TEACHING ENGLISH LANGUAGE CHALLENGES AMONG BEGINNER ENGLISH TEACHERS AT SECONDARY SCHOOLS IN JORDAN

Mouaweya Mohammad Abed Abdelghani[1], Ahmad Taufik Hidayah Abdullah[2*]

[1] Faculty of Languages and Communication, Universiti Sultan Zainal Abidin, Malaysia
   Email: muawyamuawya78@gmail.com

[2] Faculty of Languages and Communication, Universiti Sultan Zainal Abidin, Malaysia
   Email: taufikhidayah@unisza.edu.my

[*] Corresponding Author

Article Info:

Abstract:

This study investigates the difficulties faced by novice English teachers in Jordanian secondary schools, focusing on the impact of errors made by new teachers on the academic performance of (EFL) students. The research used interviews and observation to gather data, with purposive sampling strategies employed. The results showed that novice EFL teachers needed to focus more on lesson overviews, presenting topics in a logical order, explaining major and minor points clearly, providing explanations for complex or challenging topics, and providing definitions of terms and concepts. The primary language challenges faced by novice teachers were pronunciation, listening comprehension, and grammar. 40% of teachers did not connect lessons together, and 45% needed to deliver lesson themes in a logical order. Only 30% of inexperienced teachers focused on emphasizing the lesson's essential elements, while 60% needed to. 65% of new teachers needed to clearly articulate important and small ideas, while 30% needed more attention on offering definitions of terms, concepts, and principles. 60% of new teachers needed to provide clear examples to illustrate lessons and put steps into practice while solving homework difficulties. The study suggests that the native tongue of EFL beginning teachers, irregularities in sound, diverse grammar forms, tenses, and vocabulary size account for most of these challenges. Socio-psycho variables, such as attitude, anxiety, and self-confidence, also impact these teachers. To address these challenges, it is crucial to set uniform standards for all schools and conduct further research on the root causes of these challenges.

Introduction

Learning and teaching English is very fundamental in the education world. English is the most common language that has been used in teaching different curriculums across the world except in a few countries (König, et al., 2016). Usually, teaching of English is thought to be an easy task, however it is complicated. In most cases and in various parts of the world English teachers make several mistakes in the course commencing their career. There are some mistakes that most English teachers make when they begin practicing teaching English. These mistakes have been witnessed to become common in Jordan, and they have adverse effects on the teacher and in some cases, the situation may spread to the learners (Campion, 2016). Some of the mistakes being made by the English teachers who are beginners in Jordan include teacher's long-talking time, use of complicated instructions, echo, failure to inquire whether learners have understood the instructions and use of running commentary (Campion, 2016).

Teaching language in the Arab countries is more challenging than teaching other subjects in schools. It is also important to note that most of the Arabic nation adopted Arabic as their official and national language and did not see the necessity to study the English language (Wan, 2017). Moreover, the English language becomes popular after the Second World War because the British, United States of America were the main players in the war (Pathan & Marayi, 2016). The two nations are English speaking nations, and their colonies had to learn the language. However, this wasn't the case in Jordan, and other Arab countries are hence lagging in the teaching and learning of the English language. The Jordanian government has made efforts to improve the state of teaching English through creating policies, but some challenges like the ones stated above still exist (Alhabahba, et al., 2016). A good example of such a policy is English teachers must be well trained.

English has high a prestigious position among Jordanians. Students learn English for in all stages. They start learning from kindergarten to higher education levels for all majors (Drbseh, & Hasan, 2013). Moreover, Bani-Khaled (2012) states "English also enjoys a prestigious status as a medium of instruction in most colleges and as an important foreign language in other subjects"(p.55). Consequently, Jordanian students in general are willing to learn English language as it is considered in Jordanian education a prestigious language (Alhabahba, et al., 2016). They also add it becomes into the sociolinguistic, political, and educational life of Jordanians, so it has an important position in Jordanian society. In this regard, Alshirah (2012) reveals "English has occupied a prominent place in all educational stages in Jordan" (p.5). EFL learners need to overcome any challenges in order to improve their academic level and their self-efficacy. Students need to improve these levels because English is many fields. For example, English is important for getting decent jobs (Hamdan & Abu Hatab, 2009), for tourism (Alhabahba et al, 2016) and some other fields.

