



مجلة التربوي
Journal of Educational
ISSN: 2011- 421X

معامل التأثير العربي 2.17
العدد 26



مجلة التربوي

مجلة علمية محكمة تصدر عن كلية التربية بجامعة المرقب

المعقد السادس والعشرون
يناير 2025م

هيئة التحرير

رئيس هيئة التحرير: د. سالم حسين المدهون
مدير التحرير: د. عطية رمضان الكيلاني
سكرتير المجلة: أ. سالم مصطفى الديب

- المجلة ترحب بما يرد عليها من أبحاث وعلى استعداد لنشرها بعد التحكيم .
 - المجلة تحترم كل الاحترام آراء المحكمين وتعمل بمقتضاها .
 - كافة الآراء والأفكار المنشورة تعبر عن آراء أصحابها ولا تتحمل المجلة تبعاتها .
 - يتحمل الباحث مسؤولية الأمانة العلمية وهو المسؤول عما ينشر له .
 - البحوث المقدمة للنشر لا ترد لأصحابها نشرت أو لم تنشر .
- (حقوق الطبع محفوظة للكلية)



ضوابط النشر:

- يشترط في البحوث العلمية المقدمة للنشر أن يراعى فيها ما يأتي :
- أصول البحث العلمي وقواعده .
- ألا تكون المادة العلمية قد سبق نشرها أو كانت جزءا من رسالة علمية .
- يرفق بالبحث تزكية لغوية وفق أنموذج معد .
- تعدل البحوث المقبولة وتصحح وفق ما يراه المحكمون .
- التزام الباحث بالضوابط التي وضعتها المجلة من عدد الصفحات ، ونوع الخط ورقمه ، والفترات الزمنية الممنوحة للتعديل ، وما يستجد من ضوابط تضعها المجلة مستقبلا .

تنبيهات :

- للمجلة الحق في تعديل البحث أو طلب تعديله أو رفضه .
- يخضع البحث في النشر لأولويات المجلة وسياستها .
- البحوث المنشورة تعبر عن وجهة نظر أصحابها ، ولا تعبر عن وجهة نظر المجلة .

Information for authors

- 1- Authors of the articles being accepted are required to respect the regulations and the rules of the scientific research.
- 2- The research articles or manuscripts should be original and have not been published previously. Materials that are currently being considered by another journal or is a part of scientific dissertation are requested not to be submitted.
- 3- The research articles should be approved by a linguistic reviewer.
- 4- All research articles in the journal undergo rigorous peer review based on initial editor screening.
- 5- All authors are requested to follow the regulations of publication in the template paper prepared by the editorial board of the journal.

Attention

- 1- The editor reserves the right to make any necessary changes in the papers, or request the author to do so, or reject the paper submitted.
- 2- The research articles undergo to the policy of the editorial board regarding the priority of publication.
- 3- The published articles represent only the authors' viewpoints.





Beyond the Screen: Challenges Faced by English as Second Language (ESL) Tutors in Teaching Online ESL to Koreans

عبد المهيمن الحصان
كلية اللغات جامعة المرقب

ABSTRACT

This study delves into the various challenges and difficulties faced by English as a Second Language (ESL) tutors when teaching Korean students through one-on-one sessions online. This study purports to measure the difficulties encountered by English as Second Language (ESL) tutors by conducting in-depth interviews with ESL tutors who are experienced enough both in working with Korean students and in virtual online settings to explore issues such as communication difficulties, contradicting expectations from learning interactions and cultural differences which can affect methods that are commonly used in an ESL instruction or teaching.

The findings of this study showed that the challenges faced by ESL tutors were from language and infrastructural barriers which caused the flow of their class to be affected. The difficulty that comes with understanding what a Korean student means causes ESL tutors to prepare visual aids and translators so that they may be understood. Constant infrastructural barriers such as poor internet service also caused disruption in the flow of the class for most ESL tutors which eventually resulted to some tutors canceling the class. On the other hand, other challenges reported were the online class format and students' engagement and participation. Most tutors reported that student participation eventually declines as the class progresses and students are able to communicate more comfortably and effectively.

The research also highlighted the issue of the lack of formal training for ESL tutors. Tutors who were interviewed revealed that they had to rely heavily on their experienced co-workers for them to have an idea about ESL teaching. Recommendations of this study included developing a more comprehensive training for aspiring ESL tutors, beginner-friendly class materials, and teaching methods that can both increase student engagement and are culturally appropriate. These solutions and alternatives can contribute to a better way of teaching Korean students in the online learning environment, which can ultimately help them in absorbing and acquiring the English language.

INTRODUCTION

When it comes to social and economic opportunities, learning the English language is one of the essential factors to have in South Korea. Korean people always tend to give importance to achievements, employment, and mobility (Kim, 2016; ITTT, 2023). Learning the English language usually begins among Koreans at an early age as parents invest heavily in private institutions known as "hagwon," a term used in Korea to describe an "educational academy" that teaches different subjects and skills to enhance their children's language skills. Still, Korea is still included in the top-ranked countries in Asia in terms of English proficiency despite the challenges it faces (TEFL, 2023).

However, despite the investments in education, South Korean learners still face various hurdles in mastering the English language. The difference between the structure of the Korean



language and the English language and a test-focused education system that often prioritizes grammar and reading over speaking and listening has resulted in high English literacy but limited conversational skills in English. This often creates specific challenges for ESL (English as Second Language) tutors working with Korean students, who must navigate these systemic barriers while meeting the students' language goals (The Korea Herald, 2023).

In the context of online, one-on-one Tutoring, ESL tutors encounter both advantages and disadvantages in teaching the English language. They can easily personalize their own English classes in order to fit the individual needs of their students. On the other hand, they must see to it that they are still aware about the differences between them and their students, especially, in terms of culture and the expectations in Korea, wherein they put a great emphasis on academic success over practical skills.

