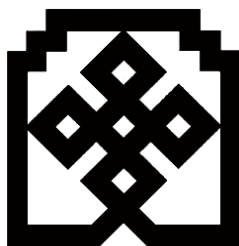دانشگاه حکیم سبزواری

Hakim Sabzevari University

Faculty of Literature and Humanities

Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of

(Master of Arts) (M.A)

in Teaching English as a Foreign Language (TEFL)

The Challenges of English Language Learning among BA Afghan BA Graduate EFL Learners in Iran: A Qualitative Content Analysis Study

Supervisor:
Dr. Seyyed Mohammad Reza Adel (Ph.D.)

Advisor:
Moslem Zolfagharkhani

By:
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Dedication

I dedicate my thesis work to my family for their endless love, support, and encouragement throughout my pursuit of education. I hope this achievement will fulfill the dream they envisioned for me.

Acknowledgements

I would like to acknowledge and give my warmest thanks to my supervisor Dr. Seyyed Mohammad Reza Adel (Ph.D.), who made this work possible. His guidance and advice carried me through all the stages of writing my project.

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I would also like to express my most profound gratefulness to my family for their continuous support and understanding when undertaking my research and writing my project. Your prayer for me was what sustained me this far.

Finally, I would like to thank God for letting me through all the difficulties. I have experienced your guidance day by day. You are the one who let me finish my degree. I will keep on trusting you for my future.

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Hakim Sabzevari University
An Outline of MA Thesis

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Title of Thesis: The Challenges of English Language Learning Among BA Afghan Graduate EFL Learners in Iran: A Qualitative Content Analysis Study

Keywords: Qualitative Study, Academic Challenges, MAXQDA Software, Conventional Content Analysis (CCA), Semi-Structured Interview.

Abstract

This qualitative study aimed to investigate the academic challenges of Afghan EFL graduates in Iran. To collect the data, the researcher interviewed 9 EFL Afghan learners (six males and three females) using semi-structured interviews. Three fundamental criteria were considered for the inclusion of students in this study, including Afghan origin students, the 23-35 ages, and residence in Iran for up to 10 years. This study used the MAXQDA software version 20 to analyze the data based on the different steps of Conventional Content Analysis (CCA) proposed by Hsieh and Shannon (2005). At the preliminary stage of CCA, the researcher identified about 38 codes from the interviews. Considering the relationships among these codes, seven categories were proposed for Afghan EFL students' challenges in Iran, including complicated conditions of residence extension, restrictions on choosing a field of study, tuition payment, the negative attitudes of Iranians towards Afghans, economic and family issues, employment opportunities, lack of intensive exposure to English. This study has several educational implications for English teachers to help their Afghani learners and consider their difficulties in learning English. Also, Iranian policymakers can enact several protective laws to help Afghan English language learners to have better educational conditions in Iran.

CHAPTER ONE: INTRODUCTION

1.1 Overview

Migration, as a process, is an essential part of broader transformation processes embodied in the term ''development'' and has its internal, self-sustaining, and self-undermining dynamics and impacts on such transformation processes in its own right (Haas, 2010). Migration is on the rise, and access to education for immigrants has become a global concern for educators. Education systems need to respond appropriately to current migration trends and, consequently, demographic changes in the student population.

According to Wirén (2013), entering as an immigrant to live and study in another country puts particular demands on families and students. The growing level of migration is a trend experienced in many countries worldwide, which has general consequences for educational systems. An increasing ethnic and linguistic diversity represented in schools is an immediate consequence of migration. Although immigration might be described as a local phenomenon with considerable disparities between countries, teaching migrant students is becoming an essential part of the reality teachers face.

However, immigrant students experience challenges pursuing graduate studies in a foreign country. Previous studies mentioned different reasons for the poor performance of immigrants. Immigrant students perform poorly since they enter schools where educational institutions, for example, place immigrant students in classrooms where they are taught the same material at the same pace but in a new and different language. These structures and teaching practices affect immigrant students' self-esteem and cause frustration (Bedri, Chatterjee, & Cortez, 2009). In turn, such frustration can lead to negative school

performance. Campbell et al. (2016) stated that the lack of self-confidence of Afghan students is one of the factors that prevent them from speaking in class, which in turn affects their writing notes and assignments, and asking questions.

Therefore, the adjustment of linguistic, interpersonal, financial, and intrapersonal problems (Mori,200hg0) results in students' anxiety. Immigrant students feel inferior, isolated, and excluded (Johnson et al., 2018), which could affect academic performance. Immigrant families, particularly those who arrive as refugees, often come with limited human and financial capital. As a result, both children and their parents are obliged to take up work to support the family. However, they are also more likely to be unemployed, have significantly low household income, and by extension, are probably suffering from discriminatory institutional obstacles concerning housing, education, career chances, and civic engagement (Wortely, 2003).