One of the most important factors influencing the challenge and difficulty of learning a new language is the divergence from the native language (Al Maharma, & Abusa'aleek, 2022). The topic of teaching English as a foreign language in Jordan is heavily influenced by its

comparison to Arabic. Grammar, alphabetic letters, syntax, and overall linguistic logistics differ significantly between the two languages. According to Palmer et al. (2007), there are considerable negative transfers that may interfere with an Arabic speaker's acquisition of English. Because two languages have syntactic and semantic similarities, a learner can use transliteration as a technique of transitioning from L1 to L2. Because of the differences in syntax, semantics, and grammar between Arabic and English, transliteration cannot be employed. Other significant characteristics that contribute to a difficult learning curve for Arabic-speaking individuals attempting to learn English (Nero 2005; Koşar, & Bedir, 2018). The following are the primary differences that diminish Jordanians' reliance on Arabic ability to build English competency includes the Arabic alphabet is written from right to left, placement of the letter in the word influences Arabic orthography. This means that letter shapes change depending on where they are in the word (whether they are at initial, medial, or end). Only letters in upper case in English change shape. As well as, in Arabic, the grapho-phonemic treatment of vowels is governed by numerous but predictable principles, but in English, the grapho-phonemic rules are irregular and unpredictable. Additionally, Arabic allows for verb-free sentences, which are uncommon in English. Finally, The addition of a suffix to the root indicates the Arabic tenses (Palmer et al. 2007).

The tactics used by EFL teachers can be evaluated in relation to the highlighted obstacles in teaching English to Jordanian students. The failure to use appropriate teaching tactics is one of the key difficulties confronting Jordanian EFL teachers. In Jordan, EFL students are more concerned with gaining good ratings in their EFL exams than with learning the language. This has been found to have an impact on students' motivation and readiness to study a second language. The students' appreciation for the language, as well as their concentration and acquisition of the language, are hampered by their perceptions and the tactics used by the teachers. The use of the native language to explain unfamiliar or perplexing terminology is an important instructional method. This lowers pupils' possibilities to hear English as well as their EFL learning and linguistic growth (Alkhawaldeh, 2010; Al-Wreikat, & Bin Abdullah, 2010).

The popularity and importance of the English language have increased in Arab countries over the years, particularly in Jordan. In Jordan, English fluency and proficiency directly determines acceptance into social spaces as well as playing a role in increasing the chances of getting economic opportunities (Burgess, 2018). Despite the adulation and eminence attached to the language, Jordanians still struggle to learn English. Poor teaching methods and the scarcity of experienced teachers have been cited as the main reasons why Jordanians struggle with English fluency. Indeed, for Jordan citizens in order to, enjoy international socioeconomic opportunities, they must be conversant with reading and studying English. In addition, most newly trained English teachers are incompetent and lack the much-needed skills to deliver as English teachers. The ministry of education employs English degree holders without ensuring that they are fully qualified to deliver on their responsibilities (Alhabahba, et al., 2016). More deeply, it is observed that preparing English teachers is flawed resulting in incompetency. For example, teaching approach implemented by EFL Jordanian teachers focuses on grammar only rather than involving students with communication skills. Teachers only focus on the content condensed in the textbook and tend to ignore other aspects of the language, such as fluency and communication skills which are equally important (Alhabahba, et al., 2016). Research also shows that although teachers and students would like to implement a computerized learning approach at an early stage, the obstacles for this method of learning are still high in Jordan (Khatatneh & Teh, 2018). Lastly, little attention is given to culture and its relation to learning

English. Jordan students love Arabian culture, thus they strive not to allow a foreign culture to erode their traditions. This attitude has a significant impact on their learning ability (Chatwin, 2017). Teachers are also not comfortable integrating culture while teaching English since they are not confident with the subject.

