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Organization of foreign language education in Levant: analysis of the system, the role of language schools, the place of the English language

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Abstract

In the modern world, English has the status of lingua franca, and is also very popular in Levant. In the countries of the Eastern Mediterranean, it is a compulsory subject in all educational institutions. This article presents an analysis of the educational system and practice of language schools in Levant region, as well as the role of the English language in the educational process. The goal of the article is a critical reflection on the organization of the English language teaching system in the countries of the Eastern Mediterranean. Objectives: to identify the strengths and weaknesses of the current education systems; identification of areas in need of development and improvement; establishing conditions for improving the effectiveness of communication and cooperation; optimization of curricula and educational programs; professional development of teachers. The results of the study, aimed at studying the organization of teaching English in Levant, will give methodologists and those responsible for organizing foreign language education the opportunity to understand the problems that students and teachers face in the process of learning and teaching English. The analysis also includes an assessment of current programs and curricula, a description of the principles for the use of information and communication technologies in education, teacher training, as well as an assessment of student results and achievements. The study of the system of organization of foreign language education on the example of the English language in Levant is aimed at describing and systematizing the current state of affairs, which will give an understanding of the problem areas and will determine the development directions for improving and optimizing the educational process.

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Keywords

Levant, education system, language schools, teaching system, teacher training, student outcomes, educational programs, global communication, language skills, cultural understanding, technology, business, economic crises.

Introduction

The education system in Levant is characterized by the multiplicity of options available to students, among them are government schools, private schools and international schools. Most private and international schools in Levant have specialized programs for teaching English. The schools aim is to develop students' English language skills and provide an English-saturated learning environment [Al-Muhairi, Abdul Kader, 2017].

English plays an important role in education in Levant. It is considered the language of Science, Technology and business, and opens wide doors to various job opportunities in different fields. Mastering English is necessary for students who want to continue studying academic disciplines or enroll in prestigious universities. In addition, English is a universal communication tool, enabling students to communicate and interact with students from all over the world.

Language schools in Levant provide intensive programs for teaching English. These schools are aimed at improving the language skills of students, training them in grammar, vocabulary, listening and conversational skills. These schools follow modern educational methods that promote interaction and active participation of students in the classroom. Schools also encourage extra-curricular activities that enhance opportunities for practical application of English language skills [Al-Fihri, Abdulkader al-Fassi, 2013].

English is an integral part of the educational process in Levant. Schools and educational institutions offer many opportunities and resources to enhance students' English language skills, such as interactive classes, workshops and extra-curricular activities. Qualified and experienced teachers are hired to teach English and guide students on their educational journey.

English also plays a crucial role in the education system in Levant. That language enhances students' opportunities in academic education and in the labor market, enables them to communicate and interact on a global level.

Main part

The analysis of the education system and language schools requires a comprehensive study of several factors. The education system can be analyzed by studying the school curriculum, the efficiency of schools in its implementation, the provision of necessary resources for education. The impact of the educational system on learners should also be assessed in terms of the knowledge gained and their practical skills, as well as the impact on the personal and social development of students.

For language schools, they play an important role in teaching different languages and promoting cultural understanding between individuals. These schools provide opportunities for students to learn new languages and develop communication skills in them. In addition, language schools act as centers of culture and advanced learning, where students have the opportunity to get to know different cultures and understand them more deeply.

With regard to the role of English in education and the educational process, it is one of the most important languages that students learn in the world. English language skills enhance international learning and communication opportunities and open doors for practical and study opportunities. English is also a language of science and study in various fields, contributing to the transfer of knowledge and technological development [Bani hamad, 2011].

Therefore, we can say that the English has an important role in the educational process, as it contributes to expanding the horizons of knowledge and global communication, enhances the

opportunities for personal and professional growth of students.

In Jordan, the education system and language schools in Jordan are important in the public education system. The education system in Jordan offers a comprehensive education for students of all ages, from kindergarten to higher education. The Jordanian education system is characterized by the presence of language schools that offer intensive and specialized education for specific languages.

English plays an important role in educational process in Jordan. It is not only a universal language, but also the language of global technology and business. Learning English gives students more opportunities to communicate with the outside world and understand World Scientific and literary sources. Schools in Jordan encourage learning English and ensure the provision of appropriate and effective educational programs to achieve this [Al-Muhairi, Abdul Kader, 2017].

In general, it is advisable to develop English language skills in the educational system and the educational process in Jordan to enable students to take full advantage of the opportunities for global education and development. These skills enhance the ability to communicate effectively, think critically, and expand the horizon of knowledge and understanding.

