



IsDB البنك الإسلامي للتنمية
Islamic Development Bank

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



**English Language Learning
Difficulties Questionnaire**

The Supportive Parties

International Islamic Charitable Organization – Kuwait

Islamic Development Bank

Islamic Solidarity Fund for Development

The Executing Parties

Humanitarian Excellence Association – Kuwait



English Language Learning Difficulties Questionnaire

English Language Learning Difficulties Questionnaire

Dear Teacher.....

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

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

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

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

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

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

Thank you for your cooperation

English Team

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

First Domain : English Language Learning difficulties in the four Skills

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

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

No	Items	Degree of difficulty		
		Very Common	Moderate	Uncommon
6	Refugee students are not aware of the main idea of the text. They get busy with word articulation rather than its meaning.			
7	Refugee students have difficulties in inference skills while listening and reading any text.			
8	Refugee students have difficulties in Fluency Alliteration.			
9	Refugee students can not read loudly.			
10	Refugee students are unable to identify and analyze the relationship among facts, ideas, concepts, and themes in reading materials.			
11	Refugee students often forget uncommon words that they learn as they don't have the opportunity to use or hear them.			
12	Refugee students are unable to explain connections between what they read and prior knowledge .			
13	Refugee students have difficulties in reading silently the different types of reading materials for specific purposes.			
14	Refugee students are unable to skim the written materials before reading to determine their purpose or the type of the material.			
15	Refugee students have difficulties reading different types of reading texts to obtain information and show enjoyment.			
16	In some cases, refugee students are unable to read independently to acquire information.			
Fourth Dimension: Writing Difficulties				
1	Refugee students have difficulties in spelling words.			
2	Most refugee students find it difficult to express grammatically correct sentences due to the significant differences in the grammar of the native language of the students.			

No	Items	Degree of difficulty		
		Very Common	Moderate	Uncommon
3	Students find difficulty in applying the use of grammatical terminology.			
4	Students often forget uncommon words that they learn as they don't have the opportunity to use or hear them.			
5	In some cases, refugee students have difficulties in transferring grammatical knowledge into communicative language use.			
6	Most refugee students have problems in using parts of speech and their functions in the sentence (adjectives, adverbs, articles ...etc).			
7	In writing , refugee students have difficulties in using the different kinds of sentences (the differences and formations of simple, compound, complex).			
8	Refugee students have difficulty in applying correct punctuation marks and capitalization.			
9	Refugee students have difficulty in writing the topic sentence of the paragraph.			
10	Refugee students have difficulty in applying paragraph indentation, leaving spaces between words, syllable division.			
11	Refugee students have difficulty in writing simple sentences			
12	Refugee students have difficulty in describing pictures in simple sentences.			
1	<p>According to your experience, do the refugee students face other difficulties in learning the four English language skills?</p> <ul style="list-style-type: none"> • ----- • ----- • ----- ----- ----- 			

Dear Teacher:

We need to know your point of view about the causative factors of English language learning difficulties.

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

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

Thanks for cooperation

Second Domain: The Causative factors of English Language learning Difficulties

Causative Factors	No	Items	Degree of difficulty		
			Very Common	Common	Uncommon
1. Teacher	١	Teachers' competence in using the English language inside the classroom is limited.			
	٢	Teachers' pronunciation may be different from refugee students.			
	٣	Teachers ignore the use of applying technology in teaching the English language .			
	٤	Teachers focus on reading and writing skills and ignore speaking , listening and communication.			
	5	Teachers sometimes use the traditional teaching methods inside the classroom.			
	6	The lack of professional development among teachers of English language.			
	7	Teachers' speaking at normal conversational speed makes students encounter difficulties in understanding.			
	8	Teachers don't provide opportunities for students to communicate and express their own opinion.			
	9	The ignorance of teacher's motivation leads to low participation.			
	10	The teacher gives the student an overcorrection during the speaking time which makes students feel that speaking class is an embarrassing situation and make them afraid of making mistakes.			
	11	The teachers' use of inappropriate teaching strategies and the use of L1 during language instruction postpone EFL students' speaking skills.			
	12	Teachers have little prior experience with integrating life skills and language learning strategies into language teaching e.g. locating appropriate stories and songs.			
	13	Not allowing learners to participate in discourse can be another reason for speaking difficulties.			

Causative Factors	No	Items	Degree of difficulty		
			Very Common	Common	Uncommon
	14	Teachers give the least attention to speaking tasks in the textbooks because speaking is completely excluded from exams.			
2. Students	1	Refugee students are unable to analyze text content to develop a supported interpretation.			
	2	They are unable to pronounce the words correctly whether in isolation or in connection.			
	3	They cannot find the suitable technique or the time needed to master speaking skills.			
	4	They do not feel competent enough to use the language.			
	5	The psychological factors are influencing learners' speaking skills like nervousness, anxiety, low self-esteem, and lack of motivation.			
	6	They are unable to use print and electronic dictionaries to confirm word meanings, pronunciation, and parts of speech.			
	7	Students have negative attitudes about speaking the English language.			
	8	Use of the mother tongue. Students who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.			
	9	Students do not have an awareness of the ways speaking can be practiced and learn how to cope with tasks that require oral production.			
	10	Students transfer the cultural rules from their mother tongue to EFL.			
	1	The textbooks contain unattractive topics.			
	2	Textbook activities don't allow students to do an oral presentation.			
	3	The textbooks include inappropriate activities and exercises about reading.			

Causative Factors	No	Items	Degree of difficulty		
			Very Common	Common	Uncommon
3. The Content (Textbook)	4	The textbooks include inappropriate activities and exercises about listening.			
	5	The textbooks include inappropriate activities and exercises about speaking .			
	6	The textbooks include inappropriate activities and exercises about writing.			
	7	The textbooks may include some ambiguous words (understood in two ways)			
	8	The textbooks don't contain enough pictures to help students understand the words and the content.			
	9	Students usually find the content either boring or very difficult to understand.			
	10	The syllabus is overloaded.			
	11	The content ignores real-life situations and students' communicative needs.			
	12	The curriculum does not provide enough opportunity for learning and practicing new and varied vocabulary and does not provide enough variety in tasks designed for the teaching of grammar.			
4. Teaching Aids and Methods	1	Schools lacking English language labs and library to help students practice and use language.			
	2	Lack of internet access.			
	3	Ineffective use of electronic technologies.			
	4	Teaching methods ignore the role of extra-curricular activities in enhancing the four skills (listening – speaking – reading – writing).			
	5	There is no integration between the teaching strategies and the electronic technologies.			
	6	The absence of a multisensory instructional approach (using senses) .			
	7	Most of the teaching methods are teacher centered process.			

Causative Factors	No	Items	Degree of difficulty		
			Very Common	Common	Uncommon
5. Classroom Environment	1	classes are overcrowded			
	2	Classes are often large, so learners do not have enough opportunities to use and practice the language due to situations such as disruptions, noise, and a lack of attention from their teachers.			
	3	Most of students who are reluctant to speak in English class felt that the classroom environment did not support them to participate in classroom interaction.			
1	<p>According to your experience, do you think <i>war and financial</i> are considered causative factors of the English language learning difficulties?</p> <ul style="list-style-type: none"> • ----- • ----- • ----- • ----- • ----- • ----- • ----- • ----- • ----- • ----- 				

Dear Teacher:

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

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

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

Thanks for cooperation

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

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

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