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Every Child Has a Right to Education

The Case of Syrian Children in Lebanon

By

Sarine Koujanian

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Student Name: Sarine Koujanian I.D. #: 201104941

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Approved by :

Thesis Advisor: Dr. Rima Bahous

Member : Dr. Isabelle Grappe

Member : Dr. Mona Nabhani

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<u>ACKNOWLEDGMENT</u>

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ABSTRACT

The number of refugees is increasing across the world. Lebanon like many other countries has many refugees mainly coming from Syria, Iraq, and the rest of the Arab world. The children of these refugee families need to attend schools in Lebanon, yet many face hardship. Therefore, this study aims at exploring the educational problems refugee students face in Lebanon. With the help of questionnaires, interviews, and observation, English language learning problems are closely examined among these refugee students. The participants include forty refugee students, five English teachers, and two principals from Non Governmental Organizations. The results of this mixed method approach show that refugee students face problems while learning the English language, be it educational, social, or psychological. The analysis of the collected data will serve as key point to tackle various educational difficulties these students encounter. However, the research is only limited to a small group of participants and the schools are only situated in Beirut. Another limitation is the psychological circumstances of the refugee students who are already going through stressed life situations. Further research could be based on the suggestions of this study in order to erase and overcome such a huge dilemma for refugees.

Keywords: skills, transferrable skills, ESL/EFL, Sociolinguistics, bilingualism, plurilingualism.

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1.1 Introduction

If we are to look at history, we will see wars and discrimination against nations. Not being able to resist and fight back, people would more often leave and migrate assuming to seek asylum if not for them, then for their children. However, regardless of the various humanitarian issues refugees face, their children's future and destiny are in danger. Education, which is a key factor for their survival, will be taken away from them not only due to financial issues but also due to their exposure to a different educational setting. Some will cope, some will be humiliated, and some will eventually quit. Here come the effects of being a refugee: having children not being able to read and write. More importantly, ignorance will prevail and the formation of ghettos and anti-humane activities will persist. Where's the role of educators and peacemakers in such a dilemma? Shouldn't we take action and prevent such crisis where the results would be losing a whole generation? If we want to hide the problem and assume that it's not our job to fix it, then we won't have the right to blame the system. Yet, let's not forget that it results in having illiterate children who are the victims of the unfair system itself.

As a response to the large influx of Syrian refugee school children in Lebanon, many Non Governmental Organizations (NGOs) and philanthropic associations addressed the issue of language integration for Syrian refugee children to help them access education. Some of these associations are the British Council,

Jesuit Refugee Services, Ana Aqra Association, Tahaddi Education Center, to name a few. Hence, when it comes to inclusion, certain educational initiatives are taken in order to help refugee children succeed. Such intervention programs vary in their modes of instruction and application, depending on the organization's objectives and nature of foundation. However, whatever approaches each adopts, they all serve the same concept, i.e., raising refugee children's literacy levels.

1.2 Rationale

This study is the result of many humane issues refugee students face. A lot of discrimination could be seen towards refugees, be it social, cultural, or educational. The main concern of this research paper is only to target the educational discrepancies Syrian refugee students face in Lebanon and how schools intervene to minimize the rate of illiteracy among these groups. Being a teacher myself, and having dealt with Syrian refugee learners for almost two years, I take the initiative in conducting such research to explore some of the educational problems these students face.

1.3 Research Context

This study examines the problems and solutions of learning English for Syrian refugee school children placed in supportive schools. In their home country, these students were taught little English: it was either taught as a foreign language, or not at all. Their mother tongue varies from Arabic, Kurdish, Urdu, or Turkish, and they possess a very low proficiency level in the English language; they do not have the needed skills to read, write, and speak the English language fluently and

accurately. After coming to Lebanon as refugees, these students face a major gap in adapting to the Lebanese educational system where the language of instruction is mainly English. Some of the initiatives aim at teaching English as a second language to children of Syrian refugees to help them cope with the Lebanese curriculum.

