A project to build compensatory programs for the learning difficulties of Syrian refugees (Jordan - Lebanon– Turkey)

The first stage

1- The Survey of Studies and Research related to English language learning Difficulties

Academic team of English subject

Prof. Eman Mohamed Abd Al-Haq	**Professor of Curricula and EFL Instruction, Faculty of Education, Benha University.**
Dr. Hasnaa Sabry Abd El-Hamid	**Assistant lecturer of Curricula and EFL Instruction, Faculty of Education, Benha University.**
Dr. Amira Fawzy	**English Curricula Expert- center for Curricula Development**
Dr. Nesreen Youssef Abd Elrauf	**Ph.D. researcher of Curricula and EFL Instruction, Faculty of Education, Ain Shams University.**
Dr. Eman Jalal Ahmed	**Evaluation researcher – National Center for Examination and Educational Evaluation.**

Field Team of English Subject

Country	Technical Team	Administrative Coordinator
Jordan	**Dr. Mohamed Khader Abu Jamous**	**Prof. Shaker Ahmed Talal**
Lebanon	**Dr. Loaloaa Kachach**	**Maan Al-zatoun (Teacher)**
	Fawzy loubani (Teacher)	
	Sna Boustag (Teacher)	
Syria	**Dr. Mahran Al-Ghayb**	**Dr. Nour Al-Gandali**
	Jamil Al- Rashid (Teacher)	
	Maysa Al –Hamouri (Teacher)	

Technical Supervision of the project
Prof. Ali Ahmed Al-Gamal
Professor of Curricula and teaching methods, the former Dean of Faculty of Education, Ain Shams University. (Founder of the idea)
Administrative Supervision of the project
Dr. Khaled Al- Sobaihi
The Chairman of the Board of Humanitarian Excellence Association
Dr. Medhat Soliman
The Diretor of Education Department at Humanitarian Association -Kuwait

English Language Learning Difficulties

English Team Experts

Prof. Eman Mohamed Abdel-Haq

Dr. Hasnaa Sabry Abdel-Hamid

Dr. Nesreen Youssef Abd Elrauf

Dr. Loaloaa Kachach

First Stage

Reviewing Studies Related to English Learning Difficulties

First Dimension
Studies Related to English Learning Difficulties

No	Author	Title	Year
١	Karam, F.J. , Kibler, A.K. & , Yoder, P.J.	"Because even us, Arabs, now speak English": Syrian refugee teachers' investment in English as a foreign language. International	(2017)
٢	WACHOB, P. and WILLIAMS, R.S.	Teaching English to Refugees in Transition: Meeting the Challenges in Cairo, Egypt .	(2010)
٣	Manoli, P., Mouti, A., & Kantzou, V.	Children with a Refugee and Migrant Background in the Greek Formal Education: A Study of Language Support Classes	(2021)
٤	Bradley, L., Bahous, R., & Albasha, A.	Mobile literacy among Syrian refugee women teachers.	(2019)
٥	Gözpinar, H.	Challenges And Experiences Of EFL Teachers And Newly Arrived Refugee Students: An Ethnographic Study In Turkey.	(2019)
٦	Ameen, R. F., & Cinkara, E.	The impact of language learning on internally displaced and refugee resilience.	(2018)
٧	Margaroni, Mary, & Magos, Kostas	Refugee experience and transformative learning.	(2018)
٨	Henderson, J. & Ambroso, E. P.	Teaching refugee students in Arizona: Examining the implementation of Structured	(2018)

No	Author	Title	Year
		English Immersion.	
٩	Yuen, L.W.	Capacity-Building Through English Language Training To Improve Long-Term Resettlement Success: A Case Study Of The Refugees Along The Thailand-Burma Border.	(2012)
١٠	Whitney, D. M.J.	Discourse Analysis Of U.S. National And State Language Policies: Restraining English Instruction For Refugee Adults.	(2012)
١١	Baddour, J.N.E.	The Development of English and Arabic Language and Literacy Skills of Syrian Refugee Children and Youth in Canada.	(2020)
١٢	Battle ,K.N.	Self-Efficacy Of Teachers Of Refugee English Language Learners: A Mixed Methods Study.	(2014)
١٣	Fitori, H.S.O	Difficulties In Teaching And Learning English Grammar In Libyan Universities.	(2019)
١٤	Grünke, M.	The Effects of Reading Racetracks on the Sight Word Recognition of Four Elementary School Students with Learning Difficulties.	(2019)
١٥	Yılmaz, M. & Kadan, Ö. F.	An Action Research Aiming to Reveal the Effects of Paired Reading on Eliminating Reading Difficulties	(2019)

No	Author	Title	Year
١٦	Korducki, R.A.	An Instructional Program Integrating Strategies For Composition And Self-Regulation: Effects On The English And Spanish Language Writing Skills Of Bilingual Latino Students With Learning Difficulties	(2001)
١٧	Gomez, C.A.	Identifying Phonologically-Based Reading Difficulties (Dyslexia) In Malaysian Children Learning To Read In English	(2000)
١٨	Baroos ,A.M.D.V.	Pronunciation Difficulties In The Consonant System Experienced By Arabic Speakers When Learning English After The Age Of Puberty.	(2003)
١٩	Loveless, M.E.	Using Response to Intervention Process in Identifying English Language Learners Learning Difficulties.	(2014)
٢٠	AlRasheed , H.S.S.	An Investigation of Students' Perceptions of Academic Reading Difficulties and Their Association with English Language Proficiency.	(2019)
٢١	Yagyu, et.al.	Development of a reading difficulty questionnaire for adolescents in Japanese.	(2021)
٢٢	Yang, S.	Diagnosing reading problems for low-level	(2021)

No	Author	Title	Year
		Chinese as second language learners	
٢٣	Bilgi , A.D.	Evaluating the effect of parent reading interventions on improving reading fluency of students with reading difficulties	(2020)
٢٤	Padeliadu, S., Giazitzidou, S. & Stamovlasis, D.	Developing Reading Fluency of Students With Reading Difficulties Through a Repeated Reading Intervention Program in a Transparent Orthography	(2021)
٢٥	SİREM , Ö & BAŞ, Ö.	The Recovery Effect of Reading Support Program on Primary Level Students' Reading Difficulties.	(2021)
٢٦	Al-Shobaki, M.A. & El Nimry, A.A.A.	The relationship between and visual efficiency reading difficulties among school aged children.	(2018)
٢٧	Almwagda, R.A. & Altweissi, A.I.	The reading difficulties facing the Ninth grade students in the English language and how to deal with these difficulties from the point of view of the teachers in the southern Almazar directorate of Education	(2019)
٢٨	Al Arfaj, N.I. & Stalker , J. C.	Factors causing reading difficulties for Saudi beginning students of English as a foreign language.	(1996)

No	Author	Title	Year
٢٩	Maria Stathopoulou Hellenic and Petroula Dassi	Teaching Languages to Students from Refugee and Migrant Backgrounds around Europe: Exploring Difficulties and Teachers' Believes	2020
٣٠	Raj Khatri	Supporting Adult Learners with Refugee Experiences through English Language Instruction	2016
٣١	Clemence Due , Damien W Riggs , and Mia Mandara	Educators' experiences of working in Intensive English Language Programs: The strengths and challenges of specialized English language classrooms for students with migrant and refugee backgrounds	2015
٣٢	Michael Medley	A Role for English Language Teachers in Trauma Healing	2012
٣٣	Multicultural Youth Advocacy Network Australia (MYAN) with the Youth Transitions Support (YTS)	English Language Acquisition for Young People from Refugee and Migrant Backgrounds	2018
٣٤	Batoul Khoja and	The real story of English language teaching in	2017

No	Author	Title	Year
	Debasish Mohapatra	Syrian high schools and the bumpy transition into the university level	
٣٥	Hasibe Yahsi Sari Selahattin Gelbal Halil Ibrahim Sari	Factors Affecting Academic Self-efficacy of Syrian Refugee Students: A Path Analysis Model	2020
٣٦	Tajinder Kaur	Everyday literacy practices of a former Syrian refugee: Strengths and struggles	2016
٣٧	Vanessa Braun	Standpoint Theory in Professional Development: Examining Former Refugee Education in Canada	2016
٣٨	Xuemei Li and Marina Grineva	Academic and Social Adjustment of High School Refugee Youth in Newfoundland. Case study	2016
٣٩	Amal H. Essak	Refugee college students acquiring academic literacy: an exploration of how their views of academic literacy impact the process	2012
٤٠	Selcuk R. Sirin and Lauren Rogers-Sirin	The educational and mental health needs of Syrian refugee children	2015
٤١	Hope Celia	A thousand steps, a long time, a lot of words: The perceived and observed benefits of a community-based ESOL literacy programme for migrant and former refugee women	2013

No	Author	Title	Year
٤٢	Victoria Abou-Khalil , Samar Helou, Brendan Flanagan, Niels Pinkwart and Hiroaki Ogata	Language Learning Tool for Refugees: Identifying the Language Learning Needs of Syrian Refugees Through Participatory Design	2019
٤٣	Norah Amin	Successes and Challenges of Syrian Refugee Children in Canada: Language and Literacy	2018
٤٤	Hayat Al Masri and Emad A. S. Abu-Ayyash	Second language acquisition from Syrian refugees' perspectives: Difficulties and solutions	2020
٤٥	Heba M. N. Alefesha & Dina A.H Al-Jamal	Syrian Refugees' Challenges and Problems of Learning and Teaching English as a Foreign Language (EFL): Jordan as an Example	2019
٤٦	Konder Manurung	Improving the speaking skill using reading contextual internet-based instructional materials in an EFL class in Indonesia	2014
٤٧	María Cristina Fory Possú	Implementing English Speaking Skills with EFL Large Groups: Challenges and Useful Strategies	2021
٤٨	Mohammed Zaki Aljadili	The Effectiveness of Using Virtual Classes on Developing the Tenth Graders' Speaking Skills and Their Speaking Anxiety	2014

No	Author	Title	Year
٤٩	Erlenawati Sawir	Language difficulties of international students in Australia: The effects of prior learning experience	2005
٥٠	Sri Wahyuni	Increasing Speaking Achievement by Using Pow-Tega Technique	2016
٥١	Kholoud Ahmed Al-Zharna	The Impact of Using SIOP Model Based on Active Learning on Developing English Language Speaking Skills Among Six Graders	2019
٥٢	Pramita Sari	Using Vlog in the Youtube Channel as a Means To Improve Students' Motivation And Confidence to Speak English in Intermediate 1 Level of LB-LIA Jambi	2018
٥٣	Intakhab Khan	Learning difficulties in English: Diagnosis and pedagogy in Saudi Arabia	2011
٥٤	Safaa M. Abdelhalim	Children Literature Based Program for Developing EFL Primary Pupils' Life Skills and Language	2015
٥٥	Çiğdem Güneş a *, İskender Hakkı Sarıgöz b	Speaking struggles of young EFL learners	2021

No	Author	Title	Year
٥٦	Samira Al Hosni	Speaking Difficulties Encountered by Young EFL Learners	2014
٥٧	Karen D.Annear Gregory C. R.Yates	Restrictive and Supportive Parenting: Effects on Children's School Affect and Emotional Responses	2010
٥٨	Heri Mudra	Digital Literacy among Young Learners: How do EFL Teachers and Learners View its benefits and Barriers?	2020
٥٩	Ibraheem Abdullah Alzahrani	The Extent of Using Augmented Reality Technologies in Improving the Abilities of Students with Learning Difficulties in Learning and Achievement	2019
٦٠	Muhammad Adil	Problems Faced by Teachers in Teaching English Language	2021
٦١	Sandy Chwastek Birgit Leyendecker Anna Heithausen Cristina Ballero Reque and Julian Busch	Pre-school Teachers' Stereotypes and Self-Efficacy are Linked to Perceptions of Behavior Problems in Newly Arrived Refugee Children	٢٠١٥

No	Author	Title	Year
٦٢	Mary Susan Anyiendah	Challenges Faced by Teachers When Teaching English in Public Primary Schools in Kenya	2017
٦٣	Israa Mawed	An Exploration of English as a Foreign Language teachers' attitudes towards curricula development at the English Language Teaching Department in the Syrian Higher Institute	2016

1	**The Title of the Study**	"Because even us, Arabs, now speak English": Syrian refugee teachers' investment in English as a foreign language **By** **Karam, F.J. , Kibler, A.K. & , Yoder, P.J**
	The Purpose of the Study	**The purpose of the study is to:** • Examine a group of Syrian refugee teachers' ideologies and challenges regarding teaching English as a foreign language (EFL) to Syrian refugee students with interrupted or no prior formal education in three non-formal education (NFE) centers in Lebanon. • Describe the obstacles that Syrian refugee teachers face in teaching EFL to refugee students in Lebanon and to better understand these teachers' ideologies with respect to EFL and their teacher identities from the perspective of Norton's model of investment and identity.
	The participants of the Study	The author was invited by the academic coordinator of an NGO called Salam (all names are pseudonyms) to conduct research that could better inform the NGO's administration about the students' and teachers' needs at three of their NFE centers in Lebanon. Salam was founded in 2013 and is mainly funded by donations from Syrian expatriates around the world. According to administrators, Salam has no political affiliations and was serving, at the time of data

collection, around 1200 refugee students of multiple political and religious backgrounds. Salam's mission is to provide Syrian refugee students with education and facilitate their eventual enrolment into Lebanese public schools. After one year of operations, Salam has succeeded in enrolling around 130 students into the Lebanese system. Salam employs around 40 Syrian refugee teachers that get paid monthly wages, in addition to tens of unpaid volunteers that dedicate their time and expertise. Salam officially adopts the content-based Lebanese curriculum and utilizes the textbooks issued by the Lebanese Ministry of Education and Higher Education to public schools in the country. Salam emphasizes EFL as English is a precursor to enrolment in nearby Lebanese public schools where the medium of instruction is English. Content area teachers (e.g., mathematics, science, and social studies) are encouraged to incorporate as much English as possible into their instruction, while mathematics teachers are expected to teach content specific words in English. Students are placed in a four-tier system (Beginners, Levels 1–3), determined by the students' results on math and Arabic placement tests developed by Salam's Academic Coordinator. Most students at Salam's centers had interrupted or no prior formal education according to Salam's administrators.

Data was collected from three Salam centers. Two of these centers are located in the West Bekaa Valley in Lebanon, a

		historically marginalized and underserved farming area. Participants of the study included Salam teachers and teacher volunteers from all three centers (n= 20) in addition to three Salam administrators .
	The instruments of the Study	A qualitative approach using the following instruments to gain a nuanced understanding of the teachers' experiences.: ▪ Interview ▪ Field Observations ▪ Questionnaire ▪ The researcher conducted field observations (N =10), conducted formal and informal interviews with Salam teachers and administrators, and collected questionnaire data from 18 teachers at the three centers. ▪ They also formally interviewed three teachers from each center, as well as all three Salam administrators. ▪ Questionnaire data was provided to participants in Arabic and in English, depending on participants' preferences; interviews were audio recorded and conducted in Arabic, English, or a mixture of both languages, also depending on the interviewees' preferences. ▪ The questionnaire included open-ended questions that aimed at better understanding teacher's views regarding teaching EFL, the curriculum that they are implementing, and the challenges they face in teaching

		their students.
	The Results of the Study	▪ The results of the study suggest that despite curricular, linguistic, sociolinguistic, and sociocultural obstacles that impeded their 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 have led 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. ▪ Questionnaire data revealed a consensus on this matter: all teachers responding favorably on whether they believe that teaching a foreign language such as English is beneficial to their students. 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 starting from kindergarten.
	Difficulties	**Linguistic difficulties**
		▪ **Mispronunciation Problem**: fear of pronouncing the words in a "wrong" manner.
		Curricular difficulties
		▪ The English curriculum and textbooks were inadequate for their students' needs.
		Sociolinguistic difficulties: students' fear of English
		▪ The difficulties are discovered through questionnaires and the interviews.
		▪ Common threads across the emerging themes: the interconnectivity of power, identity, and language, in addition to the teachers' sense of agency in addressing the obstacles that impeded their instruction.
		Conversational CDs of "native" speakers to practice

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

them with conversational CDs of "native" speakers to practice pronunciation..

<u>Using various instructional and motivational approaches to help their students overcome their fear of English.</u>

- Teachers had a different approach than bringing in native speakers into the classrooms. According to this,they used various instructional and motivational approaches to help students overcome their fear of English.For example, the students hated English, she didn't give up and helped them overcome their dislike of English by using songs, games, communicative [activities]. Children should communicate in the class.

- They also used non-traditional" teaching techniques. They used songs, videos and realia to break down the wall of ice, of fear, where students are afraid of the language and they do not want to learn it. That barrier prevents them from learning it.

- In addition , teachers should help students feel that they know the language, and not make them feel that they are linguistically deficient in English. They encouraged students to use English and has a reward system in place to further motivate students by putting a star next to their name on the student chart in class.

- Verbal encouragement and clapping were also motivational strategies that English teachers used and

		reported using in most classes.
Activities		▪ An audio enabled dictionary or computer could help students figure out how to pronounce the words.
		▪ songs, games, communicative activities.
		▪ songs, videos and realia to break down "this wall of ice, of fear, where students are afraid of the language and they do not want to learn it.
		▪ using supplementary materials
		▪ creating hands-on activities
		▪ reward systems, and positive reinforcement
Challenges of the Study		▪ Refugee teachers in Lebanon share some of the same obstacles and fears as their students (e.g., fear of English), and when teachers are invested in teaching EFL, they can assume an agentive role in devising innovative solutions to problems that most teachers of refugee students in emergencies face: language barriers, inadequacy of the curricula, combatting extremism, and a host of other obstacles. In short, refugee teachers can have unique insights into their students' learning and life experiences that can enable them to play an essential role in modifying instruction to address their students' needs and overcome a host of pedagogical, curricular, linguistic, and social obstacles that can impede students' learning.

		- Teachers' practices are also influenced by ideologies of language that reflect their own insecurities regarding the language they are teaching. - Despite the Lebanese government's stance against the naturalization of Syrian refugees, it is unwise to overlook the possibility of an extended stay for Syrian refugees in Lebanon. Hence, various stakeholders should consider long-term planning that goes beyond providing access to education and address questions that matter to the future of Syrian generations in Lebanon and to the host country as well. For
	Citation	Karam, F.J. , Kibler, A.K. & , Yoder, P.J.(2017). "Because even us, Arabs, now speak English": Syrian refugee teachers' investment in English as a foreign language. *International Journal of Intercultural Relations 60* , 169–182.

2	The Title	Teaching English to Refugees in Transition: Meeting the Challenges in Cairo, Egypt **By** **WACHOB, P. and WILLIAMS, R.S.**
	The Purpose of the Study	▪ Examine certain English language learning and teaching issues pertinent to refugees who are in transition(refugees who are waiting for, but have not received, permanent resettlement). Such transitional refugees live in political, physical, and psychological conditions that are in many ways different than those of refugees who have been permanently resettled and thus present a set of challenges to ELT educators that call for responses that are tailored for transitional situations. ▪ In fact, language issues pose major challenges for transitory refugee education. Though English is the language of instruction in almost all refugee schools in Cairo, few students have more than basic fluency in English, and even refugee school faculty often lack adequate English skills necessary to teach in English.
	The participants of the Study	▪ Refugee educators, migration specialists, a handful of ELT professionals, and many volunteers, both from AUC and from other NGOs and religious organizations in Cairo.
	The	▪ The study focused more on the responses to refugee school challenges by the students, migration specialists, and ELT

instruments of the Study	professionals at the AUC. There are three primary organizations at AUC that work to assist refugees schools: the Cairo Refugee Language Project (CRLP), a research umbrella housing traditional and advocacy scholarship for refugee language issues; the AUC MATEFL program; and the Center for Migration and Refugee Studies (CMRS), a research center that offers diploma and master's postgraduate degrees.
The Results of the Study	▪ Many of these responses can be seen as successes, not only in terms of the development and implementation of some curriculum for refugee school faculty and students, but also in the byproducts of these efforts. These include enhanced identification of refugee school situations and needs, enhanced communication among refugee schools, and a heightened awareness of key transitional education issues among the refugee community, the ELT professional community, and the volunteer community. ▪ Teacher training, on a small scale, is being funded by outside sources, but is currently carried out locally for one refugee school only. These refugee school teachers are studying English and pedagogy, upgrading their knowledge.
Challenges of the Study	▪ **Classroom Challenges** ▪ **Faculty Challenges** ▪ **Administrative Challenges** ▪ There are many challenges to transitional education remain

		do threats to continue the work. The most difficult among them are issues of sustainability on all levels. It is always difficult to find funding and space; to recruit, train, and retain volunteers.
	Difficulties	▪ vocabulary problems ▪ grammar problems ▪ writing problems
	Intervention Strategies	**Roundtable Discussions** ▪ The purpose of the roundtable is not to offer direct assistance to refugee schools but rather to offer a forum which might generate problem responses from within the schools themselves. ▪ Teach EFL and content-based courses in the refugee schools. ▪ Combining a traditional grammar-based approach with task based learning. **The Student Action for Refugees (STAR) program** ▪ The Student Action for Refugees (STAR) program that provides English lessons and a wide variety of graduate student projects. The Community Translator project trains specifically for translating for governmental or nongovernmental (NGO) services. Language instruction in English and Arabic as well as specialized vocabulary and methodology of translation is provided.

- The STAR program is a student club at AUC and is involved in many projects, the most important of which is a large number of English language classes for refugees.

- These courses are not usually taught in refugee schools, as those centers are already overcrowded and, unlike those offered for children or adults with interrupted schooling, their content and focus are different, which is mainly skills enhancement for work or hoped-for resettlement. So successful has the STAR program been, that there are long waiting lists for classes, which enroll over 1000 every semester. It is an important interface with the AUC students and the refugee community.

- Some of the challenges have been the many difficulties with placement tests, where there is widespread cheating because students do not know the concept of a placement test. Also the many and varied spellings of the same name creates problems with class lists and tracking students in classes. In addition, contact information is a problem, as students are reluctant to give out phone numbers, they do not have a phone, or they share a phone with another person. Placement in classes by levels is not always possible, as students want to study with their friends no matter the proficiency level. Intergroup conflict (intertribal, interreligious, and interethnic differences) also arises and brings the outside world into the classroom. Women have a particularly difficult time as refugees, and in their quest for education meet obstacles as

	well. They are frequently uncomfortable with their classmates if they are the only female in a classroom and are more likely to drop out. Women-only classes have met with partial success, mainly due to lack of child care and other support services for women with children. Although foreign exchange students have been the majority of volunteer teachers, some Egyptians have volunteered, sometimes causing apprehension on both sides, as Egyptians are more likely to be veiled, and many lack so called native-like English ability. Also, the move of the AUC campus from downtown.
Citation	WACHOB, P. and WILLIAMS, R.S. (2010). Teaching English to Refugees in Transition: Meeting the Challenges in Cairo, Egypt *.TESOL Quarterly ,44*(3), 596-605

The Title	Children with a Refugee and Migrant Background in the Greek Formal Education: A Study of Language Support

3		Classes. **By** **Manoli, P., Mouti, A., & Kantzou, V.**
	The Purpose of the Study	▪ Investigate second/foreign language teaching in formal educational settings. In particular, it probes into the teachers' and students' profiles, the teachers' goals and challenges, the teaching practices, the educational materials used and the classroom climate in various formal educational settings throughout Greece that offer language education to refugee and migrant children.
	The participants of the Study	▪ The study belongs to exploratory research, forming the basis for further research in a field where little previous research was conducted. To this end, a research design of multiple case studies was chosen. The research data came from ten (10) formal educational settings providing language classes to refugee and migrant children. They were collected in the context of the postgraduate programme of the Hellenic Open University (HOU) 'Language Education for Refugees and Migrants ▪ Teachers and Students.
	The instruments of	▪ The data were collected through teacher **interviews and classroom observations** in the context of the

	the Study	Postgraduate Programme 'Language Education for Refugees and Migrants' at the Hellenic Open University and analyzed through the content analysis method.

Teachers' Interviews

- 10 semi-structured interviews were conducted with the teachers, aiming at investigating teachers' instructional practices, materials, language skills emphasized, and classroom climate. Moreover, some questions about the teachers' and students' profiles were included in the interviews. Each interview lasted from 10 to 30 minutes approximately and was conducted in Greek. All interviews were recorded and transcribed verbatim for further analysis of the research data. It should be mentioned that a careful piloting of each interview guide was carried out, while the research assistants conducting the interviews had some relevant experience from previous assignments as well as training from their tutors to enhance the reliability of interviews.

Classroom Observations

- Direct, semi-structured classroom observations were conducted at these language support classes focusing on events and behaviors, as they were happening in a classroom, which enabled researchers to understand the context of various programmes.Though the researcher assistants were present, they did not participate or intervene in the whole teaching procedure. During the

	observation process, field notes were taken on different observation sheets, developed separately in advance for each educational setting but focused on the same predetermined observation objectives. It should also be mentioned that the duration of each classroom observation varied, though the goal was to observe these language lessons at least twice or three times (4-5 teaching hours).	
The Results of the Study	▪ The findings of the study indicated that students differed not only in age, gender, socio-cultural background but in first language, language proficiency and aptitude, prior and current access to education making classrooms really heterogeneous places and teachers' work even more demanding . ▪ In terms of literacy, particularly, it was found that 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 results revealed that 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.	

		▪ The results of the study are indicative of the need for teachers' training to get special knowledge and appropriate skills to teach this socially vulnerable population.
	Difficulties	▪ Language Accuracy ▪ Grammar (They Emphasized That Grammar Is Referred To The Reading, Listening And Writing Skills) ▪ Error Correction. ▪ Witing Difficulties (The Participants Usually Focus Less On Writing Through Forming Simple And Short Sentences Using Lexical Chunks And Patterns) ▪ Literacy Differentiation ▪ Language Proficiency
	Intervention Strategies	**Student Centred approach** ▪ It was observed that the English language teachers, who had had relevant training while attending university, emphasized the use of language as a means of communication and organized activities focusing on meaning rather than form. They preferred student-centered activities, although they confessed that this was difficult to achieve, since their students' proficiency level was very low and no support language could be used. Nevertheless, when a level of basic communication was established, they gradually

introduced interaction-based activities, during which the students were required to achieve a well-defined communicative goal. It has to be noted, though, that, according to the teachers' words, the students were initially reluctant to participate in such activities, which the teachers attributed to their unfamiliarity with student-centered teaching practices.

- **<u>Multitasking</u>** . Is a very useful approach to teaching and very useful in many occasions, such as their future work environment, their family, and interpersonal skills. Teacher's practices diverged from the rest. Namely, in the observed lessons, they brought realia in the class and organized role-playing activities, relevant to what the students were expected to be involved in outside the classroom. Thus, they seemed aware of the students' need to be actively engaged in meaning making tasks.

- Teachers approached the task of language teaching with an emphasis on forms, grammatical accuracy and error correction. During interviews, they stressed the importance of grammar, while it was observed that they used an abundance of drills, presenting language at a sentence level. The second teacher, particularly, in the interview excerpts that follow did not seem to be aware of the cognitive load that the use of a second language creates and advocated the use of multitasking in everyday practice.

	▪ They start with a warm-up activity that may include a short lecture on the subject to be taught, especially when it comes to grammar rules.
Activities	▪ student-centered activities ▪ Communicative activites ▪ Activities based on meaning ▪ Interaction-Based Activities ▪ Role-Playing Activities
Challenges of the Study	▪ Teachers had received no particular training in language teaching to refugees and migrants prior to their involvement in the program. ▪ There are some instances of aggressive behavior.
Citation	Manoli, P., Mouti, A., & Kantzou, V. (2021). Children with a Refugee and Migrant Background in the Greek Formal Education: A Study of Language Support Classes. *Multilingual Academic Journal of Education and Social Sciences,* 9(1), 1–15.

	The Title	Mobile literacy among Syrian refugee women teachers
		By

		Bradley, L., Bahous, R., & Albasha, A
4	**The Purpose of the Study**	• The main purpose of the research is to investigate the mobile literacy of Syrian refugee women teachers participating in a vocational training program in Lebanon and Sweden.
	The participants of the Study	• Qualitative method approach was applied with interviews and an analysis of MALL apps. Through teacher training centers for newly arrived migrants, all in all 20 Syrian refugee women teachers gave their consent to participate in interviews, ten teachers in each respective country. Face-to-face interviews were conducted in the respondents' mother tongue, Arabic, and subsequently translated to English for analysis with the research team. All interviews were audio-recorded and transcribed verbatim. The research team used Google Drive as a shared space and Skype for collaboration between Gothenburg and Beirut. Studying the professional situation of refugee women teachers in these two particular countries displays the situation in two countries which have both accepted a large number of Syrian refugees during the past few years, however, geographically, being far apart.
	The instruments of the Study	• A qualitative method approach was applied with **interviews and an analysis of MALL apps.**

The Results of the Study		• The results show that the respondents 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 women 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 them 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 have used different language learning resources to make their aptitudes much more compatible.
	Intervention Strategies	**Mobile Learning** • The respondents 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. They all had a smartphone that was used actively; primarily

		social media for staying connected with friends and family but also for watching videos, surfing the web, and translating.
		Mobile Assisted Language Learning (MALL) Tools
		• In terms of MALL, all respondents apart from one had used the phone to learn a new language. The respondents suggested 19 different MALL resources and apps such as MALL apps , translation services ,video ,such as YouTube and TED talks, and other .
		• **Mobile Apps**
	Activities and Learning Resources	• MALL apps
		• Translation services
		• Video
		• YouTube
		• TED talks
		• Social Media Apps
		Dictionary and Translation Apps
		• Google translate, Lexin, Translator,Translate application, Dictionary
		Apps for language learning
		• Duolinguo, Memorize, Sayhej, Harvard University app for learning English, Språkplay,Melody, The American English Application, English with

		Disbeta**.**
	Difficulties	• Language Learning Competency
	Citation	Bradley, L., Bahous, R., & Albasha, A. (2019). Mobile literacy among Syrian refugee women teachers. In F. Meunier, J. Van de Vyver, L. Bradley & S. Thouësny (Eds), CALL and complexity – short papers from EUROCALL 2019 (pp. 57-62). Research-publishing.net. https://doi.org/10.14705/rpnet.2019.38.986

5	**The Title**	Challenges And Experiences Of EFL Teachers And Newly Arrived Refugee Students: An Ethnographic Study In Turkey. **By** **Gözpinar, H.**

The Purpose of the Study	• The purpose of the study is to examine the challenges and experiences of Turkish secondary school English as a Foreign Language (EFL) teachers and newly arrived refugee students towards the current refugee oriented education. It also aims to gain suggestions from them to improve education, particularly language education.	
The participants of the Study	• The total number of refugee students residing in the province of Ordu, Turkey is 1,060 according to 2017-2018 education year statistics. Their countries of origin are as follows: Iraq, Iran, Saudi Arabia, Afghanistan, Yemen, Syria, Palestine, and Algeria. The researcher included the opinion of eight refugee students (five females − three males) about their experiences regarding EFL classes. The refugee students do not want to talk much because they think that those who conduct surveys, interviews or researches are state officials. • The participants were eight teachers of English as a foreign language in the school. The researcher also informed five head English teachers representing each school at monthly provincial teacher meetings. The total number of English teachers in those five schools was thirty-four. The researcher chose the teachers among the ones who had a minimum of	

		three (3+) refugee students in their classes and had a minimum of five (5+) years of teaching experience. A total of eighteen English teachers (eleven females – seven males), expressed interest in the topic with great sensitivity, had agreed to participate in the study. Four of the schools managed international school projects within the scope of Erasmus+ in the last five years and six teachers have had an international experience. Teachers have no knowledge of the mother tongues of their students (i.e. Modern Arabic, Kurdish, Farsi-Dari etc.)
	The instruments of the Study	• The present study is the result of the researcher's (2015 – 2017) teaching English as a foreign language to refugee students at a high school in Ordu, Turkey. Fifty-six refugee students were studying at the school the researcher was working. The researcher was a member of the refugee integration committee at the school. Thanks to five years of experience as a teacher of Turkish as a Foreign Language (TFL) abroad, the researcher ran Turkish language trainings for refugees as well and had a chance to evaluate their educational progression through classroom observations, unstructured interviews, field notes, e-mails and phone correspondence, face-to-face discussions, family visits, and casual talks with parents, youth, and teachers. The researcher tried to obtain a broad range of data from all of the participants. The education center for research and development in the city Ordu also helped the researcher with the collection of data. *The study provides information*

		by using multiple sources of data such • Semi-Structured / Unstructured Interviews • Teachers' Committee Meetings • Field Research • Classroom Observations • Small Group Discussions
	The Results of the Study	• The results indicated that most of the teachers had fears, stress and insufficient experience. They also agreed that EFL classrooms were unique, neutral and safer places to encourage and increase the active participation of refugee students.
	Difficulties	• Academic Achievement • Language Acquisition
	Citation	Gözpinar, H.(2019). Challenges And Experiences Of EFLTeachers And Newly Arrived Refugee Students: An Ethnographic Study In Turkey. *MIER Journal of Educational Studies, Trends & Practices, 9*(2), 147 - 164
	The Title	The impact of language learning on internally displaced and refugee resilience **By** **Ameen, R. F., & Cinkara, E.**
6	**The Purpose of the Study**	• The study aimed to investigate the resilience of Iraq IDP and Syrian refugee adolescents who live in Iraq in camp

		and none-camp settings. Also investigating the impact of learning EFL on the resilience and lives of these adolescents.
	The participants of the Study	• 223 subjects (126 female and 97 male aged 15-17 years) completed a CD-RISC questionnaire in 5 preparatory schools
	The instruments of the Study	Two data collection tools were employed in this study: • The Connor and Davidson Resilience Scale (CD-RISC-25) • Structured interviews
	The Results of the Study	• The results concluded that the participants had medium resilience level, and learning English plays different roles in building resilience of the participants. • The results confirmed the importance of learning EFL and its impact on participants' lives confirm the results of other studies in same domain.
	Challenges of the Study	• The study has some limitations. First, it involved only 223 participants from only 5 schools. The future studies could involve larger number of samples in more schools and also involving other settings as homes, social centers, etc. • Second, this study limited to obtain participants resilience levels only in one occasion without

		approaching the reasons behind low or medium scores.
		• Lastly, the findings regarding the impact of FFL on resilience building, the current study neglected the low frequent comments.
	Activities and Learning Resources	• Computers, • Mobile Phones • The Internet and Television.
	Citation	Ameen, R. F., & Cinkara, E. (2018). The impact of language learning on internally displaced and refugee resilience. *European Journal of Educational Research,* 7(3), 529-538. doi: 10.12973/eu-jer.7.3.529

7	**The Title**	Refugee experience and transformative learning **By** **Margaroni, Mary, & Magos, Kostas**
	The Purpose	• The purpose of the study is to investigate how, through the refugee experience, the participants are able to reflect critically on initially problematic frames of reference in their home country and then in the host

		country.
		• It also investigates the contribution of the refugee experience in the process of transformation in young Afghan asylum seekers in Greece.
		• It examines the participants' extremely adverse socio-political background in their country of origin; the marginalization that existed in the long-term intermediate refugee station, Iran; the arduous and perilous journey to the West and their experiences in their new host country Greece.
The participants		• 15 young mostly illiterate Afghans, officially minors. They were from 15 to 18 years old
The instruments		• The biographical method was chosen because it aims to understand the special ways in which individuals experience and register wider statutory practices and social logic. • Case Study
The Results		• The results revealed that research subjects developed a critical approach to a range of opinions and attitudes associated with the lives of members of the dominant group in the country of origin. • Beyond the transformation on a mentality level, as in the previously mentioned, as examples, conceptual fields in cases where the refugee subjects are not totally

		overwhelmed by the weight of their crushing, boundary experiences of refugeeism, they develop a positive self-image, in the sense of self confidence, self-support through transcending themselves. It is in these cases that the self-image guides the refugee subjects towards being available for future action for the common good. They escape the victim role and claim a fairer redistribution of social goods for themselves and for the wider social whole.
	Intervention Strategies	**Transformative Learning** • The participants' cognitive and emotional journey towards transformative learning, , seems to pass through a series of different reflective stages. The initial, to a certain extent, superficial reflections focus equally on life in the places of origin and on their migrant experience. These gradually evolve into deeper thoughts and questions about different aspects of life, both in the country of origin and the host country. Thus, following Mezirow's typology reflections (1991), the findings indicate that the initial thoughts of the subjects were content reflections, reflections that focused solely on the content of previous experience. These reflections are progressively enriched with process reflections, which focus on managing experiences that ultimately serve as a source of empowerment for their owner. The last step concerns premise reflections. These are

		reflections on not only the specific experience, but in general, on mental habits and perspectives that have influenced both the person themselves and wider social groups.
	Citation	Margaroni, Mary, & Magos, Kostas (2018). Refugee experience and transformative learning. *Global Education Review, 5* (4), 194-210.

