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EFL Teachers' Perspectives on the English Textbooks of the Adopted Self Learning Program in Northern Syria

Master of Arts Thesis

ALAA EDDIN ALNAJJAR

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Thesis Title   : EFL Teachers' Perspectives on the English Textbooks of the Adopted Self Learning Program in Northern Syria

Thesis Date   : 09.09.2021

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Arts.

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This is to certify that I have read this thesis and that, in my opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts.

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It is approved that this thesis has been written in compliance with the formatting rules laid down by the Graduate School Educational Sciences.

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Director

RESEARCH ETHICS DECLARATION

The information contained here is, to the best of my knowledge and belief, accurate. I have read the University's current research ethics guidelines, and accept responsibility for the conduct of the procedures set out in the attached application in accordance with these guidelines, the University's policy on conflict of interest and any other condition laid down by the Gaziantep University Research Ethics Committee or its Sub-Committees. I have attempted to identify all the risks related to this research that may arise in conducting this research, and acknowledge my obligations and the rights of the participants.

I have declared any affiliation or financial interest in this research or its outcomes or any other circumstances which might present a perceived, potential or actual conflict of interest, in accordance with Gaziantep University policy on Conflicts of Interest.

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DEDICATION

From the bottom of my heart, I dedicate this thesis to my beloved wife, Leyla, who kept motivating and supported me to register in the master program until this moment, encouraging me with her supportive words to balance my time towards family, work and study to reach my final dream. I do not forget my two kids, particularly the little one who kept awake for a late time each day due to his sickness singing to me.

I will not forget to dedicate my thesis to those who polished my life with faith, wisdom, morals, love and constant prayers for both my parents (Saad Eddin & Khadija), specifically my mom with her pure, compassionate heart. I wished my dad is still alive to see this moment as he taught me before starting my academic career to attribute everything to support poor and afflicted people. Also, my countless gratitude to my uncle Abdulhameed who is my friend, brother, second father at the same time, for his support, advice and wise words.

Also, I am grateful to dedicate my thesis to my great professor and supervisor, Emrah, who offered me his constant support and assistance and understood my life conditions and work until I reached the final step in writing my thesis.

The last dedication of my thesis would be to my beloved country, Syria hoping freedom and peace spread all over it.

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ÖZET

EFL İngilizce Öğretmenlerinin Kuzey Suriye'de Uygulanan Kendi Kendine Öğrenme Programı Ders Kitapları Hakkında Bakış Açıları

ALNAJJAR, Alaa Eddin

Yüksek Lisans Tezi,

Yabancı Diller Eğitimi Anabilim Dalı

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Bu araştırmanın amacı Kuzey Suriye'de uygulanan Oto Öğrenme programının ders kitapları okutan öğretmenlerinin yaklaşımları ve bakış açıları incelemek ve öğrenme ortamlarında bu müfredatın etkiliğini ve uygunluğunu değerlendirmek için İngilizce ders kitaplarını araştırmaktır. Ayrıca, Suriye'deki kriz bağlamını ve devam eden çatışmalar sonuçlandırılan emniyetsizliğin dolayı yaşam sektörlerinin çoğu etkilendiğini ve normal hayatın zor bir hayata dönüştüğünü açık ve ne bir şekilde görünmektedir. Bunun yanı sıra, tekrarlayan göçmenlik ve yerinden edilme durumları, kötü ekonomik durumları, insanların psikososyal sorunlar, eğitimden mahrum çocukların ve engelli çocukların sayısının artması vb. durumlar doğmaktadır. İngilizce öğretmenleri öğretim bağlamını ve öğrencilerin eğitim düzeylerini aynı zamanda hangi kaynakların daha uygun ve etkili olduğunu daha iyi bildikleri için onları dahil ederek görüşlerini sağlamak ve ders kitapları hakkında güncel bir değerlendirme elde etmektir, bu araştırmada daha kapsamlı bir genel bakış elde etmek için temelde Kendi Kendine Öğrenme Programın (KKÖP) müfredatına, özellikle de İngilizce ders kitaplarına odaklanmış, hem UNRWA hem de UNICEF tarafından akredite edilen bu müfredatın destekleyici resmi olmayan müfredat olarak dikkate alınarak faydalı sonuçlar elde edilmesine yönelik çalışılmıştır. Bu araştırmada karma yöntem izlenerek bulguların farklı veri toplama araçlarından nicel ve nitel veriler elde edilmiştir.

Ankette net veriler elde etmek amacıyla, Yapancı Dil Olarak İngilizce ders kitaplarının çeşitli açılarını kapsayan beş yapılandırılmış boyuta dağıtılmış; düzen ve tasarım, ders kitabının amaçları, öğretim yöntemleri ve etkinlikleri, dil becerileri ve 49 madde düzenlenmiştir. Ele alınan katılımcılarla ilgili üç demografik değişken bulunmaktadır; cinsiyet, nitelik ve İngilizce öğretme deneyimi. Veri toplama aracı beş açık uçlu soru ile yapılan görüşmelerden elde edilen nitel verilere odaklanmış ve Suriye'de bulunan toplam 106 EFL öğretmeni tarafından yanıt verilmiştir; 43 kadın (% 41) ve 63 erkek (% 59) ile 5 ayrı görüşme yapılmış. Bulgular, EFL öğretmenlerinin

bakış açılarına dayalı olarak, uygulanan SLP İngilizce ders kitapları, informal eğitim olarak kriz bağlamında öğrencilere uygun ve potansiyel olarak saptanmıştır.

Anahtar kelimeler: Uygulanan SLP'nın (Kendi Kendine Eğitim Programı), eğitimden mahrum kalmış öğrenciler, Acil Durumlarda Eğitim (EiE), Ders kitabı, değerlendirme, yerinden edilmiş kişler

ABSTRACT

EFL Teachers' Perspectives on the English Textbooks of the Adopted Self Learning Program in Northern Syria

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The current study aims to investigate the perspectives of the EFL teachers who teach the adopted Self Learning Program (SLP) English Textbooks in North-west Syria through evaluating the English textbooks to show the effectiveness and suitability of this curriculum in non-formal education settings. In addition, this study considers the crisis context in Syria; it is clear that during conflict status, the normal life is not the same as most of the life sectors get affected as a result of insecurity, recurrent displacement, poor economic condition, psychosocial problems among people, increasing rate of dropping out from schools, disabilities. So, to get an actual evaluation of the English textbooks, EFL teachers were engaged in providing their viewpoints because they recognize the context of teaching and the students' educational levels, which means that they know better which resources are more suitable and effective. The study fundamentally focused more on the SLP curriculum, specifically the English textbooks, to get a more comprehensive overview that can support getting useful conclusions considering that both UNRWA and UNICEF accredit the SLP curriculum as a supportive non-formal curriculum.

In the current study, a mixed method was used, in which the findings were obtained from different quantitative and qualitative data collection tools. The questionnaire has 49 items distributed into five structured dimensions covering various angles of EFL textbooks avoiding any overlapping to get clear data which are the following; layout and design, the objectives of the textbook, teaching methods and activities, language skills. There were also three demographic variables that are related to participants were considered in the questionnaire; sex, qualification, and teaching experience of the English language. The second tool focused on the qualitative data that was obtained from interviews through five open-ended questions. The present research got a total of respondents from 106 EFL teachers who are all in Syria; 43 females and 63 males, as well as five separate interviews. The study's findings revealed that based on EFL teachers' perspectives which were obtained from the

questionnaires and interviews that over 60% as an average of EFL teachers assured the adapted SLP English textbooks are applicable include a clear sequence of English units that fit children's needs in crisis contexts.

Keywords: The Adopted Self Learning Program (SLP), dropped out students, Education in Emergency (EiE), textbooks, evaluation, displacements.

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LIST OF ABBREVIATIONS

EiE: Education in Emergency

IDP: Internally Displaced People

INEE: Interagency Network on Education in Emergencies

INGOs: International Non-Governmental Organizations

NGOs: Non-Governmental Organizations

OOSC: Out of School Children

SLP: Self Learning Program

TEAQ: Textbook Evaluation Alpha Questionnaire

UNICEF: The United Nations Children's Emergency Fund

UNRWA: The United Nations Relief and Works Agen

CHAPTER ONE

INTRODUCTION

1.1 Presentation

This chapter of the study aims to provide an elaborated background and information about the English textbooks evaluation of the adopted SLP in Northern Syria that is taught in the non-formal settings to the conflict-affected children in the basic education stages. Additionally, it introduces the purpose of this study, the research questions, the assumptions, and the limitations. It ends with the definitions of key terms and abbreviations.

1.2 Statement of the Problem

The study took place in Turkey after all data were collected in Northern Syria in the areas that are affected by the ongoing harsh conflict that damages all life sides, so firstly it is clear that any place all over the world would be effected partially or entirely due to natural disasters or man-made crises leading to disruption in many if not all sectors of life putting people at the risk of being vulnerable and in need of support to go back to their normal life, the education sector is one of these affected sectors as it targets a high category of beneficiaries mainly children who considered the weakest group during a disaster (UNICEF, 2021, February 2). Syria witnesses an ongoing conflict and instability of life conditions that require an emergency intervention response to go back to normal life as possible, for UNICEF, "emergencies include natural disasters such as floods and earthquakes, and human-made crises such as civil strife and war", as well as silent emergencies such as HIV/AIDS, extreme poverty and children living in the streets (Pigozzi, 1999, p.1).

People are displaced to the Northern parts of Syria to stay safe as these parts are away from conflict frontlines and close to the Turkish borders where it is relatively safe, which led to more than 4 million Syrian people gathering in Northwestern Syria, including all communities and groups. These people have witnessed or underwent terrible shapes of violence, and also, they have been forced to leave their living place facing the traumas of ongoing war and recurrent displacement as there were damages in health care and education facilities on a big scale (UNICEF, 2013a). It is obvious

that the occurrence of war and conflict results in disastrous effects on children and leads to damage to the education obtained by children (Al Zaroo & Hundt, 2003; Davies, 2004; Macksoud & Aber, 1996). According to the UN, more than 3.6 million Syrians were internally displaced, leaving their place of living moving somewhere else inside Syria (Sharp & Blanchard, 2013). According to the above-mentioned information, there was a gap in education services not only on the students' level but also on the teachers' level. Teachers were affected from many factors such as lack of monthly income, shifting to non-formal education intervention to bridge and catch up students' educational levels, and adopted curricula in the formal and non-formal settings. This research focuses on the non-formal education of teaching the English subject matter of the adopted (SLP) through Syrian EFL teachers who were affected by ongoing life conditions due to conflict and displacement.

Pedagogical sources have a dynamic role in learning and teaching any language, whether the mother tongue or a foreign one. There are many materials adopted and designed that can ease the process of language learning, and on the other side, others can restrain it considering their attributes and features. Thus, in regards to the process of learning and teaching a language, many resources and materials can be very fundamental for evaluating a language improvement (e.g., McDonough & Shaw, 1993; Rubdy, 2003; Tomlinson, 2003). Teachers and educators are the main sources in providing a critical thought about evaluating any kind of language resources, specifically the textbooks used in learning and teaching a language (Ellis, 1998).

We witness that English is considered a universal language in our daily life, with over 1,500 million people who use it worldwide. It is the outstanding language of connecting and linking with each other throughout the world (Crystal, 2003; the British Council & TEPAV, 2013). Being familiar with English can grant you many possibilities within your country or around the globe, such as increasing the opportunities of obtaining a well-paid job in governmental and non-governmental entities, knowing new traditions and browsing all media sources in the English language.

For many years throughout many studies and research, it is clear that there is a correlated process among students in learning a language. Furthermore, most probably learners anticipate using any learning sources or materials, including textbooks in the

classroom and consider them more reliable than teacher-created materials. Thus, having a textbook in learning is the main pillar of education, specifically in learning a language; in the ELT program, both teachers and learners depend on a way of keeping controlling the classes well when there are many learners (Sheldon, 1988).

Through the literature review, many ways of supporting teachers were discussed to be more experienced in the approach they use in evaluating textbooks by having a well-organized checklist guiding them about the components that would be covered during the evaluation process in which they can judge that the textbook. In the teaching process, all teachers tend to use textbooks to keep tracking the students' progress in relation to the main objective set in the textbooks, according to McDonough and Shaw (2003) said that the coursebooks could be considered as the essence of researches for the role they have in reflecting the activities provided in the classrooms.

In the textbook evaluation, the ones whose feedback should be taken into account are teachers because they are at the centre of the teaching process, knowing the students' levels, weaknesses, and strengths. Moreover, teachers' attitude towards the textbook as they teach it for a period of time enables them to evaluate it and provide recommendations for change if needed. When teachers see that they can evaluate textbooks, then there might be a change in the textbooks or in the way of teaching the English language. English textbooks are considered as a tool through which learners can be equipped with English knowledge to deal with daily life requirements easily. English textbook needs to be evaluated because almost many of them are designed and printed for many purposes such as for sale, commercial aims, and writer fame. Therefore, it is very crucial to evaluate the EFL textbook in which the teaching objectives can easily be obtained accordingly, because when an inappropriate preference of EFL textbooks was taken, then the learning objectives would be affected negatively (Lawrence, 2011). Therefore, the proper choice of textbook content and sections should consider the needs of both the students and their teachers to have effectiveness in the teaching and learning process (Ellis, 1998 & Rubdy, 2003).

1.3 Significance of the Study

Since education in an emergency has standardized activities applicable for any affected areas concerning the education process, this research can be considered a

reference for those working in the educational fields of EFL on the governmental and non-governmental levels.

Regardless the vast challenges occurred in education that threatens the future of the whole generation of children, UNICEF constantly took part to offer a key role in promoting and supporting the capacity of teachers, and the ways of keeping formal and non-formal education system functioning to improve the access to education opportunities with high quality.

The significance comes that textbooks and other teaching materials are being widely used to aid the process of teaching. It can be considered that the English textbooks used by both teachers and students are the guidance for teaching and learning the language itself. Opoku-Amankwa et al. (2011) made sure that learning sources, including textbooks, not solely attempt at providing a various fields of knowledge; however, they have to strengthen the interest within the learners to interact more efficiently in the learning process.

The delivery of English subject matter of the (SLP) on students can be affected by the textbooks themselves as they are designed to catch up the weaknesses that the students have in learning English as a second language, so the delivery is linked somehow to the English textbooks themselves whether their content, structure, vocabularies, etc. are well correlated and considered. Thus, EFL teachers evaluate the textbooks as they are the main player in the education process and know exactly the effectiveness of the textbooks.

It is very substantial to bring out an evaluation for the EFL textbooks to ensure how effectively they help attain the primary goal of learning a language in school settings. This research is aimed to give voices for Syrian EFL teachers in Northern Syria to be heard whether the SLP English textbooks are suitable to students during crisis context.

The purpose of this research is to inform policymakers and curriculum designers to design English textbooks tailored in accordance with the children educational levels as they lost the time to get normal education process due to the ongoing crisis. Also, the resulted implications of this research would show the suitability of the English textbooks in the adopted SLP, predominantly in the emergency and crisis context.

1.4 Aim of the Study

The study's first aim was to reflect the EFL teachers' views about the textbooks of the English subject matter included in the adopted SLP, which is accredited by UNICEF to be taught to children affected by the ongoing conflict non-formal education. The data was compiled through a well-organized and reliable questionnaire conducted in a similar study designed specifically to evaluate English textbooks by EFL teachers.

