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Editor's Foreword

Following the inaugural issue of our Journal of English Studies in the Arabia Felix (JESAF), this second issue of Volume 1 includes five articles by nine authors from six countries- Bangladesh, Yemen, Saudi Arabia, the Philippines, Tunisia, and India. The issue covers seminal visions, quantitative, qualitative, and mixed-method approaches, combining experimental and theoretical topics. This combination of articles exemplifies the kinds of papers the journal favors.

The issue commences with an article in which Hussein Almakhtary, from Jendouba University in Tunisia, advocated support for teaching English through short verses. The second article, written by five authors (Hezam, Ali, Imtiaz, Saifi, and Islam), highlights some daunting challenges EFL learners face in the Saudi context regarding extensive reading comprehension. The third paper singled out translation programs at Yemen private universities. In it, Shamsan and A-Quheit set forth prime concerns on mother-tongue interference, a shared linguistic issue in both public and private learning settings. The fifth article discusses the challenges of pre-service teachers' practicum while teaching online and some opportunities the new teaching paradigm has made possible. The issue closes with a book review in which Anjum Khan reviewed a book dedicated to all the children from foreign lands who call America home.

I would like to extend thanks to individual authors, reviewers, and the editorial team who worked side by side with undivided attention



to maintain JESAF's expedited peer review process. We feel sorry for those submitters whose manuscripts did not pass the stage of the review process. Nevertheless, they can have another chance for resubmission after they revisit their papers in light of the constructive feedback provided in the first round. The manuscripts in the works will hopefully see the light of day in the second volume after they pass the peer review process.

We, the JESAF editorial team, selflessly devote time and efforts to make publishing in JESAF an exciting and enriching opportunity. For all that, adhering to the journal's submission guidelines saves time and effort. It helps authors avoid delays in processing their papers. With the advent of the new year 2023, we wish all readers, authors and staff all the best and more achievements in the new year. May the New Year bring peace and more happiness to the entire world.

Prof. S. Imtiaz Hasnain
Editor-in-Chief



A Poetic Approach to Teaching English: Personal Account

Hussein Almakary

Jendouba University, Tunisia

halmaktari2@gmail.com



<https://orcid.org/0000-0003-4805-0747>

Abstract

This paper is a personal account of teaching English vocabulary through rhythmic patterns, including short verses. It debunks the longstanding view that poetry is hard to learn and teach. Adopting a qualitative research design, the study demonstrated how poetry could be a valuable tool for both learners and teachers. It derives illustrations from the researcher's personal experience teaching English as a foreign language through short poems. In the study, ten short poems were used to clarify that poetry, which has taken a backseat in English language teaching for years, can now be a vivid teaching approach that numerous teachers and ELT experts have lately advocated, viewing verse-based teaching as motivational, amusing, and scaffolding. Based on the discussion, the study recommends using simple and easy-to-understand verses to enhance vocabulary learning, partly because rhyming words are more memorable and useable in conversational English. The study concluded with some suggestions to strengthen evidence of the viability of poetry in TESOL programs.

Keywords: Poetry, English Learning, TESOL Programs, Vocabulary

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Introduction

Teaching English has lately witnessed tremendous changes. In the beginning of emerging ELT as a scientific field of study, much concern was inclined toward grammatical rules. Prominent space was scarcely allotted for literature in formal teaching beyond memorizing some literary texts for the sake of literature, not as a resource or technique to teach the target language (Cox, 2012; Chen, 2014; Choudhary, 2016). After remaining “peripheral to ELT curricula and L2 teacher education” (Boldireff & Bober, 2021, p. 3), the idea of employing aspects of English literature in learning and teaching English has been argued for and examined in several contexts alongside the birth of the humanistic curriculum (Al-Kadi, 2018). Literature gradually found its way to TESOL programs and courses quite a while ago. The emergence of the humanistic approach to teaching foreign languages gave it a solid ground in the second half of the twentieth century onwards (Al-kadi, 2018). Many textbooks are now based on short stories (Mohammed, 2022), songs, riddles, and poems (Al-Kadi & Hezam, 2021). Many previous studies rest on teaching English through literature (Chen, 2014; Cox, 2012). Nevertheless, many TESOL teachers and educators still believe that literature is challenging to handle by learners (Boldireff & Bober, 2021), especially the newbies. For this reason, the author advocates this article to show how this assumption is groundless. It toes the line of previous attempts to advance research on employing poetry in L2 classes. It also aims to get voices in the field to back up the idea of using poetry for teaching English at all levels of study.

Poetry, which has taken a backseat in English language teaching materials for years, is now a driving force that many advocates view as a resource rather than a fad in TESOL materials. The exiting paper departs from discarding the “longstanding stigma attached to the use of poetry in English Language Teaching” (Boldireff & Bober, 2021, p.3) - a stigma that led to excluding poetry from TESOL materials for decades. Maybe this is due to linguistic and cultural barriers manifested in the “elliptical, metaphorical and highly allusive language of poetry” (Çetinavcı & Tütüniş, 2012, p. 75).

In this paper, the author contributes ten poems of his own poetry, reporting on a personal experience of using such short poems in teaching English vocabulary to undergraduate students in a diversity of Arab EFL contexts, including Yemen and Tunisia. It gives a rationale to re-position poetry in the textbook and informs teachers and EFL syllabus designers to think about literature as a resource for second language learning. It dilutes the idea that poetry is complex and difficult to master if integrated into the L2 textbooks. It may extemporize change and update the curriculum, not only at the university level but also at the primary and secondary school, wherein pupils can sing and chant and enjoy the pleasure of poetry.

Literature Incorporation in TESOL Programs

Many previous studies explored literature in TESOL situations in several L2 contexts. For instance, Choudhary (2016) argued that literature is helpful for learners to improve their pronunciation, spelling, and meaning (Cahnmann-Taylor & Hwang, 2019; Jeffries, 1998). The authors argued further that literary texts enhance learners’ imagination, creativity, and sense of criticism, an assertion supported by Proitsaki (2019). It also enhances self-image and identity (Cahnmann-Taylor & Hwang, 2019). Al-Kadi and Hezam (2021) argued that using literature in TESOL programs “expands the ecology of language learning and promotes critical thinking skills and acculturation of the target groups of learners” (p. 79). It should be noted here that literature is too broad. Teachers should specify what sort of literature they should use to revamp certain aspects of the target language. For Rachmatia (2015), “literature serves as a resource for language learning, not as an end in itself” (p. 2). Teaching poetry, Cahnmann-Taylor and Hwang (2019) argued, illuminates how “the language classroom becomes a site for dialogic collaboration, two-way exchanges where creative meaning-making can occur for both teacher and student alike” (p. 1).

Rachmatia (2015) provided linguistic, methodological and motivational reasons for using literature in teaching the target language. Linguistically, it exposes learners “to real, authentic usage of language in literary texts; these texts show them a variety of styles, registers and language learning materials at several stages of difficulty” (p.3). Methodologically, it opens the door wide for enormous interpretations and arguments which revamp classroom discussions and beyond. It is motivational as it stimulates learners to state their opinion, argue, accept or discard ideas, and relate the topic to real experiences in their life. In a study conducted by Rodríguez (2018), learners in the study found poetry helpful in learning not only vocabulary but also language structures and meaning. Rodríguez suggested poetry be integrated “as authentic language material that can complement other conventional instructional resources such as textbooks, videos, and grammar books” (p. 374). Additionally, Çetinavcı and Tütüniş (2012) argued that poetry is beneficial not only for elevating vocabulary but also for reading and practicing the language, writing and re-writing as well as oral skills. Despite these claims, empirical evidence of how poetry enhances the target language, viz. English, is relatively thin and requires more investigation.

For a long time in the history of ELT, a common belief among educators and teachers prevailed that the language of poetry is far from the language used in TESOL materials, with few exceptions of verses that some textbooks include as chants, riddles, or songs. This is an old belief and has been gradually done away, and there is a lot of research in the present-day ELT, where literature is accepted as a source of language teaching. Ramos Ibo (2019), Amanda Naylor and Audrey Wood (2017), among others, have come out with brilliant books on teaching poetry and can be used as resource books for this matter. Despite that, it is still common in several EFL contexts, including the context of the current study, that poetry is difficult to learn and teach.

Poetry Enhances Language learning

Teaching English through poetry has been the topic of several studies (Agirrezabal, Alegria & Hulden, 2016; Antika, 2016; Çetinavcı & Tütüniş, 2012; Eur, n.d.; Rachmatia, 2015; Proitsaki, 2019). Çetinavcı and Tütüniş, (2012) see that poetry as “a multi-purpose and multi-functional tool to teach a foreign language” (p. 75). On this theme, Eur (n.d) organized a seminar on how poetry could be a good source of English acquisition, using illustrative poems from Billy Collins, D.C. Berry, Robert Francis, John Keats, George Crabbe, W. B. Yeats, and Robert Frost. It would be helpful to quote one of the poems in the study that was used to exemplify the relationship between the meaning and form of a poem. Robert Francis, in 1949, wrote the following poem.

Words of a poem should be glass
 But glass so simple-subtle its shape
 Is nothing but the shape of what it holds.
 A glass spun for itself is empty,
 Brittle, at best Venetian trinket.
 Embossed glass hides the poem or its absence.
 Words should be looked through,
 should be windows. The best words were invisible.
 The poem is the thing the poet thinks.
 If the impossible were not and if the glass, only the glass,
 Could be removed, the poem would remain

Besides the rhythmic patterns, Agirrezabal, Alegria and Hulden (2016) believe that such poetic language is suitable for learners to identify the rhythmic patterns, which by itself is amusing and encourages problem-solving. Additionally, Proitsaki (2019) believes that “biographical information about the poet can help students contextualize” the poems and give rise to discussions on the poet and poems. That said, Rachmatia (2015) believes

poetry is a good source that should be invested in the ELT classroom. In Rachmatia's word, poetry "enriches and energizes the learning environment" (p. 5), believing that it could be used to teach several aspects of the target language, including metric English and grammar (Rodriguez (2018). It also builds a positive attitude.

Teachable Poetry

It is safe to say that not all poems are suitable for teaching in all contexts and levels. What might be good for one context could be clumsy for another (Al-Kadi, 2018; Al-kadi & Hezam, 2020; Proitsaki, 2019). Rachmatia (2015) suggested several types of poems that could possibly be taught: pattern poems, picture poems, Pop-song poems, and Haiku. The latter, as defined by Rachmatia, "present pairs of contrasting images, followed by observation thus evoking mood and emotion, but leaving commentary to the reader. The content of haiku is also close to nature, so the students can get the point easily because the content is closer to their lives" (p. 8). Proitsaki (2019) also believe that the poems selected for teaching purposes should be simple and short with exceptional word choice that enriches the poets with imagery and theme that promote learners' curiosity and appetite to ask questions and grow a sense of the argument. In the present paper, the researcher believes that, besides these criteria, there should be some factors including context-bound criteria, cultural aspects, and religious sensitivity.

Method

This inquiry, in which the researcher positioned himself as a teacher and poet, draws on Creswell's (2013) "subjective evidence...based on individual views" (p.20). In such a qualitative research design, Creswell argues, the researcher is a key instrument in data collection, and hence empowers individuals, be it the researcher or subjects, to share their personal accounts and stories. In the current situated activity, the researcher intends to develop a theory if "partial or inadequate theories exist" ... or "existing theories do not adequately capture the complexity of the problem" (p. 48). The study at hand uses the qualitative research design in which a collection of poems composed by the author himself have been used in the analysis. The study is based on poetry as research in action (Hanauer, 2010). Such a poetic inquiry discusses poetry, from a personal lens, as a strategy to teaching English to learners of English whose first language is not English.

Materials

The study is based on subjective evidence assembled on the researcher's personal experience as a poet, teacher, and curriculum designer. Ten poems composed by the author were compiled and analyzed concerning vocabulary learning. The poems are short (do not exceed 240 words). They were written in light of Rachmatia (2015) and Proitsaki's (2019) criteria of poem selection for teaching purposes. On top of these criteria is the surface simplicity with potential depth, brevity, and modern forms of the target language (Jeffries, 1998) in addition to cultural sensitivity and localness of the teaching context.

Analysis and Discussion

The ten poems that were used in the analysis are relevant to main elements: readability, intelligibility, acculturation, language structure, and simplicity— elements that are always not taught directly in an implicit way nor governed by grammatical rules. These poems are discussed with reference to some poetic features in the literature. Among all the poems under investigation, some illustrative poetic lines and short poems have been incorporated to highlight some points in the analysis. To begin with, the poet could use even simple monosyllabic words to compose teachable poems. For example, in the poems *My Wish* and *What a Fashion!* include, words such as days, fish, what, get, wish, my, now, women, their, see, this, ten, zero, like, and the like.

