

TEACHING ESL TO SYRIAN REFUGEES: PHONOLOGICAL CHALLENGES IN LEARNERS' PERFORMANCE OF ENGLISH

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Abstract

This study aimed to explain the phonological challenges faced by Syrian refugee learners of English. The study relied on the descriptive and analytical approach. The research population was represented by seventh-grade Syrian refugee students in Ramtha. The size of the study sample was (206) male and female students who were selected by random sampling method. A questionnaire tool was prepared to collect data from the study's members, and the results of the study revealed that: the level of vocal challenges for Syrian refugee seventh-grade students was moderate, and the areas of challenges were moderate and were arranged in descending order as follows: (Challenges related to the academic course, challenges related to... The results of the study revealed that there were no statistically significant differences at the level of significance (0.05) in the responses of study individuals due to the gender variable.

Keyword: English language, challenges, phonetics, Syrian refugees

1. INTRODUCTION

Language is an essential instrument of human communication, revealing every aspect of social and cultural lives. Humans use language to talk, question, argue, theorize, promise, insult, and joke. The ability to perform fluently in a language varies according to the knowledge one has acquired. It is important to study what shapes learners' understanding and performance in a new language, especially for those learning English as a Second Language (ESL).

Sapir (1921, p. 10) stated that "language is mainly a human and non-human intensive method of communicating ideas, emotions, and needs by means of produced symbols." Thus, humans use language to connect with others and solve various problems. However, learning a second language (L2) presents significant challenges, as learners are exposed to a new linguistic system.

Native dialect significantly impacts the process of learning a new language and pronouncing its sounds. When learning English, Arabic-speaking learners encounter unique challenges due to the differences between the phonetic systems of Arabic and English. Arabic dialects often lack certain phonemes present in English, such as the "p" and "v" sounds, which can lead to mispronunciations. Additionally, the phonological rules governing stress, intonation, and syllable structure in Arabic differ from those in English, further complicating accurate pronunciation and fluency for Arabic speakers.

Phonological challenges are a major hurdle in learning English as a foreign language. Specific sounds that do not exist in the learner's native language can be difficult to perceive and produce correctly. For example, English vowels have more variations compared to Arabic vowels, and the presence of diphthongs in English adds another layer of complexity. Consonant clusters, which are common in English, are often simplified or broken up by Arabic speakers because such clusters are less frequent in Arabic. These challenges necessitate targeted phonological training and practice to help learners overcome these obstacles and achieve better proficiency in English.

Since the civil war in Syria began in 2011, over five million people have fled the country, with many settling in neighboring countries. Jordan alone hosts more than

650,000 Syrian refugees (UNHCR, 2017), most of whom live in host communities rather than camps. Countries neighboring the conflict accommodate the largest number of refugees, many of whom remain for decades (Crawford et al., 2015). Syrian refugees have managed to enroll in Jordanian schools, where their weaknesses in English and difficulties in pronunciation have become evident. Their distinct Syrian dialect, influenced by mandates and wars in Syria, has affected their native language, making it challenging for them to learn and correctly pronounce English. This research aims to highlight the phonological challenges Syrian refugees face in learning English and suggests effective strategies to enhance their language learning experience.

Addressing the phonological challenges faced by Syrian refugees in learning English in Jordan is crucial for their successful integration and academic achievement. This study not only aims to identify the specific phonological difficulties but also seeks to understand the broader impact of these challenges on learners' overall language acquisition and daily communication. By examining previous research on second language acquisition and the unique experiences of Syrian refugees, this study will provide a comprehensive analysis of effective teaching methodologies and support systems. The following section will review relevant literature to contextualize these challenges within the broader field of language education and refugee studies, highlighting both the successes and limitations of existing approaches.

1.1. questions of the study

The main question: What are the phonological challenges in learners' performance of the English language, from the point of view of seventh grade students in the Ramtha District?

The following sub-questions branch out from this question:

1. What is the level of student-related phonological challenges in learners' English performance?
2. What is the level of course-related phonological challenges in learners' English performance?
3. What is the level of teacher-related phonological challenges in learners' English performance?
4. Is there a statistically significant difference at the significance level (0.05) in the responses of study individuals on the vocal challenges scale, due to the gender variable?