There are many challenges facing Jordan in teaching English. One of the biggest challenges is the lack of adequate resources and infrastructure for teaching English in schools. There may be a shortage of textbooks and educational materials that help students learn English effectively.

In addition, teachers may have difficulty finding innovative and effective teaching methods for teaching English, especially with regard to the development of listening and speaking skills. There may also be challenges in assessing the level of improvement of students in English and providing effective feedback to improve their performance.

Moreover, there are also cultural and social challenges that affect learning English in Jordan. There may be a lack of opportunities to communicate in English outside the classroom, and this can affect students' ability to apply their language skills.

However, many stakeholders in Jordan are working to overcome these challenges and improve English Language Teaching. More resources and continuous training of teachers are being provided; appropriate educational programs are being developed to enhance students' English language skills. As a teacher, I am committed to providing quality education and support to students to overcome these challenges and enhance their level of English language learning [Al Qasimi, 2009].

As for Lebanon, the education system in Lebanon is experiencing great challenges in light of the serious economic crises that the country is going through. Language schools were also affected by these crises, experiencing a decrease in their financial resources and their ability to provide quality education to students.

The role of English in the educational process in Lebanon cannot be overlooked. English is considered a universal language and an important skill in the global labor market. Learning English can expand education and employment opportunities for Lebanese students.

However, we also have to take into account the diversity of languages in Lebanon, where Arabic and French are the official languages. Therefore, students should also be provided with opportunities to learn these languages [Al-Fihri, Abdulkader al-Fassi, 2013].

It is also necessary to provide the necessary equipment and resources for teaching English under the current conditions. Teachers should be well trained and the educational curriculum updated to meet the needs of students in the modern world.

In general, the education system in Lebanon should focus on providing equal opportunities for education and development to all students regardless of their socio-economic backgrounds. Quality education should be the primary objective of the educational system, enhancing future opportunities

for future generations in Lebanon.

There are several challenges facing Lebanon in providing quality English language education due to lack of resources. One of these challenges is the lack of lessons and educational resources available to schools. Approved books and materials may be insufficiently available, which affects the quality of Education.

In addition, students and teachers face a challenge in effectively developing their language skills due to the lack of opportunities for actual conversation in English outside the classroom. It is important that there is a stimulating environment for speaking and listening to English in the local community.

The government also has difficulty recruiting qualified teachers in the English subject, which affects the overall quality of Education. Training courses and support should be provided to English teachers to improve their teaching competence.

To overcome these challenges, the government and educational institutions should increase funding and improve the education infrastructure, provide the necessary educational resources and support the ongoing training of teachers. It is also important to encourage students to participate in cultural exchange programs and study trips abroad to enhance their cultural understanding and improve their English language skills [Al Qasimi, 2009].

In Syria, the process of analyzing the education system and language schools in Syria is a major challenge in light of the political crisis and internal wars facing the country. Under difficult circumstances, the educational system in Syria suffers from many problems such as lack of resources, damaged infrastructure, the impact of displacement and instability on the quality of Education.

For language schools in Syria, they play an important role in promoting education, expanding the vision of students and opening new horizons for them in a multicultural world. Learning English in particular can have positive effects on the educational process in Syria, as it can contribute to improving students' chances of getting a good job in the future and communicating with the outside world [Al-Fihri, Abdulkader al-Fassi, 2013].

However, we must recognize the difficulties faced by the educational system and language schools in Syria, and try to provide the necessary support and resources to improve the quality of Education under these difficult conditions. With the cooperation and joint efforts of all concerned parties, we can contribute to the development of the education system and language schools in Syria and provide better opportunities for students.

Syria is also facing great challenges in teaching English due to the wars and political crises it is experiencing. Here are some of these challenges [Al-Muhairi, Abdul Kader, 2017]:

1. Lack of methodology and capabilities: the educational system in Syria suffers from a significant lack of curricula and resources necessary to teach English effectively. This makes it difficult to secure modern study materials and teaching aids.

2. Shortage of qualified teachers: Syria is facing an acute shortage of qualified teachers to teach English. Some schools are forced to hire teachers who are not specialists in the field of English, which negatively affects the quality of Education.

3. Poor school infrastructure: schools in Syria have been significantly affected by wars and destruction, making the infrastructure weak and unfit for effective education. Some schools may lack basics such as books, libraries and laboratories.

4. Poor psychosocial support: many students in Syria suffer from psychological and social effects as a result of ongoing wars and conflicts. This stress may affect their ability to concentrate and learn English well.

