

AN EXPERIMENTAL STUDY TO EXPLORE THE EFFECTIVENESS OF AN ONLINE ARABIC TEACHING PROGRAM, TO IMPROVE READING IN NATIVE LANGUAGE (ARABIC) IN THE COUNTRY OF ASYLUM FOR BILINGUAL CHILDREN

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Citation/©: Hafed, A. & Alkhalaf Alabdulla, R. (2022). İki dilli çocukların iltica ettiği ülkede ana dilde (arapça) okumayı geliştirmek için çevrimiçi Arapça öğretim programının etkinliğine yönelik deneysel bir çalışma. *Türkiye Din Eğitimi Araştırmaları Dergisi*, 14, 117-139.

DOI Number: <https://doi.org/10.53112/tudear.1167581>

Abstract

1.6 million Syrian refugee children live in Turkey because of the war in Syria. Syrian children study in Turkish schools in the Turkish language, but many Syrian families return to Syria for many reasons, which makes their children dropping out of school because they are illiterate in Arabic, which is the official language in Syria. The aim of the research is to examine the effectiveness of an online intervention program to teach reading in Arabic to refugees Syrian children in Turkey. One intervention group of seven

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Etik Beyan: Bu çalışmanın hazırlanma sürecinde bilimsel ve etik ilkelere uyulduğu ve yararlanılan tüm çalışmaların kaynakçada belirtildiği beyan olunur. Makale en az iki hakem tarafından incelenmiş, Turnitin kullanılarak benzerlik raporu alınmış ve araştırma/yayın etiğine uygunluğunu teyit edilmiştir.

Ethical Statement: It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited. The article was reviewed by at least two referees, a similarity report was obtained using Turnitin, and compliance with research/publication ethics was confirmed.

Yazar Katkıları: Abdulrahman Hafed (%50); Rami Alkhalaf Alabdulla (%50).

students was selected.: aged 8-10 years, the children mother tongue is Arabic, residing in Gaziantep or Kilis, can't read Arabic, and they are Syrians. The reading test was applied before the start of the course, and then the reading test was applied after the course ended. The results indicate a significant effectiveness of the online course in teaching reading to children. The results also indicate that the parents' satisfaction with the course is positive.

Keywords: Arabic language and rhetoric, Distance education, Bilingual children, Reading, Displaced children, IDPs in Turkey.

İKİ DİLLİ ÇOCUKLARIN İLTİCA ETTİĞİ ÜLKEDE ANA DİLDE (ARAPÇA) OKUMAYI GELİŞTİRMEK İÇİN ÇEVİRİMİÇİ ARAPÇA ÖĞRETİM PROGRAMININ ETKİNLİĞİNE YÖNELİK DENEYSEL BİR ÇALIŞMA

Öz

1,6 milyon Suriyeli mülteci çocuk, Suriye'deki savaş nedeniyle Türkiye'de yaşıyor. Suriyeli çocuklar Türk okullarında Türkçe eğitim görüyor, ancak birçok Suriyeli aile birçok nedenden dolayı Suriye'ye geri dönüyor. Bu durum Arapça okuma bilmeyen çocukların okulu bırakmalarına neden olabiliyor. Halbuki Suriye'nin resmi dili Arapçadır. Araştırmanın amacı, Türkiye'de yerinden edilmiş Suriyeli çocuklara Arapça okumayı öğretmek için çevrimiçi bir programın etkisini incelemektir. Yedi öğrenciden oluşan bir grup seçildi. Şartlar şu şekilde: 8-10 yaşında olmak, ana dili Arapça olmak, Gaziantep veya Kilis'te ikamet etmek, Arapça okuma bilmemek, Suriye uyruklu olmak. Okuma testi, kurs başlamadan önce ve kurs bittikten sonra uygulanmıştır. Sonuçlar, çevrimiçi kursun çocuklara okuma öğretiminde önemli bir etkisi olduğunu göstermektedir. Ayrıca velilerin kurstan memnuniyetlerinin de olumlu olduğunu göstermektedir.

Anahtar Kelimeler: Arap dili ve belagatı, Uzaktan eğitim, İki dilli çocuklar, Okuma.

Giriş

1.6 million Syrian child refugees in Turkey, because of the war in Syria. (Situation Syria regional refugee response, 30 Jul 2022). Children learn how to read and write in the same way that they learn how to speak and listen and for the same reason, which is the need for this in the societal environment in which they live and their need to communicate and understand (Resnick & Weaver, 2013), but this challenge does not exist for Syrian students in Turkey, they use reading and writing in Turkish, this does not push them to Learn how to read and write in Arabic.

It is expected that many of them will return to Syria in the next few years and they do not know how to read in Arabic. This will cause them to drop out of education when they return to their country because schools in Syria teach in Arabic language only. President Recep Tayyip Erdoğan (2022) said that they are preparing for the “voluntary return” of 1 million Syrians in Turkey to Syria (Erdoğan, May 3, 2022).

