of students who obtained a degree of less than 50% was (235) students with a percentage of 95.53%, and the number of students who obtained a degree ranged between 50% - 75% was (10) students, with a percentage of 4.07%, . The number of students who obtained a degree above 75% was (1) students, with a percentage of 0.41%. This result can be illustrated by the following figure:



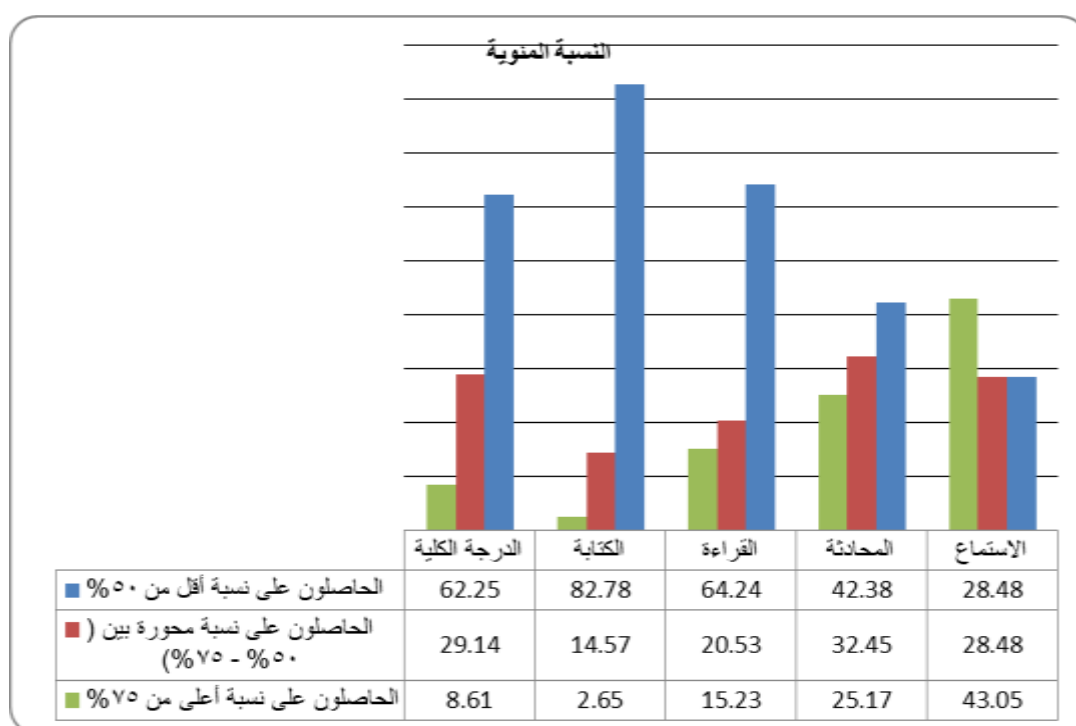
## The Results of the English Language Test Stage (4-6) in Jordon

The mean and standard deviations were calculated for each domain of the English language test, as well as the total score on the sample of (251) students. The percentage of the number of students with a score (less than 50%) was calculated, and their score was between 50% and less than 75%, and those with a grade above 75%) on each domain and the total score, and the following table shows the results reached in this regard:

**Table : The Results of the English Language Test Stage (4-6)**

Domain	Total Sample No	Items No	Mean	Standard Deviation	Those with a score less than 50%		Those with a score between (50% - 75%)		Those with a score above 75%	
					F	%	F	%	F	%
Listening	251	14	9.56	3.18	50	19.92	86	34.26	115	45.82
Speaking	251	9	5.49	2.84	75	29.88	111	44.22	65	25.9
Reading	251	7	3.96	2.18	102	40.64	79	31.47	70	27.89
Writing	251	23	8.19	4.91	174	69.32	72	28.69	5	1.99
Total Score	251	53	27.20	10.76	105	41.83	120	47.81	26	10.36

It was shown from the previous table that the mean scores of the listening domain was 9.56, and the number of students who obtained a degree of less than 50% was (50) students with a percentage of 19.92%, and the number of students who obtained a degree ranged between 50% - 75% was (86) students, with a percentage of 34.26%, . The number of students who obtained a degree above 75% was (115) students, with a percentage of 45.82%. It was shown from the previous table that the mean scores of the speaking domain was 5.49, and the number of students who obtained a degree of less than 50% was (75) students with a percentage of 29.88%, and the number of students who obtained a degree ranged between 50% - 75% was (111) students, with a percentage of 44.22%, . The number of students who obtained a degree above 75% was (65) students, with a percentage of 25.9%. It was shown from the previous table that the mean scores of the reading domain was 3.96, and the number of students who obtained a degree of less than 50% was (102) students with a percentage of 40.64%, and the number of students who obtained a degree ranged between 50% - 75% was (79) students, with a percentage of 31.47%, . The number of students who obtained a degree above 75% was (70) students, with a percentage of 27.89%. It was shown from the previous table that the mean scores of the writing domain was 8.19, and the number of students who obtained a degree of less than 50% was (174) students with a percentage of 69.32%, and the number of students who obtained a degree ranged between 50% - 75% was (72) students, with a percentage of 28.69%, . The number of students who obtained a degree above 75% was (5) students, with a percentage of 1.99%. It was shown from the previous table that the mean scores of the total score was 27.2, and the number of students who obtained a degree of less than 50% was (105) students with a percentage of 41.83%, and the number of students who obtained a degree ranged between 50% - 75% was (120) students, with a percentage of 47.81%, . The number of students who obtained a degree above 75% was (26) students, with a percentage of 10.36%. This result can be illustrated by the following figure:



## The Results of the English Language Test Stage (1-3) in Syria

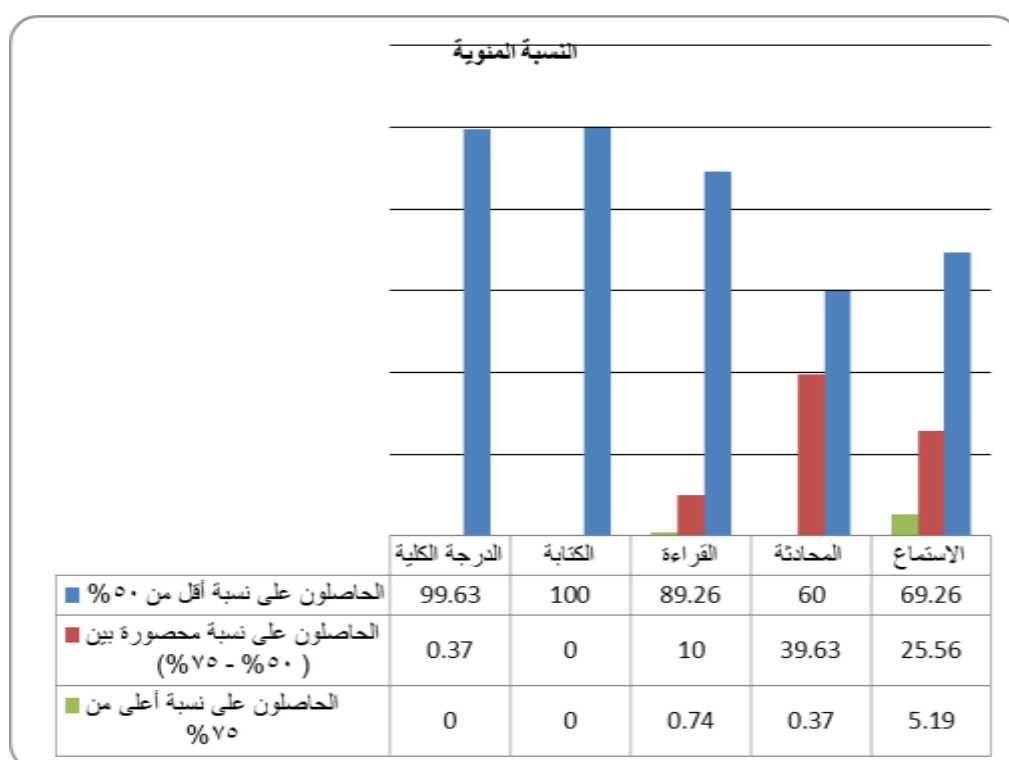
The mean and standard deviations were calculated for each domain of the English language test, as well as the total score on the sample of (270) students. The percentage of the number of students with a score (less than 50%) was calculated, and their score was between 50% and less than 75%, and those with a grade above 75%) on each domain and the total score, and the following table shows the results reached in this regard:

**Table :The Results of the English Language Test Stage (1-3)**

Domain	Total Sample No	Items No	Mean	Standard Deviation	Those with a score less than 50%		Those with a score between (50% - 75%)		Those with a score above 75%	
					F	%	F	%	F	%
Listening	270	21	8.42	4.54	187	69.26	69	25.56	14	5.19
Speaking	270	15	4.21	4.07	162	60	107	39.63	1	0.37
Reading	270	15	4.04	2.92	241	89.26	27	10	2	0.74
Writing	270	21	2.64	2.15	270	100	0	0	0	0
Total Score	270	72	19.31	5.90	269	99.63	1	0.37	0	0

It was shown from the previous table that the mean scores of the listening domain was 8.24, and the number of students who obtained a degree of less than 50% was (187) students with a percentage of 69.26%, and the number of students who obtained a degree ranged between 50% - 75% was (69) students, with a percentage of 25.56%, . The number of students who obtained a degree above 75% was (14) students, with a percentage of 5.19%. It was shown from the previous table that the mean scores of the speaking domain was 4.21, and the number of students who obtained a degree of less than 50% was (162) students with a percentage of 60.0%, and the number of students who obtained a degree ranged between 50% - 75% was (107) students, with a percentage of 39.63%, . The number of students who obtained a degree above 75% was (1) students, with a percentage of 0.37%. It was shown from the previous table that the mean scores of the reading domain was 4.04, and the number of students who obtained a degree of less than 50% was (241) students with a percentage of 89.26%, and the number of students who obtained a degree ranged between 50% - 75% was (27) students, with a percentage of 10.0%, . The number of students who obtained a degree above 75% was (2) students, with a percentage of 0.74%. It was shown from the previous table that the mean scores of the writing domain was 2.64, and the number of students who obtained a degree of less than 50% was (270) students with a percentage of 100%, and the number of students who obtained a degree ranged between 50% - 75% was (0) students, with a percentage of 0%, . The number of students who obtained a degree above 75% was (0) students, with a percentage of 0.0%. It was shown from the previous table that the mean scores of the total score was 19.31, and the number of students who obtained a degree of less than 50% was (269) students with a percentage of 99.63%, and the number of students who obtained a degree ranged between 50% - 75% was (1) students, with a percentage of 0.37%, . The number of students who obtained a degree above 75% was (0) students, with a percentage of 0%. This result can be illustrated by the following figure:





## The Results of the English Language Test Stage (4-6) in Syria

The mean and standard deviations were calculated for each domain of the English language test, as well as the total score on the sample of (186) students. The percentage of the number of students with a score (less than 50%) was calculated, and their score was between 50% and less than 75%, and those with a grade above 75%) on each domain and the total score, and the following table shows the results reached in this regard:

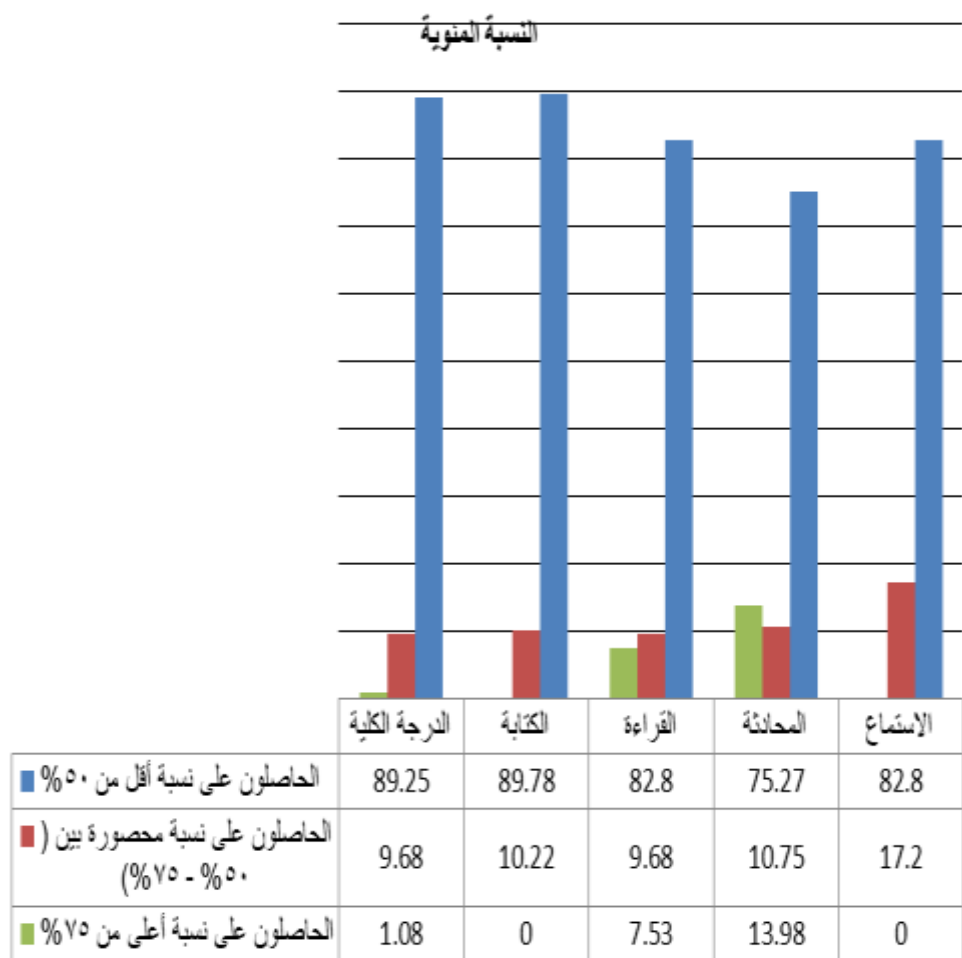
**Table : The Results of the English Language Test Stage (4-6)**

Domain	Total Sample No	Items No	Mean	Standard Deviation	Those with a score less than 50%		Those with a score between (50% - 75%)		Those with a score above 75%	
					F	%	F	%	F	%
Listening	186	14	3.96	2.91	154	82.8	32	17.2	0	0
Speaking	186	4	0.83	1.1	140	75.27	20	10.75	26	13.98
Reading	186	6	2.24	1.77	154	82.8	18	9.68	14	7.53
Writing	186	16	2.59	3.19	167	89.78	19	10.22	0	0
Total Score	186	40	9.62	7.16	166	89.25	18	9.68	2	1.08

It was shown from the previous table that the mean scores of the listening domain was 3.96, and the number of students who obtained a degree of less than 50% was (154) students with a percentage of 82.8%, and the number of students who obtained a degree ranged between 50% - 75% was (32) students, with a percentage of 17.2% . The number of students who obtained a degree above 75% was (0) students, with a percentage of 0%. It was shown from the previous table that the mean scores of the speaking domain was 0.83, and the number of students who obtained a degree of less than 50% was (140) students with a percentage of 75.27%, and the number of students who obtained a degree ranged between 50% - 75% was (20) students, with a percentage of 10.75% .

The number of students who obtained a degree above 75% was (26) students, with a percentage of 13.98%. It was shown from the previous table that the mean scores of the reading domain was 2.24, and the number of students who obtained a degree of less than 50% was (154) students with a percentage of 82.8%, and the number of students who obtained a degree ranged between 50% - 75% was (18) students, with a percentage of 9.68%, . The number of students who obtained a degree above 75% was (14) students, with a percentage of 7.53%. It was shown from the previous table that the mean scores of the writing domain was 2.59, and the number of students who obtained a degree of less than 50% was (167) students with a percentage of 89.78%, and the number of students who obtained a degree ranged between 50% - 75% was (19) students, with a percentage of 10.22%, .

The number of students who obtained a degree above 75% was (0) students, with a percentage of 0%. It was shown from the previous table that the mean scores of the total score was 9.62, and the number of students who obtained a degree of less than 50% was (166) students with a percentage of 89.25%, and the number of students who obtained a degree ranged between 50% - 75% was (18) students, with a percentage of 9.68%, . The number of students who obtained a degree above 75% was (2) students, with a percentage of 1.08%. This result can be illustrated by the following figure:



## Fourth : Preparing the Matrix for grade one to grade six



**1**

# **Scope and Sequence Matrix**

***For English Language Course***

## **Grade One**

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
Listening Difficulties	Phonological Difficulties : Sound word discrimination	Refugee students have difficulties in identifying whether words or sounds are the same or different.	Visual -Audios material Game technique E-learning strategy.	Videos supplementary materials *Models . *Visual aids Realia YouTube Computer	*Songs , *games, *Role-Playing Activities -Games - videos -Listening to Audios	Tasks Quizzes Tests Homework Assignment -Exercise
		Refugee students have difficulties in identifying which word is different.				
		Refugee students have difficulties in identifying the difference between single phonemes.				
		Refugee students have difficulties in matching sounds heard to actual objects.				
	Vocabulary	Refugee students have difficulties in identifying words heard.	Visual -Audios material- Game techniques			
		Refugee students have difficulties in learning new vocabulary in listening text.				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
	<b>Function</b>	Refugee students have difficulties in understanding and responding appropriately to direct requests in listening text.	Role play			
<b>Speaking Difficulties</b>	<b>Pronunciation Difficulties</b>	Refugee students have difficulties in pronouncing some pairs of English consonant sounds (i.e. /tʃ/ and /ʃ/ as in .chair. and .share; . /v/ and /f/ as in .van. and .fan; . /p/ and /b/ as in .pat. and .bat.).	CDs Mobile Assisted Language Learning (MALL) Tools Mobile Apps Game technique E-learning Strategy	Nursery Rhymes Pictures Videos and realia *Visual aids Realia -CDs -Online resources -Books -YouTube	Songs games, *Role-Playing Activities Describe picture Dialogs -Watching videos -Audios -Dialogs	Tasks Quizes Assignments Tests Self-evaluation -Homework -Exercise
		Refugee students have difficulties in knowing how to pronounce a certain consonant or vowel well.	-E-learning strategy. Visual -Audios material			
		Refugee students have difficulties in counting numbers ( 1-5)	Game technique Role play			
	<b>Communication &amp; Interaction Difficulties</b>	Refugee students have difficulties in giving instructions.	Brainstorming strategy E-learning Strategy			
		Refugee students have difficulties in introducing	E-learning Strategy Mobile learning			

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		<p>themselves</p> <p>Refugee students have difficulties in describing daily activities.</p>	applications			
	<b>Rhyming Skills</b>	Refugee students have difficulties in identifying rhyming words				
<b>Reading Difficulties</b>	<b>Vocabulary Aspect</b>	Refugee students have difficulties in knowing many sight words (e.g.it-the ).	Brainstorming strategy Collaboration Readers Theatre Game technique	Flashcards Pictures Reading Texts *Visual aids Realia	*Role-Playing Activities Scaffolding *Story-Telling	Tasks Quizes Assignments Tests
		Refugee students have difficulties in crossing out words that do not belong to the given lexical category.				
		Refugee students have difficulties in reading the word and comprehending it.				
	<b>Reading Fluency</b>	Refugee students have difficulties in reading words individually				
		Refugee students have difficulties in reading word by word robot (Robot Model				



Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		Reading) Refugee students have difficulties in reading aloud.				
<b>Writing Difficulties</b>	<b>Mechanics</b>	Refugee students have difficulties in writing a list of dictated words.	Brainstorming strategy Collaboration Game technique	Pictures *Graphic organizers. *Models . *Visual aids Realia	*Role-Playing Activities *Scaffolding *Describe picture	Tasks Quizzes Assignments Tests -Homework Assignment -Exercise
		Refugee students have difficulties in spelling words.				
	<b>Vocabulary</b>	Refugee students have difficulties in classifying a set of dictated words into semantic groups.				
		Refugee students have difficulties in matching familiar dictated words to written synonyms.				