8	**The Title**	Teaching Refugee Students in Arizona: Examining the Implementation of Structured English Immersion **By** **Henderson, J. & Ambroso, E. P.**
	The Purpose	• The purpose of the study is to teach refugee students in Arizona and examine the Implementation of Structured English Immersion

The participants	• Six Educators	
The instruments	• Semi-Structured Interviews	
The Results	• Results highlight the important role that teachers play in helping students adjust to education. • Results revealed that contributing to an understanding of how training programs can better prepare teachers to work with refugee students.	
Intervention	**Structured English Immersion** • In the fifteen years leading up to the passage of No Child Left Behind Act (NCLB) in 2001, an influx of immigrants and more conservative political leadership had begun to shift attitudes towards ELs in the United States. • By the time NCLB was passed, English-only language policies had already been adopted in 23 states, and the act shifted the federal government's focus from equal provision of resources to equal outcomes. • While NCLB gave more power to the federal government to influence educational policies, the act weakened the government's role in protecting the educational rights of ELs and, effectively, decreased support for bilingual and	

primary-language instruction.

- In the wake of NCLB, advocates of English-only instruction gained support in states that had become more restrictive in regard to their bilingual programs. Ron Unz, a successful businessman with political aspirations, capitalized on these conditions to champion three successful voter initiatives restricting bilingual education in California, Arizona, and Massachusetts. In June of 1998, voters in California approved a law titled English for the Children , which required school districts to provide English-only instruction to ELs that had not yet met state English-proficiency requirements.

- Arizona state legislature adopted a policy prescribing Structured English Immersion (SEI) as the official model of instruction for ELs.

- The basic principle required English-language instruction to precede content-area instruction in order to "accelerate EL's English language development and linguistic preparation for grade-level academic content"

- Between 2000 and 2006, the vast majority of instructional programs that had been in place to serve ELs in Arizona were dismantled and replaced with an SEI model that many teachers considered confusing and loosely defined, resulting in a wide variation of English language instruction across the state.

- In 2006, as a response to inconsistencies in SEI programs, the state legislature authorized the English Language Learner Task Force, which was charged with selecting a prescribed model of SEI for ELs in Arizona.

- Shortly thereafter, the legislature also introduced new training requirements, allowing public school teachers, principals, and superintendents working with ELs to complete a newly developed SEI endorsement in place of the previously required bilingual education or ESL endorsement. Following this mandate, the number of Arizona teachers completing bilingual and ESL endorsements dropped significantly.

- The new SEI endorsement required the completion of just six coursework credits, compared to 24–27 for the bilingual and ESL endorsements, and significantly lowered the training hours needed to earn an endorsement Since the changes in teacher-training requirements, many scholars have argued that SEI-endorsed teachers are less prepared than those with bilingual or ESL endorsements.

- In 2007, the Task Force approved a four-hour model of SEI that was based on a time-on-task principle regarding the time needed to master a language before moving to content-area instruction.

- One key aspect of the 4-hour model is that it requires that ELs be separated from their schoolmates already deemed

		"English-proficient" for a minimum of one year while focusing on English-language development in place of grade-appropriate academic content.
	Citation	Henderson, J. & Ambroso, E. P.(2018). Teaching refugee students in Arizona: Examining the implementation of Structured English Immersion. *Global Education Review, 5* (4), 55- 73.

	The Title	Capacity-Building Through English Language Training To Improve Long-Term Resettlement Success: A Case Study Of The Refugees Along The Thailand-Burma Border **By** **Yuen, L.W**
9	**The Purpose**	• The purpose of the study is to explore the possibilities of implementing a formalized English

		language training program in the refugee camps to improve long-term resettlement success
	The participants	• A total of twenty-nine refugees along the Thai-Burma border; fifteen resettled refugees in Colorado; three representatives of international organizations; six representatives of non-governmental organizations; and one government official.
	The instruments	• In order to explore the possibilities of implementing a formalized language training program in refugee camps to potentially improve the resettlement process, the interview questions were designed to explore interest, need, barriers, and perceptions. More specifically, the survey and interview questions for the refugees in the camps and resettled refugees touched on need, demand, challenges, and perceptions of instituting English language classes in the camps as a way to improve the long-term success of resettlement. The interview questions for the organization and government representatives were designed to explore interest and the barriers to implementing English classes in the camps to determine feasibility. The questions touched on their priorities, barriers and challenges to service provision, key needs, approach to addressing refugee livelihoods, perception on English language training

in the camps, and insight on improving the resettlement process.

Semi-Structured Interviews

- Semi-structured interviews were conducted face-to-face with key informant refugees, representatives of non-governmental organizations, representatives of international organizations, and government officials. Interviews with refugees were conducted in a semi-private setting of their homes, and interviews with representatives and government officials were conducted in the participant's office, restaurant, or café. Semi-structured interviews function more informally as an interactional exchange of dialogue like a discussion or conversation. The interviews were conducted with a fairly open framework using the interview guide approach. The interview guide approach follows an interview protocol with pre-specified topics and questions which can be reworded as needed and covered in any sequence or order . Certain questions may be omitted based on what the interviewer deems as appropriate to each subject and additional questions can be developed during the interview to probe for details or to discuss certain issues further .In this study, the interviews began with more general questions and then moved into more specific questions relevant to the study.

Semi-structured interviews were most appropriate for this study because of the attitudinal and exploratory nature of the majority of the interview questions. The ability to discuss and ask participants to explain or clarify their viewpoints on English training programs in the camps enhanced the findings of the study. Standardization was not a priority for the study, which explains the benefit of utilizing semi-structured interviews over questionnaires, which offer less flexibility for clarification and probing.

Survey

- Structured surveys were conducted for refugees in the camps and those resettled in Colorado. The structured surveys were conducted face-to-face in the homes of the refugees and included both closed and open-ended questions. The surveys were administered face-to-face to maximize response rates and to clarify potentially confusing questions. Cross-sectional surveys collect standardized data to make inferences about a specific population at one point in time and the data is analyzable. For example, possible associations between variables such as English proficiency levels and refugee enrollment in English classes could be explored quantitatively to improve service provision.

		Conducting surveys is also appropriate for qualitative analysis because the attitudes of a greater proportion of the population of interest may be surveyed through open-ended questions within the time constraint. The use of closed-ended questions in the survey minimized possibilities of confusion and triangulated the responses of similar open-ended questions that could have been potentially confusing for the refugees or mistranslated by the interpreter. Closed-ended questions are straight-forward and were used to ensure findings accurately reflected the views and opinions of the respondents. Initial surveys conducted demonstrated the difficulty some refugees experienced in answering and comprehending particular open-ended questions perhaps because of their low levels of education. Furthermore, certain closed-ended survey questions used a four point Likert scale.
	The Results	- 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.
Recommendations	• A standardized language training program should be implemented in the refugee camps to benefit both refugees who for resettlement and the receiving country for refugee situations with the following similar circumstances: a) protracted refugee situation, b) long running resettlement program to the U.S. or a receiving country with a similar resettlement policy, and c) refugee population with low literacy levels or little exposure to the West.
Challenges	• The study found lack of motivation to be a major barrier for refugees and service providers. Refugees expressed lack of motivation as a barrier to attending classes whereas service providers like the IRC and IOM expressed difficulties in providing cultural orientation classes to refugees.
Difficulties	• English proficiency
Citation	Yuen, L.W.(2012). *Capacity-Building Through English Language Training To Improve Long-Term Resettlement Success: A Case Study Of The Refugees*

		*Along The Thailand-Burma Border.*Unpublished master thesis, University of Denver.

10	**The Title**	Discourse Analysis Of U.S. National And State Language Policies: Restraining English Instruction For Refugee Adults **By** **Whitney, D. M.J.**
	The Purpose	• The main purpose of the study is to determine how adult refugee learners and processes of learning an additional language are represented in refugee education policies and contrast these perspectives with research-based

		principles of second language acquisition.
		• It also examines national and state refugee policies illuminates how these policies interact and entextualize specific perspectives with regard to second language acquisition of refugees.
	The participants	• Its an analytic study
	The instruments	• Discourses of language acquisition and learning as reflected in policy documents with principles of second language learning to determine how these texts support or do not support long-term goals for English language development, integration, and self-sufficiency.
	The Results	• The results revealed how discourses embedded in policies frame English as a Second Language (ESL) programs as an employability service with a principal focus on the achievement of economic self-sufficiency. Moreover, the discourses in the current policies have significant pedagogical implications, particularly in the allocation of federal funding for educational programs.
	Citation	Whitney, D. M.J. (2012). *Discourse Analysis Of U.S. National And State Language Policies: Restraining English Instruction For Refugee Adults.* Unpublished master thesis, The University Of Texas At San Antonio.

11	The Title	The Development of English and Arabic Language and Literacy Skills of Syrian Refugee Children and Youth in Canada **By** **Baddour, J.N.E.**
	The Purpose	• The main purpose of the study is to examine the performance of Syrian refugee children and youth in word reading, vocabulary and reading comprehension in Arabic and English over a one-year time period.
	The participants	• Participants were recruited through schools, whom identified the newly arrived Syrian refugee students.

		All the participants recruited had resettled in Canada between 2015 and 2017. 73 families, residing in Edmonton, Toronto and Waterloo, with children and youth within the required age range of 6 to 14, participated in the study. Initially, data was collected on 133 children and youth. However, some were unable to complete the assessments due to their language proficiency. As a result, 122 children and youth were included in the analysis of the English and Arabic data, with 34 participants from Edmonton, 60 from Toronto and 28 from Waterloo. Participants included 62 females and 60 males .Of the 62 females, 18 are within the youngest age group , 27 within the middle age group and 17 within the oldest age group . Of the 60 males, 24 are within the youngest age group, 23 middle age and 13 within the oldest age group.
	The instruments	• Similar language and literacy measures were administered in Arabic and English. • Two parent questionnaires
	The Results	• Results revealed that one school year of English instruction enhanced students' English performance and reduced the gap between them and their monolingual peers.
	Difficulties	• Vocabulary Difficulties

		• Word Reading Difficulties • Reading Comprehension Difficulties
	Intervention Strategies	• Interpersonal communication skills (BICS) and cognitive academic language proficiency. • Conversational Proficiency Relative to Academic Language Proficiency Development • Dual Language Development
	Citation	Baddour, J.N.E.(2020). The Development of English and Arabic Language and LiteracySkills of Syrian Refugee Children and Youth in Canada. Unpublished master thesis, University of Toronto

12	**The Title**	SELF-EFFICACY OF TEACHERS OF REFUGEE ENGLISH LANGUAGE LEARNERS: A MIXED METHODS STUDY **By** **Battle ,K.N.**
	The Purpose	• An increase in immigrant population has changed the demographics of the traditional classroom. With this change in demographics, teachers must be prepared to teach a more diverse student population which includes refugee English language learners. **The purpose of this study** was to investigate the

		perceived level of self-efficacy of teachers of refugee English language learners.
The participants		• Phase One of the study addressed the quantitative methodology by using the Teachers' Sense o f Efficacy Scale with elementary, middle, and high school teachers of a refugee student population. It consisted of 30 teachers at each level for the study. • Phase Two addressed the qualitative methodology by conducting interviews with a total of six teachers to gain more insight on information provided on the quantitative instrument.
The instruments		▪ Teachers' Sense o f Efficacy Scale ▪ interviews
Instructional Models		Instructional Models for English Learners **1-Sheltered Instruction Program** • Sheltered instruction is an instructional model in which students learn grade levelacademic content in conjunction with language and literacy support . It consists of students being taught in English. Teachers modify the core curriculum to meet the developmental needs of ELLs. • This model is rooted in the belief that ELLs can acquire new content knowledge while simultaneously improving English language skills.

Sheltered instruction focuses on all aspects of language learning - speaking, writing, reading, and listening.

- There are some key components that must be evident in this model. There must be clearly defined language and content objectives. Teachers must be aware of how to integrate these into every lesson.

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

- **<u>The SIOP model consists of eight major components:</u>**

  1. Lesson Preparation

  2. Building Background

  3. Comprehensible Input

  4. Strategies, Interaction

  5. Practice &

  6. Application, Lesson Delivery

  7. Review

  8. Assessment

- Each one of these components helps make content more comprehensible to students. Lessons can be tailored to meet students at their unique readiness level. These components also encourage a high level

of student engagement and interaction.

<u>Lesson Preparation</u>

- Lesson Preparation refers to writing content and language objectives, identifying supplemental materials, and planning meaningful activities for authentic learning experiences.

- Since sheltered instruction is concerned with teaching content and language skills at the same time; the development of learning objectives is essential for student success. During this stage, both "content and language objectives are clearly defined, displayed, and reviewed with students.

- The objectives tell students what they should know and be able to do as a result of the learning that takes place in the lesson. This is included in the first step to ensure that the teacher appropriately guides the learning. Language objectives are different from content objectives as they focus on students' speaking, writing, reading, and listening skills.

- These skills should be observable and connected with a result of meeting the content objective. For example, a language objective could be that a student will be able to create a written summary or verbally explain a particular concept.

- Also, in this stage, the teacher is charged with the responsibility of identifying supplementary materials and adapting content for students.

- Supplementary materials may include manipulatives, realia, pictures, visuals, multi-media materials, leveled readers, and adapted text.

Building Background

- It focuses on connecting prior knowledge to newly acquired

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

Comprehensible Input

- It involves anything deepening the students' understanding of big concepts. This includes but is not limited to clear explanations of tasks, repetition of directions for clarity purposes, and the use of visual aids. Teachers must be mindful of subtle things such as rate of speech, body language, and gestures. Comprehensible input is not a result of

happenstance. For example, a teacher will use the appropriate level of speech for student comprehension. The teacher may speak more slowly and appropriately model the use of vocabulary during discussion. Another example of comprehensible input would be a teacher providing clear, concise explanations of tasks for clarification purposes.

Strategies

- It encompass three main types of learning strategies (a) metacognitive, (b) cognitive, and (c) social/affective .

- Metacognitive strategies are those that require self-awareness, reflection, and monitoring.

- Cognitive strategies help students to organize their process of learning.

- Social/affective strategies are those that involve a student᾽s social interaction with others and emotional state. These strategies fall on a continuum that runs between teacher-centered and student-centered instructional strategies.

- Explicit instruction and modeling are necessary for students to be successful at learning any new content.

Interaction

- It provides students with structured opportunities to engage in academic discourse. Students practice using the language with peers and teachers while enhancing language and thinking skills. This is possibly one of the most critical components of the SIOP model because students need the opportunity to use the language and process new content simultaneously.

In Practice & Application

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

Lesson Delivery

- It is used as monitoring tool for teachers and students to stay on track with the intended content and language objectives. This is where preparation meets implementation. Teachers have to constantly check and see if the lesson is going according to plan. They must formatively assess if the students

are getting it and if the stated content and language objectives are being met.

The final component, Review & Assessment

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

2- Newcomer Program

- A newcomer program is designed to help students with beginning English skills and core academic skills. Students who are recent immigrants with very limited English or who had limited formal education are placed into this type of program.

- Some school districts have a newcomer program at the school level and others have them at the district level. It depends on the number of ELLs that are in the school system and the area in which they are heavily populated. Teachers provide students with intense language and literacy support.

- Sometimes, this program is a student᾽s first time in a school environment. Therefore, students learn basic skills such as reading, writing, and speaking. They also learn about American culture and characteristics. Students may not necessarily learn grade-level content. Developmentally and cognitively appropriate instructional materials are

	used.
	3- Dual Language Programs
	• A dual language program is one in which students receive instruction in two « languages throughout the entire school day .Students continue to learn in both their native language and English. A team teaching model is often adopted where the student has two teachers - an English speaking general content teacher and a bilingual teacher.
Instructional Tools \ Activities	• Graphic organizers. • Models . • Visual aids • Scaffolding • Manipulatives • Realia • pictures, • multi-media materials
The Results	• Teachers who scored high on self- esfficacu scale believed they were capable of helping all learners, including difficult students, through various motivating strategies and techniques.
Recommendations	• Being a teacher of refugee ELs has afforded them an opportunity that other teachers do not get. A refugee

		student enters the classroom environment with a number of emotional, psychological, and developmental needs that extends beyond the average student.
Difficulties		**Communication.** • Communication was an overarching theme which consisted mostly of language issues with both parents and students. The lack of English language can be a barrier to effective communication.
Challenges		**Lack of Official Training.** • A resounding theme was the one of the lack of official training to work specifically with refugee students. Many had not received any formal training. They felt that there was a lack of resources available to teach refugee English language learners effectively. The limited training received was related to teaching English language learners and not necessarily refugee English language learners.
Citation		Battle ,K.N.(2014). Self-Efficacy Of Teachers Of Refugee English Language Learners: A Mixed Methods Study. Unpublished doctoral dissertation , Mercer University

13	**The Title**	Difficulties In Teaching And Learning English Grammar In Libyan Universities **By** **Fitori, H.S.O**
	The Purpose	• The purpose of the study is to examine English language and English language grammar have been taught in Libyan Universities and in particular at the University of Tripoli and the University of Zawia, in order to identify the factors that have contributed to the decline in standards of students studying English in general and grammar in specific at the university level. It explores the difficulties and challenges that both teachers and students experience in teaching and learning grammar of English as a second or foreign language within an educational environment.
	The	• Quantitative data were collected through survey questionnaires involving (224) participants at Tripoli

participants		University and Zawia University .
		• Qualitative data were collected using semi-structured interviews involving 19 participants, supported by document analysis of 32 pieces of students' written work.
The instruments		• Survey Questionnaires
		• Semi-structured Interviews
		• Document Analysis
The Results		• The results revealed that most participants recognise 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 results revealed that students lack positive motivation towards learning grammar. The results also contributed to raising awareness regarding the importance of choosing appropriate pedagogies for the teaching and learning of grammar, expanding and enriching the literature in this field.
Difficulties		**Serious problems in teaching and learning grammar in EFL such as:-**
		• The use of grammatical terminology
		• Transfer of grammatical knowledge into communicative

		language use
		• error correction.
		Grammatical structures difficulties such as
		• Parts of speech and their functions in the sentence (adjectives, adverbs, articles ...etc
		• Tenses
		• Active and passive voice
		• Kinds of sentences (the differences and formations of simple, compound, complex, and compound complex)
		• Conjunctions
		• Wh words (questions and relatives)
		• Word order and syntax
	Intervention Strategies	▪ ways of teaching grammar, such as the implicit method in some cases, however it is a less favoured method in some other different contexts.
	Challenges	• Lack Of Quality Resources
		• Lack Of Qualified Teachers
		• Misuse Of The Appropriate Teaching Methodology.
		• The absence of suitable modern teaching environments, such as language laboratories and interactive classrooms
		• Lack of Specialized Teacher Training.
		• Use of traditional methods of learning, such as a focus on

		the conversation and rote learning by many universities
		• The lack of use of technology ".
	Citation	Fitori, H.S.O.(2019). Difficulties In Teaching And Learning English Grammar In Libyan Universities. Unpublished doctoral dissertation , Moores University.

	The Title	The Effects of Reading Racetracks on the Sight Word Recognition of Four Elementary School Students with Learning Difficulties **By** **Grünke, M.**
14	**The Purpose**	• Many children with different kinds of learning problems struggle with reading. To help them combat their challenges, easy-to-implement interventions are needed. Reading racetracks have proven to be effective tools to increase sight word fluency in students with disabilities. • The study examined the effects of a reading racetrack game on the word recognition automaticity of four elementary school students with various special needs (learning disabilities, intellectual/developmental delays, speech difficulties, psychomotor problems, oppositional defiant disorders).

The participants	• Four elementary school children with various learning difficulties received nine to twelve individual intervention sessions from one of two graduate students.	
The instruments	• Questionnaire • A multiple baseline design (AB) to evaluate the effectiveness of the intervention	
The Results	• The results indicated that reading fluency of 30 common two-syllable German words rose remarkably in all four participants. • 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 four participants demonstrated remarkable enhancement in their performance.	
Difficulties	• unable to fluently read pseudo and real words alike. Their rank never exceeded the 3rd • unable to know many sight words • read extremely slowly.	
Intervention Strategies	**Reading Racetracks** • Racetrack is a game board, designed to look like a Formula 1 circuit, with a predetermined number.It has mostly been used to teach children math facts , read sight words.	

An example of a reading racetrack playing field

- When playing a racetrack game with students, a teacher or tutor creates lists with math facts or words, writes them on cards, turns them upside down, and puts one on each cell. The specific math facts or words chosen depend on the individual needs of a particular learner. To play the game, a student rolls a die and moves a matchbox racecar forward, in accordance with the number of eyes on the die (it is irrelevant from which field the students start). When the piece stops on a certain card, the teacher or tutor turns it over.

- In the case of a reading racetrack, the learner is presented with a word and asked to read it. If she or he struggles, scaffolded assistance and corrective feedback are provided. Subsequently, the card is replaced on the field, front side down, and the game continues .

| Citation | Grünke, M.(2019). The Effects of Reading Racetracks on the Sight Word Recognition of Four Elementary School Students with Learning Difficulties. International Electronic journal of elementary education, 11(4), 291-297. |

15	**The Title**	An Action Research Aiming to Reveal the Effects of Paired Reading on Eliminating Reading Difficulties. **By** **Yılmaz, M. & Kadan, Ö. F.**
	The Purpose	• The purpose of the study investigated the effects of paired reading on developing reading skill of a student who had difficulty in reading. The study designed as an action research was carried out with one 5th grader having reading difficulty and studying at Bartın Gazi Secondary School in the second term of 2016-2017 academic year.
	The participants	• The research was implemented on a 5th grade student studying at Bartın Gazi Secondary School. Before selecting the subject, 5th grade teachers were asked if they had any students having reading difficulty. Four 5th graders who were observed to have reading difficulties were identified. The

		researcher asked these students to read some texts suitable for their class levels, and he tried to determine their reading levels.
The instruments		• Inventory of error analysis was employed for the evaluation of the data. This inventory was adapted to Turkish by Yılmaz (2006). The inventory consists of 3 sections which are setting scale, articulation scale and question scale.
The Results		• As a result of the study, paired reading method was found effective on decreasing secondary school 5th graders' oral reading mistakes and on increasing their reading levels. • Thereby, it can be claimed that reading difficulties can be recovered by repeating words and sentences accurately. That is because of the fact that both in paired reading method and in other methods applied for treating reading difficulties, the instructor repeats the words or sentences to the individuals having reading difficulties.
Difficulties		• Students have poor Word recognition skill • Students are not aware of the main idea of the text. They get busy with word articulation rather than its meaning. • Difficulties in inference skills
Intervention Strategies		**Paired Reading Method** • Paired reading is a reading activity that is carried out by a reader who has reading difficulty with the help of a better reader (teacher, adult or peer) .The text should be read loudly

together with the child in paired reading. The aider should adjust his/her reading rate according to the child. In some parts of the text, the child should be allowed to read independently if he/she asks. However, if the child gets difficulty in reading, the aider should take reading over again. The child should be given positive feedback, and should be encouraged to read. The text having been read should be discussed with the child.

<u>Implementing Process of Paired Reading Method:</u>

- Reading should be started with the person with whom reading will be done in an appropriate setting.

- If reading is done together, the adult reads the text out loud sentence by sentence while the child repeats with a low tone of voice. If reading is done independently, the aider follows the child, and guides him/her with hand gestures when intervention is needed.

- The adult tries to prevent reading mistakes of the reader by making him/her read again the parts where he/she makes mistakes during reading.

- The partner who makes reading done motivates the reader during the paired reading process.

- If the child reads independently, the adult helps him/her (child, student, etc.) for the words he/she skips, or hesitates.

- The reader is rewarded with stickers, badges or other gifts to promote his/her reading. Thus, paired reading process is

		completed.
		Paired reading method is divided into three categories which are pre-reading, while reading and post-reading.
		Things to be done during pre-reading:
		• A book suitable for the level of the readers should be chosen,
		• The book chosen should be suspenseful and easy to read.
		Things to be done while reading:
		• The text should be read out loud by the child and the aider,
		• Reading should be fluent,
		• Connection between the text and real life should be provided,
		Things to be done during post-reading:
		• The text should be discussed with the child,
		• The reading should be corroborated with follow-up questions.
	Citation	Yılmaz, M. & Kadan, Ö. F. (2019). An Action Research Aiming to Reveal the Effects of Paired Reading on Eliminating Reading Difficulties. Bartın University Journal of Faculty of Education, 8(1), 231-244.

16	The Title	An Instructional Program Integrating Strategies For Composition And Self-Regulation: Effects On The English And Spanish Language Writing Skills Of Bilingual Latino Students With Learning Difficulties **By** **Korducki, R.A**
	The Purpose	• The study examined the effectiveness of an instructional program on the English and Spanish language composition skills of bilingual Latino students with learning difficulties.
	The participants	• Subjects were eight bilingual, Latino students from the two fifth-grade classrooms. The students ranged in age from 10 years, 9 months to 11 years, 11 months and were selected from a pool of 10 students nominated by their teachers on the basis of writing problems.
	The instruments	• Story-Grammar Scale.

The Results		• Students' compositions increased significantly following instruction. students who received post-instruction probes in their dominant language showed significant improvement in the inclusion and quality of story elements. The effects of the intervention were found to generalize across language. Compared to baseline, 7 of the 8 students showed a significant increase in their scores on a set of generalization probes administered within two weeks of instruction. The remaining student showed similar improvement when the generalization probes were read ministered with a procedural reminder. Only two of the students evidenced significant improvement in overall quality and composition length. In terms of strategy application, the students consistently followed the planning and self-monitoring procedures. However, the students did not report consistent use of self-instructions to self-regulate and guide their application of the composition strategy.
Difficulties		▪ lack the self-regulatory and task-appropriate strategies necessary for performing academic tasks that are otherwise within their capabilities. ▪ Written composition ▪ Difficulties in executing and monitoring many o f the basic cognitive processes central to effective writing. ▪ learning difficulties can be attributed to specific

		neuropsychological processing deficits, as is the case with specific reading disability and core phonological processing deficit.
		▪ Children with learning disabilities often experience learning problems related to both specific (e.g., phonological-coding) processing deficits.
		▪ children who have difficulty writing use an approach that minimizes the role of planning reflection, revising and self-regulation strategies.
		▪ Students with learning difficulties also have less knowledge of and more problems with, revising what they have written.
		▪ Children with learning disabilities often experience learning problems related to both specific (e.g., phonological-coding) processing deficits and more general self -regulatory difficulties associated with poor EF.
	Intervention Strategies	**Self- Managed Intervention** ▪ Self-management generally refers to activities designed to change or manage one's own behavior. Self-managed interventions have been used to address a variety of academic and non-academic problems including homework completion. ▪ Self-managed interventions are an attractive alternative to externally managed interventions, in part, because

they shift responsibility to the students and thus encourage teachers' cooperation by potentially reducing demands on their time.

- Self-managed interventions are seen as compatible with a consultative emphasis in school psychological service delivery because they have the potential to affect a greater number of students than direct intervention .Furthermore, self-managed interventions often emphasize teaching strategies that facilitate generalization across behaviors and situations and foster the development of self-regulated learners.

- Self-managed interventions can be broadly classified as either contingency-based interventions, which focus on the consequences of behavior, or cognitive-based, which focus on the antecedents for appropriate behavior. The most common types of contingency-based self-managed interventions are self-monitoring, self-evaluation, and self-reinforcement .Self-monitoring and self-evaluation typically involve self-recording and often involve goal setting. The most common cognitive-based self-managed intervention is self-instruction.

Self- Instruction and self- reinforcement

- Self-instruction interventions involve teaching children specific verbalizations to direct or regulate their behavior. Self-instruction interventions are based on

the theories of Vygotsky (1962) and Meichenbaum (1977) regarding the internalization of self-speech as important in the normal development of self-control. The efficacy of self-instruction has been demonstrated in multiple settings and with a variety of target behaviors such as impulsivity, math skills and reading comprehension.

Self- evaluation

- The implementation of self-evaluation interventions involves training students to compare their own behavior to some standard. For example, Rhode, Morgan, and Young (1983) added self-evaluation to a contingency reinforcement program already in place in the special education resource room of six behaviorally disordered children in an attempt to achieve generalization of improved behavior to their regular classroom.

- During the training phase students evaluated their behavior on a 5-point scale at 15-minute intervals according to how well they followed classroom rules. The children were reinforced for how accurately their ratings matched those of their teacher in addition to how well they adhered to the rules.

- Through this procedure students essentially learned teacher expectations for their behavior with reference to general classroom rules. The students' improvement

in behavior generalized to the second setting with a significantly less intensive version of the original self-evaluation procedure.

- Two of the children showed spontaneous improvement in behavior outside the special education resource room.

<u>Self- Monitoring \ Self- recording</u>

- In self-monitored interventions, children are taught to observe whether or not a target behavior has occurred and to objectively record their observations. In contrast to self-evaluation procedures in which students evaluate or rate their behavior on some continuum, in self-monitoring children keep track of specific target behaviors. Self-monitoring has been referred to as an explicit self-regulation procedure .

- Self-monitoring was originally conceived of as a non-intrusive clinical assessment technique but clinicians observed that it often effected a change in behavior.

- Self-monitored interventions have been classified on the basis of the behavior being monitored as either self-monitoring of attention/on-task behavior (SMA), or self-monitoring of academic performance (SMP). SMP is further differentiated as self-monitoring of academic productivity (e.g., number or percentage of problems completed) and self-monitoring of academic

		accuracy (e.g., number or percentage correct).
		▪ implemented the procedure with three students with LD and attentional problems to improve their on-task behavior while participating in oral reading tasks. The students were trained over a three-day period with modeling and role-plays to discriminate on and off-task behavior and taught to respond to tape-recorded cues at irregular intervals on an average of every 45 seconds.
		▪ At each cue students asked themselves if they were paying attention and recorded whether they were on- or off-task using wrist counters.
		▪ After the self-monitoring had effectively increased on-task behavior, the wrist counters were faded but students continued to monitor, but not record, their on- and off-task behavior at the auditory cue. Once the students demonstrated they could maintain high levels of on-task behavior without recording, the tape-recorded cueing was likewise faded.
		▪ Hallahan and colleagues found that mean levels of on-task behavior doubled those of baseline and were maintained over a 12-week period. Students were provided only the reinforcers naturally present in their classroom
		<u>The self-regulated strategy development strategy</u>

(SRSD)

- There are three main goals of SRSD instruction, are: 1) To facilitate students' development of the higher level cognitive processes involved in composition.

 2) To help students monitor and manage their own writing.

3) To help students develop positive attitudes about writing and about themselves as writers.

- This is accomplished by teaching two types of strategies in an integrated fashion: Specific strategies for producing text, and, strategies for self-regulating the process of writing. Strategies for producing text include planning, generating, organizing, and revising. Strategies for self-regulating the process of writing include goal-setting, self-monitoring/self-recording, self-dialogue, self-evaluation, and self-reinforcement.

Instructional Procedures

- Stage 1: Activate Background Knowledge/Pre-skills

- Stage 2: Discussion of the Strategy

- Stage 3: Modeling

- . Stage 4: Memorization o f the Strategy Steps

- Stage 5: Collaborative Practice

- Stage 6; Independent Practice

Activities and Techniques	• story-composition planning procedure **self-regulation techniques including:-** • self-instructions • goal setting • self-recording. • Post-instruction, generalization (to the less developed language), and maintenance probes	
Citation	Korducki, R.A.(2001). An Instructional Program Integrating Strategies For Composition And Self-Regulation: Effects On The English And Spanish Language Writing Skills Of Bilingual Latino Students With Learning Difficulties.Unpublished doctoral dissertation, The University o f Wisconsin-Milwaukee.	

17	**The Title**	Identifying Phonologically-Based Reading Difficulties (Dyslexia) In Malaysian Children Learning To Read In English **By** **Gomez, C.A.**
	The Purpose	• The present study sets out to identify phonologically-based reading difficulties in children whose home language is Bahasa Malaysia.
	The participants	• A sample of 69 Standard Two pupils (aged 7-8 years) were initially screened on the basis of systematic teacher judgements of each pupil's progress in literacy. • Standard 2 classes were randomly selected using the Fish Bowl technique. A total of 84 respondents were finally obtained.
	The instruments	• The Pupil-Questionnaire (PQ) • Teacher Judgement Record Form (TJRF) • Teacher-Questionnaire (TQ) • Raven's Coloured Progressive Matrices (CPM) • **Wechsler Objective Reading Dimensions (WORD)**

		included three sections:-
		• **Basic Reading test** consists of a series of pictures and printed words for assessing decoding and word-reading ability. For early items the child points to responses; later items require the child to respond orally. For early items the pupil points to responses, later items require the pupil to respond orally.
		• **Spelling test** is a series of dictated letters, sounds and words for measuring encoding and spelling. The child writes his or her responses. It also has different starting off points.
		• **Reading Comprehension test** comprises of a series of printed passages and orally presented questions designed to tap skills such as recognising stated detail and making inferences. Passages consists of one or more sentences, some of which are accompanied by a picture. The child has to respond orally.
		• **Phonological Assessment Battery (PhAB)**
	The Results	• Results emphasises the importance of cultural and linguistic variations and the need to develop Malaysian assessments
	Difficulties	Difficulties in • Fluency Alliteration • Fluency Rhyming • Fluency Semantics

		• spelling • reading (word recognition)
	Intervention Strategies	• Whole Class Teaching • Group Work • Peer/Co-operative Learning • Individual Tutoring • Inform Principal/Fellow-teachers • Inform Parents • Send Pupil to Remedial Class • Shift Pupil's Seating Position • Peer Teaching • Give Extra Homework • One-to-One Tutoring
	Activities and Techniques	• Essay Writing • Choral Reading/Chants • Poetry/Nursery Rhymes • Story-Telling • Reading Projects • Reading Corner • Visual Aids • Class Library • the use of NIE (Newspapers in Education)
	Citation	Gomez, C.A.(2000).Identifying Phonologically-Based Reading Difficulties (Dyslexia) In Malaysian Children Learning To

		Read In English. Unpublished doctoral dissertation,University of Manchester.

18	**The Title**	Pronunciation Difficulties In The Consonant System Experienced By Arabic Speakers When Learning English After The Age Of Puberty **By** **Baroos ,A.M.D.V.**
	The Purpose	• The purpose of the study is to identify and analyze the difficulties experienced by Arabic speakers when pronouncing English consonants.
	The participants	• The Participants of this study were six Arabic native speakers, five males and one female, who came to the United States after the age of puberty and who have been living in this country for at least four years. Three of the participants are graduate students at West Virginia University, two from Egypt and one from Saudi Arabia. The other three are undergraduates at the same university and are all from Kuwait.
	The instruments	• Interviews
	The Results	• The results show that the Arabic speakers in this study had difficulties to pronounce eight English consonants. The

		results also demonstrate 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 Egypt. This study provides insights and assists ESL teachers with the development of teaching strategies that will reduce or eliminate future problems regarding English consonants pronunciation by Arabic speakers.
	Difficulties	• Difficulties to pronounce English consonants • Have a problem in hearing a sound that is not present in their native language inventory of phonemes. • participants had problems with some pairs of consonant sounds (i.e. /ʧ/ and /ʃ/ as in .chair. and .share;. /v/ and /f/ as in .van. and .fan;. /p/ and /b/ as in .pat. and .bat.); consonant clusters (i.e. .grandfather. often mispronounced .grandifather.); consonant doubling (i.e..allow. often mispronounced .al-low.).
	Intervention Strategies	• "The Critical Period Hypothesis • The Brain Plasticity Theory
	Citation	Baroos ,A.M.D.V. (2003). Pronunciation Difficulties In The Consonant System Experienced By Arabic Speakers When Learning English After The Age Of Puberty. Unpublished doctoral dissertation , West Virginia University.

19	The Title	Using Response to Intervention Process in Identifying English Language Learners Learning Difficulties **By** **Loveless, M.E.**
	The Purpose	• The purpose of the study is to explore how the teachers in three school districts in Georgia implemented and perceived the effectiveness of the new response to intervention RTI process with tiered intervention in identifying ELL students with specific learning disabilities (SLDs).
	The participants	• 10 Georgia educator participants from three school districts were the main participants
	The instruments	• Interviews • a semi-structured questionnaire
	The Results	• The results expected to help schools reduce the number of ELLs misdiagnosed to have special needs when the underlying need is to master the English language.
	Intervention Strategies	• Response to Intervention Process • **Learning by doing**.
	Citation	Loveless, M.E.(2014). Using Response to Intervention Process in Identifying English Language Learners Learning Difficulties. Unpublished doctoral dissertation , Northcentral University.