Fiester has written a book called “Early Warning! Why Reading by the End of Third Grade Matters. KIDS COUNT Special Report”. It is clear from the title of the book how dangerous it is for students to reach fourth grade without having mastered reading skills. He indicates that the achievement gap for low-achieving students is exacerbated by absenteeism, summer reading loss, food and housing security, family continued mobility, and low-performing schools. The National Research Council in the United States of America confirms that academic success, as defined by high school graduation, can be expected. Low achievement in reading at this age has significant consequences on the long-term in terms of expected monthly income, overall productivity and global competitiveness. Worse, students with low literacy achievement at this age have more behavioral and social problems in subsequent grades and have a higher rate of repetition of the year than others. (Fiester, 2010, pp. 9, 17). “We are all better off if young people learn to read by this crucial moment in their educational careers” (Barth, 2012, p. 20), therefore, this research attempts to focus on literacy at this critical stage in children’s lives.

One of the studies that investigated the attempt to eradicate illiteracy at this age group is the study of Reed, Schmitz, Aloe, and Folsom (2016), which investigated the effect of intensive summer reading programs on the degrees of students who do not read well at the end of the third grade. This study was commissioned by the Iowa Reading Research Center (IRRC). These programs lasted for 23 days, with a rate of 3 hours per day. The results indicate that the programs were effective in preventing decline of reading skills that usually occur during the summer vacation. However, these courses did not lead to the growth of students’ reading skills, but only prevented the summer decline (Reed, Schmitz, Aloe, & Folsom, 2016).

Keegan (2013) asserts that he is pessimistic that the continuous process of industrialization, including distance education, will lead to the destruction of the foundations of life on this planet. Distance education will lead to the dismantling of society because it isolates people from each other, reduces the forms of shared learning, and keep learners away from personal interactions and critical intercourse (Keegan, 2013, p. 16).

Saving time is one of the most important advantages of distance education compared to formal education, it saves time for high school students when it allows them to access educational resources in the classroom via the Internet and does not have to find the way to the media center, and saves time for university students when they do not have to go

on campus which may force them to take long-distance transportation in their city or to another city, saves clinicians time when they can consult with each other about a patient's illness without having to meet in one place, saves trainers' and trainees' time so they can engage in continuing education at a time and place that is convenient for them without having to travel long (Simonson, Zvacek & Smaldino, 2019, p. 193).

Furthermore, distance education is an enjoyable experience for both the student and the teacher alike, because motivating the learners and keeping them active makes it a valuable experience as well as an enjoyable one (Simonson et al, 2019, p. 194).

Muhammad, Ziyadullayevna, Salijonovna, and Jaxonovich (2021) confirm through a study they conducted that the success of distance learning requires a great deal of attention and commitment by faculty members, integrating course content and focusing on: student support techniques, interaction and assessment techniques. The researchers noted that deficiencies are sometimes due to problems in technology, inappropriate educational methods, poor self-regulation among students, poor teacher control, and lack of effective interaction, which reduces students' satisfaction with the distance learning experience (Muhammad, Ziyadullayevna, Salijonovna, & Jaxonovich, 2021).

In this research, we are trying to study the provision of an educational course for Syrian students in Turkey who are under ten years old and who cannot read in Arabic language and examine the results.

For several reasons, the use of distance education has been preferred, the most important of which is:

- The spread of the Corona virus, which caused the death of more than 5.65 million people around the world until 29-1-2022. ("Coronavirus Covid 19". Jan 29, 2022)
- Availability of the Internet, even among poor families
- The significant moving to digital education in the world.
- The ability of the majority of parents to monitor their children's literacy learning in Arabic at home because it is essential skill for parents
- Possibility to continue lessons even on school days by making these lessons in the evening
- saving the road time, in addition to Getting rid of its costs and risks for children.
- Positive results shown by many studies of distance education, some of which we have mentioned and we will mention some of them later.

Preparing students to learn is important in any form of education to maximize learning and participation in the classroom, but is more important in distance education, students must understand their responsibilities to ensure a successful learning experience (Simonson et al, 2019, p. 193).

Hilliard (2015) stresses that it is necessary in distance education and blended education to provide timely support to both students and educators, communicating policy use of the technology, solving administrative problems, the presence of technical support staff capable of assisting educators and students and providing continuing professional development opportunities (Hilliard, 2015).

Jones (2018) evaluated the experience of a literacy program developed by SPARK by developing a student's out-of-school environment as well. This is done by involving families in literacy activities in addition to children's clubs. The research sample consisted of 251 students who studied by the method provided by SPARK and 245 students who worked with them as usual. The study included six public schools. The study found that SPARK had a small positive but statistically significant effect on students' reading achievement (Jones, 2018).

