

THE CHALLENGES FACING THE STUDENTS OF THE HIGHER BASIC STAGE IN JORDANIAN PUBLIC SCHOOLS IN WRITING ENGLISH

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ABSTRACT: *The study aims to identify the challenges facing the tenth grade students in Jordanian public schools in writing the English language. To achieve the objectives of the study, the researcher followed the analytical descriptive approach in terms of applying the study tool and data collection and analysis, While the sample of the study consisted of (50) teachers of English language. The study found that there are a number of challenges facing students in writing the English language was the most prominent Letters followed by a vowel, the researcher recommended. The need for many of the studies on different regions of the Hashemite Kingdom of Jordan to find out the real reasons for poor students in learning English writing.*

KEYWORDS: English Language, Writing, Challenges.

INTRODUCTION

English is one of the most important languages that every member of society needs to learn in order to keep abreast of the global development in research and education. As the main source of English learning, the school has to teach its students the language and face the challenges and difficulties that students face during the process. Learning.

Writing is an act of communication. It is an act of making marks on certain Surface in a form of graphic presentation, to make meaning. Writing is the fourth skill in English learning language. It is a process.(Athannases, S. and De oliveira, L. 2008, 19)

Al- Debes, I. M. (2005, 43) state that writing takes study and practice to develop this skill. For both native speakers and new learners of English, it is important to note that writing is a Process, not a “Product”. Writing is a progressive activity. It means that when learners for the first time write something down.

According to Al-Fassi, M. (1998,40) free writing gives the students the chance to express their own thoughts and construct accurate forms with the direction from the teacher. I definitely have the same opinion because with supervision from the teachers, students will produce accurate forms despite the problems of spelling, punctuation and organization which give the students the chance to express freely and obviously what they aim to state. It is also indicated by Brumfit & Johnson that “Students can express themselves in a natural way in response to a real need.” The students’ need to communicate in English second language situation will help them to accomplish a combination of many incongruent grammatical and lexical elements in a form of coherent masterpiece of their own.(Abu Al-sha’ar, A. ,1999, 44)

Problem of the Study

Therefore, the present study investigates by using a close questionnaire the types of challenges that facing the students in Writing English language in the hope to reach sound solutions for them and finally to improve the quality of teaching of English to school students.

Questions of the Study

What are the challenges students face in in Writing English language?

Objectives of the study

The present study seeks to identify the challenges faced by students in the primary stage in Jordanian public schools in writing the English language and to develop some appropriate solutions to overcome these challenges in order to improve the learning of this language.

Importance of the Study

The importance of this study is reflected in the importance of learning to read and write English. English is currently one of the most important languages in the world. All modern research and studies are conducted through English and are a rich source of modern information in the field of education and education.

Terminology of the Study

1. The upper primary stage: This is the stage that extends from the sixth grade to the tenth grade. (Jordanian Ministry of Education)
2. Writing: is a re-encoding of the language of pronunciation in writing on paper, through forms Are interrelated according to a certain system and law agreed upon by linguists (Abu-Seileek, A. 2004, 39)
3. Reading: A cognitive process based on the deconstruction of symbols called letters to form a meaning and reach the stage of understanding and understanding. It is part of language and language is a means of communication or understanding. The language consists of well-known letters, numbers and symbols for communication between people. (Al-Toubat, M. A., 2004, 99).

Limitations of the Study

1. Spatial boundaries: The spatial boundaries of this study are the public schools of the Ministry of Education in Jordan.
2. Human Limitations: This study was limited to a random sample of (50) teachers and teachers of the tenth grade primary school in Jerash governorate.
3. Time Limits: This study was completed in the academic year (2017/2018).
4. Scientific Limits: This study focused on the challenges faced by students in the primary stage in Jordanian public schools in writing English.

LITERATURE REVIEW

The Arab student faces a lot of difficulties in English. These challenges begin with the fact that the two languages belong to two different families, since Arabic is considered a Semitic language while English is an Indo-European language. This results in many differences since the drawing of the Arabic letter is different from the Latin one, and the Arab writes from right to left while the English writes from left to right. We find that some voices do not exist in Arabic audios such as (V or p) and others. An Arabic student who wants to learn English has difficulty in mastering certain pronunciations by pronouncing differently by the following letters (C), which is pronounced (x) followed by the following letters (e, i or y) (h) where he utters (ch). (G) is pronounced (s) or is pronounced (c) according to the letters followed and its position in the word. And (q) if followed by the letter (h) and at the end of the word and such (enough). The syntax (gh) may not be pronounced if the middle of the word comes in, such as in night. Note that (ph) is pronounced (q) and that (th) is pronounced (w) or (y). The most astonishing thing for an Arab student who is accustomed to uttering all that is written is to find that some English words contain nonverbal characters such as the letter k in the word know and p in the word psychology. English teachers must give their students a historical overview of the evolution of English and how some characters were written according to their pronunciation when the Bible was written in Britain more than 500 years ago. People left the word but remained writing. (Andrews, & Others, 2006, 55)