1.4 Research Questions

This study aims at answering the following research question:

1- What English language learning problems do refugee children encounter from the perspective of

a-School principals?

b- English teachers?

c- Refugee students?

1.5 Definition of Key-terms

Refugee/Migrant

Refugees, or migrants, are those who come from different areas to settle in another country for various reasons. As a result, refugees might come from very different educational backgrounds. Some might have had formal schooling and some may lack that experience (Mallows, 2012). As stated by Mallows (2012), some may have poor experiences. That is, they might lack crucial skills needed for success.

Skills

According to the Dakar Framework for Action (UNESCO, 2000), skills, specifically in education, are the acquired competencies during childhood. For Education For All (UNESCO, 2015), skills are the result of many national and international experiences. Regarding UNESCO's Global Monitoring Report (UNESCO, 2015)skills cannot be general since they merely serve specific purposes; like social, economic, political, etc. In education, transferable skills are also important.

Transferable Skills

The functional skills, or the meta-skills, are the abilities that do not need adapting. Examples of transferable skills are writing reports, presentations using media, team-work, self-assessment, negotiation, interviewing, time management, coaching, note taking, decision making, oral skills, preparing spreadsheets, creativity, etc. (Mudd, 2012)

They are the basic skills that can be applied in cognitive and subject matters. Individuals mostly exploit such skills in knowledge and judgment (Ojiako, Ashleigh, Wang, & Chipulu, 2011). Students export these skills while learning English or other languages.

ESL English as a Second Language / EFL English as a Foreign Language

ESL, or English as a Second Language, is the English language dominantly used by the people in a certain country and is taken control of. EFL, or English as a Foreign Language, is the English language used optionally with varieties (Deshors, 2014).

Regarding ESL, students are usually multilingual and are exposed to the target language. Whereas regarding EFL, students are mainly monolingual and are only exposed to their culture and country. In an ESL setting, students are more encouraged and motivated to learn the language due to their daily exposure to the language, while in an EFL setting students are less encouraged due to being less exposed to the language itself. Teaching in both settings requires a great understanding of the two distinct explanations (Khan & Jamil, 2013). Nevertheless, the society may also be encountered while teaching a language.

Sociolinguistics

It is language in the society. It examines how language is employed in human communication and interaction. In a sociolinguistic approach, language is studied in real situations using genuine communicative goals. Its main target is to interpret language and social behavior (Roy & Metzger, 2014).

A sociolinguistic perception relates to social and language perception. That is, to understand language, listeners will use social cues, whereas listeners use linguistic prompts to make social interactions accordingly (Squires, 2013). However, bilingual or plurilingual learners may experience these social cues differently.

Bilingualism/Plurilingualism

Bilingualism is the act of knowing two languages equally well whereas Plurilingualism is the act of knowing more than two languages equally well (Mallows, 2012). Yet, as Butzkamm and Caldwell (2009) and Mallows (2012) put, the use of L1 (first language) while learning L2 (second language) can result in better

achievement. That is, when students are given the chance to appreciate their home language, they feel secure about their L1 and take the initiative to learn another language (Mallows, 2012; Butzkamm & Caldwell, 2009).

Division Overview

The work is compromised of six chapters. Chapter 1 introduces the topic and states the research questions. Chapter 2 presents the theories behind multiple reasons for English language learning problems, be it social, organizational, physical, or psychological. Chapter 3 determines the kind of research, the method and instruments being utilized with relevant participants, how triangulation is achieved, how valid and reliable the research is, and how ethical considerations are taken into account. Chapter 4 shows the results of the conducted research. Chapter 5 discusses the reasons and the effects of the results shown in the previous chapter. Finally, chapter 6 concludes the findings, states the limitations, suggests possible action for further research, and shows personal reflexivity.