Park and Shea (2020) reviewed research trends in online learning, distance learning and blended learning over the ten years 2010-2020 through co-citation analysis. The results showed that literature review and meta-analysis studies on distance education and studies on learners' discourse cited in asynchronous discussion were most in the first half of the ten-year period, while in the second half of the ten years the focus has been on learner satisfaction, self-regulation, informal learning, and learning through MOOC. The researcher asserts that it has become important to pay attention to the characteristics of online learners, the type of learning, self-regulation and motivation of learners, and stresses that pedagogy is critical to make the most of technology and without it the effectiveness of the use of educational technology will be diminished (Park and Shea, 2020).

Tayebinik and Puteh (2012) stress that blended education is superior to distance education (Tayebinik & Puteh, 2012).

Macaruso, Wilkes, Franzén, and Schechter (2019) did a study that tracked the reading performance of 68 students from low socioeconomic status (SES) backgrounds and low performance in reading after these students received instruction to use —Lexia® Core5® Reading - program. This study spanned three years from kindergarten to second grade. The results indicate that Students made significant gains on the standardized reading test at the end of the three years, as more than 90% of children who started kindergarten with a standardized test score below average finished second grade scoring on average or better (Macaruso, Wilkes, Franzén, & Schechter, 2019).

Schechter, Macaruso, Kazakoff, and Brooke (2015) explored the effect of blended learning on reading among students of low socioeconomic status (SES) in the first and second grades. A treatment group consisting of 45 students and a control group consisting of 38 students were identified. English language lessons were provided to the treated group with blended learning while the control group was taught without the involvement of technology. The results showed greater gains for the students of the treated group in the standardized reading test compared to the control group (Schechter, Macaruso, Kazakoff, & Brooke, 2015).

Troia (2004) studied the effectiveness of employing the Fast ForWord Language™ program in teaching English to a sample of immigrant children who did not speak English and spoke Spanish as a native tongue, the intervention lasted 4-8 weeks, the results showed that the treatment group achieved significant gains in expressive language, sight-word recognition, and pseudoword decoding. While children's progress in the oral language skills and reading was limited (Troia, 2004).

Prescott, Bundschuh, Kazakoff, and Macaruso (2018) studied the intervention with an online program designed to eradicate illiteracy of children, from kindergarten to the fifth grade in primary school, the results were positive for the progress of students by reading, and the progress of students from kindergarten through the second grade of primary school was greater from the higher grades (Prescott, Bundschuh, Kazakoff & Macaruso, 2018).

Liu and Ko (2016) aimed to reveal the relationship between the online reading ability and each of paper-based reading skills and the skills of information and communication technologies (ICT). 376 children from grade four to grade six were recruited as participants in three primary schools. The results showed that half of the variance related to online reading ability can be explained by paper-based reading skills and ICT skills, but paper-based reading skills remain the basis for online reading (Liu & Ko, 2016).

Bokayev, Torebekova, Davletbayeva, and Zhakypova (2021) examined the parents' satisfaction in Kazakhstan through organizing distance learning during the period of COVID-19 virus and tried to identify how parents participated in the educational process for their children, and what are the most important problems that faced them in distance learning. For this purpose, the answers of 31,300 parents surveyed were used, in addition to in-depth interviews with 65 parents, the results showed that parental satisfaction with the distance learning provided increases with the increase in the age of the parents in general, and also increases with the increase in family income, which perhaps related to the improvement of the tools they have for the Internet, while parents' satisfaction decreases with the increase in the number of children in the family. The study also found a positive correlation between parents' satisfaction with the quality of education and their

evaluation of teachers' competencies (Bokayev, Torebekova, Devletbayeva, & Zhakypova, 2021).

Lau, Li, and Lee (2021) investigated parents' satisfaction with distance education in Hong Kong through a questionnaire and investigated the relationship of parents' satisfaction about distance learning and with the number of learning tasks, the length of time which students spent in front of screens, the child's ability to complete online learning without parental assistance. The sample consisted of Parents (n=3381, 92.4% mothers) of grades 1-6 students who participated in online learning during class suspension due to the COVID-19 pandemic. The results showed that (53.1%) of the parents were satisfied with online learning, while (46.9%) of the parents were dissatisfied with the online learning, a significant negative association was found between the number of tasks as well as the length of online learning with the parents' overall satisfaction with online learning. In other hand, there was a positive correlation with a medium effect size between the child's efficiency in completing online learning without parental assistance and parents' satisfaction with online learning (Lau, Li & Lee, 2021).