The second purpose of the study was to show the suitability of the English textbooks of the adopted SLP to the students' educational level as a source of learning a language in which students effectively can learn from it. Here it aims to check the strengths of these textbooks in a crisis context as well.

The last but not least intent of this study was to display how the education in Syria is affected by the ongoing conflict leading to a shift from formal to non-formal education in the northern parts of Syria due to the gaps in students' educational backgrounds and the context they live in resulting in adopting textbooks that might help them to catch up their weaknesses.

It is noteworthy to mention that each section of the designed questionnaire assigned various concepts, making sure that there is no overlapping among them to get easy to perceive data with respect to each concept.

1.5 Research Question

The high rate of dropped out students in northern parts of Syria led to provide adopted SLP to catch up the gaps in the students' educational levels, and the focus in this study is about the evaluation of the English textbooks in this program based on the EFL teachers views that were examined in this research through the following question:

Research Question 1: What are Syrian EFL teachers' views in respect to the English SLP textbooks taught to the students during the war conditions in the northern parts of Syria?

- (1 a) reflected through the questionnaire
- (1 b) reflected through the interview

1.6 Assumptions

The below assumptions were considered for the purpose of this study to reach its main objectives:

- The targeted participants provide related answers to the questions in the questionnaire.
- The teachers who participate in this study provide answers considering the crisis context in Syria.

1.7 Limitation

Teachers' answers might be affected by the place where they sit as most of them live in tents in camps' areas, these tents are affected by the safety, lightning, ventilation, heating and other conditions that might affect teachers answers. As a result, their psychological case (nervous, stressed, and moody) were all considered when the questionnaire/interviews were conducted.

1.8 Definition of Key Terms

Explaining definitions of the most important terms mentioned in this research is very beneficial for the readers to recognize the topics during the discussion. Below is a brief definition of the key terms and abbreviations mentioned in this research;

Textbook Evaluation: Focuses on how well the textbook works and supports the teaching place, considering many aspects that educators depend on to provide related answers to serve this purpose.

Textbooks: A book that includes detailed and various information about a subject matter that can facilitate the process of learning and knowledge be obtained by learners who are studying the intended subject.

The Adopted Self Learning Program (SLP): A curriculum that contains the main subject matters to be provided to students as an outreach education

opportunity for children in the grades between 1st till 9th who have missed out on regular schooling or have no access to school due to insecurity, multiple displacements, and other. It is mainly to any out of school children seeking access to educational opportunities.

EFL Teachers: The teacher teaches the English language to people whose first language is not English. The abbreviation EFL refers to English as a Foreign Language.

Dropped out students: due to conflict or disaster, students get dropped out of schools and are deprived of education due to the damages that occurred in the education sector.

Education in Emergency (EiE): It is a term used when the country was hit by disaster; there might be education in an emergency. It is a critical, life-saving response to protect children and advocate to get their right to education.

CHAPTER TWO

LITERATURE REVIEW

2.1 Presentation

This chapter reflects the background of education provided to students in the conflict-affected areas as they have an interruption in education services leading to adopt curricula that can support their educational levels. Then it shows the chronological sequence of the education process in Northern Syria and its impact on children's education, moving the focus to textbooks of adopted SLP considering EFL teachers' perspectives about the textbooks in the given context.

2.2 Northern Syria Background

2.2.1 Information about Northern Syria

Syria has 14 governorates in total, including about 185,180 square kilometers with an estimated population of 17.5 million; the longest land borders of Syria are shared with Turkey to the north and west sides (Wikipedia, 2020). Under what is known as the Arab Spring that started late 2010 in some Arab countries against their governments under the shape of protests and peaceful demands, Syria joined this in 2011 during March; it was first a peaceful protest movement as a result of violent actions were taken by the government to be turned later into armed conflict between civilians and government members. Before the protests started in March 2011, Syria was stable, and there was not a so-called Northern part of Syria, but this label came up after the discontent with the Syrian government grew up as a result of killing civilians and escalated to be an armed conflict. Then the conflict continued between the Syrian government and various rebel groups that defending their rights. This kind of instability and insecurity destroyed and threatened people's lives. People began to escape from frontlines, and the areas of risk of being attacked or arrested took the destination towards northern parts of Syria, most probably Idleb and Aleppo. All shapes of civil unrest and the ongoing armed fight have led to a very quickly rising

number of people to displace both within and outside the country, millions of Syrian people displaced out of Syria seeking refuge and to live in refugee camps across the region, under sharp and difficult conditions. This ongoing conflict resulted in dividing Syria into different areas such as:

- The government of Syria and its allies.
- The opposition.
- Turkish controlled-areas.
- Islamic groups and armed factions.
- Kurdish armed groups.

The divisions mentioned above led millions of Syrian people to displace within the Syrian areas or migrate out of the Syrian borders. in addition, the uprising of armed conflict and its spread over the country, led people to leave their areas and preferred to gather in safe areas away from conflict and its consequential effects. The people mostly moved towards northern parts of Syria close to Syrian-Turkish borders, thus during 2013 the government of Turkey and members of the Syrian opposition suggested a buffer zone which includes some regions located in the northern side of Syria as a safe area in which people can live peacefully not being targeted by missiles and war weapons.

The actions committed by the government forces forced civilians systematically to displace towards safer places, specifically the northern parts of Syria, as they were afraid of being caught in the crossfire or being consciously targeted by armed groups or factions. The main cause for displacement was the ongoing armed conflict leading civilians to keep displacing recurrently not only because of immediate assaults including all shapes of violence but also because they can not bear the hardships of life conditions to stay alive in their main communities. However, when these civil people are unable to get jobs and do not have access to basic services, they think having no other choice to stay in that place, but the option would be a move to other areas where they find hope to survive.

The ongoing unmerciful civil war in Syria transformed into a prolonged conflict considered the most devastating one since the Second World War (Kaldor, 2013). More than half of the country's population displaced and sought refuge internally or

abroad (IDMC, 2014). The war had disrupted and affected the functioning of life services on all levels, and most are the basic public ones like electricity, water supply, education services and health care. All communities situated along the Syrian-Turkish border and communities in parts of northern Aleppo and Idleb governorates have witnessed continuously high numbers of internally displaced person (IDP) arrivals, putting increased pressure on already strained infrastructure and services. Many IDPs have been displaced multiple times, which in turn erodes resilience and intensifies existing vulnerabilities, adding to this that these areas have the largest number of newly established camps meaning that they have harsh winter conditions as well as the potential for a novel COVID-19 outbreaks since they are very crowded and lack the services of the basic needs of life. This continuous fluctuation in population figures mirrors in north-west Syria where the dynamic situation and displacement patterns a higher IDP population than the host community population over the country.

2.2.2   People moved towards the Northern Part of Syria

The prolonged effects of the ongoing crisis in Syria have led people to experience all shapes of displacement such as mass, recurrent, interrupted and ongoing one whether it is within the areas of Syria as well as across borders to other countries resulting in a massive impact on their prosperity, living conditions, and the stability in the regions of Syria. It is similar for the internally displaced people and the host communities.

Conflicts have severe effects on the social sides of community wellbeing, specifically the access to education opportunities and basic needs (Batniji, van Ommeren & Saraceno, 2006). Access to education is crucially important for children, because children who do not benefit from attending schools are at a greater danger of being abused and can not complete their development regarding social and psychological sides (UNESCO, 2011). According to the UNICEF 2020 report, out of the four million people who live in the northern parts of Syria, 2.8 million are in dire need of immediate humanitarian intervention because 2020 was a very critical year for the education sector, specifically for children and teachers, as they are the main beneficiaries in the education sector. Also, it was reported that since the conflict began, the highest number of child losses was recorded during 2020 due to the ongoing war.

The process of displacement can be considered a coping strategy that people resort to for the sake of escaping the severe effects of conflict because we all know that when people lose the safety and do not feel protected and safe in their original communities as stated in Maslow's hierarchy of needs. People do not have another option to stay there under the risk of being killed, arrested or threatened. Therefore, they simply flee themselves leaving everything behind and such a case is experienced by people residing in the northern parts of Syria. Due to the ongoing conflict they displace just to survive. What leads these people to think of leaving their communities to have the northern part as a destination of living because they got afraid to work in their fields in the areas that are under constant shelling and at any moment being attacked, adding to this that they can not feel safe to send their children to learning facilities as a consequence of the unmerciful conflict. The conflict-affected people displaced the areas where they live due to the harsh conditions they face (UNICEF's Syria Crisis Bi-Weekly Humanitarian Situation Report); it is somehow troublesome to generalize the issues about the conditions that internally displaced people experience, but at least they have basic needs and get more vulnerable as they have some of the following:

- They get traumatized and feel afraid of the reality.
- They have the sensation of living away from the members of their families, and they keep thinking about social networks.
- They suffer from the lack of sheltering requirements as they live in camps.
- They feel disappointed as they lost their lands and properties due to displacement to find jobs and lack access to paid jobs.
- They get stigmatized because of displacement and feel discriminated against in the communities where they move to.
- They lack some of their rights in political issues.
- They are very vulnerable and at the risk of being recruited into armed groups.

Most of the Syrian people sought the northern parts of Syria as a safe place as series of incidents led them to do so. It started with the uprising that began on the 5th March 2011 when 15 school children painted by a spray graffiti against the government in a southern Syrian city (Alsaleh, 2015). Later, those children were

attacked and arrested by the regime forces imprisoning them; people from this city, mainly their families, took the streets and gathered to protest, demanded to release them, turning to be a slow-motion mobilization against the Syrian government.

It is worth mentioning that those people who kept displacing have firstly looked for a safe area representing their safety. The sufferings occurred when you see those who are very weak and unable to move out of their homes because they are elderly lacking the basic resources to move, they are the most vulnerably affected people. Inside the villages of Syria, due to the harsh condition of security and economic deterioration, millions of internally displaced people have been forced to leave their living places and livelihoods looking for safe shelter elsewhere where they can get better life conditions mainly to secure education opportunities and services for their children as they are the most affected and vulnerable during the conflict.

Due to the conflict and insecurity within the country for 10 years, some people stayed under government-controlled area and the other displaced to northern parts of Syria as these areas away from conflict frontlines and relatively safer, and other left Syria coming to Turkey, Jordan, Lebanon and Iraq or to different parts all over the world. Main stakeholders in internal communities have the urgency of the challenge that occurred by the conflict in Syria. Many calls were announced for the sake of saving children who were deprived of their right to education unless we reach these children, "the hopes of an entire generation could be lost forever" (NLG, 2014). Regrettably, there was still a lack of donations to provide children with education.

2.3 Education in Syria

2.3.1 Education in Syria before the war

The Syrian Ministry of Education had the control to preside all kinds of education services, including early childhood and development, basic and secondary education in all state, public, and private learning facilities. Also, the ministry was directly the main responsible body for all learning and teaching materials including curricula and textbooks. Thus, the Syrian government was the main body to fund and support the education services that are free of charge in all public schools of the Syrian governorates. Public higher education in Syria was also free of charge, including all

education and learning services, but there were some cases of education that were charged like when there were secondary school graduate students with low scores obtained, they could not access specific educational programs at universities if they did not pay. Also, to mention here that the financial support of the government did not cover the private institutions. According to the Ministry of Education, the public schools of basic education in Syria reached ninety-seven percent, whereas three percent were under the private share. On the other hand, the public schools of the secondary schools were 94 percent whereas 6 percent were considered for the private ones.

As for the structure of the school grades according to the education system as set by the Syria Ministry of Education as it is the main governing body is as follows:

- **Preschool education,** which is considered early childhood and development, is obtainable for children aged three to five. This is not mandatory by the government, and it is up to parents to register their children; most of the kindergarten and nursery schools are owned, and this kind of education service is provided mainly on a fee-paying basis.
- **During school age**: the education system in Syria adheres to a 12-year of providing basic and secondary educational opportunities divided into two categories:
  1. **Basic education:** is for the grades between one to nine, which is compulsory, and goes into two cycles (the first cycle has four grades and the second cycle has five grades).
  2. **Secondary education:** is for three years ranking from the grades 10 to 12; it is not compulsory, however, free of charge as mentioned earlier.

As for the education personnel, specifically teachers for all levels are requested to finish a four-year bachelor's degree graduate from a university in which graduates must have undergone different courses concerning the methodologies of teaching, subject matter specialization, in addition to practical training when needed. All those who got bachelors' degrees can have the opportunity and allowed to teach children from the first up to twelfth grades. Also, those who hold obtained bachelor's degrees in other majors rather than education must complete a one-year program that enables them to get a teaching certificate called in Syria a Diploma Qualification in Education.

During the improvement process that the Ministry of Education set, the training supporting and enhancing teachers' performance is considered as a number one priority. The Ministry aims to keep providing constant education training to strengthen the competencies and faculties of teachers' during the scholastic academic year. As a measure to guaranty that teachers are practicing what they have learnt and trained about, the Education Directorates of all Syria's governorates tend to have a regular assessment and classroom observation for teachers' lessons that helps in assessing the teachers' performance, providing them with constructive feedback and recommendations to stick to during the education process of children.

All students who are at the basic and secondary education cycles might take final exams to move to the following grades. So, at the end of the completion of the basic education cycle, ninth-grade students must take a final national exam certified by the government, then the results of students who pass the national exam can determine if these students are granted to go to the general secondary schools or to other institutes based on their marks' sheets. On the same side, for students of secondary education who pass the national exam with their obtained marks can be eligible for studying at universities under the higher education for four or five years or go to higher institutes for two years. Those who failed or could not complete the national exams due to different circumstances obtaining low scores can have the opportunity again to retake these exams.

Before the ongoing war in most of the Syrian land, Syria had achieved wide gains in education obtained by its children and people. According to the Syrian Ministry of Education before 2011, as it was the start of the war in the whole areas in Syria, the enrollment of children into basic education was close to 93 per cent of the total number of students, so basic education means children who are at the age between 6 and 14 enrolled in the classes from 1st till 9th grades according to the education system in Syria.

The education in Syria before the war was very stable, and parents considered it as a priority for their children; it was the main pillar that children would attain to have a better future before this destructive war, enrollment was at the top of the universal rate specifically for the primary stage (Watkins, 2013), Syria reached an outstanding

enrolment rate for basic education including the first two stages and was very close to obtaining lower secondary dropout rate among the students (UNESCO, 2015).

Syria's official language is only Arabic, so the teaching and learning language at public schools are Arabic, there are two languages taught as main subject matters at schools which are English and French, but the most dominant one is the English language. In the mid twentieth century, the English language had become more prominent than before in Syria, affecting the French language use specifically at public schools (Khoury, 1986; Rajab, 2013). In Syria, the English language was introduced into the official curriculum as a compulsory subject matter in the schools to be taught and given by teachers to the students of the primary stage starting from the first grade at the beginning of 2000, because, before this date, it used to be given to the students from the fifth grade of the basic education. Therefore, English is a compulsory language to students from the first until the twelfth grade, and they need to pass the language exams along with other subject matters to move on to other grades. So, the English language at public schools is being taught mostly by non-native speakers who teach English as a foreign language.