The wording of the verb, name, character and circumstance is different in English than that of the Arab student in his mother tongue. Often, a beginner in learning a particular language measures the grammar of his or her native language, builds his words and sentences them in a way that increases his difficulty in learning the target language. English does not distinguish between male and female in some pronouns such as (you) and (they) do not distinguish these two consciences between Tow or Plural. In the order of the English phrases, the character is pre-described as opposed to Arabic, since the translation of "great man" is "great man". (Botle, L, 1997, 45)

English is very different from Arabic, since the verb in Arabic reflects three times: the past, the present and the future, for example (visited), (visits), (visits) and time is not divided in each. The Arab student finds that these three times in his mother tongue are matched by twelve sections in English, where the verb write is in four cases of the present as well as the past and the future. (Brumfit, 1984, 18)

Proposals to overcome the difficulties faced by the Arab student English language student:

1. Start teaching English to students at an early age (6 years) or earlier. You should use interesting approaches and entertaining activities.
2. Urge students to speak only English while sharing English and do not allow others.
3. Use poetry texts and simplified English stories to enrich Arabic students with vocabulary that helps them communicate in English.
4. Use the Internet especially video and chat windows to develop listening and speaking skills in English with native speakers.

5. Encourage students to express their feelings, ambitions and aspirations in English, making them able to clarify their attitudes, opinions and beliefs to all non-Arabic speakers (Brumfit, C. J., & Johnson, K., 1991, 136)

Primary skills to be available in the English language teacher:

The beginning is the basic skills of learning the language, it must be available in the teacher, which will be transmitted automatically to students (Listening, speaking, reading and writing) .(Brown, H.& Douglas. 2001, 225)

Then there should be a skill of communication because the source of all the teachers is one, the books, then communication. There must be between the student and the teacher, and continue to be convinced of what is required to improve the performance in the language and love between the student and the teacher is a major factor in the success of teaching any material.(Brookes, 1990, 143)

Innovation is very important as a skill and not only in the traditional way. Sometimes there is a way of communicating and communicating according to the circumstances of every place and every chapter. It is not possible to be present in books, but it is an innovation from the teacher. (Britton, J. Burgees, T. Martin, N. Mcleod, A., and Rosen, H., 1975, 31)

Reading and continuous follow-up If the teacher does not read fully confident that he will finish quickly every time he reads the curriculum he is studying will discover the new. (Cherednichenko, B., 2003, 143)

There is always and through the new net always in the teaching methods, the teacher to select and adapt methods of teaching according to the environment and conditions and the place and potential available to the good teacher is not stopped by the lack of potential evidence that there are geniuses coming from all over the world of the conditions of education very low, but teaching out there The cadres of the available possibilities. (Cole, M., and Engestrom, Y., 1993, 32)

METHODOLOGY OF THE STUDY

A) Population and Sample of the Study

Consists of the current study population of teachers in grade ten in the breeding Jerash Directorate in the Hashemite Kingdom of Jordan's (332) The study sample consisted of (50) teachers from the teachers of the tenth grade belonging to the Directorate of Education of Jerash. The following table shows the distribution of the study sample.

Table (1) Distribution of study sample

percentage	no	Gender
%50	25	Teacher
%50	25	Teacher
%100	50	total

B) The study Tools:

The researcher has prepared a major research tool to identify the challenges facing the students of the tenth grade in learning English, which is a questionnaire consisting of (20) paragraph, which was presented to a number of arbitrators to ascertain the sincerity and comprehensiveness of the field of study. The final version (18) paragraph.

C) Statistical Treatment:

The data of this study were processed according to the following methods:

- 1- Using the Cronbach's Alpha coefficient to determine the Reliability of the tool.
2. The arithmetical mean and the standard deviations.

D) Reliability of the Study Toll:

The researcher applied the tool on a survey sample of the study society (20) teachers to calculate the Reliability of the study tool through the equation of Reliability of internal consistency (spilt half) and corrected by the equation of Spearman Brown, and the following table indicates the value of Reliability and corrected Reliability value.