My wish

These days, my daily dish
is void of meat and fish
Now, my dearest wish
is to get what I cherish!

What a Fashion!

Wise gentlemen and women
Don't like to see their children
Smitten by this kind of fashion
Which is zero out of ten.

In *My wish*, the verses are based on a personal experience. The poet sent these lines to his boss to release a due sum of money. The message of the poems is implicit rather than explicit. In *What a fashion!* however, the poet expresses his own attitude against the fashion of torn pants young people wear these days. Besides simplicity, the poems are written in such a descriptive language that is understandable and manageable even by students at the primary level.

In the following two poems, *Jobless* and *Parents*, the author describes a personal story of a person crawling to retirement, portraying that retirement is not the end of man's life. However, life goes on even after the working age period. This simple poem is self-explanatory where two wishes are expressed: finding a job opportunity and to remain residing in Tunisia. In *parents*, a sincere piece of advice is conveyed to children to be grateful to their parents who exerted lots of effort to bring them up and make them happy and successful adults.

Jobless

At the end of my rope
I'll never stop
looking for a job
In Tunisia not in Europe
That's my dearest hope.

Parents

Your parents have made ends meet
in order to stand on your feet
Thank them with every single heartbeat.

Apart from simple themes, the poet keeps his poems up-to-the-date in terms of the issues the poems about. The Coronavirus and monkey pox which broke out quite recently have been incorporated in one of the poems to make the theme of such poems up to date. It also embeds in the learners' awareness of what is going on around them. Like an ox, the tiny invisible virus hits its victims violently. Now that this pandemic is about to disappear, the secrets behind it (black box) are yet to be unrevealed as to its origin and the diabolic wrongdoers.

Coronavirus

Coronavirus was strong as an ox!
It went away with its black box!
Here we are now with monkey pox!
Are we still in a cruel hoax?

On the level of language, it is apparent that all the author's poems are characterized by a simple diction and an interesting style. Readers might find most of poems hilarious and rather easy to read. For instance, the poems, *Little Angels* and *Russia/Ukraine* illustrate how the poet manipulates his poetic abilities to teach certain vocabulary.

Little Angels

How nice to see and listen
to the angels of heaven!
The laughs of children
are much sweeter than
The music of Mozart and Beethoven

Russia/Ukraine

Nobody knows who will gain
The war between Russia and Ukraine!
Unanswered question on my brain:
Will the world be born again?

In *Little angels*, the words *listen* rhymes with *heaven*; *children* with *Beethoven*. Similarly, in *Russia/Ukraine*, the words *gain* and *brain* rhyme with one another and so do *Ukraine* and *brain*. It is not only the rhyme. There are some other aspects including the internal music woven by phrasing words. One more thing, the poems teach new words, e.g., *angles*, *mozart*, *Beethoven* which might be new words to some learners. Other examples include the names of countries – Russia and Ukraine. Also, learners can master the spelling of proper nouns such as *Russia* and *Ukraine*, *Beethoven* and *Mozart*. In *Russia/Ukraine*, the poet posits that the most common question about any war is: which party is likely to gain victory? The answer might be a simple one. But the most serious question is: will the whole world survive? Again, the poet uses poetry to promote critical thinking.

Putting the aspect of language in the previous literature, Çetinavcı and Tütünlü (2012) cited several examples to capitalize on simplicity. It would be useful to quote Williams' (1951) poem entitled, *This Is Just To Say*,

I have eaten
the plums
that were
in the icebox
and which
you were probably
saving
for breakfast
Forgive me
they were delicious
so sweet
and so cold

Acculturation can also be exhibited through teaching English through poems. The following two poems illustrate how a poet could use names from the local teaching context to draw the attention of his learners which might be more attractive than recalling names from other cultures. The name *Amal* and *Tunisian* in the poem entitled, *Amal* and *Hamood* in the poem entitled *Mr. Hammod* are two common names in the local context of the author. The author believes that starting such short poems with names from the

local situation would encourage the listeners, who happen to be English learners, to listen to the entire poems and imbibe acculturation in the learners. Also, weaving such cultural aspects with poetic and humorous mode make the poems not only vivid but also appealing.

Amal

The student Amal is number one
Learning for her is joy and fun
A unique Tunisian under the sun
A mother of one daughter and one son
Their duties are perfectly done.

Mr. Hamood

My friend Mr. Hamood
Was In his childhood
A noisy boy in the neighborhood
Now, because he eats
too much food
he is always in bad mood.

The poem, *Amal*, is based on a personal experience of teaching English to a unique female student. The poet expressed admiration for this lady, *Amal*, who enjoys learning English and makes much progress in addition to striking a balance between learning and home duties. Moreover, as a mother of two, she and her children do their jobs perfectly. In *Mr. Hamood*, there is a personal experience. Hamood, who used to be a noisy child, is now a good-hearted man regardless of his temporary bad mood, which might be attributed to his eating habits.

On a related note, the poet uses metaphor to demote names. In *Mr. Promise* below, *Mr. Promise* has been used humorously. It illustrates that *Mr. Promise* (who could be anybody who gives lots of promises and keeps none). This poem is based on a recent personal experience with a false friend who enjoys fixing promises and never keeps one of them. Although he tries to impress others, no one would trust him anymore. However, *Mr. Promise* will never change.

Mr. Promise

We all deny and dismiss
a single service by Mr. Promise
His (efforts) are more or less
A real swing and a miss
He still dares to blow a kiss
Until when Mr. Promise continues like this?

As displayed in the ten poems, the poems are based on imagination and personal experiences of the poet who happened to be a teacher of English. Each poem does not exceed five verses. It is the poet's belief that today's generation usually reads less than the twentieth-century generation. In poetry, even empty words and onomatopoeic are amusing to an intelligible hearer. It is this intelligibility that teachers should promote imbibe in their learners' characters. Rodríguez (2018) argued that "appropriate selection of poetry, according to learners' own English language level, without pressure and preconceptions, can result in an enriching content-based experience and in a meaningful communicative process, as learners discuss poetry based on responsible reading and enjoyment" (p. 375).

Simple and easy to handle, the poems provided in the study could be used as the first step to increase the learners' appetite to delve into the beauty of poetry and enjoy even long poems by great poets such as Shakespeare, John Donne, T.S. Eliot, Robert Frost, and the list goes on. Literary appreciation and taste for poetry are what students need to enrich their EFL learning. Based on the argument of this paper, the poems discussed are true if the learners are at the beginner level. These are at best glorified rhymes for adults, yet this needs to be examined in further research with some other levels and other contexts. For those who want to grow as poets and poetry teachers, Hunter (2020), among other books, is an excellent guide to writing poetry for various learners' levels. It also helps poem composers decide what to write, to whom, and how to craft that.

Conclusion

This study seeks to clarify the significance of integrating literature into learning and teaching English as a second or foreign language with a prime concern on vocabulary enhancement in the target language syllabus and course description because vocabulary is a central component of language. Through this paper, the author reflects on his own poetic attempts, illustrating that the poems, though simple, could be used to teach language at any level for promoting certain aspects of the target language. The study is limited to a bunch of single-authored short poems, taught by the author himself, which might cast a drawback of the study in terms of subjectivity. The researcher examined the phenomenon from within being the examiner and poet teacher, narrating his personal experience with poetry composition and using it in teaching English. However, the essence of the study is to imply that poetry is no longer a phobia; it should be approached in such a way that makes it amusing and motivating. That is, evidence is shaped by the researcher's own experience. It would be even enhanced by adding evidence from without – surveying the learners' perceptions about the poems taught. Other researchers may examine the effects of the poems used in the present inquiry or some other simple poems to provide more evidence on the effect of teaching poetry on learners' performance in terms of vocabulary or any other aspect of the language.

Disclosure Statement:

I (the author of this paper) hereby declare that research ethics and citing principles have been considered in all the stages of this paper. I take full responsibility for the content of the paper in case of dispute.

Conflict of interest:

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Author

Dr. Hussein Almaktary is a trilingual educator, curriculum designer, administrator, and poet. He earned his Master of Education (TESOL) from Leeds University and Ph.D. in Curricula and methods of teaching English from Alexandria University, license in French language studies from Taiz University, and Diploma in French (DELFI) from Cavilam-Vichy in France. Dr. Almaktary, one of the early pioneers of English teaching programs at Taiz University, was appointed the head of the English Department at both the Faculty of Arts and Faculty of Education from 2004 to 2006. In terms of teachership, he has taught English and French to undergraduate students in Yemen and Tunisia, supervised, and has been on the juries of MA theses over the last two decades. Besides, he has published articles and book reviews in scholarly peer-reviewed journals. Besides teaching and research activities, he maintains a great passion for poetry. He has composed numerous poems in English, Arabic, and French, most of which are suitable for teaching language through poetry.


Challenges and Problems of Reading Comprehension Experienced by EFL Learners

Taha Ahmed Hezam^{1&2}

¹Department of English, College of Arts, University of Bisha, Bisha, Saudi Arabia

²Department of English, Taiz University, Taiz, Yemen


Dr.tahaahmed@gmail.com

 <https://orcid.org/0000-0001-5779-0574>

Jamal Kaid Mohammed Ali

Department of English, College of Arts, University of Bisha, Bisha, Saudi Arabia


jamalalhomaidi@gmail.com

 <https://orcid.org/0000-0003-3079-5580>

Shagufta Imtiaz

Women's College, Aligarh Muslim University, Aligarh, India


shaguftaimtiaz.87@gmail.com

 <https://orcid.org/0000-0002-4102-9913>

Mohammad Aasif Saifi

Department of English, College of Arts, University of Bisha, Bisha, Saudi Arabia


aasif4p2@gmail.com

 <https://orcid.org/0000-0003-0063-6431>

Muhammad Rezaul Islam

The Learning Board BD, Rajshahi, Bangladesh

rezaulislam26@gmail.com

 <https://orcid.org/0000-0002-4508-6835>

Abstract

The study aims to (a) explore reading comprehension problems that EFL learners encounter in an Intensive English Program and (b) ascertain any significant differences between male and female learners regarding these challenges at the University of Bisha, KSA. The study followed a quantitative paradigm in which the researchers distributed an online questionnaire pertinent to reading difficulties to 301 male and female Saudi EFL students. It consisted of two parts: the first was students' background information, and the second was on reading comprehension challenges (language, reading process, and psycholinguistic challenges). The results showed that most students have the same problems, i.e., lack of vocabulary and recognition of the words. Vocabulary is one of the biggest problems when trying to work out the meaning and general idea of the text. Findings also exhibited that male and female EFL learners experienced challenges in a similar way which shows that all students of both genders face identical problems when reading English. The study concluded that healthy intervention is needed to help students improve their reading comprehension in particular and English language in general.

Keywords: Challenges, EFL learners, reading comprehensions, Saudi EFL learners

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Introduction

It is fair to state that reading is complex yet central to any English language program. It is a skill that involves learners entirely in the learning process as it depends on prior knowledge and connects it with the reading tasks at hand (Al-Ahdal, 2020; Alenezi, 2021; Al-Kadi & Hamdi, 2022; Suchona & Urmy, 2019; Van, 2021). Observably, in many contexts, including the present study, learners spend more than enough time when they sit for a reading exam and demand more time and clarification. They also stay in the exam hall until the end of the exam and request extra time to finish the reading section. This has inspired the researchers to study this phenomenon closely and determine the causes and suggest solutions. Although a considerable amount of literature has been published on this phenomenon in several contexts, it has led to a renewed interest in reading comprehension skills to shed more light on various challenges, their causes and recommendations to mitigate such challenges in the local situation.

Foundational to this is evidence of reading difficulties ensued from studies in East Asian contexts. As seen in the Vietnamese context, Thao and Tham (2018) surveyed eighty English major students' ESP reading difficulties using a questionnaire and interviews with three teachers. The findings showed that Vietnamese students faced problems because of a lack of vocabulary and the background of the subject matter and not because of grammar and structure. In another study in Vietnam, Van (2021) identified the challenges that 50 Vietnamese first-year EFL students encountered in reading comprehension. Using an open-ended and close-ended questionnaire to collect students' views about reading comprehension problems and an interview with three EFL teachers, the study reported that the students' major problems were a lack of vocabulary and background knowledge.