Killbride and Anisef (2001) stated that immigrants arrive in new and foreign societies with different cultures and traditional values, a new education system, and wide-ranging 'rules of the game' that they don't know. Moreover, Soroor and Popal (2005) believed that immigrants primarily differ from the host population in language, culture, religion, and these differences create a space for discrimination against immigrant youth in schools. Discrimination, in and out of school, leads to poor academic performance and hinders attempts to learn the English language.

Haas (2010) argued how broad shifts in the migration and development debate should be primarily part of more general paradigm shifts in social and development theory. Having been challenged by empirical evidence, the classical opposition between pessimistic and optimistic views point to the heterogeneity of migration impacts. By integrating and modifying perceptions from the new economics of labor migration, livelihood perspectives in development studies, and transnational perspectives in migration studies, Hass (2010)

elaborated the outlines of a conceptual framework that simultaneously integrates agency and structure perspectives.

Failure at school affects the other parts of the immigrants' lives. The Organization for Economic Co-operation and Development (OECD) states that newcomer youth who cannot successfully and productively integrate into the school system in countries to which they have migrated are 'at risk' of being "unsuccessful in making the transition to work and adult life and as a consequence… unlikely to be able to make a full contribution to active society" (OECD, 1995). Afghan youth arriving as refugees in Iran probably fit into this category.

For the above reasons, the government and policymakers should find solutions for the problems this group will encounter, and they should first develop their understanding of their challenges and problems. Most of the previous research has tried to understand the problems and challenges that Afghan learners face in Iran and other countries (Abbasi-Shavazi et al., 2012; Alefesha & Al- Jamal, 2019); Al-Masri & Abu-Ayyash, 2020; Mousavi, Fathi, Haghani, & Saffaeimovahhed (2021); Naseh, Potocky, Stuart, & Pezeshk (2018) Orfan, 2021; & Sabri, 2019). However, this study aimed to find the challenges Afghan EFL learners face in pursuing their education in Iran and identify the problems of Afghan students in higher education.

1.2 Statement of the Problem

Unlike people who willingly leave their native countries to begin a new life, refugees have been forced out of their homes and often face tremendous resentment or opposition to their resettlement from the citizens of their new country. They are left feeling unwanted and unsafe in the place they left behind and in their new home. These psychological and emotional issues can make acculturation more difficult (Kupzyk, Bank, & Chadwell1, 2016).

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تاییدیه ی صحت و اصالت نتایج

بسمه تعالی

اینجانب مصطفی محمدی به شماره دانشجویی ۹۷٤۳٦٤۱۸۹۳ رشته آموزش زبان انگلیسی مقطع تحصیلی ارشد تأیید می نمایم که کلیه نتایج این پایان نامه حاصل کار اینجانب و بدون هرگونه دخل و تصرف و موارد نسخه برداری شده از آثار دیگران را با ذکر کامل مشخصات منبع ذکر کرده ام در صورت اثبات خلاف مندرجات فوق به تشخیص دانشگاه مطابق با ضوابط و مقررات حاکم (قانون حمایت از حقوق مولفان و مصنفان . قانون ترجمه و تکثیر کتب و نشریات و آثار صوتی ضوابط و مقررات آموزشی پژوهشی و انضباطی...) با اینجانب رفتار خواهد شد. و حق هر گونه اعتراض در خصوص احقاق حقوق مکتسب و تشخیص و تعیین تخلف و مجازات را از خویش سلب می نمایم. در ضمن مسئولیت هر گونه پاسخگویی به اشخاص اعم از حقیقی و حقوقی و مراجع ذی صلاح (اعم از اداری و قضایی) به عهده اینجانب خواهد بود و دانشگاه هیچ گونه مسئولیتی در این خصوص نخواهد داشت .