OBJECTIVES OF THE STUDY:

1. This study aims to uncover the challenges encountered by English as a Second Language (ESL) tutors teaching Korean students online. Moreover, it also aims to reach the following objectives at the end of this study:
2. Identify Key Challenges encountered by ESL tutors when teaching Korean students and how the educational system of South Korea can affect the student's ability to acquire knowledge.
3. Explore Effective Teaching Strategies so that ESL tutors can address the unique needs of their students and eventually overcome the difficulties they face when teaching English online.
4. To know how an online learning set-up can affect Korean students when acquiring a new language and provide ideas about the advantages and disadvantages of learning virtually.

SIGNIFICANCE OF THE STUDY:

The goal of this research is to both uncover and address the different challenges faced by English as a Second Language (ESL) tutors encounter when conducting one-on-one classes online. It also serves as an opportunity to enhance ESL education for Korean students. The findings of this study may also help schools and academies in Korea to develop teaching strategies and different teaching approaches to foster communication and engagement among teachers and students, which can eventually lead to students becoming inspired to learn the English language and create an impact. Lastly, it can highlight how technology can help in Korean students' language acquisition and language proficiency.

DEFINITION OF TERMS

1. **English as a Second Language (ESL):** A term used to describe programs and instruction to teach English to individuals whose primary language is not English. This can include formal and informal educational settings and learning environments (Richards & Schmidt, 2013).
2. **Hagwon:** Refers to private educational institutions in South Korea that provide supplemental instructions in various subjects, including English. They display a significant impact on South Korea's educational system since they focus more on preparing their students to answer examinations rather than training their students to use their skills in their everyday lives. (Kim, 2016).



3. **Online / One-on-One Tutoring:** A new and popular method of teaching nowadays where a tutor provides personalized instruction to a single student via digital platforms. However, online/one-on-one tutoring also comes with its own challenges (Lee & Koo, 2021).
4. **Language Barriers:** Refer to the difficulties that learners face in understanding or communicating in a language other than their native tongue. In the context of ESL for Korean students, language barriers can manifest in various forms, affecting fluency, comprehension, and overall language acquisition (Ahn, 2014).

REVIEW OF RELATED LITERATURE

This chapter contains related literature and studies about the research topic. The literature and studies used in this chapter are extracted from various sources, such as books, journals, and research articles on the Internet.

Challenges in the South Korean ESL Context

The South Korean educational system strongly emphasizes English proficiency, a gateway to global opportunities. When it comes to the traditional way of learning in South Korea, their education system would heavily focus on memorization and standardized testing to determine a student's English proficiency level. Because of this notion, there is an imbalance between how students learn the lessons and concepts in English and how they use English in their practical and everyday activities. In a study conducted by Kim (2016), many students perform well when it comes to reading and writing English because of the help of their training. But on the other hand, these students would also find it difficult to listen and carry on an English conversation. This is evident within South Korea's educational system, wherein we can see that they put more emphasis on grammar and its accuracy rather than emphasis on the English skills that they can use in communicating with other people. When practical language skills, such as speaking, are not emphasized, it would eventually lead to problems on how Korean students use the English language (Park & Lee, 2020).

On the other hand, the well-being of Korean students are also affected when it comes to learning the English language. According to a study made by Choi and Lee (2021), students report feelings of pressure and anxiety whenever they take examinations in South Korea. They had this feeling that "they should pass" in order for them to be called proficient in the English language. This kind of effect on the student's well-being can also affect their language acquisition since they would view learning English as "forced" rather than viewing it as "something fun and interesting." This challenge emphasizes that ESL tutors adopt teaching methods that promote active engagement and practical use of the language rather than merely focusing on theoretical knowledge (Ahn, 2014).

Cultural Expectations and Student Engagement

In Korea, most parents tell their children to "do good," especially regarding their studies. This cultural expectation that parents imply may lead to feelings of pressure and anxiety. As a result, students would feel reluctant to participate in their classes and discussions with peers and teachers (Park & Lee, 2020). This cultural context shapes how students perceive language learning and their roles within the classroom. ESL tutors should be sensitive enough to these types of factors for them to foster a more supportive learning environment rather than a



pressured learning environment, which may encourage students to participate and develop an interest in the English language.

Several research studies have also highlighted that ESL teaching would be more effective if tutors learn, familiarize, and understand their students' cultural backgrounds. Culturally relevant methods of teaching that recognize and incorporate students' cultural experiences have been shown to improve engagement and motivation among learners (Lee & Koo, 2021). When tutors can develop and integrate teaching methods that also recognize their students' cultural backgrounds, they will be able to create a more comfortable and open learning environment for their students, which can eventually lead students to express their thoughts and feelings more using English as their medium resulting to the build-up of confidence of these students as they can acquire and learn a new language (Hwang, 2019).

Online Class Set Up and How It Affects Student Motivation

One good thing about conducting a class online is that it can be flexible for the student and the tutor. The student and the tutor can simply agree on a designated time and day when they are both available to have the class. If one of them is not available, they can also simply reschedule or cancel the class without a hassle. Tailoring lessons for more comprehensive learning is also an advantage in learning online. However, in a research by Baker (2021), he mentioned that one of the challenges of online learning is that it lacks face-to-face interactions between the student and the tutor. This disadvantage, it can lessen the students' motivation and participation, causing them to be more distracted in class. Feelings of isolation may also arise in their online classes, making it hard for them to interact and engage with their tutors.

Moreover, effective online teaching strategies are crucial for maximizing learning outcomes in language acquisition. A study by Li and Ma (2021) emphasizes incorporating interactive elements, such as discussion forums and collaborative projects, into online lessons. Using video animations, pictures, audiobooks, and other multimedia resources available digitally can simply pique the student's interest which may promote active participation among them. On the other hand, playing and having fun through online English games can ensure ESL tutors that their students would engage and participate in class (Mikhael et al., 2022). Tutors would now have a higher chance that their students can remember the lessons they discussed and can successfully guide their students in their language acquisition skills.