In another East Asian context, Kasim and Raisha (2017) explored the linguistic and non-linguistic problems Indonesian EFL students faced in reading comprehension, reporting that 80% of the students had problems because of insufficient vocabulary knowledge. In the Indonesian context, too, Satriani (2018) found that students face problems in reading comprehension because of many factors such as lack of motivation, long and unfamiliar texts, and complex Grammar and sentence structure. One more study on the Indonesian situation was by Febriani, Elfrida, and Jayanti (2019) to explore the reading difficulties. The study examined 70 English major students who had TOEFL as a required subject. The findings showed that students had problems with reading process, motivation, background, strategies and language knowledge.

Similarly, Suchona, and Urmy, (2019) investigated the difficulties that Bangladeshi EFL students face in reading comprehension. The research used qualitative and quantitative methods to find the results. They distributed a close-ended questionnaire to 60 EFL Bangladeshi students and an open-ended questionnaire to 25 Bangladeshi EFL teachers. They found that students have difficulty with vocabulary and comprehending the deeper meaning of the text which caused anxiety.

In Malaysia, Kyung-Rahn Kim (2021) investigated the difficulties Malaysian EFL students face in reading comprehension. The researcher conducted a qualitative study (in-depth and semi-structured interviews) with nine university students. The reading problems were attributed to the students' background and lack of vocabulary and motivation. Chandran and Shah (2019) investigated the learners' difficulties in ESL reading comprehension among 80 upper secondary students in Johor. In the study, there were five categories of reading comprehension difficulties; most participants agreed that the main difficulty was related to the reading process.

Some other researchers demonstrated the phenomenon in the Arab context. Eltayb (2021) studied reading comprehension difficulties faced by school students in Sudan, drawing data from 30 Sudanese EFL school teachers via a questionnaire. The study found that Sudanese EFL students have problems in reading because of a lack of motivation and vocabulary. Let alone the curriculum, the students endured a lack of teachers' training on teaching reading strategies. Additionally, Hassan and Dweik (2021) conducted a qualitative study based on interview with five Jordanian EFL teachers and two supervisors

and a quantitative questionnaire with 70 female EFL students in grade 9. The study found that students had problems with grammar and new vocabulary. This is supported by Abu Abeeleh, Al-Ghazo and Al-Sobh (2021) who attributed reading comprehension problems to the complexity of the texts, anxiety, and word recognition. This is not far from yet another relevant study that Orqez and Ab Rashid (2017) conducted at Yarmouk University in Jordan which revealed that ambiguous words, unfamiliar vocabulary, and limited time to process the text cognitively were some of the problems encountered by the first-year students. In another relevant scenario, Al-Jarrah and Ismail (2018) studied reading comprehension difficulties of 100 Arab EFL learners who study at two universities in Malaysia. The researchers found that Arab EFL students face problems in reading comprehension owing to a lack of vocabulary and grammar knowledge, attention, and inability to recognize the type of text structure.

Problem Statement

Putting it in the Saudi context, reading comprehension is never flawless and it has been the theme of some prior inquiries. To elaborate, the studies of Al-Qahtani (2016) and Khan, Shahbaz, Kumar, and Khan (2020) can be a good illustration. Al-Qahtani (2016) examined reading comprehension problems faced by ninety Saudi EFL school students. The results showed that students face difficulties in reading comprehension due to various factors from the teachers' side such as focusing on reading aloud and neglecting reading comprehension, from the curricula's side such as insufficient emphasis on reading comprehension, and on the students' side such as lack of motivation and finally from parents' side such as lack of supporting. These factors showed that the problem has roots at the school level. Also, Khan, Shahbaz, Kumar, and Khan (2020) explored the reading comprehension problems encountered by 290 Saudi EFL elementary level students, 9 English teachers and 3 English supervisors. The study reported that insufficient vocabulary and lack of grammar knowledge, in addition to issues related to spelling, pronunciation and slow reading are the main factors for students' weakness in reading comprehension. According to another study conducted by Orqez and Ab Rashid (2019) some of the other factors affecting reading comprehension of Saudi students at Umm Al-Qura University, Kingdom of Saudi Arabia were lack of support from the parents, teachers and society, the students found reading textbooks uninteresting, the classroom environment, and most Saudi university students have little interest in reading in English.

Taken together, reading difficulties in the above-mentioned contexts are identical. To approach the phenomenon thematically, various studies considered the impact of psychology on positive reading comprehension. Numerous studies found that motivation positively impacts reading comprehension (Ahmadi, 2017; Chen, 2019; Miyamoto, Pfost, & Artelt, 2019). Anxiety was also a negative impact on students reading comprehension (Jafarigohar & Behrooznia, 2012; Wu, 2011), but Javanbakht and Hadian (2014) pointed out that there are no correlations between test anxiety and the students' performance on reading comprehension during the test.

Objectives

Drawing on the previous studies, the objectives of the research are to:

1. Examine the problems in reading comprehension among the non-English major learners in the Intensive English Program.
2. Explore the gender differences between and among EFL learners.

The following are the research questions which have been addressed in the study;

1. What are the problems in reading comprehension faced by EFL learners in their Intensive English Program?
2. Are there any significant differences between the male and female learners?

Method

The present study set out to illuminate reading comprehension difficulties that EFL learners at the university of Bisha largely encounter. It mainly focuses on the Intensive English Program, a compulsory course for all first-year students.

Participants

A sample of 301 first-year students enrolled in the Intensive reading course at the University of Bisha conveniently took part in this study. Regarding gender, 183 (61%) participants were females and 118 (39%) were males. They were non-English significant students. They were from different colleges/disciplines on the main campus at the university. The criteria for their selection included their level of study. Eligibility criteria inquired all the participants to be in the first semester, and their ages varied between nineteen and twenty-two. All the participants had studied English for at least six years in school before joining the university and studied the Headway series at the university for three months before responding to the questionnaire.

Instrument

A close-ended questionnaire was developed and administered to the study sample during the academic year 2021-2022. It took its leitmotif based on the authors' experiences with students' reading comprehension difficulties and problems raised in the literature review. The main purpose of using such a tool is to collect data on the difficulties Saudi EFL learners face in reading comprehension. The questionnaire design was informed by several studies in the literature and refereed by colleagues from English departments in both Saudi Arabia and Jordan. The questionnaire consisted of 12 items divided into three sections: problems related to language issues (vocabulary, grammar, syntax), problems related to reading comprehension process, and problems related to psycholinguistic issues (lack of motivation or interest, anxiety/attitude towards long). The authors utilized three-point Likert scale with the following breakup: Yes, I do not know, and No. The original version was in English and then translated into Arabic so that the respondents could understand the statements clearly before responding to it. Each statement was given in English first and then Arabic translation was given underneath, followed by the Likert scale. The Likert scale was also translated into Arabic. It was distributed online via the teachers who teach the Intensive English course to non-English major students. A Google form was used for this purpose.

Data collection and Analysis

Data was collected through a questionnaire. The respondents were non-English major students. The dataset was relevant to the intensive reading course which they had studied during the time of the present inquiry. According to the course description, it improved the learners' knowledge of English language. New textbooks, that replaced the previous 'Touchstone' series, were introduced in the academic year 2017-2018. They were the 'New Headway Plus Special Edition' series. There are five books in the series i.e., Beginner, Elementary, Pre-Intermediate, Intermediate, and Upper-Intermediate. The latter half of the 'Beginner', Full 'Elementary', 'Pre-Intermediate' and First half of the 'Intermediate' are taught to the students of Science and Engineering stream (101&102) during two semesters. The 'Elementary', 'Pre-Intermediate', 'Intermediate', and 'Upper-Intermediate' are taught to the students of medical stream (103 &104) during two semesters. The 'Beginner', 'Elementary', and 'Pre-Intermediate' are taught to the students of Humanities stream (105&106) during two semesters. After the data was collected, they were exported into

excel file for analysis. They were analyzed to find frequencies and percentages of Saudi EFL learners' problems while reading English texts.

Results and Discussions

The study specifically explored the reading difficulties in the context of the University of Bisha, and to address this objective, a 12-item questionnaire was used to describe the different types of problems. This section shows and interprets the results of the various issues. The participants' responses were converted into numeric data in frequencies and percentages and arranged in tables. There were three major problems: linguistic competence, reading process, motivational and anxiety-related problems. Most learners reported linguistic competence as the most problematic (56% of the responses), followed by motivation and anxiety-related problems (55% of the responses) and reading process-related problems 48% of the responses.

Table 1. *Frequencies and Percentages for the linguistic competence items*

Questionnaire items	Frequencies			Percent		
	Yes	I do not know	No	Yes	I do not know	No
I face problems in comprehending texts because I do not have sufficient English vocabulary.	186	32	83	61.8%	10.6	27.6
I face problems in comprehending texts because of my weakness in grammar.	161	34	106	53.5%	11.3	35.2
I face problems in comprehending texts because I do not know sentence structures.	153	55	93	50.8%	18.3	30.9
I face problems in comprehending texts if I cannot translate every single word.	171	36	94	56.8%	12.0	31.2

It is apparent from Table 1 that the linguistic competence-related problems relate to vocabulary, meaning, grammar, and sentence structure. Learners report these areas of language as the most difficult in comparison to other factors. Concerning vocabulary, 186 responses 61.8% agreed that they had difficulty in comprehension due to insufficient vocabulary. This was followed by the meaning related problems, where 171 56.8 responses of the learners referred to as problematic. The sentence structure related problems as reported by 153 respondents (50.8%) learners were the least. The grammar related problems scored 161 (53.5%) and the responses agreed to the importance of grammar knowledge for reading comprehension. This response, however, contradicts with Thao and Tham (2018) which shows that students do not face difficulty because of grammar.

The third category of problems shown in Table 2 emerged from the reading process. The results showed that 202 students (67.1%) asserted that when the reading text was long it hindered comprehension. The second highest problem reported was referred to the type of questions, following the reading text that could not be answered though 49.8% of the respondents thought they had understood the content of the texts. While getting the main idea of the text was reported problematic to the students (121, 40.2%), the least problematic ones (99, 32.9%) were in relation to understanding the words of the

texts. This is in line with Chandran and Shah (2019) in that students face problems because of reading process.

Table 2. *Frequencies and Percentages for the reading process items*

Questionnaire items	Frequencies			Percent		
	Yes	I do not know	No	Yes	I do not know	No
I face problems in comprehending a text because I cannot get its main idea.	121	49	131	40.2%	16.3	43.5
I face problems in comprehending texts even if I know the meaning of all words.	99	43	159	32.9%	14.3	52.8
I cannot answer reading questions though I feel that I understand the whole text.	150	53	98	49.8%	17.6	32.6
I face problems in comprehending texts if the text is long.	202	37	62	67.1%	12.3	20.6

Table 3 *Frequencies and Percentages for the psycholinguistic items*

Questionnaire items	Frequencies			Percent		
	Yes	I do not know	No	Yes	I do not know	No
I face problems in comprehending texts if I have no interest in the topic.	118	68	115	39.2%	22.6	38.2
I feel nervous while reading new English texts.	186	33	82	61.8%	11.0	27.2
I feel nervous if do not understand English texts.	217	21	63	72.1%	7.0	20.9
I face difficulty in comprehending texts which are not related to my field of study.	137	75	89	45.5%	24.9	29.6

The second major category of problems is shown in Table 3. They encompass issues related to motivation and anxiety. It covered four types of problems, interest in the reading topic, field of study, new reading text, and the inability to understand the text. These psychic types of problems revealed that 217 (72.1%) of the respondents agreed that not understanding the reading text led the learners to feel anxious. In comparison, 186 (61.8%) of responses agreed that the novelty of the reading text led to anxiety, which prevented them from comprehending the text. Concerning motivation to read and understand texts, 137 (45.5%) of the respondents reported that reading texts unrelated to the study's field caused comprehension difficulties. The learners' interest in the topic of the reading text was reported by 118 (39.2) respondents as a problematic cause of reading comprehension. The highest percentage was anxiety due to the inability to understand the reading text, while the interest in the reading topic was the least.

An important finding emerged from the first part of the investigation. Both the male

and female students attributed the reading difficulties on account of insufficient vocabulary knowledge. The finding shows that EFL students face problems because of vocabulary (first group), when the text is long (second group) and nervousness when they do not understand the text (third group). The highest of the items is feeling anxious when not understanding the text.

Putting it in the literature, numerous other EFL contexts are not flawless. Research shows similar trends in the following studies: Thao and Tham (2018) and Van (2021) in Vietnam, Kasim and Raisha (2017), Satriani (2018), Febriani, Elfrida, and Jayanti (2019) in Indonesia, Kyung-Rahn Kim (2021) and Chandran and Shah (2019) in Malaysia, Eltayb (2021), Hassan and Dweik (2021), Abu Abeeleh, Al-Ghazo and Al-Sobh (2021) in Jordan, and Al-Qahtani (2016) and Khan, Shahbaz, Kumar, and Khan (2020) in the Saudi context. Reading problems in such contexts and the context under scrutiny are more or less identical.