Cicatiello, De Simone, D'Uva, Gaeta, and Pinto (2021) aimed to explore the impact of parents' participation in online education on their perception of service satisfaction in the midst of the COVID-19 pandemic. The results provided evidence that parents were more likely to express a positive judgment about the experience of online education when they were informed or counseled about their children's education and their satisfaction correlated with their experience of participation during the pandemic. Furthermore, certain family characteristics, such as availability of technology, children's age, parents' willingness to participate, and the economic status of the family play a role in parents' assessment of distance learning (Cicatiello, De Simone, D'Uva, Gaeta & Pinto, 2021).

Hinderliter, Xie, Ladendorf, and Muehsler (2022) found that parents' satisfaction with online learning depends on the learning outcomes that their children achieve in online learning. The better the child's results, the lower the parents' anxiety and the higher their satisfaction with online learning. While it decreases whenever parents find barriers in this type of learning face their child, which this study identified as (the child's inability to work independently and his need for help, and his lack of time management skills) (Hinderliter, Xie, Ladendorf & Muehsler, 2022).

This research is based on the fact that the current conditions strongly push towards distance learning, for many reasons, including the spread of some viruses, the massive digital development, and the difficulty of transportation for children. Also, this research is based on the fact that the teacher, if his class contains 20 students, can divide them into three groups for distance learning, in each group approximately 7 students, the teacher meets with each group and teaches them for two hours each working day. Thus, the

teacher finishes teaching the three groups at six hours a day, this is a normal number of working hours.

Some of displaced Syrians in Turkey return to Syria as a result of the many challenges they face in their lives in Turkey, for example, the number of people that have left Turkey to Syria who will not return through only one border gate Bab Al-Hawa, and only in one month May 2022, is 1222 people.

1.1. The Problem of The Study

Thus, the problem of the study emerges from that Syrian children in Turkey do not study Arabic in schools, not even as a second language, so most of them are illiterate in it while they are able to listen and speak it well, but some Syrian displaced families in Turkey returned to Syria and some may return in later years where Arabic is the official language even in schools, this makes them drop out of school. This research aims to examine the effectiveness of an eight-week online course in learning Arabic reading skills for refugees Syrian children in Turkey under the age of 10 years.

1.2. Research Questions

- Does online learning improve reading Arabic for refugee Syrian students in Turkey who speak Arabic as a mother tongue?
- How satisfied are the parents with the online literacy program?

1.3. Research Methodology

This research follows the experimental method, applying a distance reading course in Arabic for displaced Syrian children in Turkey, applying a pre and post literacy test to measure progress, applying "parents' satisfaction scale" Then conducting the required statistics.

1.4. Research Hypotheses

The current research aims to test the validity of the following hypotheses:

- There is a statistically significant difference between the mean scores' students in the reading test before and after the course.
- The overall evaluation is "positive" for the average score of the "parents' satisfaction scale".

1.5. Intervention Tools

The selected book was (Arabic is My Language - Student's Books - Primary Education - Category B - Level One), which was adopted in Syria in coordination with UNICEF for children who dropped out of school. The program called "Self-Education Program". It aims to returning illiterate children and dropouts - between the ages of 8 to 10- to school.

Since the book has been written for face-to-face education, a distance education teacher's guide for the book has been created. The teacher wrote the guide under the supervision of the researcher. Then it was modified during the course due to the benefit of practical application.

1.6. Participants

(7) Children have the following characteristics: age 8-10 years, nationality Syrian, place of residence is one of the two cities Gaziantep or Kilis, and the original language of the child and his family is Arabic.

The cities of Gaziantep and Kilis were selected due to the ease of delivering gifts hand in hand to students, although gifts can be delivered by mail, but the reality of the situation indicates that many Syrians do not want to deal with mail because they have not tried it before and fear that their lack of Turkish language may cause problems for receiving the shipment. It often happens that the mail returns to the sender due to the failure of the correct communication between the postman and the addressee, especially when the phone is relied on.

An Arabic language course for reading was announced for children 8-10 years who do not know how to read in Arabic on social networking sites. The announcement was made for a short period only because the required number is limited. (14) Students were selected who fulfilled the aforementioned conditions: age 8-10 years, nationality Syrian, place of residence is one of the two cities Gaziantep or Kilis, and the original language of the parents and the child is Arabic.

14 students took the first test. 8 students who scored less than 50% (two of them a brother and a sister) were selected. One student dropped out before the course ended due to an internet problem, so the total number left of students is 7.

1.7. Data Collection Tools

The Reading test: Prepared by the researcher. It should be noted that the researcher did not find a Reading test in Arabic suitable for the characteristics of the sample. The majority of illiteracy tests are intended for the adults, children with learning difficulties, or children whose mother tongue is not Arabic. Because of that, the researchers prepared the test themselves, then it was presented to the referees to ensure the validity of the test.

To verify the reliability of the test, The exploratory sample included N=14, then we use the method of splitting the test into two halves:

Table 1: Reliability Correlation Statistics

| | Correlation Between Forms | Spearman-Brown Coefficient | N |
|--------------|------------------------------|-------------------------------|----|
| Reading Test | 0.986 | 0.993 | 14 |

Since Spearman-Brown Coefficient is too high, it indicates good scale reliability.