1.2. significance of the study

The present work holds value as it aims to reveal and solve Arabic undergraduate EFL learners' pronunciation concerns, as they do not get enough practice in English due to cultural reasons. As a result, the research intends to understand sources of the mentioned challenges in the teaching process so that teaching practices and curricula can be adapted for these learners. The friends in this case deployed the questionnaires, recorded speech samples, and pronunciation tests, but they provided remedies on the errors that those learning the second language have in pronunciation. They prove that the desire to improve and constant repetitions help to achieve higher results in mastering the pronunciation of sounds. By suggesting the ideal teaching strategies, the study also benefits the area of academic research and opens the path for future investigations in the area of the phonological awareness and its connection to EFL learning.

1.3. objectives of the study

The study aims to achieve the following:

1. Explaining the level of student-related phonological challenges in the learners' performance of the English language.
2. State the level of phonological challenges related to the course in learners' performance of the English language.
3. Explaining the level of teacher-related phonological challenges in learners' performance of the English language.
4. Detecting the extent to which there is a statistically significant difference at the significance level (0.05) in the responses of study individuals on the vocal challenges scale, attributed to the gender variable.

2. LITERATURE REVIEW

Mahasneh (2021) seeks to provide insights on the English language reading status of Syrian refugee learners in Jordanian schools based on the perceptions of the ELTs. The research used descriptive quantitative research technique and questionnaires to obtain the data from 55 English language teachers selected randomly. The features of the schools, the applied

curriculum for Syrian children, and the difficulties in the process of education according to the teachers' point of view constituted the core of the research. Teachers' perceptions indicated that Syrian refugee students had a low reading ability as they responded in agreement with statements concerning educational disadvantageous situation, educational, social, cognitive, and institutional configurations that have influenced the reading ability of Syrian refugees' students. Of the concerns it was found that teachers were not experienced in teaching methods and some of them had literacy problems, meanwhile the students were so demoralized due to their unfavourable social circumstances which arose from the war.

Baddour pointed out (2020), language/literacy is one of the most fundamental and essential components of refugee students' integration and success profile, the balance between L1 and L2 is vital for the best outcome in acculturation. The purpose of this paper was to compare Syrian refugee children and youth's word reading, vocabulary, and reading comprehension performance in Arabic and then in English over one year. Also, the study aimed at determining the level at which the proximal and distal factors associated with the child or youth influenced performance on the three mentioned measures. The results imply that the students became much better in English after having spent one school year in the examined programme and their scores approximate the ones of children learning English as the first language. Signs of improvement concerning the use of the Arabic language as well was noted into the study as well. In addition, in the case of smarter clients, the level of education of the parents and their age also predicted general mastery of both languages, which are English and Arabic. Consequently, scopes of the study were laid out, followed by its implications and recommendations to help increase Arabic and English language and literacy among Syrian refugee school-aged children.

Khawaja and Howard (2021) planned on examining factors relevant to the poor language learning and academic achievements among refugee students and factors related to the assessment process. Both of them adopted an exploratory qualitative case study design and targeted only Samir, the 14-year-old Syrian student studying in Australia. Interviews were conducted with Samir, his teachers, and parents, as well as, completed measures with receptive vocabulary screener, verbal and

non-verbal cognitive tests, phonological processing measure. The study summarized that although Samir has average NCA V and good conversational English, he has a problem with academic English perhaps dysphasia and/or specific learning disability. Such problems, together with stress related problems, caused his withdrawal and poor performance in school. The study described how cultural and language differences present difficulties in the evaluation of students; the given strategies and alternatives of the assessment and teaching were provided.

Thus, Bader and Razzaq (2021) envisaged the study to look into the effect of using games leading to the learning of the English vocabulary of the Syrian students in the Jordanian context in the middle of the sixth-grade students and to contrast it with typical teaching method. The research was conducted on thirty females who were purposively divided into two groups of fifteen. The first group played with vocabularies for forty minutes, three days a week, for four months and in the second group, the usual conventional methods were used for the same amount of time and frequency. Old techniques were the teacher dictation the words and meanings on the board while the students were expected to memorize the words. Each of the fast-track methods was accompanied by pre and post-tests in order to assess the success of the method. The findings showed a positive and statistically significant improvement in the use of the games on the manner in which the target group learned English vocabulary as a result, it can be concluded that vocabulary games are effective in teaching English vocabulary.