2

## **Scope and Sequence Matrix**

***For English Language Course***

# **Grade Two**

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
<b>Listening Difficulties</b>	<b>Phonological Difficulties</b>	❖ Refugee students have difficulties in recognizing soft 'g' and soft 'c' by circling these sounds in new words.	Visual -Audios material Game technique E-learning strategy. Multisensory Approach (Audio-visual – Multimedia)  Game Based Learning Mobile Based Learning Mobile Applications (Mobile Apps)	Videos supplementary materials *Models . *Visual aids  Realia YouTube Computer	*Songs , *games, *Role-Playing Activities -Games - videos -Listening to Audios	Tasks Quizzes Tests Homework Assignment -Exercise
		❖ Refugee students have difficulties in discriminating sounds of English words in listening.				
		❖ Refugee students have difficulties in listening to learn correct pronunciation.				
	<b>Vocabulary</b>	❖ Refugee students have difficulties in learning new vocabulary in listening text.				
		❖ Refugee students have difficulties in guessing new word and vocabulary.				
		❖ Refugee students have difficulties in identifying words heard.				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
	Sound Discriminating	<ul style="list-style-type: none"> <li>❖ Refugee students have difficulties in discriminating sounds of English words in listening.</li> <li>❖ Refugee students have difficulties in recognizing letter-sound relation.</li> </ul>				
Speaking Difficulties	Pronunciation Difficulties	<ul style="list-style-type: none"> <li>❖ Refugee students have difficulties in counting numbers from 1 to 12.</li> <li>❖ Refugee students have difficulties in pronouncing correctly.</li> <li>❖ Refugee students have difficulties in blending on set-rimes orally.</li> <li>❖ Refugee students have difficulties in orally blending syllables.</li> <li>❖ Refugee students have difficulties in identifying initial sound.</li> </ul>	CDs Mobile Assisted Language Learning (MALL) Tools Mobile Apps Game technique E-learning Strategy	Nursery Rhymes Pictures Videos and realia *Visual aids Realia -CDs -Online resources -Books -YouTube	Songs games, *Role-Playing Activities Describe picture Dialogs -Watching videos -Audios -Dialogs	Tasks Quizes Assignments Tests Self-evaluation -Homework -Exercise

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		❖ Refugee students have difficulties in identifying final sound isolation.				
		❖ Refugee students have difficulties in talking about possessions.				
	Function , Communication & Interaction Difficulties	❖ Refugee students have difficulties in greeting and responding orally.	Game technique E-learning strategy.			
		❖ Refugees students have difficulties in describing pictures or actions.	Mobile Based Learning Mobile Applications (Mobile Apps)			
		❖ Refugees students have difficulties in introducing themselves and communicating with other.	Cooperative learning strategy Pupils works in groups Questioning Role Play			

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
	<b>Rhyming Skills</b>	❖ Refugee students have difficulties in producing rhyming words.	Mobile learning applications Game technique E-learning Strategy Role Play Activities Questioning			
<b>Reading Difficulties</b>	<b>Interpretation skills</b>	❖ Refugee students have difficulties in asking and answering questions in reading material(interpretation skills).	Game Technique (Pingo, Scavenger hunt) E-learning Strategy (Audio-Visual) Brainstorming Strategy Graphic Organizer Paired Reading Method Mobile Based Learning ( Mobile apps ) such as “Prodigy game “or Learn English Vocabulary – Kids”	Flashcards Pictures Reading Texts *Visual aids Realia	*Role-Playing Activities Scaffolding *Story-Telling	Tasks Quizes Assignments Tests
		❖ Refugee students have difficulties in replacing proper nouns in text with their pronouns referent.				
	<b>Vocabulary Aspect</b>	❖ Refugee students have difficulties in knowing many sight words (e.g. it, they).				
		❖ Refugee students have difficulties in recognizing word or vocabulary.				
		❖ Refugee students have difficulties in remembering				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		uncommon words .				
		❖ Refugees students have difficulties in explaining connection between what they read and prior knowledge.				
	Reading Fluency	❖ Refugee students have difficulties in reading aloud.	Game technique: Such as (Jigsaw/Scavenger hunt )  E-Learning  Collaborative strategy  Brain storming  Reading theater  Choral and repeated reading			
		❖ Refugee students have difficulties in reading different types of reading texts to obtain information and show enjoyment.				
		❖ Refugee students have difficulties in reading independently to acquire information.				
	❖ Refugee students have difficulties in explaining connection between what they read and prior knowledge.					
Writing Difficulties	Grammar	❖ Refugee students have difficulties in expressing grammatically correct sentences.	E- learning Strategies  Online games  Questioning  Group work  Role plays	Pictures  *Graphic organizers.  *Models .  *Visual aids	*Role-Playing Activities  Describe picture	Tasks  Quizes  Assignments  Tests  -Homework
		❖ Refugee students have difficulties in writing a simple sentence.				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		❖ Refugee students have difficulties in applying the use of grammatical rules.		Realia  Songs		Assignment  -Exercise
		❖ Refugee students have difficulties in using tenses and parts of speech (nouns, article..etc)				
	Spelling & Mechanics	❖ Refugee students have difficulties in writing a short list of dictated sentences.	E-Learning strategy  Mobile Applications  Game technique  Paired Writing Method			
		❖ Refugee students have difficulties in spelling words.				
		❖ Refugee students have difficulties in applying correct punctuation.				
		❖ Refugees students have difficulties in applying capitalization.				
	Vocabulary	❖ Refugee students have difficulties in remembering uncommon words				



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## **Scope and Sequence Matrix**

***For English Language Course***

# **Grade Three**

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
<b>Listening Difficulties</b>	<b>Phonological Difficulties</b>	❖ Refugee students have difficulties in identifying the 'oo', 'au', 'oi', 'aw', 'ow', 'ew', 'oy', vowel blends/teams.	Visual -Audios material Game technique E-learning strategy. Multisensory Approach (Audio-visual – Multimedia)  Game Based Learning Mobile Based Learning  Mobile Applications (Mobile Apps)	Videos supplementary materials *Models . *Visual aids Realia YouTube Computer	*Songs , *games, *Role-Playing Activities -Games - videos -Listening to Audios	Tasks Quizzes Tests Homework Assignment -Exercise
		❖ Refugee students have difficulties in recognizing compound words containing short and long vowels.				
		❖ Refugee students have difficulties in discriminating sounds of English words in listening.				
		❖ Refugee students have difficulties in inferring the speakers tone.				
		❖ Refugee students have difficulties in listening to learn correct pronunciation.				
	<b>Vocabulary</b>	❖ Refugee students have difficulties in learning new vocabulary in listening text.				
		❖ Refugee students have difficulties in guessing new word and vocabulary.				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		❖ Refugee students have difficulties in identifying words heard.				
	<b>Sound Discriminating</b>	❖ Refugee students have difficulties in discriminating sounds of English words in listening.				
		❖ Refugee students have difficulties in recognizing individual sounds in a word (Phonemic Isolation)				
		❖ Refugee students have difficulties in recognizing the same sounds in different words (Phonemic Identity).				
		❖ Refugee students have difficulties in recognizing a word, in a set of three ,that has an odd sound (Phoneme Categorization)				
		❖ Refugee students have difficulties in listening to a sequence of separately spoken sounds and then combining the sounds to form a word (Phonemic Blending)				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
<b>Speaking Difficulties</b>	<b>Pronunciation Difficulties</b>	❖ Refugee students have difficulties in counting numbers ( 30-50).	CDs Mobile Assisted Language Learning (MALL) Tools Mobile Apps Game technique E-learning Strategy	Nursery Rhymes Pictures Videos and realia *Visual aids Realia -CDs -Online resources -Books -YouTube	Songs games, *Role-Playing Activities Describe picture Dialogs -Watching videos -Audios -Dialogs	Tasks Quizes Assignments Tests Self-evaluation -Homework -Exercise
		❖ Refugee students have difficulties in telling the time.				
		❖ Refugee students have difficulties in expressing actions happening now				
		❖ Refugee students fear mispronouncing the words .				
		❖ Refugee students have difficulties in describing weather and observing weather conditions and seasons.				
		❖ Refugee students have difficulties in pronouncing some pairs of English consonant sounds (i.e. /tʃ/ and /ʃ/ as in chair. and .share; /v/ and /f/ as in .van. and .fan; /p/ and /b/ as in .pat. and bat).				
		❖ Refugee students have difficulties in pronouncing some English consonant clusters.				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		❖ Refugee students have difficulties in pronouncing a certain word correctly.				
		❖ Refugee students have difficulties in understanding the pronunciation of the native English speaker.				
	Communication & Interaction Difficulties	❖ Refugee students have difficulties in communicating in English clearly .	Game technique E-learning strategy. Mobile Based Learning Mobile Applications (Mobile Apps) Cooperative learning strategy Students works in groups Questioning Role Play Activities Puppets based learning			
		❖ Refugee students have difficulties in expressing their ideas through speaking.				
		❖ Refugee students have difficulties in talking about school subjects.				
		❖ Refugee students have difficulties in talking about their preferences.				
	Rhyming Skills	❖ Refugee students have difficulties in producing rhyming words.				
Reading Difficulties	Interpretation skills	❖ Refugee students have difficulties in asking and answering questions in reading material .	Game Technique (Pingo, Scavenger hunt) E-learning Strategy	Flashcards Pictures Reading Texts	*Role-Playing Activities Scaffolding *Story-Telling	Tasks Quizes Assignments Tests