Being a refugee is not easy, specifically for children who go through many difficult circumstances while trying to adjust in their new environment. Schooling is a major factor that may change the lives of refugee children for good. However, there could be many reasons for children to face difficulties in trying to attend schools. Hence, by carrying these problems refugee students encounter bad experiences specially while learning the English language.

CHAPTER TWO

LITERATURE REVIEW

The theories on English language learning problems vary from cultural to organizational, psychological, etc. In this chapter the main reasons of English language learning problems are closely related to one another. Therefore, this chapter covers how language and culture are related while teaching a new language, how students' physical and social conditions contribute to the learning process, how organizations maintain safe environments to enhance the learning process, and how teachers are well-trained to tackle students' learning needs through developing multi skills.

2.1 Language and Culture

According to Yagiz and Izadpanah (2013) and according to Ishihara and Cohen (2014), language and culture have a common base; culture is transferred through language. Differences in the way a language is used would lead to different perspectives within the culture, and to learn a second language is to know a second culture. However, Byram (2012) states that language learners must think critically when it comes to their identities. Therefore, as Yagiz and Izadpanah (2013) agree, while teaching a second language the target culture should also be taught. To enhance the language learning process, language teachers should know the culture of the language they teach to help students understand cultural varieties and to assist in having a high esteem of the native culture among the students

Further, culture plays a crucial role in communication and knowing the language alone is not sufficient to have a good communication. Therefore, to achieve a well-established communication, one should be aware of the socio-cultural context in which the language is used (Yagiz & Izadpanah, 2013), and as Rafieyan, Sharafi-Nejad, Khavari, Damavand, and Eng (2014) put, comprehending the language parts is affected by the distance of that language's culture seen by the learner . Therefore, as Byram (2012) asserts, educators and everyone involved in the teaching learning process should consider the ability to analyze the correlation between language and culture. That is, they should also be aware of how others comprehend them as they use the language

Regarding cultural awareness, as the Common European Framework of Reference for Languages sets, the learner is an active social actor who takes part in community, citizenship, and social issues (Hennebry, 2014; Byram, 2012). Also, Byram (2012) addresses language and cultural awareness in terms of social, psychological, linguistic, and cultural identities of learners. Taking a step forward, "Foreign language education which includes criticality could and should lead a stage further, to critique, engagement and social action, beyond our own state and society" (Byram, 2012, p.10). Finally, citizenship education is also important to develop cultural awareness among learners for many reasons; it helps the learners reflect critically and to be active participants in their communities (Fairclough, 2014; Hennebry, 2014; Byram, 2012).

However, social engagement and criticality in language education could not be reached if educators do not consider cultural values in planning a language course

(Yagiz & Izadpanah, 2013). Hence, the designing and the implementation of teaching materials require a thorough consideration of various cultures in terms of equality and cultural values. Developing positive attitudes towards the target culture, as well, avoids cultural clashes (Yagiz & Izadpanah, 2013). However, it is somehow impossible for educators to completely cater for each culture's expectations, yet having some knowledge in cultural variations may resolve many cultural issues and it turn a learner's intercultural mediation can lead to better understanding of the language (Liddicoat, 2014; Morgan, 2010).

Concerning language education, the teacher should meet various learning needs through a differentiated classroom (Brookfield, 2015; Blaz, 2013; Morgan, 2010). Likewise, regarding minorities, Morgan (2010) states that students of minority communities sometimes face difficulties, because educators do not know that these students have different learning and communication styles. More often, when the style of teaching is different from the style of a particular culture to communicate and learn minority students are likely to fail academically. This might be a reason for having disciplinary issues in class according to Morgan (2010), who argues that when teachers' and minority students' cultural backgrounds mismatch, teachers fall in the trap of labeling students as learning disabled. Morgan (2010) adds that due to the statistics showing that minority students do not reach higher levels, teachers do not expect to have such minorities succeed. However, research shows that many minority students succeed at school and achieve higher ranks. However, this does not mean that teachers should totally change their learning styles since some students might be comfortable with the way they are used to learn (Morgan, 2010). Therefore, teachers should reconsider their teaching styles and adjust to their students' learning

styles accordingly, without any generalizations (Brookfield, 2015; Blaz, 2013; Morgan, 2010). In brief, the best way of adopting a safe teaching method in a multicultural societyis by using many modes of teaching and not relying on only one; like integrating music, language, math, and logic (Brookfield, 2015; Blaz, 2013; Morgan 2010). This brings us to consider students' awareness of how a language functions. As stated by Soons (2008), students should be aware about the functions of a language by questioning about its details.