Table 4. *Chi-square test the relation among, existence of problems, the categories and gender*

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	18.000a	16	0.324
Likelihood Ratio	24.953	16	0.071
Linear-by-Linear Association	3.041	1	0.081
N of Valid Cases	18		

a. 34 cells (100.0%) have expected count less than 5. The minimum expected count is .50.

The second part of the investigation measured the effect of gender on the reading related problems. For this purpose, the Chi-square test was applied to view the significant correlation among the existence of the difficulty, the major type of the problem, and gender as shown in Table 4. It was not a surprise that gender had some effect on the existence of difficulties in reading. It can be noted (see Table 4) that males and females suffered more from reading problems when they worked on language (68% and 48%) than when they processed the text (64% & 42%) or related to motivation or anxiety (58% and 37%).

Table 5. *Frequencies and Percentages for male and female responses*

Major problems	Male				Female			
	Yes	I do not Know	No	Total %	Yes	I do not Know	No	Total%
Related to language	68%	10%	23%	100%	48%	15%	37%	100%
Reading process	64%	11%	26%	100%	42%	17%	41%	100%
Motivation and anxiety	58%	13%	29%	100%	37%	17%	46%	100%

In light of the results outlined above, the researchers recommend that reading text should be short for non-major English students, particularly first-year students. They also

recommended that teachers should teach new vocabulary before starting the text. This will lead to students reading comprehension and therefore, may reduce students' anxiety which is caused by new vocabulary and long texts. The choice of the text should be based on the familiarity of the content for the learners. Unfamiliar content leads to more incredible difficulty in comprehension. Relevant tasks for different stages should be devised for the learners while keeping their backgrounds in view. The use of certain cognitive and metacognitive strategies could be useful for the learners. The researchers acknowledge Alenezi's (2021) suggestion that teachers should focus on improving the knowledge of EFL students on extensive reading strategies and other strategies such as reading between the lines. Teachers should also follow the learner-centered method to help students improve their English reading strategies.

Conclusion

The current study examined Saudi EFL male and female learners' challenges while reading English texts. It confirmed previous findings and highlighted the problems in comprehensive reading skills. It showed that males and females faced similar difficulties in reading comprehension. The study, however, found certain apparent differences between Saudi EFL male and female students regarding reading comprehension. The male learners showed a higher percentage of reading comprehension than female students. This could be due to higher exposure to learning the target language for males than females. Despite significant findings, the study was subject to some limitations which could be drawn on to advance research on the same area of investigation. As in many survey studies, relying on a questionnaire as a solo data collection tool with a close-ended prompted response pattern is limited compared to open-ended questions or interviews. Furthermore, the investigation was limited to first-year students at the University of Bisha, making it hard to generalize the findings to all the other levels or universities across the kingdom. Despite these limitations, the results seek to impact educators, curriculum and syllabus designers and reading material suppliers. It views the learners' problems in reading comprehension. This should be considered in designing EFL reading materials. It familiarizes stakeholders with common reading difficulties while teaching and preparing relevant and need-based reading programs and materials for learners.

Disclosure Statement:

We (the authors of this paper) hereby declare that research ethics and citing principles have been considered in all the stages of this paper. We take full responsibility for the content of the paper in case of dispute.

Conflict of interest:

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Authors

Taha Ahmed Hasan Hezam is an Assistant Professor of English for more than 10 years. He worked in many universities in Yemen and taught many courses in language and language teaching. He headed the Department of English at Taiz University for more than five years and supervised the Teacher-training Unit. He participated in developing the B. A. course-plan of English Department at Taiz University, Yemen. He also participated in developing the B. A. and M. A. course-plans of English Department at University of Bisha, KSA. He is now a supervisor of the E-learning and Distance Education Unit in Faculty of Arts, University of Bisha.

Jamal Kaid Mohammed Ali is currently an associate professor of Applied Linguistics at University of Bisha, Saudi Arabia. He received PhD degree in Applied Linguistics in 2012 from Aligarh Muslim University, India. His research interests include Texting, Psycholinguistics, Sociolinguistics, online learning, and informal digital learning, He is an e-learning and Quality Matters Master Reviewer. He got certificates from Quality Matters (QM) on Applying the Quality Matters Rubric, Peer Reviewer Course and Master Reviewer Certification.

Professor Shagufta Imtiaz is a Ph.D. in ELT. She teaches English at the graduate and postgraduate level in Aligarh Muslim University, Aligarh. Her areas of interests include Reading and Writing, Applied Linguistics, Testing and Evaluation. She also teaches British and American Literature. Currently she is working on Writing, Identity and Motivation. She is an author of *Schema in Literature: Towards a Model of Comprehension Pedagogy* contributed chapters in books and has published a number of papers in national and international journals.

Mohammad Aasif Saifi received his Bachelor and Master degrees from Aligarh Muslim University, India. Presently he is working as a senior Lecturer at University of Bisha, KSA. As a senior lecturer over an uninterrupted period of 13 years teaching experience, his job till date revolves round (a) conducting lectures (both in person and through e-learning) each day for undergraduate and graduate-level courses on a variety of topics related to English literature or language, (b) developing a scope and sequence of learning activities using university course objectives, curriculum standards, and student learning goals.


Muhammad Rezaul Islam was a Lecturer in English for a period of nine years in a public university in Saudi Arabia. He had done M.A. in ELT from IML, The University of Dhaka, Bangladesh. He completed B.A. and M.A. in English from National University, Bangladesh. He is the Founder and Director of The Learning Board BD, a modern English language teaching center in Bangladesh.

Translation at Private Universities in Yemen: Arabic-English Interference Revisited

Baleid Taha Shamsan

Faculty of Human & Administrative Sciences
University of Science & Technology, Taiz


Btshamsan@Yahoo.com

 <https://orcid.org/0000-0003-4125-7016>

Abdurrahman Mosed A-Ouheit

Faculty of Human & Administrative Sciences
University of Science & Technology, Taiz

abdurrahmanmosed@gmail.com

 <https://orcid.org/0000-0002-7769-0738>

Abstract

The influence of the first language on second language acquisition has received wide recognition in second language acquisition (SLA) and has been an attractive area of research worldwide. This study revisits the topic to integrate more evidence collected in a private university in Yemen to shed more light on the possible intricacies of first language transfer when it comes to translating from Arabic into English and vice-versa. The study employed a qualitative descriptive research design. Using purposive sampling, five senior students in a translation program at the University of Science and Technology were selected to answer a translation test during the second semester of the academic year 2021-2022. The study showed that Arabic has some adverse effects on students' translation and put forward an explanation for students, when translating into and from English, to be influenced by their native language (Arabic). Although this is not a new idea in SLA, the study implies that the transfer theory has nothing to do with private or public universities' programs, implying rethinking the current teaching and learning programs. Some important suggestions are provided at the end of the study.

Keyword: language transfer, private universities, transference, translation, Yemeni learners

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Introduction

Many would agree that translation, as a profession, requires adequate proficiency in at least two languages. Most languages share similarities and differences that must be considered when translating from one language to another (Al-Kadi & Moqbel, 2022; Budiharto, 2019; Nemati & Taghizade, 2006). It is widely argued that a translator, if not professional enough, is likely to encounter many different linguistic problems, most of which stem from native language interference (Akan, Karim, & Chowdhury, 2019; Al-Khulaidi & Alzokhaimy, 2022). Nowadays, many English learners majoring in translation studies at university are incapable of putting their English knowledge into use, and thus they get easily influenced by the linguistic system of their mother tongue (Al-Khulaidi & Alzokhaimy, 2022; Moqbel, 2022; Sunderman & Kroll, 2006). The influence of the native language can be noticed in their written and spoken English and translation (Al-Kadi & Moqbel, 2022; Sabbah, 2015; Sugesti, 2020).

The influence of the first language on a learner's second language is not a new concept. It has tempted many SLA and translation researchers who provided much evidence across languages and learning contexts (Cailing, 2017; Mayberry, 2007; Nemati & Taghizade, 2006; Sinha, Banejee, Sinha & Shastri, 2009; Sugesti, 2020). The influence has been demonstrated in such studies to be positive or negative. A common conclusion previous researchers set up is that the more the similarities between the two languages, the easier to learn the target code, and the more the differences, the more challenging it is to use the target language (Sabbah, 2015; Sugesti, 2020). The influence of the native language on the second language could be observed across a set of learners' output aspects, ranging from pronunciation to grammar (Keshavarz & Keshavarz, 2022; Moqbel, 2022), vocabulary selection (Sunderman & Kroll, 2006), and writing (Al-Kadi & Moqbel, 2022; Budiharto, 2019; Cailing, 2017).

Several studies have attributed the errors in Arab English learners' writing and speaking to the differences between the linguistic systems of Arabic and English (Mudhsh & Laskar, 2021; Sabbah, 2015). Arabic and English share some common linguistic features, but the differences outweigh the similarities. These differences between the two languages become problematic for Arab learners keen to learn English. More studies may enhance this area of research and emphasize language similarities and dissimilarities in the linguistic system of Arabic and English. In Yemen, translation students tend to rely on structures of their native language (Arabic) to produce target language speech or composition, which can hinder successful translation (Budiharto, 2019; Ellis, 2006; Sugesti, 2020; Sinha et al., 2009). It can be said that the Arabic linguistic system likely affects translation into English. When translating into English, Yemeni English learners, most notably students majoring in translation studies, tend to use the thinking pattern of Arabic, considering it easier to translate into English and vice versa.

Most of the previous studies in the literature examined this issue with participants from public educational schools and universities, and the private sector has been poorly presented in prior research (Al-Kadi & Ali, 2022; Keshavarz & Keshavarz, 2022). Research based on data collected from private universities and less formal learning contexts is limited. With the growing interest in public and private learning institutions, recruiting participants from private universities in Yemen is important to enrich our stranding of many research problems explored exclusively with participants from public institutions.

Objectives

This study traces the influence of the Arabic language system on senior translation students' performance at a private university in Yemen. It reflects on previous research findings, which derived ample evidence of first language interference from participants in public universities. It also compares the findings with other studies conducted in different public universities. In addition, most of the previous studies collected data employing the standard variety of the language, which could play an interfering factor in the output of the learners being handicapped by limited proficiency level. However, this study used the common Arabic variety the learners use in their daily communication.

Research Questions

Based on the objectives of the study, this paper addresses the following research questions:

1. Does Arabic as a native language influence the translation process into English?
2. How does Arabic as a native language affect the translation from Arabic into English of translation students?
3. Do learners in private universities encounter similar or different problems related to first language transfer?

Literature review

The literature has been substantially revised to enrich the current study, and it can be said that the issue of mother tongue influence on second language learning is not new. So far, several studies have examined such influence with a diversity of results depending on the target languages. Previous studies took up and built on a common theory in second language acquisition called first language transfer (Ellis, 2006; Odline, 1989). It gives a better basis for such a common phenomenon. When differences in the linguistic system are more than the similarities, the influence becomes even more problematic (Al-Kadi & Moqbel, 2022; Cailing, 2017; Mayberry, 2007; Nemati & Taghizade, 2006). Several researchers have researched this from various aspects and definite models. Before discussing some literature review regarding this issue, there might be a good chance to know what a native language (commonly known as mother) tongue means and what a native language/mother tongue influence is.

Learners' native language interference is one of the common problems in teaching foreign languages. Ellis (2006) described the features of the first and target languages, arguing that the subtle features of second language acquisition result from "frequency, recency, or context, fall short of intake because of one of the factors of contingency, cue competition, salience, interference, overshadowing, blocking, or perceptual learning, which are all shaped by the L1" (p. 164). The linguistic structures and structural elements of the mother tongue in the second language learning process depart from linguistic standards in spoken and written language.

Sugesti (2020) examined the mother tongue interference on students' pronunciation among eleventh graders and reported three types of interference: phonological, grammatical, and lexical. The influence occurs at the phonological level when a bilingual speaker reproduces the phonology of one language in the context of another. At the phonetic level, the problem of interference concerns how the speaker treats and reproduces one language visually. This interference occurs in a speech in two languages because the sound system has different elements between one language or between a native and foreign language. In some cases, the native and foreign languages have similar sound and grammatical systems. However, in most cases, there is a difference between the sound system and the grammatical system in the two languages. A sound system between two languages can have many different elements. Grammar studies are essential in forming good sentences at the grammatical level. Without grammar, spoken and written words are useless and difficult to understand. In other words, grammar helps students understand what people say and write in native and target language communication. Literary interference occurs when learners identify grammatical patterns from the original language and apply them to the target language.