Furthermore, it is also crucial for ESL tutors to learn and familiarize themselves with the online platform so that they can efficiently use it in their online English classes and also be able to think of unique ways to keep their students' motivation intact. According to a study by Hu and Li (2022), successful online instructors tend to understand and familiarize themselves with the different technologies available to create a learning experience that excludes more participation and engagement, leading to classes that resonate more with their students. Including games and providing feedback and comments to learners can foster motivation and interest. As most people try to keep up with the changes of technology, ESL tutors must also keep in mind that they should explore and try different materials and teaching methods available in the digital platform in order for them to teach English effectively.

METHODOLOGY

This research employs a qualitative approach to grasp the various challenges faced by English as a Second Language (ESL) tutors when they teach Korean students in an online



setting. A qualitative approach is well-suited for this study since it allows deeper understanding of the ESL tutors' experiences, perspectives, techniques, and how they navigate their way through online ESL education (Creswell, 2014; Denzin & Lincoln, 2011).

Research Design

The study utilized semi-structured interviews to gather data from ESL tutors. This enabled the researcher to address specific research questions while still being able to let the participant freely express his/her perspectives and experiences. Open-ended questions that were already predetermined even before the interview proper were also provided to serve as a guide, and probing questions that acted as additional questions also arose during the interview proper, creating a richer data collection process.

Research Respondents

Purposive sampling was used in this research as this research would focus on ESL tutors who have enough experience in teaching the English language to Korean students using the online platform. Participants of this study were ensured to provide significant insights and inputs in the study by using the purposive sampling method (Palinkas et al., 2015). Moreover, five (5) English as Second Language (ESL) tutors were selected through an online English tutoring company. These ESL tutors have a sufficient amount (at least 1 year) of teaching experience with at least 1 year of teaching experience when it comes to teaching Korean students online and in a one-on-one class set-up. The tutors that were selected have enough knowledge about South Korea's culture and its language as well.

Data Collection

Data were collected through individual interviews conducted via Zoom, a video conferencing platform. This is to accommodate the respondents, even if they are from various locations. Each interview lasted from a minimum of 30 minutes to a maximum of 60 minutes, allowing sufficient time for participants to discuss their experiences in detail. With participants' consent, interviews were audio-recorded and transcribed for analysis (Braun & Clarke, 2006).

Data Analysis

Thematic analysis was employed to analyze the transcribed interviews. This allowed the researcher to have a comprehensive understanding about the topic and interpret the data while targeting the research objective. This method also involved the identification and analysis of recurring patterns or themes present in the data gathered from the participants (Braun & Clarke, 2006).

RESULTS AND DISCUSSION

This chapter discusses the data gathered through online interviews using a video conferencing platform. A total of five (5) ESL tutors who agreed with the interview consent form, were interviewed individually for about 30-60 minutes each interview. Their answers were gathered and analyzed using the thematic analysis method. After analyzing the given data, the researcher found five (5) final themes that emerged from the participants' answers.

Theme 1: Communication Challenges in ESL Teaching

One of the emphasized challenges mentioned by ESL tutors in the interview is the challenge of communication, particularly in language barriers. Since South Korea has its own national language, students find it hard to convey their messages to their tutors. This difficulty in language and communication often causes frequent misunderstandings since they tend to use the



wrong English word appropriately, struggle to pronounce the words correctly and struggle in sentence construction. This finding aligns with the research conducted by Kim (2016), which says that even though Korean students score high on English proficiency tests, they still struggle in terms of speaking and listening, which makes it hard for them to communicate and carry out a conversation in English.

With this challenge, the need for adaptive teaching approaches is also essential. Using visual aids to teach vocabulary words in English will be one of the helpful ways to address the difference in language between the tutor and the student. Using multimedia elements may also help in the development of comprehension skills as noted in Ann's (2014) study on effective ESL teaching techniques for Korean learners.

Theme 2: Student Participation and Their Engagement in the Online Setting

Teaching virtually through the use of online teaching platforms has also become a challenge among ESL tutors. Most tutors highlighted the fact that online classes are really different from face-to-face classes. Tutors observed that when teaching online, the participation of the students lessens and it is hard for these tutors to maintain their student's participation and focus. Some tutors also mentioned that the longer the class time of the students, the lesser participation that they could get. They further explained that most of the time, at the beginning of their classes, the students are still focused and participative but as the class time progresses, the student's participation and focus also decrease. Other factors in terms of getting distracted by their surroundings and feelings of disengaged when they feel "forced" to learn English are also some of the underlying factors that affect student participation and engagement. This is evident in the study of Baker (2021), wherein he highlighted the difficulty of keeping students motivated in online settings.

With this, ESL tutors reported that most of the time they would have to look for English materials that are both educational / informative and can maintain the student's active participation throughout the class. This emphasizes the study of Michael et al, (2022) who mentioned that incorporating media and games can greatly help the tutors in maintaining their students' participation and motivation.

Theme 3: Infrastructural Barriers in Teaching ESL Online

Most ESL tutors also reported that they also face infrastructural barriers while teaching the English language to students. When these tutors were further asked about what were the different infrastructural barriers they experience, most of the tutors cited internet instability as their main infrastructural barrier. Tutors explained that the slow internet connection would prevent them to hear their students properly. This would also cause them to have a hard time sharing their screen to let their students see the materials that they are using. As a result, their classes aren't productive and the students would learn less.

Moreover, aside from the poor internet connection, other disruptions were also identified by the tutors. Power outages were also among the infrastructural barriers mentioned, as it also disrupted the flow of the class. Tutors mentioned instances wherein the class is already going on so well, but the occurrence of a power outage would cause the class to stop for a while. And then, after the class resumes, the student no longer engages and participates the same as before. According to Kauffman (2020), infrastructural challenges can pose a significant threat to the flow of classes because it can delay the quality of instructions and even learning. Some tutors



mentioned that they had to modify their classes whenever the internet connection was poor by turning off their cameras to ensure a more stable bandwidth. Other tutors reported that they even had to cancel their classes at the last minute or a few minutes before their supposed class time just for the reason of a power outage in their area.