Dryden-Peterson (2015), Mendenhall, Bartlett, and Ghaffar-Kucher (2017), and Roxas (2011) studies intended to investigate the practice realities of teachers, and how they address learners from immigrant and refugee background students in light of their education experiences, language, and psychosocial backgrounds. The study provided the educational and psychosocial background of the refugee students based on disruption or delay in education and the way they experience violence and suffering which eventually determine their admission into English dominant learning environments. The results also highlighted the fact that teachers were equally involved in the process of these students' integration, despite the complications. Refugee students are likely to have higher needs than other immigrant students since they

need to overcome the trauma that they have experienced and catch up on the precious school time which they may have lost.

The global refugee situation was assessed in two surveys held by UNHCR in 2016 and the US State Department in the year 2017 with the intent of quantifying the current refugee flow and its geographical distribution besides the resettlement programs of different countries. The data for the distribution of refugees was obtained from the UNHCR and the US State Department while the actual numbers of refugees resettled in United States, Canada, Australia, Norway and England were studied. According to the research carried out in the study only one percent of the refugees are resettled in these countries and about two thirds of the refugees that are resettling annually are in the United States. The overwhelming majority of refugees resides in areas close to the crisis-struck regions, the majority of whom are women and children, specifically 72.3%.

The Toronto District School Board (2014) and Brown et al. (2006) sought to know the difficulties that refugee students encounter in the context of the Canadian public school, specifically in learning English and fitting into the general classrooms. It discussed the conceptual framework and findings of the study; the participants which were refugee children attended mainstream and ESL classes to enhance their language and literacy skills including vocabulary, grammar, spelling, and reading. Although the qualitative study identified these intensive ESL classes, the study established that refugee children still had low language ability that limited their learning and social relations. On the other hand, inclusion in main classes and social communication with other students improved their English language proficiency.

In a study on the development of French immersion programs in Canada, Takakuwa et al. (1999) tracked the improvement or decrease in the fluency of students when the amount of French language used in class was enhanced. The study took place in a French immersion elementary school in the Vancouver school district that is situated between grades 4 through 7, in which eighty percent of the curriculum that is amid the core subjects, excluding English Language Arts, are conducted in French. The purpose of this approach was to eliminate what was seen as a leveling off of second language acquisition by continuing primary school language levels of intensity through intermediate school years. It

was ascertained that there is an interaction between time on task and achievement in second language which was also supplemented from the increased adoption of French instruction on the formation of language from kinder garden to grade three.

Kharmah and Hajjaj (1989) attempted to specify the problems which pursuing Arab learners have for English in consonant and vowel pronunciation and in relation to morphology. It was discovered that one potential source of misunderstanding amongst learners comprises of /tʃ/ and /ʃ/, /v/ and /f/, /p/ and /b/ and other similar complicated pairs. Moreover, different consonant clusters appeared to be problematic and caused learners to coming up with short vowel insertions to enable them pronounce the clusters. Hence, vowel difficulties comprised interference of native language on vowels which occurred in diphthongs and vowel pairs /i/ /e/. In terms of morphological errors learners were incorrect in prefix addition and plural inflections, past tense, past participle forms and use of tenses. Such outcomes showed that there are substantial language barriers for Arab pupils in their move from Arabic to English: such findings pointed to specific domains where focused language interventions would prove effective in promoting learners' language and, therefore their academic, skills.

As noted by both Hatcher, Hulme, and Ellis (1994), phonological awareness is defined as a metalinguistic skill that entails an individual's capacity to analyze and manipulate the phonemes which make up words and words themselves without having to necessarily refer to their context, meaning that of which they are composed of. It includes such processes as segmentation of the words into individual sounds, phoneme mapping, and phoneme manipulation, and others. Phonemic awareness is a sub-component of phonological awareness and elision, an aspect if tasks viewed as complex in this area by both Stahl and Murray (1994) Geva & Wiener (2014).