Point of fact is that some English language experts have argued that beginner English teachers are facing challenges which are not faced by experienced English teacher (Alhabahba, et al., 2016) including teaching methods, language skills and some other aspects. Such factors have triggered the researcher to make a research on this topic as it is really important to understand the mistakes made and the guidance required making the teaching of English in Jordan better. Since English language is essential in Jordanian context and learners as well as EFL beginner teachers face challenges to learn and teach it, there is a real need to conduct a study that identify the mistakes made by the beginner teachers at the initial stages of their career as well as the common mistakes and shortcomings are found in the Jordan English teaching and learning curriculum and then the common practices made by beginner English teachers that do not support conducive learning processes when teaching the English language in Jordan. Accordingly, this paper aims to identify the challenges faced by the beginner English teachers in Jordan before a teacher gains experience and then investigate the impacts caused by the mistakes made by the beginner teachers at the initial stage of their career on the academic performance of EFL learners.

Methodology
The study adopts mixed method approach including qualitative design using interview and observation as instruments as well as quantitative research design providing statistic findings since it agrees with all the research questions of the study that include only qualitative instruments to identify the mistakes that Beginner English teachers make in the early stages of their career. The background information with regards to the topic is extensively described and it explains the reasons for the topic being a significant concern in Jordan. By looking at based on different corners; an interview and natural observation in order to identify the mistakes that are made by the beginner English teachers in Jordan. Indeed, discussion of the mistakes will provide insights into the frequency of such mistakes when teaching EFL students at schools suiting the use of quantitative research approach. According to Creswell (2014) qualitative research design "is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures; collecting data in the participants' setting; analyzing the data inductively, building from particulars to general themes; and making interpretations of the meaning of the data. The final written report has a flexible writing structure" (p.393-394).

As for qualitative in this study, interviewing and observing participants might be suitable by providing the exact reasons for any challenges faced by EFL beginner teachers. This kind of approach could be more suitable for this study as this study implemented interview and observation; additionally, the researcher needs to identify the problem from two different corners. He needs to listen to participants' challenges to check their proficiency of their English and to highlight their current teaching level. Besides, these two instruments are being best to answer the research questions. Since the research questions are being made to explore the common mistakes committed by Beginner English Teachers in spoken and written English language in Jordan before gaining experience and then, it attempts to identify the mistakes and shortcomings in the Jordanian English teaching and learning curriculum (Table. 1).

Table1. Measurement Scale Of The Observation Items.

Check List Items (Organization/ Presentation/ Interaction/ Content Knowledge and Relevance/ Language Skills)	Not observed	More emphasis recommended	Accomplished very well

Results

In order to look at the challenges faced by EFL teachers, the researcher conducted an observation. The observation included the following four main sections: Firstly, organization section which aims to see how teachers present overview of lesson, and how they pace lesson appropriately and then, present topics in logical sequence. In addition, this section includes how these teachers relate today's lesson to previous/future lessons and summarize major points of the lesson.

Secondly, presentation section, this section contains the following points. It focuses on how teachers explain major/minor points with clarity and define unfamiliar terms, concepts, and principles. Additionally, it includes how teachers use good examples to clarify points and show all the steps in solutions to homework problems. It also focuses on how teachers vary the ways of explanations for complex or difficult material, emphasize important points, write key terms on blackboard or overhead screen, integrate materials (examples, cases, simulations) from "real world", and use active, collaborative, and cooperative learning favored processes over passive learning.

Thirdly, the interaction section, this section concentrates on how teachers actively encourage students' questions and ask questions to monitor student understanding. It also contains the waited sufficient time for students to answer questions. It also concentrates on how teachers listen carefully to student questions and respond appropriately to student questions. It includes the restated questions and answers when necessary. In addition to that, this section focuses on how teachers demonstrate respect for diversity and requires similar respect in classroom. Next, content knowledge and relevance section, the observation aims to see the teachers' content knowledge and relevance to topics explained. Accordingly, they focus on presenting materials at an appropriate level for students. In addition, how they present material appropriate to the purpose of the course and demonstrate command of the subject matter. Lastly, language skills' section, it attempted to identify the committed grammar mistakes and the committed speaking mistakes. In addition, it aims to identify the committed spelling mistake, the committed pronunciation mistakes, and the committed listening mistakes.