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		❖ Refugee students have difficulties in proposing logical solution to problems.	(Audio- Visual) Brainstorming Strategy Graphic Organizer	*Visual aids Realia		
	<b>Vocabulary Aspect</b>	❖ Refugee students have difficulties in knowing many sight words (e.g they, it .)	Paired Reading Method			
		❖ Refugee students have difficulties in recognizing words or vocabulary.	Mobile Based Learning ( Mobile apps ) such as “Prodigy game “or Learn English Vocabulary – Kids”			
		❖ Refugee students have difficulties in remembering uncommon words .				
		❖ Refugee students have difficulties in using the unfamiliar words.				
	<b>Reading Fluency</b>	❖ Refugee students have difficulties in reading aloud.	Game technique: Such as (Jigsaw/Scavenger hunt ) E-Learning			
		❖ Refugee students have difficulties in reading different types of reading texts to obtain information and show enjoyment.	Collaborative strategy Brain storming Reading theater Choral and repeated reading Puppets based learning			
		❖ Refugee students have difficulties in reading independently to acquire information.				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		❖ Refugee students have difficulties in explaining connection between what they read and prior knowledge.				
<b>Writing Difficulties</b>	<b>Grammar</b>	❖ Refugee students have difficulties in writing the sentences in correct grammar.	E- learning Strategies Online games Questioning Group work Role plays Puppets based learning	Pictures *Graphic organizers. *Models . *Visual aids Realia Songs	*Role-Playing Activities *Scaffolding Describe picture	Tasks Quizes Assignments Tests -Homework Assignment -Exercises
		❖ Refugee students have difficulties in writing a simple sentence.				
		❖ Refugee students have difficulties in applying the use of grammatical rules.				
		❖ Refugee students have difficulties in using tenses and parts of speech (nouns, article..etc)				
	<b>Spelling &amp; Mechanics</b>	❖ Refugee students have difficulties in categorizing words which contain soft and hard "C".	E-Learning strategy Mobile Applications Game technique Cooperative Learning			

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		❖ Refugee students have difficulties in putting events in the correct sequence in a story.				
		❖ Refugee students have difficulties in spelling words.				
		❖ Refugee students have difficulties in spelling words related to syllable division.				
		❖ Refugee students have difficulties in adding suffix "ly" to appropriate words in a text.				
		❖ Refugee students have difficulties in applying correct punctuation marks and capitalization.				
		❖ Refugee students have difficulties in applying				



Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		paragraph indentation and leaving spaces between words.				
	Vocabulary	❖ Refugee students have difficulties in remembering uncommon words .				
		❖ Refugee students have difficulties in using words for describing pictures.				

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## **Scope and Sequence Matrix**

***For English Language Course***

# **Grade Four**

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
Listening Difficulties	Phonological Difficulties	❖ Refugee students have difficulties in recognizing letter-sound relationships.	Visual -Audios material Game technique E-learning strategy. Multisensory Approach (Audio-visual – Multimedia)  Game Based Learning Mobile Based Learning Mobile Applications (Mobile Apps)	Videos supplementary materials *Models . *Visual aids Realia YouTube Computer	*Songs , *games, *Role-Playing Activities -Games - videos -Listening to Audios	Tasks Quizzes Tests Homework Assignment -Exercise
		❖ Refugee students have difficulties in recognizing compound words containing short and long vowels.				
		❖ Refugee students have difficulties in discriminating sounds of English words in listening.				
		❖ Refugee students have difficulties in inferring the speakers' tone.				
		❖ Refugee students have difficulties in listening to learn correct pronunciation.				
	Listen for the Gist	❖ Refugee students have difficulties in listening for detailed description of something and guess what it is.				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		❖ Refugee students have difficulties in generating antonyms, synonyms, and definitions for words heard.				
		❖ Refugee students have difficulties in inferring the speakers' tone.				
	Vocabulary	❖ Refugee students have difficulties in learning new vocabulary in listening text.				
		❖ Refugee students have difficulties in guessing new word and vocabulary.				
		❖ Refugee students have difficulties in identifying words heard.				
	Discriminating the sounds	❖ Refugee students have difficulties in discriminating sounds of English words in listening.				
		❖ Refugee students have difficulties in recognizing the same sounds in different words (Phonemic Identity).				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		<ul style="list-style-type: none"> <li>❖ Refugee students have difficulties in recognizing individual sounds in a word (Phonemic Isolation ).</li> <li>❖ Refugee students have difficulties in listening and saying new words when a sound is taken away (Phonemic deletion ) .</li> <li>❖ Refugee students have difficulties in listening and saying new words when a sound is added (Phonemic Addition ).</li> <li>❖ Refugee students have difficulties in substituting one phoneme for another to make a new word (Phoneme Substitution).</li> </ul>				
	<b>Pronunciation Difficulties</b>	❖ Refugee students have difficulties in recognizing numbers 22-29.	CDs Mobile Assisted Language Learning	Nursery Rhymes Pictures	Songs games, *Role-Playing	Tasks Quizes Assignments

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
Speaking Difficulties		❖ Refugee students have difficulties in telling the time.	(MALL) Tools Mobile Apps Game technique E-learning Strategy	Videos and realia *Visual aids Realia -CDs -Online resources -Books -YouTube	Activities Describe picture Dialogs -Watching videos -Audios -Dialogs	Tests Self-evaluation -Homework -Exercise
		❖ Refugee students fear mispronouncing the words .				
		❖ Refugee students have difficulties in describing weather and observe weather conditions and seasons.				
		❖ Refugee students have difficulties in pronouncing some pairs of English consonant sounds (i.e. /tʃ/ and /ʃ/ as in .chair. and .share; /v/ and /f/ as in .van. and .fan; /p/ and /b/ as in .pat. and bat.).				
		❖ Refugee students have difficulties in pronouncing some English consonant clusters (i.e. .grandfather. often mispronounced .grandfather).				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		❖ Refugee students have difficulties in knowing how to pronounce a certain word well.				
		❖ Refugee students have difficulties in understanding the pronunciation of the native English speaker.				
	Fluency Difficulties	❖ Refugee students have difficulties in expressing their ideas in a conversation and prefer to be silent and feel speechless in classroom talking about holidays, places, animals.	Game technique E-learning strategy. Mobile Based Learning Mobile Applications (Mobile Apps) Cooperative learning strategy Students works in groups Questioning Role Play Puppets based learning			
		❖ Refugee students have difficulties in introducing themselves and talking about their families.				
		❖ Refugee students have difficulties in offering and requesting assistance during group work.				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
	<b>Communication &amp; Interaction Difficulties</b>	<ul style="list-style-type: none"> <li>❖ Refugee students have difficulties in describing feelings.</li> <li>❖ Refugee students have difficulties in expressing ability.</li> <li>❖ Refugee students have difficulties in talking about one's daily life, and past simple tense.</li> <li>❖ Refugee students have difficulties in giving advice.</li> </ul>				
	<b>Rhyming Skills</b>	<ul style="list-style-type: none"> <li>❖ Refugee students have difficulties in producing rhyming words.</li> </ul>	Mobile learning applications Game technique E-learning Strategy Role Play Activities Questioning			
<b>Reading Difficulties</b>	<b>Interpretation skills</b>	<ul style="list-style-type: none"> <li>❖ Refugee students have difficulties in asking and answering questions in reading material (interpretation skills).</li> </ul>	Game technique E-learning Strategy Grafic Organizers Paired Reading Method	Flashcards Pictures Reading Texts *Visual aids	*Role-Playing Activities Scaffolding *Story-Telling	Tasks Quizes Assignments Tests



Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		❖ Refugee students have difficulties in linking pronoun to its referents.		Realia	*Role-Playing Activities Describe picture	
		❖ Refugee students have difficulties in organizing ideas in sequence.				
		❖ Refugee students have difficulties in distinguishing between main idea and details and recalling the stated one.				
	<b>Vocabulary Aspect</b>	❖ Refugee students have difficulties in recognizing words or vocabulary .	Game Technique (Pingo, Scavenger hunt)			
		❖ Refugee students have difficulties in connecting the meaning of unknown words to daily used objects or habits.	E-learning Strategy (Audio- Visual) Brainstorming Strategy Graphic Organizer			
		❖ Refugee students have difficulties in remembering uncommon words .	Paired Reading Method			
		❖ Refugee students have difficulties in generating or	Mobile Based Learning ( Mobile apps ) such as “Prodigy game “or Learn English Vocabulary –			

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		label antonyms, synonyms and definition for words read	Kids”			
		❖ Refugee students have difficulties in recognizing the lexical family to which a word belong				
	Reading Fluency	❖ Refugee students have difficulties in reading aloud.	Game technique: Such as (Jigsaw/Scavenger hunt ) E-Learning Collaborative strategy Brain storming Reading theater Choral and repeated reading Puppets based learning			
		❖ Refugee students have difficulties in paraphrasing and summarizing a group of sentences.				
		❖ Refugee students have difficulties in reading different types of reading texts to obtain information and show enjoyment.				
		❖ Refugee students have difficulties in reading independently to acquire information.				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		❖ Refugee students have difficulties in recalling stated main idea and/or details.				
	<b>Identify and analyze the relationship in reading.</b>	❖ Refugee students have difficulties identifying and analyzing relationship among facts ,ideas, concept, and themes in reading materials.				
		❖ Refugee students have difficulties in making connections between what they read and prior knowledge.				
		❖ Refugee students have difficulties in predicting content and outcome of situation.				
		❖ Refugee students have difficulties in expressing personal feeling or attitude towards characters, events, visuals, etc....,	E- learning Strategies Online games Questioning Group work Role plays Puppets based learning	Pictures *Graphic organizers. *Models . *Visual aids Realia		Tasks Quizes Assignments Tests -Homework Assignment