2.2 Language Awareness

As Soons (2008) puts, the concept of language awareness emerged at the beginning of 1980s to enhance the teaching of languages. Explicit learning promotes language attainment by diminishing the gap between the home language and the target language. This is why the concept of language awareness plays a crucial role to improve language education (James, Garrett, and Candlin, 2014; Soons, 2008).

For Eric Hawkins (1999), regarded as the founder of the language awareness theory, students should be given the chance to ask questions about the language. In other words, learners should see how the language functions and what role it plays in their lives based on their own perspectives (Soons, 2008).

After being aware of how a language functions, any speaker or writer will have to go back to the roots of that language, i.e. the structure. As a response, when an individual becomes aware of the structure, he or she will make choices about what to include and what to leave out, for example, which tense to use and which adjective to omit (Ngwenya, 2006). Therefore, it could be stated that this perception could be interchangeably utilized for multilingual settings.

According to Munoz (2014), there are very few studies conducted to show learners' self beliefs specifically in the field of foreign languages although self beliefs are key factors in the process of language learning; it has always resulted in successful language attainment.

Although it is assumed that children would not be able to clearly express their awareness of a language, yet children's awareness of the language is crucial for the teacher since the students' perspective would be the starting point for a teacher's awareness (Munoz, 2014). Critical language awareness, to be more specific, should be taught at schools for better language attainment and citizenship (Fairclough, 2014).

As Kolb's research in 2007 showed, children who consecutively studied English for three years clearly stated how their consciousness of the language affected their manners and learning strategies in class (Munoz, 2014; Kolb, 2007). That is, when students are capable of identifying what is hard or easy for them in the addressed language of study, they become more aware of the language itself.

Research conducted by Munoz (2014) clarifies that students are capable of differentiating themselves starting from their primary education. Further, they develop this awareness as they grow older and become more mature of marks, participation, and class behavior. The study also reveals that young learners' beliefs toward foreign languages are based on their experiences at school, their personal development, and the community's attitudes including parents and teachers. In the study, the young learners admitted that they're aware of their learning experiences, which are the same as the older learners. However, these special characteristics of the

young learners were not considered while teaching. That is, the teachers did not make use of this to create a more communicative learning environment for the learners with more emphasis on critical awareness (Fairclough, 2014). Yet, could these communicative learning experiences be different when the language of instruction is altered?

2.3 Language of Instruction at home and with peers

As stated in EFA report (UNESCO, 2015), for Organization for Economic Co-operation and Development (OECD), immigrants who use the language of instruction to communicate at home, not only read well but also score satisfactory results in Mathematics. On the other hand, those who speak another language at home face difficulties in reading. Using the language of instruction with peers, for almost 1.5 years of schooling, could also help diminish such difficulties in acquiring the target language. However, it's not always easy for students to use their home language. As Mallows (2012) stated, students might be challenged to use their L1.