Table (2) The study tool reliability coefficient

Corrected reliability coefficient	Split – half reliability coefficient
0.93	0.88

$$\text{Corrected reliability equation} = 2 \times \text{split – half reliability coefficient} / 1 + \text{split – half reliability coefficient}$$

The Reliability coefficient was (0.88) in this study, while the corrected Reliability coefficient (0.93) was acceptable in this type of humanitarian studies.

Answer the Study Questions:

The main question: What are the challenges facing the students of the higher basic stage in Jordanian public schools in writing English?

To answer this question, the researcher calculated the mean and standard deviations of the study instrument. The results were as follows:

Table no (3) Challenges facing the Tenth grade students in learning English language

no	Item	mean	Std.deviation	Valid n	missing	The criterion
11	Increase number of students in the classroom	2.70	1.607	50	0	Medium
4	Word contains Silent letters	2.74	1.575	50	0	Medium
13	English teacher focus on conservation more than writing	2.88	1.573	50	0	Medium
1	Writing from left to right	2.96	1.653	50	0	Medium
16	A word that contains many of letters mean one letters	2.98	1.684	50	0	Medium
14	Words that contain a large number of letters	3.02	1.317	50	0	high
15	Weak skills reading for student	3.08	1.441	50	0	high
17	Wrong spelling to the word	3.14	1.443	50	0	high
12	Fear of failure in dictation	3.18	1.561	50	0	high
9	Few lessons to learn dictation	3.26	1.426	50	0	high
8	Sentences that talk about time	3.32	1.332	50	0	high
7	Sentences that talk about the pronoun	3.36	1.481	50	0	high
6	Sentences that talk about different adverbs	3.44	1.593	50	0	high
5	Sentences that talk about adjectives	3.54	1.446	50	0	high
10	Complexity in English Platform	3.56	1.500	50	0	high
2	Letters that do not exist in Arabic language	3.58	1.605	50	0	high
18	Space between English letters	3.68	1.720	50	0	high
3	Letters followed by a vowel	3.70	1.403	50	0	high

By looking at the above table, we find that there are a number of challenges facing students in the tenth grade in learning English, most of which is paragraph (3) which stated (Letters followed by a vowel), followed by paragraph (18) (Hereinafter referred to as "Space between English letters", then paragraph (2), which states "Letters that do not exist in Arabic language", and then paragraph (10), which states "Complexity in English Platform" (6), which stipulated "Sentences that talk about different adverbs", and then paragraph (7), which stipulated "Sentences that talk about the pronoun" , And then paragraph number (8) which text On

(Sentences that talk about time), and then paragraph (9), which stipulates (Few lessons to learn dictation) and so on. The less challenging paragraphs for students in writing English were paragraph 11, which stated (Increase number of students in the classroom).

Remarks

The study showed that there is a difference between genres in acquiring education, specifically in writing in English. The studies also showed different samples that the studies in related studies concerned. Further we have different reasons behind the weak writing in English, these reasons are connected mostly to the students and some to the teachers and the surroundings, the students face many problems that stopped them from writing correctly in English.

The study discovered many problems that stood against the students to write correctly in English, some students suffered unpronounced letters and also the letters that had the same letters such as { p, b},they concedes them as the same letter, the letters {g , j}also have the same features, the students write them as the same as in this word{joy} to {goy},another letter is {k}and {c} for example {car} to write it as{ kar},those past example were some errors that the students dropped in they follow what they hear not what they know, so the word will be wrong at the end.

Moreover, the students didn't get any help at home and they didn't put to development programs that may help to resolve their writing weakness, home concedes as the other primary part to complete the education process, so we found that family role hadn't uttered or absent from the teaching process at all and this affected on the students achievements. We tried to motivate the students' families to share the teacher with teaching process but they weren't as good as we wanted them.

The studies covered many errors that the students fallen in as we said the features of the letters and letters pronunciation also affected on the writing of the student. By reviewing of the related studies buy different searchers we've found that the errors repeated from place to another.

Also, the lack of using the computers and technology shared in the problem of the weakness in English writing that the students faced. So we encourage using the computer and technology for developing writing in English.

According to the study, we found that the weak students didn't found special programs to deal with their low limitation learning, so the teachers should prepare programs that help to develop weak students' writings. Moreover teachers couldn't understand and concenter individual differences between students in the class, so the weak students always absent form the classes.

Another reason the study had discovered is that students didn't acquiring their education by using teaching methods and tools, these methods that may help to achieve good targets that would improve students learning in English writing, we encourage all the schools that we had visited to use the teaching methods and modern technology in teaching process, many students responds with technology and the use of teaching methods.