According to Al-Rubaat & Alshammari (2020), Arab undergraduate EFL learners tend to mispronounce English sounds since they have rarely been exposed to English and its sounds. The current research looks at the English pronunciation difficulties encountered by the mentioned learners using questionnaires, audio-recorded samples, and pronunciation quizzes and games that are conducted under Blackboard Collaborate Ultra Learning Management System

environments. This study concerns itself with determining emergent phonological patterns that affect EFL undergraduates, recommend phonological practices that the students should pursue to rectify their pronunciation problems and incorporate operational repetition drills and phonemic inventory into practice to aid EFL undergraduates' phonological correction. Due to this the study has indicated an increase in accuracy of pronunciation by the participants under the premise of active participation and motivation. It provides strategies for teaching and learning that provide the learners with ways and means of getting the pronunciation right and correct Fossilization of English sounds. The implications of the study revealed that more practice and specific tasks need to be implemented to improve EFL learners' pronunciation. The following suggestions regarding future EFL reading research studies are provided: more research should be conducted on the potential of PA in enhancing learning outcomes.

3. METHOD AND PROCEDURES

This section presents an explanation of the procedures undertaken by the researcher to achieve the objectives of the study and includes a description of the study population and the sample that was chosen, in addition to the tools and verification of their validity and reliability, the statistical methods responsible for analyzing the results and answering the questions, and the methodology used in the study.

4. STUDY APPROACH

This study was based on the descriptive analytical method. Because it suits the objectives of this study, which aims to explain the phonological challenges in learners' performance of the English language.

Study Community and Individuals

It was represented by all Syrian students in the seventh grade in government schools in the Ramtha district, and a random sample was chosen, represented by (206) male and female students from the research community. The table below shows the distribution of the sample members.

Table (1) Frequencies and percentages according to study variables

variable	Category	Duplicates	percentage
Sex	male	91	%44.2
	feminine	115	%55.8

5. STUDY TOOL

The researcher developed a measure of phonological challenges, to indicate the level of these challenges for Syrian refugee seventh-grade students when studying English as a second language, after referring to a number of relevant studies, most notably: Al-Araimi's study (2021), and Al-Hariri's study (Al-Hariri, 2018), and the scale consists of (30) items, distributed over three axes (challenges related to the student, challenges related to the teacher, challenges related to the course), and it also included a section for primary data for the study individuals (gender).

Psychometric properties

6. VIRTUAL VALIDITY

The scale was presented in its initial form to a number of arbitrators to ensure the apparent validity of the tool. They numbered (11) arbitrators with specialized expertise and experience. They were asked to judge the quality of the content of the paragraphs, express an opinion on the linguistic formulation and its integrity, and the suitability of the paragraph to the axis under which it fell, in addition to... Any other comments, whether by deletion or addition, and the arbitrators' amendments were taken into account to produce the tool in its final form, which was represented by amending the wording of (5) paragraphs.

7. CONSTRUCT VALIDITY

After confirming the apparent validity of the study tool, construct validity was applied, which reflects the extent to which the items of the scale represent the concepts to be measured. It was measured by reviewing the tool on a sample from outside the study population in order to identify the extent of the validity of the internal consistency of the tool and the extent of the contribution of its component items, by calculating Pearson correlation coefficient between paragraphs and

the field to which they belong. Table (2) shows the following:

Table (2) Correlation coefficients of the vocal challenges scale

Paragraph number	Correlation coefficient	Paragraph number	Correlation coefficient
Area of challenges related to the student			
1	**0.849	6	**0.394
2	*0.500	7	**0.422
3	**0.433	8	**0.530
4	**0.460	9	**0.480
5	**0.469	10	**0.741
Area of challenges related to the course			
1	**0.596	6	**0.278
2	**0.207	7	**0.211
3	**0.210	8	**0.260
4	**0.359	9	**0.262
5	**0.254	10	**0.812
Area of teacher-related challenges			
1	**0.753	6	**0.220
2	**0.345	7	**0.241
3	**0.405	8	**0.227
4	**0.403	9	**0.290
5	**0.361	10	**0.718

It can be seen from Table (2), which represents the values of the correlation coefficients of the scale items with the field to which they belong, that for the field of student-related challenges they ranged between (0.394-0.849), and for the field of challenges related to the course they ranged between (0.210-0.812), and they ranged between (0.220-753) for the field of teacher-related challenges. These values are considered acceptable because they exceeded the

value (0.2), based on what (Hattie, 1985) indicated, and accordingly all items in the scale were accepted.