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
Writing Difficulties	Grammar	❖ Refugee students have difficulties in applying the use of grammatical rules.		Songs		-Exercise
		❖ Refugee students have difficulties in using parts of speech and their functions in the sentence (adjectives, adverbs, verbs ...etc.)				
		❖ Refugee students have difficulties in transferring grammatical knowledge into communicative language use.				
		❖ Refugee students have difficulties in using the different kinds of sentences (the differences and formations of simple, compound, complex).				
		❖ Refugee students have difficulties in expressing ability in the past.				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
	Spelling & Mechanics	❖ Refugee students have difficulties in spelling commonly confused words (homophones).	E-Learning strategy Mobile Applications Game technique Cooperation strategy A discovery or inductive approach	Pictures *Graphic organizers. *Models . *Visual aids Realia	*Role-Playing Activities *Scaffolding *Describe picture	Tasks Quizes Assignments Tests -Homework Assignment -Exercise
		❖ Refugee students have difficulties in spelling syllables division, prefixes and suffixes.				
		❖ Refugee students have difficulties in applying correct punctuation marks and capitalization.				
	Vocabulary	❖ Refugee students have difficulties in remembering uncommon words .	E-Learning strategy Mobile Applications Game technique			
		❖ Refugee students have difficulties in using words for describing pictures.				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
	<b>Organization Skills</b>	❖ Refugee students have difficulties in writing the paragraph chronological order.				
		❖ Refugee students have difficulties in making chart event mentioned in chronological order.				
		❖ Refugee students have difficulties in connecting new vocab to meaning.				
		❖ Refugee students have difficulties in organizing similarities and differences in a graphic organization				

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## **Scope and Sequence Matrix**

***For English Language Course***

# **Grade Five**

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
<b>Listening Difficulties</b>	<b>Phonological Difficulties</b>	❖ Refugees students have difficulties in relating content or /and message heard to personal experiences or prior knowledge.	Visual -Audios material Game technique E-learning strategy. Multisensory Approach (Audio-visual – Multimedia)  Game Based Learning Mobile Based Learning Mobile Applications (Mobile Apps)	Videos supplementar y materials *Models . *Visual aids Realia YouTube Computer	*Songs , *games, *Role-Playing Activities -Games - videos -Listening to Audios	Tasks Quizzes Tests Homework Assignment -Exercise
		❖ Refugees students have difficulties in recognizing compound words containing short and long vowels.				
		❖ Refugees students have difficulties in discriminating sounds of English words in listening.				
		❖ Refugees students have difficulties in inferring the speakers tone.				
		❖ Refugee students have difficulties in listening to learn correct pronunciation.				
	<b>Listen for the Gist</b>	❖ Refugee students have difficulties in listening for detailed description of something and guess what it is.				



Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		❖ Refugee students have difficulties in comprehending and interpreting what is heard.				
	Vocabulary	❖ Refugee students have difficulties in learning new vocabulary in listening text.				
		❖ They have difficulties in guessing new word and vocabulary.				
		❖ They have difficulties in identifying words heard.				
	Sound Discriminating	❖ Refugee students have difficulties in discriminating sounds of English words in listening.				
		❖ Refugee students have difficulties in blending the sounds of English orally.				
		❖ Refugee students have difficulties in segmenting the sounds of English.				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		❖ Refugee students have difficulties in recognizing the same sounds in different words (Phonemic Identity).				
		❖ Refugee students have difficulties in recognizing individual sounds in a word (Phonemic Isolation ).				
		❖ Refugee students have difficulties in listening and saying new words when a sound is taken away (Phonemic deletion ).				
		❖ Refugee students have difficulties in listening and saying new words when a sound is added .(Phonemic Addition ).				
		❖ Refugee students have difficulties in substituting one phoneme for another to make a new word (Phoneme Substitution).				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
<b>Speaking Difficulties</b>	<b>Pronunciation Difficulties</b>	❖ Refugee students fear mispronouncing the words.	CDs Mobile Assisted Language Learning (MALL) Tools Mobile Apps Game technique E-learning Strategy	Nursery Rhymes Pictures Videos and realia *Visual aids Realia -CDs -Online resources -Books -YouTube	Songs games, *Role-Playing Activities Describe picture Dialogs -Watching videos -Audios -Dialogs	Tasks Quizes Assignments Tests Self-evaluation -Homework -Exercise
		❖ Refugee students have difficulties in pronouncing some pairs of English consonant sounds (i.e. /tʃ/ and /ʃ/ as in .chair. and .share; /v/ and /f/ as in .van. and .fan; /p/ and /b/ as in .pat. and bat.)				
		❖ Refugee students have difficulties in pronouncing some English consonant clusters (i.e. .grandfather.				
		❖ Refugee students have difficulties in knowing how to pronounce a certain word well.				
		❖ Refugee students have difficulties in understanding the pronunciation of the native English speaker.				
	<b>Fluency</b>	❖ Refugee students have difficulties in expressing their ideas in a conversation	Game technique E-learning strategy. Mobile Based Learning			

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
	<b>Difficulties</b>	and prefer to be silent and feel speechless in classroom.	Mobile Applications (Mobile Apps) Cooperative learning strategy Students works in groups Questioning Role Play Puppets based learning			
		❖ Refugee students have difficulties in talking about places.				
		❖ Refugee students have difficulties in identifying the meaning of a spoken word in a short discourse.				
		❖ Refugee students have difficulties in talking about things, objects, books, films, computers, and animals.				
		❖ Refugee students have difficulties in comprehending basic body language				
	<b>Communication &amp; Interaction Difficulties</b>	❖ Refugee students have difficulties in talking about routine actions.				
		❖ Refugee students have difficulties in giving reasons or an excuse for something.				
		❖ Refugee students have difficulties in offering and				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		<p>requesting assistance during group work.</p> <p>❖ Refugee students have difficulties in communicating in English clearly and correctly .</p> <p>❖ They have difficulties in expressing their ideas through speaking because they don't have enough vocabulary</p>				
	<b>Rhyming Skills</b>	<p>❖ Refugee students have difficulties in producing rhyming words.</p>	<p>Mobile learning applications</p> <p>Game technique</p> <p>E-learning Strategy</p> <p>Role Play Activities</p> <p>Questioning</p>			
<b>Reading Difficulties</b>	<b>Interpretation skills</b>	<p>❖ Refugee students have difficulties in asking and answering question in reading materials(interpretation skills)</p> <p>❖ Refugee students have difficulties in recognizing</p>	<p>Game technique</p> <p>E-learning Strategy</p> <p>Grafic Organizers</p> <p>Paired Reading Method</p>	<p>Flashcards</p> <p>Pictures</p> <p>Reading Texts</p> <p>*Visual aids</p>	<p>*Role-Playing Activities</p> <p>Scaffolding</p> <p>*Story-Telling</p>	<p>Tasks</p> <p>Quizes</p> <p>Assignments</p> <p>Tests</p>

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		the main idea and state the related details in reading text		Realia		
	<b>Vocabulary Aspect</b>	❖ Refugee students have difficulties in recognizing the vocabulary .	Game Technique (Pingo, Scavenger hunt)			
		❖ Refugee students have difficulties in classifying words into semantic or lexical families.	E-learning Strategy (Audio- Visual) Brainstorming Strategy Graphic Organizer			
		❖ Refugee students have difficulties in remembering the uncommon words .	Paired Reading Method			
		❖ Refugee students have difficulties in determining the meaning of adverb of frequency and their function as they are used in a text.	Mobile Based Learning ( Mobile apps ) such as “Prodigy game “or Learn English Vocabulary – Kids”			
	<b>Reading Fluency</b>	❖ Refugee students have difficulties in reading correctly without any mistakes ( accuracy and rate) .	Game technique: Such as (Jigsaw/Scavenger hunt ) E-Learning Collaborative strategy			

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		❖ Refugee students have difficulties in understanding simple reading material.	Brain storming Reading theater Choral and repeated reading Puppets based learning			
		❖ Refugee students have difficulties in reading different types of reading texts to obtain information and show enjoyment.				
		❖ Refugee students have difficulties in reading independently to acquire information.				
		❖ Refugee students have difficulties in recalling main ideas, actions, objects, or events.				
		❖ Refugee students have difficulties in reading with expression, correct intonation, and phrasing ( prosody)				
		❖ Refugee students have difficulties in identifying and analyzing the relationship among facts, Ideas ,concept ,themes in reading material.				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
	<b>Identify and analyze the relationship in reading.</b>	<ul style="list-style-type: none"> <li>❖ Refugee students have difficulties in explaining connection between what they read and their prior knowledge.</li> <li>❖ Refugee students have difficulties in evaluating the author's purpose with reference to details in the text.</li> <li>❖ Refugee students have difficulties in brainstorming appropriate topics and concluding the required information.</li> </ul>				
<b>Writing Difficulties</b>	<b>Grammar</b>	<ul style="list-style-type: none"> <li>❖ Refugee students have difficulties in applying the use of grammatical rules.</li> <li>❖ Refugee students have difficulties in using parts of speech and their functions in the sentence (adjectives, adverbs,...etc.).</li> <li>❖ Refugee students have difficulties in using the different kinds of sentences</li> </ul>	E- learning Strategies Online games Questioning Group work Role plays Puppets based learning	Pictures *Graphic organizers. *Models . *Visual aids Realia Songs	*Role-Playing Activities Describe picture	Tasks Quizes Assignments Tests -Homework Assignment -Exercise



Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		(the differences and formations of simple, compound, complex).	E-Learning strategy Mobile Applications Game technique Cooperation strategy A discovery or inductive approach  E-Learning strategy Mobile Applications Game technique	Pictures *Graphic organizers. *Models . *Visual aids Realia	*Role-Playing Activities *Scaffolding *Describe picture	Tasks Quizzes Assignments Tests -Homework Assignment -Exercise
		❖ Refugee students have difficulties in writing short paragraphs.				
	<b>Spelling &amp; Mechanics</b>	❖ Refugee students have difficulties in spelling words without rules.				
		❖ Refugee students have difficulties in applying correct punctuation and capitalization.				
	<b>Vocabulary</b>	❖ Refugee students have difficulties in remembering uncommon words that they learn as they don't have the opportunity to use them.				
		❖ Refugee students have difficulties in using words for describing pictures.				
	<b>Organization Skills</b>	❖ Refugee students have difficulties in writing the paragraph.				
		❖ Refugee students have difficulty to write friendly				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		letters.				
		❖ Refugee students have difficulties in comparing and contrasting major similarities and differences between two objects, characters, activities, etc....				
		❖ Refugee students have difficulties in writing descriptive sensory details.				