FINDINGS

An important error has repeated and occurred during this application, it's the difficulty that the students face inquiring the sounds of the words in English which cause the students to write wrong spelling words.

The following list ranks the challenges among others according to their persistence.

- Overloading the teacher with duties and responsibilities.
- The big size of students in the classrooms.
- English language curriculums discards individual differences between students.
- The gap between the studies that the teachers had taken at the University the curriculums that the teachers is teaching at schools.
- The gap between what the teacher of English receives as knowledge and skills during university study and the reality of teaching at school
- Scarcity of consulting EFL teachers.
- The limited participation of local specialists in preparing and organizing Jordanian EFL curricula
- Attracting students to learn English as a foreign language.
- The absence of educational preparation of those who graduate from the English department who later choose to practice teaching English.

According to the results of this study, various reasons existed behind the different challenges of Jordanian EFL teachers which included lack of interest on the part of the students in learning English and the associated lack of building up positive attitudes towards it, lack of follow up by parents to their children's learning of English, shortage of classrooms and school environment, lack of raising the awareness of children in the earlier foundational stages to the importance of English in both academic study and life, the EFL curriculum design and its designers (without explaining how), weak foundation in English, the Ministry of Education laws and legislations (e.g., No failure system), the school administration (without further explanation) and the associated autocracy, lack of an appropriate EFL teaching environment, lack of interest and co-operation from parents, the private lessons which students enrolled in and the ready-made answer books, weak instruction by lower grade EFL teachers, uneducated parents and family members' lack of ability to teach their children in English, the stereotyped image of the difficulty of the English language by school students, lack of practice of the English language which is confined to exclusive classroom practice, difference in teaching methods between former teachers of English and forth coming teachers, the traditional methods used in teaching English, ignorance by some teachers of the low-achieving students and the wish to cope with educational technology with insufficient planning.

Cuevas (2008) said that teachers need to face various challenges that bring their imagination, talents as well as their professionalism under question. This includes questions about how to keep the motivation of their students as high. Another challenge is represented in responding to their student's needs.

In the light of the challenges and the associated reasons for them reflected on by the teachers of English who took part in the current study, some suggestions were proposed by such teachers to help improve the EFL instructional process and so overcoming the challenges such teachers encountered in the above educational context. These suggestions seemed to be three-fold where the Ministry of Education was called on to train teachers of English on modern teaching methods, reducing their work-load, reducing class size and providing them with resources, facilities and incentives to attain effective teaching practice. On their part, teachers were urged to be open for further professional learning and show enthusiasm for engaging in mentoring programs and be trained by experienced EFL teachers. Students and their parents were also urged to demonstrate a high level of motivation to learn English and benefit from learning this language. A conference which was convened at Ajman University (2009) stressed the need for continuing professional development for English language teachers, teachers should demonstrate effective communication with learners and respecting their intelligence and need for English language teachers to exchange experiences with other teachers both locally and internationally.

CONCLUSION

The broad array of challenges and the factors behind them raise questions as to what is the way ahead with foreign language teaching. What is needed and what should all those who are concerned with the EFL instructional process do including universities and the Ministry of Education together with the local community to improve the instructional process and maintain a high and quality teaching conduct among interested EFL teachers.

The study outlined blame directed to several parties responsible for the challenges which English language student encounter. The blame was directed to the teacher and Ministry of Education for crowded classes, for lack of sufficient training, for school administration, for syllabus designers, former teachers of English, teachers who still subscribe to traditional methods of teaching and finally children's parents.

RECOMMENDATIONS

1. The need for many of the studies on different regions of the Hashemite Kingdom of Jordan to find out the real reasons for poor students in learning English writing.
2. Reconsideration of the curriculum for sixth-grade students in public and private schools in Jordan.
3. Provide appropriate educational environment for students of infrastructure services and different instructional.
4. Increase the number of English language teachers in Jordanian schools, in order to alleviate the burden on the teacher to provide educational material required him better.
5. Provide training courses for new teachers in how to deal with Late students to learn writing the English language.

6. Considering the different cultural and geographical areas in designing EFL curriculum for that not all students in Jordan can be expected to achieve the goals of the curriculum at the same time and within the same speed.
7. The need to abandon traditional methods of teaching English and, alternatively, use recent methods that can appeal to the learner's needs in English language learning.
8. Parents of school students should be contacted and their attitudes as well as those of their children towards learning English should be investigated.

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