Broadly speaking, the interference mainly occurs at the morphological, syntactical, and semantic levels. Morphology is a system of rules involving the word's structure; syntax governs sentence structures, sometimes arranging words in larger units called clauses. Lexical interference occurs when words in the second language differ from their use in the first language. For example, Sabbah (2015) provided ample examples of Arabic-English interference. One example is related to counting and non-count nouns. Many non-count nouns in English are countable in Arabic. That is why Arab EFL students tend to pluralize them and use plural verbs after them. e.g., (a) these informations are useful (Correct: this information) and (b) they had a lot of works (correct: work) and (c) the news were false (correct: was). Other negative transfer can be said about adjectives and adverbs. In many cases, a lot of Arab EFL learners confuse adjectives with adverbs and vice versa. Additionally, they confuse the use of adjectives in English with the one in Arabic, where adjectives in Arabic agree with nouns in gender and number while they don't in English, e.g., (a) she cooks good (correct: well), (b) he is a man great (correct: great man), and (c) they are children noisy (correct: noisy children).

Other studies outlined similar instances of negative transfer related to lexical errors, tense wrong uses, and auxiliary verb wrong uses (e.g., Al-Khulaidi & Alzokhaimy, 2022; Moqbel, 2022; Mudhsh &

Laskar, 2021; Sabbah, 2015). As for lexical errors, learners tend to use inappropriate English equivalents that result in literal translation. Other mistakes stem from wrong uses of tenses and word order. Most English sentences follow the S+V+O/C word order. On the contrary, the usual word order in Arabic is V+S+O. In addition, there are no auxiliary verbs in Arabic, making Arab students either drop them or use the wrong ones in their English sentences. Moreover, adjectives usually precede nouns in English, unlike in Arabic, where they follow nouns. Such differences in both languages mostly lead Arabic-speaking learners to err in the word order in their English sentences.

With these examples of negative transfer from Arabic and English, it is to be noted that such examples have to do with the learners' level of the target language (Keshavarz & Keshavarz, 2022). According to Ng (1998), many of the negative transfer instances occur in the output of learners with limited proficiency in the target language. That is to say, the negative transfer is not inherited and can be remedied with practice in learning the target language.

To conclude, although the mother-tongue influences erroneous uses, interference remains a general perceived factor. It is essential to measure its magnitude, which is supposedly different from language to language. In light of the literature review, learners often make mistakes of different types, and Yemeni translation students, as with many other learners in other disciplines, encounter difficulties or problems in transferring meaning from Arabic into English. These problems are caused by the different systems of the mother tongue and English (Al-Khulaidi & Alzokhaimy, 2022). They get trouble mastering translation into English due to the interference of their first language. Despite findings from previous studies on this subject matter, there was a slight improvement in learners' translation performance in this study's context. Teaching methods, techniques, and materials remain without change. When such interference is well-researched, there should be a corresponding change in translation programs. Hence, the present study is devoted to closely examining the influence as evidenced by a sample of senior translation studies in Yemen to draw the attention of translation students and their teachers to the detectable effect of first language interference.

Method

In this study, the researchers analyzed the participants' influence of Arabic as a native language on translating texts from Arabic into English. The researcher decided to use qualitative descriptive research that depends on content analysis to analyze the interference of Arabic as a native language in translations of senior translation students at some private universities in Yemen. Qualitative research is used in this study to study and explain the problem. This study investigates the interference of Arabic as a native language in the translations into English among senior translation students at private universities in Yemen who represent the population of the data collection.

Participants

Among the senior students majoring in English language and translation, a sample of translation scripts was drawn from five learners to manage the analysis for this journal article. These five participants were 21 and 23 years old and were chosen voluntarily from among their batch during the academic year 2021-2022. They were in their last (final) year of the English studies and translation program at the University of Science and Technology, Taiz Branch. The participants were requested to translate 13 sentences prepared by the two researchers in standard and colloquial Arabic languages. Then their translations were collected and analyzed, as in the following section.

Instrument

For data collection in such qualitative research, the researchers used a written test to analyze relevant data. For this study, a test of 13 open-ended questions was prepared and validated for its suitability to the issue under examination. Three arbitrators specialized in translation research methods were requested to check the validity of the test to glean examples of first language interference in the use of the target language. Based on their feedback, the final copy of the test was fine-tuned and prepared as a paper-based translation test. This written test could be a feasible research tool to obtain examples of first and second language interplay, describe the interference, and reflect on the problem.

Results and Discussion

The data obtained from the informants were analyzed qualitatively, following the guidelines of the qualitative data analysis method suggested by Creswell (2013) on qualitative inquiry research design and Saldana's (2015) coding manual for qualitative researchers. The analysis mainly focuses on three categories of errors – grammatical, lexical, and grammatical-lexical. Illustration of those errors is elicited from the participants' translation samples in response to the written test. The most noticeable errors were detected, classified, and ranged in three tables as in the following section. The whole data package is given in the appendix.

Data in Table 1 indicates that most of the errors in the data collected were of the grammatical type. Consider, for example, the first enlisted examples, Participant 1 used the object pronoun "him" though it is a relative clause, where she shouldn't have used it. A general explanation is that this error comes from the student's being influenced by her native language, Arabic, where such a structure is used. One more example is the use of articles in translation. There is no verb before the word "like" which is an Arabic structure. Plus, the student used "the" before the word "tree" where was just the influence of the Arabic structure, and she shouldn't have used it. The other examples are clearly shown in the tables with brief explanations.

Table 1. Analysis of the Grammatical Errors

Student No.	Arabic Sentence	Translation	Explanation
Participant 1	هذا ليس الشخص الذي قابلته يوم أمس.	This is not the same person, I met him yesterday.	The student used the object pronoun "him" though it is a relative clause, where she shouldn't have used it. This error comes from the student's being influenced by her native language, Arabic, where such a structure is used.
	الحياة بدون المال كالشجرة الغير مثمرة.	Life without money like the tree without fruits.	There is no verb before the word "like" which is an Arabic structure. Plus, the student used "the" before the word "tree" where that was just the influence of the Arabic structure, and she shouldn't have used it.
	أنا مريض لي أسبوع بس ما رححوش ولا مستشفى.	I'm sack for one week, but I didn't go to any hospital.	The student used the present simple which is the literal translation of the local clause when she should have used the present perfect continuous, which was going to be the correct translation of the clause.
	أنا ضايح منه صح. ما أعجبتاش اللي عمله أمس خالص.	I really mad at him. I didn't like what he did yesterday.	There is no verb in the sentence. This error came from the student's adherence to the Arabic structure.
	لا تقولش لحد علشان ما حد يشل علينا الفكرة.	Don't say to anyone our idea so that no one can take it from us.	The student used the literal translation of the local clause, which sounds weird in English.
	هذا ليس الشخص الذي قابلته يوم أمس.	This is not the person who I met him yesterday.	The student used the object pronoun "him" though it is a relative clause, where she shouldn't have used it.
	لماذا تأخرت؟ إني أنتظرك منذ ساعتين.	Why are you late? I wait for you for two hours.	The student used the present simple which is the literal translation of the local clause when she should have used the present perfect continuous,

			which was going to be the correct translation of the clause.
الحياة بدون المال كالشجرة الغير مثمرة.	Life without money <u>like barren tree</u> .		There is no verb before the word "like" which is an Arabic structure. Plus, she didn't use the article "a" before the singular noun phrase "barren tree" where she should have used it.
أمس وأنا ماشي بالليل بشارع جمال سفت واحد سواق باص صدم رجال وهرب.	Yesterday, <u>When I walked</u> in Gamal Street, I saw a bus driver <u>crashed</u> a man and ran away.		The student confused the past continuous, which is the correct structure of the clause, with the past simple. Also, he confused the verb "hit" with "crashed", which is one of the lexical meanings of the Arabic verb, but it's inappropriate in this context.
حصلت أمس بالسوق ألف دولار بالأرض.	<u>I found yesterday in the market \$1000 in the ground</u> .		The student here used the one-to-one literal translation of the whole sentence.

The second category of analysis is shown in table 2. As illustrative examples in Table 2 indicate, the lexical errors were also evident. For example, Student 5, when treating the word general, obviously needs to distinguish when to use "general" and "public". Another example is the literal translation of the phrase, which is inappropriate in English. Note that the participant could simply use the adverb "greatly" instead. In another similar mistake, the student used the literal translation of the phrase, which is inappropriate in English. She could use the adverb "greatly" instead.

Table 2. Analysis of the Lexical Errors

Student No	Arabic Sentence	Translation	Explanation
	التعليم ضعيف في اليمن في القطاعين العام والخاص.	The Education is weak in Yemen in <u>general</u> and private sectors.	The student needs to distinguish when to use "general" and when to use "public".
	حصلت أمس بالسوق ألف دولار بالأرض.	Yesterday I got \$ 1000 <u>in</u> the earth.	The student confused using "on" with "in".
	انا ضايح منه صح. ما أعجبتناش اللي عمله أمس خالص.	I'm very angry <u>of</u> him. I didn't like what he did.	The student confused using the preposition "at" with "of".
Participant 2	تدهور الاقتصاد الوطني تدهوراً كبيراً.	The national economy has deteriorated <u>great deterioration</u> .	The student used the literal translation of the phrase, which is inappropriate in English. She could simply use the adverb "greatly" instead.
	تختلف اليمن عن نظيراتها من الدول العربية.	Yemen <u>varies</u> from its <u>counterparts from Arab countries</u> .	The student confused the word "differs" with "varies". She also confused the preposition "of" with "from".
	أمس وأنا ماشي بالليل بشارع جمال سفت واحد سواق باص صدم رجال وهرب.	Yesterday <u>when</u> I was walking in Gamal Street, I saw a bus driver hit a person and ran away.	The student used the time adverb "when", which is incorrect. She should have used "while" instead.
	حصلت أمس بالسوق ألف دولار بالأرض.	I found 1000 dollars <u>in</u> the ground Yesterday.	The student confused using the preposition "on" with "in".

	أنا ضايح منه صح. ما أعجبتاش اللي عمله أمس خالص.	I am bored from him so much. I didn't like what he did yesterday.	The student confused using "angry at" with the phrase "bored from", which is the literal translation of the local Arabic phrase.
	تدهور الإقتصاد الوطني تدهوراً كبيراً.	The national economy has deteriorated big deterioration .	The student used the literal translation of the phrase, which is inappropriate in English. She could simply use the adverb "greatly" instead.
	حصلت أمس بالسوق ألف دولار بالارض.	Yesterday at the market I found one thousand dollar in the ground.	The student confused the preposition "on" with "in".
Participant 5	من المهم أن تكون لديك المعرفة الكافية بتخصصك إضافة إلى بعض المهارات الأخرى لكي تحصل على وظيفة ترضيك	It is important to have many information about your specialization and some other skills to have a good job.	The word "information" is countable in Arabic and so can normally take quantifiers like "many". That's what makes the student confuse the quantifier "much" with "many", which cannot be used before uncountable nouns, including "information", in English.
	أنا ضايح منه صح. ما أعجبتاش اللي عمله أمس خالص.	I'm angry from him. I didn't like what he happened yesterday.	The student confused the preposition "at" with "from", as well as the verb "did" with "happened".

The third category of analysis is related to Lexical-grammatical Errors, as outlined in Table 3. The table includes errors that were of both grammatical and lexical types. For instance, Student 3 confused the preposition "of" which collocates with "knowledge" with "about". Also, the student didn't add "s" to the verb "satisfy". Such an error came from the student's using the Arabic structure where there is no such an "s" added to the verb. Likewise, the student confused using the connector "so that" with "because," which is mistranslation of the real meaning of the Arabic expression. In addition, she used the literal translation "don't anyone get our idea," which is the one-to-one literal translation of the local Arabic clause.