Table 2. Descriptive Analysis of the Five Observation Sections (Organization, Presentation, Interaction, Content Knowledge and Relevance, and Language Skills)

Descriptive Statistics

	N	Mean	Std. Deviation
Demonstrates respect for diversity and requires similar respect in classroom	20	2.95	.224
Waited sufficient time for students to answer questions	20	2.75	.550
Defined unfamiliar terms, concepts, and principles	20	2.70	.470
Listened carefully to student questions	20	2.55	.510
Actively encouraged student questions	20	2.40	.503
Presented material appropriate to the purpose of the course	20	2.30	.571
Asked questions to monitor student understanding	20	2.25	.444
Presented topics in logical sequence	20	2.25	.716
Commit speaking mistakes	20	2.20	.523
Used good examples to clarify points	20	2.20	.616
Restated questions and answers when necessary	20	2.15	.671
Commit listening mistakes	20	2.10	.641
Responded appropriately to student questions	20	2.10	.788
Writes key terms on blackboard or overhead screen	20	2.05	.605
Explained major/minor points with clarity	20	2.05	.605
Showed all the steps in solutions to homework problems	20	2.00	.649
Commit spelling mistake	20	1.90	.641
Committed grammar mistakes	20	1.80	.410
Demonstrated command of the subject matter	20	1.80	.523
Integrates materials (examples, cases, simulations) from "real world"	20	1.80	.523
Summarized major points of the lesson	20	1.80	.616
Related today's lesson to previous/future lessons	20	1.75	.716
Presented material at an appropriate level for students	20	1.70	.733
Emphasized important points	20	1.70	.657
Varied explanations for complex or difficult material	20	1.60	.681
Presented overview of lesson	20	1.60	.503
Paced lesson appropriately	20	1.55	.759
Active, collaborative, and cooperative learning favored over passive learning	20	1.25	.444
Commit pronunciation mistakes	20	1.05	.224
Valid N (listwise)	20		

Table 2, illustrates the descriptive statistics looking at the mean and standard deviation of the items arranged from higher to lower based on the mean scores. It shows that scale used to measure these items was observing the following points: (1) not observed, (2) more emphasis recommended, or (3) accomplished very well. It shows the following item "Demonstrates respect for diversity and requires similar respect in classroom" was the highest with the mean of (2.95) and standard deviation of (.224) indicating that most teachers demonstrated respect for diversity and requires similar respect in classroom. This can be due to the cultural aspect of respecting perspectives between teachers and students. It was followed by this item "Waited sufficient time for students to answer questions" with the mean of (2.75) and standard deviation of (.550). This can be due to the common understanding of giving students chances and more time allowing them to express their views. On the other hand, there are some items were low due to the mean scores. For example, the following item "Active, collaborative, and cooperative learning favoured over passive learning" indicating such teaching activities/strategies were mostly not observed with the mean of (1.25) and standard deviation of (.444). The lowest mean was for the following item "Commit pronunciation mistakes" with the mean of (1.05) and standard deviation of (.224). This can be clearly related to the challenge faced by Jordanian EFL teachers as they face difficulties with pronouncing difficult words and producing sounds which are not existed in their mother tongue.