2.3.2 Education during the war and the new requirements according to the status quo

If we go 10 years back in Syria before the outbreak of war in 2011, the education sector was stable, and education was compulsory and mandatory by the government that children must get the education and their parents would be fined if they do not send their children to education facilities specifically for the age group 6 till 14. Thus, teachers provided mainly Formal Education and got their monthly salaries regularly focusing on achieving high-quality education for the children.

During conflict context, both teachers and children are at higher risk of being exposed to exploitation, abuse and rights violations. Recently in Syria, there was a rise in many community problems such as early marriage and child labor symptoms, causing a high dropout rate for education enrollment (UNHCR, 2013). Access to education is lost when children are forced to leave their area of residence suddenly, schools were closed or have no teaching personnel available as they are looking for

better paid-job to fulfill their life conditions. Teaching capacity remains overstretched, a large number of teachers and education personnel are no longer in their teaching posts due to displacement and working as volunteers, resulting in poor quality of education, and the recruitment of unskilled teachers with limited financial remuneration impedes learning outcomes achieved by students.

The education status has been affected by the current conflict, the status of school infrastructure, access of beneficiaries to education, condition of schools that are out of service. It is worth mentioning that due to the involvement of many parties that have direct control on the Northern part of Syria led to the deterioration of education infrastructure as well as teachers lack of funds to cover teachers incentives that is the main income to them, teachers were able to teach voluntarily however difficult financial situation has been challenging them and this leading them to work non-educational sources which led teachers to leave classrooms. Teachers have to balance their life having a lot of responsibilities, and they will not give as best as they can if they have needs to be fulfilled due to difficult living conditions in Syria and thus their performance of providing English classes will not be perfect.

During 2015 around 2 million children were away or out of getting education opportunities because there were complete and minor damages in the education infrastructure caused by the ongoing harsh civil war estimated at over 5000 schools. The education system in Syria, including tertiary education has devastated as a result of the ongoing war (Butler, 2015). After 2011, Syria arrived a highly fragile state that tended to be an extraordinary case defying all worldwide expectations suffering from unnamed consequences of the ongoing conflict on the education. The effects on the levels of education vary; one of the research discovers that the civil war in all Syria areas had fewer effects on higher education rather than on basic and secondary education (SCPR, 2014).

One feedback from previous researches literature on the services of educational activities provided in an emergency context is that there is a disastrous influence of conflict on the education sector as it has the biggest number of beneficiaries who are the children gradually tends to be more complicated for other levels of education specifically for the secondary and higher education (Buckland, 2005, p.23) some researchers found that the educational activities in secondary and higher education

suffer a major slope in enrolment of students than the basic education specifically the primary and elementary education. Precisely Buckland (2005, p.18) found that basic education can exist and resort to the resources available in the communities through adopting the local techniques and mechanisms during the conflict situation, for example, if teachers and qualified people get absent from the education process, parents and caregivers can play a fundamental role by teaching vulnerable children in school buildings, open places, and communities' facilities.

People over the country were affected by the ongoing war as well as all sectors of society. The devastating effects mainly were on youth and children as they are the most vulnerable groups because they still with no provisions and at the schooling age, this conflict led millions of children to be out of school if not they getting interrupted education as the educational services worsen day after day due to the lack of fund along with the poor educational infrastructure, this can be witnessed more in the northern parts of Syria. Simply we know that education can sustain our children's lives, keeping them safe along with providing and securing cognitive, psychosocial and physical protection (UNICEF, 2015).

Simply speaking, the future of this generation, including youth and children in these areas, relies on what is provided and suggested today. Well-educated children can be more resilient and stronger to face future challenges easily because education services can be considered the backbone for reconstructing a fragile educational system in the region, specifically as we see in the northern parts of Syria. Strengthening education services at all levels plays a fundamental role in achieving stability in the region and lasting peace. Children during the conflict become more vulnerable than before because they progressively exposed to be marginalised, harassed, abused and manipulated, but when these effects can be stopped and addressed when there is more attention paid to education by combining all efforts together to reach quality education starting from basic needs such as selecting best curricula, teachers capacity building, providing friendly and safe spaces to children.

The provision of the education process in weak contexts such as in crises and civil war frames a particular situation because education provision is more than a basic service, the opportunities that the education can provide simultaneously have causes and probable solutions (Kirk, 2007, p. 181).

Moreover, though there are heaps of problems resulted from conflict on education, education is still the saviour for the future of youth and children. For those who are affected by conflict, education in emergencies secures a protective learning environment that can open the door for all possible kinds of support such as psychosocial, self-protection from harassment and sexual abuse, child labour and recruitment into armed groups. Furthermore, education opportunities can open the range for reaching children with other services in other sectors such as health, water sanitation, hygiene promotion, and nutrition (Baird, 2010; Burde, Kapit, Wahl, Guven, & Skarpeteig, 2017). Even with the deteriorating living conditions during the conflict, there is still a high rate of school attendance in primary schools than the secondary; this can be clarified by the fact that fewer pupils keep pursuing their educational attainment beyond lower secondary schooling as the secondary education stage is not obligatory as well as there are some traditions in Syria saying that some parents take their children out of school in this stage to help them in income to contribute to the sustenance of their families or to establish their life by getting married.

In crisis contexts specifically, when there is a conflict in a certain area, other countries must set measures to improve that kind of protective and inclusive education system to address all needs community categories (adults, youth, adolescent and children). To be more structured, during emergency context, there are very comprehensive guidelines that were established and developed globally and locally, such as the minimum standards in the Inter-Agency Network for Education in Emergencies in which the education intervention can be planned and guided accordingly. Thus, all concerned stakeholders in the education settings must consider all efforts to ensure that education environments are preserved as spaces of peace, avoiding all shapes of forced recruitment, kidnapping, sexual abuse, gender-based violence, armed groups, and other school-related concerns. Also, essential regulations should be imposed in place to safeguard all vulnerable children and education personnel, including women and girls in sensitive conflict areas. During crisis context, the education sector promotes resilience, social cohesion, safety and security aiming to reduce the consequences of conflict and other natural disasters that occurred due to the deterioration of education infrastructures, ensuring that education risks are

mitigated during all phases, from the state of emergency response to the phase of recovery.

To ensure equity in educational opportunities provided during war conditions, all categories of learners and educators such as children, youth and personnel of all ethnicities and religions should be included in the learning spaces, as well as children with disabilities and special needs. Moreover, ensuring the sustainability of the education services would be through the investment in strengthening community relationships to the education settings such as operating committees from parents and teachers who are the main players in the education process to cope with any challenges or risks, reaching community members of the affected areas by conflict through raising awareness sessions to them resulting in more understanding to the value and quality of education, then they turn to be more likely as a supporter to their children's learning and reduce child labour.

2.3.3 EFL Teachers

In today's developed and technological world, people need to communicate remotely or physically using a standardized language from different parts of the world, putting high importance on the English language, so that the English language has an outstanding status and is looked at by all people as the lingua franca over the globe in many different countries to fulfill diverse roles from national languages (Halliday, 2003). There are shreds of evidence that nobody can deny the importance of teaching and learning the English language because its knowledge and recognition can provide a lot to the social and personal account of anyone in the world (Varela, Polo, Garcia, & Mertinez, 2010). Learning the English language would be as a demand on both the political and social sides (Mansoor, 2003, p. 21). The number of those who speak and use English has dramatically grown, and there is a rough estimate shows that the number of English speakers is over one billion over the world (Pennycook, 1994), and according to the information in Wikipedia estimates about the English language that there are over 4 hundred million native speakers, and it can be said that over than 2 billion speakers speak it as a lingua franca (Wikipedia, March 2020). Being familiar with English and how to use it in communication is a sign of strength, and recently it was noticed that people had admitted its significance because the knowledge hidden

in the English language can give access to all science all over the globe and, most importantly, through serving the internet while at home (Rahman, 2004). Members of the communities over the world, due to the living requirements to fulfil better chances, discover that they are in need to learn the English language to be able to face the pressure that existed in the cultural, educational, political and economic sides most predominantly in the countries where the English language is not an official one; however, it is used as a second or a foreign language and this is noticeable in the Syrian context (Zughoul, 1999).

The term EFL is used to reflect the meaning of studying the English language by those whose English is not their official language, and they do not use it daily as it is not the prevailing language. EFL stands for people who learn and educate themselves in English in countries where English is not considered their official language (Yoko Iwa, 2011). EFL teachers help learners learn the language to an extent close to its acquisitions, specifically in the countries that English is not the official language, as in Syria. There are two notions found in the countries that learn and acquire English under the titles of learning and acquisition (Krashen, 1982). In Syria, learners are not acquiring the language, but on the contrary, they are learning it with the support of EFL teachers because they have the capacity to read, write, compos,e but they still need more to be able to contact each other innately because the language is not ESL in Syria. Moreover, EFL teachers are considered as a guide of the class where English is taught, and they play an essential role as they are the core of the learning process. The four skills of learning the English language, starting from listening and ended up by writing, can be achieved easily with the support of EFL teachers' instruction and follow-up.

In recent years, people, specifically students pay more attention to learning English in their education even if they study other departments. English has turned into a preferable priority and opportunity in all educational and governmental sides of life in Syria. It is admitted that the development of learners' target language is still ignored and marginalized as the focus of EFL teachers mostly on the curricula textbooks, not on the improved English levels of learners (Snell-Hornby, 1982), specifically in the developing countries where English is not the second language. To improve the education process of teaching a foreign language which is English, EFL teachers

should have and possess quality enough included in the education programs of EFL teaching and learning to be able to address the country's needs, by doing so EFL teachers, would be updated and up to date by tracking the innovations over the globe closely (Coşkun, 2009). As stated by Cross (1995) that the capacity of exemplary language teachers would be consist of four essential sides as follows:

- To be a well-educated person.
- To obtain a very related educational knowledge.
- To be able to impact learners by adopting practical modalities and perspectives.
- To be a great example for the learners.

There should be some specific features included in any EFL teacher as they are the main guide and director of the obtained details and knowledge of a certain foreign language, EFL teachers should get benefited from the previous problems that they face in delivering the knowledge to the targeted learners (Kuyumcu, 2003). Certainly, qualified and skilled teachers can play the main role in reaching a successful education system. This can be fulfilled by a lot of teachers who have a strong ability to evaluate, assess, apply and plan related educational drills and activities, other developments that hit the country daily have a close impact on the EFL teachers, such as the noticeable progress in education and economy (Aydoğan and Çilsal, 2007). Teachers who teach English as a foreign language divided into two groups; are native speakers or native-like ones who are well and experienced teachers of that particular language (Day, 1991).

To teach the English language at public schools, teachers at least have to get a bachelor degree or to complete two years of an institute for the preparation of teachers in the English language, thus these teachers can be considered as EFL teachers who are recruited by the Education Directorate based on an oral and written test that enables them to be selected as EFL teachers. In public schools, EFL teachers mostly are observed and provided with feedback by supervisors sent by the education directorate to check the teachers' performance and their capacity to teach the English language, providing them with needed support and feedback. Moreover, there is a lack of

capacity building training provided to teachers throughout the scholastic year which puts more responsibilities on EFL teachers themselves to build and strengthen their English educational capacity. Generally speaking, the public schools in Syria lack the technological side in teaching the English language, and most EFL teachers focus on finishing the curriculum rather than on the quality and development achieved in the students' English levels, simply EFL teachers are overloaded with English textbooks.

2.4 Non-formal education for IDP students

2.4.1 Education is right for conflict-affected children

In general, when there are conflict or natural emergency cases, an utmost disturbance to all types of education programs will occur because the infrastructure of the education system will be damaged, specifically schools building and other educational facilities during war, armed conflict, floods, earthquakes, and hurricanes. Even if the schools are not damaged, they will be used as a temporary sheltering and accommodation solution for those people who left everything behind for the sake of keeping themselves alive. Another option, families and their members including students and teachers tend to seek protection and safety in abroad countries to be dealt as refugees. When complicated and harsh conflict exists, the education system specifically schooling deteriorates sharply. Thus, the quality of education disappears if the governing bodies or any leading entities are unable to secure teachers' monthly incentives as a result of a lack of support and fund and determination of the economic situation. Thus students drop out and leave school as they and their parents are not able to afford schooling as well as work to satisfy their livelihood income. Moreover, the gap and needs in education get bigger and need a lot of efforts and alternative solutions that help in securing education opportunities to children as possible at the lowest possible cost to address the exacerbated requirements of a large number of school-aged children are in spite of the lack and shortages in education facilities and other educational materials and sources. In addition, other problems concerning the accessibility to provide education opportunities by working bodies on the ground, specifically in rural and remote areas, as a result of the consequences of infrastructure deterioration and instability in absences of safety.

Civilians, specifically children and teachers in addition to schools, are being targeted intentionally or intentionally, but during the conflict, everything is possible and applicable, as the case in Syria now. Some findings and results from the Report of Global Monitoring assure that a big portion of children, which is over 28 million, are classified as out of school, which is a disastrous problem that needs an urgent adopted solution based on the disaster itself whether man-made or nature-made (Global Monitoring Report, 2012, p.136). IDPs face catastrophic obstacles to education, and countries that have conflict-affected people have around the largest rate of gender inequalities of education provided in the world as well as the lowest literacy and numeracy levels, this is because education stays a low priority and not considered as a life-saving response in the scope of humanitarian aid assistance.

During the late period of the last century, many associations and education entities supported education provision for people affected by emergency cases in which the term education in emergency under the humanitarian response was labelled and admitted (Retamal & Aedo-Richmond, 1998). The Rights of the Child was approved during the endorsement of the 1989 Convention which means that all concerned and main stakeholders such as agencies and governments should not wait and postpone the provision of education opportunities until the affected, internally displaced people and refugees return to their home because there is no guaranty that these people will stay for weeks or years, this approved convention forces the above-mentioned bodies to facilitate and strengthen the accessibility to all kind of educational opportunities for children regardless where they are as well as children who left their country of origin and treated as asylum-seekers must be provided with education. From this respect, new methods and adapted ways would be in place to guarantee that education comes first as a priority and must be there as a life-saving intervention to support millions of children to attain education opportunities for the purpose of having a better life in the future.

2.4.2 The procedures that are followed to fill the gaps of education during crisis in Northern Syria context

It is worth mentioning that education in an emergency should be prioritized more in crisis context as a life-saving intervention (Brock & McCorriston, 2008; INEE,

2010) as well as considering that education opportunities can supply children with a friendly protective space to get physical learning in which they improve their social and psychological development in a crisis context. Once education is provided, a lot of psychosocial disorders can be mitigated. Moreover, education can equip children with problem-solving and decisive information skills that might protect the vulnerable youth, adolescents and children from all kinds of child recruitment, exploitation, sexual harassment and abuse. Education activities are considered as candles lighting that helps people to survive leading children to a better future. Most of the conflict-affected children express that they benefit from education on three sides: to society, to their families, and themselves, so children who have not been deprived of education and well-educated can be effective members of the community serving their country.