Parents' satisfaction scale: prepared by the researcher. It was presented to the referees to ensure the validity of the scale.

To verify the reliability of the scale, we use Cronbach's Alpha Test:

Table 2: Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .780 | 14 |

Since Cronbach's alpha is greater than 0.6, it indicates good scale reliability.

1.8. Procedures

Parents' approvals were taken for their children to attend the course and to pledge to pay attention to their children's attendance of lessons. The teacher has given written consent to follow the safety measures and ethical standards during the course and for the application of research tests.

We started work in August 2020, six working weeks were before the opening of the school, as the start of the teaching work was postponed due to the pandemic of Corona Virus, in addition to two weeks after the opening of the school. Thus, the students were taught 8 weeks: 5 days per week for the early six weeks, 4 days per week in the last two weeks. The teacher taught the children using Zoom. The course took 76 teaching hours in total. The teacher meets with the children for two hours of instruction each school day.

In each session, after the teacher makes sure that the students enter the Zoom session, he opens the lesson with an encouraging introduction, then presents to the students the paragraphs of the session which generally include (reading the lesson by the teacher after displaying it on the screen, group reading by students, individual reading from each student, solving exercises such as converting words written in hyphenated letters into syllable letters and filling in blanks with suitable words from the list..., writing some words by students, playing educational games, singing some songs...)

The reading test (post-test) and the parents' satisfaction scale for teaching reading in Arabic online were applied after the completion of teaching the group. Of course, the reading test was applied before the course also. All previous data was filled out in statistical tables.

2. Results

2.1. First Hypothesis Test

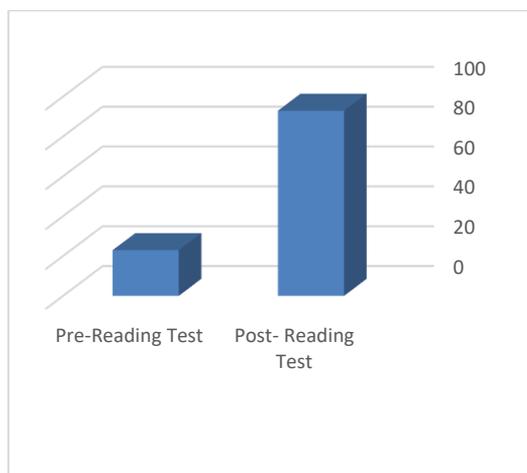
To test the validity of the first hypothesis, which is: “There is a statistically significant difference between the mean scores’ students in the reading test before and after the course.”

We analyze students’ degrees coming from pre and post reading test:

Table 3: Student marks before and after the course

| | Mean (Out of 100 degrees) | Std. Deviation |
|-------------------|------------------------------|----------------|
| Post-Reading Test | 92.9143 | 7.58517 |
| Pre-Reading Test | 22.9429 | 18.38739 |

Figure 1: Student marks before and after the course



It is noted from the above table that the averages of the post-test results were much higher than the averages of the pre-test results for reading test.

In the following, we try to examine the normality distribution test for each of the results of the three tests.

Normal distribution test to be able to perform t-test:

Table 4: Tests of Normality (Shapiro-Wilk)

| | Statistic | df | Sig. |
|-------------------|-----------|----|------|
| Post-Reading Test | .878 | 7 | .219 |
| Pre-Reading Test | .910 | 7 | .394 |

It is evident from the table that the error ratio (Sig.) is greater than 0.05 for the two tests, which means that the distribution is normal. That mean we can apply T-test.

Table 5: Paired Samples T-Test

| | | 95% Confidence Interval of the Difference | | T | df | Sig. (2- tailed) α |
|--------|---------------------------------|---|-------|-------|----|------------------------------|
| | | Lower | Upper | | | |
| Pair 1 | Post- Reading # Pre- Reading | 55.23 | 84.71 | 11.61 | 6 | 0.00 |

The table shows the following:

There is a statistically significant difference between the pre- and post-application of reading test, in favor of the post application ($\alpha < 0.01$).

This confirms the validity of the first hypothesis of the research, which is “There is a statistically significant difference between the mean scores’ students in the reading test before and after the course.”

This confirms the effectiveness of the distance education program which was applied on students’ reading improvement.

This result agrees with the findings of Jones (2018). Which reached positive results in students’ reading achievement through a learning environment outside the school by involving families in literacy activities in addition to children’s clubs. our study involves families in the course as well, but our study depends more on distance learning.

It agrees with the study of Macaruso et al (2019). Which found that students from low SES backgrounds achieved significant gains in the standardized reading test at the end of the experiment. The mentioned study is similar to our study in using the Internet for learning, but the mentioned study used a distance education program without a teacher, while our study depends on the presence of a distance teacher.