Table 3. Analysis of the Lexical-grammatical Errors

Student No	Arabic Sentence	Translation	Explanation
Participant 3	من المهم أن تكون لديك المعرفة الكافية بتخصصك إضافة إلى بعض المهارات الأخرى لكي تحصل على وظيفة ترضيك.	It is so important to have enough knowledge about your major and some other skills to get a job that satisfy you.	The student confused the preposition "of" which collocates with "knowledge" with "about". Also, the student didn't add "s" to the verb "satisfy". Such an error came from the student's using the Arabic structure where there is no such an "s" added to the verb.
	أنا مريض لي أسبوع يس ما رحتش ولا مستشفى.	I am sick since a week but I didn't go to the hospital.	The student used the present simple which is the literal translation of the local clause when she should have used the present perfect continuous, which was going to be the correct

			translation of the clause. As well, she confused using "for" with "since".
	لا تقولش لحد علشان ما حد يشل علينا الفكرة.	Don't say to anyone <u>because don't</u> <u>anyone get</u> our idea.	The student confused using the connector "so that" with "because" which is mistranslation of the real meaning of the Arabic expression. In addition, she used the literal translation "don't anyone get our idea", which is the one-to-one literal translation of the local Arabic clause.
Participant 4	هذا ليس الشخص الذي قابلته يوم أمس.	This is not the person <u>you met him</u> yesterday	The student misunderstood the sentence, where she confused the pronoun "I", the right equivalent with "you". Besides, she used the object pronoun "him" though it is a relative clause, where she shouldn't have used it.

The results outlined in the three tables, based on the written test, are clearly under the influence of the first language – Arabic. The study has unearthed several examples (in the data collected) that suggest the translations were negatively affected by the linguistic system of the first and second languages in the present investigation. They find themselves assailed by negative transfer (Al-Kadi & Moqbel, 2022; Mudhsh & Laskar, 2021; Ellis, 2006; Odlin, 1989). In relation to previous studies and theories on first language transfer, it is clear that first language interference poses challenges for English users as a second or foreign language.

It has been demonstrated in this study that the five participants' translations were adversely affected by their first language, and thus the outcome was obviously biased. The most common errors were in grammar and word choices, echoing previous studies on the Yemeni EFL situation (e.g., Al-Khulaidi & Alzokhaimy, 2022; Moqbel, 2022). After analyzing their translations, it was clear that those mistakes were the result of their being influenced by the structures and vocabulary usage of their mother tongue. They recourse to the Arabic thinking pattern, making it easier to translate into English. The table above shows only the sentences the students mistranslated. The ones correctly translated, which were few, were not highlighted here. Based on the results and discussions outlined above, it would be safe to suggest that students need to master the two languages from and into which they translate. They need to differentiate between their grammar structures and their word usage.

Although some of these difficulties were reported in the study of Al-Khulaidi and Alzokhaimy (2022), who examined translation problems in the Yemeni context, some of these problems are similar to the ones reported in this investigation. Given the small data size, it cannot be firmly generalized to some other contexts with similar Arabic-English learning and teaching scenarios in the Arab World. The sample was drawn from a private university, and it can be said that even in public university students, counterpart learners may also suffer from the first-mother inference when it comes to using English, see Mudhsh and Laskar (2021) and Moqbel (2022). Again, it should be borne in mind that even in the Arab World, where Arabic is the native language, there is a variance of Arabic dialects of Yemeni Arabic (counts as a language in linguistic analysis) and uses that sound, more or less, like or different from the English linguistic system.

Without jumping to conclusions, the present investigation can be helpful to approve further the theory of first language transfer (Cailing, 2017; Ellis, 2006; Mayberry, 2007; Sunderman & Kroll, 2006; Odlin, 1989). It can be said that interference is a linguistic issue that cannot be exclusive to learners in public or private institutions. It influences the learners' mother tongue, regardless of their affiliated private or public university, given that the learners in both have an opportunity to have adequate training in the target language. This is partially consistent with Ng's (1998) findings that the learners' level determines their likeliness of being influenced by the interference. Nevertheless, a comparative study recruiting participants from public and private universities would shed even more light on

related issues concerning private education, which has been disregarded mainly from research in the local setting (Al-Kadi & Ali, 2022).

The results strongly support the interference of two codes when it mainly comes to translation. They provide implications for remedial materials to deal with such interference. One interventional procedure could include a subject to the exiting program on comparative linguistics to train students in the differences between the two languages (Arabic and English). Perhaps, such a course help student to consider other elements (not only literal meaning) when they translate from and into English. They should develop the habit of thinking in English whenever they are to translate into or from English. It is important not to overlook that translation is a process that provides an overall understanding of what is written or said, and then they should decide what tense or tenses to use. Note that the Arabic language lacks some tense aspects, e.g., the present perfect, which is common in English. Every tense aspect corresponds to certain verb forms. For the correct word choice, they should always use a monolingual English dictionary to know the correct usage of words. These a few tips, the researchers believe, would help learners of English and primarily translators do better in their translations into English and help them avoid the negative influence of their native language, Arabic.

Conclusion

Based on the results, the researchers concluded that translation students suffer from the influence of their native language on their translations into English. It was found that they think in Arabic whenever they translate from Arabic into English, so they translate using English words but in Arabic structures and styles. However, the lingual systems of the two languages are different. This is the case because they are strongly influenced by the structures and usages of their language, especially the colloquial one. That is why they could not translate the sentences they were given correctly. So, this study focused on showing the influence of Arabic as a native language on their translation into English. Such influence is usually negative and can cause wrong translations, if not inadequate. Thus, this study was made, and data was collected by testing five senior translation students to draw their attention to such influences and help them avoid them. With this study recruiting relatively few participants and one research tool, other researchers may extend research using more elaborated instruments and more participants for in-depth investigation. Similarly, some other categories of interference are worth examining more closely, including cultural aspects or dialectal and language variety-based transference.

Disclosure Statement:

We (the authors of this paper) hereby declare that research ethics and citing principles have been considered in all the stages of this paper. We take full responsibility for the content of the paper in case of dispute.

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Author 1

Dr. Baleid Taha Shamsan received his Ph.d in English novel from Sana'a University and his Master degree from Taiz University-Yemen. He specializes in nineteenth and twentieth century English and Nigerian novels with strong interests in teaching consecutive and simultaneous interpretations. He has been teaching English Literature and other courses related to English language, literature and translation for over 20 years. He is currently the academic supervisor and the chairman of English department in The University of Science and Technology-Taiz-Yemen. Dr. Baleid is also teaching as an associate professor in the faculty of Human Administration & Sciences- The University of Science and Technology-Taiz-Yemen. He was also the chairman of English department in the faculty of Arts and Education in Alturba-Taiz University where he taught various courses related to English literature & English Language (2012-2017). Baleid's major fields of research and teaching are English and Arabic literatures; and cultures of Africa, India and Arabic; and postcolonial Britain; literary and critical theory; and the English novel. His current research project is on the sense of feminism in Julian Barnes' *The Sense of an Ending*.

Author 2

Abdurrahman Al-Ouheit is an EFL teacher and a freelance translator. He earned his bachelor of translation from University of Science and Technology in Yemen, as well as a diploma in pharmacy from University of Science and Technology in Yemen, too. He has been teaching English as a foreign language in many institutes in Thamar and Taiz cities in Yemen for about eight years, during which he was an academic supervisor for two of them from 2016 to 2018. Additionally, he has been a freelance translator for the past four years, during which he has translated different texts for many local NGOs in Taiz. He also worked as a coordinator for Yamani Foundation and a translator and a field English reporter for Ma'akum Developmental Foundation (MDF) in Taiz. In addition to teaching and working for local NGOs, he prepared an English manual on the American accent. In his free time, he is interested in reading and writing English short stories.

Pre-Service Teachers' Online Demo Experiences: Challenges and Opportunities

Mae Ann P. Daniel

Cagayan State University-Aparri, Philippines

danielmaeann0@gmail.com

ORCID <https://orcid.org/0000-0003-1747-3915>

Divina C. De Leon

Cagayan State University-Aparri, Philippines

deleonvina73@gmail.com

ORCID <https://orcid.org/0000-0003-3653-7822>

Rolly A. Acidera

Cagayan State University-Aparri, Philippines

14002yoyi.acidera@gmail.com

ORCID <https://orcid.org/0000-0002-8854-8753>

Gladys O. Menor

gladysmenor@gmail.com

ORCID <https://orcid.org/0000-0002-6706-9008>

Abstract

Shifting to online learning and teaching during the COVID-19 pandemic appeared to be an astute option. This qualitative study, using conventional content analysis, describes the experiences of pre-service teachers (PSTs) who teach English as a second language (ESL) in the Philippines and have undertaken online demo teaching from 2020-2022. It outlines the challenges and opportunities that emerged from online field demo experiences. Regarding challenges, four themes emerged: the internet bandwidth, technical skills and awareness, lack of technical equipment and interaction in the online environment. The analysis also unlocked two opportunities: ICT upskilling and collaboration in online teaching with peers (co-PSTs) and supervisors (cooperating teachers). With the shift to non-face-to-face classes, ICT became a boon and bane for the PSTs, which prompts this study to recommend requiring PSTs to submit ICT-integrated outputs and review for an ICT-infused curriculum.

Keywords: Covid Challenges, Distance Training, Online Demonstration, Pre-Service Teachers

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Introduction

Owing to the COVID-19 pandemic in early 2020, the Philippines, as in other nations, has shifted to online learning and teaching. Schools have been closed to curb the spread of the coronavirus (Bozkurt & Sharma, 2020). Talosa, Javier and Dirain (2021) underscored that Philippine higher education, owing to the pandemic, resorted to alternative learning modalities from conventional to flexible teaching and learning. Cagayan State University (CagSU), like other academic institutions, is tossed between instantaneous realities and needs against premeditated financial development contexts. Geared towards quality education, inventive research, extension and production among students, CagSU recently launched a Learning Environment Network System (LENS) system to allow students to learn flexibly. Replacing some with an e-learning milieu for self-study, which includes various instruction tools, reduces classroom learning time. With Covid impeding physical movements, teaching internship programs in the course of teacher education across the country have also shifted to an online environment to minimize the potential risks of exposure of the student-teachers to the emerging disease and to cope with the trend of education.

A teaching internship program, a key component of any teacher education program, provides in-training teachers with hands-on teaching experiences, assessment, and community involvement. This pre-service training aims to practice teaching and be ready for it when they actually serve as ESL pre-service teachers. During this practicum stage, they learn how to plan lessons and manage classrooms with the collaboration of a more experienced teacher (Cobb et al., 2018; Selcuk & Yontem, 2019). Hence, the internship experience is significant to their career and professional growth. It provides better opportunities for PSTs to have hands-on experience in their future profession as they carry out the duties and demands of a teacher.

Given the quarantine during the coronavirus, The Commission on Higher Education (CHED) issued guidelines on distance online practicum covering pre-service who underwent experiential learning courses, including practice teaching stipulated on the "Revised Policies and Standards for Undergraduate Teacher Education Curriculum" issued by CHED under Memorandum Order #30, s. 2004 and those taking professional education certification or education courses equivalent to 30 units. In teaching internships and field study delivery, TEIs are enjoined to execute essential modifications regarding the availability of resources. However, knowledge transfer must employ varied learning modalities and coach and mentor aligned with the Learning Continuity Plan (LCP) and Most Essential Learning Competencies (MELCs).

Studying pre-service teachers' experiences during their online field demonstration teaching is important. In line with teacher education, an e-internship would be best defined as the virtual teaching environment of the PSTs during their online field demonstration teaching. Given these points, this study explored the challenges and opportunities of online field demonstration experiences from the perspective of the pre-service ESL teachers at Cagayan State University-Aparri, Cagayan, as a basis for recommendations.

Research Questions

The study sought to analyze the challenges and opportunities encountered in the online field demo experiences among pre-service ESL teachers of Cagayan State University-Aparri based on the following questions:

1. What were the challenges that pre-service ESL teachers underwent during the online field demonstration?
2. What opportunities did they have contributing to their online field demonstration experience?

Method

This qualitative study adopted an inductive approach, using a conventional content analysis of students' written reports and subjective interpretation of text data content through the systematic classification process of coding and identifying themes or patterns. Content analysis can be used on all types of written texts, regardless of how research data is collected. This analysis contributes significantly to a deeper understanding of human perceptions and experiences. The study was conducted at the College of Teacher Education of Cagayan State University at the Aparri campus situated at Maura, Aparri, Cagayan. The campus for the current school year adopted the Learning Environment Network System (LENS), a Moodle-based platform for online teaching and delivery.

Research Design

Following Talosa et al. (2021), the study utilized qualitative research design using mainly a phenomenology analysis. This design best fits the aim of determining and identifying the challenges and opportunities of an online field demonstration of pre-service ESL teachers. It is suitable for describing the phenomena and focuses on subjective experiences and understanding the structure of those lived experiences.

Participants

Pre-service teachers of field study courses were invited to join as participants. Moreover, the PSTs are students taking up the Bachelor of Secondary Education major in English. Invitations to participate in the study were sent via G-mail and personal messages to the different respondents invited from 34 target respondents; only 17 ESL pre-service teachers consented to their voluntary involvement.