2.4 Barriers of Using Refugee Students' Home Language (L1)

In his research, Mallows (2012) indicated the importance of L1 development for acquiring other languages and subjects. Being proficient in the mother tongue would be very important for immigrant students, and how the host society sees these students' use of the home language affects these young learners. Hence according to Education, Audiovisual & Culture Executive Agency (2009), in addressing such issues, organizations should be careful in creating L1 classes for these groups of learners because they might feel offended in seeing their L1 classes as additional

sessions. Regarding primary schools, Mallows (2012) argues that, the use of the home language might be very limited or totally absent. Teachers might be afraid of letting students use their home language because many think that students might lose their interest in the lesson. As from the students' perspective, speaking their home languages could be embarrassing. Further, sometimes parents may forbid their children's use of L1 assuming that the English language is the basis of having brighter future. Another barrier, for Mallows (2012), is the limited resources and materials that do not provide the same information in multiple languages. Teachers, as well, may lack specific teaching skills for second languages. Therefore teachers, and all the staff, should be trained accordingly to be aware of the difficulties students face in their home languages while studying English. Mendez (2016) and Mallows (2012) add that teachers should also be trained to grasp the mutual relationships between students' culture and language, their identity and language, and how students' abilities in their L1 could lead to better L2 skills in order to develop students' intercultural competencies. Based on the findings of .In brief, L1 could be used as a supporting tool to assist students who have difficulties in expressing themselves in the target language.

2.4.1 Valuing and Supporting L1

To eliminate barriers, teachers can divide students and group them according to their common home speaking languages (Mallows, 2012). The activities could be done with the help of students' parents, identified as the language buddies, who would use their cultural differences and practice them in class. Formation of language clubs may also help in valuing the home language, where students get certificates for

working together using the home language. Such activities not only assist in scaffolding the language, they also help students learn and be open to other home languages. A main concept in these activities would also be to legitimize the right to speak one's home language among parents, who could highly influence their children to do the same.

As for the school, multilingual signs and materials along with students' work in Multilanguage-the languages spoken by all students, could value the home languages and create better bonds with parents after being welcomed in their first language (Mallows, 2012). In short, this view may also be implicated in the literacy program and it could be planned accordingly to value students' home language (Mallows, 2012; Swain and Lapkin, 2005)

2.5 Language and Multilingual Identities

Asking students to use their home language while learning the English language reflects students' identities and empowers their personal strengths and literacy skills like thinking, spelling, learning and retrieval of keywords, communication, better understanding of grammar, etc. (Mallows, 2012; Butzkamm, 2003) Such an activity can develop mutual sharing of identities among students and students become more confident about their identities without feeling inferior to others. However, Mallows (2012) adds, in daily classrooms these activities are less favored since the target would be to deliver a whole curriculum given at a relatively higher pace although Powers (2014) argues that minority students should thoroughly be given the chance to learn their native language in order to erase racial discrimination.

2.6 Plurilingualism

A plurilingual identity is the accumulation of an individual's exposure to different societies, cultures, and linguistic settings throughout the person's life. That is, the person will develop a sense of cultural and linguistic diversity (Oliveira & Anca, 2009).

Speaking about plurilingualism, the mother tongue of the learners should be mainly considered because it plays an important role in all settings be it in the school, inside and outside the home, in the society, and even in personal development (Yazici, Ilter, & Glover, 2010). It should also be considered when teaching a second language, since by introducing new information in the second language can affect the knowledge grasped in the first language (Kaushanskaya, Yoo, and Marian, 2011) and the presence of a second language can affect linguistically, socially, and culturally (Mahmud and Ching 2013).The act of language learning by students also shares a common factor in the way it is provided by the parents, relatives, and even by others outside the home (Berkley-Tran, 2013; Yazici et al., 2010). Hence, the better children acquire a shaped character and personality, the better they become capable of living in harmony with their surrounding society.

In a bilingual environment, which is the ability to communicate using two languages, there could be two types of language-learning experiences. The first-language acquisition, which relies on the mother tongue, would be developed at home with parents or with close family members and the second language acquisition occurs outside the home (Yazici, Ilter, & Glover, 2010).

Furthermore, in bicultural environments learners would face problems when they compare their home values to those of the school. Yet, self-esteem is vital to help these learners generate a sense of respect and appreciation for their home and the host societies accordingly. In other words, when students lack a sense of belongingness to a specific culture, they generate identity and personality problems that hold them back from communicating and being integrated in the host culture (Spencer-Oatey, Dauber, & Williams, 2014; Yazici, et al. 2010).