It agrees with the results of a study by Schechter et al (2015), who used blended learning to explore its impact on reading among students with a low SES background. They found positive results in reading. However, our study used distance learning only without integrating it with face-to-face learning.

It agrees with the findings of the study of Prescott et al. (2018), they investigate of intervention with an online program designed to educate children from kindergarten to fifth grade in elementary school. They found positive results in terms of students’ reading progress, as in our research. But the research differs from our research that they used an online program only, not simultaneous lessons.

This indicates that summer periods are very good for distance education of reading, as one summer period made a significant difference.

The researcher attributes this success to the effectiveness of the method on one hand, and the conditions of the experiment on the other hand. Among these conditions, which the researcher believes have a fundamental role:

The mother tongue of the child and his family is Arabic, as some Syrian families do not speak Arabic as a mother tongue, and the researcher believes that these children need more time to make a significant difference in reading.

The age is 8-10 years, as there may be a slowdown in learn reading after this age, as we explained in the literature review

Parental supervision of children, as students often leave if there is no supervision from parents for the child's attendance. Also, some mothers were helping children learn to read when they found some difficulties facing their children

In addition to the good experience of the teacher and the quality of the book chosen, this is undoubted of its importance.

2.2. Second Hypothesis Test

The second hypothesis of the study states that "The overall evaluation is (positive) for the average score of the parents' satisfaction scale" To check the validity of this hypothesis, we perform the following statistical operations:

Table 6: Weight of the responses

| Opinion | Weight - if the question positive | Weight - if the question negative |
|----------|-----------------------------------|-----------------------------------|
| Disagree | 1 | 3 |
| Neutral | 2 | 2 |
| Agree | 3 | 1 |

Table 7: Corresponds (Average - Overall assessment)

| Weighted Average | Overall Assessment |
|------------------|--------------------|
| 1-1,67 | Positive |
| 1,68-2,33 | Neutral |
| 2.34-3 | Negative |

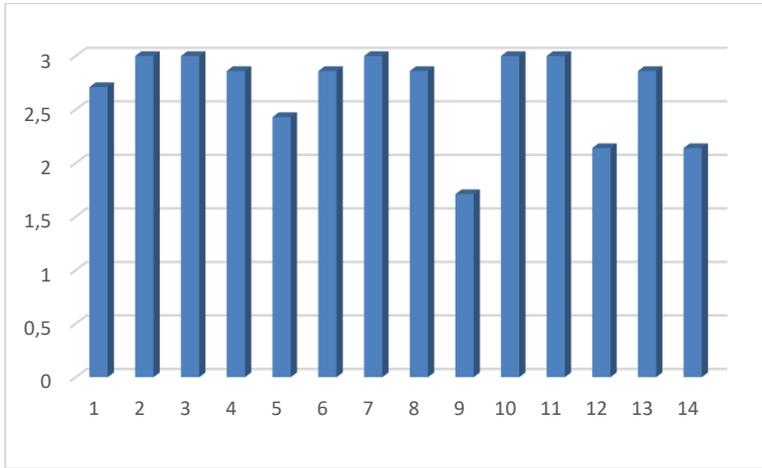
Table 8: The parents' satisfaction scale for teaching Arabic online

| Cod | the question | The direction of the question | Number of approvers | Number of neutrals | Number of non-approvers | weighted average | Overall assessment |
|-----|---|-------------------------------|---------------------|--------------------|-------------------------|------------------|--------------------|
| 1 | I feel my child's progress in reading | Positive | 5 | 2 | 0 | 2.71 | Positive |
| 2 | My child was interacting with lessons | Positive | 7 | 0 | 0 | 3 | Positive |
| 3 | I would like to participate in other similar lessons for my child | Positive | 7 | 0 | 0 | 3 | Positive |
| 4 | I suffered with my child until he sat down and attended the lessons | Negative | 0 | 1 | 6 | 2.86 | Positive |
| 5 | Distance education seems inappropriate for teaching reading to children | Negative | 0 | 4 | 3 | 2.43 | Positive |
| 6 | My child loved the songs and games he was playing with the teacher | Positive | 6 | 1 | 0 | 2.86 | Positive |
| 7 | The gifts had an effect on my child | Positive | 7 | 0 | 0 | 3 | Positive |
| 8 | My child loved these Arabic lessons | Positive | 6 | 1 | 0 | 2.86 | Positive |
| 9 | My child mentions some of his classmates' names | Positive | 0 | 5 | 2 | 1.71 | Neutral |
| 10 | My child showed more integration with the course, as | Positive | 7 | 0 | 0 | 3 | Positive |