Theme 4: Limited Training and Preparation in Teaching

The lack of formal training was also one of the prominent challenges that were mentioned by most ESL tutors. Most of these tutors said that they had to rely on observing and asking their colleagues who are more experienced than them. Aside from that, since the tutors lack proper training, they would often spend most of their time in searching and experimenting teaching methods that would work both for them and for their students. However, according to Braun and Clarke (2006), self-preparation alone may not be enough in teaching students, especially in an online setting. This will make it harder for tutors to adapt to the nuances when dealing with cultural and language-specific needs of these Korean students.

This finding highlighted the importance of structured training programs among ESL tutors. Conducting proper workshops and training programs can significantly contribute in addressing the unique needs of every student when it comes to online one-on-one English classes. Studies show that proper training does not only pertain to using digital tools but also culturally appropriate teaching methods to better support Korean students (Creswell, 2014; Richards & Schmidt, 2013)

Theme 5: Influence of Age and Students' English Proficiency in Online ESL Learning

Most tutors reported that age is not a challenge when it comes to teaching the English language online. Some tutors elaborated that it is not age which acts as a challenge for them but rather it is the student's English level. Tutors further said that they needed to put in the "extra work" whenever a student is considered at the beginner level regardless of their age. When further asked about what they mean about their "extra work", the tutors mentioned instances wherein they need to simplify most of their explanations and words so that beginner students can understand them easily. Some tutors also mentioned that there are times where they have to repeat their instructions over and over again just to make sure that their students can understand them. Whether their student was a kid or an adult as long as they are still beginners, tutors would still need to prepare visual aids or pictures just to help them explain or teach simple words and phrases in English since their students are just in the beginning level.

ESL tutors didn't consider age as a hindrance when it comes to teaching English to Korean students. Tutors however reported that regardless of age, they still needed to prepare lessons that can pique their student's interest and make them engage more in their class time. These findings align with Lee and Koo's (2021) study which says that teaching methods that are created based on the student's level and interest while making sure that they are still culturally appropriate, can significantly enhance the flow of the class resulting to a more interactive class with students being more participative and motivated.

With tutors saying that age is not a big challenge in ESL teaching, ESL platforms that are teaching both online and face-to-face should now be able to come up with lessons that are considered beginner-friendly. Since the age factor of the students is not considered as a major challenge, ESL companies can create a curriculum wherein they would incorporate elements of fun, engagement, and interaction in their lessons so that their students may have a smooth



transition from beginner level to a higher level in English. Creating lessons that are personalized to the student's English level and individual needs would enable students to understand better and acquire the language easily without the feelings of pressure and anxiety which would also enable tutors to teach effectively and guide their students in their journey to English fluency.

Summary

The findings from this study revealed the different challenges faced by online instructors in their everyday life as English as Second Language (ESL) tutors teaching Korean students. As we delve into the different obstacles they face from language and infrastructural barriers to the lack of training and student engagement, we are also able to see and realize that ESL companies and tutors need to come up with effective teaching methods that can be tailored to the cultural and linguistic differences of each Korean student. Incorporating interactive materials, ensuring internet stability, and proper training are among the needed actions that they can do to slowly solve the issues and challenges that they face, ensuring effective ESL education,

Each theme also reflects the insights from the literature used in this study. These affirm to the fact that teaching ESL online to Korean learners requires a unique and specialized approach to cater individual needs of these students. By understanding these challenges, tutors and even English institutions can work together to provide a more supportive and engaging online learning environment where students are more comfortable expressing their thoughts and feelings.

CONCLUSION AND RECOMMENDATION

Conclusion

This study uncovered the different obstacles that English as Second Language (ESL) tutors face whenever they teach their Korean students online in a on-one-one class set up. They highlighted language and infrastructure limitations as barriers while they also highlighted the lack of student engagement, teacher training and student's English proficiency level as challenges that can hinder them in effective teaching. These findings reveal that tutors would often have a hard time when the students are at the beginner level as this would also entail the complication of understanding and communication. With that being said, tutors are challenged to look for lessons that are simplified and to find effective teaching strategies that can make the student engage and participate more. Further, findings also show that technological constraints also pose a great threat in ensuring effective ESL teaching as internet instability and power interruptions may disrupt the flow of the class and may even impact learning experience.

This research also found a gap between the ESL tutors and their lack in formal ESL training wherein ESL tutors who reportedly lack formal training, rely heavily on experienced colleagues. Findings in data found out that due to the lack of formal ESL training, ESL tutors would tend to ask more questions to their colleagues for them to be able to grasp the concept of teaching ESL online. This gap affects the effectivity of incorporating various elements and materials to cater the individual needs of Korean learners since some ESL tutors lack enough knowledge on what material or lesson to use for their students. Tutors who also lack proper training may find it difficult to adapt to the unique demands of virtual teaching since it has distinct differences with a face-to-face class set up. In addition, since age does not pose a big obstacle in teaching ESL to Korean students, many tutors reported student engagement and participation as a major obstacle in ESL teaching instead. With that being said, ESL tutors must now learn and familiarize how to adapt in the digital world to be able to teach effectively. By



immersing themselves in the digital world and exploring different multimedia resources that are still culturally appropriate for their students, ESL tutors can successfully guide their students to a higher level of English fluency.

Recommendation

To address the gaps of online ESL tutors who are teaching Korean students, various interventions are recommended to provide a better quality of language teaching.

It is recommended that English institutions should target more in training their tutors for them to ensure effective quality of teaching to students. Training tutors on how to use the digital platform and make their classes engaging will enable tutors to be equipped enough and may lead to effective online engagement with students. Helping and guiding tutors to use culturally responsive methods would also help the tutors to make their students feel comfortable with them which can result in students participating more and expressing their thoughts in English.