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# **Scope and Sequence Matrix**

***For English Language Course***

## **Grade Six**

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
Listening Difficulties	Phonological Difficulties	❖ Refugee students have difficulties in listening to a sound that is not present in their native language inventory of phonemes (e.g. G -V).	Visual -Audios material Game technique E-learning strategy. Multisensory Approach (Audio-visual – Multimedia)  Game Based Learning Mobile Based Learning Mobile Applications (Mobile Apps)	Videos supplementary materials *Models . *Visual aids Realia YouTube Computer	*Songs , *games, *Role-Playing Activities -Games - videos -Listening to Audios	Tasks Quizzes Tests Homework Assignment -Exercise
		❖ Refugee students have difficulties in discriminating sounds of English words in listening.				
		❖ Refugee students have difficulties in listening to any text actively.				
		❖ Refugee students have difficulties in recognizing rhyming words in the listening text.				
		❖ Refugee students have difficulties in listening to learn correct pronunciation.				
	Listen for the Gist	❖ Refugee students have difficulties in listening for detailed description of something and guess what it is.				
		❖ Refugee students have difficulties in comprehending and interpreting what is heard.				
	Vocabulary	❖ Refugee students have difficulties in learning new vocabulary in listening text.				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		❖ Refugee students have difficulties in guessing new word and vocabulary.				
		❖ Refugee students have difficulties in identifying words heard.				
	Function	❖ Refugee students have difficulties in understanding and responding appropriately to direct requests in listening text.				
	Sound Discriminating	❖ Refugee students have difficulties in discriminating sounds of English words in listening.				
		❖ Refugee students have difficulties in sequencing sound in listening.				
		❖ Refugee students have difficulties in sorting sound in listening.				
		❖ Refugee students have difficulties in hearing a sound that is not present in their native language inventory of phonemes.				
		❖ Refugee students have difficulties in blending the sounds of English orally.				
		❖ Refugee students have difficulties in segmenting the sounds of English.				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		<ul style="list-style-type: none"> <li>❖ Refugee students have difficulties in recognizing the same sounds in different words</li> <li>❖ Refugee students have difficulties in recognizing individual sounds in a word.</li> </ul>				
<b>Speaking Difficulties</b>	<b>Pronunciation Difficulties</b>	<ul style="list-style-type: none"> <li>❖ Refugee students fear mispronouncing the words .</li> <li>❖ Refugee students have difficulties in pronouncing some pairs of English consonant sounds (i.e. /tʃ/ and /ʃ/ as in .chair. and .share; /v/ and /f/ as in .van. and .fan; /p/ and /b/ as in .pat. and bat.)</li> <li>❖ Refugee students have difficulties in pronouncing some English consonant clusters (i.e. .grandfather. often mispronounced .grandfather).</li> <li>❖ Refugee students have difficulties in pronouncing a certain word correctly.</li> <li>❖ Refugee students have difficulties in understanding the pronunciation of the native English speaker.</li> </ul>	CDs Mobile Assisted Language Learning (MALL) Tools Mobile Apps Game technique E-learning Strategy	Nursery Rhymes Pictures Videos and realia *Visual aids Realia -CDs -Online resources -Books -YouTube	Songs games, *Role-Playing Activities Describe picture Dialogs -Watching videos -Audios -Dialogs	Tasks Quizes Assignments Tests Self-evaluation -Homework -Exercise

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
	<b>Fluency Difficulties</b>	❖ Refugee students have difficulties in expressing their ideas in a conversation and prefer to be silent and feel speechless in classroom interaction.	Game technique E-learning strategy. Mobile Based Learning Mobile Applications (Mobile Apps) Cooperative learning strategy Students works in groups Questioning Role Play Puppets based learning			
	<b>Communication &amp; Interaction Difficulties</b>	❖ Refugee students have difficulties in talking about future plans.				
		❖ Refugee students have difficulties in describing things, objects and situations.				
		❖ Refugee students have difficulties in communicating in English clearly and correctly .				
	<b>Rhyming Skills</b>	❖ Refugee students have difficulties in expressing their ideas through speaking because they don't have enough vocabulary.				
		❖ Refugee students have difficulties in providing rhyming words to the end of lines of a verse.	Mobile learning applications Game technique E-learning Strategy Role Play Activities Questioning			
<b>Reading</b>	<b>Interpretation skills</b>	❖ Refugee students have difficulties in asking and answering question out of the text(interpretation skills) .	Game Technique (Pingo, Scavenger hunt) E-learning Strategy (Audio-Visual)	Flashcards Pictures Reading	*Role-Playing Activities Scaffolding	Tasks Quizes Assignments

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
Difficulties			Brainstorming Strategy Graphic Organizer Paired Reading Method Mobile Based Learning ( Mobile apps ) such as “Prodigy game “or Learn English Vocabulary – Kids” Game technique: Such as (Jigsaw/Scavenger hunt ) E-Learning Collaborative strategy Brain storming Reading theater Choral and repeated reading Puppets based learning	Texts *Visual aids Realia	*Story-Telling	Tests
	Vocabulary Aspect	❖ Refugee students have difficulties in recognizing words or vocabulary .				
		❖ Refugee students have difficulties in remembering uncommon words .				
		❖ Refugee students have difficulties in recognizing new words meaning out of the context clues since they get busy with word articulations rather than its meaning.				
	Skimming, Scanning and Inference	❖ Refugee students have difficulties in skimming the material before reading to determine the purpose or the type of the reading material.				
		❖ Refugee students have difficulties in identifying specific information after scanning the reading material.				
		❖ Refugee students have difficulties in inferring while reading any text.				
	Reading Fluency	❖ Refugee students have difficulties in reading correctly without any mistakes ( accuracy and rate) .				
		❖ Refugee students have difficulties				



Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		in understanding simple reading material.				
		❖ Refugee students have difficulties in reading different types of reading texts to obtain information and show enjoyment.				
		❖ Refugee students have difficulties in reading independently to acquire information.				
		❖ Refugee students have difficulties in recalling main ideas, actions, objects, or events.				
		❖ Refugee students have difficulties in reading with expression, correct intonation, and phrasing (prosody).				
	<b>Identify and analyze the relationship in reading.</b>	❖ Refugee students have difficulties in identifying and analyzing relationships among facts, ideas, concepts, and themes in reading materials.				
		❖ Refugee students have difficulties in explaining connection between what they read and prior knowledge.				
<b>Writing Difficulties</b>	<b>Grammar</b>	❖ Refugee students have difficulties in expressing grammatically correct sentences .	E- learning Strategies Online games Questioning	Pictures *Graphic organizers.	*Role-Playing Activities Describe picture	Tasks Quizes Assignments
		❖ Refugee students have				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		difficulties in applying the use of grammatical terminology.	Group work Role plays Puppets based learning	*Models . *Visual aids Realia Songs		Tests -Homework Assignment -Exercise
		❖ Refugee students have difficulties in transferring grammatical knowledge into communicative language use.				
		❖ Refugee students have difficulties in using parts of speech and their functions in the sentence (adjectives, adverbs, articles ...etc.).				
		❖ Refugee students have difficulties in using the different kinds of sentences (simple, compound, complex).				
	<b>Spelling &amp; Mechanics</b>	❖ Refugee students have difficulties in spelling words with silent letters (knife)	E-Learning strategy Mobile Applications Game technique Cooperation strategy A discovery or inductive approach E-Learning strategy Mobile Applications Game technique	Pictures *Graphic organizers. *Models . *Visual aids Realia	*Role-Playing Activities *Scaffolding *Describe picture	Tasks Quizes Assignments Tests -Homework Assignment -Exercise
		❖ Refugee students have difficulties in spelling some words with suffix and prefix.				
		❖ Refugee students have difficulties in punctuating the four types of sentence( declarative , imperative, interrogative, and exclamatory).				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
	Vocabulary	<ul style="list-style-type: none"> <li>❖ Refugee students have difficulties in remembering uncommon words .</li> <li>❖ Refugee students have difficulties in using suitable words for describing pictures.</li> </ul>				
	Organization Skills	<ul style="list-style-type: none"> <li>❖ Refugee students have difficulties in using various pattern of organization (e. g process, cause effect, comparison).</li> <li>❖ Refugee students have difficulties in writing topic sentence (introductory sentence in the paragraph.</li> <li>❖ Refugee students have difficulties in writing supporting details in the paragraph.</li> <li>❖ Refugee students have difficulties in writing concluding sentence in a paragraph.</li> <li>❖ Refugee students have difficulties in changing the simple sentences into compound and complex sentences.</li> </ul>				

# Sample Models

## English Language Learning Difficulties Questionnaire

**Dear Teacher**.....

Due to the essential role as an English language teacher in addressing learning difficulties in emergencies, we urgently need to know your point of view about English language learning difficulties that students suffer from, the most important causes that lead to those difficulties and how you overcome these difficulties through suggesting the effective remedies. To achieve this, the questionnaire includes three domains: English language learning difficulties that students suffer from, the causative factors of English language learning difficulties, and the innovative teaching remedies for overcoming and dealing with the English language learning difficulties.

- The first domain seeks to know the spreading degree of English language learning difficulties among students by determining the extent of each difficulty by marking (✓) below the alternative that agrees with your point of view as follows:

<b>Very common</b>	If you think that the difficulty is very common among primary school students in your country
<b>Moderately common</b>	If you think that the difficulty is moderately widespread among primary school students in your country
<b>Uncommon</b>	If you think that the difficulty is not common among primary school students in your country

There are no correct and wrong answers as you are expressing what you really think. You can be guided by the following example of how to respond to questionnaire items:

<b>Difficulty</b>	<b>The degree of difficulty</b>		
	<b>Very Common</b>	<b>Moderately common</b>	<b>Uncommon</b>
Distinguishing between 'sh' and 'ch' in pronunciation.			