20	**The Title**	An Investigation of Students' Perceptions of Academic Reading Difficulties and Their Association with English Language Proficiency **By** **AlRasheed , H.S.S.**
	The Purpose	• The study was conducted in two phases to investigate ESL students' academic reading. The aim of the first phase was to understand the academic reading practices of ESL students pursuing their postgraduate studies at one university in the UK. The first phase also provided insights into students' perceptions of the academic reading difficulties they encountered along with the strategies they adopted to overcome these difficulties. Changes over time in students' perceptions of academic reading practices in addition to difficulties and the ways in which they implemented strategies to overcome them were also traced. In the second phase, the focus shifted to seek generalization of the first phase findings with regard to academic reading. Furthermore, the second phase investigated the association between English language proficiency and students' perceptions of academic reading difficulties.
	The participants	• 77 ESL postgraduate students in their first year of academic programmes responded to the survey.
	The	• The study adopted an exploratory sequential mixed method

instruments	design.	
	• Think aloud protocol	
	• Semi-structured interviews	
The Results	• The results of the first phase were used to develop a scale of the perceived level of academic reading difficulties to web-survey a wider ESL community at the university.	
	• The results of the second phase supported the findings of the first phase as they suggested that IELTS is a moderate predictor of students' perceptions of academic reading difficulties.	
Difficulties	**<u>Academic Reading Difficulties</u>**	
	• Lack of vocabulary knowledge.	
	• Lack of adequate background knowledge.	
	• Criticality as a new and significant issue	
	• Inability to draw the required inferences that feed into construction of mental model.	
	• Inability to concentrate due to distractions	
	• Translanguaging when reading.	
Citation	AlRasheed , H.S.S.(2019). An Investigation of Students' Perceptions of Academic Reading Difficulties and Their Association with English Language Proficiency. Unpublished doctoral dissertation , the University of Exeter	

21	The Title	Development of a reading difficulty questionnaire for adolescents in Japanese **By** **Yagyu, et.al.**
	The Purpose	• Dyslexia is a neurodevelopmental disorder which occurs in childhood but continues to influence academic and occupational function in adulthood. Recently, a Japanese dyslexia questionnaire and diagnostic procedure was established for primary school children. However, there is currently no procedure for the diagnosis or screening of dyslexia in individuals at or above junior high school age; accordingly, we aimed to develop a questionnaire to screen for reading difficulties in those individuals.
	The participants	• In total, 462 adults and 127 junior high to high school students were enrolled. Of those, 191 participants also took part in reading tests. After the exploratory factor analysis, reliability and validity were evaluated using the above control participants and 12 adolescents with dyslexia.
	The instruments	• A questionnaire with various candidate items was developed from two English questionnaires, one Japanese questionnaire, and newly devised items focusing on the Japanese writing system and the most appropriate 28 items were selected.
		• The newly developed questionnaire correlated well with

The Results	actual reading performance and may be used to screen reading difficulty in Japanese individuals at or above junior high school age.	
Difficulties	**Silent reading**	
	• Rereading	
	• Reading using a finger	
	• Long paragraph	
	• Skipping	
	Writing	
	• Business on telephone	
	• Resume	
	• Misspelling	
	Aloud reading	
	• Long word	
	• Reading aloud	
Citation	Yagyu, et.al. (2021).Development of a reading difficulty questionnaire for adolescents in Japanese. Brain & Development xxx ,xxx–xxx	

	The Title	Diagnosing reading problems for low-level Chinese as second

22		language learners **By** **Yang, S.**
	The Purpose	• The aim of the study investigated the applicability of word reading, word segmentation, and text reading as diagnostic instruments for alphabetic-language-speaking, low-level Chinese L2 learners
	The participants	• Seventy Chinese L2 learners from four universities in the U.S. participated in this study (39 males and 31 females, mean age 20 years old). Among them, 54 were English native speakers, and the rest were from alphabetic European language.
	The instruments	• Text Reading Test • Word reading test • Word segmentation test
	The Results	• Results showed that all three instruments effectively identified weak readers, diagnosed reading problems, and pinpointed individual's difficulties. These findings offered empirical support for the three instruments as effective diagnostic tools in Chinese low-level L2 reading instruction and suggested the importance of developing lower-level processing skills
	Intervention	• Interactive-compensatory model of L2 reading

		• Diagnostic reading assessment
	Difficulties	• free word recognition in reading comprehension.
		• Stumbles at word recognition are at the core of reading difficulties .
		• word reading suggested a lack of compensatory mechanisms at word-level processing reading.
	Citation	Yang, S.(2021). Diagnosing reading problems for low-level Chinese as second language learners.System 97 , 102433

	The Title	Evaluating the effect of parent reading interventions on improving reading fluency of students with reading difficulties

		BY **Bilgi , A.D.**
23	**The Purpose**	• The study examines the effect of parent reading interventions on the reading fluency of students with reading disabilities.
	The participants	• Participants in the study were three mothers and their children who attend elementary schools.
	The instruments	• Reading skills of the children were assessed by using the passages from the Informal Reading Inventory (IRI). IRI is an assessment tool developed for evaluating the reading grades of primary school students.
	The Results	• Results demonstrated generalized increases in reading fluency in both high-wordoverlap and low-word-overlap passages as a function of parent tutoring. Also, acceptability ratings by children and their parents indicated that they viewed the interventions as acceptable and effective.
	Intervention	• parent reading interventions • Repeated readings • The experimental procedure was carried out in two stages. In the first stage, the Brief Experimental Analysis procedure was followed to determine the most effective reading fluency intervention for all participants, and in the next step, the parental delivery of the selected intervention procedure took place. Brief experimental analysis was used to identify

		appropriate reading fluency intervention for each participant. Parents were trained to use the intervention strategies with their children. They implemented the procedures during parent-tutoring sessions at home and results were measured continuously to determine whether generalization occurred
	Materials	• Instructional passages (IP) • High-word-overlap (HWO) passages were used to determine the direct effects of treatment • low-word-overlap (LWO) passages
	Difficulties	• One of the most challenging skills for students with reading difficulties is reading fluently
	Citation	Bilgi , A.D.(2020).Evaluating the effect of parent reading interventions on improving reading fluency of students with reading difficulties. Behavioral Interventions. 2020;35:217–233. wileyonlinelibrary.com/journal/bin

	The Title	Developing Reading Fluency of Students With Reading Difficulties Through a Repeated Reading Intervention Program

24		in a Transparent Orthography **BY** **Padeliadu, S., Giazitzidou, S. & Stamovlasis, D.**
	The Purpose	• The purpose of the study was the development of reading fluency of three second-grade students, who faced severe reading difficulties through a multi-component intervention program.
	The participants	• The participants were one girl and two boys, who were attending three different general education public schools in Thessaloniki, the capital city of Northern Greece.
	The instruments	• The Standardized Reading Test • Instructional Texts • Power-Point Program • Self-Monitoring Graph-Cards
	The Results	• The results revealed that the use of evidence-based repeated reading strategies in conjunction with controlled and specially developed texts may improve reading fluency of students with severe reading difficulties.
	Intervention	• Repeated Reading Intervention Program
	Instructional strategies	• previewing, • text model reading provided by the researcher

		• repeated reading of text with feedback, • self-monitoring and reinforcement.
	Citation	Padeliadu, S., Giazitzidou, S. & Stamovlasis, D.(2021). Developing Reading Fluency of Students With Reading Difficulties Through a Repeated Reading Intervention Program in a Transparent Orthography. Learning Disabilities: A Contemporary Journal 19(1), 49-67, 2021

	The Title	The Recovery Effect of Reading Support Program on Primary Level Students' Reading Difficulties

		By **SİREM , Ö & BAŞ, Ö.**
25	**The Purpose**	• In the study, the effect of the "Reading Support Program" (RSP) of primary school students' levels of fluent reading, reading comprehension, reading motivation and reading attitude on the treatment of reading difficulties was investigated. The main purpose of the research is to develop RSP as a program for students with reading difficulties and to test the effectiveness of the developed RSP.
	The participants	• The study group of the study consists of six primary school third grade students who have reading difficulties
	The instruments	• False Analysis Inventory was used to measure fluent reading and reading comprehension skills, • Reading Motivation Scaleto measure reading motivation • Attitude Towards Reading Scale to measure reading attitude.
	The Results	• It was found that RSP positively changed participants' fluent reading skill, reading comprehension skill and attitude level towards reading in a statistically significant way in favor of posttest. As a result of this research, it was revealed that RSP has a positive effect on fluent reading, reading comprehension, reading motivation and attitudes towards reading of students who have reading difficulties.

Intervention	**Reading Support Program" (RSP)**
	• The implementation of the ODEP [Reading Support Program], which is prepared for students with reading difficulties, to students in schools, and to eliminate reading difficulties in students. For this reason, it can be said that the ODEP prepared is important in terms of undertaking functions such as gaining reading skills (comprehension, fluent reading) and affective (reading motivation and reading attitude) characteristics.
	• ODEP prepared by the researchers was prepared for students who have reading difficulties. The content of ODEP includes reading texts prepared for students with reading difficulties and activities related to the reading text. With ODEP, it is aimed to eliminate the reading difficulties of students who have reading difficulties and to provide reading support to these students. Also, with this study, it is
	• aimed to eliminate the mistakes in reading, to develop the ODEP that will guide the elimination of reading difficulties, to create discussions, results, and suggestions in the light of the findings of the research for students who have reading difficulties. In this context, the main purpose of the research is to develop ODEP for students with reading difficulties and to test the effectiveness of the developed ODEP. For this purpose, an answer was sought for the following research problem and sub-problems.

Difficulties	• word recognition and comprehension	
Citation	SİREM , Ö & BAŞ, Ö.(2021). The Recovery Effect of Reading Support Program on Primary Level Students' Reading Difficulties. Çukurova Üniversitesi Eğitim Fakültesi Dergisi Vol: 50 Numb: 1 Page: 507-534. https://dergipark.org.tr/tr/pub/cuefd	

The Title	The relationship between and visual efficiency reading difficulties among school aged children	

		By **Al-Shobaki, M.A. & El Nimry, A.A.A**
26	**The Purpose**	• The purpose of the study was to assess the visual efficiency of children by clinical routine examinations of sight, assess the children's reading difficulties level and the relationship between children reading difficulties and visual efficiency in Khartoum state of Sudan.
	The participants	• The participants were (250) children who selected from two primary schools in Khartoum state of Sudan average age from (9-13 years)
	The instruments	• Reading Difficulties Checklist
	The Results	• The results revealed that there is no a relationship between children reading difficulties and visual efficiency among school aged children.
	Difficulties	• Unable to read fluently. • Difficulties in comprehending the reading texts.
	Citation	Al-Shobaki, M.A. & El Nimry, A.A.A.(2018). The relationship between and visual efficiency reading difficulties among school aged children. Unpublished master thesis, Al-Nilin University, Sudan.

	The Title	The reading difficulties facing the Ninth grade students in the

		English language and how to deal with these difficulties from the point of view of the teachers in the southern Almazar directorate of Education By **Almwagda, R.A. & Altweissi, A.I**
2⁷	**The Purpose**	• The purpose of the study was to determine the reading difficulties that face Ninth graders from the perspective of English language teachers and to achieve this goal , the present study was conducted at the schools of Southern Al-mazar Directorate of Education.
	The participants	• The participants of the study consisted of (100) ninth grade English teachers (60 female and 40 male teachers)
	The instruments	• A questionnaire was developed as the major instrument. The researcher developed a 42-items questionnaire to identify the reading difficulties that face the ninth grade students. The final draft was consisted of (39) items. The questionnaire included domains related to reading difficulties such as (Textbook –related difficulties- teaching –facilities related difficulties- teaching method related difficulties- students –related difficulties). It also included domains of proposed remedies Such as (curriculum – related- Administrative related- teacher related).
		• The results indicated that the general level of the reading difficulties faced 9ᵗʰ grade students as perceived by English

The Results		language teachers were estimated at medium level. The difficulties related to teaching facilitates and aids occupied the first rank at a high level followed by the difficulties related to teaching rank was occupied by the difficulties related to textbooks with a medium level and finally came the difficulties related to the students occupied the fourth rank with a medium level.
Difficulties		• Unable to make a list of words to build vocabulary. • Unable to read silently the different types of reading materials for specific purpose. • Unable to skim the written materials before reading to determine their purpose or the type of the material. • Unable to identify the relationship among facts , ideas , concepts and themes in reading materials. • Unable to analyze text content. • Unable to evaluate information in a variety of resources. • Unable to interpret literary reading materials by asking and answering questions. • Unable to make connections between prior knowledge and a variety of simple authentic informational and literary reading materials. • Unable to explain connections between what they read . • Unable to read different types of reading texts to obtain

		information and show enjoyment. • Unable to read independently to acquire information.
Citation		Almwagda, R.A. & Altweissi, A.I.(2019).The reading difficulties facing the Ninth grade students in the English language and how to deal with these difficulties from the point of view of the teachers in the southern Almazar directorate of Education. Unpublished master thesis, Moata University, Jordan.

	The Title	Factors causing reading difficulties for Saudi beginning students of English as a foreign language

2^		**By** **Al Arfaj, N.I. & Stalker , J.C.**
	The Purpose	• The purpose of the study was to explore the views and perceptions of Saudi male beginning EFL students concerning their English reading difficulties and the factors that could cause them reading difficulties. • It also investigated some of the cultural schematic, linguistic and attitudinal factors which might cause reading difficulties for the students.
	The participants	• The participants were 140 middle and high school senior students (70) students representing each group.
	The instruments	• Questionnaire
	The Results	• The results reveled the factors affected reading difficulties and showed that the cultural schematic, linguistic and attitudinal factors had an effect on reading difficulties for the students.
	Difficulties	• Reading word by word. • Unable to read fluently . • Not knowing the English cultural concepts causes difficulty in comprehending the reading texts. • Not knowing how to pronounce what I read.

	Citation	Al Arfaj, N.I. & Stalker , J.C.(1996). Factors causing reading difficulties for Saudi beginning students of English as a foreign language.Unpublished doctoral dissertation , Clarkson University, U.S.A.

29	**The Title**	**Teaching Languages to Students from Refugee and Migrant Backgrounds around Europe: Exploring Difficulties and Teachers' Believes** **By** **Maria Stathopoulou and Petroula Dassi** **2020**
	The Purpose	**The purpose of the study:** ▪ This study investigates the needs, beliefs and attitudes of foreign language teachers of refugees in Greece and Europe along with the difficulties they may face in the different teaching contexts. ▪ This study aims to reveal the difficulties that they face in contexts with students from refugee and migrant backgrounds. Students' trauma experiences, lack of schooling experience, behavioral problems, lack of specially designed materials catering for the needs of refugees, and of course the language barrier.
	The participants	▪ 120 teachers who commented on the difficulties that they face in contexts with students from refugee and migrant backgrounds. ▪ The participants of the first phase (see Author 2, 2017) were twenty (20) teachers of refugees in Greece teaching a) in formal educational structures in public schools, known as DYEP. ▪ At Phase 2, with which we are currently concerned, 94

		teachers of refugees not only from Greece but also from other parts of Europe, participated in the survey.
	The instrument	▪Online questionnaires which completed by teachers working with refugees around Europe. ▪The one being the pilot phase, involved approximately 120 teachers who commented on the difficulties that they face in contexts with students from refugee and migrant backgrounds. ▪The data derived solely from Phase 2, which involved language teachers in other European countries, as well. Participants responded to a number of closed and open questions International Online Journal of Education and Teaching (IOJET) 2020, 7(1), 60-82. 61 about the problems they face, their previous experience with refugees, the relevant training they have received and their attitudes towards teaching refugees, i.e., whether these have changed or not.
	The Results	▪ The results of this study show that refugees' traumas constitute an area extensively investigated by researchers and it seems that they play an essential role in the students' academic achievement in the host country. ▪ This study has actually shown that 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 has 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 note that they do not have adequate pedagogical skills to teach refugee or asylum-seeker students.
		▪ Although research has shown that the majority of teachers do not seem to have been prepared for such changes in their teaching.
		▪ One major problem claimed by the respondents is their students' trauma experiences and how to deal with them.
	Learning difficulties	▪ Numerous problems that refugees have to face upon arrival in the host-country which effect negatively on their learning financial difficulties, social isolation, stigmatization and discrimination. ▪ Lack of family support ▪ Students' traumatic experiences and post-traumatic stress ▪ A series of traumatic experiences before entering the classroom. ▪ Specific mental health issues are quite common in

		refugee populations, especially post-traumatic stress disorder.
		▪ Sense of fear, attention issues, irritability and agitation.
		▪ Learners face difficulties in pronunciation, students with different mother tongues and cultural backgrounds.
		▪ Lack of schooling experience.
		These, in turn, can affect students' lives, their connections with the others and their environment, including the classroom and the teacher.
	The Challenges	▪ Teachers should not neglect the fact that these traumatic experiences will somehow interfere with the lesson and the learning procedure itself.
		▪ Teachers of refugees are not prepared to face seems to be the issue of having a class full of illiterate students with different mother tongues and cultural backgrounds.
		▪ Dealing with linguistic and cultural diversity, identity and language are inseparable, so another challenge for teachers of refugees.
		▪ Lack of training and some sort of non-preparedness.
		▪ Lack of relevant materials and relevant resources is among the most frequently claimed difficulties while teachers try hard to create their own materials catering to the particular needs of the students.
		▪ Teachers do not have adequate pedagogical skills to

		teach refugee or asylum-seeker students.
		▪ One major problem claimed by the respondents is their students' trauma experiences and how to deal with them.
		▪ Illiteracy or students' lack of schooling experience is another significant challenge that teachers claim to face.
		▪ Behavioral problems and lack of relevant materials or the difficulty to create their own materials; the creation of new materials catering to the needs of the refugee students.
	Intervention Strategies	▪ Use of visual materials also constitute strategies that ca prove useful as most of the time teachers are faced with the challenge of mixed-ability classes.
		▪ Drawing each feeling with different colors, use balloons and balls of colors to express discomfort or happiness among others, thus also addressing the issues of psychological traumas.
		▪ Using mediation and translanguaging activities that can foster language awareness and openness to languages as well as comparison of phenomena specific to various languages and cultures.
		▪ Encourage teachers to build strong connections and relations with their students and their families.
		▪ A teacher of refugees should have is to be compassionate, patient and flexible to last-minute changes.

		▪ Use non-verbal forms of communication such as visual and a lot of body language. ▪ Combining multiple forms of activities such as art, theater and music in the process of learning. ▪ Create a warm and safe environment while at the same time emphasizing the selection of easy-to-follow activities and instructions. ▪ Learn as much as possible about the characteristics of a refugee's class and try to create bonds with the students as this will boost motivation. ▪ Show love and understanding. ▪ Teachers should try to encourage dialogue and answer questions. ▪ Teacher should be open-minded, listen to what they have to say and motivate them to speak in the language you're teaching also among themselves. ▪ The promotion of the involvement of parents in school; to help children from refugee backgrounds to become well-integrated into the education system and then into the society. ▪ Linguistic integration is understood as their adjustment to the refugees' (new) communication environment. ▪ Support students in maintaining their cultural identity, native language, and connections to their culture through empowers student sociopolitical consciousness.

	Citation	Stathopoulou, M.; Dassi, P. (2020). Teaching languages to students from refugee and migrant backgrounds around Europe: Exploring difficulties and teachers' beliefs. International Online Journal of Education and Teaching (IOJET), 7(1). 60-82.

30	The Title	**Supporting Adult Learners with Refugee Experiences through English Language Instruction**
		Raj Khatri
		University of Victoria
		2016
	The Purpose	**The purpose of the study:** This study describe adult learners with refugee experiences join English as an Additional Language in Canada, Canada welcomes around 24,000 refugees annually (Citizenship and Immigration Canada 2015; 2016). Many adult learners with refugee experiences join English as an Additional Language (EAL) classes every year, whether these classes be federally or provincially funded. These adult learners with refugee experiences bring to EAL classes varied educational and life experiences. Some of these learners have little or interrupted schooling (Finn, 2010). Learners with this profile may have also encountered forced displacement, loss of identity, torture, and trauma. These experiences, along with post-traumatic stress disorder (PTSD), which some people with this background may suffer from, can lead to concentration difficulties and memory loss (Hauksson, 2003). This, in turn, can negatively impact additional language acquisition (Finn, 2010). When EAL instructors are unaware of refugee experiences, they may find it difficult to deal with these circumstances appropriately, which may create uncomfortable situations both for learners with refugee

		experiences and their instructors in class. To work with such learners, it is important that EAL instructors be very skilled, experienced, and patient. When providing language support, EAL instructors should be well prepared and adequately equipped to work with the specific language learning needs of these adult learners with refugee experiences.
	Learning difficulties	▪ They may have been facing complex physical and mental challenges as a result of torture, conflicts, and displacements. ▪ Learners with refugee experiences may have been facing complex physical and mental challenges as a result of torture, conflicts, and displacements. Leaving their country, culture, and home behind and making new homes and new friends in a completely new country can be challenging for these learners who may have even lost some of their loved ones because of persecution or displacement. ▪ Some learners with refugee experiences may have either experienced interrupted schooling or have never had an opportunity for formal education in their countries of origin (Finn 2010; British Columbia Ministry of Education, 2015). ▪ They may have been living their lives in poverty and experiencing depleted financial resources. ▪ They generally may face a loss of identify and self-esteem and suffer from isolation and loneliness. Under such conditions, learners' ability to acquire an additional language may be adversely affected (Finn, 2010) ▪ Learners with refugee experiences may have been exposed

		to painful threatening experiences and traumatic events, and victims of trauma may undergo attention and memory loss (Kosa & Hansen, 2006).
		• Both short-and long-term memory plays a significant role in language acquisition (Finn, 2010).
		• The resettlement or acculturation process may take several months and years, depending on refugees' individual circumstances, such as the frequency and length of displacements learners have experienced, the length of dealing with trauma, the severity of consequences of war and violence, feelings of loss and loneliness, and the language barrier.
		• Social Adjustment of refugees, the first few months after their arrival, refugees can overwhelmingly feel the loss, whether it be social, occupational, or personal. After four or five years of arriving in the new land, people with refugee experiences are mostly adjusted to their new society (Stein, 1979).
	The Challenges	• Teachers need to incorporate skills and procedures to cater to the needs of learners with refugee experiences. • They should pay special consideration to the classroom environment. • Support learner participation in and outside the classroom. • Strategies be identified to help these learners with the ability to retain and recall new information during language learning. • EAL instructors need to constantly strive to raise learner self-esteem and provide a non-threatening environment for these learners to grow and succeed.

		▪ Teachers need to understand the impact of refugee experiences in language learning in adult EAL classrooms, conduct needs analyses for learners with refugee experiences. ▪ Teachers should plane EAL instruction to suit the needs of these learners. ▪ EAL instructors are encouraged to consider a number of issues related to refugee experiences when designing lessons for this profile of learner. ▪ EAL instructors can support these learners' pathways to integration by incorporating into their EAL instruction themes and areas related to integration, such as opportunities to explore local communities and mingle with local community members.
	Intervention Strategies	▪ It is essential that these learners be provided with language learning opportunities in a warmly welcoming environment upon their arrival. ▪ Helping these individuals learn the language and the culture to thrive in a new society. ▪ Providing repetition and review and using flashcards that learners can take home are some of the techniques that can be used with beginner-level learners of English for fostering additional language acquisition. ▪ Pedagogical practices related to the theory of multiple intelligences (Gardner, 2006) can also be employed with learners to process new language in a better way that enables them to "draw on the intelligences that work the best for them" (Medley, 2012, p. 115). ▪ Activities should be planned such that learners feel

		comfortable and their motivation to learn the language and their self-esteem is promoted.

comfortable and their motivation to learn the language and their self-esteem is promoted.

- Learners can be asked to bring and share dishes from their culture and give a presentation on the dishes they share with their classmates.

▪ Adult learners with refugee experiences bring to classes various skills, such as cooking, carpentry, farming, and salesmanship, and these activities can also be included in class. This may help learners feel proud of themselves and increase motivation to attend classes, learn the language, and socialize gradually at the same time.

▪ Mutual trust should develop between the instructor and learners and among learners, and one way to establish rapport and understanding could be by playing icebreaker games.

▪ Trips can be arranged. Field trips can be very interactive and motivating events that provide learners with opportunities to explore their community through activities, such as a scavenger hunt, and learn from each other in the group as well as from the members of the community.

▪ Resettlement and the Acculturation Process. As with immigrants and international students, refugees also take time to become adjusted during their resettlement process in Canada. The resettlement or acculturation process may take several months and years, depending on refugees' individual circumstances.

▪ Planning Lessons and Preparing for Lesson Delivery, it is vital that instructors be prepared to consider the needs of survivors of torture and plan and deliver their lessons

		carefully, keeping in mind refugee experiences and the acculturation process.
		▪Daily lesson plans for classes including learners with refugee experiences, factors, such as learner participation, classroom arrangement, units themes and activities, and testing and assessment should appropriately be considered well in advance.
		▪Instructors should encourage learners for their regular participation in class, as regular participation is very important for the language learning process.
		▪EAL instructors take into account the stages of acculturation for these learners, understand these refugee learners' varied learning needs, know their personal circumstances, and provide EAL instruction accordingly.
		▪EAL instructors should initially know their learners and their cultural and social milieu well before EAL teaching begins. ▪Instructors may need to familiarize their learners with school environments and level expectations in the initial stages of language learning.
		▪Working with adult learners with refugee experiences requires high levels of educational skills and commitment,

		since some of these learners who have experienced limited or interrupted education may have very distinctive educational, social, and psychological needs (Benseman, 2014).
		▪ Testing is an integral part of learning, and it assesses instructors' teaching and learners' learning, assessment for learning, assessment as learning, or assessment of learning (Khatri, 2014).
		▪ Post-assessment discussion is important for EAL instructors to carry out with learners with refugee experiences to make sure assessment needs meet the needs assessment carried out at the beginning of the course and learners are motivated to continue their language learning. ▪ Self-assessment can also be an excellent way to assess learners, as it helps them reflect on their learning process and be responsible for their own learning.
	Citation	Khatri, R. (2016). Supporting Adult Learners with Refugee Experiences throughEnglish Language Instruction. BC TEAL Journal, 1(1), 82–91. https://doi.org/10.14288/bctj.v1i1.240

31	**The Title**	**Educators' experiences of working in Intensive English Language Programs: The strengths and challenges of specialized English language classrooms for students with migrant and refugee backgrounds** **By** Clemence Due Lecturer, the University of Adelaide, Australia Damien W Riggs Senior Lecturer, Flinders University, Australia Mia Mandara PhD Candidate, Flinders University, Australia **2015**
	Citation	Clemence Due, Riggs, D. W., & Mia Mandara. (2015). Educators' experiences of working in Intensive English Language Programs: The strengths and challenges of specialized English language classrooms for students with migrant and refugee backgrounds.
	The Purpose	This research indicates that language educators working with children of migrant and Refugee backgrounds play a significant role in the wellbeing and educational success. In this study, educators' experiences of working in diverse classrooms designed to provide English language education as part of Intensive English Language Programs (IELPs) in South Australia are considered. The IELP is offered through IELCs which

		are located on the grounds of mainstream public primary schools. Currently, IELCs are located in 18 government primary schools across South Australia.
	The participants	▪ 14 IELP educators, all of whom were considerably immersed in IELP student contact (that is, worked with students in classrooms on a daily basis), progress and issues. Four of the participants were in leadership positions with schools, while the remaining 10 were teachers. ▪ It is worth noting that the term 'educators' is used in this study rather than the term 'teachers' since the structure of the IELP is such that those in leadership positions are also frequently immersed in teaching within the programme.
	The instrument	▪ Qualitative interviews with 14 IELP educators working in three schools are examined using Braun and Clarke's method of qualitative thematic analysis. ▪ This study uses an inductive qualitative approach in order to understand South Australian IELP educator's perceptions and experiences of the IELP in greater depth. ▪ Questionnaire (open-ended questionnaire items) and subsequent face-to-face interviews to collect more in-depth data.

	The results	▪ The results of this research indicate that educators working within the IELP found that the benefits of the program outweighed the challenges, with the IELP offering students a safe space within which to begin their education in Australia. However, the research is limited by the small sample size and the case study nature of the research design. As such, it is important to note that these findings may not be representative of the experiences or perceptions of all educators working within the IELP, particularly in relation to IELCs located in lower socio-economic status (SES) areas. ▪ The findings of the study support previous research findings concerning the benefits of whole school approaches for student wellbeing and culturally safe educational practices. ▪ Participants in this study identified a broad range of benefits to the IELP model of education provision. In particular, IELPs were seen as offering safe and holistic learning environments for students. Educators were strongly supportive of this model of education provision for students, indicating that it supported themselves, the whole school community as well as the students. Given the increasing complexity of classrooms in countries such as Australia, ensuring that the initial educational experiences of newly arrived students are positive is critically important,

		and the findings of this study indicate that the IELP goes some way towards making this experience a positive one.
	Learning difficulties	▪ Newly arrived students' 'lack' of English language skills, with responsibility placed on this cohort of students to acquire the means to communicate with their peers. ▪ The lack of resources in mainstream schools was therefore seen as a challenge to successful transitions to mainstream classes.
	The Challenges	▪ EAL teachers in particular often develop a unique set of skills in relation to working in culturally diverse environments and with children who may have a complex range of needs, and frequently pass these skills onto teachers. ▪ Lack of awareness amongst teachers of the impact of migration experiences and individual histories is compounded by the importance that teachers and educational policies place upon language acquisition. ▪ Participants viewed transition – particularly if it was to a different school – as a difficult time for students and one of the main challenges of the program.

	Intervention Strategies	**The strengths of the IELP: Developing whole school approaches** ▪The model of education provided within IELPs is seen by teachers as the best approach to educating young refugees and migrants in Australia. ▪Educators indicated that they viewed the IELP to be highly beneficial to the wellbeing and education of students with migrant and refugee backgrounds; the IELC was identified as benefiting both students and the whole school. ▪The strengths of the IELP: Students can feel a sense of community. All respondents stated that the IELP allowed refugee and migrant students to feel a sense of community in their new school. ▪The smaller class sizes in IELPs – approximately 15 students compared with up to 30 in mainstream classes – were viewed as providing teachers and educators with the capacity to provide one on one support to students. ▪Educators placed immense importance on developing close relationships with students. ▪Support and training for teachers in terms of their understanding of the effects of trauma may be an important element in providing appropriate education to students with migrant or refugee backgrounds. it is also

		the case that increasing cultural awareness or skills cannot alone lead to the provision. ▪ An inclusive and welcoming school environment for newly arrived students. Cultural diversity brought to a school by an IELP was also seen to be positive for the whole school. ▪Holistic approaches are needed within the whole school environment which scaffold the development of teachers', students' and the school community's intercultural understanding.

32	**The Title**	**A role for English Language Teachers in Trauma Healing** BY MICHAEL MEDLEY Eastern Mennonite University **2012**
	The Purpose	▪This research explains how trauma can be aligned with effective language instructional practices. The author first provides information about the effects of trauma and then identifies teaching approaches that are sensitive to the needs of those affected by trauma. ▪This research offers cross-cultural perspectives about the impact of trauma on learning and recommendations for working with adult refugee learners who have experienced trauma.
	The participants	▪ Three students whose life and learning seemed most affected by traumatic pre-settlement events. The vignettes are intended to provide an ethnographic account of the multiple factors, including pre-settlement trauma, which affected the learning of these students. ▪ The principal participants in this study spent between two and five years in refugee camps. Many Lao refugees

		recounted incidents of violence, including beatings and rapes from gangs of refugees within the camp and from Thai military who oversaw the camps.
	The instrument	▪ The researcher also conducted two formal interviews with each of these principal participants, focusing on their pre-settlement experiences and their process of second language learning in the U.S. The researcher also conducted intensive participant observation with the principal participants, spending time with them in their homes, at religious observances at the Lao Temple, and at their workplaces.
	The results	▪The women in this study, like all trauma survivors, possess a remarkable capacity to overcome horrific events. Through acknowledging this capacity, ESL teachers can help trauma survivors draw on their indomitable strength as they adjust to their new country, so they can view their traumatic past as one aspect of their life history, rather than the defining moment. Pre-settlement trauma which can negatively affect their learning. ▪Research into how trauma impacts second language learning and cognitive processing will help the field better understand the language learning process and offer important implications for classroom instruction.

	Learning difficulties	▪ Refugee and immigrant students are frequently survivors of trauma, along with their peers in crisis-torn English as a foreign language settings around the world. ▪ Without experiencing some measure of healing from trauma, children will be frustrated in their language learning. ▪ The student's inner wounds from which the behavior emanates. Clamping down will probably not erase the behavior problems, and the student will still face difficulties learning ▪ Many language learners around the world suffer the after-effects of trauma induced by natural disaster (tsunamis, earthquakes, etc.) or human cruelty (war, civil unrest, displacement, gang or domestic violence, etc. ▪ Even decades after a disaster or crisis has ended, the trauma responses persist in the minds and behavior of these people. ▪ They have problems with managing behavior, as motivation, wanes and children lose the will to persevere in academic tasks.

	The Challenges	▪ English language teachers should take into account the Social-psychological situation of the students they teach. ▪ They must be sensitive to the effects of traumatic stress among learners. ▪ The teacher needs to build rewards into the system so that children can see that effort results in positive effects based on forming positive relationships with the instructor while building the learner's self-confidence. ▪ Teachers must work on community building in a classroom, where Community building is part of the work of creating a safe space for language learners; as people grow to know, understand, and respect each other. ▪ Building a classroom culture in which all class members learn how to encourage and affirm each other is a good goal for all language classrooms, but is especially important to trauma-affected learners. ▪ ELT professionals working among trauma-affected populations must learn to strike a balance between language learning goals and sensitivity to the learners' environment and their emergent needs.

	Intervention Strategies	**The author suggests ways that teachers can include:** ▪ Intelligences that may be neglected in traditional language class-rooms as a way to address the needs of trauma-affected youth in order to have multiple channels for self-expression and language learning. ▪ Integrate language instruction with self-expression and exploration of social relationships in order to build a community that will be a safe environment. ▪ Incorporate content t-based language instruction that explains the trauma healing process. ▪ English language teachers can play a role in trauma healing for learners because artful acts of instruction are therapeutic, promoting both wholeness and effective instruction for all learners. ▪ It is also necessary to address the special needs created by learners' past traumas. ▪ Emphasizes the importance of playing ice-breaker games as a way of building and sustaining rapport. She points out that these games serve the multiple functions of increasing trust and caring, evoking laughter, increasing ability to focus, and bringing multiple intelligences into play. They also serve multiple language learning functions, allowing for repetition in listening and speaking and for practicing a wide range of vocabulary. ▪ The Greeting Game, for example, practices the names for body parts using total physical response. The teacher gives commands such as "Greet each other with a handshake.

- Allows learners to explore those groups that play a role in shaping their identities (e.g., family, clubs, teams, and religious affiliations). It can be done as a total physical response activity based on reading or listening.

- They need to acknowledge that a trauma has occurred and be willing to talk about it instead of hiding or suppressing it.
- The importance of creating space for sharing stories. She flexibly allowed learners to tell their stories even though that was not the direction she had planned for the lesson.
- Writing assignments that allowed these students, mainly adolescents, to document the horrors of their war experiences.
- Asking students to remember the routines they had while in the environment where the trauma occurred: What was a day like in a refugee camp? What was life like while they endured weeks of bombing? What happened on the train journey? The teacher becomes a learner in this situation, discovering what topics to avoid for the moment because they might trigger trauma responses, what additional content to integrate, and what to recognize and affirm about students' experiences.
- Students invent a title for the book and **design a picture** for the cover. Then they narrate one of the defining moments for the front inside flap.

Students **write a brief bio** statement for the back inside flap

		and provide quotations from reviewers or important persons in their lives for the back cover. This assignment makes space for but does not force sharing about traumatic experiences. It also exercises **visual-spatial** and kinesthetic intelligence in the design of the cover and interpersonal intelligence as the developing writers consider how best to attract and communicate with their audience through the covers.
	Citation	MICHAEL MEDLEY. (2012). A Role for English Language Teachers in Trauma Healing. https://onlinelibrary.wiley.com/doi/full/10.1002/tesj.6.

33	**The Title**	**English Language Acquisition for Young People from Refugee and Migrant Backgrounds** **By** **MYAN Australia (MYAN), BSL, MDA, ACS, CMRC, LMA, Foundation House** **2019**
	The Purpose	▪ This paper highlights policy and programming into the acquisition of English language skills in Australia by recently arrived young people from refugee and migrant backgrounds. It provides an overview of gaps/ barriers and strategies for strengthening young people's English language acquisition identified by YTS providers. ▪ People from refugee and migrant backgrounds who arrive as children or young people are significantly more likely to speak, read and write English at a higher level than those who arrive in Australia at an older age.12 A Building a New Life in Australia (BNLA)13 research summary looking into settlement outcomes of young people from refugee backgrounds in Australia points to faster acquisition of English language for younger people (aged 15–17) compared to young adults (aged 18–25).14 ▪ Young people who come to Australia as refugees or migrants commonly demonstrate a remarkable capacity to learn English and succeed in education regardless of their English language capability prior to arrival. The BNLA research study confirms this, pointing to significantly

		improved English-speaking proficiency of young refugees with longer time in Australia.
		▪ This paper has been prepared by Multicultural Youth Advocacy Network Australia (MYAN) with the Youth Transitions Support (YTS) service providers through the YTS Community of Practice (COP). The YTS service providers are: Foundation House, Brotherhood of St Laurence, Lebanese Muslim Association, Community Migrant Resource Centre, Access Community Services, and Multicultural Development Australia.
	The Results	▪ According to the findings of the Multicultural Youth Australia Census 2017/18, almost half of multicultural young people had experienced some form of discrimination or unfair treatment in the last 12 months (48.7%). An even higher proportion – almost two thirds – had witnessed someone else being unfairly treated or discriminated against (63.5%). Accordingly discrimination took place at a range of sites, including in public space, as well as at work and educational institutions. The most common places where discrimination took place were at educational institutions and on the street.80 Building a New Life in Australia (BNLA) also refers to high levels of discrimination for young people. ▪ 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.