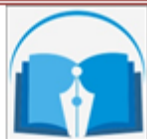
Furthermore, a reliable internet source and backup solutions in case of loss of internet connection or loss of electricity is also recommended to address one of the challenges faced by ESL tutors. Maintaining stable connectivity and coming up with backup solutions can eliminate the possibility of disruption in the flow of the class between the tutor and the student.

Another recommendation is providing interactive teaching materials to maintain student engagement and interest is essential. Tutors must also ensure that the materials they use are appropriate to the level of their students especially for the beginner students since it requires them to put in more work in teaching. Creating lessons and materials that are fit to their students' level would enable tutors to effectively deliver instructions in English. They can also create lessons and materials where students can answer them so that they can smoothly transition to a higher level in English.

Finally, further in-depth research about Online ESL Teaching can be conducted. Research that would delve more on understanding the cultural factors of Korean students when learning English can be implemented to help gain further understanding of this aspect.

REFERENCES:

1. Kim, J. (2016). Not as easy as A-B-C? Looking at English proficiency in South Korea. Korea Economic Institute of America. Retrieved from <https://keia.org/publication/not-as-easy-as-a-b-c-looking-at-english-proficiency-in-south-korea/>
2. Lee, H., & Koo, J. (2021). English language teacher education in South Korea: Changes and challenges. In *English Language Teaching and Teacher Education in East Asia: Global Challenges and Local Responses* (pp. 159-174). Cambridge University Press. <https://doi.org/10.1017/9781108856218.009>
3. The Korea Herald. (2023). South Korea's English education system: A blessing or a curse? Retrieved from The Korea Herald's website
4. TEFL Course. (2023). The state of English education in South Korea. Retrieved from <https://teflcourse.net/the-state-of-english-education-in-south-korea/>
5. ITTT. (2023). English teaching in South Korea: Opportunities and challenges. Retrieved from <https://www.teflcourse.net/english-teaching-in-south-korea-opportunities-and-challenges/>
6. Richards, J. C., & Schmidt, R. (2013). *Longman Dictionary of Language Teaching and Applied Linguistics* (4th ed.)



7. Ahn, H. (2014). Teachers' attitudes towards Korean English in South Korea. *World Englishes*, 33(2), 195–222.
8. Baker, M. (2021). The impact of online learning on student engagement and motivation in language education. *Language Learning & Technology*, 25(2), 36–50. Retrieved from LLT
9. Hu, Y., & Li, H. (2022). Strategies for improving online language learning: Insights from recent research. *Journal of Language Teaching and Research*, 13(1), 56–67.
10. Li, Z., & Ma, L. (2021). Interactive teaching methods in online English language learning: A review of recent developments. *The Journal of Language Teaching and Learning*, 11(3), 21-30. Retrieved from JLTL
11. Mikhael, M., Shahrir, M. S., & Azmi, N. (2022). Enhancing student engagement in online ESL classes through multimedia and virtual simulations. *International Journal of Educational Research Open*, 3, 100-113.
12. Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Sage Publications.
13. Denzin, N. K., & Lincoln, Y. S. (2011). *The Sage Handbook of qualitative research* (4th ed.). Sage Publications.
14. Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Administration and Policy in Mental Health and Mental Health Services Research*, 42(5), 533–544.
15. Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.



الفهرس

الصفحة	اسم الباحث	عنوان البحث	رت.
1-9	Hajer Mohammed farina Salem Husein Ali Almadhun Aimen M. Rmis Ramadan Faraj Swese	Database Security Issues and Challenges in Cloud Computing (Review)	1
10-23	حسين ميلاد أبوشعالة	جماليات الاقنعة والرموز الافريقية	2
24-35	رجعة سعيد محمد الجنقاوي عائشة مصطفى المقرئف الهام محمد علي أبوستالة	الإمكانيات المائية في منطقة مسلاته وأهم المشكلات التي تواجه قطاع المياه فيها	3
36-42	رضا الصادق الرميح عصام امحمد الرثيمي عبدالرحمن عبدالسلام المنفوخ	تأثير الذكاء الاصطناعي في تقليل تكلفة البناء الحديث	4
43-60	زهرة أحمد يحيى نورية عمران أبو ناجي	الخطاب الموجه إلى الرسول صلى الله عليه وسلم دراسة نحوية وصرفية وبلاغية لآيات مختارة من القرآن الكريم	5
61-70	سالم مفتاح إبراهيم بعوه إسماعيل عاشور عبدالله بن صليل	الأصول الدعوية للتصوف وأثرها في تقويم السلوك	6
71-82	محمد يوسف اقتير سعاد علي محمد الشكيوي	دراسة السعة الحرارية لنظام فريمغناطيسي مختلط من الرتبة (5/2 و 7/2) باستخدام نظرية المجال المتوسط	7
83-96	فتول سالم الله عبد سعيدة	بعض الأسباب الاجتماعية المؤدية للطلاق في المجتمع الليبي "دراسة ميدانية بمدينة الخمس"	8
97-104	عائشة حسن حويل	تنمية المهارات الحسابية باستخدام لعبة تعليمية إلكترونية للصف الأول الابتدائي (تطبيق فلاش للعمليات الحسابية أنموذجاً)	9
105-112	عبد الرحمن بشير الصابري إبراهيم عبد الله سويبي أوبوكر أحمد الصغير سالم علي سالم شخطور	قوة النص في ارتباطه بالمعنى في قوله تعالى: ﴿وخصتم كالذي خاضوا﴾ أنموذجاً دراسة تحليلية وصفية	10
113-121	عبد المنعم امحمد سالم	مفهوم الدولة عند هيجل	11
122-131	عبد المهيم الحصان	Beyond the Screen: Challenges Faced by English as Second Language (ESL) Tutors in Teaching Online ESL to Koreans	12
132-154	عثمان علي أميمن	التنمر المدرسي وعلاقته ببعض المتغيرات لدى طلاب المرحلة الثانوية: دراسة إيميريقية	13
155-163	عبد المولى محمد الدبار	اختلاف النحاة في إعراب بعض آيات من سورة البقرة وأثره على المعنى	14
164-168	علي عبد الرحمن إبراهيم الفيتوري	تدبر وبيان، في لفظة اقرأ في القرآن	15
169-172	Hind Mohammed Aboughuffah Fenny Roshayanti Siti Patonaha	Enhancing Critical Thinking and Learning Outcomes Through Flipped Classroom Strategy in Biology Education	16
173-179	علي سلامة العربي نواره صالح موسى عمر حسين أبوغرارة	الرؤية السردية في رواية نزيه الحجر لإبراهيم الكوني	17
180-187	فتحبة علي جعفر	مفهوم الذات وعلاقته بالتوافق النفسي لدى طلبة التعليم الثانوي	18
188-193	فرج الصديق علي إشميلة	الأسس الشرعية لدور الشباب في ترسيخ ثقافة التسامح لتحقيق الأمن والسلم في المجتمعات	19
194-205	لطيفة علي الكيب ربيعة المبروك سويبي	علاقة ممارسة النشاط البدني الرياضي باضطرابات الاكل لدى مريضات السكري ببعض مراكز المرأة بطرابلس	20
206-213	مروة الهادي أحمد الصاري هديل عبد الفتاح أبو بكر حمير أميرة صالح مفتاح التركي	تحديد العوامل المؤثرة في نسبة الأكسجين لمصاب فيروس كورونا (كوفيد 19) باستخدام نموذج الانحدار الخطي المتعدد	21
214-221	ملاك حسن القاضي	البلاغة بين الأصالة والتأثر (الترجمة) وعلاقتها بتطور الفكر البلاغي	22
222-232	ميلاد سالم المختار مغراف	دور القيادة الالكترونية في تحسين أداء العاملين دراسة ميدانية علي العاملين بصندوق الضمان الاجتماعي فرع سوف الجين- بني وليد-ليبيا	23