As it is known that in the most fragile states when there is a conflict, war or man-made disaster, comprehensive budgetary contributions specifically to education be set (Brannelly & Ndaruhutse, 2008), because when we say education provision it does not mean only the accessibility to education by increasing number of enrollment but it is linked strongly to the amount of retention paid to guaranty that education is controlled by steps that can keep teachers committed to the education environment as well. Many studies explained in the literature that the countries with low income are clear that the percentage of students' enrollment is still acceptable (Lewin, 2007), but the lack comes from the money allocated to teachers. Actually, during unstable situations, the physical attendance of students to the education learning spaces is linked to the sustainability of the students regular attendance, the improvements and progression in their educational levels considering the accessibility of the learning environment and its activities as one entity (Lewin, 2007, p. 21). During crisis context, many factors deprive students of getting education constituting main obstacles such as when there are areas controlled by armed groups specifically in armed-conflict in which parents get afraid to send their children to schools putting them at risk of kidnapping and attack, also poverty is the main component because people during crisis get poorer and live on the humanitarian aid provided resulting that they can not afford education costs to their children when they have many children at the school age, also other protection issues might exist such as harassment and sexual abuse specifically when teachers are not supervised and well-trained about these problems, etc. also adding the distance

where there is a lack of schools in the new areas where people displaced to and this affirmed in some studies globally say that children who live in rural areas, 4 out of 5 of them are out of school (González, 2008) due to long distance to reach the closest one.

Education in an emergency context is collective and participatory work considering the responsibilities and commitments of all community members through various activities tailored according to the potentials within the affected people and their communities. To fill the gap, this responsibility starts at home and ends at school because education can not be fulfilled when there is no engagement and collaboration from all concerned parties. Coordination comes first to avoid duplication and repeated efforts with other entities, let say there should be an umbrella that includes all those who work to provide a comprehensive intervention in which the main beneficiaries who are children can be able to continue and obtain medication services. Moreover, most vulnerable girls and boys can benefit from timely and appropriate humanitarian education assistance and coordinated efforts consider the gap in education infrastructure and other services provided to reduce long term vulnerability through improving access to quality education in safe learning environments as well as the recent volatile context due to COVID-19.

In emergency context, INEE minimum standards are considered in the humanitarian response to make sure that education activities are implemented in an organized way considering the conflict, insecurity, vulnerability, protection issues, available resources, etc. so during conflict as in the northern parts of Syria some major activities are there such as strengthening the capacity of local authorities as key responsible authorities in these areas to increase the engagement of children and their parents into the education environment in addition to building capacity of the educational personal professional development plan, how to assess their needs, how to follow up their work based on children outcome. Also, engaging the community and parents' participation in the education process in which sustainability of all education activities whether paid or voluntary can continue creating a culture of volunteerism among community members.

2.5 The adopted English Self Learning Program

 2.5.1 Self Learning Program Definition

The definition of SLP was primarily prepared and designed as a way of education to match and tackle the gaps and deficiencies in children's educational levels and needs specifically among the people who live and experience crisis and emergency conditions due to conflicts, insecurity and natural disasters. It is clear when there is an interrupt in children's education process due to specific circumstances they considered the most vulnerable group in the community that is why they need any procedures and steps to be in place helping them to meet their weaknesses in education, as a principle that self-learning with the support of parents can solve part of this problem of the weaknesses of children and youth educational levels, it provides a way and systematic steps of education themselves in which they can continue their education in a crisis context, whether at home or under the support of community members and those who have educational backgrounds and thus self-learning developed to be more comprehensive and systemic with the supervision and control of educational entities such as UN agencies, INGOs and local NGOs.

This program can support affected children with no access or very restricted possibilities to reach school in order to continue their learning, education and improvement of educational capacities at home or in any learning facility in the community, and thus SLP is considered as a pathway in which children can bridge their educational levels to move into formal education. Simply speaking, the SLP was created to support children's education by providing alternative ways of learning to disaster-affected children who have difficulties and lack of accessibility to formal education in order not to stay behind their peers in the normal education. SLP is considered as an opportunity and a kind of educational outreach activity for those who are out of school and deprived from education missing all possibilities to attend regular schooling as a result of disaster constraints such as recurrent displacement, deterioration od security situation, lack of educational facilities and lack of fund to teachers to support children's education.

SLP is a very important approach in the Syrian context during the current conflict because according to the statistics from Gaziantep Education Cluster led by UNICEF that in 2020 an estimated number of over 2.45 million children were out of school and

half of them are at the risk of being dropped out leaving education behind as the results of the aggravated effects of the conflict on the educational infrastructure, recurrent suspension of education due to COVID-19 leading to the closing of learning and education facilities in addition to the deterioration of the economic situation for families. A lot of children are IDPs. Thus, they face challenges and need non-formal education to catch up and integrate into formal education so they can bridge their educational levels to be like their peers.

2.5.2 Who created and authorized the SLP curriculum?

The SLP was designed and structured jointly by both UNRWA, UNICEF and the Syrian Ministry of Education as a direct response and support to children education needs who have limited access to attend schooling as a result of the war as well as to strengthen and consolidate children learning. So, it is a collaborative work under the coordination of the Syrian Ministry of Education and the revision of these UN agencies that altogether have closely reviewed, checked and revised all existing materials of the self-learning in accordance with the formal Syrian curriculum to come up with a comprehensive curriculum that suits those who are behind and have weaknesses in their educational levels. The aim was to reach a curriculum that can enable out of school to carry on education and learning anywhere possible, whether at learning facilities, temporary learning spaces, or home with the support of teachers.

SLP is a kind of non-formal education that is intended to help children to catch up on their education levels, it shortens the main subject matters in the formal curriculum in which children can be more focused on main subject matters with the most important topics that are taken from the formal curriculum under the supervision of authorized educational entities with the support of main educational stakeholders such as education directorates, education assemblies, NGOs, INGOs, then to be reviewed and adopted in accordance with the context of the country that has a crisis or emergency case. Children can simply learn and go to the final examinations and eventually can be referred into the formal education afetr their catch up their educaional levels.

Now in the northern parts of Syria, the SLP is accredited by UNICEF and an adopted program by INGOs and NGOs that provide educational projects under the

supervision of UNICEF in Turkey targeting and tailoring their activities to OOSC, dropped out and those who have not been receiving education due to recurrent displacement and ongoing war.

2.5.3 Grades that are targeted by the adopted SLP

The textbooks of the adopted SLP are mainly designed and prepared as an appropriate source of learning that suit children who are at the schooling age and as a kind of materials for fast learning. This program is intended to provide the support to the learning process as possible focusing on the core notions and needed skills for teachers in with huge attention and emphasis on the basic educational needs within children that are literacy and numeracy. It is very crucial to mention here that the structure and design of SLP do not certainly give structured lessons or classes plan like that during the formal school hours for the out of school as well as the most vulnerable children, on the contrary, it enables children to obtain learning opportunities that are pertinent and adaptable to the context in which the targeted learners can prepare themselves for the exams or assessments to bridge to formal education when possible.

The contents of the self-learning program cover and include most of the main subjects of the basic education which were made appropriate for children age during emergency context for grades from the first until the ninth as in Table 1.

Table 1.

SLP subject matters and grades

Subject and grade	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade
Arabic Language	X	X	X	X	X	X	X	X	X
English Language	X	X	X	X	X	X	X	X	X
Math	X	X	X	X	X	X	X		
Science	X	X	X	X	X	X			
Math (Algebra)								X	X
Math (Geometry)								X	X
Physics and Chemistry							X	X	X
Biology							X	X	X

2.6 EFL teachers' viewpoints about English sources and curricula in a crisis context

2.6.1 English textbooks and its suitability

The availability of English materials facilitates and help EFL teachers to use suitable resources according to the learners' language level, thus the abundance of published and designed materials whether in the market or on internet websites can make an appropriate option of the language textbooks selection for those who teach the language as a foreign language (Razmjoo, S. A. 2007). It is very crucial that English teachers based on their teaching skills as well as the support of their supervisors have to be aware of the best choice of English materials considering the methodological aspects of the weaknesses and strengths within the selected materials. EFL teachers should have a practical sense of the English language materials they rely on in their daily learning and teaching exercise. Furthermore, by practice, EFL teachers feel that major details can enable them and give them the knowledge to make a rational judgement when having the opportunity to assess, select, teach, and evaluate any English materials or textbooks.

When EFL teachers know the context of teaching well, they know better which resources are more suitable. Sometimes, in conversational classes, we can find learners from different ages getting the same textbooks as they have a common level of the targeted language. Learning materials of targeted language used in classrooms or learning centers should reflect authentic examples and activities because they are considered exemplary real-life cases. Learners of the languages vary based on their capacity and other factors they experience but for teachers, it is clear that English textbooks are proper when they join the various skills of learning the language which are the main skills listening, reading, writing, and speaking. Textbooks and resources of language learning must strongly originate opportunities and cases for communication and interaction through the use of different activities such as role-play, critical thinking in English, problem-solving, and sharing information among the learners in which they have the courage to practice the language easily.

Through the past years, a lot of researchers mentioned that written transcript or textbooks are the major sources of teaching in which EFL teachers depend on greatly in classrooms. These textbooks considered as a reference and tool in which teachers

and learners direct their learning and teaching accordingly, these materials can shape the way of teaching where the activities and content are going on during the learning process (Patricia Byrd, 2001). González (2006: 104) who is one of the textbooks' scholars declares that English materials could turn into an alternative way of learning the language when they save money and time as possible as well as containing all sorts of exemplary objects that may be very hard to be brought during the learning process in the learning place.

2.6.2 EFL classes' delivery in Syria

During crisis context, teaching capacity remains overstretched. A lot of education personnel including EFL teachers are no longer in their teaching posts. Displaced teachers and students have psychosocial support needs that necessitate specialized interventions for effective teaching and learning specifically the targeted language. Quality of teaching is key to students' performance, and teachers' capacity is fundamental to children's quality education experience. Reliance on unskilled and not experienced teachers with limited financial remuneration is impeding learning outcomes of students. During displacement and immigration, numerous and very complicated obstacles affect children learning (Moinolnolki & Han, 2017).

The wellbeing of children during a crisis context is highly linked to the way in which the education process provided to them, education is a very crucial domain contributing to enhancing children wellbeing when they access education opportunities equally because there are a lot of vulnerable children who can not get education easily as they have a lot of psychological problems and distresses as the result of the emergency context they experience in addition to their education is linked their integration into the new communities when they displace and migrate to other locations away of their living of origin (Bursztyn & Korn- Bursztyn, 2015). The way children get their education classified under an essential component declared by the United Nation is that education is a right to each child (UNHCR, 2000).

The delivery of English classes in Syria might be affected by the level and performance of English language teachers as well as the selected English textbooks and their suitability, English lesson preparation, training and development, through the

descriptive and analytical methods of teaching that EFL teachers use. It is worth mentioning that there is a need to pay more attention to freshly experienced English language teachers and the need to raise the efficiency of those with a lower degree of academic qualification. It is important that EFL teachers get training from English-speaking trainers to develop their capacity of teaching English language. The necessity of providing modern educational means in schools to expand students' awareness and encourage them to learn and accept the English language into their daily life. It is very crucial to have training and development courses for English language teachers to qualify them to teach the English language curriculum and focus on training methods and approaches.

Teaching English as EFL in Syria was a little bit challenging as the milieu of learning a foreign language is not fully recognized and developed by those who teach this language, more efforts were required to identify the problems and challenges. Teachers were delivering English classes to children by adopting very classical methods like the grammar-translation approach and in spite of that the Syrian students and learners were very motivated to learn English to open new fields to them and what helped a lot of them to overcome these challenges and difficulties to learn it are when they increase the intrinsic driver putting them on the right track to learn English. In Syria, it is known that many teachers began teaching without former knowledge and experience of teaching. If we go more specifically, teaching EFL for children in primary schools can be difficult for both teachers and students because the lack of teachers' experience can affect students learning process specifically for the English subject matter as it is a new topic for students and they have not experienced it before. Also, if language barrier and unpreparedness from teachers occurred while delivering the English content, this leads to misguiding children and at the end, they hate this subject.

2.6.3 Students and EFL teachers' interaction during English SLP classes in crisis context

Throughout recent years with the existence of technology, there was a shift in the way of learning and obtaining any information needed through resorting to the internet and searching for it. Learning the English language was impacted by technology as

there were many ways and learners enhance their English learning not only from the teachers at schools but by looking for additional support that they might get from watching videos on the internet and this can be followed easily even during crisis context. This is a modern trend of learning that learners and even teachers follow to enhance their language capacity, to support this, a lot of EFL teachers keep sharing links for English videos with their students in which these students can practice their language learning skills for native and native-like English speakers.

During crisis, there is no specific curriculum for learning can fill the gaps in children's educational levels, adding to this that education would focus more on basic literacy and numeracy of children's educational levels in their other tongue as English is not the official language in Syria, and there is a big burden on teachers as they lead the learning process for the conflict-affected children. In an emergency context, as the learners and teachers are affected by displacement and living conditions, so both experience the conflict situation and try to adopt as they can, so both teachers and learners should have self-motivation that affect the English learning process, here teachers should instill in students the desire to learn the language consider it as an opportunity that can be seized wherever we have the chance, and this was mentioned by (Gardner, 1985; Crookes & Schmidt, 1989) during learning the language. The situation of children families is very crucial into the education process considering their income, care educational background that helps in supporting children's learning specifically learning the languages (Behtoui & Neergaard, 2016).

We can say that the interaction among teachers and students when learning the English language could be better but because of educational, social, financial, and institutional obstacles and difficulties in addition to weak used curriculum the communication was very weak, so using less sophisticated and learner-friendly teaching methods and when necessary teachers' pay extra attention to the teaching of EFL and provide additional efforts in addition to providing well-structured and developed curriculum based on the learners' gaps can easily motivate teachers to interact with their students better. The English language textbooks in SLP are taken from the formal English textbooks focusing on main needs that children need during unstable situation due to the interrupt in the learning process that children usually get. Most of the EFL teacher in Syria, start their English classes by speaking in Arabic then

translate into English to make students understand what they say and then back to talk in English. In addition, when EFL teachers are talking in English, all students starting to translate and write down the translation of words on the textbooks above the words and by doing this they lose the essence of the language and do not focus completely with teachers, thus the time is passes very fast and they focus only textbooks rather than interaction.

To increase the interaction between teachers and students, EFL teachers have to prepare a lesson plan to enable them to control the English activities according to the objectives of the curriculum before starting teaching, this will build their capacity and enable them to overcome the gaps when delivering the required information to students. For example, the students in the first grades of primary education during first days at school and after setting the rules and procedures in the classroom, EFL teachers start their classes to know that there are variant categories of students' English levels:

- Students with zero knowledge about the English topics.
- Students with basic knowledge.
- Students with full knowledge of the topic.

In this case, a normal teacher tends to interact more with category three of the students ignoring the rest. While a qualified teacher will put extra effort to ensure all students are getting the information equally and inclusive way.

2.7 EFL Textbooks Evaluation

2.7.1 English textbooks as guidance for EFL teachers

As mentioned by Richards and Rodgers (2006) that EFL textbooks are prepared and designed in an organized way in which their contents' list proposes a progressive and cumulative process of language development considering all its components such as functions, forms as well as how the language learning goes from the most basic level of information and details to the most complicated one that requires advanced familiarity to the language. By having this, EFL teachers as well as learners will not be lost when proceeding with the language acquisition process. Teachers of English consider textbooks as a leading requirement in both of the teaching and learning

processes. There are a lot of approaches which are included indirectly in the textbooks design such as task-based that enables learners and students in dealing with difficult circumstances when they face problems, when the textbooks having such meaningful and interesting topics, rather than focusing only on grammar in which the attention of learners will be weaken and distracted.