		YTS providers have identified the strong need to work in partnership with TAFEs and other language skills providers to support participants to stay actively engaged in English studies, and to counteract pressure from employment service providers and others for participants to abandon their English classes in favour of finding full-time work. More flexible work opportunities are required that would complement continued participation in English classes, such as the Swedish example of "step-in" jobs outlined earlier.
	Learning difficulties	▪ Some young people from refugee and migrant backgrounds have minimal or disrupted prior schooling16, and subsequently have limited literacy in their first language. ▪ Many young people with lower levels of English language proficiency cited language capacity as a significant barrier to participation and belonging. ▪ The experience of trauma and loss can significantly impact on young people's ability to function and learn in educational settings. ▪ The transition into mainstream schooling is difficult for older students with low-levels of English language proficiency. The transition to mainstream secondary school requires continued support, but such support is not provided

		▪ Students have difficulty adjusting to mainstream schooling 'when they are amongst everybody for whom English is their main language. ▪ Many young people do not receive the support they need to navigate mainstream secondary school. ▪ According to the findings of the Multicultural Youth Australia Census 2017/18, almost half of multicultural young people had experienced some form of discrimination or unfair treatment at educational institutions. ▪ Many young people try to combine English language classes with job active requirements or with initial employment.
	Intervention Strategies	▪ The EAL/D program aims to provide the necessary support services and language education to enable the transition of students into mainstream education. So that integration into mainstream classes is achieved following completion of the program. ▪ IELCs help with the transition into mainstream schooling for their students and families, but the extent of this support varies considerably across the country. This support may include cultural liaison officers, qualified EAL support teachers, Multicultural Education Aides or designated mainstream teachers.

| | | ▪ 'Outside-school-hours' support, including homework support clubs, are also delivered across Australia by a variety of agencies including schools, These programs aim to support migrant and refugee students at primary and secondary level with one-on-one and small group tutoring.

▪ IELCs and EAL/D programs provide support with literacy, numeracy and study skills. This also facilitates improved self-esteem and confidence for students, and can also provide a safe space (and play an important role) in helping families understand and engage in the education system.

▪ The rationale behind the EAL/D model is to provide the necessary English language skills to be able to make a successful transition into mainstream education and employment.

▪ Ensure that funding is allocated to schools based on the needs of students.

▪ AMEP aims to promote and support the acquisition of English language skills by all eligible adult migrants and refugees, through the provision of timely and quality English language services. Through language tuition, the program aims to improve outcomes in relation to social participation, economic participation, independence and personal wellbeing - all contributing to settlement within, and integration into, |

		the broader Australian community.
		▪ AMEP aims to focus on conversational activities for language learning, redeveloping a weekly Jobs Club program to allow for casual conversation groups to occur between participants, volunteers and program staff. ▪ Capacity-building activities with teachers in education settings, to respond to learning needs of students from refugee and migrant backgrounds.
	Citation	MYAN Australia (MYAN), BSL, MDA, ACS, CMRC, LMA, Foundation House, 2019, English Language Acquisition for Young People from Refugee and Migrant Backgrounds: Reflections from Youth Transition Support Providers.

34	**The Title**	**The real story of English language teaching in Syrian high schools and the bumpy transition into the university level** **By** **Batoul Khoja and Debasish Mohapatra** **2017**
	The Purpose	**The purpose of the study:** This study adopts an analytical framework to examine the secondary school curriculum and its approaches to writing instruction and preparing students for higher education. The framework consists of a three-step analysis through which Syria's approach to ELT and the design of the English curriculum in general and writing in specific are compared to the actual teaching practices investigated through classroom observation, semi structured interviews with teachers of English and student survey. Eight high schools and the Department of English at Tishreen University in Syria were visited to gather the necessary information and the results indicate that although the school curriculum adopts the communicative language teaching approach, the communicative features are neglected and English is taught through Arabic with the main objective being passing high stakes tests. Thus, preparation for higher education is not being considered and as a result, both students and teachers are struggling.
	The participants	▪ Eight high schools in Latakia City are selected for this study. The sample includes all the different social, ethnic, and religious varieties in Latakia. Thus, the researcher

		chose two urban schools (one all-female and one all-male), two city-center schools (one all-female and one all-male), one urban mixed school, one private high school (mixed).
	The instrument	▪ This study adopts a mixed-method approach to data collection as it contains both qualitative and quantitative. ▪ Classroom observation Card. ▪ Checklist. The first one is a checklist designed for the observation of low-inference categories such as, overall classroom verbal and non-verbal activities of both the teacher and the students. The other is a 5-point scale (extremely low to extremely high) high-inference scale, which is filled by the researcher after the completion of the observation.
	The Results	▪ This study reveals that there exists a significant issue at hand. Although the curriculum is based on the CLT approach, it is in fact being taught through the classical grammar translation method, which focuses on teaching vocabulary and grammar. It appears that the communicative function of English is not the aim of the Syrian teachers. ▪ The lack of exposure and practice of listening and speaking activities at high school totally contrasts the scene at the university level. Lecturers at the Department of English in Tishreen University use English exclusively as a means of instruction and communication with students. ▪ The results of the analysis of the writing tasks assigned for Grades XI and XII revealing their types, target, teacher role, approach, and cognitive level. In all of the writing tasks,

		teachers are given the role of a director and a facilitator of the writing process. The majority of the tasks are designed to be accomplished through pair work inside the classroom or individually if teachers assign writing as homework. As for the approach to writing instruction, the textbook recommends using a mixed approach of product/process as students in some instances are given a sample or an example of what they are supposed to write. ▪ The majority of the observed teachers show similar patterns concerning teaching methods. The inductive or discovery approach is not practiced since some teachers deem it as a time-consuming. Full word-for-word translation of the vocabulary and reading passages is done and students are not encouraged to infer or guess meanings of words from their contexts as suggested by the curriculum.
	Learning difficulties	▪ The gap in writing requirements between high school and university and bridging the gap between the two levels. ▪ Students are not well prepared for the academic atmosphere and are completely overwhelmed by its tasks. ▪ Teaching English in Syria, the system depends on local teachers rather than native speakers.
	The Challenges	▪ Teachers should specify some of the time to conduct composition sessions at school. ▪ Useful and meaningful feedback by creating self-correction and peer-reviewing checklists.

		• Teachers and learners should be aware of the process of writing assessment. • Teachers should create a learner-centered environment in which students engage in cooperative interactions where they are comfortable in conducting role-play, group and pair work rather than individual work. • Teachers should also focus on introducing students to the culture of the target language. • Avoid translation during teaching process and encourage students to infer the meaning.
	Intervention Strategies	• The International Phonetic Association decaled six articles as the principles of second language teaching, which function as the core of the Communicative Language Teaching Approach (CLT). • Spoken language should be dealt with first and teachers should familiarize students with sounds. • Teachers are also encouraged to introduce students to the culture of the target language and avoid translation. • Achieving communicative competence or the ability to make meaning and conduct oral or written discussion is the main goal of language teaching. • The National Training Team is formulated to train all teachers and prepare them to use the new curriculum and teaching methods based on the CLT approach.

		- Teachers may assign exercises in the Activity Book as homework or do them in class. - The Teacher's Book should provide teachers with numerous tips, ideas, and suggestions as to how to discuss the materials in the books. - The Teacher's Book should give teachers samples of progress tests that can be used to assess students effectively. - Achieve meaningful communication via implying activities that represent authentic language use. - Students should be motivated to initiate problem solving and participate in their process of learning rather than completely depend on their teachers. - The meaning of new vocabulary can be guessed from the context. - Before writing on a certain topic, students can listen to and read about a particular topic. Then, they discuss and exchange knowledge regarding the topic before staring the writing process. - Grammar is supposed to be taught through a discovery or inductive approach.

		■ Classroom observations "are a useful means for gathering in-depth information.
		■ Change the testing system and incorporate the audio and spoken aspects of language in the evaluation process.
		■ Genuine and effective teacher-training programs and workshops should be organized and application of the curriculum's objectives should be fulfilled.
		■ Continuous evaluation of the curriculum and teaching practices are also quite important to ensure the quality of education.
	Activities	■ Role play ■ Pair and group work and tasks. ■ Problem solving. ■ Discusses some poems. ■ Oral and written tests. ■ Exercises and homework.
	Citation	Batoul Khoja, & Debasish Mohapatra. (2017). The real story of English language teaching in Syrian high schools and the bumpy transition into the university level. Amixed method study, Tezpur University Conference: doing Research in Applied Linguistics 3 / English in South-East Asia Conference 2017 (DRAL 3/ESEA 2017) At: Thailand.

35	**The Title**	**Factors Affecting Academic Self-efficacy of Syrian Refugee Students: A Path Analysis Model** **By** Hasibe Yahsi Sari Selahattin Gelbal Halil Ibrahim Sari **2020**
	The Purpose	**The purpose of the study:** In this study, the effect of resilience perceived social support, life satisfaction, and self-regulation variables on the academic self-efficacy of Syrian refugee undergraduate students was examined with a path analysis model. The sample consisted of Syrian undergraduate students living in Turkey.
	The participants	▪ The data were collected from Syrian undergraduate students attending a four-year program in universities in Turkey. The participants consisted of 365 students, and the students voluntarily participated in the study. ▪ The sample of the research was randomly selected.
	The instrument	▪ Data collection tools used were demographic information form, Arabic versions of academic self-efficacy, resilience, perceived social support, life satisfaction and self-regulation scales. ▪ In the data analysis, self-regulation and perceived social support selected as the exogenous variables, academic self-efficacy was selected as the endogenous variable, and resilience and life satisfaction were selected as the mediator variables.

	The results	▪ The findings of the research 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. ▪ Based on the finding, 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
	Learning difficulties	▪ The problems the students face in daily life such as language or communication problems. ▪ 790 Syrian refugees living in Turkey suffer from trauma, posttraumatic stress and psychiatric diseases which affect adults very much, affect students much as well. ▪ Syrians in higher education, the problems faced by foreign students at higher education level were expressed as language problems, academic self-efficacy. ▪ Lack of family support, good-disciplined, friend/social environments, self-confidence and making use of the time well.

		▪Refugee students need to come out of the war in terms of educational, social, economic and psychological problems. ▪Traumatized group with low resilience levels. ▪Being pessimistic, financial difficulties, the influence of media, witnessing to death, disruption of education, social prejudice and exclusion. ▪Problems with the new settlement, language problem, change of living space, death of the family members, and living separated from family members. ▪ Emotional abuse perceived from parents and problem behaviors in adolescence.
	Intervention Strategies	▪ Self-regulation skills are needed for academic self-efficacy. Self-regulation is that students manage their own emotions, thoughts, and movements in accordance with the goals they want to achieve. ▪ A student with high self-regulation skills can control his/her cognitive, affective, and psychomotor skills for the purposes he/she wants to achieve. ▪A positive effect directly and indirectly from perceived social support to academic self-efficacy. ▪As a result of the research, it was found that the social

		support received from teachers was highly related to life satisfaction received from the school. ▪Syrian refugees living conditions in a war environment, therefor, resilience is very important for them to maintain their social life skills in a healthy way. In other words, resilience is the individuals' adaptation to daily life skills correctly despite all stressful events. ▪Social support and peer relations become protective factors in difficult conditions such as war.
	Citation	Sari, H. Y., Selahattin Gelbal, & Sari, H. I. (2020). Factors Affecting Academic Self-efficacy of Syrian Refugee Students: A Path Analysis Model (n.d.). https://doi.org/.

36	**The Title**	**Everyday literacy practices of a former Syrian refugee: Strengths and struggles** **By** **Tajinder Kaur** **The University of Waikato New Zealand** **2016**

		The purpose of the study:
	The Purpose	▪ This study examines and describes the everyday literacy practices of a recently arrived Syrian refugee to Aotearoa New Zealand. It highlights the individual, home and community literacy competencies that are often overlooked in adult literacy education. ▪ The study supports the complexity of literacy and language skills that refugees need for successful resettlement. It calls for a greater awareness of alternative understandings of literacy, challenges the often deficit views of refugees as helpless victims and advocates an inclusive approach to address problems and possibilities for learners surviving trauma.
	The participants	▪ Syrian refugee to Aotearoa New Zealand, one of three case studies describing the everyday literacy practices of newly arrived refugees from Syria.
	The instrument	▪ Interviews ▪ Harvard Trauma Questionnaire (HTQ) ▪ semi-structured interviews (in the participant's home) ▪ Observations and photographs of literacy artefacts. ▪ Data was collected from interviews with the participant at home including observations of literacy and multi-lingual practices. Analysis reveals key theoretical perspectives, captures how the participant's literacy practices have changed as a result of changing demands and the particular cultural and contextual aspects of their literacies.

	The results	▪ The findings illustrate perspectives that may be relevant in the Aotearoa New Zealand context where diversity of values exists among our indigenous and diverse communities. These complex issues need to be addressed, especially as more people are forced to migrate due to war, civil unrest and environmental issues. Furthermore, it argues a case for a more understanding approach towards literacy education in light of trauma, and offers ways forward for developing programs that place well-being epistemologically (rather than ideologically) in order to develop adult literacy education that is more appropriate and socially just. There is a timely need for a pedagogy of well-being that posits the wisdom of huaora.
	Learning difficulties	▪Refugees experienced and/or witnessed extremely stressful events**.** ▪Trauma is a wound that does not disappear when reaching untroubled shores and there is little chance to heal during stressful periods of resettlement. ▪The researcher said "As a teacher of former refugee learners, I have observed some instances of how trauma manifests itself in the classroom context, its ongoing, unpredictable ebb and flow, and how it impacts learning and brings additional issues. It is alongside these challenges that new literacies and a new language are gained. For this group of learners, trauma is possibly the most significant factor that can impact successful resettlement". ▪ To date, there have been few studies on adult literacy

		with and for former refugees and scarce focus on human security and well-being.
		▪ Literacy competencies were often ignored because they were considered less important than the more formal literacies of traditional education.
		▪ Individuals should collaborate and challenge the conditions that restrict their possibilities.
		▪ Cope with new languages and a new system.
		▪ Some EAL learners (in particular, those from cultures where storytelling is inherent) have good oral fluency compared to their writing skills.
		▪ People in community are not able to speak their mother tongue and their feelings of betrayal associated with the English language and literacy.
		▪ Changing environmental conditions had a significant impact on Mona's well-being.
		▪ Mona the stress of learning a new language began before she arrived in her new host country and expressed her anxiety with "I want to … go [back] to Syria or Egypt.

		▪ There were issues of loss of agency and identity for Mona, expressed in her sadness of not remembering a language she once knew well, her feeling of hopelessness and not being able to teach her children because she was not as competent in English as her other family members. ▪ Mona talked about feeling "stupid" in class, a negative self-perception that is particularly prevalent during resettlement. These perceptions are commonly noted by psychologists who work with former refugee learners. ▪ The classroom environment can be anxiety-provoking in itself. ▪ The classroom environment can be anxiety-provoking in itself. There may be anxiety around peers, and irrational fear of 'getting it wrong, even if there are no consequences at stake. ▪Mona tried to grapple with new language and unfamiliar literacy practices. ▪Both Mona and her son participate in acquiring new languages through modes of sign, print, writing on paper and in the air, gesture, visual, sound vibration and

		kinesthetic modes.
		▪ lack of funding
		▪ Adult education for former refugees has not been prioritized or understood as a specialized form of education.
	The challenges	▪ Opportunities for paid professional development are also limited for teachers. ▪ Educational interventions for refugee learners, readily identified as a vulnerable group, are often not expanded due to lack of funding.
	Intervention Strategies	▪ The effects of language use in the online world, how people produce and learn additional languages and the particular varieties of languages while they play and learn computer games. ▪ Program providers of government funded adult literacy and EAL have to measure and report on learner progress. ▪ Supporting communities with their literacy needs, and embedding adult literacy in a deep sense of, and respect for, community. ▪ Social economic and environmental aspects of well-being should be given adequate consideration. ▪ Naturalistic dyadic interaction between parent and child through shared book reading in different formats; print, digital, illustrative. ▪ Exemplify naturalistic family literacy practices and make

		a strong case for these practices.
		- Mona's request to borrow the storybook then became a literacy practice at home to develop her English skills but also offered the affordance of other possible literacy events involving play, talking (in gesture, official Sign, in Arabic or English) about and around the text.
		- Online literacy practices. Mona's literacy practices appear to be more socially mediated and the family engage with digital technologies on a daily basis; What's App, Viber and Facebook feature as favorites.
		- Facebook is a powerful social network that offers ways of constructing individual as well as collective identities.
	Citation	Tajinde Kaur. (2016). Everyday literacy practices of a former Syrian refugee: Strengths and struggles. Case Study, The University of Waikato New Zealand

37	The Title	**Standpoint Theory in Professional Development: Examining Former Refugee Education in Canada** **By** Vanessa Braun University of Regina **2016**
	The Purpose	▪ This study examines how deficit discourse affects academic excellence of all English as an Additional Language (EAL) learners, including former refugee students, and how professional development offers a cost-effective solution to the effects of deficit discourse on former refugee students while equipping teachers with reliable skills and tools to use in diverse classrooms. ▪ In addition, this study investigates how standpoint theory can be used as the foundation for professional development programming for teachers of all students, including those who were refugees.
	The participants	▪ The researcher closely documented the professional development programming of five of the participants.
	The instrument	▪ Professional development program based on stand point theory.
	The results	▪ Through professional development, educators and administrators have the opportunity to learn new skills, which can result in both pedagogical and intrinsic change. ▪ Two pedagogical stances that emerge from standpoint theory are curricular standpoint and troubling knowledge.

		In order for former refugee students to be successful, the entire embodiment of the curriculum must "relate to students' contexts, experiences, identities, and material realities.
		▪ Professional development grounded in standpoint theory is a cost effective method to encourage educators to authentically produce equitable opportunities for all students in their classrooms, but particularly former refugee students, providing them with tools and strategies they need to encourage academic achievement.
		▪ Professional development grounded in standpoint theory is one possible long-term goal for helping teachers be prepared to support the success of all their students.
	Learning difficulties	▪ Education and trauma put refugee students at even higher risk of being inappropriately categorized. ▪ Former refugee children, it is not only important to address English acquisition as a skill; but it is also important to address how English should be taught, under what circumstances, and what other factors contribute to success in a new country. ▪ Linguistic and psycho-social needs. ▪ Former refugee students fight against the loss of their identities.
	The challenges	▪ Teachers are handling the needs of former refugee children, whether or not they are prepared. ▪ The lack of professional development offerings relating the Syrian refugee crisis to professional development. ▪ For Canadian society, money is scarce, but time is scarcer and cannot be handed out by the government.

		▪ Funding for any additional hiring or professional development programming is not available to schools from the federal or provincial governments.
		▪ There are a few online documents related to how teachers can communicate inclusivity in the classroom.
	Intervention Strategies	▪ Professional development rooted in standpoint theory offers a viable and permanent solution to addressing to deficit discourses embedded in Canada's education system.
		▪ Standpoint theory, which is the body of work that identifies social location as the key to individual subjectivity and that posits that the perspectives of minority groups can create objective accounts of the world.
		▪ Professional development grounded in standpoint theory is one possible long-term goal for helping teachers be prepared to support the success of all their students.
		▪ Professional development grounded in standpoint theory is a cost effective method to encourage educators to authentically produce equitable opportunities for all students in their classrooms.
		▪ Increased government funding
		▪ Hiring of English as an Additional Language (EAL) specialists, and better programming to aid teachers, students, and administrators are published almost daily.
		▪ Professional development is the critical step towards best practice. Professional development could help teachers provide the best for former refugee families in their schools and community.
		▪ The hiring of additional personnel in school systems is a

		legitimate response to the concerns for refugee children in Canada.
		▪ Professional development can be done both formally and informally in venues such as teacher conferences and professional learning networks (PLN).
		▪ A welcoming school environment, free from discrimination.
		▪ Standpoint theory offers an alternative to the impossible task of voluntarily moving into alternate social locations, particularly for educators who are passionate about providing the equal education for all students.
		▪ Standpoint theory developed out of feminism as a way to address bodies of knowledge that are inherently patriarchal.
		▪ Standpoint theory before addressing the circumstances by which former refugee children enter the Canadian education system, they will be better equipped to help displaced children transition into their new learning environment and support their success.
		▪ Standpoint theory is one possible long-term goal for helping teachers be prepared to support the success of all their students.
	Citation	Vanessa Braun. (2016). Standpoint Theory in Professional Development: Examining Former Refugee Education in Canada. University of Regina
	The Title	**Academic and Social Adjustment of High School Refugee**

38		**Youth in Newfoundland** **By** **Li, Xuemei; Grineva, Marina** **2016**
	The Purpose	▪ This study addresses the complex academic and social adjustment issues of newcomer youth of refugee background at a high school in Newfoundland and Labrador, a province where the newcomer population is small but the percentage of refugees in relation to all newcomers is high.
	The participants	▪ 15 newcomer students. ▪ 6 students of refugee background. ▪ 3 teachers.
	The instrument	▪ Qualitative survey. ▪ Questionnaire. ▪ Face-to-face interview. ▪ Data for this qualitative study include documents from educational authorities and ESL teachers, field notes of classroom observations, qualitative survey questionnaires from 15 newcomer students, and interviews with 6 students of refugee background and 3 teachers.
	The Results	▪ The study found that these refugee youth were challeng due not only to language difficulties and educational gaps, b also to differences in educational systems, school cultures, a student-teacher dynamics between their previous schooling a what they encountered in Newfoundland. They had to co with social isolation and different practices of body languag dress code, personal hygiene, and sexual orientation. The stu

		also identified inadequacies in the current curriculum, teach in-service education, and diversity initiatives in the sch system.
	Learning difficulties	▪Lack of support and lack of curriculum adjustment for ESL learners can be exacerbated in small cities and distant communities**.** ▪The ESL students tended to take nonacademic courses that "demanded less English" (p. 30) and jeopardized their future education and career options, while support from school administration and mainstream teachers was lacking. ▪Newcomer youth with traumatic experiences may be faced with additional mental health issues that need to be addressed. ▪Refugees from war zones, particularly some African countries, experience difficulties in school as a result of cultural clashes and societal changes. ▪Female refugee students resistance to one-dimensional holistic assimilation into high school peer culture. ▪Students adapted to some aspects of peer culture in order to interact with their classmates. ▪Refugee student came from environments where opportunities to obtain education were scarce and going to school was equated with higher social status. ▪Students from refugee families that lack financial resources are most vulnerable to dropping out (Chow, 2000). ▪ The participants also mentioned that some of the school subjects posed problems for them because either they

			had never studied those subjects before or the courses were in conflict with their religious beliefs

had never studied those subjects before or the courses were in conflict with their religious beliefs

▪They were marginalized in mainstream public spaces.

▪ Among the academic difficulties, the participants ranked separation from family/lack of family support and grade placement issues as the greatest.

▪Economic challenges were linked to the lack of financial resources available for the refugee students.

▪The need to hold jobs after or at the time of study.

▪The absence of treatment which aimed at overcoming traumatic experiences and achieving a sense of safety while adjusting to a new culture.

▪ Limited proficiency in English and interrupted formal education strongly affected their ability to negotiate and manage the development of their academic competence at school.

▪ The participants indicated that lack of vocabulary was their greatest concern with regard to language.

▪ They had difficulty understanding when their teachers spoke at "normal" conversational speed

▪ The students were very confused by the education system, the school culture, and the way in which students and teachers interacted within and beyond the classroom.

▪ The participants stated that their placement in a lower level greatly affected the emotional dimension of their adjustment to academic life.

▪ The degree of liberty some newcomers enjoyed resulted in behavior problems.

▪ Students were not disciplined for underage drug use.

| | | ▪ The school policies regarding discipline seemed overly lenient, and students were not disciplined for underage drug use.

▪ Students have to adapt to new models of teacher-student relationships and student autonomy.

▪ The participants' adjustment involved not only becoming comfortable with the in-class culture but also recognizing the out-of-class teacher-student relationship.

▪ The newcomer students' social adjustment in a new learning environment was accompanied by a number of difficulties. Most of them had few or no friends among local peers, felt more comfortable among other newcomer youth than with their native-born Canadian classmates, and rarely or never participated in extracurricular activities.

▪ They lacked information about student clubs, societies, and sports teams.

▪ some Muslim newcomer students reported that they found physical contact with female classmates, especially hugging, embarrassing, as those forms of greeting and parting were "not allowed" in the environment in which they grew up.

▪ The friendly gestures of handshaking and hugging were almost an abrupt invasion of their personal space, culture, and religion.

▪ Many newcomer students of Muslim background felt embarrassed seeing Canadian peers' clothes that exposed their bodies.

▪ The adolescents reported that the tolerant attitude to sexual minorities in high school caused them discomfort and |

		confusion, as they mostly came from cultures where homosexual relationships were subject to stigma and societal rejection.
		▪ Educational and cultural gaps affect immigrant students' academic work and relationships with local peers
		▪ Newcomer youth may have a strong desire to maintain their own cultural values and may be hesitant to integrate into a new culture.
		▪ Newcomer students often refrain from interactions with their local-born classmates and associate more closely with other newcomers sharing similar cultural and religious backgrounds and prior life experiences.
		▪ Newcomer students had difficulties negotiating their cultural and religious identities. They were challenged in finding a "mediated space.
		▪ Poverty can play a major role in what appears to be a behavioral problem.
	The challenges	▪ Teachers' knowledge of and efforts to understand their students' cultures, past experiences, and present situations can make a significant difference.
		▪ If teachers could inform the class of the newcomers' preferred way of welcome, which involves no physical contact, the initial contact could be more comfortable.
		▪ Some high school teachers' knowledge about newcomer students' cultures is rather limited.
		▪ Findings of the study indicate that teachers may be unaware of the level of stress caused by adjusting to a new environment and may have a false idea of newcomer

		students' emotional state.
		▪ None of the teachers in our study had received training on how to work with newcomer children and youth. They were learning on the job, consulting one another as situations arose.
	Intervention Strategies	▪ Department of Education (DOE) published a handbook "to guide administrators and teachers in the reception and orientation of students from diverse cultural backgrounds and their families. ▪ English as a second language (ESL) courses are offered in schools from kindergarten to Grade 12 (K–12), mostly on an itinerant basis. ▪ A Literacy Enrichment and Academic Readiness for Newcomers (LEARN) program was, at the time of this study, established in one middle school (Grades 7–9) and one high school (Grades 10–12) to support refugee students with educational gaps. ▪ The simultaneous LEARN courses helped them fill their educational gaps.
	Citation	Xuemei Li, & Marina Grineva. (2016). Academic and Social Adjustment of High School Refugee Youth in Newfoundland. Case study. TESL CANADA JOURNAL/REVUE TESL DU CANADA 51 Volume 34, issue 11, 2016 PP. 51–71 http://dx.doi.org/1018806/tesl.v34i1.1253.

39	**The Title**	<u>**Case Study**</u> <u>**Refugee college students acquiring academic literacy: an exploration of how their views of academic literacy impact the process**</u> **By** <u>**Amal H. Essak**</u> <u>**Wayne State University**</u> <u>**2012**</u>
	The Purpose	▪ The first aim of this study was to examine the difference between the academic literacy definition and views of the involuntary immigrant college students and the academic literacy definition and views of the hosting country. ▪ The second aim was to study how these students acquired academic literacy in a college course in relation to their own definition of literacy. ▪ The third aim was to document the differences in academic literacy practices acquired by the participants in this study as part of the process of adaptation over the course of a college semester.
	The participants	▪ The study focused on only four individuals who were all from the same cultural background. ▪ Participant 1: Different literacy practices Randy had acquired by the end of the semester, if any. He was very specific when he said that he would definitely keep the same

study habits he was used to from when he was in school in Egypt.

- Participant 2: Lily (pseudonym) is a 19-year-old female, first-year college student, who graduated high school from Iraq. Lily moved to the United States with her family of five people: her father, her mother, her two younger brothers, and herself. They were all seeking asylum because of religious persecution in their homeland.

- Participant 3: Alfred (pseudonym) is a 19-year-old male, first-year college student. He spent most of his school years in Lebanon and graduated high school from Senegal. Alfred moved to the United States with his mother, seeking asylum because of the lack of equal employment opportunity in his homeland. He is an only child. Alfred knows Arabic, French, and English. His study interests revolve around all Science subjects. Alfred wants to major in Pre-Med and become a doctor like his father, who still lives and works overseas.

- Participant 4: Sabrina (pseudonym) is a 19-year-old female, first-year college student, who graduated high school from Pakistan. Sabrina moved to the United States to live with her older married brother while attending college; she was seeking asylum because of the lack of equal educational opportunity in her homeland. Her father and her mother are still living back home. Sabrina also has an older sister who is married and works as a physician. Sabrina knows Urdu, Arabic, Punjabi, and English. Her main study interest is Business and she wants to major in Business Administration.

	The instrument	▪ This study employed a case study methodology. ▪ Semi-structured interviews were used in the beginning of my research during the process of choosing my participants ▪ Informal interviews and oral conversation were used continuously to help clarify emotions and capture any details related to field notes as they were collected. ▪ Semi-structured interviews were used once again at the end of the semester as reflective interviews. ▪ Observation and field notes. ▪ Field notes. ▪ Documents and artifacts.
	The results	▪ The resulting patterns suggested that learners were able to develop relationships and made academic connections between literacy in two language. ▪ The results of this study are in keeping with Ogbu's "cultural ecological" theory, involuntary immigrant college students struggle to balance between school, work, home activities, and they tend to drop out of their classes. In this study, this was true in Lily's case. A week before the final exam, and after receiving less than satisfactory grades overall on homework, quizzes, and other assignments, Lily decided to drop the class.

		▪ All four participants in this study had strong emotional ties to their home country and dependence on their past. As much as this emotional attachment caused them some resettlement problems, it did motivate them to push themselves to do their best and to make their extended family proud of their achievements.
	Learning difficulties	▪ Lack of the personal attention from the teacher was one of the main concerns Lily had. ▪ The teacher doesn't even know one single student on his list; every student is just a number not a name for the teacher. ▪ The way the students are treating each other. ▪ Randy don't feel that the teacher is putting any effort in the lecture. ▪ Lily never had a laptop with her in class, as most other students did. The majority of the students were engaged with their laptops, their mobile phones, or their other electronic devices during the lecture. ▪ Working is affecting on Lily's school performance because she's always tired, she does not regret working. She believes that work allowed her the opportunity to learn to help support her family, and her school tuition.

		▪ The lack of personal relation and interaction between the students and the teacher was new to Alfred.
		▪ The lack of respect that students had for each other and for the teacher was something Alfred never experienced before.
		▪ Sabrina felt that students here in the US are very open when it comes to dealing with each other and with the teacher.
		▪ Sabrina didn't like the lack of respect in general that students showed to the school rules and school authorities.
		▪ Randy and lily both concluded that involuntary immigrant college students struggle to balance between school, work, home activities, and they tend to drop out of their classes.
		▪ Resettlement problems could be traced back to their emotional attachment to their home country and dependence on their past.
		▪ The issues of resettlement affect the involuntary immigrants' educational performance and school achievement.
		▪ All four participants in this study had strong emotional ties to their home country and dependence on their past which

		affect the academic achievement.
	Citation	Essak, Amal H., (2012). "Refugee college students acquiring academic literacy: an exploration of how their views of academic literacy impact the process". Doctoral dissertation, Wayne State University Paper 539.

40	**The Title**	**The educational and mental health needs of Syrian refugee children** **By** **Selcuk R. Sirin** **and** **Lauren Rogers-Sirin** **2015**
	The Purpose	▪ The study aimed to document the levels of trauma experienced by Syrian refugee children living in a Turkish refugee camp, to assess their mental health needs, and to explore how they expressed themselves through drawings. To address these goals, the study employed mixed methods of data collection. Quantitative measures included the Stressful Life Events Questionnaire† and scales measuring PTSD symptoms, depression symptoms, and somatic symptoms. ▪ This report examines the experiences and resulting educational and mental health needs of Syrian children currently living as refugees. ▪ This report was prepared for a research symposium on young children in refugee families, held at the Migration Policy Institute (MPI) on February 25,

		2015, with support from the Foundation for Child Development (FCD). This series explores the well-being and development of children from birth to age 10 in refugee families, across a range of disciplines, including child development, psychology, sociology, health, education, and public policy.
	The participants	▪ Syrian refugee children: data and drawings were gathered from 311 children (with a mean age of 12) at a refugee camp located inside Turkey
	The instruments	▪ **Stressful Life Events Questionnaire:** The Stressful Life Events Questionnaire lists 11 traumatic events such as having a loved one die or experiencing physical aggression, and asks the child respond "yes" or "no" to having experienced that type of event. ▪ **scales measuring PTSD symptoms:** The scales measuring symptoms of psychological disorders described a symptom and asked the respondent to indicate how often they experienced that symptom.
	The results	▪ The results of the study on Syrian refugee children, conducted in Islahiye camp in southeast Turkey, which assessed children's levels of trauma and mental health distress. These children had

		experienced very high levels of trauma: 79 percent had experienced a death in the family; 60 percent had seen someone get kicked, shot at, or physically hurt; and 30 percent had themselves been kicked, shot at, or physically hurt. Almost half (45 percent) displayed symptoms of posttraumatic stress disorder (PTSD)—ten times the prevalence among children around the world—and 44 percent reported symptoms of depression. Approximately one-quarter reported daily psychosomatic pains in their limbs, with one in five suffering from daily headaches. ▪ Many Syrian refugee children also manifested psychosomatic problems, i.e., mental health disorders appearing as physical health problems. Symptoms included pain in various parts of the body, such as the head, stomach, and back.
	Learning difficulties	▪Half of all Syrian children did not attend school. ▪Syrian children have encountered various disruptions and barriers to receiving an adequate education in countries of first asylum. ▪The costs of attending school (including for transportation and books) may be prohibitive for some families. ▪Parents may need children to work to help make ends meet. ▪Children may struggle to bridge gaps in their learning

		after substantial educational disruptions, particularly when contending with language barriers or new curricula.
		▪Refugees may encounter anti-Islamic discrimination and verbal or physical abuse in schools.
		▪Syrian refugee children are also at risk for a range of mental health issues resulting from their traumatic experiences.
		▪Social isolation.
		▪Refugee children will be behind in all subjects and will need to catch up while simultaneously learning a new language
		▪A lack of transportation fees, emotional trauma, mistreatment in schools, and the difficulty of catching up after substantial educational disruptions.
		▪Behavioral difficulties: Refugee children also tend to have higher levels of behavioral or emotional problems, including aggression and other affective disorders.
	The Challenges	▪ Syrian refugee children adjusting to an entirely new cultural and social environment.
		▪ The acquisition of a second language is particularly challenging for children who have fallen behind in academic skills due to interruptions in their schooling.

		▪ The emotional trauma experienced by many refugee children may affect their cognitive, emotional, and social development and increase their academic challenges.
		▪ The economic hardship of Syrian families puts their children at particular risk for labor exploitation. Thus, rather than learning and preparing for their futures, many Syrian children are working, often in dangerous jobs with low pay.
	Intervention Strategies	▪ Employs mental health professionals, community workers, and—in line with Syrian cultural norms—spiritual healers. ▪ Providing children with coping strategies for PTSD symptoms, helping them build school-related skills through games and creative activities. ▪ Providing counseling and support services for families. ▪ Positive social supports like family support and friendships promoted refugee resilience, while discrimination and other daily stressors reduced resilience. ▪ Providing training to those working with Syrian refugee children to recognize and treat symptoms of trauma.

		▪ develop effective programs that include outreach and multiple access points such as schools, community centers, and community health clinics
		▪ Helping children to embrace their new home and learn the host-country language without losing their ties to Syrian culture.
		▪ Meeting the educational and mental health needs of Syrian refugee children will require a substantial international commitment of resources for countries of first asylum like Jordan, Lebanon, and Turkey. ▪ They need ongoing support for the small percentage of children who are resettled. ▪ Individual-centered approaches conducted in typical therapy contexts. ▪ Developing strong social supports is clearly an essential component of refugee children's mental health.
		▪ Training educators to recognize the signs of trauma and develop the skills to help children cope with trauma. ▪ Helping students fill gaps in their knowledge and skills in a supportive school environment.
	Activities	▪ Games ▪ Creative activities. ▪ Drawing exercise.
	Citation	Sirin, Selcuk R. and Lauren Rogers-Sirin. 2015. *The Educational and Mental Health Needs of Syrian Refugee Children.* Washington, DC: Migration Policy Institute.