In regards to the impacts caused by the mistakes made by the beginner teachers at the initial stage of their career on the academic performance of EFL learners, the researcher interviewed five supervisors and five beginner teachers of English. The researcher asked interviewees nine questions. All beginner teachers indicated that they are newly appointed as English language teachers. (T1, T2, T4) said "it is our first year as English language teachers". Two of them said "it is our second year". As for the supervisors, they mentioned "we are experienced well". Indeed, the least experience was 9 years. In regard to the challenges of teaching English language, beginner teachers indicated that they faced various challenges. For example, one of the interviewees mentioned that "I face a major challenge in summarizing the lesson as I was not practiced well how to do that". Another teacher said "I do not have the skill of using various explanation strategies for complex topics so I feel students in many cases are not focused on the lesson". In addition, all teachers face real challenges with pronunciation (Naser & Hamzah, 2018,2022), they cannot pronounce new words correctly in many cases. One of them said "I am really worried when I see new words suddenly while teaching I may pronounce it wrongly". This is true as it was supported by a supervisor who said "beginner teachers commit many pronunciation mistakes". This was supported by all other supervisors. These were not only the challenges faced by them. Beginner teachers also indicated that they also face challenges regarding presenting lessons to suit students' level and matching the goal of unit. In this regard, one of them said "I am very new as a teacher and I was not practiced at all to deal correctly with students who have various levels". It is also mentioned by one of the supervisors that "I supervised many newly appointed teachers and I can say (95%) of them do not know how to deal with students' differentiations. Interviewees were also asked regarding stories of how they were misunderstood by students due to their own mistakes as teachers. Two of teachers pointed out that they faced challenges in this regard. One of them said "I always mispronounce the sound /p/ by replacing it with /b/ and one time I said to one students /bark there/ in place of /park there/ and few students start laughing". A supervisor said "I many times observed speaking errors related to pronunciation and accuracy". In addition, some teachers also added that silent sounds in many cases create challenges to us when reading them to students. One

teacher said "I once read the word "comb" as /Komb/, I did not remember that the sound /b/ is silent. This made me embarrassed in front of my students as one of them corrected it to me". Teachers highlighted that they have various stories with all language skills. Another example, a teacher said "spelling created a challenge to me for example the words such as (weight, neighbors, receive, and some closer words were in many cases problematic to me". In this regard, supervisors also pointed out some neighbor sounds create problems for beginner teachers such as (cei), (ough), (augh) and so on. In addition, one supervisor said "if there is a listening lesson and teachers must listen to a recorder they sometimes answer wrong, indeed, they cannot always figure out the targeted words".

The results of the interview showed that there is a clear agreement between the teachers that the inability to arrange the ideas that they want to talk about in an organized way, through reading quickly, which affects the understanding of the content and clarification of the meaning and poor pronunciation of these words. In addition, it can be said the interview revealed that there is widespread agreement among instructors that the inability to pronounce sounds, words, and structures correctly has an impact on beginner English language teachers' capacity to teach English correctly. The interviewees indicated that many challenges are due to homophones meaning that words sound the same e.g., the words "look" and "lock." but are different in meaning or spelling as well as homograph words which are spelled the same, but differ in meaning or pronunciation. Also, other words e.g., right being a direction and right as when we say human rights. During the interview teachers and supervisors were also asked to evaluate themselves using the observation checklist to help the study determine challenges faced by beginner English teachers when teaching English Language at secondary schools in Jordan.

Table 3 Interviewees' Self-Evaluation

Descriptive Statistics

	N	Mean	Std. Deviation
Organization Section			
Presented overview of lesson	10	1.10	.316
Paced lesson appropriately	10	1.20	.422
Presented topics in logical sequence	10	1.00	.000
Related today's lesson to previous/future lessons	10	1.60	.516
Summarized major points of the lesson	10	1.50	.707
Presentation Section			
Explained major/minor points with clarity	10	1.70	.949
Defined unfamiliar terms, concepts, and principles	10	2.80	.422
Used good examples to clarify points	10	1.60	.516
Showed all the steps in solutions to homework problems	10	1.90	.568
Varied explanations for complex or difficult material	10	1.50	.707
Emphasized important points	10	1.20	.422
Writes key terms on blackboard or overhead screen	10	1.40	.516
Integrates materials (examples, cases, simulations) from "real world"	10	1.00	.000
Active, collaborative, and cooperative learning favored over passive learning	10	1.60	.843