There is also an open question at the end of the domain in which you record the difficulties that you think spread among your students.

**Thank you for your cooperation**

**English Team**

Background Information	
Name	
Gender	Male ( )- Female ( )
Country	
Region	rural ( )- urban ( )- camp ( )
Academic Specialization	
Qualification	
Years of teaching experience	
Training programs obtained	<ul style="list-style-type: none"> <li>▪ -----</li> <li>▪ -----</li> <li>▪ -----</li> <li>▪ -----</li> </ul>
Experiences in dealing with and treating academic learning difficulties	<ul style="list-style-type: none"> <li>▪ -----</li> <li>▪ -----</li> <li>▪ -----</li> <li>▪ -----</li> </ul>
Experiences in emergencies education ( as a teacher of refugee students)	<ul style="list-style-type: none"> <li>▪ -----</li> <li>▪ -----</li> <li>▪ -----</li> <li>▪ -----</li> </ul>

## First Domain : English Language Learning difficulties in the four Skills

No	Items	Degree of difficulty		
		Very Common	Moderate	Uncommon
First Dimension: Listening Difficulties				
1	Refugee students have a problem in hearing a sound that is not present in their native language inventory of phonemes (e.g. G -V ).			
2	Refugee students do not know how to listen for the main idea of the listening text.			
3	Refugee students have difficulties in guessing new word and learning vocabulary .			
4	Students have difficulties in discriminating the sounds of English words in listening.			
5	Refugee students are unable to listen to any text actively .			
6	Refugee students have difficulties in recognizing rhyming words in the listening text.			
7	Refugee students have difficulties in listening to learn correct pronunciation.			
8	Refugee students have difficulties in understanding and responding appropriately to direct requests in listening text.			
9	Refugee students have difficulties in listening for a general understanding (listening for gist).			
Second Dimension: Speaking Difficulties				
1	In EFL classes , refugee students sometimes fear of pronouncing the words in a wrong manner and they have sense of fear, attention issues, irritability and agitation while pronouncing any English word.			
2	Refugee students have difficulties to pronounce some pairs of English consonant sounds (i.e. /tʃ/ and /ʃ/ as in .chair. and .share;. /v/ and /f/ as in .van. and .fan;. /p/ and /b/ as in .pat. and .bat.).			

No	Items	Degree of difficulty		
		Very Common	Moderate	Uncommon
3	Refugee students have difficulties to pronounce some English consonant clusters (i.e. .grandfather. often mispronounced .grandifather).			
4	Refugee students do not know how to pronounce a certain word well.			
5	In some cases, refugee students have incorrect pronunciation .			
6	Refugees students who are attending EFL classes do not understand the pronunciation of the native English speaker.			
7	Refugees students face some difficulties to express their ideas in a conversation and prefer to be silent and feel speechless in classroom interaction .			
8	Most refugee students find difficulties when engaged in authentic communicative situations			
9	They cannot introduce themselves and communicate with people in the English language as they feel reluctant and unconfident to speak.			
10	Refugee students in community are not able to speak their mother tongue and their feelings of betrayal are associated with the English language and literacy.			
11	Refugee students have difficulties in producing rhyming words .			
12	Refugee students have difficulty in expressing their ideas through speaking because they don't have enough vocabulary.			
<b>Third Dimension: Reading Difficulties</b>				
1	Students have difficulties in interpretation skills (asking and answering questions in reading materials).			
2	Refugee students are unable to know many sight			



No	Items	Degree of difficulty		
		Very Common	Moderate	Uncommon
	words (e.g.it-the ).			
3	Refugee students are unable to read any text fluently (read word by word) .			
4	Refugee students have poor word or vocabulary recognition skill.			
5	Sometimes, refugee students who don't know the English cultural concepts causes difficulty in comprehending the reading texts.			
6	Refugee students are not aware of the main idea of the text. They get busy with word articulation rather than its meaning.			
7	Refugee students have difficulties in inference skills while listening and reading any text.			
8	Refugee students have difficulties in Fluency Alliteration.			
9	Refugee students can not read loudly.			
10	Refugee students are unable to identify and analyze the relationship among facts, ideas, concepts, and themes in reading materials.			
11	Refugee students often forget uncommon words that they learn as they don't have the opportunity to use or hear them.			
12	Refugee students are unable to explain connections between what they read and prior knowledge .			
13	Refugee students have difficulties in reading silently the different types of reading materials for specific purposes.			
14	Refugee students are unable to skim the written materials before reading to determine their purpose or the type of the material.			
15	Refugee students have difficulties reading different types of reading texts to obtain information and show enjoyment.			

No	Items	Degree of difficulty		
		Very Common	Moderate	Uncommon
1 6	In some cases, refugee students are unable to read independently to acquire information.			
<b>Fourth Dimension: Writing Difficulties</b>				
1	Refugee students have difficulties in spelling words.			
2	Most refugee students find it difficult to express grammatically correct sentences due to the significant differences in the grammar of the native language of the students.			
3	Students find difficulty in applying the use of grammatical terminology.			
4	Students often forget uncommon words that they learn as they don't have the opportunity to use or hear them.			
5	In some cases, refugee students have difficulties in transferring grammatical knowledge into communicative language use.			
6	Most refugee students have problems in using parts of speech and their functions in the sentence (adjectives, adverbs, articles ...etc).			
7	In writing , refugee students have difficulties in using the different kinds of sentences (the differences and formations of simple, compound, complex).			
8	Refugee students have difficulty in applying correct punctuation marks and capitalization.			
9	Refugee students have difficulty in writing the topic sentence of the paragraph.			
1 0	Refugee students have difficulty in applying paragraph indentation, leaving spaces between words, syllable division.			
1	Refugee students have difficulty in writing simple			

No	Items	Degree of difficulty		
		Very Common	Moderate	Uncommon
1	sentences			
1 2	Refugee students have difficulty in describing pictures in simple sentences.			
1	<p>According to your experience, do the refugee students face other difficulties in learning the four English language skills?</p> <ul style="list-style-type: none"> <li>• -----</li> <li>• -----</li> <li>• -----</li> </ul>			

**Dear Teacher: .....**

We need to know your point of view about the causative factors of English language learning difficulties. The second domain seeks to know the factors that cause English language learning difficulties by putting a mark ( ) below the alternative that you see in agreement with your opinion as follows:

The causative factors	The Degree of the difficulty		
The teacher's lack of familiarity with modern educational trends in students' learning	<b>Very Common</b>	<b>Common</b>	<b>uncommon</b>

**Thanks for cooperation**

**The English Team**

## Second Domain: The Causative factors of English Language learning Difficulties

Causative Factors	No	Items	Degree of difficulty		
			Very Common	Common	Uncommon
<b>1. Teacher</b>	<b>1</b>	Teachers' competence in using the English language inside the classroom is limited.			
	<b>2</b>	Teachers' pronunciation may be different from refugee students.			
	<b>3</b>	Teachers ignore the use of applying technology in teaching the English language .			
	<b>4</b>	Teachers focus on reading and writing skills and ignore speaking , listening and communication.			
	<b>5</b>	Teachers sometimes use the traditional teaching methods inside the classroom.			
	<b>6</b>	The lack of professional development among teachers of English language.			
	<b>7</b>	Teachers' speaking at normal conversational speed makes students encounter difficulties in understanding.			
	<b>8</b>	Teachers don't provide opportunities for students to communicate and express their own opinion.			
	<b>9</b>	The ignorance of teacher's motivation leads to low participation.			
	<b>10</b>	The teacher gives the student an overcorrection during the speaking time which makes students feel that			

Causative Factors	No	Items	Degree of difficulty		
			Very Common	Common	Uncommon
		speaking class is an embarrassing situation and make them afraid of making mistakes.			
	11	The teachers' use of inappropriate teaching strategies and the use of L1 during language instruction postpone EFL students' speaking skills.			
	12	Teachers have little prior experience with integrating life skills and language learning strategies into language teaching e.g. locating appropriate stories and songs.			
	13	Not allowing learners to participate in discourse can be another reason for speaking difficulties.			
	14	Teachers give the least attention to speaking tasks in the textbooks because speaking is completely excluded from exams.			
2. Students	1	Refugee students are unable to analyze text content to develop a supported interpretation.			
	2	They are unable to pronounce the words correctly whether insolation or in connection.			
	3	They cannot find the suitable technique, or the time needed to master speaking skills.			
	4	They do not feel competent enough to use the language.			
	5	The psychological factors are influencing learners' speaking skills			

Causative Factors	No	Items	Degree of difficulty		
			Very Common	Common	Uncommon
		like nervousness, anxiety, low self-esteem, and lack of motivation.			
	6	They are unable to use print and electronic dictionaries to confirm word meanings, pronunciation, and parts of speech.			
	7	Students have negative attitudes about speaking the English language.			
	8	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.			
	9	Students do not have an awareness of the ways speaking can be practiced and learn how to cope with tasks that require oral production.			
	10	Students transfer the cultural rules from their mother tongue to EFL.			
3. The Content (Textbook)	1	The textbooks contain unattractive topics.			
	2	Textbook activities don't allow students to do an oral presentation.			
	3	The textbooks include inappropriate activities and exercises about reading.			
	4	The textbooks include inappropriate activities and exercises about listening.			