41	**The Title**	**A thousand steps, a long time, a lot of words: The perceived and observed benefits of a community-based ESOL literacy programme for migrant and former refugee women** **By** **Hope, C. (2013).** **Hamilton, New Zealand: Wintec Centre for Languages**
	The Purpose	▪ The purpose of this study was to discover and report the perceived and observed benefits of a community- based ESOL literacy program based at a primary school for migrant and former refugee women, their families and community. ▪ This program is held in a local primary school attended by many of the women's children with provision for pre-school children to attend the program alongside their mothers. This has allowed the women to study with other adults while still having their babies and preschool children close enough to feed and feel secure. As well as English language and literacy. ▪ The program provides an opportunity for these women to gain skills to participate more fully in the community where they live. This study explored the perceived and observed benefits that the program provided the women who attended it, their families and community. The study

		also explored areas for further development. The participants in the study were 18 current and former students, 10 key stakeholders in the community, two family members and the author, as teacher and researcher. Since the program has been operating, the ages of the women have ranged from 18 to 70 years plus.
	The participants	▪Migrant mothers to attend an English Language class. ▪Many of the women enrolled in the ESOL literacy program at Hamilton east primary school since 2006 had little or no previous formal education and many have not learned to read and write in their first or another language.
	The instrument	▪ Questionnaire ▪ Interviews with interviews with students, family members, and other stakeholders ▪ The researcher's observations ▪ Reports of program.
	The results	▪The data gathered in the study highlighted the importance of the program and confirmed that it is helping with settlement and life in new Zealand in terms of: 1) Education gains. 2) Participation and inclusion gains and 3) Emotional and wellbeing gains. ▪Learning outcomes of four family-focused literacy programs were in her in-depth New Zealand study. ▪Providing an accessible, supportive and nurturing learning environment which is flexible and responsive to the needs of the women was integral to the development of the

			women's skills, confidence and knowledge in building a new life in Aotearoa/ New Zealand.
		Learning difficulties	▪ A lack of confidence and also family commitments - especially for those who have young children and large families in their care. ▪ The women may also bring their pre-school children to class, where a teacher aide is employed to assist them. ▪ Many have experienced trauma and may continue to do so especially if they have had to leave family members behind in refugee camps or in countries experiencing stressful conditions due to war. ▪ They need to supportive system when learning a new language and adapting to a new culture. ▪ They are "not well recognized in a new Zealand context" and "they lack the `learning blocks' necessary to facilitate learning that most learners acquire as school-children and take for granted as adult learners". ▪ Their progress is extremely slow in learning the new language. ▪ Most of these women stopped going to the other class because they had a baby, they had family commitments.

The challenges		The environmental and logistical challenges identified include: ▪ Accommodatingall the women (and children) who want to attend. ▪ The disruptions caused as a result of sharing the classroom with young children. ▪ Limitations in activities that can be offered for the children. ▪ Consistency of attendance. ▪ multi-level classes and ▪ Choice of language in the classroom, when a group sharing a mother tongue are present. ▪ The researcher had found that because of the limited previous formal education and the level of English language and written literacy experiences of many of the women who attend, it was difficult to assess their progress with the Literacy and numeracy for adult's assessment Tool. ▪ Teachers who have an awareness of the students' backgrounds and understand their needs. , along with the skills and strategies to deliver the content effectively, are essential or pivotal to the effectiveness of the program.
Intervention Strategies		▪ ESOL (English to speakers of other Languages) literacy program for migrant and former refugee women, the students learn English language and literacy skills, as well as skills for functioning in the community. They also learn about the ways in which they can support and encourage their children's learning, particularly in their home languages.

		- The program is designed to develop learning-to-learn skills, classroom language, English language, and literacy and numeracy skills but at the same time is relevant to the women's lives: their children, health, housing, early childhood education and schooling. - The program learning environment is supportive and not as formal as other center for Languages (formerly school of English Language) classes to accommodate women with pre-school children and those who have had little or no previous formal education. - The students are made aware of school and community activities and are encouraged to participate in them. - They are also encouraged to share their skills and knowledge, for example cooking food from their countries and creating recipes, sharing and comparing languages and cultures. - The levels for speaking, listening, reading, and writing were established based on observations and a portfolio of the students' work. - English Language Partners ESOL Literacy classes: These classes are held in eight centers including Hamilton for New Zealand permanent residents who have had nine or fewer years at school. They are for 8-10 hours a week with qualified teachers and bilingual tutors. - Adult ESOL, Victory School, Nelson: Two classes

operate concurrently for about 32 former refugee women, for three hours, three mornings per week. Both classes are multi-level (pre-literate to intermediate).

- Childcare is provided in an adjoining room. There are two ESOL teachers, three childcare workers and usually two volunteers per session either helping in the English class or with the childcare.

- Shama Ethnic Women's Centre Trust, Hamilton: offer a variety of services and programs for ethnic and migrant women including English language, cooking, sewing and craft classes, a parent support and playgroup, computer training, a school holiday program, an after-school education support service for children from refugee families, and social services provided by a dedicated on-site social worker. They also provide childcare while women attend sessions.

- The students learn practical ESOL and resettlement skills and childcare is available on site.

- Many of the women talked about the importance of using and encouraging the use of their mother additional perceived benefits were grouped tongue with their children.

- Children need to know that their parents understand what is happening at school and in the society around them.

		▪ The program helps the women gain more understanding of their children's education and the part that they can play in it. This encourages them to have a more active role and help their children with their learning.
	Citation	Hope, Celia (2013) A thousand steps, a long time, a lot of words": Benefits of a community-based ESOL literacy program for migrant mothers. In: National Centre of Literacy and Numeracy for Adults Symposium: Enquiry, experimentation and creativity, Hamilton, New Zealand: Wintec Centre for Languages

		Language Learning Tool for Refugees:

42	**The Title**	**Identifying the Language Learning Needs of Syrian Refugees Through Participatory Design**

By

ⓘ Samar Helou [1], Victoria Abou-Khalil [1,*] Niels Pinkwart [3] and Hiroaki, ⓘ Brendan Flanagan [2] Ogata [2]

2019

Department of Social Informatics, Graduate School of Informatics, Kyoto University, Kyoto 606-8501, Japan

Academic Center for Computing and Media Studies, Kyoto University, Kyoto 606-8501, Japan

Department of Computer Science, Humboldt-Universität zu Berlin, 10099 Berlin, Germany * Correspondence: v.aboukhalil@gmail.com

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The Purpose

The purpose of the study:

▪ This study aimed to understand the needs of Syrian refugees in Lebanon and Germany in order to develop language learning tools. The aim of this work was to identify the tacit and latent language learning needs of Syrian refugees in Lebanon and Germany. Syrian refugees in Lebanon and Germany are in different life situations and stages of their journey. Syrian refugees in Lebanon are mostly in transition. Moreover, they speak Arabic, Lebanon's official language. However, young Syrian refugees in Lebanon are trying to study English. The results of this study could lead to an informed design of a language learning tool for Syrian refugees to use throughout the different stages of their journey.

	The participants	▪ Two different groups of Syrian refugees: a group in transition in Lebanon (8 participants), and a group settling in Germany (10 participants). The Syrian refugees in Lebanon are studying English to transition to another country with better living conditions. On the other hand, the Syrian refugees in Germany are trying to learn German to better integrate into German society. ▪ The participants were attending classes ranging in level from A1 to C1 (A1 being the most basic level and C1 the second most advanced level).
	The instruments	▪ Observations of their familiarity with mobile technologies. ▪ Interviews.
	The Results	▪ The findings showed that 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. ▪ However, some of the needs that we found are

		stronger in refugee communities and others are specific to them.
		▪ 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.
	Learning difficulties	▪ A unique needs of refugees is essential to design language learning tools that support their language learning activities.
		▪ They find the content is usually either boring or very difficult to understand.
		▪ Need for Social Learning
		▪ Need for Discipline
		▪ Need for Motivation
		▪ Need for Self-Expression, they cannot introduce themselves and communicate with people in English language.
		▪ Need for Fun, a fun application" or "an

		entertaining tool.
		▪ Participants in Lebanon reported their inability to remember the vocabulary they learn.
		▪ The participants in Germany reported that they often forget uncommon words that they learn as they don't have the opportunity to use or hear them.
		▪ In Lebanese schools science and math classes are taught in English or French, some young Syrian refugees are trying to study English to increases their chances of enrolling and succeeding in Lebanese schools.
		▪They cannot benefit from the advantages of being surrounded by the language they aim to learn.
		▪Most of the refugees in Lebanon cannot attend English classes due to their special socio-economic circumstances, low government support, and a lack of educational infrastructure.
		▪Teachers should take into account their unique

	The Challenges	living conditions and the particular circumstances that drive them to learn a new language. ▪Knowing the tacit and latent language learning needs of refugees can inform the design of features in a language learning tool that targets them.	
	Intervention Strategies	- Using various instructional and motivational approaches to help refugees' students overcome difficulties of learning English language. - Researchers have also used Participatory Design (PD) techniques to extract the tacit and latent needs of users. - PD is a set of practices and theories that aim to involve the end users of a technology in its design. **E- learning strategy** - Smartphones present them with opportunities for mobile language learning. Learning languages using mobile language tools. **Social effective strategy.**	

		▪ Motivates local and migrant teenagers to meet for social events to practice German ▪ Language education for refugees should account for their unique life conditions and the circumstances that drive them to learn a new language. Using dictionaries. Brainstorming strategy
	Activities	▪ Two PD workshops conducted in Lebanon and Germany over a period of two months. Each PD workshop included an introductory session and two PD sessions. ▪ PD workshops ▪ Google translate, ▪ Flashcards, ▪ A crowdsourcing Arabic-German dictionary. ▪ A language learning website ▪ smartphones and mobile language learning ▪ Brainstorming session where the participants wrote down the different lexicon they would like to learn (e.g.: lexicon to find a job, lexicon to buy food in the supermarket). ▪ Prototyping, the participants were asked to paper prototype their final idea using cardboard, pens, and colored markers. ▪ Using dictionaries to learn English.
		Victoria Abou-Khalil, Samar Helou, Brendan

	Citation	Flanagan, Niels Pinkwart, & Hiroaki Ogata. (2019). Language Learning Tool for Refugees: Identifying the Language Learning Needs of Syrian Refugees Through Participatory Design. 1 Department of Social Informatics, Graduate School of Informatics, Kyoto University, Kyoto 606-8501, Japan. 2 Academic Center for Computing and Media Studies, Kyoto University, Kyoto 606-8501, Japan. 3 Department of Computer Science, Humboldt-Universität Zu Berlin, 10099 Berlin, Germany.

43	**The Title**	**Successes and Challenges of Syrian Refugee Children in Canada: Language and Literacy** **by** **Norah Amin** **2018**
	The Purpose	**The purpose of the study:** ■ The purpose of the current study was to examine the factors that contribute to the successes and challenges in language and literacy development in both English the L2, and Arabic the L1, among Syrian refugee children who settled in Canada. ■ This study examined the factors that were related to the successes and challenges in language and literacy development in both languages, Arabic and English, of Syrian refugee children. ■ These children are considered sequential bilinguals who have learned one language at home (L1) and then began to learn the societal language as a second language (L2) later when they immigrated to Canada. ■ This study also examined the relationship between phonological, morphological, and vocabulary skills and reading outcomes at the word levels within and cross language among

		bilingual Syrian refugee children.
	The participants	▪ The sample size of Syrian refugee children included in this study, 34 participants with 17 children in each group, was small when compared to other bilingual English-Arabic children's studies.
	The instruments	▪ Parents and children Interviews. Parents were interviewed by the researcher at their home, which took approximately 30-45 minutes. ▪ Pre-test. One session was dedicated to testing in each language. Testing occurred on separate days for each language. Session 1 measures were the following: Non-verbal intelligence (MAT), Receptive Vocabulary (Arabic), Phonological awareness (Arabic), Morphological awareness (Arabic), and Vowelized word reading (Arabic). Session 2 measures were the following: receptive Vocabulary (English), Phonological awareness (English), Morphological awareness (English), and Letter-word identification (English). ▪ Four pictures were shown to children, and they were asked to point to the picture that presents the word provided orally by the examiner. For example, after presenting the four pictures, the examiner said "look at the pictures on this page. Put your finger on the picture that shows sleeping".

		▪ They were asked to delete a word part or sound in each presented word and state the remaining word (e.g., "say toothbrush without saying tooth" or "say meet without saying /t/"). ▪ **Language Environment Questionnaire** The Alberta Language Environment Questionnaire (ALEQ: Paradis, 2011) is designed to obtain detailed information about children's language development history, parent education and fluency in both languages English and Arabic, home and school language use, and information about language and literacy activities. This questionnaire was translated into Arabic.
	The Results	▪ The results revealed that the individual factors related to child development (i.e., cognitive abilities, chronological age, age of arrival, and length of exposure to the L2, and attending school) play a significant role in the L1 and L2 acquisition. ▪ The results also revealed the importance of phonological awareness in reading words, showing within- and cross-language relations. These findings support the notion that phonological skills must be taught to young children prior to other language components.

		▪English and Arabic phonological awareness were related to word reading within each language among Syrian refugee children. These findings correspond with reading using sub-lexical route when Arabic bilinguals read words, in which children recognized the word pattern by phoneme grapheme rules. ▪Strong positive correlations were found between Arabic phonological awareness and Arabic morphological awareness and English word reading, the highest being with Arabic phonological awareness. ▪ Strong correlations were found for the relationship between English phonological awareness and Arabic vowelized word reading. ▪ According to our findings, Syrian refugee children who have some level of phonological awareness in their L1 are more likely to show that awareness in their developing L2 as well. ▪ The results revealed that English phonological awareness and English morphological awareness correlated significantly with English word

		reading skills, with phonological awareness showing higher correlations with English word reading than morphological awareness skills.
		▪ This finding supported by the linguistic interdependence hypothesis (Cummins, 1979) in which the knowledge of how to read in one language transfers when learning to read in a second language which suggests that the L1 proficiency is related to L2 proficiency.
	Learning difficulties	▪ The lack of contribution of English morphological awareness to word reading was due to the low level of proficiency in English language.
		▪ The difficulties in language and literacy acquisition in the L1 influence children's ability to acquire the L2.
		▪ The amount of vocabulary that children acquire in school is not adequate to meet their language needs.
		▪ Refugee children with limited or interrupted schooling will be behind in all subjects and will encounter barriers to educational success. They might face difficulties in acquiring the language of the host country.
		▪ The difficulties in language and literacy acquisition in the L1 influence children's ability to acquire the L2.
		▪ The "Dual Route Model" is one of the important word reading models that has dominated word

Intervention Strategies		recognition theories involving the metacognitive perspective (Coltheart, 2005). According to the "Dual Route Model", successful reading relies on two routes: the sub-lexical and the lexical route.
		▪For the sub-lexical route of an alphabetic orthography, letters are decoded by phoneme-grapheme rules. In contrast, the lexical route is related to written words (visual representations) as a complete pattern without the necessity of phoneme-grapheme decoding (Zabell & Everatt, 2002).
		▪Explicit teaching of vocabulary enables a teacher to build strategies that facilitate vocabulary acquisition by using visuals, semantic, and mnemonic strategies and engage children in activates that focus attention on vocabulary.
Citation		Amin, Norah, "Successes and Challenges of Syrian Refugee Children in Canada: Language and Literacy" (2018). *Theses and Dissertations (Comprehensive)*. 2066. https://scholars.wlu.ca/etd/2066

Second language acquisition from Syrian

44	**The Title**	**refugees' perspectives: Difficulties and solutions** By Hayat Al Masri and Emad A. S. Abu-Ayyash 2020
	The Purpose	**The purpose of the study:** ▪ The current study explored the second language acquisition (SLA) difficulties that 45 Syrian refugees and asylum seekers encountered in nine countries (Germany, Turkey, Sweden, Denmark, Norway, France, Malay, Austria, and Romania) that they fled to away from the ongoing war in Syria. The study also sought to elicit the solutions for these difficulties from the participants' views. The study builds on and broadens the scope of language acquisition research and questions main SLA theoretical underpinnings. The study found a variety of difficulties pertinent to economic, personal, social, linguistic, temporal, and psychological factors. The participants' recommendations were classified into refugee-based, community-based, and authority-based ones
	The participants	▪ The 45 participants were displaced in Turkey, Germany, Sweden, Norway, Denmark, Austria, France, Malaysia, and Romania. The participants were aged between 23 and 43, and the sample was mostly males. Table 1 gives more details about

		demographics.
		▪ All the participants were debriefed about the purpose of the research, and they were told that they had the right to quit at any point. They were also told that they had the choice of not responding to any question they found inappropriate or threatening in anyway.
	The instruments	▪ Interviews and an open-ended questionnaire utilizing the Facebook Messenger application to gather data. ▪ Open-ended questions delivered through a questionnaire and semi structured interviews. These instruments were conducted via social media, mainly Facebook, since it is one of the most popular social networking sites, one of the most accessed on the web, and because all the participants had Facebook accounts.
		▪ The findings are particularly illuminating to SLA theories, particularly the Common Underlying Proficiency Theory (Cummins 1980, 1981). ▪The finding that language-related hindrances were the dominant cause behind difficulties of SLA in refuge casts doubt on the premise that learning one language will automatically facilitate learning

	The Results	another language due to the built-in metacognitive skills developed in the process of acquiring the first language. The refugee context suggests that this premise is not definitive and that, contrarily, language-related factors are the major hindrance to SLA.
		▪The finding about the significance of social interaction, in large part, validates the propositions of social interaction, who emphasized the important role of interaction within the social context in acquiring a second language. Lack of time and life expenses along with the psychological problems have also played recognizable role in obstructing acquiring the languages of the hosting countries.
	Learning difficulties	▪ The linguistic-connected factors were primarily related to pronunciation, word formation and length, grammar, vocabulary, and the gap between the standard language and the dialect.
		▪ The participants in Germany found the German language very difficult to acquire. The syntax of the German language was described by the Syrian refugees in Germany as complicated and having very long words and expressions.
		▪ All the participants faced pronunciation-tied

| | | difficulties.

■ The problem with the Turkish language was its nature of being a mixture of languages as stated by the participants; it has a different word formation and different semantics.

■   Danish, on the other hand, caused problems in pronunciation, while Malay was found to be difficult in grammar, vocabulary, and pronunciation.

■ Participants who were trying to acquire Swedish encountered difficulties between the languages they studied in classes and the colloquial one used by Swedish people along with the vocabulary imbricated within the Swedish language.

■Only Norwegian was found to be easy by the sole participant in Norway.

■ As for the social difficulties in acquiring these languages, German and French people, according to the participants, appeared to be very conservative and monolingual. They are afraid of communicating with strangers and do not make any effort to learn the languages of the other nationalities in their countries. |

		▪ The huge presence of Arabs in asylum countries hampered acquiring the official languages of these countries. Thus, in the case of refugees being surrounded by people who speak their first language or any other languages they are familiar with, they were not motivated to learn the hosting country's language. ▪ The government does not provide any language courses for refugees who cannot pay for them, so we go to work for Syrians who have their own businesses there. ▪ Lack of time was one of the difficulties that hindered the process of acquiring a second language. Syrian refugees in Turkey had to depend on themselves from day one; they had to work as soon as they had arrived to cover their daily-life needs. They worked for long hours, which left no time for them to learn the Turkish language. ▪ The financial difficulties as well were experienced by Syrian refugees in Turkey and Germany.

		▪ The refugees in Sweden suffered from depression caused by the stressful kind of life he experienced there. Such circumstances weakened the participants' self-confidence and made them feel shy to speak up the new language in order not to make mistakes that the society may mock them for.
		▪ So, the main difficulty lay in the grammar, structure, and pronunciation of the new languages, in addition to the society which hindered the process of acquiring a language by isolating itself away from the refugees' community.
	Intervention Strategies	▪ Practice the language and all its skills on a daily basis by attending intensive courses and interacting with the native speakers.
		▪ Watching series and movies of the target language in addition to listening to songs and to the national radio stations of the hosting countries would help much in SLA
		▪ Refugees should attend any social activities that enable them to contact with native speakers.

		▪ Government should provide free language courses and that they should make them obligatory. ▪ Government should bestow the participants a monthly amount of money that would help them to fulfill their daily needs for at least 6 months in order to let them have free time to attend language courses before starting work. ▪ The German government was advised to take an action to mediate between the refugees and the Germans in order to increase integration among them. ▪ The Swedish government should equip the language institutes with qualified teachers who can facilitate the process of acquiring the Swedish language, as per the participants. ▪ The urgent need of providing psychotherapy sessions for all refugees and asylum seekers to attend as soon as they arrive the hosting countries in order to help them heal from the psychological trauma that resulted from the hardships they went through. ▪ A full understanding of the conception of

		refugees to know how to deal with them.
		▪ Language and social interaction support the theoretical perspective that both the cognitive development through language-related factors and the meaningful social interaction are equally significant in SLA.
		▪ one of the participants suggested the following solution:
		To learn any new language, you have to take time to learn it, especially when you do not know anything about it. I'd say, that the Germans should be more patient, to help the refugees to be able to speak their language fluently. In addition the refugees should be more active to learn it because the German government offers free German courses for them.
	Citation	Hayat Al Masri and Emad A. S. Abu-Ayyash, 2020," Second language acquisition from Syrian refugees' perspectives: Difficulties and solutions" Faculty of Education, British University in Dubai, Dubai, 00971, United Arab

	The Title	**Syrian Refugees' Challenges and Problems of Learning and Teaching English as a Foreign**

45		**Language (EFL): Jordan as an Example** By Heba M. N. Alefesha[‡] & Dina A.H Al-Jamal[§] Yarmouk University, Irbid, Jordan **2019**
	The Purpose	**The purpose of the study:** ▪ This study sought to identify the problems and challenges of teaching EFL to Syrian refugees, and the solutions to the problems. ▪ The aim of this study is to investigate the problems and challenges of teaching EFL to Syrian refugees, and to develop strategic roadmap in terms of overcoming problems and challenges of learning and teaching EFL. The objectives are structured as follows. • To carry out a literature survey to understand what previous studies reveal about the challenges and problems of teaching EFL to Syrian refugees, residing in different parts of the world. • To identify and better interpret the challenges and problems of learning and teaching EFL to Syrian refugees by conducting in-depth semi-structured interview with Syrian refugees. • To develop a strategic roadmap for overcoming the challenges and problems of learning and teaching EFL to Syrian refugees.

The participants		▪ The sample size of Syrian refugee children included in this study, 34 participants with 17 children in each group, was small when compared to other bilingual English-Arabic children's studies. The target population of the study is the Syrian refugees in Irbid, Jordan.
The instruments		▪A semi-structured interview questionnaire with ten (10) Syrian refugees, one (1) director of resettlement agency, one (1) EFL manager, and one (1) EFL instructor. ▪ Semi-structured interview questionnaire with resettlement agency and EFL instructors, further aids better interpretation of problems and generation of patterns or themes that would assist to enrich extant literature. ▪ The study adopts qualitative method to explore the problems of teaching EFL. The qualitative method helps to collect and better interpret the human views, opinions, and knowledge by conducting interviews ▪A pilot test was conducted on one participant. The key purpose of conducting the pilot test was to identify any problems or errors, check out the layout, formatting, grammar, and sentence

		structure of the questionnaire.
	The results	▪The study has found that social, educational, financial, and institutional are four important challenges of learning and teaching EFL to Syrian refugees in Jordan. According to the results of the study, most of the social challenges are derived from the financial crisis, concerns about immediate family and relatives who are still residing in Syrian, childcare, lack of fulfilling basic needs, and mental hazard are severe social challenges for the Syrian refugees in terms of teaching EFL. ▪ According to the results of the study, the Jordanian government should be more cooperative to live in Jordan comfortably. The resettlement agency should pay close attention to monitor the ongoing problems and challenges of Syrian refugee.
		▪ Educational, institutional, economic, and social challenges are key obstacles to the learning of EFL by Syrian refugees. ▪Syrian refugees living in the USA and their challenges in learning EFL. They found that most of the Syrian refugees were deprived of their basic

	Learning difficulties	needs such as food, shelter, clothing, education, and medicine. This posed challenges to their learning. ▪Most Syrian refugees are mainly concerned with fulfilling their needs such as, food, shelter, and clothing. Thus, education is less important for them. ▪Refugees, face a lot of problems in terms of learning a foreign language. For example, refugees who are attending EFL classes do not understand the pronunciations of the native English speaker (Al Hariri, 2018). T ▪The qualitative interview helps in direct communications and conversations between the EFL teachers and the Syrian refugees. After understanding the views, opinions, and experiences of the participants, the study creates a pattern and theme that helps furnish the present theory and literature. ▪ The majority of the women's refugees do not attend classes due to the lack of childcare centers. ▪ 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.
		▪ The extensive literature, claimed that the students who are refugees require more time to learn foreign language due to several reasons which include; unfamiliarity of the language (Aydin & Kaya, 2017, 2019; Riggs et al., 2012), new teachers and classmates (Al Hariri, 2018), new organization (Popov & Erik, 2015), new society (Burgoyne & Hull, 2007) and so on.
		▪ Refugees who did not have any previous formal education, needed more time and hours to capture or cope with the new environment, new people and society as well as the new language.
		▪ They face problem to attend mixed gender class.
		▪ Poor educational background, discomfort with English, lack of knowledge of teachers to deal with Syrian refugees, and lack of motivation.
		▪ Cultural and religious factors impose challenges on refugees as to learning English and other target languages.
		▪ Refugees, who did not have any formal

		learning in their own language or home country, face more challenges than who had formal learning in their own language in terms of learning foreign language.
	Challenges of teaching	▪ The results of the study provide an in-depth understanding about the challenges and problems of teaching EFL. This educates the learners and helps them understand the problems and challenges of EFL faced by refugees such as the Syrian refugees in Jordan. Moreover, the results of the study are validated by academic experts. Thus, the study contributes to the enrichment of both practical and academic fields. ▪ The data analysis results showed four (4) important challenges of learning and teaching EFL to Syrian refugees in Jordan. The challenges are social, educational, financial, and institutional. Most of the social challenges were as a result of financial crisis, concerns about immediate family members and other relatives still residing in Syria, childcare, lack of fulfilling basic needs, and mental hazards. Financial challenges came from the inability to afford the regular family expenses, such as food, clothing, and medicine. Educational challenges were

| | | mainly as a result of a poor educational background, discomfort with English Language, lack of knowledgeable teachers to deal with the Syrian refugees, and lack of motivation. Budget crisis for meeting the demands of additional learning materials, new class environment, scarcity of teachers and volunteers, and the poor academic background of Syrian refugees are major institutional related challenges.

▪ Teachers do not receive any kind of professional training and certificate from any government permitted organizations or institutions.

▪ Skill gap of teachers often impose challenges to teach EFL towards the Syrian refugees.

▪ Most of the Syrian people are mentally upset and unfit. Teachers, therefore, should pay extra attention to teach them EFL.

▪ Teachers in EFL programs are faced with numerous challenges to conduct the classes, because the refugee students do not adjust with the new environment, new organization and teachers, as well as the unfamiliar faces. |

		▪ Teachers face several challenges to involve refugee students in a formal educational setting. ▪Teachers need to invest more time and effort in terms of identifying the right methods and materials that make easy the learning process to the people who want to learn the target language. ▪The majority of the teachers or volunteers who have engaged to teach the refugee students, do not have any qualification certificate. ▪ Most of the teachers or volunteers face challenges during teaching the refugee students, due to the lack of their experiences. ▪Many instructors who engaged in teaching adult refugees had not any professional certificate to lead the adult literacy classes. ▪Many of the teachers were not well trained and lacked the knowledge and experiences to teach the refugee students in a formal class. ▪Refugees come from different educational, cultural, religious, and society background, that's why it is not an easy task to teach them in a

		formal classroom.
	Intervention Strategies	▪ This study assumes that the best way to teach adult refugees is to arrange vocational classes, where they learn both language skill and professional skill by which they can get a job after finishing their education. ▪ Teach English language and computer skill to refugees through computer playing games, including crossword puzzle, food games, critical reasoning, vocabulary cross-matching, and so on. ▪ Jordanian people should support the EFL teaching institution so that they can provide essential learning materials to the EFL learners. ▪ The use of technology in the classroom will increase the interest of participants to learn EFL easily and quickly. For example, watching videos, playing computer games, and software for grammar learning and sentence making will increase the interest of the participants in learning EFL. ▪ The refugee students consider investing more

time to learn the foreign language and practice more and more and use the language in their daily communication.

- Certificate or professional qualification is important for a teacher or instructor who teaches the refugees, because it helps the teachers to conduct the classes in an effective and interesting way, and it helps the teachers to conduct the classes in an effective and interesting way.

- The vocational approach which enables the refugees to learn language skill and job skill at the same time is the best method to teach them.

- The two interacting class is the best approach to teach the refugee children as it allows them to gain language skills, communication skills, problem solving skills and in the development of good interpersonal relationships.

- Teaching refugees through computer playing games is an effective way to teach refugees students which help them gain knowledge in both English language skill and basic computer skills aiding job security in the future.

| | | ▪ The curriculum of teaching EFL should be more flexible and learner friendly so that they can learn quickly. |
| | **Citation** | **Heba M. N. Alefesha1 & Dina A.H Al-Jamal (2019) "Syrian Refugees' Challenges and Problems of Learning and Teaching English as a Foreign Language (EFL): Jordan as an Example". Yarmouk University, Irbid, Jordan.** |

| 46 | **The Title** | **Improving the Speaking Skill Using Reading Contextual Internet-Based Instructional Materials in an EFL Class in Indonesia** |

		BY **Konder Manurung** **2014**
	The Purpose	**The purpose of the study:** The aim of the study is to solve the speaking problems of students in an EFL class using contextual internet-based instructional materials. The study employed Classroom Action Research design in a speaking class at an English Education Department at a university in Indonesia. The study consisted of two cycles. Each cycle consisted of planning, implementation, observation, and reflection. The design and development process of the instructional materials are discussed and the steps in implementing teaching integrated reading and speaking in EFL teaching and learning (TIRS) are proposed.
	The participants	▪ 29 students enrolled in the Speaking IV class 2013/2014 academic year.
	The instruments	▪ Observation Card ▪ Reflection
	The results	▪ The study has found that the speaking skills of the students get improved by using contextual internet-based instructional materials in the speaking class in two cycles. There are at least two potential factors that have been implemented during the cycles to overcome those problems, the first is the way to choose instructional materials for

		the group discussion topic and the second is the integration of the reading and speaking activities in the instructional procedure. ▪ According to the results of the study, using contextual internet-based instructional materials are potential to create efficient and joyful learning to overcome the problems of the students in speaking and to improve their speaking skills.
	Learning difficulties	▪ Most learners find it difficult to express grammatically correct sentences due to the significant differences in the grammar of the native language of the students. ▪ Cultural difference is also considered to contribute to the difficulties of EFL learners to use English in their daily conversation. ▪ Many of them still find it difficult to begin monologue and dialogue, ▪ Difficulty to keep a conversation going on continuously. ▪ Difficulty to sum up and conclude monologue and dialogue.

		▪ Hesitation to be active in the speaking class.
		▪ Students are not active in the speaking class, they are reluctant to ask questions during discussion sessions.
	Intervention Strategies	▪ Contextual internet-based instructional materials improve the speaking skill of the students.
		▪ This research employed classroom action research (CAR). The steps of the CAR; planning, implementation, observation and reflection were implemented.
		▪ Communication/production during the teaching of speaking in order to meet the real purpose of the teaching.
		▪ The integration of reading and speaking helps students make notes by writing down clues or keywords that help them build up self-confidence in the classroom meeting and presentation.
		▪ Integrated teaching.

			▪ The topics were planned and chosen based on the student's real experiences in learning the language skills and the language components.
		Activities	▪ Oral Presentation practice. ▪ Communicative activities
		Citation	Konder Manurung. (2014). Improving the speaking skill using reading contextual internet-based instructional materials in an EFL class in Indonesia. www.sciencedirect.com.

47	**The Title**	**Implementing English Speaking Skills with EFL Large Groups: Challenges and Useful Strategies** **By**

		María Cristina Fory Possú **2021**
The Purpose		**The purpose of the study:** The aim of the study is to identify challenges and difficulties that face teachers and learners in acquiring speaking skills, the researcher design booklet include useful strategies in how to implement English speaking with EFL large groups. The booklet will include common teaching practices in EFL classrooms, including what the targeted teachers might be doing to develop learners' communicative competence.
The participants		▪ 29 EFL teachers.
The instruments		▪ A survey with 29 EFL teachers from different public schools in Colombia. The participants took a 20-question survey with closed and open-ended questions which helped the researcher to identify some of the challenges in teaching.
The results		▪ The study has found that the ▪ According to the results of the study,
Learning difficulties		▪ 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. ▪ Some learners are not motivated enough to speak the language in the classroom.

		▪ They face many difficulties in speaking English. ▪ The **psychological factors** are influencing learners' speaking skills like nervousness, anxiety, and low self-esteem. ▪ students do not feel competent enough to use the language ▪ Fear of making mistakes, shyness, anxiety, lack of confidence and lack of motivation affect students' ability to speak in the English class. ▪ teacher-centered methods ▪ inadequate assessment techniques
	The Challenges	▪ Teachers struggle to provide student-centered instruction and their methods focus on teaching grammar and writing/reading skills. ▪ A lack of resources and training. ▪ EFL teachers try to create interactive opportunities to speak the language. ▪ Few hours of instructional time. ▪ Teachers lacked listening materials to develop those language skills. ▪ Teachers' lack of training in order to implement new teaching speaking skills is another difficulty. ▪ Teachers complain about the lack of useful

		materials such as CDs, recorders, videos, textbooks and other materials to teach language skills.
	Intervention Strategies	▪ A communicative approach encourage learners to use English inside and outside the classroom and improve the quality of English language teaching and learning. ▪ Use of technology ▪ Motivating Learners ▪ Using Innovative teaching Strategies ▪ *Implementing ICTs Appropriately* ▪ Teachers to shift their practices from teacher-centered instruction to a student-centered learning environment. ▪ Classroom interactions has been a central issue in teaching and learning in the era of communicative language teaching. ▪ Developing communicative skills by creating real-life situations or meaningful contexts that encourage learners towards a social use of the language. ▪EFL teachers should be knowledgeable about good teaching strategies that facilitate their work. Teacher training should be linked to the use of appropriate teaching material. ▪ Use e-learning platforms and resources ▪ Providing English teachers with seminars, workshops and other training courses

	Activities	- Oral communicative activities in the real-life situations happening inside and outside the classroom. - Story Telling - Group discussions - role plays - Presentations - Video clips and audio tapes. - Peer and group discussions. - Interviews. - Describe picture. - Dialogs - Classroom Projects develop by learners. Small classes provide a better environment for helping students to learn the target language. - Learner-centered activities that include songs, dramas, discussions, debate, tongue twisters.
	Citation	Possú , M. C. (2021). IMPLEMENTING ENGLISH SPEAKING SKILLS WITH EFL LARGE GROUPS: CHALLENGES AND USEFUL STRATEGIES. Greensboro College, ProQuest Dissertations Publishing, 2021. 28495836.

48	The Title	**The Effectiveness of Using Virtual Classes on Developing the Tenth Graders' Speaking Skills and Their Speaking Anxiety** **By**

		Mohammed Zaki Aljadili
		2014
	The Purpose	**The purpose of the study:** ▪ The study aimed to investigate the effectiveness of using virtual classes on developing the tenth graders' speaking skills and reducing their speaking anxiety. The target skills were pronunciation, fluency, organizing information, grammar and vocabulary. ▪ Clarifying the impact of the virtual classes on improving the speaking skill. ▪ Contributing to developing the process of teaching English in general and speaking in particular. ▪ Identifying more efficient and meaningful ways of teaching English speaking.
	The participants	▪ The sample was divided into two groups: the experimental group consisting of (20) students and the control one consisting of (20) other students. The researcher adopted the experimental approach with two groups (experimental and control).
	The instruments	▪ Pre-posttest, oral and written speaking tests. ▪ A semi-structured interview. ▪ An attitude questionnaire.

		▪ Students' and teachers' interview. ▪ Classroom observation.
	The results	▪ The results indicated that the necessity of implementing virtual classes in teaching English language to achieve better outcomes in students' competence in English language. ▪ The results of the post-test and the anxiety scale indicated the significant role of virtual classes related to speaking skills. According to the findings of the study, using virtual classes had positive effects on developing speaking skills, and reducing English speaking anxiety. ▪ A large effect of the virtual classes on improving pronunciation, fluency, organizing information, grammar and vocabulary for the experimental group. ▪ The results indicated that the virtual classes reduce the students' speaking anxiety.
	Learning difficulties	▪ Students' feeling of stress and fear that controls the speaker during involvement in direct speech with others. ▪ Students find difficulties when engaged in authentic communicative situations. ▪ They often lack the communicative ability and vocabulary. Students lack vocabulary and this will make them unable to say words during a speaking class. ▪ Students suffer from language anxiety due to

		weak oral communication competence and teacher's correction.
		▪ Students often resort to Arabic language.
		▪ Students cannot find the suitable technique or the time needed to master speaking skill in their schools.
		▪ The tests also neglect speaking skill and just depend on written tests and that may affect badly the status of speaking skill among learners.
		▪ Teachers and students focus only on grammar and writing and this is a big problem that faces English teaching.
		▪ Linguistic inferiority lead to such factors as feeling of shyness and fear of making mistakes.
		▪ 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.
		▪ The ignorance of teacher's motivation leads to low participation.
		▪ Students transfer the cultural rules from their mother tongue to a FL.
	The Challenges	▪ Teachers should create some strategies which can explore the student's speaking capability. ▪ During teaching learning process, the teacher should make the students interested in the materials.