Instrument

Data were collected using the online form via google form to minimize potential risks, and to maintain a higher degree of confidentiality. Due to the anonymity of participants, the form included an encrypted ID code (a combination of letters and numbers). In order to minimize the biases of researchers and participants, and to maintain neutrality, researchers were not otherwise directly involved in working with participants, and any suggestions from researchers were avoided.

The questions are formulated in a manner that allows the participant to feel accepted, no matter what the answer is. Following Bengtsson, non-suggestible, open-ended written questions were used to further encourage students to express their thoughts. Writing time and amount of text were not limited. Open-ended written questions provide students with freedom of writing, a secure flow of thoughts, and a detailed description of their perceptions and experiences, which cannot be achieved using structured questionnaires with preconceived questions and provided answers. Written form of expression is more appropriate than oral. It reduces anxiety and gives respondents more time to think and respond, which further reduces the possibility of wrong answers. For this reason, students were asked to describe the challenges they encountered during the online teaching and opportunities brought by this demonstration Teaching.

Data Analysis

The open-ended written questions method directly influenced the depth of analysis and determined the approach manifested in this study. The four researchers in this study performed the procedures called open coding. They freely and inductively generated codes, sub-categories and generic as well as main categories following the steps of Elo and Kyngas (2008). This helped in minimizing the effect of diverse conclusions drawn by multiple

researchers based on varied data. Further, Elo and Kyngas stated that at least two people are needed to analyze and encode data distinctly to reach a definitive organization of data to arrive at a common consensus after completing individual data analysis. A model of inductive thematic data saturation focusing on codes/themes identification was used in consonance with the research questions and analytic framework.

Results

The findings are arranged around the challenges and opportunities of ESL student-teachers in the new teaching internship. The success of the online demonstration teaching and learning process has heavily relied on the internet bandwidth, technological skills and time management of both the teacher and the learners, given that this happens in homebound learning.

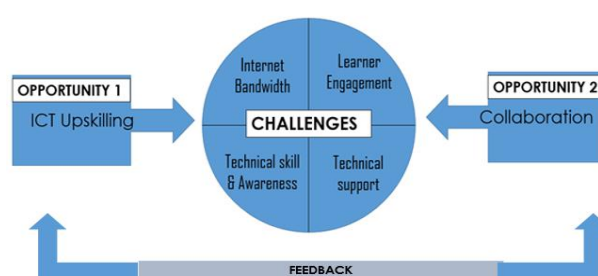


Figure 1. Thematic Analysis of the Challenges and Opportunities of Pre-Service Teachers

Part 1: Challenges of Online Teaching Demonstration

Four themes emerged from the analysis. These themes are (a) Internet bandwidth, (b) Technical skills and awareness, (c) lack of technical equipment and (d) learner's engagement.

Internet Bandwidth

Internet bandwidth heavily relies on the speed of the internet connection. If the connection is slow, the transfer of information from the teacher to the learners in an online setting is slow, and vice versa. High-speed internet connection and bandwidth have had a significant role in the success of online learning.

Tolosa et al. (2021) have revealed the crucial role of high-speed internet connection in developing the knowledge and understanding of students in online classes. The study highlighted the significant effect of high bandwidth internet connection on more chances of synergy for knowledge construction in online classes.

According to Social Weather Stations Survey published in the Manila-Philippines bulletin, thirty-one percent of Filipino families with members studying online distance learning have an unstable internet connection. The same case in the catered information of this study that the responses had dealt with major problems in the internet connection during their online teaching demonstration.

The same experience of poor internet bandwidth that caused unproductive and inefficient teaching and learning experience in the virtual environment was detailed in the following responses;

According to S17, "One of the challenges I have encountered is on the stability of internet connection", which has also been emphasized in the response of S3 and S4.

According to S3, *"The challenge we have encountered is that when it comes to online field observation, a small number of students can join the virtual class due to an unstable network."* S4. *"Some students find it hard to participate in the activities. Also, the internet connection is not stable."* S4. The participants revealed the significance of Internet bandwidth to learners' learning acquisition and engagement in a virtual learning environment. This finding on the challenges of online field demonstration teaching contradicted the online instruction's promise, such as student's weariless access, teaching-learning flexible approaches, and enriched educational opportunities (Rovai, Ponton, Weighting, & Baker, 2007).

Technical Skills and Awareness

Among the 17 participants, the root of their difficulties revolves around technical issues. S1, S4, S11, and S12 shared how technical issues become one of the sources of challenges in virtual demonstration teaching. Technical skills and awareness include the pre-service teachers' ability to utilize various online educational tools and equipment to implement lessons in a virtual environment.

In the HEIs context, digital transformation can be viewed as the synopsis of all digital processes vital to achieving the transformation process, further providing tertiary institutions the perspectives to positively and optimally apply digital technologies (Kopp et al.). This entails sufficient strategic preparation, building trust, thinking in processes, amalgamation and reinforcement of all parties involved, and separate, collaborative and organizational knowledge (Cameron & Green, 2019). However, since ESL Pre-Service Teachers are a novice in online demonstration teaching, they need to be more capable of the various technical skills to deliver instruction competently in the new normal setting. Hiltz and Turoff (2005) argued that using an objectivist teaching method focused on teacher-centered, contemporary transformation has moved face-to-face instructional programs to online and hybrid programs applying digital technologies in enhancing learner-centered and cooperative pedagogy.

Researchers of this study said that online learning is a novel social process gaining force as the alternative to the usual face-to-face classroom but viewed from the perspective of replacement processes that have been branded as disruptive processes, that both the teachers and the learners are not technically competent to the tools and equipment in a virtual learning environment.

Lack of Technical Equipment

Respondents of the study also stated that technical support as one of the challenges in virtual demonstration teaching. Considering this happens in a virtual environment, there is a demand for technical equipment such as laptops, tablets, smartphones and Internet connection to implement virtual demonstration successfully. According to S13, along with S11 and S7, when enquired about challenges they encountered in the online teaching demonstration, they unfold the lack of technical equipment and learning materials in a virtual setting. According to S13, aside from experiencing an unstable internet connection, another constraint he/she experiences is the lack of learning materials and equipment. The same reports came from S11 and S7 discussing their struggles in coping with the lack of technical equipment.

The pandemic bridged bigger gaps in education between rich and poor students (Bailey, Duncan, Murnane, & Au Yeung, 2021) as rich students have better and greater opportunities for the tools necessary for learning online than the poor resulting in some not attending online class, at some point; the internet data is quite expensive (Ferri et. al., 2020).

Hence, this will challenge teachers to reach all students who are unable to meet them in person due to the pandemic.

Interaction in Online Environment

To cultivate pedagogical competence, engagement is critical (Rospigliosi, 2020), the absence of in-person interaction between PSTs and students obfuscates the PSTs propensity to develop automaticity in sustaining interaction with learners. The lack of an unrelenting interface has tainted their confidence in teaching, which is critical in increasing pedagogical competence. Since the PSTs were also affected materially by the lack of suitable equipment, their attention to focus on essential teaching-related activities is divided (Adedoyin & Sokyan, 2020; Donitsa-Schmidt & Ramot, 2020).

According to S3, when asked about his/her challenges in online teaching demonstration, he/she shared that *"it is challenging to encourage students to share their thoughts"*, S4 and S7 also had experienced a lack of interactive teaching and learning procedure in the online platform. According to S4, *"there are small number of students who can join virtual class"*, this may be due to the insufficiency of internet Mbps and lack of technical equipment and tools to use in online procedures. S7 also highlighted the lack of learners' engagement in his/her class because, according to him/her *"having a slow net connection, some students are not able to join our meeting"*, one reason as to lack of interactive learning sessions in online procedure have been due to the lack of learner's confidence and materials, he/she added.

From this, the researchers concluded that technical equipment and bandwidth could be considered variables that could determine interactive online procedures. The accessibility of these materials to the learners can create interactive online learning procedures and vice versa.

Part 2: Opportunities of Online Demonstration Teaching

ICT Upskilling

ESL teachers have determined one appeal of online teaching demonstrations, such as technical skill enhancement. The following responses came from S7, S12 and S17. According to S12, when asked about the opportunity brought by the online field demo experiences he/she answered that *"I was nurtured in exploring ICT tools which I've use and practice it in order to master it during demonstration"*, this had also been emphasized when S7 said that the online field demo teaching, *"allows me to be more technologically competent"* since they are heavily relying to the information and communication technology their exposure is a great experience to make them competent ICT users which is also visible to the answer of S17 which is *"online field demo teaching experiences gave me opportunities to hone more of my skills in the use of technology. I have come to explore different applications that would suit my crafted assessments and not only to use the usual google meet"*

These are some of the responses collected from the study participants, which displayed the opportunities offered in online teaching demonstrations. Some ESL student-teachers have developed and enhanced computer literacy, agreeing with the published work of (Sullivan, 2002; Cauble & Thurston, 2000; Walker, 2005) that online classes have positively impacted computer skills.

Since ESL student-teachers are on online teaching internship, they are most likely to use technological tools and equipment as the mode of instructional delivery. Given that remote learning requires technological skills ESL student-teachers are forced to exert extra effort to equip themselves with the necessary skills to become competent teachers in a

digital mode of learning and also to deliver instruction excellently to have productive learning even amid a pandemic.

According to S12, when asked about the opportunity in online field demo teaching, he/she answered, *"It allowed me to experience new things that I can use in the teaching field"*. This experience includes the new venture on the different online tools useful in online teaching procedures to create interactive virtual environments. Identical to the opportunity embraced by S12, S13 also shared the same opportunity, according to him/her, online field demo teaching helps him/her to, *"Venture on wider, new and innovative teaching experiences for my career and professional development"*. The same opportunity had been emphasized through the response of S6; *"I became flexible in using the online learning application class point. It does give me the strength to be more confident because finally my learners are engaged to answer in the activities I prepared"*.

These sample responses from the participants evinced that online demonstration teaching is capable of enhancing the flexibility of ESL student-teachers. Flexibility in this scene is defined as the ability of the ESL student-teachers to cope with the needs of their learners, such as enhancing their technological skills and teaching methodology to fit the demands of educational trends as well as with the needs of the digital learners. They are flexible in terms of learning new things in remote learning, exploring new and interactive educational applications such as google classroom, pear deck, class point, etc. With this, it transformed conventional classrooms to online, which mandate readiness from technical infrastructure and human usage perspective (Saqib et al., 2022).

Collaboration

Identical to the traditional internship programs, online field internships are also steered and supervised by experienced teachers. Since PSTs are accompanied by their supervisor (resource teacher/cooperating teacher) during their online demonstration teaching, learning opportunities provide the needed coaching and mentoring that PSTs need to handle queries from their students (Cobb et al., 2018; Selcuk & Yontem, 2019).

Collaboration has been seen as one relevant opportunity in online field demo experiences of the ESL pre-service teacher because through the guidance and feedback of their resource teacher and the support from their peers (co-PSTs) they find the motivation to continue striving and moving towards the fulfillment of the internship program.

In an interview held in private conversation with the respondents, S7 and S8 expressed the importance of having a good bond between peers and cooperating teachers to become effective teachers in an online environment.

"I felt very comfortable, and I can express myself in my full potential being with them. Having a good and strong relationship with my peers and cooperating teachers is very important as they affect my learning process while deployed in our field study", s7.

The response could portray the significant role of peers and cooperating teachers in creating confidence and motivation for the PST to effectively deliver instruction in online learning. He also added that"

My self-confidence and esteem are triggered and affected. I was not afraid to commit mistakes and errors in teaching because my cooperating teacher is kind, understanding and very approachable. He corrected me in a nice way that helped me to understand and accept it with my heart and all the things I see are positive impact".

This has further emphasized the importance of collaboration in shaping desirable skills and competencies to future educators which has also been pointed out through the response of S8. According to her, *"I found my kindred spirit in them wherein I ignited my knowledge, skills and attitude to perform the best way I could with the guidance of*

Almighty as well." Indeed, collaboration has had a significant effect to the teaching performance of PST's even in an online environment. *"I felt like I can do all because a qualified mentor supervises me"*

A good relationship between the PSTs with the peers and cooperating teacher is one good indicator that portrays collaboration during the internship course.

"I found my kindred spirit in them wherein I ignited my knowledge, skills and attitude to perform the best way I can with the guidance of the Almighty." S8

"I can work with them, and I always seek help and advice for my tasks and work to improve and learn. Every feedback given was noted and applied for my next virtual teaching. Based on his comment, he was really happy that I applied and did all the comments, advice and improvements he wanted to see." S7

We have closures, she has genuine character that is worth Emulating and always mentored me when it comes to techniques and tools for teaching as a way to mold me and become an effective teacher. She also provides feedback which helps me to improve my teaching pedagogy." S5

A good mentorship through guidance and feedback has significantly affected the professional development of the PST's even amidst the new normal setting of education. This was made evident by the following responses.