8. TOOL STABILITY

The internal consistency method was implemented according to the Cronbach Alpha equation, as shown in Table (3), and these values are appropriate for the objectives of the study.

Table (3): Cronbach’s Alpha internal consistency coefficient for the Vocal Challenges Scale

the field	yes
Area of challenges related to the student	0.858
Area of challenges related to the course	0.806
Area of challenges related to the teacher	0.782
A measure of phonological challenges as a whole	0.904

It is clear from Table (3) that the reliability of the phonetic challenges education scale reached (0.904), and the reliability of the scale’s areas ranged between (0.782-858). This value is considered educationally acceptable, and therefore the scale is suitable for application.

9. STANDARD CORRECTED PHONOLOGICAL CHALLENGES SCALE

A five-point Likert scale was adopted as follows: (strongly agree, agree, neutral, disagree, strongly disagree) to indicate the vocal challenges of Syrian refugees to learning English as a second language, and the following weights were adopted respectively (5, 4, 3, 2, 1) The arithmetic mean values were also estimated according to the following categories for ease of interpretation of the study results: (from 1.00-2.33 is small), (from 2.34-3.67 is moderate), (from 3.68-5.00 is large). The scale was calculated according to the following equation:

Maximum response limit (5) - Minimum response limit (1)

Total categories (3)

$(5-1) / 3 = 1.33$ and thus adding (1.33) ends the categories.

10. STUDY PROCEDURES

The study procedures consisted of reviewing the theoretical literature related to the study. With the aim of forming a clear picture of its subject, adopting the descriptive analytical approach to be compatible with the questions and objectives of this study, and making use of previous studies related to its variables; To build

the tools of the current study, ensure the validity and reliability of the tools using appropriate methods,

identify the research community and its sample, in addition to obtaining books to facilitate the task necessary to apply the study scale, and then unpacking the questionnaires and analyzing them according to the SPSS system, then extracting the necessary statistical procedures, and presenting the results. Discussing them, and coming up with recommendations derived from the results.

11. STATISTICAL PROCESSING

A set of statistical methods were applied using the Statistical Package for Social and Educational Sciences (SPSS) and are determined by the following: extracting the arithmetic means and standard deviations for the responses of the study individuals, the Pearson correlation coefficient to indicate the extent to which the item belongs to the field to which it belongs, the Cronbach alpha coefficient to study the stability of the study measures, and the application of the T-test. For independent samples.

12. RESULTS OF THE STUDY

Results of the main question, which reads: “What are the phonological challenges in learners’ performance of the English language, from the point of view of seventh grade students in the Ramtha District?”

To answer this question, arithmetic means and standard deviations were calculated for the areas of the Vocal Challenges Scale, and Table (4) shows this:

Table (4) Arithmetic means and standard deviations for the vocal challenges scale domains

the field	SMA	standard deviation	Rank	the level
Student-related challenges	3.597	0.847	2	Medium
Course-related challenges	3.601	0.786	1	Medium
Teacher-related challenges	3.585	0.853	3	Medium
Vocal challenges	3.376	0.985	متوسطة	

It is clear from Table (4) that the arithmetic means for the vocal challenges scale came in at a moderate degree, as the arithmetic mean reached (3.376), and the arithmetic averages for the domains of the vocal challenges scale ranged between (3.601-3.585), and the field of challenges related to the academic course ranked first, and the field of challenges related to the academic course ranked first. Teacher-related challenges rank last.

Results of the first question, which reads: "What is the level of student-related phonological challenges in the learners' performance of the English language?"