As tangible materials for language learning, textbooks are classified as a key element in languages learning programs all over the globe (Richards, 2001) in addition to providing the needed power and energy into English lessons in the classrooms of the learning environment through various practical and theoretical activities, clarifications, and information (Tomlinson, 2002). Teachers use textbooks and other supplementary materials as a reference having in mind the plan of how they will teach and link topics into each other. For the inexperienced EFL teachers, it is very fundamental to have English textbooks in the learning process because these textbooks serve as a kind of guidance to teaches informing them how put the lesson topics together as a plan in which these teachers can stick to and not deviate away from the main objective of learning the language.

In general, English textbooks should limit the number of activities that focus directly on grammar rather than include more exercises of the four skills of English language learning that enable learners to learn easily without complicating the way of getting the language. Authenticity of EFL textbook content can easily increase the learners' motivation to learn the language, resulting in learners being able to communicate and interact smoothly with English, not only focusing on grammar and spending a lot of time producing a sentence. It is obvious that a big number of EFL teachers prefer the use of structured textbooks during the language lessons in classrooms, but the reality might be as Ansary (2002) assures that some EFL teachers ignore the English materials because when sticking to a textbook, it is a kind of losing time until learners be able to respond to the different needs of language skills specifically when there are different capacities of learners in the same classroom. Thus, many EFL teachers do not like the concept of depending on specific designed EFL textbooks. Therefore, there should be supplementary materials and EFL textbooks in which teachers can link practical examples into the learning environment during the classroom.

English textbooks are considered priceless pedagogical materials in learning the language for both teachers and learners at the same time. Textbooks contain combined skills of learning the language especially when they consider the progressive improvement of that language. Textbooks will pave the way for learning when their content link the language to the learners' main aspirations and interest being authentic by containing real topics that are taken from the learners' culture, offering rigorous vocabulary based on real context as well as mixing different approaches related to teaching that enable learners of English to exercise the language smoothly and fluently

2.7.2 EFL Teachers experience to judge English textbooks and resources

Razmloo (2007) is one of the researchers interested in textbooks designing mentioned that the well-known scholar Jack Richards was asked during an educational event to classify the steps when EFL textbooks are prepared and designed, Richards pointed out these principles by saying that the essence of textbooks' needs is to consider the communication activities within the textbooks to facilitate the learning of language. Thus, the effective textbooks of language learning must provide situations in which the learners can interact and negotiate through various activities focusing on how to solve problems, communicate through role-play, and share information easily in the targeted language. Comprehensive English Textbooks should easily include in their designing and methodological approaches distinct skills that facilitate language proficiency, these skills are listening, reading, writing and lately speaking.

Many English textbooks' authors consider the authenticity of the textbook content deeply as a practical source and a major feature because EFL teachers find it more applicable and easier to teach through dealing with learners. The authenticity of the textbooks goes beyond the artificial language used in the classrooms when teachers interact with students, here the EFL teachers themselves can make the lessons more energetic by linking real examples from life as mentioned in these textbooks. EFL teachers can support learners of English through guiding them to choose suitable textbooks according to the learners' English levels, and as a result EFL teachers expect form these learners to improve their communicative competence by resorting to the main resource of the English textbooks that focus mainly on the ways that students acquire it. EFL teachers should be aware and familiar with the recurrence of different

types of activities and exercises in English textbooks that aim to constitute the learner's background of the English language. It is very crucial that EFL teachers consider that there should be a constant critical evaluation of the English learning materials including textbooks to guarantee that teaching practices match with the textbooks content and learners needs.

EFL teachers can judge any English textbooks and learning materials When teachers are familiar with the context they teach in, they should know the purpose of the textbooks which mainly are there for specific levels of learners to match the learners needs, they have been teaching for enough duration enabling them to know how organized and structure the textbooks are. EFL Teachers are substantial in the process of judging English textbooks as they are included in the implementation of the teaching and learning process of the targeted language. They have the capacity and ability to assess learning outcomes of English having critical thinking for utilizing directives of teaching English as well as obsessing practical knowledge of English as they are teachers of it (Chou, 2008). In this respect, quality EFL teachers playing a fundamental role in judging the practicality and suitability of English resources for specific levels as these teachers use the English language smoothly and skillfully, they put in mind that these materials are intended with multilateral approaches to confirm solid effectiveness in language through dealing with leaners (Cameron, 2003). As a result, core areas within teachers such as their reinforced constructive practice, self-efficacy, practical and educational awareness towards learning and teaching English should be there to reach decisive judgement when evaluating English learning materials. They must have strong language pronunciation backgrounds, skills of teaching the English language, deep familiarity with English reading skills, school experience, classroom management when teaching, etc.

2.7.3 Areas to be considered during the textbook evaluation

Textbooks are very crucial in supporting the general curriculum specifically in teaching at schools as they offer various activities and instructional learning opportunities, the curriculum includes materials and sources prepared to be used in the teaching process as defined by Adar (1978). The purpose of English textbooks is to support EFL teachers by providing a distinct view of its principles, objectives,

outcomes, as well as content (Ben-Peretz, 1990; Orland-Barak, 2002). It is somehow difficult to evaluate completely English textbooks that have commercial content as they do not suit in learning language under the umbrella of languages program because such textbooks are mainly reflect the publisher interests focusing on financial success and profits. Language textbooks should be concerned about how teachers can propose and facilitate the way of learning through creative and new-fashioned methods in which they help the learners and enjoy the teaching process at the same time.

Through the textbooks' evaluation, the role of teachers, learners and the textbooks themselves must be considered in the language learning program. There are many aspects to be taken into consideration when evaluating EFL textbooks in which the results can be more comprehensive (Richards, 2001) such as:

- The main goal of the textbook considering its objectives and outcomes.
- To which levels the textbook is intended.
- The period that learners need to finish it.
- Skills that learners will obtain from it.
- Themes included during the learning process.
- Life conditions that the textbook designed for.
- The targeted learners considering their age and gender.
- The textbooks elements and how they are presented.
- The list of units and content starting from the basic to the advanced ones.
- Levels of difficulty.
- The framework that the textbooks built on.
- The authenticity of the textbooks and real examples.
- Focusing on the engagement of learners.
- Textbook's affordability.
- The textbooks have logical scope and sequence of ideas.

In general, to have effective textbooks in the language learning process, textbooks should provide well-structured framework for the learning program, set clear instruction, keep quality through learning, reflect various resources and examples, maintain efficient language inputs, seem comfortable to eyesight when looking at them

and consider as a resource of training to teachers through the language teaching process.

2.8 Conclusion

The EFL teachers have to have the ability to establish a sense of the significance of using and dealing with people by the English language in their students' capacities. Most of these teachers can begin by creating many ways and chances for learners to use English in situations as they are in our daily lives by adopting techniques and ways to motivate learners, whether adults and children, to engage and take part in real conversations. As an example of such situations, learners can be requested to put theoretical knowledge into practice considering the textbook activities carefully and deeply and move to share what they learned with their peers in groups or in the learning place.

Also, it is crucial that EFL teachers be provided with a very high-quality capacity building training as it greatly impacts their effectiveness in teaching and educating learners the language skills to reach the goals set of learning the language. When doing so teachers can have the ability and critical thinking sharply to judge any materials related to evaluation or assessment easily reflecting their teaching experience into all internal and external factors that learners have. EFL teachers are considered as the key component in conducting any teaching and education activities, teachers are the ones who are the change-makers in learners' behaviors to learn any language easily considering all innovation and creativity in the education settings (Fullan & Hargreaves, 1992).

Generally speaking, despite the effects of technology in learning and teaching English language, English textbooks will certainly perpetuate to have a pivotal role in learning and teaching the English language as they equip both learners and EFL teachers with a crucial resource of the targeted language. Good and effective English textbooks are the ones that have a prosperous content, activities, examples and texts that would enhance the EFL teachers' capacities as well as improve the English levels of learners.

CHAPTER THREE

METHODOLOGY

3.1 Presentation

The valid objectives of the current research are to find out the perspectives of EFL teachers on the English textbooks of the adopted SLP in Northern Syria. The present chapter reflects detailed information on the methodological framework used in this research. First of all, it explains the research method used and how it was designed. Also, it gives details on the research setting and how the participants provided their inputs. Then sampling and locations of the population are mentioned as well as the data collection tool. Finally, it presents the analysis of the collected data.

3.2 Research Design

This research was conducted following a mixed-methods design considering and using both methodologies of the quantitative and qualitative data in order to answer the research question about the English textbooks of the SLP on children in a crisis context. Thus, both quantitative and qualitative data were collected through different tools and analyzed separately. So, a questionnaire was used focusing on five main pillars of the evaluation of the English textbook. Furthermore, semi-structured interview was prepared and used following the thematic approach to obtain qualitative data of the adopted English SLP from the EFL teachers.

3.3 Research Setting

3.3.1   Context

The study took place in Turkey but the data were collected from EFL tecahers in northwest parts of Syria, in the areas that are affected by the ongoing harsh conflict, they are close to the south parts of Turkey including over 4 million people who gathered there due to the ongoing conflict. The present research was applied remotely to EFL teachers who were teaching the English textbooks of the adopted SLP in the

northern parts of Syria. There was a difficulty to go to Syria to meet the targeted teachers due to the ongoing conflict, COVID-19 restrictions and cross border issues.

3.3.2 Sampling and Participants

The EFL teachers in northern parts of Syria are working under the supervision of the Education Directorates of both Aleppo and Idleb and currently are teaching in emergency context providing education process to the students who are from host communities as well as displaced ones. The students that these teachers teach are in the grades from the first till ninth, and their ages range from 7 till 15. In this research, the database of EFL teachers was prepared after the author of the research communicated with the UNICEF turkey office which is responsible for managing the cross-border education projects in Northest Syria. In addition, he contacted the main Education Directorates in Aleppo and Idleb to take the participants' contact details. As a result, he obtained details of schools that provide non-formal education that include EFL teachers in which a method of convenience sampling was applied in this study. Then the researcher has a list of 170 EFL teachers in around 40 schools but not all of them responded and filled the required data of the research. Those who responded to take part in the research were 106 EFL teachers and 5 out of the total was selected for the interviews following a simple random sampling. All those who participated in the research were EFL teachers and were willing to take parts as they were provided with clear information about the objective of the research and its purpose.

In total 106 EFL teachers participated in this research and all of them were in Syria. The questionnaire respondents were 106 EFL teachers; 43 females (41%) and 63 males (59%), three demographic variables that are related to participants were considered in the questionnaire; sex, qualification, teaching experience of the English language as shown in Table 2 and Table 3

Table 2.

Number as well as Percentage of Qualification of the EFL Participants (Education Background)

Qualification	f	%
Bachelor of English Language and literature	71	67.0

Bachelor of English Language Teaching	24	22.6
Bachelor of English – Arabic Translation	5	4.7
MA in English	6	5.7
Total	106	100

Table 3.

Number as well as Percentage of the EFL Teachers' Years of Teaching Experience

Teaching Experience	f	%
1 - 5 years	35	33,0
5 - 10 years	33	31,1
Over 10 years	38	35,9
Total	106	100,0

While 5 participants out of the total number; 1 female and 4 males participated in the semi-structured interviews. All those who participated were teachers of English who graduated from departments of the English language. EFL teachers before being able to teach at public schools, need to have diplomas proving that they graduated from English departments. Also, they need to be interviewed and examined their English capabilities both written and verbally to check their needed basic skills to be able to teach English to students.

3.4 Instruments

In the present research, a mixed method was used through qualitative and quantitative data collection tools to measure the variables related to the adopted SLP English textbooks evaluation. Data were collected through a questionnaire and semi-structured interview to analyze data related to research questions.

3.4.1 Textbook Evaluation Alpha Questionnaire (TEAQ)

The applied questionnaire in this research was taken from a previous study as it was validated and used by the author of the research himself which was about EFL textbooks through 49 statements that were classified into five main dimensions (Al Harbi, 2017) with a five Likert scale: 1-Strongly Disagree, 2-Disagree, 3-undecided, 4-Agree, 5-Strongly Agree as follows:

- Layout and Design.
- The Objectives of English Textbook.
- Teaching Methods and Activities.
- Language Skills.
- Evaluation.

In relation to the reliability of the questionnaire used in this research, it was tested by its author to each part of the five dimensions, the Cronbach Alpha Coefficients showed a degree of reliability (P=0.97) as shown in the Table 4.

Table 4.

The Cronbach alpha coefficients of the TEAQ

EFL textbook evaluation scale	Items	Al Harbi	Current Study
Layout and design	(1,2,3,4,5,6,7,8,9,10,11)	0.972	0.749
The objectives of the textbooks	(12,13,14,15,16,17)	0.972	0.724
Teaching Methods and activities	(18,19,20,21,22,23,24,25,26,27,28,29,30)	0.972	0.856
Language Skills	(31,32,33,34,35,36,37,38,39,40,41,42)	0.972	0.831
The evaluation	(43,44,45,46,47,48,49)	0.973	0.715
Total	49 items	0.973	0.938

In the demographic questions in this research, only three questions were used with some changes to the qualification question that were modified slightly.

3.4.2 Semi-Structured Interview

It is very crucial to have a semi-structured interview with some participants because this process can help the researchers to minimize the required and anticipated details that would be hard to be obtained and analyzed through different tools such as questionnaires (O'Malley & Chamot, 1990). One of the well-considered tools to get qualitative data is the semi-structured interview as it is a very applicable approach used by many researchers to reach specific qualitative data (Harklau, 2001).

Through the literature review about the evaluation of textbooks, the semi-structured interview questions were created and developed by the author of this research. At the beginning, the created questions were 17 but under the expert opinion of the author supervisor and his direct supervision and instructions to change and edit the interview questions, until they got organized and linked to the research main questions. Then the questions were piloted and tested on EFL teachers prior to conducting the interviews to check if they are understandable and related to the main research questions to be applied to the targeted participants as they are the main player in teaching the SLP textbooks in the emergency context in northwest Syria to obtain their understanding of the adopted SLP English textbooks. Finally, they were finished with 5 questions approved by the researcher's supervisor. The five open-ended questions were arranged in a systematic way to get the participants information (Appendix II). The questions are briefly as follows:

- What do you think of the adopted SLP English textbooks as a non-formal education to students in a crisis context?
- To which extent does the adopted SLP English textbooks help students catch up their English level?
- What is your judgement concerning the appropriacy of the English SLP textbooks to the children in basic education?
- Do EFL teachers in Northern parts of Syria need teacher training to teach the SLP Englsih textbooks effectively?
- What do you think of parental involvement in the adopted SLP?

The five conducted interviews were recorded after taking the participants' consent, then these recordings were transcribed and reflected into the content analysis of the adopted SLP English textbooks.

3.5 Data Collection Procedure

At this stage and prior to sharing the questionnaire and interview with participants, all required procedures from University and the research supervisor were considered through informed consent by showing the main objective and the method of this research. The EFL teachers who participated in filling the questionnaire as well as those who took part in the semi-structured interview were assured about the inputs, they provided will be confidential and will not be shared with anyone as they will be used for this research purpose.