Despite these challenges, we do not lose hope. There are tremendous efforts being made by local

and international organizations to promote education in Syria and provide the necessary support to students and teachers. We are committed to providing quality education and equal opportunities to all students in Syria, including English language education.

In Palestine, it is difficult to have absolute access to specific information about the education system and language schools in Palestine. However, teaching English is important in the educational process in general, since English is the common world language that is used in international communication and Exchange. Precisely under the cultural blockade imposed by the Israeli authorities, learning English can be an opportunity for students to communicate with the outside world, broaden their horizons and understand other cultures [Bani hamad, 2011].

Despite the challenges facing schools under the cultural blockade, the role that schools and teachers play in the educational institution remains vital. They strive to provide the best possible educational experience to students in difficult conditions. These challenges include many restrictions on freedom of movement, access to educational resources and ongoing teacher training [Al-Fihri, Abdulkader al-Fassi, 2013].

It is very important that we continue to support education and provide the necessary opportunities for students to learn and develop fully despite the challenges. English and other subjects will continue to be important in Palestine's schools, as they give students the ability to communicate and integrate into the global community [Al-Muhairi, Abdul Kader, 2017].

Some of the economic challenges facing Palestine in English language education can be identified.

First of all, Palestine has been severely affected by the protracted political and social conflict, which has affected investments in the education sector in general. This includes teaching English.

Secondly, although education is a fundamental right for every child and student in Palestine, there is a lack of financial resources and infrastructure for schools. It can be difficult to provide the right environment and qualified teachers to teach English effectively.

Third: Palestine is facing challenges related to exams and certificates. Students need to pass English language exams such as the matriculation examination (orientation), but these exams may be expensive and require special preparations. It can be difficult for students who are unable to afford these costs or access preparatory classes.

In general, providing appropriate funding, improving infrastructure, developing curricula and training teachers are major economic challenges in English language education in Palestine. However, there are ongoing efforts to develop this sector and enable students with good English language learning opportunities.

To increase the efficiency in teaching English in Levant and the development of education centers, there are several practical and theoretical solutions that can be adopted [Krause, 2007]:

1. Curriculum development: innovative and appropriate curricula should be developed that focus on strengthening key language skills, such as listening, reading, writing, and speaking. These curricula should be flexible and compatible with the needs and culture of students in Levant.

2. Teacher training: continuous training opportunities should be provided to teachers through workshops and training courses. Teachers should be provided with the necessary tools and strategies to teach English effectively and interactively.

3. The use of technology in education: technological means, such as computers, smart boards and educational applications, can be used to enhance the learning process and make it more fun and interactive for students. Technological means can also be used to provide additional educational resources and contact teachers and students from all over the world.

4. Encourage active participation of Students: Students should be encouraged to actively participate

in lessons and organize interactive activities that enhance their English language skills. Contests, discussions, language games can be organized to increase the level of participation and interaction in the classroom.

5. Establishment of advanced educational centers: investment should be made in the establishment of specialized educational centers equipped with modern technologies and advanced educational resources. These centers can be a place for training and professional development of teachers as well as a space for students to practice and strengthen their English language skills.

The adoption of these practical and theoretical solutions can contribute to enhancing the efficiency of English language education in Levant and developing education centers comprehensively and sustainably.

There are many opportunities available for the development of English language education in Levant. The most important of these opportunities are:

1. Schools and educational institutions: schools and educational institutions can provide intensive and advanced educational programs for Learning English.

2. Courses and workshops: individuals interested in learning English can take intensive educational courses and workshops to improve their language skills.

3. Internet and educational applications: technology can be used to help people learn English through the use of educational applications and materials available online.

4. Cultural exchange: individuals can also engage in cultural exchange programs with native English speakers, where they learn the language through effective and direct communication.

5. Learning communities: people can join Local Learning Communities and study groups to interact with their peers and practice English.

In addition, opportunities for continuous learning can be explored and take advantage of widely available educational resources. Whether it's by reading books and articles in English, watching movies and TV shows in English, or participating in Hebrew forums and communities to discuss topics in English.

In short, there are many opportunities available for the development of English language education in Levant, and people learn best when they take advantage of these available educational opportunities and practice language skills regularly.

That education is always affected by economic crises all over the world. In Levant, for example, economic crises can affect the availability of educational resources, the impact of affected families on student achievement, and the decline in government funding allocated to education. However, we can take actions and strategies to deal with these crises and reduce their impact on education. By providing additional support programs for students affected by financial difficulties, promoting distance learning and providing digital resources, encouraging cooperation between schools and the local community, we can contribute to maintaining the quality of education during economic crises [Al-Fihri, Abdulkader al-Fassi, 2013].