Interaction Section			
Actively encouraged student questions	10	1.70	.483
Asked questions to monitor student understanding	10	1.00	.000
Waited sufficient time for students to answer questions	10	1.50	.527
Listened carefully to student questions	10	1.20	.422
Responded appropriately to student questions	10	1.70	.823
Restated questions and answers when necessary	10	1.80	.422
Demonstrates respect for diversity and requires similar respect in classroom	10	3.00	.000
Content Knowledge and Relevance			
Presented material at an appropriate level for students	10	1.40	.516
Presented material appropriate to the purpose of the course	10	1.40	.699
Demonstrated command of the subject matter	10	1.00	.000
Language Skills			
Committed grammar mistakes	10	1.00	.000
Commit speaking mistakes	10	1.70	.483
Commit spelling mistake	10	1.00	.000
Commit pronunciation mistakes	10	2.00	.000
Commit listening mistakes	10	1.60	.966
Valid N (listwise)	10		

The Table 3, demonstrates during interview section how interviewees including five teachers and five supervisors assess beginner teachers of English. Table 3, shows need more emphasis on lesson organizations, and they need to be prepared on how to present their lesson effectively. In addition, beginner teachers need to activate interaction strategies during their lessons. Another important point is content knowledge and relevance, for this, beginner teachers must be aware in enhancing their content knowledge in front of their students and they always have to relate the lesson to students' relevant life aspects and real world.

These interviewees were asked a follow up questions after evaluation process how they find this evaluation checklist? One of the teachers said "I like these checking questions as they all expressed what was in my mind to say so I honestly evaluate myself and according to my own experience what challenges beginner teachers face". Another teacher said "I feel that I really face challenges in these five evaluation sections (lesson organization, presentation, interaction, content knowledge and relevance as well as language skills)". In this regard, supervisors also commented on such question, they indicated that these five sections are really challenging beginner teachers. One of them said "it is true that we as a Education Ministry provide training sessions before they start their service but we cannot cover all these five main parts which must be handled by teachers during classes, I feel that beginner teachers need more training". Another supervisor said "our English language teachers do not practice during bachelor degree how to be good teachers; indeed, they do not attend any practical classes at all so there must be a specific course for that during bachelor degree". Overall, the EFL novice teachers' performance in Jordan wasn't very good. The results support the assertion made by Naser and Hamzah (2018) and Rinantanti, et al. (2019), that the instructional planning and lesson plans

of EFL new teachers may present challenges. However, the administrative obligation for monitoring was to employ these lesson plans. As a result, they weren't actually utilised to organize their teaching and learning activities. For teachers to deliver effective instruction, the teaching and learning activities should ideally be based on what they have planned.

In a similar vein, setting up the media, teaching aids, and other resources for instructional content is important when setting up a classroom for teaching and learning. The instructors' ability to start the lesson was comparable to the teachers' preparation for the lesson. Teachers were not making efficient use of their time or using a variety of teaching techniques that matched the students' age, aptitude, and degree of subject difficulty. They rarely used ICT for teaching and learning, encouraged student initiative and creativity, used a variety of methods to engage students, and gave them opportunity to ask questions and give feedback. Teachers were required to use a variety of teaching techniques, media, learning resources that matched the characteristics of their pupils, and ICT in the classroom in order to make learning more enjoyable and to meet the learning objectives.

Conclusion

Undoubtedly, in Jordanian context, higher education has a major role in the formation and progress of society and the achievement of its goals and in the face of contemporary challenges and the rapid changes in various fields and in meeting the needs of society in terms of human resources and has a great role in following up scientific and technological progress and pursuing this progress by preparing researchers and creating creative energies and working on its development. Educators agree that preparing the future teacher is linked to what he/she will do in the twenty-first century, and thus the current preparation in the faculties including English language department must take into account the demands of the future, especially since the current methods have some shortcomings with regard to the qualification of the future teacher in the age of space, electronics and satellites.