In this sense, acculturation is a sign of having better psychological conditions among individuals of bicultural settings, which is a key factor in acquiring better proficiency levels in the minority and majority languages (Yazici et al. 2010; Berry, 2005).

Having in mind that the second language is mainly involved in relationships outside the home, preschoolers might use their mother tongue only at home to communicate with their close family members. However, some might prefer to even use the second language at home instead of the mother tongue, which this shouldn't be encouraged since children might not be proficient in their mother tongue and specially that this may result in emotional conflicts (Yazici et al., 2010).

In many cases pluralingualism is only encouraged to keep up with globalization (Jeoffrion, Marcouyeux, Perret, Combes, & Birkan, 2014). Nevertheless, being a bilingual learner, an individual would develop better analytical strategies, spatial skills, cognitive abilities, and creative thinking (Blom, Küntay, Messer, Verhagen, and Leseman, 2014; Yazici et al. 2010; Lao, 2004). In many educational institutions, as well as kindergartens, educators support the study of the mother tongue to help students acquire the addressed foreign language more easily (Yazici et al., 2010;

Butzkamm, 2003), and in many parts of the world, especially in Europe, social inclusion is one of the broader aims of education. That's why bilingual education would be highly supported (Yazici et al. 2010).

2.7 Social Cohesion

According to Muiznieks, Rozenvalds, and Birka (2013), if we want to look at the relationship between social cohesion and the sense of belonging, we understand social cohesion as the social cues that help an individual generate a sense of belonging to the host community and that the person is no longer alienated but becomes a part of that community. However, it is not enough to be awarded a formal citizenship or membership to really belong to that community. As Muiznieks, Rozenvalds, and Birka (2013) put, minorities would establish a sense of home when their voices are heard and recognized. This sense of citizenship and social engagement is crucial and can actually help them shape the truth of their everyday lives leading them to become better decision makers (Davies, Sundaram, Hampden-Thompson, Tsouroufli, Bramley, Breslin, and Thorpe, 2014; Tsouroufli, Davies, Hampden-Thompson, Sundaram, Lord, and Jeffes, 2014; Muiznieks, Rozenvalds, & Birka, 2013). Also, a real sense of belonging to a certain community can mainly be achieved through the active participation of the minorities in the larger society (Spencer-Oatey et al., 2014; Muiznieks et al., 2013) Further, equality in education is vital for social inclusion, therefore, countries that believe in this notion, reach high levels of social cohesion (Green, 2011). Yet, no matter how students become socially integrated, we cannot neglect the fact that they still face major health and educational issues.

2.8 Health Issues

O'Sullivan (2006) and Newman (2005) state that children of refugee families had already faced severe cases of malnutrition, health issues, and violence in their home country. As well as death rates and diseases continue to increase with the migration of nations (Carballo and Nerukar, 2001). Nevertheless, , students undergo traumatic stress disorders after facing dangerous and fierce environments back in their surroundings (Joyce, Earnest, De Mori, & Silvagni, 2010; Strekalova & Hoot, 2008). That's why Cranitch (2010) notes that according to a case study, new refugee students show different signs of behavioral problems when they arrive to a new country like confusion, detachment, loss of concentration, difficulty in making friends, nausea, headaches, and even insomnia.

2.9 Needs and Problems

2.9.1 Needs

Phillips (2014) and Matthews (2008) point that refugee students' social and welfare needs are striking. For this reason, and to come out of their grief, there should be school based groups that focus at reducing post trauma, grief, and depression (Phillips, 2014; Lustig, Kia-Keating, Knight, Geltman, Ellis, Kinzie, Keane, and Saxe, 2004).

On the other hand, Cranitch (2010) notes that students in regular mainstreams are placed according to their developed cognitive and literacy skills. However, the pre-adolescent refugee students' needs are not met with this arrangement.