"We were warmly welcomed during our first day, and their treatment towards us was consistent until our last day. We had great bonds as if we have known each other for so long." S11

"My cooperating teacher served as my mother figure inside the school. We had a good relationship since she was willing to help me all throughout." S13

"Regardless that the teachers had their respective FS students, they were still reaching out to us in any way they could mentor and help us improve. Of course, there is always room for improvement, and they were very verbal to the key points we need to enhance and improve more." S2

"All the mentorships and conduciveness of the school environment have contributed to our online teaching performance. Without their usual support and words of knowledge and wisdom, we could not have obtained what we were anticipating to achieve." S15

"My self-confidence and self-esteem are triggered and affected, I was not afraid to commit mistakes or errors in teaching because my cooperating teacher is kind, understanding and very approachable, he corrected me in a nice way that helped me to really understand and accept it with my heart and all the things I see were positive impact." S7

In a similar spirit, platforms' collaborative nature like Google Docs or Zoom meeting rooms allowed users to learn on their own during their experience. Furthermore, despite the restricted possibilities for engagement, the PSTs and their supervisors were able to maximize learning through learners' initiative who ask questions, seek clarifications and request help. These examples demonstrate the collaborative aspect of online teaching (Donitsa-Schmidt & Ramot, 2020), in which all players (teachers, PSTs, and students) negotiate to learn inputs actively.

Collaboration was not only reflected with PSTs and their cooperating teachers, but also from pre-service-to-pre-service teachers. Help-seeking, reaching out were evident to provide collaborative support among the PST's peers. *"During the preparation of the field demo, I was anxious. My peer and I simulating a student-teacher virtual demo would log in together to prepare ourselves for the actual demo, and the collaboration adds to the overall experience."*

Implications

The opportunities encountered in online field demonstration experiences of ESL teachers have significantly impacted the career development of PSTs. They can enhance quality education in online teaching and learning procedure. ICT in education paves new ways of learning among learners and teachers. The significant effect of ICT upskilling in the lives of pre-service teachers is that it serves as their weapon in delivering quality education in the new normal setting since the platform's success heavily relies on the technical skills of both the teacher and the learners. Therefore, the College of Teacher Education may consider the results of these findings in crafting specific policies to instigate a higher technology use to upskill its would-be teachers through practice and infrastructure developments.

Given the barriers of PSTs deployment in the field due to COVID-19, experiences along virtual practicum offer new possibilities, outdoing hurdles and offering future teachers' chances to practice meeting the needs of students in the classroom walls and beyond. Therefore, an intentional balance of learning teaching's art and content-area skills and applying them in authentic, field-based contexts is a pre-requisite in their preparation. Providing webinars and observations in virtual classes may be offered further to improve pre-service teachers' confidence in actual distance practice.

Conclusion

The online field demonstration teaching experiences resulted in unprecedented challenges in the internship of the pre-service ESL teachers. Internet bandwidth has a major role in the success of online teaching and learning procedures. Institutions should invest in improving institutional network infrastructure when navigating the post-pandemic for online field demonstration among PSTs. Curricular Integrations in the technology education courses programs may consider the presentation and performance training of the different interactive software and applications as technical skills and awareness, technical support and interaction in an online environment appear to be relevant challenges for the PSTs in delivering instructions via an online environment. In line with this, partnership is expected in the institution in the cooperating schools for a more-engaged preparation of teacher education students. Collaboration opportunities for pre-service and in-service teachers and program coordinators could be conducted by steering open scheduled sharing. Similar research may also strengthen results further, if not refute them.

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We (the authors of this paper) hereby declare that research ethics and citing principles have been considered in all the stages of this paper. We take full responsibility for the content of the paper in case of dispute.

Conflict of interest:

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Authors:

Rolly A. Acidera, an Assistant Professor of educational management, is an administrator, an AACUP accreditor, a theologian and a language faculty of the undergraduate and graduate programs of the Cagayan State University-Aparri Campus.

Mae Ann P. Daniel, a resident of Bessang, Allacapan, Cagayan, Philippines, finished her Bachelor of Education from Cagayan State University-Aparri Campus in July 2022. She is majoring in English in Secondary Education. Her research interests include both n language and literature.

Divina C. De Leon, a literary enthusiast, graduated from Cagayan State University-Aparri Campus, majoring in English. She is an employee of the Department of Labor and Employment's internship program at the Local Government Unit of Allacapan, Cagayan, Philippines.


Gladys O. Menor is a graduate of the program Bachelor of Secondary Education majoring in English. Her interests are centered on language research, language education and literary arts.

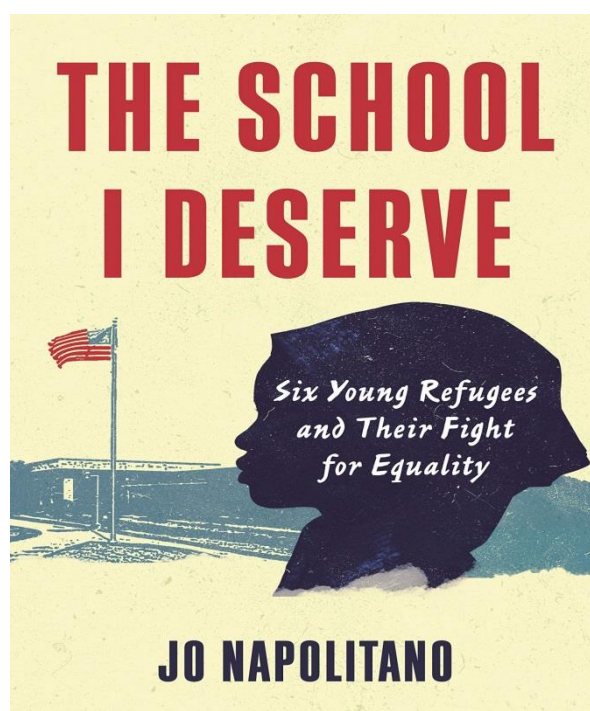
The School I Deserve: Six Young Refugees and Their Fight for Equality in America

Reviewed by

M. Anjum Khan

Avinashilingam Institute for Home Science and Higher Education for Women
anjumkhanrs@gmail.com

 <https://www.orcid0000-0003-2594-721X>



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TITLE: The School I Deserve: Six Young Refugees and Their Fight for Equality in America

Author: Jo Napolitano

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REVIEWER: Anjum Khan

Summary

The School I Deserve: Six Young Refugees and Their Fight for Equality in America (ISBN-10: 0807024988) was written by Jo Napolitano who dedicated it to all the children from foreign lands who call America home. The publication was published in 2021 by Beacon Press. It is about a sensitive issue, supported by evidence, instances and names. It centres on the struggles of six refugee students in District Lankestire, trying to receive regular education who indisputably represent the rest of the refugee aspirants across the country. *The School I Deserve* is a sharp critique of the American refugee policies in general and education measures in particular regarding two schools McCaskey and alternate school, Phoenix. It explains the vital connection between education and migration. Though the book largely whirls around the lives of Khadidja and Mahamed, other refugee aspirants seek justice and play a significant role in the proceedings of the lawsuit.

The publication comes in 224 pages, divided into nineteen chapters that trace the motivation for the study, the context, the refugees' experience, the alternative school, and the lawsuit. The introduction chapter, entitled "From Colombia to Columbia," is the author's life experience in a capsule which also informs the readers of the motivation behind the book. It sets the note for the book by providing the relevant historical and contemporary background. The author begins with Khadidja Issa, who fled the horrific violence in war-torn Sudan, hoping for a safer life in the United States. She aspires to enroll in school and, in due course, become a nurse. However, she is turned away by the School District of Lancaster before she is enrolled in one of its alternative schools, a campus run by a for-profit company. The early chapters – "A New World," "Beyond the Horses and Buggies," "The Uninvited," and "Handle with Care" present forth Khadidja's sense of exclusion on account of high school education. The chapters also include more refugee young adults like Mahamed Hassan, a Somalian refugee who is also in pursuit of education. Those six refugee students are just a sample representing the rest of the refugee aspirants across the USA. Such a procedure gives weight to the study. Besides the refugees, the book also concentrates on other individuals who represent the system, for instance, the sixth chapter discusses Walczak, the legal director and advocate for the refugees at length. The latter half of the book containing chapters– "Opening Arguments," "In Their Own Words," "Caps and Gowns," and "Tough Crowd" deal with the legal proceedings which are quoted and are insightful.

Comments

The author of this book deserves all respect and gratitude for the perfect job she has done. She is an outstanding journalist and an expert in public education and the immigrant situation in the USA. So, she is well-suited to handle such a theme the book endures. The author is an award-winning journalist with over 20 years of work experience at the New York Times, Chicago Tribune, and Newsday. She has written on many subjects;

however, her primary focus is public education. In 2014, when she was a senior reporter for *Newsday*, she observed the tendency of American public schools to turn away immigrant and refugee children. This led to intense research, which also won Napolitano a Spencer Education Fellowship at Columbia University, and this book is its outcome.

The book in focus is a good example of the author's expertise in investigative journalism. The title suggests three issues: the human attitude of the author, the ordeal of the refugees in the USA and the inequality in the American educational system. The "WHO," "WHERE," and "WHAT" of this investigative study is so evident: WHO? Six refugee students. WHERE? District Lankestire, USA. WHAT? Struggle to receive regular education.. Such a procedure gives weight to the study. The narrative element, statistics, names of victims "Khadija", "Mohammed," and others support the study's credibility and add to its interest. The author sends a clear message to all refugee seekers worldwide that America is not a heaven on earth!

The testimonies and the detailed proceedings demonstrate the author's meticulous method of documentation and research. She comments on the American education system for immigrants and refugees with pieces of evidence. Especially the rendition of the alternate school is interesting and shows the discriminatory treatment. Its 'Handle with care policy' is a behavioral irony where the refugee students feel insecure and intimidated instead of safe and comfortable. As Mahamed admits, "It makes me feel like I'm a bad person," (p. 113). Another important issue of the language barrier for refugees is also explored in the context of schooling. How the refugees who do not know English struggle and fail. As Khadija expresses, "If you don't know English, it's very hard" (p. 45).

The book is a good example of academic activism and advocacy for social justice. There are interesting facts, including records of how individuals who do not complete high school education tend to have a relatively short life span and criminal prospects. Many axioms and slogans reflect the determination of the refugee immigrants and antagonism. She also incorporates chants like, 'we do not want you and go back, displaying the far-right wing mindset. One of the lines the author recollects from the trial is, "It is like kicking people when they are down," which invokes pathos and sympathy (p. 65).

The style combines narratives, facts, statistics, policies, and legal proceedings. The book can be prescribed as the primary text for courses on refugee studies and secondary texts for disciplines like Political Science, Social Science, as it renders socio-political nuances of the United States and other countries from where the refugees are; Education, as the entire discourse is built around the American public education system, Human Rights, as the education system of America divulges the disparities; English Language Teaching, as lack of English knowledge proves to be a prominent hurdle in schools, etc. However, the book would have appealed more if the author had included anecdotes from the lives of the refugee students represented. Having seen a clear and alarming picture of the refugee situation in the USA, all policymakers, educational experts, social reformers and human rights activists now have a thorny issue to deal with and find a real solution. The book can be used as an essential and authentic document by human rights organizations and the UN refugee authorities.

Disclosure Statement:

I (the writer of this book review) hereby declare that research ethics and citing principles have been considered in all the stages of this paper. I take full responsibility for the content of the paper in case of dispute.

conflict of interest:

I have no conflict of interest to declare.

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Author

Dr. M. Anjum Khan is working as an Assistant Professor of English at Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore. She has ten years of teaching experience and 12 years of research experience. Her research experience includes guiding M. Phil and Ph.D. candidates and working on research projects. Her research areas have been British Literature, Canadian Immigrant Literature, Disability Studies, and Cultural Studies. However, she is interested in teaching subjects like history, literature, disability studies, and literary theories. She is the author of 2 books - *Ethnic Silhouettes*, *M.G. Vassanji in the Light of New Historicism* and *Narrating Bodies, Reading Anosh Irani*. She has also coedited a volume of essays published by Lexington Press America. She has published several research articles in reputed national and international journals, chapters in books and presented papers at national and international conferences. She has conducted workshops on journalism and assistive technology. She has also delivered academic and motivational lectures in colleges and corporate institutes.