To answer the study question, the arithmetic means and standard deviations were calculated for the items in the student-related vocal challenges scale, and Table (5) shows this:

Table (5) Arithmetic means and standard deviations for items in the field of student-related phonological challenges

N	Items	Mean	standard deviation	Rank	the level
1	I have difficulty pronouncing unfamiliar letters and words.	3.252	1.182	10	Medium
2	I have difficulty understanding scientific texts (academic, literary, etc.).	3.500	1.129	7	Medium
3	I find it easier to talk to the teacher and classmates in Arabic during class.	3.286	1.148	9	Medium
4	Base your English reading on prepared notes.	3.592	1.165	1	High
5	I resort to using the Arabic language to explain English meanings and ideas.	3.864	1.144	3	High
6	My Syrian accent dominates my pronunciation of English letters.	4.068	0.934	6	Medium

	7	I have no inclination to practice language communication skill.	3.311	1.165	8	Medium
	8	My Syrian accent does not enable me to use the correct tone and rhythm.	3.811	1.035	5	High
	9	My accent does not enable me to pronounce vowel sounds correctly.	3.844	1.009	4	High
	10	I have difficulty pronouncing certain sounds.	3.941	0.929	2	High
	The field as a whole		3.597	0.847	Medium	

It is clear from Table (5) that the arithmetic mean for the field of vocal challenges related to the student came with an arithmetic mean of (3.597) with a moderate degree, and the arithmetic means ranged between (4.068-3.252) with moderate and high degrees, and paragraph (6) which stated: "My Syrian dialect dominates the "My pronunciation of English letters" received the highest average, while paragraph (1), which

stated "I have difficulty pronouncing unfamiliar letters and words," received the lowest average.

Results of the second question, which read: "What is the level of course-related phonological challenges in learners' English language performance?"

To answer the study question, the arithmetic means and standard deviations were calculated for the items of the audio challenges scale related to the academic course, and Table (6) shows this:

Table (6) Arithmetic means and standard deviations for the items in the field of phonological challenges related to the course

	N	Items	Mean	standard deviation	Rank	the level
	1	I have difficulty pronouncing unfamiliar letters and words.	3.252	1.182	10	Medium
	2	I have difficulty understanding scientific texts (academic, literary, etc.).	3.500	1.129	7	Medium
	3	I find it easier to talk to the teacher and classmates in Arabic during class.	3.286	1.148	9	Medium
	4	Base your English reading on prepared notes.	3.592	1.165	1	High
	5	I resort to using the Arabic language to explain English meanings and ideas.	3.864	1.144	3	High
	6	My Syrian accent dominates my pronunciation of English letters.	4.068	0.934	6	Medium
	7	I have no inclination to practice language communication skill.	3.311	1.165	8	Medium
	8	My Syrian accent does not enable me to use the correct tone and rhythm.	3.811	1.035	5	High
	9	My accent does not enable me to pronounce vowel sounds correctly.	3.844	1.009	4	High

10	I have difficulty pronouncing certain sounds.	3.941	0.929	2	High
The field as a whole		3.597	0.847	Medium	

It is clear from Table (6) that the arithmetic means for the field of audio challenges related to the course came with an arithmetic mean of (3.601) with a moderate degree, and the arithmetic means ranged between (4.199-2.777) with medium and high degrees, and Paragraph (3) which stated "The course lacks... "For visual supports (pronunciation movements)" received the highest arithmetic average, while paragraph (1),

which stated, "The course lacks areas of field application," obtained the lowest arithmetic average.

Results of the third question, which reads: "What is the level of teacher-related phonological challenges in learners' English language performance?"

To answer the study question, the arithmetic means and standard deviations were calculated for the items in the student-related vocal challenges scale, and Table (7) shows this:

Table (7) Arithmetic means and standard deviations for the items in the field of teacher-related phonological challenges

N	Items	Mean	standard deviation	Rank	the level
1	The teacher uses Arabic to answer our inquiries.	3.849	1.051	1	Medium
2	The lack of time the teacher devotes to expressing and explaining in English.	3.578	1.118	5	Medium
3	The teacher translates English texts into Arabic instead of directing us to understand them in the original language.	2.815	1.338	9	Medium
4	Lack of teacher encouragement for students to converse in English.	2.461	1.353	10	Medium
5	The teacher relies on the method of indoctrination and recitation in teaching.	3.301	1.286	8	Medium
6	The teacher does not discuss language exercises in the classroom	3.607	1.836	4	Medium
7	The teacher does not relate the English language to our actual reality.	3.373	1.257	7	Medium
8	The teacher resorts to ready-made notes for solutions to English language exercises and activities.	3.669	1.159	3	High
9	The teacher resorts to ready-made notes for solutions to English language exercises and activities.	3.809	1.214	2	High
10	The teacher's failure to take into account social cultural differences when teaching compared to Jordanian students.	3.500	1.129	6	Medium
The field as a whole		3.585	0.853	Medium	

It is clear from Table (7) that the arithmetic mean for the field of vocal challenges related to a teacher came with

an arithmetic mean of (3.585) with a moderate degree, and the arithmetic means ranged between (3.849-2.461) with medium and high degrees, and paragraph (1) which stated "The teacher uses the

Arabic language" To respond to our inquiries" received the highest average, while paragraph (1), which stated "The teacher's lack of encouragement for students to converse in English," received the lowest average.