		Hard work for involving the students and getting their attention in speaking classes. ▪ English language teachers should encourage their students to use technology in developing the language skills. ▪ Teachers need to be trained on how to develop and present dialogues for their students. The environment is also very important. ▪ Teachers should encourage shy students to participate orally by using different activities through the virtual classes.
	Intervention Strategies	▪ The Virtual classes are practiced through the Internet, which provides students with multimedia advantages. ▪ Videos are used in the technology in order to arouse the students' interest, attention and interaction with the teachers. ▪ Online interaction that happens between student and teacher provoked students' interests and motivation to speak as much as possible and to share his partners in talking and chat. ▪ The virtual classes also attract students' attention and increase the motivation between the student and the teacher. ▪ The virtual classes provide different resources of information in different context. ▪ The use of a virtual classroom enabled real time role-play

			- Integrating technology. - Using computers and internet enables students to reduce their anxiety towards learning in general and speaking in particular. - The virtual classes reduce the feeling of isolation among students, as there will be a group work during the sessions. - To have a good result in speaking activities, the students need to extensively practice speaking in their daily activities with their friend. They should prepare themselves especially before joining the virtual classes.
	Activities		- Collaborative reflection. - Peer discussion. - Problem-solving. - debates - Describing Pictures. - Sounds, voice chat and written chat. - Role play.
	Citation		Aljadili , M. Z. (2014). The Effectiveness of Using Virtual Classes on Developing the Tenth Graders' Speaking Skills and Their Speaking Anxiety. https://iugspace.iugaza.edu.ps.

49	**The title**		**Language difficulties of international students in Australia: The effects of prior learning experience** **By** **Erlenawati Sawir**

		2005
	The Purpose	**The purpose of the study:** The explanatory purpose: to use data drawn from research on the conversational strategies of Asian English as a Foreign Language (EFL) learners studying in an English language setting in Australia, to help us understand better the difficulties of such international students with English, including the influence of their prior language learning experience, and their beliefs about learning. ▪ The normative purpose: to point towards better learning strategies.
	The participants	▪ Twelve English as Foreign Language (EFL) learners from five Asian nations, Vietnam, Japan, Hong Kong, Indonesia, and Thailand. These twelve students were interviewed as part of a research project on learner beliefs about language learning and how these beliefs are reflected on their communication strategies.
	The instruments	▪ In interviews with students from five Asian nations.
	The results	▪ These findings and this study have implications for both language teaching practices in English speaking countries such as Australia, and language teaching practices in

		the countries of origin. Implications for international student programs in Australia
		▪ Australian academics need to be more sensitive to the language difficulties experienced by international students. First, they need to commit significant resources to addressing language difficulties. Australian universities could take the solutions to this problem a step forward by providing sufficient comprehensive language assistance
	Learning difficulties	▪ Lack confidence in speaking and taking a proactive role in classrooms.
		▪ Learning difficulties are grounded in weaknesses in students' prior learning experiences – focused on grammar and reading skills in teacher-centered classrooms.
		▪ Differences in learning style, culture shock, homesickness, social difficulties.
		▪ Feel unhappy with their oral performances in the presence of Australian classmates.
		▪ They have incomplete understanding of lecturers' spoken English.
		▪ Writing difficulties.
		▪ Problems of interpretation.
		▪ Poor grammar their written.
		▪ They unable to contribute effectively, as required, in tutorial discussion.

		▪ At school there was a common focus on English grammar, rather than on communicative competence ▪ Students suggested that their teachers' lack of oral competence was one of the factors that inhibited conversational learning. ▪ They did not have enough opportunities to use English outside the classroom.
	Intervention Strategies	▪ The communicative approach to language teaching. ▪ Success in language acquisition is influenced by many interrelated factors. These include the social context of the learning, cultural beliefs about language learning, the status of the target language, and the processes of language learning itself. ▪ Most important the connection between the international students' problems with English, and the prior language learning experiences of those international students in their own countries, and their beliefs about language learning. ▪ Develop better communicative teaching and learning practices in the home countries. ▪ Engaging students actively and orally in the classroom.
	Activities	▪ Oral presentation.
		Erlenawati Sawir. (2005). Language difficulties of international students in Australia: The effects

	Citation	of prior learning experience. https://eric.ed.gov/?id=EJ855010.

50	**The title**	**Increasing Speaking Achievement by Using Pow-Tega Technique** **By** **Sri Wahyuni** **2016**
		The purpose of the study:

	The Purpose	▪The aim of this study was to find out whether or not Pow-Tega Technique could increase the students' speaking achievement.
	The participants	▪ The population of the study covered all of the tenth graders of SMA Negeri 1 Pagaralam in academic year 2015/2016. The sample was selected purposively from the population, they were sixty students. The sample students were divided into two groups, as the experimental group and control group.
	The instruments	▪ Quasi – Experimental design was used in this study. ▪ Interview. ▪ Pre-test, instruction tests were used to collect the data. ▪ Post-Test
	The results	▪ The result showed that the students who were taught by using Pow-Tega Technique had a better improvement in their speaking achievement. In other words, Pow-Tega technique is a good way to be used by the teachers as a teaching technique especially in increasing students' speaking achievement. ▪ According to the results of the study, the students in the experimental group who got the treatment of Pow-Tega Technique could

		improve their speaking achievement.
	Learning difficulties	▪ **psychological factor:** - Students feel reluctant to speak. - Unconfidence to speak. ▪ **Psychological factor:** - They felt anxiety and shy, therefore, they prefer to be silent and felt speechless in classroom interaction. - They felt anxiety and difficult to express their ideas in a conversation. ▪ **Linguistic factor:** - The students did not know how to pronounce a certain word well. They have incorrect of pronunciation and get worried about their pronunciation when they speak in the class. - They also felt difficult to express their ideas through speaking because they don't have enough vocabulary. ▪ They felt nervous and got difficult to construct any sentences.

		▪ **socio-cultural factor**:
		-Most of students who reluctant to speak in English class felt that the classroom environment did not support them to participate in classroom interaction.
		They felt that speaking class is an embarrassing situation and made them afraid of making mistakes because sometimes the teachers gave them an overcorrection during the speaking time.
	The Challenges	▪ The teachers should help the students in mastering speaking.
	Intervention Strategies	▪ Pow-Tega Technique combines Power Teaching Technique and Games Technique. ▪ Power teaching is a technique which is used to engage students to speak actively and become more creative in the classroom activity. ▪ The Game technique makes students feel fun and easier to follow the teacher's instruction. So that, they can speak freely as their daily life.
	Activities	▪ Games are interactive play that teaches us goals, rules, adaptation, problem solving, interaction, all represented as a story. ▪ Songs or chants.

		- Describing the picture. - Make a Match Game - descriptive text
	Citation	Sri, Wahyuni. (2016). Increasing Speaking Achievement by Using Pow-Tega Teachnique . International Journal of English Language and Teaching https://online-journal.unja.ac.id/index.php/IJoLTE .

51	The Title	**The Impact of Using SIOP Model Based on Active Learning on Developing English Language Speaking Skills Among Six Graders** **By** **Kholoud Ahmed Al-Zharna** **2019**
	The Purpose	**The purpose of the study:** ▪ This study aimed in investigating the impact of using SIOP model based on active learning on developing English language speaking skills among six graders. ▪ The study aimed to discuss the impact of using SIOP model based on active learning to develop English language speaking skills among six graders in private school under a shelter for teaching content to English language learners (ELL). And add a new model which was not used before in Gaza where the researcher lives and teaches. ▪ Presenting new complete model which wasn't used before in Gaza and it may help English teachers in languages school and teacher who teach literature in governate schools to follow its components so that the teaching process would be progressed.
	The participants	▪ The researcher used the quasi experimental design. The experiment was applied on one group of 20 students from six grade students (male and female). A purposive sample

		from Alwehda Private Languages School west - Gaza which teaches English language through science, math and literature.
	The instruments	▪ The researchers conducted a quasi-experimental to analyze the effect of SIOP model on developing learners. ▪ An observation card. ▪ Speaking skills checklist
	The results	▪ The results showed the using of the suggested model based on the active learning has a clear impact on the speaking skills. ▪ According to these results the researcher recommended to use the Sheltered Instruction Observation Protocol (SIOP) model in teaching English language through content as in science, history, math and literature in which other skills can be developed. Also, she recommended that more research should be dedicated to examine the role of SIOP model in the process of improving other language aspects and skills
	Learning difficulties And The Challenges	▪ Learners have a limited ability in communication with each other, in producing their own ideas and in using suitable phrases in situations. ▪ They have problem in fluency and accuracy of their speech. ▪ Learner's low stimulus, anxiety. ▪ Learners' have negative attitude towards learning the

		new language.
		▪ The external factors which represent in classroom general environment, besides the terrible comments from instructors and from peers.
		▪ Psychological troubles in which the students fear committing mistakes and their sentiment of shyness and tension.
		▪ The absence of vocabularies.
		▪ Inaccurate pronunciation of some memorized words.
	Intervention Strategies	▪ Sheltered instruction observation protocol.
		▪ Communicative Language Teaching.
		▪ Content-Based instruction.
		▪ Content and language integrated learning.
		▪ Learner-centered teaching
		▪ The active learning strategies which are :
		▪ Think, pair and share strategy.
		▪ Fishbowl strategy.
		▪ Gig saw strategy.
		▪ Vocabulary is an essential building unit of learning any language. Vocabulary means the suitable part of language which is utilized in communication.
		▪ Applying scaffolding strategy.
		▪ Assessing student learning.
	Activities	▪ Role play.
		▪ simulations
		▪ Information Gap
		▪ Brainstorming.
		▪ Discussion.

		- Story telling. - Reporting. - Picture Describing - Finding the Difference.
	Citation	Al-Zharna , K. A. (2019). The Impact of Using SIOP Model Based on Active Learning on Developing English Language Speaking Skills Among Six Graders. https://library.iugaza.edu.ps/book_details.aspx?edition_no=140429.

52	**The title**	**Using Vlog in the Youtube Channel as a Means To Improve Students' Motivation And Confidence to Speak English in Intermediate 1 Level of LB-LIA Jambi** **By** **Pramita Sari** **2018**
	The Purpose	**The purpose of the study:** ▪ This study aims to improve students' motivation and confidence to speak English through the use of Vlog in the You tube Channel as well as to find out the element that affect the most to the improvement of the motivation and confidence.
	The participants	▪ This study was undertaken in LB-LIA Jambi of Intermediate 1 level of students. The classroom consists of **20 students**. They are considered to have sufficient knowledge and ability in English as reflected from their daily performance score especially in reading and writing activities yet they have problem in speaking. Based on the classroom observation result and interview with the classroom teacher which were done before this study, students seemed reluctant when given speaking activities. They showed little interest in the activities and mostly produced simple and unelaborated sentences. They showed little interest in the activities and mostly produced simple and unelaborated sentences.
	The instruments	▪ **The data were obtained through:** ▪ classroom observation Card, ▪ questionnaires ▪ Interviews. ▪ This study employed three techniques of collecting data

			namely classroom observation, questionnaires and interview with the classroom teacher. The observation was carried out to find out students' participations and responses in speaking activities. It was done three times, each after two vlog tasks. Open-ended questionnaires were addressed to the respondents to get their responses in the form of written data. The interview with the classroom teacher was conducted to gain further information on students' motivation and confidence to speak English.
	The results		- According to the results of this study, his study revealed that the use of Vlog in the Youtube Channel improved students' motivation and confidence. The data also suggested that students were most motivated and confident to speak English because they were given enough time to think of what they wanted to talk about and it was done in the place they found familiar. Therefore, teachers are suggested to bring technology into the classrooms more often and adjust it to the situation where students find it convenient to speak up. - vlog in YouTube Channel in teaching helped to improve students' motivation and confidence of Intermediate 1 level of LB-LIA Jambi. Most of the factors that indicated higher motivation and confidence were reflected from the students' response and participation in the classroom.
			- Students find it hard to speak English despite the fact that they have the basic knowledge of the language due to the lack of motivation and confidence. - They have problem in speaking, students seemed reluctant when given speaking activities.

	Learning difficulties	▪ They showed little interest in the activities and mostly produced simple and unelaborated sentences. ▪ They showed little interest in the activities and mostly produced simple and unelaborated sentences. ▪ They prefer to work alone rather than in groups.
	The Challenges	▪ As the technology advances, teachers must be willing to take advantage of the potential channels provided by it. ▪ Teachers should the use of appropriate technique or teaching media is crucial in improving students' motivation and confidence to speak English. ▪ Teachers should lead students to interact more frequently in English both outside and inside the classroom. Because the experience is enjoyable, the increased confidence, affected their motivation in a positive way.
	Intervention Strategies	▪ Technology provides a global infrastructure with many potential channels for students to use English such as: ▪ Google's and Yahoo ▪ Social Medias such as Facebook, Twitter and Instagram. ▪ Video-sharing website such as you tube. ▪ A vlog is a video blog post. ▪ Students need to have motivation in order to reach progress.
	Activities	▪ One vlog for one unit/topic of discussion. ▪ vlog in YouTube Channel.
	Citation	Pramita Sari. (2018). *Using Vlog in the Youtube Channel as a Means To Improve Students' Motivation And Confidence to Speak English in Intermediate 1 Level of LB-LIA Jambi.* esearchgate.net/publication.

53	The title	Learning difficulties in English: Diagnosis and pedagogy in Saudi Arabia **By** **Intakhab Khan** **2011**
	The Purpose	**The purpose of the study:** ▪ This study aims to an investigation may be proved to be quite helpful towards finding out the actual causes, and evolution of some fruitful and compatible strategies of teaching English as a foreign language. It is usually believed that the poor result in English is mainly due to the traditional approach to teaching of English right from the school level.
	The participants	▪ Saudi learners.
	The results	▪ Teaching of English is as crucial in Saudia as the entire system of higher education. Being the medium of instruction, and an important tool of communication, English seems to be very important in a developing country like Saudi Arabia. ▪ There are varieties of factors that affect the learning of English. The issues which are directly related to pedagogy are of more importance than any other factors. Among others, teacher factor is always considered as very

		important as he is the one who is considered as the instrument of change.
		▪ In order to face with the pedagogic issues, the teacher has to be well equipped, and make diagnostic study in order to analyze linguistically the nature and type of difficulties that the Saudi learners face during the course of study. By doing so, it is expected that the teachers may be able to evolve some fruitful strategies for the teaching of English that will be able to minimize the difficulty level and yield better and maximum results.
	Learning difficulties	▪ Learners face difficulties in pronunciation. ▪ Oral-aural problems they also face problems because of the act of comparing and contrasting the foreign language items with those of their mother-tongue. ▪ Lack of confidence/fear of error. ▪ Interlingua errors. ▪ Lack of knowledge. ▪ L1 interference. ▪ English Language Teaching which may occasionally involve translation from First language to the target language and vice versa. ▪ Don't use English as medium of instruction except in certain higher education courses. ▪ They don't study English in early stages. ▪ The parents are not interested in giving good education background or educational promotion to their children.

		In some cases, they are willing to engage the children in some jobs in order to earn money.
		▪ The infrastructure, viz. school buildings – class rooms, labs, etc. may not be quite adequate.
		▪ The distinction between [f] and [v] can cause difficulty for native speakers of Spanish, Japanese, Saudis and Koreans. Saudis in particular are not able to differentiate between /sh/ and /ch/ as sheep and cheap respectively. They are also sometimes confused in the uses of /s/ and /c/.
		▪ Difficulties in discriminating the sounds of English words: possessions - position, talk-take, take- tick, pool-pull, push-bush, myme, e-eye, fool-full etc.
		▪ Most students don't care about even names. Even if the letter is in the beginning of a sentence they don't care.
		▪ Learners face problems while discriminating the synonyms.
	The Challenges	▪ English in Saudi Arabia serves a very limited purpose. ▪ Language teachers being the followers of different learning theories of psychology, have chosen few objectives, and suggested various approaches, methods, and strategies. ▪ Teachers should attend trainings which are considered quite essential in this fast changing society.
		▪ Communicative approach to Language Teaching (CALT) is also significant in order to focus the skills ▪ Bilingual approach can also be used as an alternative strategy. ▪ Oral approach, situational teaching.

	Intervention Strategies	▪ Audio-lingual method. ▪ The Neutral approach. ▪ Environment and family background play vital role in success of learning process. ▪ Situational approach. ▪ **Early start**: It has been felt that the teaching of English language should be started prior to the stage of teaching English in Saudi Arabia. ▪ Use of technology. ▪ Intensive Summer Courses. ▪ Training and professional development.
	Citation	Khan, I. A. (2011). *Learning difficulties in English: Diagnosis and pedagogy in Saudi Arabia.* King AbdulAziz University Community College, Jeddah-Saudi Arabia. https://www.researchgate.net/publication.

The Title	Children Literature Based Program for Developing EFL

54	Primary Pupils' Life Skills and Language **By** **Safaa M. Abdelhalim** **2015**	
The Purpose	<u>**The purpose of the study is to:**</u> •The purpose of this study was to investigate the effectiveness of a proposed English language program based on integration different forms of children literature in developing the needed life skills and language learning strategies of fifth year primary school students. •This study examines the effectiveness of a proposed English language program based on integrating two forms of children literature, mainly short stories and songs, in developing the needed life skills and language learning strategies of primary school students. Besides, it emphasized the importance of providing EFL fifth year primary students with activities and opportunities to raise their awareness of their learning, as it helped students understand how to plan, monitor and evaluate their learning. The study targeted ten life skills distributed under four main categories: cognitive, personal, social and linguistic skills. Ninety fifth grade primary students participated in the present study.	
The participants	Participants of the study included Ninety fifth grade primary students participated in the present study.	
The instruments	▪ **Five instruments were used:** the needed life skills and language learning strategies checklists, a criterion for selecting the stories and songs, the pre/post life skills measures (situation test, questionnaire, and oral interpersonal communication test), language learning strategies questionnaire and the students'	

		satisfaction/dissatisfaction questionnaire.
		▪ The present study followed the pre-posttest quasi experimental control design supported by qualitative and quantitative data.
		▪ Qualitative and quantitative methods were used to assess students' development over the 8 weeks.
		▪ Participants were asked to define life skills and learning strategies in their own words. Also, they were asked about their usage of such skills and strategies. The results of the interview showed that students are not aware of such skills and rarely use them.
		▪ Holding another interview with a sample of students' parents, the results confirmed the same idea. There hasn't been any single study in dealing with integrating life skills in language teaching in Egyptian context. From that perspective, there seemed to be a gap in literature. As a result, this study attempted to fill in the gap.
		▪ In a pilot study, the author conducted a questionnaire to EFL primary school teachers concerning their opinion about their students' life skills and language learning strategies, how they are reflected in the classroom and outside the classroom and their role in supporting these skills. They reported students' low level in life skills and learning strategies.
		▪ **Direct Classroom Observations:** Depending on direct classroom observations and analyzing students' learning logs, the researcher noticed the direct effect of the program on students life skills represented in their comments**.**
	The results	▪Results revealed that life skills and language learning strategies can be taught effectively through the medium of children literature. As a whole, this study contributed to the ESL/EFL field by providing

		information about the importance of skill building for life at young age and that fundamental changes needed for language instruction. Furthermore, the study presents a detailed teaching strategy for teaching life skills through children literature.
		▪Pre-test results showed that that there is no significant difference among the three groups on the pre-tests and the three groups were equivalent before applying the program. Thus any progress achieved by the experimental groups was directly due to the suggested program.
		▪Analysis of the results of the standardized measures of life skills and language learning strategies revealed that there is a difference between the performances of the two experimental groups in favor of the second experimental group whose teachers received training.
		▪There hasn't been any single study in dealing with integrating life skills in language teaching in Egyptian context.
	Learning Difficulties	▪ Students are not aware of life skills and learning strategies, and rarely use them. ▪ They are not given enough time or attention while teaching English to fifth year primary stage students. This can be attributed to the overloaded curriculum and the prevailing traditional methods of teaching that focus entirely on intellectual and ignore experiential learning. ▪ The mismatches between what students acquire in the classroom and the demands placed on them outside the classroom. ▪ Students face difficulty in understanding the text and a personal discovery. ▪ Students find difficulty in practicing the essential interpersonal communication life skills i.e. verbal and nonverbal

		communication, active listening, expressing feelings and giving feedback, negotiating and managing conflict, building empathy and cooperating with others.
	Intervention Strategies	▪ **Cognitive strategies**: when language learners use these strategies (including: reasoning, analysis, note-taking, summarizing, synthesizing) to manipulate the language materials in direct ways. They will also be developing the cognitive life skills of information gathering, evaluating future consequences of present actions, determining alternative solutions to problems. ▪ **Social strategies:** These mirror the communication and interpersonal life skills. As language learners ask verification questions, request clarification, ask for help in doing a language task. ▪ **Metacognitive strategies** i.e. analyzing, monitoring, evaluating, planning, and organizing the learning process; and affective strategies which involve taking control of the emotional/affective conditions. The reflect the personal life skills of coping and self-management as they build their self-esteem and self-confidence ▪ Content based instruction. ▪ Task-based instruction. ▪ **Socio-cultural theory** through interpersonal dialogue and social interactions during story-telling classes and shared activities teacher can scaffold students to reflective intrapersonal thought, a stage in which they review and reflect on their personal statue concerning the learned values in the story. ▪ Learner-centered approach.

- **Group discussions:** Most teachers were satisfied with the small group discussions and their role as facilitators, and were confident of their ability to conduct the activities and discuss life skills.

- **Teacher's guide:** the whole the teachers were satisfied with their efforts and with the teacher's guide as resource material.

- The visual and auditory components involved in the stories and songs attracted students' attention.

- Students were very enthusiastic to learn by acting, telling and retelling, singing activities; they were concentrating all the time.

- **Role play activities**: Encouraging students to focus on details such as character's facial expressions, body gestures and vocal cues during role play activities as indicators of empathy, sharpen children's awareness of emotional needs and states in others through the use of emotional related language.

- **Teachers' reflective questions** promoted an understanding of reciprocal relationships between characters in the stories.

- **Training primary school EFL teachers** on techniques and strategies for integrating life skills in their classroom teaching is a core element in the process of preparing students for actual world.

- EFL Teachers need to reduce the grammatical focus, which dominate their classrooms, and try to relate language to life.

- **Storytelling** in teaching English as a foreign language.

- Children opportunities to use language as a tool for creating and sharing meanings and by scaffolding experiences to help them

function "at the growing edge".

- Practical learning experiences in which student integrate his own ideas and experiences naturally through problem based situations.

- Involving parents in the program activities (evaluation activities) supported their children's life skills. Parental support is a powerful variable predicting student's self-confidence, personal development, social development, and linguistic development.

- A lot of attention and interest should be paid for enhancing students' life skills as early as possible starting from the primary stage.

- Curriculum designers may incorporate units based on short stories and songs in the EFL curricula as a way for enhancing the pupils' life skills.

- Encouraging students' reflective thinking deepens the effect of the classroom activities.

- Training EFL teachers on integrating life skills in their teaching aims and designing as well as implementing interactive activities for developing them among students.

- Language teaching experts have argued that life skills can be taught in combination with language skills in language learning contexts.

- There is a positive relationship between an individual's competence in life skills and one's emotional adjustment, and that deficits in life skills may lead to offender behavior.

- **The curriculum objectives that cover Life skills include**:

		■ The ability to make choices based on a critical analysis of specific contexts, to seek information, to weigh up options, to compare them and choose from a number of alternatives.
		■ The ability to reflect on the impact of the skill on the environment, on the community, and on the well-being of all for the future (the social consequences of actions).
		■ The ability to apply critical judgments in the light of available and often conflicting evidence and make impartial decisions for the benefit of the community.
		■ **Children literature** is an important element in primary students' education as it establishes a connection between school and out of school contexts and supports school's social responsibility through its natural role in the transmission of values and building identity.
	Activities	■ Songs. ■ Stories. ■ Role play. ■ Games. ■ Debates. ■ Group discussion. ■ Characters analysis. ■ All these activities positively affected students' social, personal skills and interpersonal communication life skills. Stimulating students' reflective thinking, through filling their learning-logs, gave them the chance to personalize their learning and adapt their behaviors accordingly. ■ Classroom language activities that emphasize interaction help students to use language in real contexts. Also, interaction and collaboration among students complement the affective factors in

	foreign language learning. Self-esteem, empathy, reduced anxiety, and improved attitude and motivation are all fostered when students are engaged in genuine interaction.
The Challenges	▪ Teachers need support in the form of syllabus, resource materials and time to be able to promote life skills among their primary students. ▪ Teachers reported some procedural difficulties pertaining to space and (large) number of students. ▪ Educators need to admit, face and address the life skills crisis for the happiness and success of students and the productiveness and success of the society. Whether referred to as life skills or 21st century skills or soft skills. ▪ Teachers should ready their students with skills in the cognitive, social and emotional domains, as foundations for future life and career skills.
Citation	Safaa M. Abdelhalim. (2015). "Children Literature Based Program for Developing EFL Primary Pupils' Life Skills and Language Learning Strategies". Faculty of Education, Helwan University, English Language Teaching; Vol. 8, No. 2; 2015. ISSN 1916-4742 E-ISSN 1916-4750 Published by Canadian Center of Science and Education

	Speaking struggles of young EFL learners

55	**The Title**	**By** **Çiğdem Güneş a **, İskender Hakkı Sarıgöz b** **2021**
	The Purpose	**The purpose of the study is to:** • The purpose of this study was to explore the potential reasons behind young EFL (English as a foreign language) learners' difficulties with foreign language speaking skills 88 young EFL learners were examined. The Foreign Language Speaking Delay Inventory was created and applied to fourth-grade students from four intact groups of a primary school. Data were analyzed through frequencies that were calculated for each answer provided to the inventory. The results indicated that the young EFL learners in focus were eager to speak in the EFL lessons but that some factors such as attitude, language aptitude, negative beliefs about foreign language speaking skills, and linguistic difficulties evoked a delay in speaking. • The current study aims to focus on the causes of foreign language speaking problems that could evoke a delay in speaking, and sets forward to give implications in order to improve language learners' English speaking skills.
	The participants	• 88 fourth grade students enrolled in a primary school. Except one student (male), who was an inclusive student following the individualized education program, everyone included in the study completed the inventory.
	The	▪ **Interviews:** The interviews that served to create items for the

instruments	Foreign Language Speaking Delay Inventory comprised 39 main questions and 95 elaborating questions. These were conducted with 88 students in nine different focus groups. ▪ In the current study, the regular EFL teacher was the researcher and the interviewer. ▪ The researcher collected data through the Foreign Language Speaking Delay Inventory which comprised 128 statements that the students had to rate on a 3-point-Likert scale.	
The results	▪ The results indicated that the young EFL learners in focus were eager to speak in the EFL lessons but that some factors such as attitude, language aptitude, negative beliefs about foreign language speaking skills, and linguistic difficulties evoked a delay in speaking. ▪ This indicates that language learning may be affected by many factors such as attitude, aptitude, anxiety, motivation, beliefs, language learning styles and strategies, learning context, EFL teacher, materials, learner personality, and culture.	
Learning Difficulties	▪ Students had difficulties with regard to remembering English words. ▪ Linguistic difficulties. ▪ Students find difficulty in vocabulary knowledge. ▪ Students have a low language aptitude. ▪ Students in foreign language contexts do not achieve fluency. ▪ Students cannot express their thoughts spontaneously. ▪ Students have not an awareness of the ways speaking can be practiced and learn how to cope with tasks that require oral production. ▪ Students had difficulties in speaking because of a lack of	

		practice.
		▪ Students find task difficulty due to limited time to do tasks.
The Challenges		▪ EFL teachers should try to carefully eliminate young language learners' negative beliefs about and their negative attitudes towards the target language.
Intervention Strategies		▪ **Communicative tasks:** allowing students to collaboratively solve communicative tasks, providing students with task guidance.
		▪ Learners with negative attitudes should be trained to regard language learning and speaking a foreign language as manageable.
		▪ Learners' attitudes towards speaking should be positive.
		▪ Learners should gain an awareness of the ways speaking can be practiced and learn how to cope with tasks that require oral production.
		▪ Building a supportive learning environment could build up positive attitudes among students so that they feel motivated to speak in the language class.
		▪ Provided EFL teachers with a range of techniques to encourage reluctant students to speak in the language classroom.
		▪ Allowing students to collaboratively solve communicative tasks.
		▪ Teachers should bringing the tasks within students' experience.
		▪ Technology should be integrated into the lessons to enable learners to practice English speaking skills.
Citation		Çiğdem Güneş, & Sarıgöz, İ. H. (n.d.). Speaking struggles of young EFL learners. International Journal of Curriculum and Instruction 13(2).

The Title		**case study**

56		**Speaking Difficulties Encountered by Young EFL Learners** **By** **Samira Al Hosni** **2014**
	The Purpose	<u>**The purpose of the study is to:**</u> ▪This study aims to find out what speaking difficulties are encountered by grade 5 students in basic education schools in Oman. It also aims to find out the main factors that contribute to the existence of these difficulties. The results of this study can help the Ministry of Education, the EFL teachers, the curriculum designers, and the designers of assessment tools to understand the reasons why our young learners in grade 5 basic education schools find it difficult to speak in English, and consequently, their plans for change and improvement of the students' speaking skill can produce more effective results when these factors are considered.
	The participants	▪ Only one cycle 2 basic education school is involved. The population consisted of grade 5 teachers and students in basic education schools in Oman. Four English teachers and three classes from one school were involved.
	The instruments	▪ Three instruments were used in the present study, and they are: ▪ Lesson observations. ▪ Interviews. ▪ Curriculum analysis. ▪ Class observations were conducted and field notes were taken in order to find more about the speaking difficulties that are encountered by grade 5 students in basic education schools in the actual classroom situation. ▪ Four semi-structured interviews were conducted, three of which

		with grade 5 English teachers and one with grade 5 students. The interviews aimed to find more about teachers' and students' beliefs regarding the factors that cause difficulties to students when trying to speak in English. All the interviews were recorded, and most of their parts are transcribed.
		▪ Curriculum analysis of the grade 5 basic education (English for Me) textbooks is done to find out the role that curriculum may contribute to the problem of speaking difficulties.
		▪ The analysis is based on two main issues: the frequency of speaking activities included and the type of those activities in terms of being communicative or non-communicative.
	The results	▪ The data collected on this issue revealed that there are three major speaking difficulties encountered by the students at this level, and they are linguistic difficulties, mother tongue use, and inhibition. ▪ This study also revealed that students who perceive their English as poor feel more anxious and are more unwilling to communicate in English classes than the other students perceiving their English level as very good, good, and OK. ▪ The findings of this study suggest that grade 5 students encounter some speaking difficulties that can be overcome by putting more emphasis on this skill. Many issues related to teachers, teaching strategies, curriculum, extracurricular activities, and assessment regulation should be considered. Teachers need to be trained on how to integrate speaking to other skills and how to teach it communicatively. Their awareness of how language is acquired and learned should be raised. Moreover, teachers need to be enlightened on the different teaching strategies that may reduce their use of L1

		in their classes.
	Learning Difficulties	- Students face many difficulties in speaking English. - Students find difficulty to say what they think or feel. - Many learners lack the necessary vocabulary to get their meaning across. - Students cannot keep the interaction going. - Some students also lack the motivation to speak English. - The lack of a target language environment can be considered another problem, which of course results in a lack of involvement in real-life situations. - The linguistic domain (vocabulary, grammar, pronunciation, and discourse) constitutes the most serious area of difficulty. - Students have not yet developed an adequate level in the basic abilities of the language. - The lack of oral activities in textbooks is a strong reason for students' difficulties in speaking.
	The Challenges	Anxiety and unwillingness during the English speaking process are considered two of the biggest obstacles for EFL learners. Anxiety and unwillingness are caused by the fear of being negatively evaluated when making mistakes, particularly in front of their friends.
	Intervention Strategies	**Communicative tasks:** these tasks seek to engage learners in using language pragmatically rather than displaying language. They seek to develop language proficiency through communication. Through communication learners can integrate separate structures into a creative system for expressing meaning. - The researcher recommended including some oral activities in the form of songs, rhymes, and simple stories and more conversational

		language to enable students to have more fun and enjoy learning to improve their speaking skill.
		▪ Speaking in more effective ways requires particular attention and constant practice.
		▪For language learning to take place, there are four conditions that should exist, and they are the exposure, opportunities to use the language, motivation, and instruction.—Learners need chances to say what they think or feel and to experiment in a supportive atmosphere using language they have heard or seen without feeling threatened.
		▪The development of communicative skills can only take place if learners have the motivation and opportunity to express their own identity and relate with the people around them.
		▪The curriculum to provide students with frequent opportunities of speaking, communicative tasks should be included. Those tasks should focus on getting students to convey the meaning rather than the form.
		▪The teaching of speaking can be integrated into other skills like reading and writing.
	Citation	Samira Al Hosni. (2014). *Speaking Difficulties Encountered by Young EFL Learners*. International Journal on Studies in English Language and Literature (IJSELL) Volume 2, Issue 6, June2014, PP 22-30 ISSN 2347-3126 (Print) & ISSN 2347-3134 (Online) www.arcjournals.org .

	The Title	**Restrictive and Supportive Parenting: Effects on Children's School Affect and Emotional Responses**

57		**By**
		Karen D.Annear
		Gregory C. R.Yates
		2010
	The Purpose	**The purpose of the study is to:** • The purpose of this study was to investigate the notion that parental factors may impact directly upon student motivational levels within the educational context. • This study examines the effectiveness of
	The participants	• The participants in this study were 276 individuals, consisting of 92 family units of student, mother, and father. The students (51 males and 41 females) were drawn from Year 6 and 7 classes in 4 neighboring schools in metropolitan Adelaide. The age range was from 10.1 to 12.10 years, with a median of 11.10 years.
	The instruments	▪ It is analytic study. ▪ **Parent Questionnaire:** Parents were asked to respond on a questionnaire indicating their restrictiveness and also support for their child's autonomy. ▪ Data were collected from 92 middle SES two-parent families and analyzed using Smart PLS path modelling. ▪ **Student questionnaire:** this consisted of 32 items in two sections: (a) items concerned with attitudes to school, and (b) items concerned with emotions. Students were asked to indicate their level of agreement with each of the statements along a 5-point Likert scale (Strongly disagree, disagree, unsure, agree, and strongly agree).

		▪ **The Smart PLS program:** Significant effects were obtained between restrictive parenting and their children's expression of emotional symptoms.
	The results	The results can be summarized thus: ▪ Students' liking for school was associated with level of autonomy support expressed by their mothers. However, paternal levels of such support appeared not to have a measured impact on school-related affect. ▪ Students' awareness of the learning or cognitive reasons for going to school was clearly linked to the maternal autonomy support factor. ▪ Parental restrictiveness, on part of mothers or fathers, did not appear to affect their children's enjoyment of school, or their awareness of reasons for going to school. ▪ Parental restrictiveness, on part of mothers and fathers, had a marked impact upon their children's expression of negative emotions, these effects being strongest in the case of internalizing symptoms such as loneliness, sadness and depression. ▪ Although paternal autonomy support did appear to link in with reduced levels of negative emotional symptoms, this effect was not strong enough to counteract the impact of restrictive parenting on negative internalizing symptoms. ▪ It was found that children of mothers high on autonomy support enjoyed school more, and endorsed cognitive learning reasons for attending. Restrictive parenting (in either mothers or fathers) did not relate significantly to school affect, but was associated with elevated levels of negative emotional symptoms, notably loneliness and unhappiness. ▪ parental impact on the child's school adjustment has been linked

		with eight aspects of parental conduct: (a) level of monitoring and control, (b) support for child's growth and autonomy, (c) focus on the process of learning, (d) focus on child's inherent ability, (e) level of general positive affect, (f) level of negative affect, (g) positive expectations of child's potential, and (h) negative expectations of child's potential.
		▪ The link between parental autonomy support and their children's academic learning strategies was a highly significant one.
		▪ Parents' everyday engagement with their children in ways that encourage independent thinking, problem solving skills, and self-efficacy may serve to promote achievement and foster motivation for academic work.
		▪ The specific finding that primary school students who reported they liked school had mothers who expressed high levels of maternal autonomy support.
		▪ Parental support helps the child to appreciate reasons for attending school, an inspection of the questionnaire reveals that the items labeled "cognitive learning purpose" might equally be labeled "orientation to the future". That is, cognitive reasons for attending school must implicate the notion that learning is occurring, within the present.
	Citation	Annear, K.D., Yates, G.C.R. Restrictive and supportive parenting: Effects on children's school affect and emotional responses. *Aust. Educ. Res.* **37,** 63–82 (2010). https://doi.org/10.1007/BF03216914

58	**The Title**	

	Digital Literacy among Young Learners: How do EFL Teachers and Learners View its benefits and Barriers? **By** **Heri Mudra** **2020**
The Purpose	**<u>The purpose of the study is to:</u>** • The present study aims to explore perceptions of young learners and EFL teachers towards benefits and barriers of digital literacy. • The purpose of this study was to investigate the • This study examines the effectiveness of
The participants	▪ Participants of the study included eight young learners and five EFL teachers took part in this qualitative study. In-depth semi-structured interviews were employed to collect qualitative data.
The instruments	▪ Semi-structured interview with the young learners and the EFL teachers. ▪ Case study. ▪ This research was undertaken by implementing a case study with eight young learners and five EFL teachers. The learners were purposely selected from different schools in one province in Indonesia. Four learners were from different rural schools, while the others were from urban schools. They varied from first, second, and third grade of middle high schools.
The results	▪ The results depict that there are benefits and barriers of digital literacy for young learners in learning English. The benefits of digital literacy include improving young learners' writing, reading,

listening, and speaking skills, getting used to authentic materials, increasing frequency of digital technology use, enhancing online collaboration between teacher-learners and learners.