233-243	خيرية عبد السلام عامر ناصر مختار كصارة	استخدام الحوسبة السحابية لتطوير خدمات المعلومات في المكتبات الجامعية	24
244-250	نجاة محمد المرابط نجاة صالح يحي	الاختبارات التحصيلية وأهميتها في العملية التعليمية	25
251-260	Najah Abdulllah Albelazi Milad Ali Abdoalsmee	Sing, Learn and Grow; The benefits of English Educational Songs in the Nursery stage	26
261-275	نعيمة رمضان محمد أبو ناجي	دور مواقع التواصل الاجتماعي في التغييرات السياسية في المنطقة العربية	27
276-283	Zuhra Bashir Trabalsiy Nuri Salem Alnaass Mabruka Hadya Abubaira	Detections of The Presence of Aflatoxin Secreted Fungi in Some Foods Traded in The Markets of The City of Al Khums, Libya	28
284-300	حنان عيسى الراشدي نادية عبدالله التواتي الحراي وفاء عتيق عتيق	مستوى الوعي البيئي لدى أساتذة وطلاب كلية الآداب والعلوم قصر الأخبار بظاهرة الاحتباس الحراري	29
301-312	عطية صالح علي الربيعي	الغزل الأثوثي " غلبة العباسية أنموذجاً"	30
313-318	Abdalkareem Abdalsalam Benmustafa Najah Abdalhamid Aljoroushi	Foreign Language Planning: A Case Study of Program Planning at the Faculty of Languages and Translation at Misrata University	31
319-333	Abdussalam Ali Faraj Mousa Hamza Ali Zagloom	The Effectiveness of Implementing Language-Based Approaches to Enhance EFL Students' Literary Competence: A Case Study of Teachers at the Faculty of Education, Elmergib University, Libya	32
334-339	Ali Ali Milad Mohammed Abuojaylah Albarki Aimen Abdalsalam KleeB	Design a model for Teaching Management Information Security System in various faculties of Libyan Universities	33
340-350	Ali S R Elfard	Dimension Functions On Topological Spaces	34
351-358	Abduladiem Yousef	Calculate Petrophysics Properties for Gir Formation (Facha Member) in Dahab Field- NC74, Sirte Basin	35
359-362	Ebtisam. A. Eljamal Huda Ali Aldweby Entesar. J. Sabra	Certain Subclasses of Analytic Functions Defined By Using New Integral Operator	36
363-367	Fathi Abuojaylah Abo-Aeshah	Study efficiency of biosorbent materials (pomegranate and fig leaves) in removing of Zinc from aqueous solution	37
368-378	Fatma A. Alusta Milad E. Drbuk	Inclusion Relations For K-Uniformly Starlike Functions Defined By Linear Operator	38
379-393	Ebtehal El-Ghezlani Fatma Kahel	Study of Pantoprazole and Omeprazole to Effect in the Treatment of Acute Gastric Ulcers and Reflux Esophagitis	39
394-400	ناجي سالم عبد السلام السفاقي محمود محمد محمود زربيط	الألعاب الالكترونية وأثرها على ممارسة السلوك العدواني لدى تلاميذ المرحلة الابتدائية من وجه نظر الأمهات المعلمات. (دراسة ميدانية على بعض المدارس الابتدائية بالفرع الغربي بمدينة زليتن)	40
401-415	Ismail Elforjani Shushan Salah Eldin M. Elgarmadi Emad Eldin A. Dagdag	Mineral Precipitation Aspects within Sidi-Essaid Formation (Upper Cretaceous) Located at Sidi-Bujdaria Village, Wadi Gherim, Ghanema, NW Libya.(Part-1)	41
416-426	Khiri Saad Elkut	The Difficulties Facing Undergraduate Students in Writing Research Graduation Projects. Students' / Teachers' Perceptions and Attitudes	42
427-438	Moamer Mohamed Attallah	Proverbes français et leur traduction en arabe au niveau grammatical et sémantique.	43
439-451	Salaheddin Salem A.Elheshk Najla Mokhtar Elmusrati Abdalftah ali m. Abuaysha	استخدام نظام تنبيه وتسجيل المخاطر في المصرف الاسلامي الليبي (فرع الخمس)	44
452-458	محمد فتحي محمد قدقود	أثر اللون في الشعر العربي (بشار بن برد أنموذجاً)	45
459-470	أسماء إشتيوي العيان فاطمة علي التير سميرة عمر الدوفاني	أثر المحددات المباشرة على الخصوبة في ليبيا للسنوات 2007،2014	46
471-481	الصادق سالم حسن عبد الله	أثر اللغة التركية في اللهجة الليبية	47