Indeed, teachers have always been the distinctive element in the human system, as she/he is the leader of its path to the fields of science and its way out from darkness and backwardness to the lights of knowledge and prosperity. She/he is the bearer of a message, the motivator of renaissance, and she/he belongs to one of the most honorable professions. In order to succeed in presenting and completing her/his message to the fullest, she/he must have major ingredients, the most important of which are: the sincerity of her/his affiliation to her/his profession, the light of determination, the abundance of knowledge, the ability to renew, innovation and creativity. In addition to teachers' keenness to follow up everything new in their specialization, and they do not have to stop at mere knowledge, but rather extends it to serving the field and the subject by conducting developmental research. The creative teacher is the one who is able to formulate distinct behavioral goals and plan effective activities that achieve creativity, diversify teaching strategies, provide modern assistive technologies that students need, pay attention to various activities and direct them to generate ideas and nurture creative skills.

The study of teacher preparation standards is an essential issue related to the issue of teacher formation and preparation as it is a matter of great importance, because the new roles of the teacher require appropriate professional training that enables such teachers to perform their expected roles to face the challenges of the times and their effects on education in general, and on education School teacher preparation in particular,

Overall findings of the present study conclude that most beginner English teachers in Jordan before gaining experience are not aware clearly with teaching methods as well as they face many challenges with English language teaching and mastering as it is a foreign language in Jordan. It is observed that beginner English teachers in Jordan face a number of obstacles when it comes to EFL instruction. In EFL classes, EFL teachers commonly use the first language. The behaviorism theory continues to impact the majority of EFL teachers. They think that the most successful teaching methods are recitation, memorization as well as repetition. Teachers that are influenced by the behaviorism theory feel that memory can readily create learning habits. Students will miss the cooperative activities aspect of the classroom in this typical teaching scenario, which may cause teachers to lose sight of the practical side of the teaching process. However, it appears that participant teachers are accustomed to this kind of instruction. Students may reject the cooperative approaches when they try to implement them, resulting in pandemonium.

For EFL beginner teachers, using the first language to answer any English inquiry is a significant problem. It is a good idea to use the first language to clarify some tricky English vocabulary, but it is not always effective. Students in these sessions aspire to explain anything in the second language in the first language. Teachers can help students overcome this challenge by encouraging them to not be frightened to speak the second language and to use the first language as little as possible (Al-qadi, & Naser, 2022; Alzobidy, & Naser, 2022; Ashley-Welbeck, & Vlachopoulos, 2020).

Teachers who do not use a variety of teaching approaches are less likely to try to be clear and succinct in their teachings, which can make the entire learning process harder for pupils to comprehend and even demotivate them from learning a second language (Hounhanou, 2020; Li, & Liu, 2021). It has been suggested that beginning EFL teachers urge students to converse entirely in English. If EFL learners begin speaking in their first language, a teacher must approach them and ask them direct questions using English. In EFL classrooms, EFL teachers must urge EFL students to utilize English more than their native language.

Acknowlededgment

References

Alkhawaldeh, A. (2010). The challenges faced by Jordanian English language teachers at Amman 1st and 2nd Directorates of Education. *College Student Journal*, *44*(4), 836-860.

Alhabahba, M. M., Pandean, A., &Mahfoodh, O. H. A. (2016). English language education in Jordan: Some recent trends and challenges. *Cogent Education*, *3*(1), 1156809.

Al Maharma, H., & Abusa'aleek, R. (2022). Teachers' Challenges in Using Inquiry-based Strategy in Teaching English in Jordan. *Int J Edu Sci*, *38*(1-3), 1-7.

Al-qadi, M. J., & Naser, I. M. M. (2022). Lexical Relation Presentations in The Views of Usage-Based Cognitive Semantics: The Case of Antonymy, Synonymy, and Polysemy. *Journal of Positive School Psychology*, 2494-2499.

Alshirah, S. F. A. (2012). *Illuminating teachers' voice and perspectives on English language teaching in secondary schools in northern city of Jordan* (Doctoral dissertation), Universiti Utara Malaysia.

Al-Wreikat, Y. A. A. S., & Bin Abdullah, M. K. K. (2010). An Evaluation of Jordanian EFL Teachers' In-Service Training Courses Teaching Techniques Effectiveness. *English Language Teaching*, *3*(4), 18-27.

Alzobidy, S., & Naser, I. M. M. (2022). The Presentations of Van Dijk Model in the Speech of Putin in the Independence of the Donetsk People's Republic and the Lugansk People's Republic. *Journal of Positive School Psychology*, *6*(8), 2416-2424.