3.5.1   Data Collection

The participants were contacted through WhatsApp application and email in which the purpose of the study was explained well to them having their approval. All participants were told about the confidentiality and importance of providing answers that can support the research. So, prior to sharing the questionnaire link as well as conducting the interviews, all approvals were considered. The quantitative data were obtained through a questionnaire after it was reflected in online Google Form and shared with 106 EFL teachers who live and teach English in North-west Syria. All participants were told to fill the link according to their suitable time whether during their working hours or holidays and for any clarification to communicate with the researcher.

As for the qualitative data, five participants were involved in separate interviews who showed their interest to take part in the interviews in the questions form. Also, these participants were communicated through WhatsApp to schedule a suitable time to have the interviews through Zoom application, and they were informed that the interviews will be recorded and stay confidential. After that, all recordings were

listened to again in order to transcribe them effectively to have well-analyzed data.

3.5.2 Data Analysis

In this research, both quantitative and qualitative analyses were conducted and all important components were considered during the analysis process including standards deviations, demographical variables, means, frequencies, percentage and ranges.

First analysis for the quantatitve data: in the process of reaching quantitative results, the Statistical Package for the Social Sciences (SPSS) was applied during the procedures of analyzing the statistical data for the purpose of making deductions and decisions on data and inputs obtained from the targeted participants during the research progress procedures. The data from the questionnaire were collected online through Google Form from 106 EFL teachers and then were entered into the software SPSS reflected in descriptive analysis. The following procedure was followed to conduct the analysis to define the components underlying the SLP English textbooks in order to provide the answer to the research question.

Second analysis for the qualitative data: it was through conducting the semi-structured interviews with 5 participants who were given the freedom to suggest and add more information and topics if they would like as related to the main questions, then all interviews were transcribed and in consultation with a researcher expert, all answers were grouped into main topics that have similarities highlighting what the EFL teachers mentioned about the SLP curriculum during the interviews.

3.6 Conclusion

Chapter three presents the steps in which the research data were set up such as the participants, design, process of collecting data from participants, and finally the analysis of data. Briefly, this questionnaire has five sections about the adopted English SLP textbooks shared with 106 EFL teachers to provide their inputs and a semi-structured interview was prepared to get more qualitative inputs from 5 participants.

CHAPTER FOUR

FINDINGS

4.1 Presentation

This chapter contains all findings, steps and procedures of the data gathered through the research tools such as the conducted questionnaires as well as semi-structured interviews in which the data statistical analyses were obtained as well-explained and highlighted in section three of the research. Firstly, demographic data of those who participated in the research were provided. Secondly, statistical processes and calculations were analyzed and detailed. Lastly, semi-structured interviews were transcribed reflecting the qualitative findings obtained. In this chapter, both quantitative and qualitative data were analyzed and detailed as there are very crucial to enhance the research findings.

4.2 Findings of Research Question

4.2.1 Research Question 1: What are Syrian EFL teachers' views in respect to the English SLP textbooks taught to the students during the war conditions in the northern parts of Syria?

- **(1 a) reflected through the questionnaire**

This proposed question is mainly about the quantitative data of the research as it focuses on the English textbooks themselves to reflect what sort of language the textbooks include and to which extent the content is pertinent and real for the children's educational levels in northern parts of Syria who live in a crisis context, and how the SLP textbooks suit these children who have gaps in their education specifically during an emergency and crisis context. To provide an answer and logical analysis about the FEL textbooks, a questionnaire of five dimensions was used to reflect the inputs of EFL teachers' perspectives in the five questionnaire sections as presented in the questionnaire namely as follows:

A) Layout and design

B) The objectives of the targeted EFL textbook

C) Teaching methods and activities

D) Language skills

E) The evaluation.

Moreover, in showing the research's results, the frequency and percentage for each item of in the five sections of the questionnaire were analyzed to brief and describe the responses that each EFL teacher provided so that the descriptive findings of are explained as in the below tables according to each section of the questionnaire as follows:

A) <u>Layout and design</u>

The EFL teachers' perspectives about the layout and design of the SLP textbooks were taken and analyzed from their responses to the 11 items of the questionnaire (1, 2, 3, 4, 5, 6, 7, 8, 9, 10 & 11). The average percentage of their responses showed that 55% selected the answer "agree" of Likert Scale meaning that there is a tendency that the textbooks were designed in a friendly way to students as they have vivid colors and drawings that attract students' attention to the main topics of the textbooks as most of the pictures inside the textbooks are intended to facilitate the learning process of students who need a supportive way of textbooks to keep their concentration as in Figure 1.

A- Layout and design

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11
Strongly Agree	17.9	32.1	24.5	22.6	41.5	24.5	31.1	29.2	19.8	23.6	44.3
Agree	62.3	56.6	65.1	61.3	44.3	47.2	56.6	59.4	57.5	53.8	45.3
Disagree	8.5	8.5	6.6	7.5	9.4	6.6	10.4	2.8	8.5	9.4	3.8
Strongly Disagree	4.7	0	0.9	2.8	4.7	2.8	0	3.8	0.9	2.8	3.8
Undecided	6.6	2.8	2.8	5.7	0	18.9	1.9	4.7	13.2	10.4	2.8

Figure 1. Layout and design Percentage Chart

Three items (1,2 & 4) scored the highest percentage more than 60% out of the total statements specifically about the textbooks' cover that gives a positive impression within the children to learn English, and also that there is clear guidance to students and teachers through a detailed list of contents as in figure 1.

B) <u>The objectives of the targeted EFL textbook</u>

The second section of the questionnaire includes 6 items (12, 13, 14, 15, 16 & 17) in total and it focuses on the objectives of the SLP textbooks in which the EFL teachers provided their judgements as they teach the English textbooks of this curriculum, so this section aims to reflect how the textbooks are linked and consistent in terms of their objectives to each unit that suit learners needs and gaps in learning English. Most of the answers go close to "Agree" and "Strongly Agree", and the average percentage of the answers scored 54% under the "Agree" answer as in Figure 2.

B- The objectives of the textbooks

Percentage	Q12	Q13	Q14	Q15	Q16	Q17
Strongly Agree	45.3	5.7	19.8	34	27.4	26.4
Agree	45.3	70.8	63.2	40.6	53.8	50
Disagree	4.7	4.7	6.6	16	12.3	12.3
Strongly Disagree	1.9	0	0.9	4.7	1.9	4.7
Undecided	2.8	18.9	9.4	4.7	4.7	6.6

Figure 2. The objectives of the targeted EFL textbook Chart

The items (13 & 14) got the highest answers reflecting that the textbooks are characterized by its propensity for measuring and verifying the implementation when teaching as well as the content is compatible with the textbooks' objectives in an applicable way for both students and teachers as in figure 2.

C) <u>Teaching methods and activities</u>

The third section of the questionnaire includes 13 items (18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29 & 30) in total and it focuses on the teaching methods and activities that are included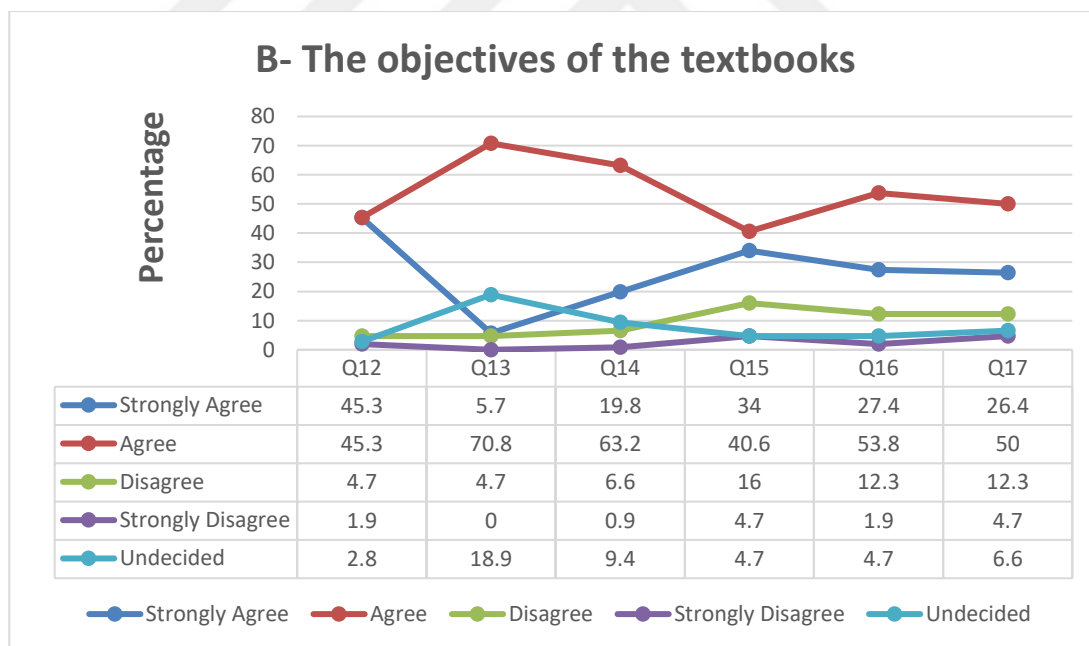 in the SLP textbooks, these items focus on the logical progression of topics and how they are integrated into the sequence of units as well as activities in each SLP grade. The average percentage of the answers is 53% under "Agree" label and at the same time, this result reflects that the SLP textbooks contain information connected to the student environment that is abundant with modernity and scientific accuracy, the highest average percentage was above 60% for the two items (19& 25), the textbooks consider the application of the theoretical information into practice conducting realistic and diverse applications of teaching methods in classrooms and this denotes the constructivist theory of learning as in Figure 3.

C- Teaching Methods and activities

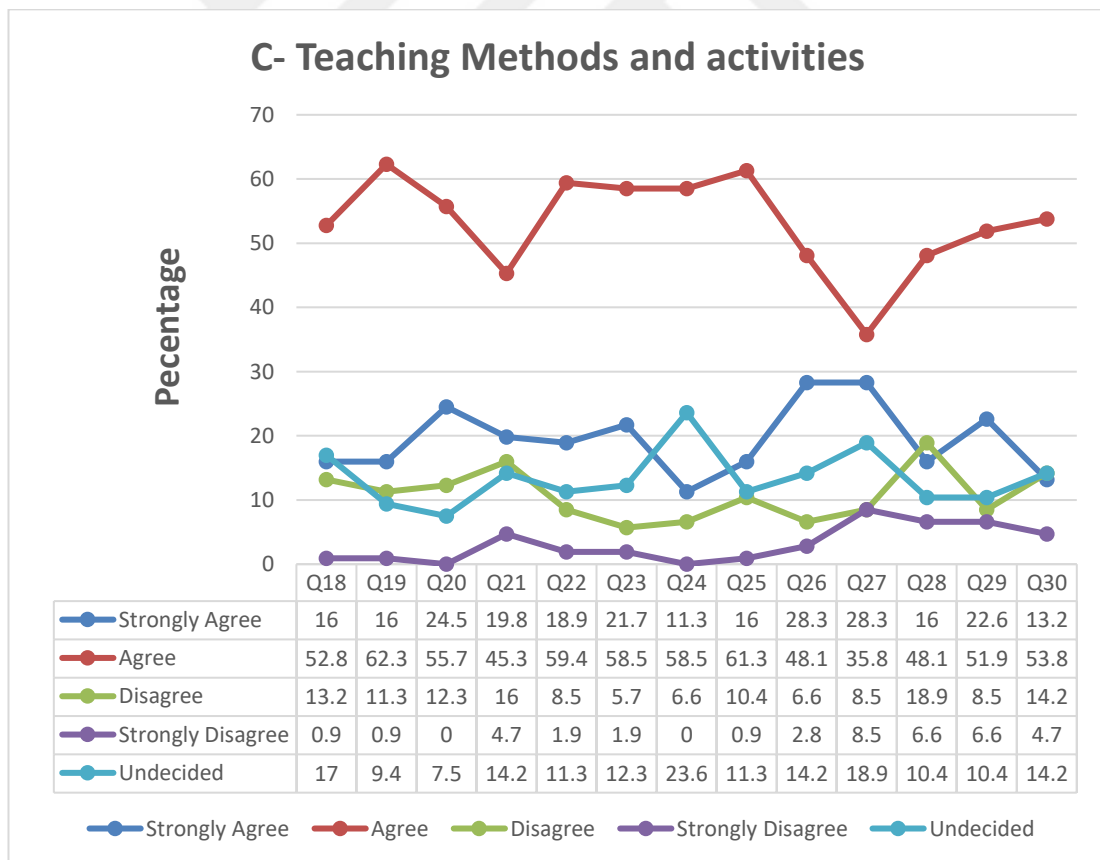|	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30
Strongly Agree	16	16	24.5	19.8	18.9	21.7	11.3	16	28.3	28.3	16	22.6	13.2
Agree	52.8	62.3	55.7	45.3	59.4	58.5	58.5	61.3	48.1	35.8	48.1	51.9	53.8
Disagree	13.2	11.3	12.3	16	8.5	5.7	6.6	10.4	6.6	8.5	18.9	8.5	14.2
Strongly Disagree	0.9	0.9	0	4.7	1.9	1.9	0	0.9	2.8	8.5	6.6	6.6	4.7
Undecided	17	9.4	7.5	14.2	11.3	12.3	23.6	11.3	14.2	18.9	10.4	10.4	14.2

Figure 3. Teaching methods and activities Chart

There were still some teachers who provided answers for some items under "disagree" and "undecided". The lowest score was the question 27 which means that there is no such clear teacher guidance to support them about the content of the textbook but at the same time teachers find it easy to prepare their notes and lessons' plans. Accordingly as the content itself fits the teaching process and professional development for teachers as in figure 3.

D) <u>Language skills</u>

The fourth section of the questionnaire includes 12 items (31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41 & 42) highlighting how the English language in the SLP textbooks is simplified and suitable for the students. The average percentage of the answers is 56% under "Agree" label and this indicates that the language of the textbooks improve the students' listening skill with simplified activities that increase their ability to pronunciation and communication in English as well as the language helps the students to acquire clear and easy grammar as in Figure 4.