Hafed & Alkhalaf Alabdulla, İki dilli çocukların iltica ettiği ülkede ana dilde (arapça) okumayı geliştirmek için çevrimiçi Arapça öğretim programının etkinliğine yönelik deneysel bir çalışma

| | | | | | | | |
|--------------------------------------|---|----------|---|---|---|------|----------|
| | the days progressed | | | | | | |
| 11 | My child's complaints increased from pain (that I do not understand) during lesson's days | Negative | 0 | 0 | 7 | 3 | Positive |
| 12 | Out of lesson time, my child repeats the chants he sings with the teacher | Positive | 2 | 4 | 1 | 2.14 | Neutral |
| 13 | My child started trying to read some of the Arabic words or letters that he sees around him | Positive | 6 | 1 | 0 | 2.86 | Positive |
| 14 | My child has been playing as a game: reading Arabic letters, a "teacher and students" game, or some of the games that he practiced with the teacher | Positive | 2 | 4 | 1 | 2.14 | Neutral |
| Weighted Average of The Scale | | | | | | 2.68 | Positive |

Figure 2: The parents Satisfaction Scale



It is evident from the previous table that the “measured average” for the scale is 2.68, which represents a general “positive” assessment for the parents’ satisfaction scale

This confirms the validity of the third hypothesis of the study.

Table 9: The parents’ suggestions

| I suggest that the number of teaching hours per day be: | Four | Three | Two | One | Another suggestion | Average |
|--|------|-------|-------|-----|-----------------------------|-----------|
| | 1 | 1 | 3 | 0 | One person suggests (2:30) | 2:35 |
| I suggest that the number of lessons per week be ((In summer vacation) | Five | Four | Three | Two | Another suggestion | Average |
| | 3 | 1 | 1 | 0 | One person suggested 6 days | 4.67 Days |
| I suggest that the number of lessons per week be (In the months of school) | Five | Four | Three | Two | Another suggestion | Average |
| | 1 | 1 | 1 | 3 | - | 3 Days |

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| My favorite lesson time: | before 12:00 pm | 12:00–3:00 pm | 3:00-6:00 pm | After 6:00 pm | Remark: There are some parents who chose more than one suitable time, so the number of responses was 9 | | |
|---|-----------------|---------------|------------------------|--------------------|--|--------------------|--|
| | 2 | 2 | 5 | 0 | | | |
| | Songs | the games | Reading by the teacher | Collective reading | Homework | Another suggestion | |
| I suggest increasing: | 0 | 2 | 3 | 4 | 2 | - | |
| I suggest decreasing: | 1 | 0 | 0 | 1 | 0 | - | |
| Total (positive means suggesting an increasing, negative means suggesting a decreasing) | 0-1= -1 | +2-0= +2 | +3-0= +3 | +4-1= +3 | +2-0= +2 | - | |

The average suggested by parents is that the number of teaching hours per day should be 2:35 two hours and thirty-five minutes, which is approximately two and a half hours, which increases half an hour more than the course lessons.

Parents suggest that the number of lessons per week in the summer vacation is on average 4.67 days, which is approximately five days. This was adopted in the course.

The average that the parents suggested about the number of lessons per week during the school months is 3 days. In this course the students had 4 lesson per week for the two last weeks of the course, that when the school began.

A summary of what parents suggested in terms of increasing or decreasing some teaching activities: increasing group reading, increasing games, increasing reading by the teacher, decreasing songs, increasing homework.

Preferred lesson timing: The most preferred time was in the afternoon, between 3:00 pm to 6:00 pm, the approved time for the course was within this time (4:00pm - 6:00 pm)

General remarks and suggestions from parents:

We quote here the fathers' proposals, categorizing them into five categories as the following:

Table 10: Encoding Some Categories

| Cod | Suggestions |
|-----|---------------------------------|
| R | Improvement in reading |
| C | Continue course |
| F | Opening courses in wider fields |
| D | Difficulties |

Student 1: Now he can read the names of the caller on the phone correctly (R), read WhatsApp messages correctly (R). Suggestions: continue the course (C)

Student 2: None

Student 3: Suggestions: Increasing courses like this (C), opening Quran courses (F), Arabic lessons (F), and a book reading course (F).

Student 4: None.

Student 5: Now my son reads the names of the caller on the phone constantly (R). The problem was waking him up (D), Suggestions: continue the course (C).

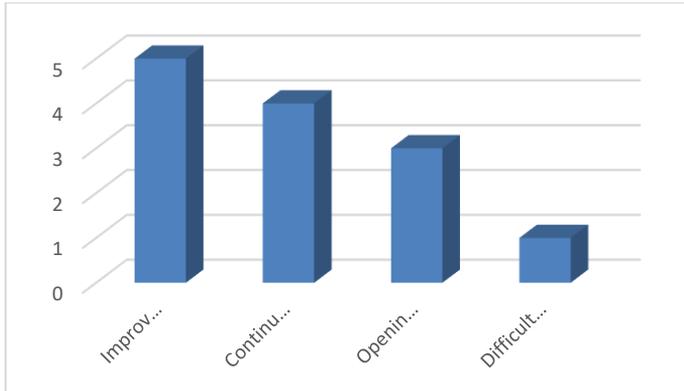
Student 6: Reading WhatsApp messages correctly (R).