Causative Factors	No	Items	Degree of difficulty		
			Very Common	Common	Uncommon
	5	The textbooks include inappropriate activities and exercises about speaking .			
	6	The textbooks include inappropriate activities and exercises about writing.			
	7	The textbooks may include some ambiguous words (understood in two ways)			
	8	The textbooks don't contain enough pictures to help students understand the words and the content.			
	9	Students usually find the content either boring or very difficult to understand.			
	10	The syllabus is overloaded.			
	11	The content ignores real-life situations and students' communicative needs.			
	12	The curriculum 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.			
4. Teaching Aids and Methods	1	Schools lacking English language labs and library to help students practice and use language.			
	2	Lack of internet access.			
	3	Ineffective use of electronic technologies.			
	4	Teaching methods ignore the role of			



Causative Factors	No	Items	Degree of difficulty		
			Very Common	Common	Uncommon
		extra-curricular activities in enhancing the four skills ( listening – speaking – reading – writing).			
	5	There is no integration between the teaching strategies and the electronic technologies.			
	6	The absence of a multisensory instructional approach (using senses) .			
	7	Most of the teaching methods are teacher centered process.			
5. Classroom Environment	1	classes are overcrowded			
	2	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.			
	3	Most of students who are reluctant to speak in English class felt that the classroom environment did not support them to participate in classroom interaction.			
1	<p>According to your experience, do you think <i>war and financial</i> are considered causative factors of the English language learning difficulties?</p> <ul style="list-style-type: none"> <li>• -----</li> <li>• -----</li> <li>• -----</li> <li>• -----</li> </ul>				

**Dear Teacher: .....**

We need to get acquainted with the innovative teaching remedies to overcome English learning difficulties.

- The third domain seeks to identify the innovative remedies for overcoming and dealing with the English language learning difficulties.

Difficulty Description	The innovative remedies for overcoming and dealing with the English language learning difficulties
<ul style="list-style-type: none"><li>• -----</li><li>• -----</li></ul>	<ul style="list-style-type: none"><li>• -----</li><li>• -----</li></ul>

*Thanks for cooperation*

*The English Team*

### Third domain: Innovative Teaching remedies for overcoming and dealing with the English language learning difficulties

According to your teaching experience, write the most important proposed remedies, techniques and strategies that you use to overcome the English language learning difficulties among primary stage pupils.

Difficulty Description	The innovative remedies for overcoming and dealing with the English language learning difficulties
• -----	• -----
• -----	• -----
• -----	• -----
• -----	• -----
• -----	• -----
• -----	• -----
• ----- -----	• ----- -----
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# An English Test for Grade Three

## Test Instructions for Students

- Do not bring any unauthorized material (e.g. written notes, dictionaries).
- You are required to answer questions using blue or black ink. Make sure you bring some spare pens with you.
- Talking is not allowed at any time in the exam hall.
- Keep your eyes on your own paper.
- Read the questions carefully before answering.
- The listening part will not be repeated.
- Never leave any answer blank.

## The English Test

### Background Information

Name	
Gender	Male ( )- Female ( )
Country	
Date	
Age:	

## Answer the following Questions

### Part (1): Listening

1-Listen and write the number to the correct picture:

		
(-----)	(-----)	(-----)
		
(-----)	(-----)	(-----)

2-Listen and choose true (✓) or false (✗) for each sentence:

1- He is playing football.	✓	✗
2- She has two brothers.	✓	✗
3- He likes cakes.	✓	✗
4- She draws a picture.	✓	✗
5- He is wearing a red hat.	✓	✗

3-Listen and Circle the different word

1	Car	camera	car
2	Lion	Tiger	Tiger
3	Frog	Dog	Dog
4	Bus	Bus	Class
5	Eat	Meet	Eat

**4-Listen and Circle the word with long vowel.**

1	Car	Cake	Can
2	Six	Sit	Site
3	Doll	Dot	Door
4	Tell	Team	Ten
5	Cute	Up	Cut

**Part (2): Speaking****1-Read the following words orally.**

1	Teeth
2	Family
3	van
4	Mother
5	Home

**2-Read the following orally.**

1	I visit my family.
2	How are you?
3	My mother works in a school.
4	We are happy.
5	Do you like English?

**3-Answer the following questions orally.**

1	What is your name ? -----
2	How old are you? -----
3	.Where do you come from? -----
4	What do you like to eat? -----
5	What is your favorite sport? -----

### **Part (3): Reading**

#### **1. Read the following and choose the correct answer from a, b, c, or d:**

(A) Sami likes to play football. He plays football at the park on Fridays with his friend Dani. He has a red ball. It is nice.

##### **1. Who likes to play football ?**

- a. Rami                      b. Mona                      c. Sami                      d. Tom

##### **2. What color is the ball ?**

- a. Red                      b. Green                      c. Blue                      d. White

##### **3. Where does Sami play football ?**

- a. School                      b. Club                      c. Home                      d. park

##### **4. What is the name of his friend ?**

- a. John                      b. Dani                      c. Rani                      d. Hani

##### **5. Sami plays football on-----**



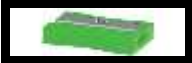


- a. Sunday                      b. Fridays                      c. Monday                      d. Wednesday

(B) My friend's name is Nada. She comes from Syria. She lives in Lebanon with her family. She goes to school everyday. She likes English a lot. She is a good girl.

#### **Read and choose True or False :**

1	Nada comes from Italy.	True	False
2	Nada goes to school everyday	True	False
3	Nada lives in Lebanon	True	False
4	Nada lives with her friends	True	False
5	Nada is a bad girl	True	False

#### **2-Match the word with its picture:**

1	Window	
2	bed	
3	pencil	
4	ruler	
5	sharpener	

## **Part (4): Writing**

### **1-Choose the correct answer.**

1. He ( **have- has –having- am-was** ) black hair.
2. ( **He- she- My- I – They- we** ) name is Tom.
3. This ( **am- is –are- were - do** ) my mother.
4. (**Do-was-Does- Are- Is**) you have an aunt?
5. A bee ( **sit-siting -were – sits-was**) on a green leaf.
6. This is (a- at -an-on- in) book.
7. (**He- She- it**) is a boy.
8. That is (a-an-on- this -the) orange.
9. I (am – did -is – are- does) a pupil.
10. We (am –had- is – are- have ) happy.

### **2-Look at the picture and fill in blanks using :**

( on -under - in- next to)



1. The bag is -----the chair.
2. The ball is -----the box.
- 3.The doll is -----the table .
- 4.The bookcase is -----the bed .

### **3-Rearrange the following words to make correct sentences.**

1. hair-has- **He**- gray.

-----

2. mom- short- **My**- is.

-----

3. my- **This**- family- is.

-----

4. play-my- brother- **I** – with.

-----

5. tall- **She**- is.

-----



4-Look and write a sentence under each picture.

1



-----

2



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3



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*Best Wishes*

## ***An English Test for Grade Six***

### **Test Instructions for Students**

- **Do not bring any unauthorized material (e.g. written notes, dictionaries).**
- **You are required to answer questions using blue or black ink. Make sure you bring some spare pens with you.**
- **Talking is not allowed at any time in the exam hall.**
- **Keep your eyes on your own paper.**
- **Read the questions carefully before answering.**
- **The listening part will not be repeated.**
- **Never leave any answer blank.**

### **The English Test**






#### **Background Information**

<b>Name</b>	
<b>Gender</b>	Male ( )- Female ( )
<b>Country</b>	
<b>Date</b>	
<b>Age:</b>	

## Answer the following Questions

### Part (1): Listening

**1-Listen and write the suitable word under each picture:**

		
(-----)	(-----)	(-----)
		
(-----)	(-----)	

**2-Listen and choose true (✓) or false (×) for each sentence:**

1- He has three sisters.	✓	×
2- She hates her friend.	✓	×
3- They go to school every day.	✓	×
4- We are friends and neighbors.	✓	×
5- His father drives a car.	✓	×

### 3-Listen and complete with suitable words:

1	The pupil came to school -----
2	The mother made a-----
3	The girl writes the -----
4	The boy reads the -----

### Part (2): Speaking

#### 1-Answer the following questions orally in complete sentences.

1	What is your favorite subject? -----
2	Do you love your family? Why? -----
3	What do you want to be in the future? -----

### Part (3): Reading

#### 1. Read the text and choose the correct answer from a,b,c,or d:

##### **My favorite Place**

(A) My grandparent's house is near the beach . It isn't very big , but it looks very pretty. Inside the house smells lovely, because my grandma always makes cakes and cookies . She makes my favorite chocolate cookies when I visit .They taste delicious! My grandpa and I collect shells on the beach. Some shells feel smooth and some feel rough. When I hold big shells to my ear, they sound like the ocean. Sara likes to be at her grandparent's house.

*By Sara, age 10*

#### 1. The writer of the text is ....

- a) Sara's grandma
- b) Sara
- c) Sara's grandpa
- d) Sara's friend

#### 2.The house is .....

- a) on the mountain
- b) in the desert
- c) near the beach
- d) in London

**3-The house looks .....**

- a) big
- b) pretty
- c) delicious
- d) bad

**4.Sara's grandpa collects .....**

- a) shells
- b) cookies
- c) cake
- d) eggs

**5.Sara feels ----- at her grandparent's house:**

- a. exhausted
- b. sad
- c. tired
- d. happy

**Read the text and answer the questions:**

**(B)** Many animals such as cows, rabbits, tigers, elephants, snakes, foxes, and crocodile in the world today are in danger because humans have always killed them for their meat or their skins.

**1-Why do humans kill the animals?**

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**2-Which animals are in danger?**

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**Part (4): Writing**

**1-Put the verb in the correct form :**

- a) She .....(.drink) coffee every morning .
- b) They .....(not go) to the party tomorrow.
- c) He .....(live) in Lebanon since 2010.
- d) My mother .....(clean ) the house now.

**2- Fill in the blanks with the adjectives in brackets (superlative and comparative ):**

- a. Tom is .....(old) than his brother .
- b. This problem is .....(easy) than that problem
- c. He has the ..... (expensive) ring in the world.

**3-Fill in the blank with the suitable preposition :**

**In /on /at**

- a. They live ..... Syria.
- b. I will see you .....six o'clock.
- c. The schools close ..... Fridays

**4-Choose the correct answer.**

- 1 - I (do- does- did- don't) my work yesterday.
- 2- They didn't (sleep- slept- sleeps- sleeping) early last night.
- 3- My father (am- is -are- does ) a teacher.
- 4- Cats (am- is- does -are) animals.
- 5- We (have – has- was – are) a big house.

**5-Write a paragraph of SEVEN sentences about the following picture**



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