D- Language Skills

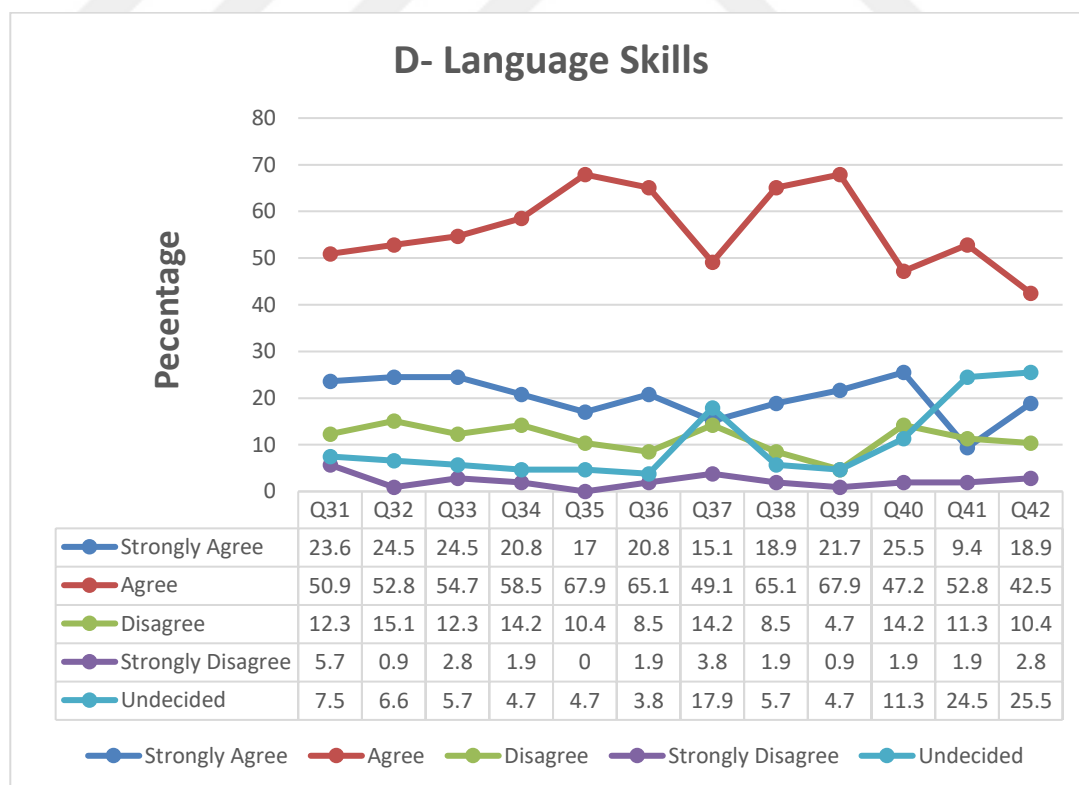|	Q31	Q32	Q33	Q34	Q35	Q36	Q37	Q38	Q39	Q40	Q41	Q42
Strongly Agree	23.6	24.5	24.5	20.8	17	20.8	15.1	18.9	21.7	25.5	9.4	18.9
Agree	50.9	52.8	54.7	58.5	67.9	65.1	49.1	65.1	67.9	47.2	52.8	42.5
Disagree	12.3	15.1	12.3	14.2	10.4	8.5	14.2	8.5	4.7	14.2	11.3	10.4
Strongly Disagree	5.7	0.9	2.8	1.9	0	1.9	3.8	1.9	0.9	1.9	1.9	2.8
Undecided	7.5	6.6	5.7	4.7	4.7	3.8	17.9	5.7	4.7	11.3	24.5	25.5

Figure 4. Language skills Chart

The highest average percentage was above 60% in the four items (35, 36, 38 & 39) emphasizing the focus on variety of reading topics and skills that encourage students to think, use and interact in English in the positions of normal life as in figure 4.

E) **The evaluation**

The last section of the questionnaire includes 7 items (43, 44, 45, 46, 47, 48 & 49) and it is mainly about the overall evaluation of the SLP textbooks. This section got the highest average percentage under the "agree" answer reaching 60% among the previous sections of the questionnaire which means that the SLP English textbooks are supportive to the English teaching and learning process in crisis context and the highest scores' percentage was registered for the three items (43, 45 & 48) as in Figure 5.

E- The evaluation

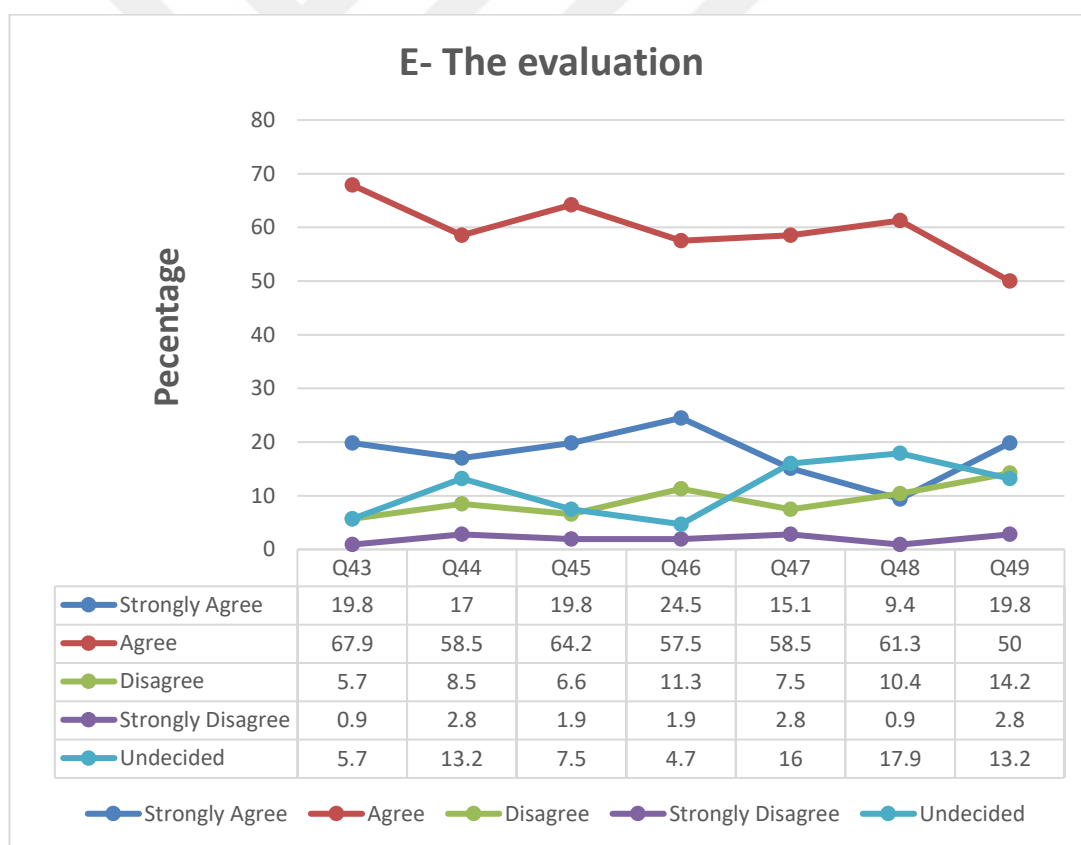|	Q43	Q44	Q45	Q46	Q47	Q48	Q49
Strongly Agree	19.8	17	19.8	24.5	15.1	9.4	19.8
Agree	67.9	58.5	64.2	57.5	58.5	61.3	50
Disagree	5.7	8.5	6.6	11.3	7.5	10.4	14.2
Strongly Disagree	0.9	2.8	1.9	1.9	2.8	0.9	2.8
Undecided	5.7	13.2	7.5	4.7	16	17.9	13.2

Figure 5. The evaluation Chart

Also, this indicates that there are a variety of exercises and activities in which students can use vocabularies and practice their skills to communicate in English in real daily life. In addition, through EFL teachers' answers, it is obvious that the textbooks have

clear instructions for all activities and exercises as well as valid questions for quarterly and final tests as in figure 5.

- **(1 b) reflected through the interview**

As this question focuses more on the qualitative data of the research, a semi-structured interview was prepared and developed to get the answers. However, five open-ended questions were prepared and asked with five EFL teacher participants who voluntarily accepted to take part in the interviews. Then the data obtained was transcribed and analyzed resulting in many main aspects based on EFL teachers' perspectives and considerations to the SLP textbooks in North-west Syria. The interview gives an opportunity to EFL teachers to provide their inputs concerning the SLP English textbooks reflecting areas that mainly focus on the weaknesses and to which extent the adopted SLP English textbooks catch up with students' English educational level. Here the thematic analysis was used to identify common topics and themes obtained from the semi-structured interviews. This analysis followed a systematic steps in which the answers of interviewed teachers were grouped based on the similarities and close information that they had provided as follows:

- **Simple and applicable curriculum:**

During the last ten years during the Syrian crisis, there is an emerging problem which is students' dropping out. SLP curriculum is one of the non-formal education curricula to be used during emergency and displacement contexts as they do not have formal schooling. This curriculum is good to be provided enabling those who have weakness of English levels to catch up with their peers. The English textbooks of the SLP curriculum have a strong and supportive way of teaching and learning English. Some excerpts from the interviewed teachers, Mustafa explained this in Extract 1 and Omar in Extract 2 as below.

Extract 1. (Teacher Mustafa)

"As we are living in Arab countries, English is not used much outside the educational settings such as in schools and university, we call English as a tough subject matter

because we are very restricted to practice it publicly except for specific purposes so that English textbooks of the adopted SLP curriculum try to address this gap among learners, I repeat that it is very simple and students' feel satisfied with it".

Extract 2. (Teacher Omar)

"The English textbooks of the adopted SLP curriculum help students to get the basic knowledge of English as well as helping them to improve their skills of English gradually (listening, reading, writing and speaking) in which the information is organized systematically and the pupils in my school interact and involve in English lessons so much".

In these extracts, the teachers mentioned that the SLP curriculum is a very crucial curriculum without any kind of complexity as it gives clear information to children in crisis context as a non-formal curriculum. The curriculum follows a clear sequence of English activities and exercises that help students to be able to catch, but it still needs visual instruments and tools to support students' educational level like voice recording, videos, etc.,

- **Content**

The content is very real and authentic as it links the theoretical information into practical life, children find it friendly one as it has exemplary drawings and practical easy examples. The content takes into account the logical progression of topics considering the consistency of English vocabularies and grammar in all stages, also the content is up to date related to the students' environment.

Extract 3. (Teacher Akram)

"I think English in SLP is explained in a very simple way to keep children in love in education process as the textbooks are very simple not complicated and they contain a lot of exercises and friendly example in which they can keep motivated to learn English and to remember what they learn in exams. I think puzzles and quizzes are very easy that they keep moving on".

Extract 4. (Teacher Ahmed)

"In our schools, we have tents not building specifically in camps and the students were divided into four levels starting from grade 1 till 4 based on their educational levels not on age because maybe students who are in the age of 12 go to level 1 and like this, so this curriculum can help and focus on the education level not age".

It is noticeable that both teachers Akram and Ahmed stressed about the English textbooks content in which the curriculum allows teachers to diversify teaching methods according to the students' levels as the focus is on the educational levels not the age during non-formal settings as we have in north-west Syria.

- **The training of SLP**

Training improves teachers' performance leading to have better understanding and consideration of the SLP curriculum in which the EFL Teachers' capacity will be better in teaching the SLP curriculum. Because as we know, any training would support teachers' performance in crisis context because the whole environment of teaching and learning process differs from the normal situation in which both teachers and students have to get adopted with it to proceed.

Extract 5. (Teacher Mustafa)

"Teaching the English subject matter of the adopted SLP curriculum is not that difficult because the SLP curriculum is easy and not complex one. For me I got general training about SLP for some days that supports and helps me to have better understanding of SLP and how to be taught and what to be considered during emergency case".

Here teacher Mustafa stated that EFL teachers can teach the SLP curriculum based on their experience of teaching and their teaching process will improve constantly with practice but still provision of training can improve their capcity building in teaching.

- **Parental engagement in the SLP curriculum**

Most of the interviewees assured that many children in Syria have left schools due to ongoing conflict. Now, parents/caregivers are very keen on life conditions and get income to stay alive and afford the very harsh economic situation that affects them and their children's education. Parents can suppomostly supportracy and numeracy specifically for the basic grades and get satisfied when their children can be aband write in Arabic.

Extract 6. (Teacher Ahmed)

"Parents can follow up easily with their children this curriculum and as we know, there are many parents who lack education and at the same time there might be some parents to support. Parents want to go to work to afford living so they do not have enough time to catch up in addition to children work to support their parents due to the poor economic situation".

Extract 7. (Teacher Omar)

"Parents can support their children learning at home and follow up with them in the other subject matters in general but for the English, I think it is hard somehow and they need to have knowledge of English to be able to interact with their children at home, parents lack support to teach English simply because there is no communication for what they learnt at schools to daily life".

Here both teachers in extracts 6 and 7 have similarly stated that the SLP program comes from the origin of self-learning which means children with the support of their parents can manage their education. In a nutshell, parents can not replace teachers' roles but can support them based on the skills and knowledge they have.

Extract 8. (Teacher Fatma)

"it is not easy to teach during crisis context as all those who are engaged in the education process would affect adding to that the poor economic situation that led

teachers to find another source of incomes not focusing too much on education and its quality".

Here teacher Fatma stated that children and even parents are all engaged in the SLP curriculum but there are very critical issues to be considered during crisis context that affect these groups leading to weak education process such as displacement, psychological disorders as well as insecurity. These issues have catastrophic consequences on educational levels of children.

- **COVID-19 and other weather conditions during implementation of SLP**

Some teachers mentioned the effects of COVID-19 on education in general specifically on the non-formal education as it needs more support and physical attendance as the targeted students lack the basics of literacy and numeracy due to past dropping out coincided with COVID-19 leading to the closure of schools and to get distance education of the adopted SLP curriculum. Therefore, such a situation can affect the teachers' judgement concerning the SLP curriculum. This can be noticed as in the extract 9 as teacher Ahmed mentioned.

Extract 9. (Teacher Ahmed)
"Weather conditions affect the education process in Syria during crisis context specifically in summer and winter like hot and cold conditions because the learning environment is very poor and as a result student can not spend long time to get education so that SLP is non-formal and needs short time and thus it is an applicable curriculum to be given to students who have poor education levels".

- **SLP accreditation**

Most of the interviewees mentioned that they see the copyright of this curriculum as it is prepared and authorized by UNICEF and UWRWA. This curriculum has an accreditation to be taught in non-formal settings specifically for students who have weakness in their educational levels mostly druing crisis context.

4.3 Conclusion

As the results of the questionnaire reveal that the adopted SLP English textbooks are suitable to be taught to children in crisis context supporting them to catch up their educational weaknesses as these children dropped out and had an interruption in education due to displacements and insecurity, over 60% as an average of EFL teachers assured that SLP is an applicable curriculum including friendly activities as well as a clear sequence of English units that fit children's needs. Moreover, EFL teachers evaluated the SLP curriculum emphasizing that this curriculum specifically the English textbooks are not complex including well-simplified exercises that increase the interaction between teachers and students.

CHAPTER FIVE

DISCUSSIONS

5.1 Presentation

This chapter of the research provides effective discussions on the findings reached in detail through quantitative and qualitative tools. These tools considered the emergency context where the study took place with EFL teachers who experienced the living conditions as the aim of the study to take their viewpoints about the suitability of the adopted SLP curriculum, mainly the English textbooks as a non-formal education to children in a crisis context.

5.2 Discussion of the Key Findings of the Research

The results of the study showed that as a percent average over than 60% of the teachers in the five questionnaire dimensions responded with "agree" label, which means that there is a general tendency for accepting the textbooks as friendly and effective textbooks to be adopted in teaching and learning process for the students who have interruption and weak levels in their education. Total participants who participated in this research are 106 participants; 43 females (41%) and 63 males (59%); all of them are EFL teachers in Syria, and they agreed to provide the answers to the demographic questions in the questionnaire. The present study indicated that Syrian EFL teachers had left positive attitudes towards the SLP English textbooks because those teachers perceived the organization of topics and units as relevant to what they see on the grounds in terms of its suitability to students' interests, needs, gaps, educational backgrounds, etc. In all war contexts, a high rate of the people who are affected by conflicts is children (Nicolai, 2003). The current research has explored the overall education situation in North-west Syria, the most fragile states when there is a conflict and more budgetary contributions specifically to education are set (Brannelly & Ndaruhutse, 2008).