▪ This study reports that digital literacy also has some negative impact for young learners. Problems with weak signals which affect difficult internet access still remain a problem. Contents of online digital materials are not easy for young learners to interpret and convert into simple, self-regulated information. Moreover, digital literacy tools are considered to be expensive. These barriers might be influenced by other problems such as complexity of digital literacy tools, different comprehension levels among young learners, young learners and EFL teachers' lack of digital literacy experiences. In conclusion, the results give valuable insights in how to go about integration of digital literacy tools for young learners.

▪For the EFL teachers, digital technology is beneficial in that they can enhance their teaching quality by helping their young learners to learn the language.

Learning Difficulties	▪ Contents of online digital materials are not easy for young learners to interpret and convert into simple, self-regulated information.
	▪ Lack of policy support is another problem for learners when trying to increase their digital literacy skills.
	▪ Lack of digital literacy experience.
The Procedures	▪ To involve the learners in the current study, the researcher followed several steps. First, the researcher observed learners from rural schools which have lower and better access to learning technology such and the internet. Second, the researcher observed learners

		from urban schools which have better access to learning technology such as the internet. The purpose was to ensure that the learners have low or high competency in digital literacy components such as the use of computer and the internet.
	The Challenges	▪ Barriers for digital literacy, as viewed by young learners, are access to the internet, expensive digital literacy tools, complexity of material contents. ▪Barriers for digital literacy: EFL teachers' views towards their young learners' The major barriers proved to be complexity of digital literacy tools, different comprehension levels, lack of policy support, and lack of digital literacy experience.
	Intervention Strategies	▪ **The use of digital technology** in learning English helps young learners to improve their digital writing literacy. As reported by the learners, social networks (e.g. Facebook, Whats App) and blogs were the internet applications that motivated them to write. ▪ The young learners reported that they encountered more valuable information and knowledge through reading. ▪ Online reading stimulated their enthusiasm and motivation as they were able to work with creative and interactive visual materials on the internet. ▪ Listening skill was developed when the young learners utilized both offline and online computer, android, and internet applications. In this study, it was found that English music and podcasts applications focusing on teenager's daily topics were more popular among the young learners. ▪ Online reading materials included materials with various images

		and illustrations, animated reading materials, colorful texts, reading texts.
		▪ **Digital literacy** not only enabled the young learners to be skillful at writing, reading, and listening, but also at oral communication. Once the learner listened to a song, recorded podcast, news, or video, they tended to retell the main topic of the digital resources.
		▪ Digital literacy increased learner-learner collaboration in learning English either in the classroom or outside.
		▪ Digital literacy was deemed to develop young learners' preference and ability to utilize authentic materials for their English learning. One of the EFL teachers, teacher 2, reported benefitting from authentic materials offered for the learners. Both the teacher and the learner used authentic materials for English course.
		▪ Digital technology was utilized for learning English both inside and outside the classroom.
		▪ Teachers and learners should be encouraged to develop their digital literacy skills.
	Activities	▪ Online English music and podcasts: English music offered not only organized sounds, but also words, sentences, and implied meaning.
		▪ Songs: The combination between sounds, rhymes, and words allowed the learners to enjoy listening to English songs while concerning learning vocabularies and implied messages of the songs.
		▪ Watching videos.
		▪ Reading activities.

		- Listening activities. - Writing activities. - Online discussion with collaboration can be conducted via social networking applications such as What'sapp and Facebook.
	Citation	Heri Mudra. (2020). Digital Literacy among Young Learners: How do EFL Teachers and Learners View its benefits and Barriers? State Islamic Institute of Kerinci, Indonesia. Teaching English with Technology, v20 n3 p3-24 Jul 2020.

59	**The Title**	**The Extent of Using Augmented Reality Technologies in Improving the Abilities of Students with Learning Difficulties in Learning and Achievement**

	By **Ibraheem Abdullah Alzahrani** **2019**
The Purpose	**The purpose of the study is to:** •The current study aims to determine the effectiveness of an innovative approach in learning "Augmented Reality Technology" (ART), in improving the abilities of students with learning difficulties.
The participants	• The study sample consisted of all of students with learning difficulties from grade 4 in Balragosh Elementary School during the first semester of 1437- 1438 AH. • The researcher adopted an experimental approach with two groups; a control group of students who learned using traditional approaches and an experimental group using ART.
The instruments	▪ Pre/posttest. ▪ The researcher used (ARUSMA) application, as an ART. To measuring the attitude scale, the researcher used Arithmetic Average, standard deviation, Pearson's correlation. ▪ The researcher used a semi-experimental approach and experimental control with two groups to show the effect of the independent variables. The first group, which was taught using the traditional method, is the experimental group. The second group, taught the same educational content but instead using ART, was the control group.
The results	▪The findings in the current study, which demonstrates positive results of using ART in increasing the academic achievement of

students with learning disabilities.

- The researcher found that using education 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.

  - **in light of the researcher's findings throughout this study, the following recommendations are made:**

- 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. In doing so, the researcher aims at having a perfect private appendix based on views of specialists among workers from various educational fields.

- Approving a curriculum about innovations of education techniques such as ART in universities. The researcher sees that there are no courses related to these innovations in higher education.

- Employing ART by the faculty to increase the academic achievement among students with learning disabilities in Mathematics, thus the current study has proved the progress in these students' achievement in Mathematics.

		▪ Directing students by the faculty to use ART and notifying them of this technique's role in increasing their academic achievement.
	Learning Difficulties	▪ Understanding difficulties. ▪ Pronunciation difficulties. ▪ Thinking difficulties. ▪ Spelling difficulties. ▪ Cognition difficulties. ▪ Reading and writing difficulties. ▪ A fear of creating new social relationships.
	The Challenges	▪Effectively integrating emerging technologies such as ART into education has several challenges, For example, traditional learning methods poses problems around a clash of styles with the new technologies, while the costs involved in the development and maintenance of ART systems and devices need to be considered; both issues create a general resistance to new technologies. ▪Technical obstacles.
	Intervention Strategies	▪ **Using technology** in teaching and learning process. ▪ It provided teachers with techniques that may be used to enhance learning and increase students' achievement. ▪ Use of educational technology applications to improve the quality of teaching process. ▪ **ART** "Augmented Reality Technology" provides an important, modern and supportive aid to teaching processes. ▪ **ART** has an important role to play in enhancing learners' awareness of curricula concepts. ▪It helps them to overcome difficulties related to reading and

		writing.
		▪ART has certain advantages than other modern teaching techniques such as using smart board.
		▪ART increase the achievement of students with learning difficulties supports efforts to mitigate some of the stress of these students are exposed to.
		▪The need to provide both learners and teacher with new learning technology, and to meet the dramatically increasing in using the educational technology innovations.
	Citation	Alzahrani , I. A. (2019). The Extent of Using Augmented Reality Technologies in Improving the Abilities of Students with Learning Difficulties in Learning and Achievement. Albaha University Journal of Human Sciences, Issue (19), Shawwal 1440 H - July 2019 AD.

	The Title	**Problems Faced by Teachers in Teaching English Language** **By** **Muhammad Adil** **2021**
60		

The Purpose	**The purpose of the study:**	
	• The purpose of the study to discuss all the 10+ Problems Faced by Teachers in Teaching English Language. Focusing on the problems that the English teachers faced in teaching English language.	
	• How students who, belong to different countries where English language is not a native language, learn the English language as a second language.	
	• The importance of learning the English language for the students. They join different institutes for learning English language. Where the English teachers teach the English language to them.	
	• Teaching English language to non-English speakers is not an easy job for the teachers.	
	• The quality of a good teacher is to recognize the problems and facilitate the best ever environments for the students and encourage them to learn.	
The participants	Teachers and students. □	
The Instruments	A qualitative approach using the following instruments to gain a nuanced understanding of the teachers' experiences.	
	• Field observations, conducted formal and informal interviews.	
	• Questionnaire data	
	• Students and teachers belong to different countries where English language is not a native language, they learn the English language as a second language.	

Learning Difficulties	• Disturbed Environment of the Class. • Limited Teaching Resources. • A Large Number of Students in the Classroom. • Wrong Syllabus to be Teach. • Limited Time for Lecture to Teach. • Students Hijack Lessons. • Students Disturbed the Class. • Using Other Languages in the Classrooms. • Student Depends on a Teacher. • Students bored and not interested in Learning English Language. • Difficult to Managed the Class.	
The Challenges	☐ Teachers all over the world share some of the same obstacles and fears as their students (e.g., fear of English), and when teachers are invested in teaching EFL, they can assume an agentive role in devising innovative solutions to problems that most teachers in emergencies face: language barriers, inadequacy of the curricula, combatting extremism, and a host of other obstacles. In short, refugee teachers can have unique insights into their students' learning and life experiences that can enable them to play an essential role in modifying instruction to address their students' needs and overcome a host of pedagogical, curricular, linguistic, and social obstacles that can impede students' learning.	
Intervention Strategies	• Competitions make teaching English language easier for the teachers. Teachers have to arrange competition sessions between the students. • Teachers should use multimedia devices in the classroom in	

their lectures. It makes learning English language more interesting and understandable for the students. Because students can easily get the point and understand by the visual images, videos, and sounds, etc. instead of written in the books.

- Educational Competitions in the Classrooms.
- Using Multimedia during Lecture.
- Designing Good Syllabus.
- Conversations sessions Between Students and Teachers.
- Teaching Through Games.
- Managing the Rules of the Classroom and Time Table.
- Arranged Motivational Sessions for the Students.

		• Making a good design of the syllabus solves a lot of problems for the teachers in teaching English language. • Most of the successful institutes of learning English language mostly focus on the conversation sessions in learning English language. • Teachers should be used to play games in the classroom during the learning of English language. • Teachers should make the rules and timetable of the classrooms, the students must have to follow them. • The teachers have to arrange motivational sessions for the students once a month to keep them on track to learn English language.
	Activities	• An audio enabled dictionary or computer could help students figure out how to pronounce the words. • Songs, games, communicative activities. • Songs and videos to break down "this wall of ice, of fear, where students are afraid of the language and they do not want to learn it. • Using supplementary materials. • Creating hands-on activities. • Reward systems, and positive reinforcement.
	Citation	Adil, M. (2021). Problems Faced by Teachers in Teaching English Language. https://adilblogger.com/problems-faced-teachers-teaching-english-language/.

61	**The Title**	**Pre-school Teachers' Stereotypes and Self-Efficacy are Linked to Perceptions of Behavior Problems in Newly Arrived Refugee Children** By **Sandy Chwastek** **Birgit Leyendecker** **Anna Heithausen** **Cristina Ballero Reque** **and Julian Busch** 2015
	The Purpose	**This Study is about:** • The links between teachers' attitudes and views on the behavior of newly arrived refugee children within early education settings are understudied. However, teachers are regular informants on children's behavior problems and thus important to understand newly arrived refugee children's socio-emotional needs. • The links between teachers' stereotypes and multicultural beliefs toward refugee children as well as teachers' self-efficacy and enthusiasm for teaching refugee children.
	The participants	• 240 teachers. • Refugee children.
	The Instruments	A qualitative approach using the following instruments to gain a nuanced understanding of the teachers' experiences. • Field observations, conducted formal and informal interviews. • Questionnaire data • Students and teachers belong to different countries where English language is not a native language, they learn the English language as a second language.

The results	• Teachers can provide important insights into the socio-emotional needs of young refugee children during their post-migration periods.	
	• Researchers should consider teachers' professional competence when interpreting mental health assessments of refugee children conducted by teachers.	
	• Teachers with more negative stereotypes toward newly arrived refugee children and less agreement with multicultural beliefs reported lower self-efficacy and enthusiasm for teaching newly arrived refugee children.	
	• Teachers who had more experience with refugee children reported more negative stereotypes and higher agreement with multicultural beliefs.	
Difficulties	• Behavior problems.	
	• The impact of risk factors on child development and school performance in low-income children.	
	• Interruption of formal education.	
	• Children's age, gender, and region of origin, as well as their teachers' work experience and work experience with refugee children were partly associated with teachers' professional competence and SDQ ratings. Teachers' work experience with refugee children was moreover related to the higher agreement with multicultural beliefs and more negative stereotypes.	
The Challenges	• Teachers often lack experience or training for working with refugee children.	
	• Stereotypes toward refugee children reflect the extent to which the teachers perceived newly arrived children's refugee backgrounds as a burden for teaching.	
	• Multicultural beliefs.	

Intervention Strategies	• Survey to teachers in pre-schools via telephone, and later additionally via e-mail to increase the number of participants. • Taking into consideration rural and urban areas. • Contacted pre-school teachers via a few selected social media channels. • Teachers were asked to select the child that had been attending their pre-school group for the longest period.	
Citation	Sandy Chwastek, Birgit Leyendecker, Anna Heithausen, Reque, C. B., & Julian Busch. (2015). Pre-school Teachers' Stereotypes and Self-Efficacy are Linked to Perceptions of Behavior Problems in Newly Arrived Refugee Children. Faculty of Psychology, Child and Family Research, Ruhr-University Bochum, Bochum, Germany.https://www.frontiersin.org/articles/10.3389/fpsyt.2020.574412/full.	

62		
	The Title	**Challenges Faced by Teachers When Teaching English**

		in Public Primary Schools in Kenya
		By **Mary Susan Anyiendah**
		2017
The Purpose		**The purpose of this Study is to:** • Illustrate the challenges faced by ESL teachers in my primary school which could be generalized to other East African contexts with similar settings where English is taught as a second or third language. • To discuss the challenges faced by English as second language (ESL) teachers in real classroom situation in East Africa despite their possible adequate training and innovativeness.
The participants		• Teachers. • Students
The Instruments		• Formal and informal interviews. • Questionnaire data
The Results		This paper has attempted to illustrate the challenges faced by ESL teachers in my primary school which could be generalized to other East African contexts with similar settings where English is taught as a second or third language.
Learning Difficulties		• The limited classroom language opportunity for the learners to practice the language. • Daily 35-min English lesson. • Learners are not given ample opportunities to practice the English language in the classroom when learning other subjects because of switching from one language to the other.

		• The teacher of English is left with the sole burden of helping learners develop competence in English within a 35-min lesson because the language outside the classroom and at home is majorly Kiswahili in towns and other local languages in rural areas. • The learners' negative attitude toward English poses a great barrier for effective teaching.
	The Challenges	• Mismatching between language policy and the actual practice. • Mother tongue ought to be used to reinforce instruction as recommended by the policy. • There is continued use of English which is an unfamiliar language as a medium of instruction. This creates anxiety and stalls effective classroom participation. • The curriculum is designed to be covered in a year; teachers are under pressure from the district education officers to complete it by the month of May so as to embark on revision. This implies that the learners are basically out of luck because teachers have to use a fast pace to meet the predetermined curricular schedules which eventually impede effective classroom practices.
	Intervention Strategies	• All learners sit facing the teacher who stands at the front, teacher's facial expressions taking into consideration rural and urban areas. ☐ Voice pitch. • Teachers' selective attention to some learners leaving out others impedes effective learning.
	Citation	Anyiendah, M. S. (2017). *Challenges Faced by Teachers When Teaching English in Public Primary Schools in Kenya*. Eregi Teachers Training College, Maragoli, Western, Kenya.

		https://www.frontiersin.org/articles/10.3389/feduc.2017.00013/full.

63	The Title	**An Exploration of English as a Foreign Language teachers' attitudes towards curricula development at the English Language Teaching Department in the Syrian Higher Institute** **By** **Israa Mawed** **2016**

The Purpose	**The purpose of this Study is to:** • presenting the findings of an in-depth exploration of English as Foreign Language attitudes towards and experience of curriculum change and development at the Teaching (ELT) department in the Higher Institute of Languages in Damascus, Syria • To investigate how EFL teachers' use the current ELT materials. Identifying the main challenges faced by EFL teacher s in using the ELT material Institute.	
The participants	• Teachers of the Higher Institute of languages, Damascus University. • The participants mainly comprised EFL teachers at the Teaching English as a Foreign Language within the language department (TEFL), at the Higher Institute of Languages, Damascus University, Syria. Different EFL teachers from the Higher Institute of Languages were selected to represent almost all of the teachers of English at this institute. Due to the difficulties of accessibility and availability	
The Instruments	• Open-ended questionnaire. • Semi-structured interviews. • 'mixed-method' research	
The Results	▪The results of this study explored the importance of Excluding teachers from decision-making in curriculum development can only have a negative impact upon the quality of the developed curriculum and may even result in increasing teachers' detachment and dissatisfaction. ▪Also, teachers and students are not included in curriculum development and change.	

	▪ many teachers feel that it is crucial to consider the effectiveness of using the piloted curriculum to determine the capacity of the curriculum to achieve the required results before publishing it ▪ The results of the study will help policymakers and curriculum designers to pay more attention to the important role that teachers play in curriculum development and in doing so, creating a more dynamic atmosphere for teachers where they can orientate their teaching methodology in such a way as to develop a closer rapport with their students in classroom settings.
Difficulties	• A wide range of difficulties and challenges and show varied responses to both macro- and micro-level sets of contextual factors within their educational institutions and classrooms. • Each of the teachers has his/ her own unique story about the difficulties they face in their classes while using such materials. These views can be categorized into four main emergent themes: a) rigid administrative rules; b) time barriers; c) lack of motivation; and d) misplaced students. • Teachers face difficulties in their professional development. • Teachers having difficulties keeping up with the class.
The Challenges	▪ the study found that various problems such as: lack of motivation; rigid administrative rules; incorrectly-placed students; time limitations; difficulties in achieving goals and objectives; and professional development challenges, all cumulate in predominantly negative perceptions of the current Syrian EFL teaching materials. Finally, EFL teachers have different attitudes towards the design and implementation of the new EFL curriculum. They can tend

		to see it as a mandatory and onerous task, and often feel that they lack the high-level of awareness and understanding required to design an appropriate curriculum. Mixed reactions towards changing the existing curriculum, needs assessment, and process evaluation are also apparent. These results suggest that any attempts to change the Syrian EFL curriculum would face a number of challenges.
	Intervention Strategies	• Competitions make teaching English language easier for the teachers. Teacher competition sessions between the students. • Teachers should use multimedia devices in the classroom in their lectures. It make language more interesting and understandable for the students. Because students can and understand by the visual images, videos, and sounds, etc. instead of written. a good design of the syllabus solves a lot of problems for the teachers in language. • Most of the successful institutes of learning English language mostly focus on the con in learning English language. • Teachers should be used to play games in the classroom during the learning of English. • Teachers should make the rules and timetable of the classrooms, the students must ha • The teachers have to arrange motivational sessions for the students once a month to learn English language.
	Citation	Israa Mawed. (2016). An Exploration of English as a Foreign Language teachers' attitudes towards curriculum design and

development at the English Language Teaching Department in the Syrian Higher Institute of Languages. University of Exeter. https://ore.exeter.ac.uk/repository/bitstream/handle/10871/27940

Second Dimension
A List of English Learning Difficulties

A List of English Language Learning Difficulties

Linguistic Difficulties

- **Mispronunciation Problem**: fear of pronouncing the words in a "wrong"manner. Sense of fear, attention issues, irritability and agitation.

- Students have difficulties to pronounce English consonants (they had problems with some pairs of consonant sounds (i.e. /ʧ/ and /ʃ/ as in .chair. and .share;. /v/ and /f/ as in .van. and .fan;. /p/ and /b/ as in .pat. and .bat.); consonant clusters (i.e. .grandfather. often mispronounced .grandifather.); consonant doubling (i.e..allow.

often mispronounced .al-low.).

- Learners face difficulties in pronunciation, students with different mother tongues and cultural backgrounds.

- The students did not know how to pronounce a certain word well. They have incorrect of pronunciation and get worried about their pronunciation when they speak in the class.

- Refugees students who are attending EFL classes do not understand the pronunciation of the native English speaker.

Curricular Difficulties

The English curriculum and textbooks were inadequate for their students' needs.

- Lack of support and lack of curriculum adjustment for ESL learners can be exacerbated in small cities and distant communities.

- The ESL students tended to take nonacademic courses that "demanded less English and jeopardized their future education and career options, while support from school administration and mainstream teachers was lacking.

- The school subjects posed problems for them because either they had never studied those subjects before or the courses were in conflict with their religious beliefs.

- Students find the content is uauslly either boring or very difficult to understand.

Sociolinguistic difficulties: students' fear of English

- Students feel reluctant to speak.

- Unconfidence to speak.

- They felt anxiety and shy, therefore, they prefer to be silent and felt speechless in classroom interaction.

- They felt anxiety and difficult to express their ideas in a conversation.

Common threads across the emerging themes: the interconnectivity of power,

identity, and language, in addition to the teachers' sense of agency in addressing the obstacles that impeded their instruction.

Grammar Problems

- Grammar (They Emphasized That Grammar Is Referred To The Reading, Listening And Writing Skills)
- Most students find it difficult to express grammatically correct sentences due to the significant differences in the grammar of the native language of the students.

Serious problems in teaching and learning grammar in EFL such as:-

- The use of grammatical terminology
- Transfer of grammatical knowledge into communicative language use
- error correction.

Grammatical structures difficulties such as

- Parts of speech and their functions in the sentence (adjectives, adverbs, articles ...etc
- Tenses
- Active and passive voice
- Kinds of sentences (the differences and formations of simple, compound, complex, and compound complex)
- Conjunctions
- Wh words (questions and relatives)
- Word order and syntax
- Pronouns and verb to be
  - writing problems
  - Language Accuracy

- Language Learning Competency

- Error Correction.

- Witing Difficulties (The Participants Usually Focus Less On Writing Through Forming Simple And Short Sentences Using Lexical Chunks And Patterns)

- Literacy Differentiation.
- Literacy competencies were often ignored because they were considered less important than the more formal literacies of traditional education.

- Language Proficiency

- Academic Achievement

- Language Acquisition

- English proficiency

- Word Reading Difficulties

- Reading Comprehension Difficulties

Communication : Communication was an overarching theme which consisted mostly of language issues with both parents and students. The lack of English language can be a barrier to effective communication.

- Students find difficulties when engaged in authentic communicative situations.

- Lack of family support and schooling experience can affect students' lives, their connections with the others and their environment, including the classroom and the teacher.

- The problems the students face in daily life such as language and communication problems. They cannot introduce themselves and communicate with people in English language.

- Refugee students in community are not able to speak their mother tongue and their feelings of betrayal associated with the English language and literacy.

- Limited proficiency in English and interrupted formal education strongly affected their ability to negotiate and manage the development of their academic competence at school.

- Students are unable to know many sight words

- Students are unable to fluently read pseudo and real words alike.

- Students read extremely slowly.

- Students have poor Word recognition skill

- Students are not aware of the main idea of the text. They get busy with word articulation rather than its meaning.

- Students have difficulties in inference skills

- Students lack the self-regulatory and task-appropriate strategies necessary for performing academic tasks that are otherwise within their capabilities.

- Students have difficulties in written composition.

- Students have difficulties in executing and monitoring many of the basic cognitive processes central to effective writing.

- learning difficulties can be attributed to specific neuropsychological processing deficits, as is the case with specific reading disability and core phonological processing deficit.

- Children with learning disabilities often experience learning problems related to both specific (e.g., phonological-coding) processing deficits.

- children who have difficulty writing use an approach that minimizes the role of planning reflection, revising and self-regulation strategies.

- Students with learning difficulties also have less knowledge of and more problems with, revising what they have written.

- The linguistic-connected factors were primarily related to pronunciation, word formation and length, grammar, vocabulary, and the gap between the standard language and the dialect.

Students have <u>difficulties in</u> Fluency Alliteration

- Students have <u>difficulties in</u> Fluency Rhyming

- Students have <u>difficulties in</u> Fluency Semantics

- Students have <u>difficulties in</u> spelling

- Students have <u>difficulties in</u> reading (word recognition)

- The lack of contribution of English morphological awareness to word reading was due to the low level of proficiency in English language.

- Students have a problem in hearing a sound that is not present in their native language inventory of phonemes.

<u>Students have academic reading difficulties such as:</u>

- Lack of vocabulary knowledge.

- Lack of adequate background knowledge.

- Criticality as a new and significant issue

- Inability to draw the required inferences that feed into construction of mental model.

- Inability to concentrate due to distractions

- Translanguaging when reading.

Students have difficulties in Silent reading

- Rereading

- Reading using a finger

- Long paragraph

- Skipping

Students have difficulties in Writing

- Business on telephone.

- Resume.

- Misspelling.

- They felt nervous and got difficult to construct any sentences.

Students have difficulties in Aloud reading

- Long word

- Reading aloud

- free word recognition in reading comprehension.

- Stumbles at word recognition are at the core of reading difficulties .

- word reading suggested a lack of compensatory mechanisms at word-level processing reading.

- One of the most challenging skills for students with reading difficulties is reading fluently

- word recognition and comprehension.

- vocabulary problems.

- The students indicated that lack of vocabulary was their greatest concern with regard to English language.

- Students had difficulty understanding when their teachers spoke at "normal" conversational speed. They also felt difficult to express their ideas through speaking because they don't have enough vocabulary.

- Students in Lebanon reported their inability to remember the vocabulary they learn.

- Students often forget uncommon words that they learn as they don't have the opportunity to use or hear them.

- Students have problems with managing behavior, as motivation, wanes and Students lose the will to persevere in academic tasks.

- **<u>Students have difficutlies in speakking</u>**

- Students felt that speaking class is an embarrassing situation and made them afraid of making mistakes because sometimes the teachers gave them an overcorrection during the speaking time.

- The refugees students suffered from depression caused by the stressful kind of life he experienced there. Such circumstances weakened the participants' self-confidence and made them feel shy to speak up the new language in order not to make mistakes that the society may mock them for.

  - Many of them still find it difficult to begin monologue and dialogue.

  - Difficulty to keep a conversation going on continuously,

  - Difficulty to sum up and conclude monologue and dialogue.

- Hesitation to be active in the speaking class

- Students are not active in the speaking class, they are reluctant to ask questions during discussion sessions.

- The psychological factors are influencing learners' speaking skills like nervousness, anxiety, and low self-esteem.

- Students do not feel competent enough to use the language.

- Fear of making mistakes, shyness, anxiety, lack of confidence and lack of motivation affect students' ability to speak in the English class.

- Students cannot find the suitable technique or the time needed to master speaking skill in their schools.

- The tests also neglect speaking skill and just depend on written tests and that may affect badly the status of speaking skill among learners.

- Students suffer from language anxiety due to weak oral communication competence and teacher's correction.

- Oral-aural problems they also face problems because of the act of comparing and contrasting the foreign language items with those of their mother-tongue.

- **<u>Difficulties in language and literacy acquisition</u>**

- The difficulties in language and literacy acquisition in the L1 influence children's ability to acquire the L2.

- English Language Teaching which may occasionally involve translation from First language to the target language and vice versa.

- **<u>Lack of time</u>** was one of the difficulties that hindered the process of acquiring a second language. Syrian refugees in Turkey had to depend on themselves from day one; they had to work as soon as they had arrived to cover their daily-life needs.

They worked for long hours, which left no time for them to learn the language.

- **The financial difficulties** as well were experienced by Syrian refugees. The parents are not interested in giving good education background or educational promotion to their children. In some cases, they are willing to engage the children in some jobs in order to earn money.

- Students have difficulties in interpretation skills.

- Difficulties in discriminating the sounds of English words: possessions - position, talk-take, take- tick, pool-pull, push-bush, my me, e-eye, fool-full etc.

- Students face difficulties while discriminating the synonyms.

- Reading word by word.

- Unable to read fluently .

- Not knowing the English cultural concepts causes difficulty in comprehending the reading texts.

- Not knowing how to pronounce what I read.

- Unable to make a list of words to build vocabulary.

- Unable to read silently the different types of reading materials for specific purpose.

- Unable to skim the written materials before reading to determine their purpose or the type of the material.

- Unable to identify the relationship among facts , ideas , concepts and themes in reading materials.

- Unable to analyze text content.

- Unable to evaluate information in a variety of resources.

- Unable to interpret literary reading materials by asking and answering questions.

variety of simple

Third Dimension

- Unable to interpret literary reading materials by asking and answering questions.

Third Dimension

A List of Intervention Strategies

1	▪ <u>**Conversational CDs of "native" speakers to practice pronunciation.**</u> Students had a fear of pronouncing the words in a "wrong" manner after a class observation. They are afraid to pronounce the words. Using an audio enabled dictionary or computer could help them figure out how to pronounce the words. Sometimes the identification of mispronunciation "problem" among teachers had shaken their self-confidence as teachers and made them feel less of a role-model to their students. Whenever the teacher encounters a difficult word, he\she said that he\she now lowers his\ her voice so students can't hear how he\ she's really pronouncing it, or he\she excludes such words from the curriculum by not teaching them. When asked about the importance of correct pronunciation at Salam, the

academic coordinator asserted that while he\ she doesn't place much importance on accent (sounding like a "native" speaker), he\she does care about "correct" pronunciation. For example, if a teacher pronounces the word "the" as "Za", then this is "not a big deal,". However, if a teacher says the word "minus" as "minuh," then this incorrect pronunciation of a content-related word would not be acceptable. Teachers are "afraid, scared of pronouncing things in a wrong way" and narrated how he\ she had been working with teachers to improve their pronunciation by providing them with conversational CDs of "native" speakers to practice pronunciation

- <u>Using various instructional and motivational approaches to help their students overcome their fear of English.</u>

- Teachers had a different approach than bringing in native speakers into the classrooms. According to this,they used various instructional and motivational approaches to help students overcome their fear of English.For example,w the students hated English, she didn't give up and helped them overcome their dislike of English by using songs, games, communicative [activities]. Children should communicate in the class.

- They also used non-traditional" teaching techniques. They used songs, videos and realia to break down the wall of ice, of fear, where students are afraid of the language and they do not want to learn it. That barrier prevents them from learning it.

- In addition , teachers should help students feel that they know the language, and not make them feel that they are linguistically deficient in English. They encouraged students to use English and has a reward

	system in place to further motivate students by putting a star next to their name on the student chart in class. ▪ Verbal encouragement and clapping were also motivational strategies that English teachers used and reported using in most classes.
2	**Roundtable Discussions** ▪ The purpose of the roundtable is not to offer direct assistance to refugee schools but rather to offer a forum which might generate problem responses from within the schools themselves. ▪ Teach EFL and content-based courses in the refugee schools. ▪ Combining a traditional grammar-based approach with task based learning.
3	**The Student Action for Refugees (STAR) program** ▪ The Student Action for Refugees (STAR) program that provides English lessons and a wide variety of graduate student projects. The Community Translator project trains specifically for translating for governmental or nongovernmental (NGO) services. Language instruction in English and Arabic as well as specialized vocabulary and methodology of translation is provided. ▪ The STAR program is a student club at AUC and is involved in many projects, the most important of which is a large number of English language classes for refugees. ▪ These courses are not usually taught in refugee schools, as those centers are already overcrowded and, unlike those offered for children or adults with interrupted schooling, their content and focus are different, which is

mainly skills enhancement for work or hoped-for resettlement. So successful has the STAR program been, that there are long waiting lists for classes, which enroll over 1000 every semester. It is an important interface with the AUC students and the refugee community.

- Some of the challenges have been the many difficulties with placement tests, where there is widespread cheating because students do not know the concept of a placement test. Also the many and varied spellings of the same name creates problems with class lists and tracking students in classes. In addition, contact information is a problem, as students are reluctant to give out phone numbers, they do not have a phone, or they share a phone with another person. Placement in classes by levels is not always possible, as students want to study with their friends no matter the proficiency level. Intergroup conflict (intertribal, interreligious, and interethnic differences) also arises and brings the outside world into the classroom. Women have a particularly difficult time as refugees, and in their quest for education meet obstacles as well. They are frequently uncomfortable with their classmates if they are the only female in a classroom and are more likely to drop out. Women-only classes have met with partial success, mainly due to lack of child care and other support services for women with children. Although foreign exchange students have been the majority of volunteer teachers, some Egyptians have volunteered, sometimes causing apprehension on both sides, as Egyptians are more likely to be veiled, and many lack so called native-like English ability. Also, the move of the AUC campus from downtown.

Student Centred approach

- It was observed that the English language teachers, who had had relevant

4	training while attending university, emphasized the use of language as a means of communication and organized activities focusing on meaning rather than form. They preferred student-centered activities, although they confessed that this was difficult to achieve, since their students' proficiency level was very low and no support language could be used. Nevertheless, when a level of basic communication was established, they gradually introduced interaction-based activities, during which the students were required to achieve a well-defined communicative goal. It has to be noted, though, that, according to the teachers' words, the students were initially reluctant to participate in such activities, which the teachers attributed to their unfamiliarity with student-centered teaching practices. ▪ Teachers' profile, teachers' goals, students' profile, teaching methods, materials, relationships/classroom climate. ▪ Providing emotional support. **Multitasking** ▪ Is a very useful approach to teaching and very useful in many occasions, such as their future work environment, their family, and interpersonal skills. Teacher's practices diverged from the rest. Namely, in the observed lessons, they brought realia in the class and organized role-playing activities, relevant to what the students were expected to be involved in outside the classroom. Thus, they seemed aware of the students' need to be actively engaged in meaning making tasks. ▪ Teachers approached the task of language teaching with an emphasis on forms, grammatical accuracy and error correction. During interviews,

	they stressed the importance of grammar, while it was observed that they used an abundance of drills, presenting language at a sentence level. The second teacher, particularly, in the interview excerpts that follow did not seem to be aware of the cognitive load that the use of a second language creates and advocated the use of multitasking in everyday practice. ▪ They start with a warm-up activity that may include a short lecture on the subject to be taught, especially when it comes to grammar rules.
5	**Mobile Learning** • The respondents 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. They all had a smartphone that was used actively; primarily social media for staying connected with friends and family but also for watching videos, surfing the web, and translating. **Mobile Assisted Language Learning (MALL) Tools** • In terms of MALL, all respondents apart from one had used the phone to learn a new language. The respondents suggested 19 different MALL resources and apps such as MALL apps , translation services ,video ,such as YouTube and TED talks, and other . • **Mobile Apps** • Digital technologies on a daily basis; What's App, Viber and Facebook feature as favorites. Facebook is a powerful social network that offers ways of constructing individual as well as collective identities.
6	**Transformative Learning**

	• The participants' cognitive and emotional journey towards transformative learning, , seems to pass through a series of different reflective stages. The initial, to a certain extent, superficial reflections focus equally on life in the places of origin and on their migrant experience. These gradually evolve into deeper thoughts and questions about different aspects of life, both in the country of origin and the host country. Thus, following Mezirow's typology reflections (1991), the findings indicate that the initial thoughts of the subjects were content reflections, reflections that focused solely on the content of previous experience. These reflections are progressively enriched with process reflections, which focus on managing experiences that ultimately serve as a source of empowerment for their owner. The last step concerns premise reflections. These are reflections on not only the specific experience, but in general, on mental habits and perspectives that have influenced both the person themselves and wider social groups.
7	**Structured English Immersion** • In the fifteen years leading up to the passage of No Child Left Behind Act (NCLB) in 2001, an influx of immigrants and more conservative political leadership had begun to shift attitudes towards ELs in the United States. • By the time NCLB was passed, English-only language policies had already been adopted in 23 states, and the act shifted the federal government's focus from equal provision of resources to equal outcomes. • While NCLB gave more power to the federal government to influence educational policies, the act weakened the government's role in protecting the educational rights of ELs and, effectively, decreased support for bilingual and primary-language instruction.