مصطفی محمدی

سوگند نامه دانش آموختگان دانشگاه حکیم سبزواری

به نام خداوند جان و خرد   کزین برتر اندیشه بر نگذرد

اینک که به خواست آفریدگار پاک ، کوشش خویش و بهره گیری از دانش استادان و سرمایه های مادی و معنوی این مرز و بوم، توشه ای از دانش و خرد گردآورده ام، در پیشگاه خداوند بزرگ سوگند یاد می کنم که در به کارگیری دانش خویش، همواره بر راه راست ودرست گام بردارم. خداوند بزرگ، شما شاهدان، دانشجویان و دیگر حاضران را به عنوان داورانی امین گواه می گیرم که ازهمه دانش و توان خود برای گسترش مرزهای دانش بهره گیرم و از هیچ کوششی برای تبدیل جهان به جایی بهتر برای زیستن، دریغ نورزم. پیمان می بندم که همواره کرامت انسانی را در نظر داشته باشم و همنوعان خود را در هر زمان و مکان تا سر حد امکان یاری دهم. سوگند می خورم که در به کارگیری دانش خویش به کاری که با راه و رسم انسانی، آیین پرهیزگاری، شرافت و اصول اخلاقی برخاسته از ادیان بزرگ الهی، به ویژه دین مبین اسلام، مباینت دارد دست نیازم. همچنین در سایه اصول جهان شمول انسانی و اسلامی، پیمان می بندم از هیچ کوششی برای آبادانی و سرافرازی میهن و هم میهنانم فروگذاری نکنم و خداوند بزرگ را به یاری طلبم تا همواره در پیشگاه او و در برابر وجدان بیدار خویش و ملت سرافراز ، بر این پیمان تا ابد استوار بمانم.

مصطفی محمدی

شماره دانشجویی: ۹۷۴۳۶۴۱۸۹۳	**نام:** مصطفی		**نام خانوادگی دانشجو:** محمدی
استادان مشاور: مسلم ذوالفقارخانی			**استاد راهنما:** سید محمد رضا عادل
گرایش: آموزش زبان	**رشته:** زبان و ادبیات انگلیسی		**دانشکده:** ادبیات و علوم انسانی
تعداد صفحات: ۴۴	**تاریخ دفاع:** ۱۴۰۱/۰۷/۲۶		**مقطع:** کارشناسی ارشد

عنوان پایان‌نامه: چالش های یادگیری زبان انگلیسی در میان زبان آموزان کارشناسی فارغ التحصیل افغان در ایران: یک مطالعه تحلیل محتوای کیفی

کلیدواژه‌ها: مطالعه کیفی، چالش های تحصیلی، نرم افزار مکس کیودا، تحلیل محتوای مرسوم (CCA)، مصاحبه نیمه ساختاریافته

چکیده:

این مطالعه کیفی با هدف بررسی چالش های تحصیلی فارغ التحصیلان کارشناسی افغان زبان انگلیسی در ایران انجام شد. برای جمع آوری داده ها، محقق با استفاده از مصاحبه های نیمه ساختاریافته با 9 زبان آموز افغان (شش مرد و سه زن) مصاحبه کرد. سه معیار اساسی برای ورود دانشجویان به این پژوهش شامل دانشجویان افغانی الاصل، سنین ۲۳ تا ۳۵ سال و اقامت تا ۱۰ سال در ایران در نظر گرفته شد. این مطالعه از نرم افزار مکس کیودا نسخه ۲۰ برای تجزیه و تحلیل داده ها بر اساس مراحل مختلف تحلیل محتوای مرسوم (CCA) پیشنهاد شده توسط هسی و شانون (۲۰۰۵) استفاده کرد. در مرحله مقدماتی CCA، محقق حدود ۳۸ کد را از مصاحبه‌ها شناسایی کرد. با توجه به روابط میان این کدها، هفت مقوله برای چالش های افغانی دانشجویان زبان انگلیسی در ایران پیشنهاد کرد که شامل شرایط پیچیده تمدید اقامت، محدودیت در انتخاب رشته و محل تحصیل، پرداخت شهریه، نگرش منفی ایرانیان نسبت به افغان ها، مسائل خانوادگی و اقتصادی ، فرصت های شغلی، عدم مواجهه گسترده با زبان انگلیسی می باشد. پیامد آموزشی برای اساتید زبان انگلیسی این مهم می تواند باشد تا به زبان آموزان افغانی خود کمک کنند و مشکلات آنها را در هنگام یادگیری زبان انگلیسی در نظر بگیرند. همچنین سیاستگذاران ایرانی برای کمک به زبان آموزان افغان زبان انگلیسی می توانند چندین قانون حمایتی وضع کنند تا آنها شرایط تحصیلی بهتری در ایران داشته باشند.

بسم الله الرحمن الرحیم
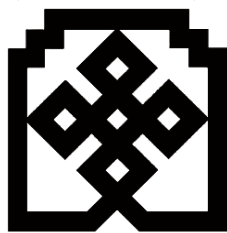
دانشکده ادبیات و علوم انسانی

گروه زبان و ادبیات انگلیسی

پایان نامه جهت دریافت درجه کارشناسی ارشد(MA)

رشته زبان وادبیات انگلیسی گرایش آموزش زبان انگلیسی

چالش های یادگیری زبان انگلیسی در میان زبان آموزان کارشناسی فارغ التحصیل افغان در ایران: یک مطالعه تحلیل محتوای کیفی

استاد رهنما:

سید محمد رضا عادل

استاد مشاور:

مسلم ذوالفقارخانی

پژوهشگر:

مصطفی محمدی

مهر ۱۴۰۱