Ashley-Welbeck, A., & Vlachopoulos, D. (2020). Teachers' perceptions on using augmented reality for language learning in primary years programme (PYP) education. *International Journal of Emerging Technologies in Learning (iJET)*, *15*(12), 116-135.

Bani-Khaled, T. A. A. D. (2012). Jordanian English language research: A meta-analysis. *International Journal of Humanities and Social Science*, *2*(14), 55-66.

Burgess, H. (2018). Stratified English-Language Fluency in Jordan: Perpetuating class division and limiting socioeconomic opportunity. Retrieved 26 Nov, 2023, from https://ejournals.bc.edu/index.php/elements/article/view/10324

Campion, G. (2016). The learning never ends': Exploring teachers' views on the transition from General English to EAP. *Journal of English for Academic Purposes*. 59-70

Chatwin, H. (2017). Linguistic Imperialism in Jordan: The Impact of English Education Curriculum on Cultural Behaviors of Secondary Students in Amman. Retrieved from https://digitalcollections.sit.edu/cgi/viewcontent.cgi?article=3684&context=isp_collection

Creswell, J. W. (2014). *Research design qualitative, quantitative, and mixed methods approaches* (4th ed.). New Jersey: Upper Saddle River.

Drbseh, M. M. H., & Hasan, M. (2013). The spread of English language in Jordan. *International Journal of Scientific and Research Publications*, *3*(9), 1-5.

Hamdan, J. M., & Hatab, W. A. A. (2009). English in the Jordanian context. *World Englishes*, *28*(3), 394-405.

Hounhanou, A. J. V. (2020). Promoting TPR (Total Physical Response) method in teaching vocabulary for EFL beginners in Benin secondary schools. *International Journal of Applied Linguistics and English Literature*, *9*(6), 23-31.

Khatatneh, N., & Teh, K. (2018). Application of Computerized Learning Games in Teaching at Karak Schools: Challenges Encountered when Teaching the English Language. *International Journal of Academic Research in Progressive Education and Development, 7*(3). DOI: 10.6007/ijarped/v7-i3/4430

König, J., Lammerding, S., Nold, G., Rohde, A., Strauß, S., &Tachtsoglou, S. (2016). Teachers' professional knowledge for teaching English as a foreign language: Assessing the outcomes of teacher education. *Journal of Teacher Education*, *67*(4), 320-337.

Koşar, G., & Bedir, H. (2018). Improving knowledge retention via establishing brain-based learning environment. *European journal of education studies*.

Li, H., & Liu, H. (2021). Beginning EFL teachers' emotional labor strategies in the Chinese context. *Frontiers in Psychology*, *12*, 737746.

Naser, I. M. M., & Hamzah, M. H. B. (2018). Pronunciation and conversation challenges among Saudi EFL students. *JEES (Journal of English Educators Society)*, *3*(1), 85-104.

Naser, I. M., & Hamzah, M. H. (2022). Pronunciation difficulties and challenges in the field of research in Jordan. *Journal of Humanities and Social Sciences*, *6*(14), 140-157.

Nero, S. J. (2005). Language, identities, and ESL pedagogy. *Language and education*, *19*(3), 194-211.

Palmer, B. C., El-Ashry, F., Leclere, J. T., & Chang, S. (2007). Learning from Abdallah: A case study of an Arabic-speaking child in a US school. *The Reading Teacher*, *61*(1), 8-17.

Pathan, M. M., & Marayi, Z. E. (2016). Teaching English as a foreign language in Libyan schools: Issues and challenges. *International journal of English and education*, *5*(2), 19-39.

Rinantanti, Y., Bin-Tahir, S. Z., & Suriaman, A. (2019). The impact of EFL senior high school teachers' performance in Papua, Indonesia toward the students' English learning achievement. *Asian EFL Journal*, *23*(3.3), 431-447.

Wan, Y. S. (2017). Drama in Teaching English as a Second Language-￼ A Communicative Approach. *The English Teacher*, 13.