Student 7: My son voluntarily reads the names of callers (R). Suggestions: continuing the lessons (C).

Table 11: Counting Suggestions

| Cod | Suggestions | number |
|-----|---------------------------------|--------|
| R | Improvement in reading | 5 |
| C | Continue course | 4 |
| F | Opening courses in wider fields | 3 |
| D | Difficulties | 1 |

Figure 3: Suggestions and notes



These results match with the results of the study of Lau, Li, and Lee (2021), which found that more than half (53.1%) of parents were satisfied with online learning, while (46.1%) were not satisfied with online learning

Based on the results of the study of Bokayev et al. (2021). Which found a correlation between parents' satisfaction with the quality of education and their evaluation of teachers' competencies. It is believed that the parents were satisfied with the competence of the course teacher in our course. This was noted from the parents' frequent thanking in their meetings with the teacher.

Based on the results of the study Cicatiello et al. (2021), which indicated that parents' satisfaction with the distance learning provided to their children increases when parents are involved in the experience of participating in online education next to their children. It is expected that the participation of parents with their children in our study increased their satisfaction with the online education offered in this course.

The results of our study also agree with that of Hinderliter et al (2022). Which concluded that parents' satisfaction with online learning depends on the scores achieved by their children, and the results achieved by students in our study were good and parents' satisfaction was good, and this is consistent with the mentioned study.

Some of the suggestions we obtained matched with one of the most important suggestions obtained by the study of Bayar and Karaduman (2021). The students in the mentioned study emphasized to increase the number of distance English courses, while more than half of the parents in our study confirmed opening higher-level courses for our students, and some of them also emphasized opening courses in other broader fields.

Result and Discussion

The above results showed the effectiveness of distance education in learning reading for Syrian children in their native tongue (Arabic). It also showed a positive attitude of students towards distance learning to learn literacy, and the good satisfaction of the parents.

Many parents said that their children voluntarily started reading the names of callers on the phone, and they started reading some WhatsApp messages in Arabic, this indicates that the children's reading has become good. They are expected to progress in subsequent days if a little attention is paid to them.

The parents' point of view shows: that the parents did not suffer from difficulties regarding their children's attendance of lessons also this is one of what parents suffer most with their children in online lessons, so this indicates the attraction of children towards this course. Moreover, the children showed more integration with the course as

the days progressed, which is a positive sign. The gifts offered had a clear positive impact on the children.

According to the researcher, this is due to many factors, for example, these children can't read Arabic not because they suffer from learning difficulties but because they didn't learn it in school. In addition, the teacher was well-experienced, and he played some educational games online with the children, and he sang some educational songs with them, all of this motivated the learners and made their attitudes positive towards the course. In addition to the gift motivator, moreover, parents urged their children to attend lessons and to keep their children away from what might distract their attention.

The sample was limited to 7 students for two teaching hours per day. Thus, a class of about 20 students can be divided into three groups, so each group is taught for two teaching hours, therefore the teacher can finish the lessons in six working hours. this is a normal average of the number of teacher's working hours per day.

We also remind that we started the course with 8 students, but one of the students withdrew from the course due to problems with the Internet, and this indicates that some Syrian families suffer from problems with the Internet, so this must be taken into account in any future courses.

The number of students in the sample was small, so it can be increased carefully with caution. However, this research gives a good and encouraging initial idea. The researcher emphasizes conducting more research with larger numbers of students.

Recommendations

- Dissemination of distance literacy courses for Syrian children in Turkey.
- Adopting a period of two months for one course, with approximately 76 teaching hours. This is suitable for teaching the book "Arabic is My Language" which is approved by UNICEF. This gives good results.
- Summer courses are more feasible than the school days, they create less stress for the children.
- Solve Internet problems before the sessions for families with Internet problems
- Urging parents to enroll their children in online literacy courses, as they are of great importance in the children's learning and may be no less important than the face-to-face courses if the online teachers is skillful
- The number of students in a session 7-8 is good, but we neither assert nor deny about another numbers.

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Future Research Directions

- Conducting more research their sample numbers are larger than the sample in this study.
- Conducting researches for more than 7 students per session.
- Conducting studies on Syrian students in countries other than Turkey.
- Conducting researches on the effectiveness of MOOC (Massive Open Online Courses) to teach literacy in Arabic to children displaced outside Syria.

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Retrieved 30 Jul 2022 from 26. <https://news.google.com/covid19/map?hl=en-US&gl=US&ceid=US%3Aen>
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