During displacement and instability, numerous and very complicated obstacles affect children learning (Moinolnolki & Han, 2017), therefore the findings

reflected how the adopted SLP curriculum, specifically the English textbooks are effective and suitable to be taught as a non-formal education supporting children's educational levels mostly during an emergency and crisis context as all main stakeholders get affected from the ongoing war such as children, teachers, parents, educational personnel, etc. There is no perfect textbook (Grant, 1987) so the research fundamentally as sought to highlight that the adopted SLP curriculum is being taught to children who have weaknesses and dropped out from education due to the ongoing conflict, recurrent displacement, insecurity and poor education infrastructure. In addition, they as teachers found the textbooks easy to be taught during crisis context.

During the EFL interviews, it was obiovus that some teachers emphasize that time dedicated to SLP sessions is shorter than the time in formal education and this is seen during weather conditions in summer and winter because crisis context affects the education infrastructure mostly in camps areas as most of the schools are tents making the classroom tents hot in summer and cold in winter because resulting that student can not spend a long time during the school working hours. SLP comes from the three words Self Learning Program which means that learners should exert more efforts with the support of their parents, friends, teachers to maintain their education and thus teachers at school can guide children and direct their way if education because during insecurity in crisis context SLP curriculum can be used under the home-schooling activities so that learners and educators should be resilient to deal with it easily. When textbooks are chosen by the government, most teachers still require to evaluate the textbooks they teach from (Cunningsworth, 1995) as the way in northwest Syrian as the education environment is not equipped with technology-supported facilities, teachers try to adapt and create effective ways to support students understanding of the English language. During a crisis and instability conditions, families with lower incomes can not afford to teach their children (Amnesty International, 2014, p. 30). In addition, 3 of the interviewed teachers assured that the SLP English textbooks are very practical and suitable to students needs, but at the same time, it is better to start with the alphabet along with easy words to pronounce in the early stages than to move on with more difficult topics but this does not mean that the curriculum is not beneficial.

Globally 50% of children do not receive any kind of education (Children's Living Nightmares, 2017). There are very crucial points which were raised in the literature review chapter that affect all those who are in the education and learning environment such as teachers, students, and administrative staff as well as main community members and children' parents/caregivers because this study took place in north-west Syria which is currently under emergency context and this means it is somehow difficult to separate other life sides from education environment so that it is worth mentioning that people were affected mostly by displacement, education provision for people affected by emergency was admitted (Retamal & Aedo-Richmond, 1998). Teaching process for children and adolescents get interrupted, and the schools damaged lacking the support to teaching and learning process (Halstead & Pike, 2006). Internally displaced people have been enforced to leave their living places and livelihoods looking for safe shelter elsewhere where they can get better life conditions mainly to secure education opportunities to their children. From this perspective, it is obvious that most teachers specifically those who participated in the questionnaire and interview would consider these factors when they evaluated the SLP English textbooks.

Education opportunities can be provided simultaneously at anytime having causes and probable solutions (Kirk, 2007, p. 181) with the focus on the accreddited textbooks evaluation. Learning materials of English should have elementary vocabulary items that can be pronounced easily and as Nation (2006) stated that English words can be acquired fast when they are easily pronounced and that little effort of pronunciation exercise plays a crucial role in supporting young learners to get unfamiliar vocabulary of English in during the learning and teaching process.

5.3 Conclusion

The current research aimed to investigate the perspectives of EFL teachers about the applicability of the adopted SLP English textbooks in a crisis context with the consideration of other factors that can affect the education process for both children and teachers. The results came from both the quantitative and qualitative data through questionnaires as well as the interviews assured that SLP English textbooks are applicable to children during crisis context.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 Presentation

Chapter six shows the summary of the current research. Also, in this chapter, a reflection of the obtained data for both the quantitative and the qualitative findings is discussed. In addition, the encountered limitations of the study and some potential recommendations for further studies are added specifically for researches in crisis contexts.

6.2 Summary of the Study

The main aim of this study is to highlight the effectiveness of the adopted SLP curriculum particularly the English textbooks emphasizing an applicable one for those who have weaknesses in their educational level, specifically during crisis and emergency situations. In this study, there was elaboration about how the education system and educational services in Syria got affected by the ongoing conflict leading to shifting from formal to non-formal education specifically in the northern parts of Syria in which these affected children can catch up their weaknesses and go to the normal schooling after recieving non-formal education as the case in SLP.

EFL teachers prioritize relying on their own course sources and materials (Meddings & Thornbury, 2009) which means that textbooks evaluation can be judged fairly from different teachers' perspectives. The feedback from EFL teachers about the adopted SLP which is a non-formal curriculum to be taught in non-formal settings. However, previous studies were considered because many studies mentioned that many countries had experienced terrible living conditions during war and followed specific procedures to maintain children's education. Morever; education in an emergency should be prioritized more in crisis context as a life-saving intervention (Brock & McCorriston, 2008; INEE, 2010) considering that education opportunities can supply children with a friendly protective space to get physical learning that

supports psychosocial development for both children and teachers alike in a crisis context.

The results of the study were obtained by following the mixed method in different data collection tools, there was a questionnaire assigned to pick up quantitative data reflected in an online google form and the used questionnaire was taken from another study on English textbooks evaluation. The questionnaire contains five different dimensions that are layout and design, the objectives of the targeted EFL textbook, teaching methods and activities, language skills and the evaluation, in total having 49 items covering different angles in FEL textbooks and it is good to mention here each dimension of the designed questionnaire prepared for a specific concept making sure that there is no overlapping among all dimensions for the purpose of getting clear data with respect to each concept. On the other hand, the qualitative data was obtained from interviews through five open-ended questions that were arranged in a systematic way to get the participants information and these questions were prepared to reflect the participants' perspectives of the adopted SLP curriculum because as we all know that interviews give participants kind of freedom to show their thoughts.

Those EFL techers who participated in the research in filling the questionnaire and the semi-structured interview were assured about the confidentiality of their inputs as they will be used only for this research purpose. The responses percentage of the questionnaire was about 60% of the total responses that represents around 67 participants out of the total number of EFL teachers who selected "agree". This means that the English SLP textbooks in this curriculum are helpful and can be taught easily. It was very crucial to tell EFL teachers who live in North-west Syria that you will be engaged in providing data about evaluating textbooks that you are teaching, this enhances their confidence in teaching as teachers who take part in researches regardless of the circumstances that they undergo.

6.3 Conclusion

Teachers face difficulties to teach during crisis context as all those who are engaged in the education process would be affected adding to that the poor economic situation that led teachers to find another source of income not focusing too much on

education and its quality in which teaching and learning the English Language among both teachers and learners can be badly impacted (UNHCR, 2013).. When EFL teachers realize the context of teaching well, they know better which resources are more suitable and effective. Through the past years, many researchers stated that written transcript or textbooks are the essential sources of teaching in which EFL teachers can be guided by textbooks in classrooms.

González (2006, p.104) mentioned that English materials could turn into an alternative way of learning the language in practical manner when they save money and time supportive textbooks and other teaching materials are considered as the main engine in the process of teaching mainly when resulting in noticeable progress on the learners. Throughout many studies and researches, it is completely obvious that in learning a language there is a correlated process among learners which is the textbook (Richards, 1998). Byram (1988) as one of the researchers declares that learning an intended language is very difficult to be taught away from its traditions and culture. It is worth mentioning that during a crisis, parents can be considered a supportive component in the education of their children skills and knowledge they have but can not replace teachers' role as the case in teaching the English textbooks of the SLP.

SLP as it is an educational program aiming to support affected children who have no access or very restricted to reach formal schooling, thus SLP is considered as a pathway in which children can catch the weaknesses in their educational levels to bridge into formal education considering the support of their caregivers and parents. Textbooks in some situations need to have freedom of choice to modify major activities to be applicable in a lesson plan (Tosun & Cinkara, 2019) to suit learners' needs. SLP is an alternative way of learning for those who are affected by a disaster or are dropped out of education as it is obvious in the Syrian context, according to the statistics and validated numbers from Gaziantep Education Cluster led by UNICEF that in 2020 an estimated number of over 2.45 million children were out of school and half of them are at the risk of being dropped out leaving education behind as the results of the aggravated effects of the conflict on the educational infrastructure.

6.4 Implication and Suggestions for Further Studies

This research was intended to raise a question to curriculum designers to consider the need of targeted learners during volatile life conditions to prepare English textbooks tailored according to the learners/children's educational backgrounds as they lost the time to get a normal education process due to crisis conditions. (Buckland, 2005) found that during conflict situations, the resources available in the communities can be adopted to address the educational gap that children might have. Accordingly, this study proposed the suitability of the English textbooks of the adopted SLP curriculum to the students' educational level as a source of learning a language in which students effectively can learn from it. Here it aims to check the strengths of these textbooks in a crisis context as well.

This study can provide some helpful suggestions and recommendations for further studies in the future as there are not too many studies were conducted about the evaluation of textbooks during crisis context. The questionnaire used in this study can be shared with more participants from different areas of the targeted country with many displaced people. Besides, semi-structured interviews with more details can be conducted with more EFL participants and if possible, to have specific questions to be asked with some students who are provided with SLP curriculum in order to match the validity of the answers for both teachers and students encouraging students to take part in such studies.

One more recommendation is to have further researches with more appropriate methodologies to confirm the implementation of the adopted SLP curriculum in another Arab country that is witnessing conflict under a crisis context because the whole curriculum is in Arabic except the English Textbooks that might be examined in non-Arab countries if possible, taking into your consideration that the curriculum is accredited by UNRWA and UNICEF.

6.5 Limitation

As the researcher based in Turkey and the study took place for the context in North-west Syria, there was a difficulty of going to Syria to meeting with the targeted EFL teachers in person in addition to the COVID-19 pandemic and the restriction

imposed by Turkey that limited the possibilities of taking permission to cross borders to Syria. However, a remote modality of collecting the data was adopted and activated and the participants were communicated through social media applications. All needed information was provided to participants getting their consent to fill the tools of the quantitative and qualitative data. For the semi-structured interviews, there was a tendency from both the researcher and the interviewees to have them face to face having comfortable time and as we all know that eye contact can facilitate the process of sending and receiving the intended information, but this was done with a smooth way through Zoom application with very friendly manner to break the pressure among the interviewees in addition to with some participants the internet connection was very poor and not speedy so we were obliged to repeat the interview again due to the internet connection. Another limitation of collecting the quantitative data through filling the questionnaire, some EFL teachers faced difficulty opening the link (Google Form) and fill it because as they said that the link was giving an error message so that, the link was shared with them again and again and they confirmed that their inputs were registered into the link successfully.

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APPENDICES

Appendix I: Textbook Evaluation Alpha Questionnaire (TEAQ)

1- <u>Basic information:</u>

A) Sex:

☐ Male

☐ Female

B) Qualification:

☐ Bachelor of English Language and Literature

☐ Bachelor of English Language Teaching

☐ Bachelor of English – Arabic Translation

☐ MA in English

C) Experience:

☐ 1 – 5 years

☐ 5- 10 years

☐ over 10 years

2- <u>The questionnaire:</u>

NO	Item	Response				
		Strongly disagree	**disagree**	**undecided**	**agree**	**Strongly agree**
Layout and design						
1	The cover of the textbook is an attractive and its information indicating its content					
2	Font style and size of the written content is appropriate for this stage					
3	There is a page at the beginning of the textbook guides students on how to take advantage of it					
4	The textbook contains a detailed list of contents					

5	Each lesson in the textbook has a title				
6	The paper used for this textbook of a quality fit this stage				
7	The textbook contains a variety of attractive designs				
8	There is enough space between the Lines confirms the clarity of content				
9	There is consistency in the use of titles and designations and symbols				
10	Textbook illustrations are diverse and attractive				
11	Pictures inside the textbook are employed to facilitate the process of student learning				
	The objectives of the textbooks				
12	The textbook objectives are clear to me as a teacher				
13	The goals of the textbook is characterized by its propensity for measuring and verifying implementation				
14	The organization of the content is compatible with the objectives of the textbook				
15	The textbook objectives reflect the needs of learners at this stage				
16	The objectives of the textbook are written at the beginning				
17	I find the objectives of the lessons written at the beginning of each lesson				
	Teaching Methods and activities				
18	Textbook content takes into account the logical progression of topics				
19	The organization of the textbook content takes into				

	account the integration with the previous stages					
20	Textbook content is characterized by modernity and scientific accuracy					
21	The textbook contains Information connected to Student environment					
22	Textbook content allows to diversify teaching methods					
23	Textbook content allows the link between teaching theories and practices.					
24	The content of the textbook helps in the application of constructivist theory of learning					
25	the textbook content Contributes in conducting realistic applications in the classroom					
26	The textbook content Fits teaching process and professional development for teachers					
27	There is (teacher handbook) explains how to teach this book to students					
28	The content encourages learners to use modern technologies such as the Internet.					
29	The textbook content fits the scientific level for students of this stage					
30	The content of the textbook fits the number of lessons allocated for each week.					
	Language Skills					
31	Textbook content Improves listening skill of learners					
32	The textbook contains exercises and activities increase the ability of the learner to pronounce words correctly.					
33	The textbook contains exercises and activities					

	increase the student's ability to speak English.				
34	The textbook helps learner to gain English grammar readily with full clarity,				
35	The textbook contains a variety of reading topics				
36	The textbook contains exercises and activities increase the ability of the learner to read English texts.				
37	Content of the textbook is linked to the needs of the students and their orientation				
38	the content of the textbook raises thinking skills of learners				
39	The textbook includes activities encourage student participation in the learning process.				
40	The textbook includes activities encourage students to use English in the positions of normal life.				
41	The content of the textbook balances between quarterly and household duties carried out by the learners.				
42	This textbook better than the previous textbooks of the English language,				
	The evaluation				
43	The textbook offers a variety of exercises and activities to use the vocabulary and practice their skills.				
44	The textbook provides exercises and activities that help students to communicate in English implementation tasks in real life.				

45	There are clear instructions for all activities and exercises contained in the textbook.					
46	The number of exercises and activities appropriate to the content of the textbook.					
47	There are valid tests questions for the textbook.					
48	The textbook contains periodic reviews for the purpose of diagnostic assessment					
49	There are models for quarterly and final tests.					

Appendix II: Semi-structured Interview

1. What do you think of the adopted SLP English textbooks as a non-formal education to students in a crisis context?

2. To which extent does the adopted SLP English textbooks help students catch up their English level?

3. What is your judgement concerning the appropriacy of the English SLP textbooks to the children in basic education?

4. Do EFL teachers in Northern parts of Syria need teacher training to teach the SLP Englsih textbooks effectively?

5. What do you think of parental involvement in the adopted SLP?

VITAE

Alaa Eddin Alnajjar got his BA from English Language and literature, Faculty of Arts and Sciences, Gaziantep University in 2018.

For him, education is the basis and indicator for any development. To have quality education the focus should be paid to teachers who require assistance in adapting their teaching styles and methods to address the needs of students with a different language, academic, physical and intellectual abilities, and for those who need additional psychosocial support.

His last hope is one day he would like to become a useful resource person in his community as a professional in education projects management and in academic research. Many generations missed educational privilege. Many children did not have educational opportunities because of the life conditions they had to go through. He was once like these children and was not happy with his life. Therefore, he hopes to make a difference in these children life so that their dreams may come true as other children in the world.