- In the wake of NCLB, advocates of English-only instruction gained support in states that had become more restrictive in regard to their bilingual programs. Ron Unz, a successful businessman with political aspirations, capitalized on these conditions to champion three successful voter initiatives restricting bilingual education in California, Arizona, and Massachusetts. In June of 1998, voters in California approved a law titled English for the Children , which required school districts to provide English-only instruction to ELs that had not yet met state English-proficiency requirements.

- Arizona state legislature adopted a policy prescribing Structured English Immersion (SEI) as the official model of instruction for ELs.

- The basic principle required English-language instruction to precede content-area instruction in order to "accelerate EL's English language development and linguistic preparation for grade-level academic content"

- Between 2000 and 2006, the vast majority of instructional programs that had been in place to serve ELs in Arizona were dismantled and replaced with an SEI model that many teachers considered confusing and loosely defined, resulting in a wide variation of English language instruction across the state.

- In 2006, as a response to inconsistencies in SEI programs, the state legislature authorized the English Language Learner Task Force, which was charged with selecting a prescribed model of SEI for ELs in Arizona.

- Shortly thereafter, the legislature also introduced new training requirements, allowing public school teachers, principals, and superintendents working with ELs to complete a newly developed SEI

	endorsement in place of the previously required bilingual education or ESL endorsement. Following this mandate, the number of Arizona teachers completing bilingual and ESL endorsements dropped significantly. • The new SEI endorsement required the completion of just six coursework credits, compared to 24–27 for the bilingual and ESL endorsements, and significantly lowered the training hours needed to earn an endorsement Since the changes in teacher-training requirements, many scholars have argued that SEI-endorsed teachers are less prepared than those with bilingual or ESL endorsements. • In 2007, the Task Force approved a four-hour model of SEI that was based on a time-on-task principle regarding the time needed to master a language before moving to content-area instruction. • One key aspect of the 4-hour model is that it requires that ELs be separated from their schoolmates already deemed "English-proficient" for a minimum of one year while focusing on English-language development in place of grade-appropriate academic content.
8	• Interpersonal communication skills (BICS) and cognitive academic language proficiency. • Conversational Proficiency Relative to Academic Language Proficiency Development Dual Language Development
9	**Instructional Models for English Learners** **1-Sheltered Instruction Program** • Sheltered instruction is an instructional model in which students learn

grade levelacademic content in conjunction with language and literacy support . It consists of students being taught in English. Teachers modify the core curriculum to meet the developmental needs of ELLs.

- This model is rooted in the belief that ELLs can acquire new content knowledge while simultaneously improving English language skills. Sheltered instruction focuses on all aspects of language learning - speaking, writing, reading, and listening.

- There are some key components that must be evident in this model. There must be clearly defined language and content objectives. Teachers must be aware of how to integrate these into every lesson.

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

- **<u>The SIOP model consists of eight major components:</u>**

- Lesson Preparation

- Building Background

- Comprehensible Input

- Strategies, Interaction

- Practice &

- Application, Lesson Delivery

- Review

- Assessment

- Each one of these components helps make content more comprehensible to students. Lessons can be tailored to meet students at their unique readiness

level. These components also encourage a high level of student engagement and interaction.

Lesson Preparation

- Lesson Preparation refers to writing content and language objectives, identifying supplemental materials, and planning meaningful activities for authentic learning experiences.

- Since sheltered instruction is concerned with teaching content and language skills at the same time; the development of learning objectives is essential for student success. During this stage, both "content and language objectives are clearly defined, displayed, and reviewed with students.

- The objectives tell students what they should know and be able to do as a result of the learning that takes place in the lesson. This is included in the first step to ensure that the teacher appropriately guides the learning. Language objectives are different from content objectives as they focus on students' speaking, writing, reading, and listening skills.

- These skills should be observable and connected with a result of meeting the content objective. For example, a language objective could be that a student will be able to create a written summary or verbally explain a particular concept.

- Also, in this stage, the teacher is charged with the responsibility of identifying supplementary materials and adapting content for students.

- Supplementary materials may include manipulatives, realia, pictures, visuals, multi-media materials, leveled readers, and adapted text.

Building Background

- It focuses on connecting prior knowledge to newly acquired

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

Comprehensible Input

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

Strategies

- It encompass three main types of learning strategies (a) metacognitive, (b) cognitive, and (c) social/affective .

- Metacognitive strategies are those that require self-awareness, reflection, and monitoring.

- Cognitive strategies help students to organize their process of learning.

- Social/affective strategies are those that involve a student's social

interaction with others and emotional state. These strategies fall on a continuum that runs between teacher-centered and student-centered instructional strategies.

- <u>Explicit instruction and modeling</u> are necessary for students to be successful at learning any new content.

Interaction

- It provides students with structured opportunities to engage in academic discourse. Students practice using the language with peers and teachers while enhancing language and thinking skills. This is possibly one of the most critical components of the SIOP model because students need the opportunity to use the language and process new content simultaneously.

In Practice & Application

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

Lesson Delivery

- It is used as monitoring tool for teachers and students to stay on track with the intended content and language objectives. This is where preparation meets implementation. Teachers have to constantly check and see if the lesson is going according to plan. They must formatively assess if the students are getting it and if the stated content and language objectives are being met.

- Planning Lessons and Preparing for Lesson Delivery, it is vital that instructors be prepared to consider the needs of survivors of torture and plan and deliver their lessons carefully, keeping in mind refugee experiences and the acculturation process.

- Daily lesson plans for classes including learners with refugee experiences, factors, such as learner participation, classroom arrangement, units themes and activities, and testing and assessment should appropriately be considered well in advance.

The final component, Review & Assessment

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

2- Newcomer Program

- A newcomer program is designed to help students with beginning English skills and core academic skills. Students who are recent immigrants with very limited English or who had limited formal education are placed into this type of program.

- Some school districts have a newcomer program at the school level and others have them at the district level. It depends on the number of ELLs that are in the school system and the area in which they are heavily populated. Teachers provide students with intense language and literacy support.

- Sometimes, this program is a student's first time in a school environment. Therefore, students learn basic skills such as reading, writing, and speaking. They also learn about American culture and characteristics. Students may not necessarily learn grade-level content. Developmentally

	and cognitively appropriate instructional materials are used. • A Literacy Enrichment and Academic Readiness for Newcomers (LEARN) program. **3- Dual Language Programs** • A dual language program is one in which students receive instruction in two « languages throughout the entire school day .Students continue to learn in both their native language and English. A team teaching model is often adopted where the student has two teachers - an English speaking general content teacher and a bilingual teacher.
10	ways of teaching grammar, such as the implicit method in some cases, however it is a less favoured method in some other different contexts.
11	**<u>Reading Racetracks</u>** • Racetrack is a game board, designed to look like a Formula 1 circuit, with a predetermined number.It has mostly been used to teach children math facts , read sight words. An example of a reading racetrack playing field • When playing a racetrack game with students, a teacher or tutor creates lists with math facts or words, writes them on cards, turns them upside down, and puts one on each cell. The specific math facts or words chosen

	depend on the individual needs of a particular learner. To play the game, a student rolls a die and moves a matchbox racecar forward, in accordance with the number of eyes on the die (it is irrelevant from which field the students start). When the piece stops on a certain card, the teacher or tutor turns it over. • In the case of a reading racetrack, the learner is presented with a word and asked to read it. If she or he struggles, scaffolded assistance and corrective feedback are provided. Subsequently, the card is replaced on the field, front side down, and the game continues .
12	**Paired Reading Method** • Paired reading is a reading activity that is carried out by a reader who has reading difficulty with the help of a better reader (teacher, adult or peer) .The text should be read loudly together with the child in paired reading. The aider should adjust his/her reading rate according to the child. In some parts of the text, the child should be allowed to read independently if he/she asks. However, if the child gets difficulty in reading, the aider should take reading over again. The child should be given positive feedback, and should be encouraged to read. The text having been read should be discussed with the child. **Implementing Process of Paired Reading Method:** • Reading should be started with the person with whom reading will be done in an appropriate setting. • If reading is done together, the adult reads the text out loud sentence by sentence while the child repeats with a low tone of voice. If reading is done independently, the aider follows the child, and guides him/her with hand

gestures when intervention is needed.

- The adult tries to prevent reading mistakes of the reader by making him/her read again the parts where he/she makes mistakes during reading.

- The partner who makes reading done motivates the reader during the paired reading process.

- If the child reads independently, the adult helps him/her (child, student, etc.) for the words he/she skips, or hesitates.

- The reader is rewarded with stickers, badges or other gifts to promote his/her reading. Thus, paired reading process is completed.

Paired reading method is divided into three categories which are pre-reading, while reading and post-reading.

Things to be done during pre-reading:

- A book suitable for the level of the readers should be chosen,

- The book chosen should be suspenseful and easy to read.

Things to be done while reading:

- The text should be read out loud by the child and the aider,

- Reading should be fluent,

- Connection between the text and real life should be provided,

Things to be done during post-reading:

- The text should be discussed with the child,

The reading should be corroborated with follow-up questions.

Self- Managed Intervention

13	- Self-management generally refers to activities designed to change or manage one's own behavior. Self-managed interventions have been used to address a variety of academic and non-academic problems including homework completion. - Self-managed interventions are an attractive alternative to externally managed interventions, in part, because they shift responsibility to the students and thus encourage teachers' cooperation by potentially reducing demands on their time. - Self-managed interventions are seen as compatible with a consultative emphasis in school psychological service delivery because they have the potential to affect a greater number of students than direct intervention .Furthermore, self-managed interventions often emphasize teaching strategies that facilitate generalization across behaviors and situations and foster the development of self-regulated learners. - Self-managed interventions can be broadly classified as either contingency-based interventions, which focus on the consequences of behavior, or cognitive-based, which focus on the antecedents for appropriate behavior. The most common types of contingency-based self-managed interventions are self-monitoring, self-evaluation, and self-reinforcement .Self-monitoring and self-evaluation typically involve self-recording and often involve goal setting. The most common cognitive-based self-managed intervention is self-instruction. **<u>Self- Instruction and self- reinforcement</u>** - Self-instruction interventions involve teaching children specific verbalizations to direct or regulate their behavior. Self-instruction

interventions are based on the theories of Vygotsky (1962) and Meichenbaum (1977) regarding the internalization of self-speech as important in the normal development of self-control. The efficacy of self-instruction has been demonstrated in multiple settings and with a variety of target behaviors such as impulsivity, math skills and reading comprehension.

Self- evaluation

- The implementation of self-evaluation interventions involves training students to compare their own behavior to some standard. For example, Rhode, Morgan, and Young (1983) added self-evaluation to a contingency reinforcement program already in place in the special education resource room of six behaviorally disordered children in an attempt to achieve generalization of improved behavior to their regular classroom.

- During the training phase students evaluated their behavior on a 5-point scale at 15-minute intervals according to how well they followed classroom rules. The children were reinforced for how accurately their ratings matched those of their teacher in addition to how well they adhered to the rules.

- Through this procedure students essentially learned teacher expectations for their behavior with reference to general classroom rules. The students' improvement in behavior generalized to the second setting with a significantly less intensive version of the original self-evaluation procedure.

- Two of the children showed spontaneous improvement in behavior

outside the special education resource room.

Self- Monitoring \ Self- recording

- In self-monitored interventions, children are taught to observe whether or not a target behavior has occurred and to objectively record their observations. In contrast to self-evaluation procedures in which students evaluate or rate their behavior on some continuum, in self-monitoring children keep track of specific target behaviors. Self-monitoring has been referred to as an explicit self-regulation procedure .

- Self-monitoring was originally conceived of as a non-intrusive clinical assessment technique but clinicians observed that it often effected a change in behavior.

- Self-monitored interventions have been classified on the basis of the behavior being monitored as either self-monitoring of attention/on-task behavior (SMA), or self-monitoring of academic performance (SMP). SMP is further differentiated as self-monitoring of academic productivity (e.g., number or percentage of problems completed) and self-monitoring of academic accuracy (e.g., number or percentage correct).

- implemented the procedure with three students with LD and attentional problems to improve their on-task behavior while participating in oral reading tasks. The students were trained over a three-day period with modeling and role-plays to discriminate on and off-task behavior and taught to respond to tape-recorded cues at irregular intervals on an average of every 45 seconds.

- At each cue students asked themselves if they were paying attention and recorded whether they were on- or off-task using wrist counters.

- After the self-monitoring had effectively increased on-task behavior, the wrist counters were faded but students continued to monitor, but not record, their on- and off-task behavior at the auditory cue. Once the students demonstrated they could maintain high levels of on-task behavior without recording, the tape-recorded cueing was likewise faded.

- Hallahan and colleagues found that mean levels of on-task behavior doubled those of baseline and were maintained over a 12-week period. Students were provided only the reinforcers naturally present in their classroom

The self-regulated strategy development strategy (SRSD)

- There are three main goals of SRSD instruction, are: 1) To facilitate students' development of the higher level cognitive processes involved in composition.

 2) To help students monitor and manage their own writing.

3) To help students develop positive attitudes about writing and about themselves as writers.

- This is accomplished by teaching two types of strategies in an integrated fashion: Specific strategies for producing text, and, strategies for self-regulating the process of writing. Strategies for producing text include planning, generating, organizing, and revising. Strategies for self-regulating the process of writing include goal-setting, self-monitoring/self-recording, self-dialogue, self-evaluation, and self-reinforcement.

Instructional Procedures

- Stage 1: Activate Background Knowledge/Pre-skills

	▪ Stage 2: Discussion of the Strategy
	▪ Stage 3: Modeling
	▪ . Stage 4: Memorization o f the Strategy Steps
	▪ Stage 5: Collaborative Practice
	Stage 6; Independent Practice
14	• Whole Class Teaching
	• Group Work
	• Peer/Co-operative Learning
	• Individual Tutoring
	• Inform Principal/Fellow-teachers
	• Inform Parents
	• Send Pupil to Remedial Class
	• Shift Pupils Seating Position
	• Peer Teaching
	• Give Extra Homework
	• One-to-One Tutoring
15	• The Critical Period Hypothesis
	• The Brain Plasticity Theory
16	• Response to Intervention Process
	• Learning by doing.

17	• Interactive-compensatory model of L2 reading • Diagnostic reading assessment
18	• parent reading interventions • Repeated readings • The experimental procedure was carried out in two stages. In the first stage, the Brief Experimental Analysis procedure was followed to determine the most effective reading fluency intervention for all participants, and in the next step, the parental delivery of the selected intervention procedure took place. Brief experimental analysis was used to identify appropriate reading fluency intervention for each participant. Parents were trained to use the intervention strategies with their children. They implemented the procedures during parent-tutoring sessions at home and results were measured continuously to determine whether generalization occurred
19	• previewing, • text model reading provided by the researcher • repeated reading of text with feedback, • self-monitoring and reinforcement.
20	**Reading Support Program" (RSP)** • The implementation of the ODEP [Reading Support Program], which is prepared for students with reading difficulties, to students in schools, and to eliminate reading difficulties in students. For this reason, it can be said that the ODEP prepared is important in terms of undertaking functions

	such as gaining reading skills (comprehension, fluent reading) and affective (reading motivation and reading attitude) characteristics. • ODEP prepared by the researchers was prepared for students who have reading difficulties. The content of ODEP includes reading texts prepared for students with reading difficulties and activities related to the reading text. With ODEP, it is aimed to eliminate the reading difficulties of students who have reading difficulties and to provide reading support to these students. Also, with this study, it is aimed to eliminate the mistakes in reading, to develop the ODEP that will guide the elimination of reading difficulties, to create discussions, results, and suggestions in the light of the findings of the research for students who have reading difficulties. In this context, the main purpose of the research is to develop ODEP for students with reading difficulties and to test the effectiveness of the developed ODEP. For this purpose, an answer was sought for the following research problem and sub-problems.
21	**<u>Communicative Language Teaching Approach (CLT)</u>** ▪ The International Phonetic Association decaled six articles as the principles of second language teaching, which function as the core of the Communicative Language Teaching Approach (CLT). ▪ Spoken language should be dealt with first and teachers should familiarize students with sounds. ▪ Teachers are also encouraged to introduce students to the culture of the target language and avoid translation. ▪ Achieving communicative competence or the ability to make meaning and

conduct oral or written discussion is the main goal of language teaching.

The National Training Team is formulated to train all teachers and prepare them to use the new curriculum and teaching methods based on the CLT approach.

- Achieve meaningful communication via implying activities that represent authentic language use.

- Students should be motivated to initiate problem solving and participate in their process of learning rather than completely depend on their teachers.

- Developing communicative skills by creating real-life situations or meaningful contexts that encourage learners towards a social use of the language.

22	**<u>The strengths of the IELP: Developing whole school approaches</u>**

- The model of education provided within IELPs is seen by teachers as the best approach to educating young refugees and migrants.

- Educators indicated that they viewed the IELP to be highly beneficial to the wellbeing and education of students with migrant and refugee backgrounds; the IELC was identified as benefiting both students and the whole school.

- The strengths of the IELP: Students can feel a sense of community. All respondents stated that the IELP allowed refugee and migrant students to feel a sense of community in their new school.

- The smaller class sizes in IELPs – approximately 15 students compared with up to 30 in mainstream classes – were viewed as providing teachers and educators with the capacity to provide one on one support to students.

- An inclusive and welcoming school environment for newly arrived students. Cultural diversity brought to a school by an IELP was also seen to be positive for

	the whole school.
23	**ESOL (English to speakers of other Languages) literacy program** ▪ESOL (English to speakers of other Languages) literacy program for migrant and former refugee women, the students learn English language and literacy skills, as well as skills for functioning in the community. They also learn about the ways in which they can support and encourage their children's learning, particularly in their home languages. ▪ The program is designed to develop learning-to-learn skills, classroom language, English language, and literacy and numeracy skills but at the same time is relevant to the women's lives: their children, health, housing, early childhood education and schooling. ▪ The program learning environment is supportive and not as formal as other center for Languages (formerly school of English Language) classes to accommodate women with pre-school children and those who have had little or no previous formal education.
24	**Problem solving strategy** ▪ Students should be motivated to initiate problem solving and participate in their process of learning rather than completely depend on their teachers.
25	**multiple intelligences theory** ▪ Pedagogical practices related to the theory of multiple intelligences (Gardner, 2006) can also be employed with learners to process new language in a better

	way that enables them to "draw on the intelligences that work the best for them" (Medley, 2012, p. 115).
26	▪ **The EAL/D program** aims to provide the necessary support services and language education to enable the transition of students into mainstream education. So that integration into mainstream classes is achieved following completion of the program.
	▪ **IELCs program** help with the transition into mainstream schooling for their students and families, but the extent of this support varies considerably across the country. This support may include cultural liaison officers, qualified EAL support teachers, Multicultural Education Aides or designated mainstream teachers.
	▪ IELCs and EAL/D programs provide support with literacy, numeracy and study skills. This also facilitates improved self-esteem and confidence for students, and can also provide a safe space (and play an important role) in helping families understand and engage in the education system.
	▪ The rationale behind the EAL/D model is to provide the necessary English language skills to be able to make a successful transition into mainstream education and employment.
27	▪ **AMEP** aims to promote and support the acquisition of English language skills by all eligible adult migrants and refugees, through the provision of timely and quality English language services. Through language tuition, the program aims to improve outcomes in relation to social participation, economic participation, independence and personal wellbeing - all contributing to settlement within, and integration into, the broader Australian community.
	▪ **AMEP** aims to focus on conversational activities for language learning, redeveloping a weekly Jobs Club program to allow for casual conversation groups to occur between participants, volunteers and program staff.
28	▪ **A discovery or inductive approach.**

	▪ Grammar is supposed to be taught through a discovery or inductive approach.
29	▪ **<u>Standpoint theory</u>** ▪ Standpoint theory, which is the body of work that identifies social location as the key to individual subjectivity and that posits that the perspectives of minority groups can create objective accounts of the world. ▪ Professional development rooted in standpoint theory offers a viable and permanent solution to addressing to deficit discourses embedded in Canada's education system. ▪ Professional development grounded in standpoint theory is one possible long-term goal for helping teachers be prepared to support the success of all their students. ▪ Professional development grounded in standpoint theory is a cost effective method to encourage educators to authentically produce equitable opportunities for all students in their classrooms. ▪ Standpoint theory offers an alternative to the impossible task of voluntarily moving into alternate social locations, particularly for educators who are passionate about providing the equal education for all students. ▪ Standpoint theory developed out of feminism as a way to address bodies of knowledge that are inherently patriarchal. ▪ Standpoint theory before addressing the circumstances by which former refugee children enter the Canadian education system, they will be better equipped to help displaced children transition into their new learning environment and support their success. ▪ Standpoint theory is one possible long-term goal for helping teachers be prepared to support the success of all their students.
30	▪ **<u>E- learning strategy</u>** ▪ E-Learning describes ways of supporting learning experiences using a broad

	portfolio of digital delivery methods. This often takes on the form of online courses and lessons or online training, but can also include mobile learning and other more advanced technologies such as virtual reality.
- The many web-based platforms and digital learning solutions available today make elearning by nature flexible and accessible. Learning management systems (LMS) provide central hubs where online learning courses can be built and curated by staff and easily accessed by students.
31	▪ **<u>Brainstorming strategy</u>**
- brainstorming is a strategy or tool of teaching used by the teacher in which maximum or all the students participate by responding or presenting views on one topic. This technique encourages new ideas among students which would never have happened under normal circumstances.
- It is a process to designed to obtain the maximum number of ideas relating to a specific area of interest.
- It is a technique where a group of pupil put social inhabitations and rules aside with the aim of generating new ideas and solutions.
- It is a technique that maximizes the ability to generate new ideas.
- It can be applied to a variety of activities including conflict resolution, writing, developing a search on the Internet, and figuring out math problems.
32	**<u>Things to be done during teaching Speaking</u>**
- Teachers should try to encourage dialogue and answer questions.
- Teacher should be open-minded, listen to what they have to say and motivate them to speak in the language you're teaching also among themselves.

33	**Viual materials** ▪ Use of visual materials also constitute strategies that can prove useful as most of the time teachers are faced with the challenge of mixed-ability classes. ▪ Drawing each feeling with different colors, use balloons and balls of colors to express discomfort or happiness among others, thus also addressing the issues of psychological traumas. ▪ Use non-verbal forms of communication such as visual and a lot of body language. ▪ using flashcards that learners can take home are some of the techniques that can be used with beginner-level learners of English for fostering additional language acquisition
34	▪ **Using various instructional and motivational approaches** to help their students overcome their shynse and be active during the learning process. ▪ Encourage teachers to build strong connections and relations with their students and their families. ▪ Create a warm and safe environment while at the same time emphasizing the selection of easy-to-follow activities and instructions. ▪ Learn as much as possible about the characteristics of a refugee's class and try to create bonds with the students as this will boost motivation. ▪ Show love and understanding. ▪ The promotion of the involvement of parents in school; to help children from refugee backgrounds to become well-integrated into the education system and then into the society. ▪ Support students in maintaining their cultural identity, native language, and connections to their culture through empowers student sociopolitical consciousness.

35	**A handbook "to guide administrators and teachers**
	▪ published a handbook "to guide administrators and teachers in the reception and orientation of students from diverse cultural backgrounds and their families.
36	**ESL Courses**
	▪ English as a second language (ESL) courses are offered in schools from kindergarten to Grade 12 (K–12), mostly on an itinerant basis.
37	▪ Combining multiple forms of activities such as art, theater and music in the process of learning. ▪ Activities should be planned such that learners feel comfortable and their motivation to learn the language and their self-esteem is promoted.
38	**Authentic activities** ▪ Learners can be asked to bring and share dishes from their culture and give a presentation on the dishes they share with their classmates. ▪learners with refugee experiences bring to classes various skills, such as cooking, carpentry, farming, and salesmanship, and these activities can also be included in class. This may help learners feel proud of themselves and increase motivation to attend classes, learn the language, and socialize gradually at the same time.
39	**playing icebreaker games** ▪ Mutual trust should develop between the instructor and learners and among learners, and one way to establish rapport and understanding could be by playing icebreaker games. ▪ These games serve the multiple functions of increasing trust and caring, evoking laughter, increasing ability to focus, and bringing multiple intelligences

	into play. They also serve multiple language learning functions, allowing for repetition in listening and speaking and for practicing a wide range of vocabulary.
40	**Field trips** ▪Trips can be arranged. Field trips can be very interactive and motivating events that provide learners with opportunities to explore their community through activities, such as a scavenger hunt, and learn from each other in the group as well as from the members of the community.
41	**Motivation** ▪Instructors should encourage learners for their regular participation in class, as regular participation is very important for the language learning process.
42	**Teacher-training programs and workshops and teachers awareness of refugee students needs** ▪ Genuine and effective teacher-training programs and workshops should be organized and application of the curriculum's objectives should be fulfilled. ▪ EAL instructors take into account the stages of acculturation for these learners, understand these refugee learners' varied learning needs, know their personal circumstances, and provide EAL instruction accordingly. ▪ EAL instructors should initially know their learners and their cultural and social milieu well before EAL teaching begins. ▪ Support and training for teachers in terms of their understanding of the effects of trauma may be an important element in providing appropriate education to students with migrant or refugee backgrounds. it is also the case that increasing cultural awareness or skills cannot alone lead to the provision.
43	**Testing and assessment** ▪ Testing is an integral part of learning, and it assesses instructors' teaching and learners' learning, assessment for learning, assessment as learning, or

	assessment of learning (Khatri, 2014).
	▪ Post-assessment discussion is important for EAL instructors to carry out with learners with refugee experiences to make sure assessment needs meet the needs assessment carried out at the beginning of the course and learners are motivated to continue their language learning.
	▪ Self-assessment can also be an excellent way to assess learners, as it helps them reflect on their learning process and be responsible for their own learning.
	▪ Change the testing system and incorporate the audio and spoken aspects of language in the evaluation process.
	▪ Continuous evaluation of the curriculum and teaching practices are also quite important to ensure the quality of education.
44	▪ **<u>The vocational approach</u>** ▪ The vocational approach which enables the refugees to learn language skill and job skill at the same time is the best method to teach them. ▪ The two interacting class is the best approach to teach the refugee children as it allows them to gain language skills, communication skills, problem solving skills and in the development of good interpersonal relationships. ▪ Teaching refugees through computer playing games is an effective way to teach refugees students which help them gain knowledge in both English language skill and basic computer skills aiding job security in the future.
45	▪ **<u>Self-regulation skills</u>** are needed for academic self-efficacy. Self-regulation is that students manage their own emotions, thoughts, and movements in accordance with the goals they want to achieve.

	▪ A student with high self-regulation skills can control his/her cognitive, affective, and psychomotor skills for the purposes he/she wants to achieve.
46	**<u>Using Innovative teaching Strategies</u>** ▪ Cross over Teaching. ... ▪ Teaching through Smart Boards. ... ▪ Teaching through Flipping Classrooms. ... ▪ Teaching through collaboration. ... ▪ Teaching through Virtual Reality. ... ▪ Teaching through 3D printing technology. ... ▪ Teaching through Cloud Computing ▪ The crossover learning experiences exploit the strengths of both environments and provide learners with authentic and engaging opportunities for learning. Since learning occurs over a lifetime, drawing on experiences across multiple settings, the wider opportunity is to support learners in recording, linking, recalling and sharing their diverse learning events. ▪**Learning Through Argumentation** : Students can advance their understanding of science and mathematics by arguing in ways similar to professional scientists and mathematicians. Argumentation helps students attend to contrasting ideas, which can deepen their learning. It makes technical reasoning public, for all to learn. It also allows students to refine ideas with others, so they learn how scientists think and work together to establish or refute claims.
47	▪ **<u>Content-Based instruction</u>**

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

	can explore more deeply in an independent assignment.
50	▪ **Game technique** ▪ The Game technique makes students feel fun and easier to follow the teacher's instruction. So that, they can speak freely as their daily life. ▪ Games are interactive play that teaches us goals, rules, adaptation, problem solving, interaction, all represented as a story.
51	▪ **Jigsaw strategy.** ▪ The Jigsaw Strategy is an efficient way to learn the course material in a cooperative learning style. The jigsaw process encourages listening, engagement, and empathy by giving each member of the group an essential part to play in the academic activity. Group members must work together as a team to accomplish a common goal; each person depends on all the others. No student can succeed completely unless everyone works well together as a team. This "cooperation by design" facilitates interaction among all students in the class, leading them to value each other as contributors to their common task.
52	▪ **Audio-lingual method.** ▪ A technique of foreignlanguage instruction that emphasizes audio-lingual skills over reading and writing and is characterized by extensive use of pattern practice. ▪ Audio-lingual approach suggests that students be taught phonology, morphology, and syntax of the language; all these patterns can be learned through contrastive analysis of the differences between the native tongue and the target language, which helps students to acquire new language easier.
53	▪ **Pow-Tega Technique** ▪ Pow-Tega technique is the combination of Power Teaching technique and Games techniques. Power teaching technique is Whole brain teaching method that is used by many countries to teach speaking. ▪ The students" speaking ability through Pow-Tega method using Pic-Pow with

	speaking descriptive text material with consisted of finding specific information from speaking by using Pow-Tega method.
54	▪ **<u>Power Teaching Technique</u>** ▪ Power Teaching technique is also called as a Whole Brain Teaching. Whole Brain Teaching is an instructional approach derived from neurolinguistic descriptions of the functions of the brain''s left and right hemispheres." Whole Brain Teaching is an interesting method that can be adopted by any teachers to create a good atmosphere in the speaking class. By using this method, it means that we learn in the way the brain is designed.

Fourth Dimension
A List of Activities and Learning Resources

A List of Activities and Learning Resources

1	▪ An audio enabled dictionary or computer could help students figure out how to pronounce the words. ▪ Songs, games, communicative activities. ▪ Songs: The combination between sounds, rhymes, and words allowed the learners to enjoy listening to English songs while concerning learning vocabularies and implied messages of the songs. ▪ Videos and realia to break down "this wall of ice, of fear, where students are afraid of the language and they do not want to learn it. **Watching series and movies** of the target language in addition to listening to songs and to the national radio stations of the hosting countries would help much in SLA. ▪ using supplementary materials ▪ creating hands-on activities ▪ reward systems, and positive reinforcement
2	▪ student-centered activities ▪ Communicative activities ▪ Activities based on meaning ▪ Interaction-Based Activities ▪ Role-Playing Activities
	▪ MALL apps

3	▪ Translation services ▪ Video ▪ YouTube ▪ TED talks ▪ Social Media Apps **Dictionary and Translation Apps** ▪ Google translate, Lexin, Translator,Translate application, Dictionary. **Apps for language learning** ▪ Duolinguo, Memorize, Sayhej, Harvard University app for learning English, Språkplay,Melody, The American English Application, English with Disbeta.
4	▪ Computers, ▪ Mobile Phones ▪ The Internet and Television.
5	▪ Graphic organizers. ▪ Models . ▪ Visual aids ▪ Scaffolding ▪ Manipulative ▪ Realia

	▪ pictures, ▪ multi-media materials
6	▪ story-composition planning procedure **self-regulation techniques including:-** ▪ self-instructions ▪ goal setting ▪ Self-recording. ▪ Post-instruction, generalization (to the less developed language), and maintenance probes.
7	▪ Essay Writing ▪ Choral Reading/Chants ▪ Poetry/Nursery Rhymes ▪ Story-Telling ▪ Reading Projects ▪ Reading Corner ▪ Visual Aids ▪ Class Library ▪ the use of NIE (Newspapers in Education)
	▪ Instructional passages (IP) ▪ High-word-overlap (HWO) passages were used to determine the direct effects of treatment

8	▪ low-word-overlap (LWO) passages
9	▪ previewing, ▪ text model reading provided by the researcher ▪ repeated reading of text with feedback, ▪ Self-monitoring and reinforcement.
10	▪ Drawing exercise.
11	▪ Oral Presentation practice.
12	▪ Oral communicative activities in the real-life situations happening inside and outside the classroom.
13	▪ **Listening activities before writing** before writing on a certain topic, students can listen to and read about a particular topic. Then, they discuss and exchange knowledge regarding the topic before staring the writing process.
14	▪ **Design a picture** Students invent a title for the book and **design a picture** for the cover. Then they narrate one of the defining moments for the front inside flap.
15	▪ **Write a brief bio:** Students **write a brief bio** statement for the back inside flap and provide quotations from reviewers or important persons in their lives for the back cover.
16	▪ **Writing assignments** that allowed these students, mainly adolescents, to document the horrors of their war experiences.

17	**Telling stories**: The importance of creating space for sharing stories. She flexibly allowed learners to tell their stories even though that was not the direction she had planned for the lesson. **For example,** provides a structure for **story** sharing by asking learners to create a dust cover for their biography. Learners identify three or four defining moments in their life.
18	▪ Problem solving activities
19	▪ Discusses some poems.
20	▪ Oral communicative activities in the real-life situations happening inside and outside the class

Fifth Dimension
A list of Causative Factors of
EFL Learning Difficulties

A list of Causative Factors of EFL Learning Difficulties

Factors	
Teacher	- The ignorance of teacher's motivation leads to low participation. The lack of motivation leads the learners to express themselves in negative common expressions such as "I don't know", "no comment" or they keep silent. - Lack of professional development. - Lack of experience in Syrian Refugees students' cultural and circumstances after war. - The teachers gave them an overcorrection during the speaking time which make student felt that speaking class is an embarrassing situation and made them afraid of making mistakes because sometimes. - Oral communication instruction is neglected. - The teachers' use of inappropriate teaching strategies and the use of L1 during language instruction that postpone 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

	in their teaching.
	▪ **Not allowing learners to participate in discourse can be another reason for speaking difficulties.**
	▪ **Some teachers use L1 for class management. This can be another factor that contributes to the problem of speaking difficulties. This is because using L1 means sacrificing valuable opportunities for well-motivated foreign use.**
	▪ **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.**
Student	▪ **Psychological factor:**
	▪ **They felt anxiety and shy, therefore, they prefer to be silent and felt speechless in classroom interaction.**
	▪ **They felt anxiety and difficult to express their ideas in a conversation.**
	▪ **Linguistic factor:**
	▪ **The students did not know how to pronounce a certain word well. They have incorrect of pronunciation and get worried about their pronunciation when they speak in the class.**
	▪ **They also felt difficult to express their ideas through**

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

	▪ Students reported that they were hesitant to speak because of their teachers' scoring procedures and their classmates' mockeries. ▪ Students transfer the cultural rules from their mother tongue to EFL. ▪ Lack of schooling experience.
Classroom Environment	▪ Overcrowded classes. ▪ 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 felt that the classroom environment did not support them to participate in classroom interaction.
Curriculum	▪ Overloaded syllabus. ▪ Student they find the content is usually either boring or very difficult to understand. ▪ It was found that grade 5 textbooks do not provide students with frequency of opportunities to use English communicatively, and they do not include sufficient tasks that are particularly designed for speaking. ▪ Extracurricular activities that aim to improve students' speaking skill are very rare. ▪ The lack of involvement in real life situations in the

target language.

- Some English materials in the classroom/school do not help students in learning and speaking English.

- Vocabulary items are taught in isolation, and listening materials are not used by the majority of schoolteachers because of the large number of teachers compared with the number of cassettes available.

- The curriculum that does not provide enough opportunity for learning and practicing new and varied vocabulary and does not provide enough variety in tasks designed for the teaching of grammar.

- The syllabus that does not satisfy the learners' communicative needs are the main reasons for learners' speaking difficulties.

- The lack of oral activities in textbooks is a strong reason for students' difficulties in speaking.

- Speaking skill is the only skill that is not included in the exams. The focus is mainly on teaching reading and writing besides grammar and vocabulary.

- Lack of digital literacy policy support. Digital literacy needs to be integrated into curriculum and syllabus.

- The tests also neglect speaking skill and just depend on written tests and that may affect badly the status of speaking skill among learners.

Parents	▪ **Limited speaking practice outside the classroom.** ▪ **Lack of family support** ▪ **Students talk to their family and friends in their native language and do not make use of the target language can be linked to the EFL context in which the students feel no urge to use English or to their interlocutors' limited communicative capacities in English. The lack of English speaking interlocutors and an authentic context for communication could increase the number of speaking problems, but the participants did not talk about the foreign language environment as blocking their speaking.**
Time	▪ **limited time** ▪ **It is difficult to act out a play in crowded classes within limited course hours.**
War	▪ **Students' traumatic experiences and post-traumatic stress** ▪ **A series of traumatic experiences before entering the classroom.** ▪ **Specific mental health issues are quite common in refugee populations, especially post-traumatic stress disorder.** ▪ **Without experiencing some measure of healing from**

	trauma, children will be frustrated in their language learning.
Financial	▪ **Most of the refugees in Lebanon cannot attend English classes due to their special socio-economic.** ▪ **They worked for long hours, which left no time for them to learn the language because the financial difficulties as well were experienced by Syrian refugees in Turkey and Germany.** ▪ **Syrian refugees living in the USA and their challenges in learning EFL. They found that most of the Syrian refugees were deprived of their basic needs such as food, shelter, clothing, education, and medicine. This posed challenges to their learning.** ▪ **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.**