482-495	الظاهر سالم العامري عائشة فرج القطاع سهام عادل القطاع	بعض آراء الأخصف النحوية في باب المرفوعات	48
496-504	الوليد سالم إبراهيم خالد	دقة المفردة القرآنية في الدلالة على الأحكام التشريعية (مفردات من آيات النكاح والحدود أنموذجاً) "دراسة فقهية مقاصدية"	49
505-517	أمنة جبريل سليمان المسلاقي	القصة الشعرية في شعر المعتمد بن عباد	50
518-525	AMNA M. A. AHMED	On Some Types of Dense Sets in Topological Spaces	51
526-540	أميرة عبدالله الطوير	أثر استراتيجيات إدارة الأزمات الحديثة على الأداء الوظيفي من وجهة نظر القيادات الإدارية لشركة الأهلية للإسمنت المساهمة	52
541-547	أميمة سعد اللافي فاطمة يوسف اخميرة	أساليب المعاملة الوالدية ودورها في إحداث المرونة النفسية لدى الابناء	53
548-561	إنتصار علي ارهيمية وفاء محمد محمد العبيد	أسلوب تحليل الانحدار الخطي لدراسة أثر الحكومة المؤسسية على الحد من الفساد الإداري	54
562-571	إيمان حسين عبد الله علي بشير معلول حنان إبراهيم البكوش	دراسة إحصائية لتنبؤ بأعداد مرضى السكر باستخدام منهجية بوكس وجنكيز (دراسة تطبيقية)	55
572-580	تهاني محمود عمر خرازة	تحليل معدلات ظاهرة البطالة في منطقة المرقب عن العامين (2013 - 2022م)	56
581-590	جمال محمد الفطيسي	منهج الشيخ عبدالسلام أبو ناجي في بيان أدلة الأحكام من خلال كتابه أصول الفقه	57
591-593	حميدة علي عمر ابوراس	تحليل مطيافية التشتت الخلفي لراذرفورد لزراعة الفضة على كبريد السيليكون متعدد البلورات	58
594-606	حنان سعيد علي سعيد عائشة سالم اطيرجة عفاف محمد بالحاج	أسباب ظاهرة التنمر المدرسي من وجهة نظر الأخصائي الاجتماعي، والمرشد النفسي في بعض مدارس التعليم الأساسي	59
607-611	حواء بشير عمر بالنور	"إدّئ" في اللغة العربية	60
612-622	خيرية عمران كشيب	العنف ضد المرأة من منظور نفسي	61
623-630	عبدالحميد مفتاح ابو النور حنان فرج ابو علي	واقع التعليم الالكتروني في مؤسسات التعليم العالي بين (طموحات التفعيل - التحديات)	62
631-638	نور الدين سالم رحومه قريع	مفهوم السلطة السياسية عند ميكافيللي (دراسة تحليلية نقدية)	63
639-650	يونس مفتاح الزايدي وليد فرج نعيمات محمد اسماعيل ابوصلاح أحمد علي إبراهيم البكوش ابوبكر الشريف الشيبلي	دراسة التغيرات الوظيفية في كبد وكل ذكور الارانب المعاملة بعقار الأيبوبروفين Olive Oil ومدى التأثير الوقائي المحتمل لزيت الزيتون Ibuprofen	64
651-659	بنور ميلاد عمر العماري	ظاهرة البطالة في المجتمع الليبي ودور الخدمة الاجتماعية في التعامل معها	65
660-669	خالد محمد الشريف	أثر رأس المال البشري على ربحية المصارف التجارية دليل تجريبي من المصارف التجارية العاملة في الأردن	66
670-680	عبدالحميد إبراهيم سلطان	في ترشيد الفكر ومحاربة التطرف الفكري دور الواسطية	67
681-693	مها المصري محمد أبورقيقة	المرونة المعرفية للمرشد التربوي ودورها في نجاح العملية التعليمية	68
694-706	عبدالخالق محمد الربيعي	Case Study: Investigating The Effect of Teaching Prewriting stage on Students' Writing Quality	69
708-714	زينب محمد العجيل أبوراس	الظروف التي تضاف إلى الجمل وجوباً "بناؤها واستعمالاتها"	70
715-722	سناء امحمد السائح معتوق	Considering the impact of peer observation on teacher's development	71
723-729	عطية رمضان الكيلاني عبدالسلام صالح أبوسديل ميلود الصيد الشافعي	التعريف بالطفيليات التي تصيب أسماك الهامور الداكنة (Epinephelus marginatus) المصطادة من شواطئ مدينة الخمس - ليبيا	72
730-742	مختار حسين حسن محمد حسن ماخذي	"التوافق بين شيخ الإسلام ابن تيمية ومحققي الأحناف في المسائل المتعلقة بالإيمان بالله وتوحيد الألوهية: جمعا ودراسة"	73
743-758	سليمان امحمد بن عمر	حكم الاتجار بماء زمزم واستخدامها في إزالة النجاسة وما يتعلق بها من آداب	74