It can also be said that the educational process of the English language in Levant, like any other field of education, may be affected by the political crises existing in the region. The changing political environment may affect the availability of educational resources and teacher training, and can also affect the stability of schools and student attendance. However, we can work to mitigate the impact of political crises on the process of learning English. We can use distance learning and ICT technologies to provide distance learning lessons and educational resources. Moreover, we can encourage students to take advantage of e-learning and online English learning opportunities, and provide a supportive environment in schools to enhance language achievement and language communication despite the

surrounding political crises.

Finally, we must encourage institutional partnership and cooperation between schools and the local community, so that everyone can work together to enhance the quality of education and offer English language learning opportunities to students in Levant, regardless of the political challenges that exist.

There are many factors that affect the level of English language education in Levant. Among such factors are:

1. Curriculum: the design, strength and direction of the curriculum play an important role in learning English. When an effective curriculum is developed that takes into account the needs of students and encourages the active use of the language, this can lead to an improvement in the level of learning.

2. Special language needs: some students may have difficulty learning English because of their special language needs. They may have difficulties with pronunciation, assimilation, or understanding of grammar. Providing appropriate training and support to these students can help them overcome those difficulties.

3. Culture and environment: the diversity of cultures and the educational environment can affect English language learning. Some students may have different cultural or linguistic backgrounds, which affects the way they assimilate vocabulary and grammar. Providing a diverse and inclusive learning environment can help enhance English language learning.

4. Home support: home support plays a crucial role in learning English. When students receive support and encouragement from their family members for the daily practice of English, they can be encouraged to improve their level and strengthen their skills.

These are some of the factors that can affect the level of English language education in Levant. There may be other factors that also influence, but these are some key points.

Conclusion

The cultural and civilizational orientation in Levant affects the teaching of the English language to students significantly. Cultural and civilizational orientation is an important factor in determining students' interest in learning English and their desire to speak it fluently.

One of the cultural aspects that affects English language education in Levant is the presence of a strong and diverse local language and culture. Students may find it difficult to fully master English if they are focused only on their native language and are not sufficiently exposed to the English language and its culture.

Moreover, students may consider classical and spoken Arabic a prerequisite in Levant, which makes them pay less attention to learning English. Thus, teachers need to take effective educational strategies to attract students' interest and encourage them to learn English in innovative and interesting ways.

In addition, the cultural orientation in Levant affects the teaching of English through the cultural and social difference that occurs between students. Some people may have difficulty communicating and understanding other cultures, which negatively affects their language learning.

Therefore, teachers in Levant need to take these cultural and civilizational factors into account when designing English language teaching curricula, choosing appropriate teaching methods, and providing a learning environment that encourages students to learn and overcome the difficulties they may face.

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Организация иноязычного образования в Леванте: анализ системы, роль языковых школ, место английского языка

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Аннотация

В современном мире английский язык имеет статус *lingua franca*, а также пользуется большой популярностью на территории Леванта. На территории стран восточной части Средиземного моря он является обязательным предметом во всех учебных заведениях. В данной статье представлен анализ образовательной системы и практики языковых школ в регионе Леванта, а также рассмотрена роль английского языка в образовательном процессе.

Цель статьи – критическое осмысление организации системы преподавания английского языка в странах Восточного Средиземноморья. Задачи исследования: выявление сильных и слабых сторон актуальной систем образования; определение областей, нуждающихся в развитии и совершенствовании; установление условий для повышения эффективности коммуникации и сотрудничества; оптимизация учебных планов и образовательных программ; повышение квалификации преподавателей. Результаты исследования, направленного на изучение системы организации обучения английскому языку на территории Леванта, даст методистам и лицам, ответственным за организацию иноязычного образования, возможность понять проблемы, с которыми сталкиваются обучающиеся и преподаватели в процессе изучения и преподавания английского языка. Анализ также включает оценку текущих программ и учебных планов, описание принципов использования информационно-коммуникационных технологий в образовании, подготовку преподавателей, а также оценку результатов и достижений студентов. Изучение системы организации иноязычного образования на примере английского языка в Леванте направлено на то, чтобы описать и систематизировать имеющееся положение дел, что даст понимание о проблемных областях и позволит определить направления развития для улучшения и оптимизации образовательного процесса.

Для цитирования в научных исследованиях

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Ключевые слова

Левант, образовательная система, языковые школы, система обучения, подготовка учителей, результаты учащихся, образовательные программы, глобальное общение, языковые навыки, культурное взаимопонимание, технологии, бизнес, экономические кризисы.

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