The results of the fourth question, which read: "Is there a statistically significant difference at the significance level (0.05) in the responses of the study individuals on the vocal challenges scale, due to the gender variable?" To answer the study question, arithmetic means and standard deviations were calculated for the study scale areas, according to the variable (Sex), and Table (8) shows this:

Table (8) Arithmetic means and standard deviations for the areas of the study scale from the point of view of the study individuals according to the gender variable

N	Items	Mean	standard deviation	Rank	the level
1	The teacher uses Arabic to answer our inquiries.	3.849	1.051	1	Medium
2	The lack of time the teacher devotes to expressing and explaining in English.	3.578	1.118	5	Medium
3	The teacher translates English texts into Arabic instead of directing us to understand them in the original language.	2.815	1.338	9	Medium
4	Lack of teacher encouragement for students to converse in English.	2.461	1.353	10	Medium
5	The teacher relies on the method of indoctrination and recitation in teaching.	3.301	1.286	8	Medium
6	The teacher does not discuss language exercises in the classroom	3.607	1.836	4	Medium
7	The teacher does not relate the English language to our actual reality.	3.373	1.257	7	Medium
8	The teacher resorts to ready-made notes for solutions to English language exercises and activities.	3.669	1.159	3	High
9	The teacher resorts to ready-made notes for solutions to English language exercises and activities.	3.809	1.214	2	High
10	The teacher's failure to take into account social cultural differences when teaching compared to Jordanian students.	3.500	1.129	6	Medium
The field as a whole		3.585	0.853	Medium	

It is noted from Table (8) that there are apparent differences between the arithmetic means of the domains of the Vocal Challenges Scale for Syrian refugees from seventh grade students in the Ramtha

District, according to the gender variable. In order to verify the significance of the apparent differences, a t-test was applied for independent samples, as shown in Table (9).

Table (9) T-test results for independent samples for the vocal challenges scale domains according to the gender variable

The flied	T	Df	Sig
Student-related challenges	1.889	204	0.060
Course-related challenges	1.014	204	0.312
Teacher-related challenges	0.612	204	0.541
Vocal challenges scale	1.678	204	0.095

It is clear from Table (9) that there are no statistically significant differences at the significance level (0.05) between the arithmetic averages of the areas of vocal challenges related to (the student, the course, and the teacher), from the point of view of the study members, due to the gender variable.

13. DISCUSSION

The results indicated that the audio challenges related to the course came first, followed by challenges related to the student and then challenges related to the teacher. The researcher attributes this result to the reason the course lacks areas of field application and the teacher's use of the Arabic language when speaking with students, in addition to the lack of sufficient support. on visual supports, in addition to the dominance of the Syrian dialect over the students' accent when pronouncing the English language, which makes it difficult for them to pronounce letters and words in the correct manner and accent in Jordanian schools, which are based on the British pronunciation of the English language. The results also revealed that there are no statistically significant differences at the level of the significance (0.05) in the responses of the study sample members is due to the gender variable. This result is due to the fact that the mechanism of learning the English language casts a shadow on Syrian refugee students from the seventh grade, whether male or female, as students, both male and female, realize what learning the English language reflects. As a second language at the phonological level among students.

14. RECOMMENDATIONS

According to the above results, the study presents the following set of recommendations:

- Holding individual training sessions for students.

- Providing dedicated educational resources for Syrian refugee students.
- Providing language laboratories that provide students with practical application of the English language, as it is a language of communication.
- Encouraging students to use linguistic dictionaries to search for linguistic vocabulary.
- Developing academic curricula to suit students' needs, requirements, and skills in light of educational developments.

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