759-771	Ragb O. M. Saleh	Simulation and Comparison of Control Messages Effect on AODV and DSR Protocols in Mobile Ad-hoc Networks	75
772-777	Ghayth M. Ali Ilyas A. Salem Fathalla S. Othman Abdulati Othman Aboukirra Ayiman H. Abusaediyah Ashraf Amoura	INVESTIGATING THE EFFECT OF ALKALINE TREATMENT ON THE PHYSICAL CHARACTERISTICS OF HAY-EPOXY COMPOSITES	76
778-785	نهلة أحمد فرج محمود أحمد آدم عبد الكريم عيسى	تحسين أداء الشبكة المحلية (LAN) بكلية العلوم صبراتة باستخدام الشبكة المحلية الظاهرية (VLAN)	77
786-791	Reem Amhemmed Masoud	Evaluation of the efficacy of leave Extract of Ziziphus spina-Christi against three Bacterial species	78
792-799	Ruwida M. Kamour Zaema A. El Baroudi Taha H.Elsheredi	Saffron Adulteration: Simple Methods for Identification of Fake Saffron	79
800-813	فريال فتحي محمد الصياح	مدى ممارسة معلمي القسم الادبي للكفايات التعليمية الضرورية لتدريس مادة علم النفس العام في المرحلة الثانوية لبعض مدارس تعليم الساحل الغربي	80
814-824	سعاد صالح بلقاسم ايناس محمد ميلاد	استخدام مواقع التواصل الاجتماعي في العملية التعليمية ومدى فاعليتها لدى الطلبة (دراسة ميدانية على طلبة كلية تقنية المعلومات الخمس /بلدية الخمس) (الواتساب نموذجاً)	81
825-832	ذكريات عبد المولى سالم العيساوي	حل مشكلة التخصيص الضبابي بطريقة التصنيف للأعداد الضبابية الرباعية	82
833-851	عباس رجب عبدالرحيم	النظام البازيليكي للكنائس البيزنطية دراسة أثرية تطبيقية للكنيسة الشرقية بقورينا "شحات"	83
852-860	محمد نجم الهدى	المكتبات الرقمية ودورها في نشر علوم السنة النبوية: دراسة تحليلية	84
861-875	Munera Shaili Asaki	Using electronic resource mobilization to develop mathematical thinking skills among higher institute students.	85
876-881	Hend ALkhamaesi ALmabrouk ALhireereeq	Evaluation of some Chemical components of the ground water in four regions of Tourist area	86
882-905	مبروكة سعد أحمد علي	المخاطر العقدية في الإعلام الغربي وإهانتته للمقدسات الإسلامية وموقف الإسلام من ذلك	87
906-924	صالح رجب أبوغفة	دراسة اضطرابات النطق وعلاقتها بالخلل الاجتماعي لدى الأطفال ودور الاختصاصي الاجتماعي في الحد منها (دراسة ميدانية بمدرسة الصم والبكم وضعاف السمع بمدينة زليتن)	88
925-935	نور الهدى نوري مجير	عناية أهل الأندلس بالنظافة وصحة البيئة	89
936-950	عبد الرؤوف محمد عبد الساتر الذرعاني	كان وأخواتها في الشعر العربي (ديوان المعتمد بن عباد أنموذجاً)	90
952-957	حنان عبد السلام علي سليم سعاد إبراهيم الهرم	توظيف الأنظمة الالكترونية في المجال الصحي (إنشاء نظام الكتروني لأحد صيدليات مدينة زليتن)	91
958-977	محمد زكريا	" نماذج من أحاديث كتاب الفزْدُوس بِمَأْثُورِ الْخَطَابِ " لِأَبِي سُجَاعٍ، شَيْزُؤَيْهِ بُنْ شَهْرَدَارِ الدِّيْلَمِيِّ (445-509هـ)، تحقيقاً ودراسة"	92
978-989	نورية محمد الشريف	ظاهرة تراكم وتكدس النفايات الصلبة (القمامة) في منطقة سوق الخميس / الخمس	93
990-1004	Ahmidehmed Daw Altomi Zahia Kalifa Daw Musdeq	Vitamin D deficiency and its effect on human health in the city of Al-Jamil	94
1005-1014	محمود محمد رحومة الهوش	حصة التربية البدنية وعلاقتها بالتحصيل الدراسي لدى تلاميذ المرحلة النهائية للتعليم الثانوي ببلدية العجيلات	95
1015-1031	عبد المنعم منصور الحر	التحديات الإيرانية وتأثيرها على الأمن القومي السعودي "دراسة تحليلية للنزاع في اليمن خلال الفترة من 2011 إلى 2014"	96
1032-1040	Fuzi Elkut Sabri M. Shalbi	A Review of mAs Optimization Strategies in CT Imaging: Maximizing Quality and Minimizing Dose simultaneously	97
1041-1049	Mostafa Omar Sharif Adel Omar Aboudabous	An overview of fish muscle physiology, omics, environmental, and nutritional strategies for enhanced aquaculture	98
1050-1058	أنيس محمد عبد الهادي الصل	دلالات صدق وثبات مقياس الطفل التوحدي على البيئة المحلية لمدينة مصراتة_ ليبيا للأعمار من (3 _ 10) سنوات	99



1059-1067	Abdaladeem Mohammad Hdidan	The Role and Effect of AI in Translation	100
1068-1077	علي معتوق علي صالح	التعزيز في الشريعة الإسلامية وتطبيقاته في القانون الجنائي المعاصر: دراسة تطبيقية على القانون الليبي	101
1078-1083	Hana Wanis Elfallah Hnady Hisham Alsiywi	Antagonistic Activity of Rhizobium sp Against some Human Pathogenic Microorganisms	102
1084-1089	Fuzi Mohamed Fartas Ramdan Ali Aldomani Ahmed Mohammed Mawloud Alqeeb Galal M. Zaiad	Determination of Arsenic and Cadmium in the Seawater Samples using Atomic Absorption Spectrometry	103
1090-1096	عبد السلام صالح علي انبيص مصعب مفتاح محمد الشريف	" التحديات التي تواجه الأندية الرياضية بمدينة الخمس في تشكيل فرق كرة اليد "	104
1097	الفهرس		