2.9.2 Problems

Based on the results of the classroom observations and interviews with teachers, students undergo a cultural shock and trauma, even after some years of being resettled in the host country (Somasundaram and Sivayokan, 2013; Cranitch 2010). The study of Cranitch (2010) showed that refugee students have behavioral problems and more specifically these are related to concentration problems; many couldn't stay seated or stay on task. Among these, many showed behaviors of anger, complaints, and anxiety with physical symptoms. The results also revealed that refugee students showed difficulty in adapting to non-routine situations and they lacked basic skills.On the other hand, students regained their normal behaviors when they were given tasks in which they felt relaxed and relieved. In such tasks, like handwriting or copying, students were away from tension and uncertainty and therefore they felt at ease. The craft activities and games, , also helped students possess positive attitudes toward a better learning Cranitch (2010)

If no action is taken, Burgoyne and Hull (2007) declare that the stress disorders among the refugee students continue to bloom as they face troubles in trying to suit in the new surrounding after their arrival there. Taylor and Stanovic (2005) affirm this point based on a study, where refugees face financial and employment hardships, new family circumstances, accommodation problems, and many become uncertain about their permanent stay in that country. As a result, Cassity and Gow (2005) add that refugee students fail at school and have problems in attending classes regularly in response to their problems at home.

2.9.3 Lack of Basic Skills

Based on the findings of Cranitch (2010), sorting and using everyday equipment, like scissors and rulers, can be very difficult for students. This indicates that they lack certain fine and motor skills. Further, students may lack other cognitive skills, like telling the time, as a result of their interrupted schooling. In consequence, Benseman (2014) claimed that, teachers related refugee students' learning abilities to their psychological discomfort. Many refugee students lacked basic skills ranging from everyday routines to interpreting abstractions. Yet, it's not impossible for these students to acquire new skills.

2.9.4 Acquiring New Skills

Based on the findings of Benseman (2014), teachers claim that refugee students face difficulties when they are asked to work alone, and cannot identify the difficulty itself. However, after a few months they can deal with such difficulties to become a part of the learner-centered approach. In other words, refugee students need longer time than their non-refugee classmates to acquire new skills. Despite the time factor, as mentioned in EFA (UNESCO, 2015), there could be many other problems that limit the acquiring of these new skills and in turn do not lead to educational fulfillment.

2.10 The Right to Education

As it has been stated in the reports of Education for All (UNESCO, 2015), the Millennium Development Goals (United Nations, 2014), the Universal Declaration of Human Rights in 1948, and the Convention on the Rights of the Child in 1989, all nations should have a free access to primary education at least. As Peterson (2011) affirms, less than half of refugees get primary education, while having in mind that

education, specifically for refugees, is crucial to eradicate poverty, economic crisis, and instability.

Refugees are forced to migrate to other countries due to the conflicts taking place in their home country (Peterson, 2011) or due to environmental causes like drought, natural disasters, etc. (Keane, 2004). As a result, and as mentioned in the findings of the Dakar Education for All Framework for Action (2000), such conflicts were stated to be barriers to achieve the goals of Education for All in creating a global education. Other types of barriers could be that refugees keep on being relocated and their scholastic years could be lost (Peterson, 2011), without underestimating the fact of cultural trauma which could also be among the barriers (Brooking, 2015). Many donors, including UNHCR, claim that education is important for refugees since it provides a sense of security and ensures peace building skills, and it can help refugee children meet psychosocial needs and develop conflict resolution strategies (Peterson, 2011). As a response, the normative education framework best to be practiced is the Inter-Agency Network for Education in Emergencies Minimum Standards. However, there are many other types of educational problems that were not discussed in the EFA framework (UNESCO, 2015).

2.11 Educational Issues

Students of refugee families come from interrupted academic backgrounds, therefore they need more time and more support to become proficient in the required language (Hakuta, Butler, & Witt, 2000; Kirk & Cassity, 2007). In fact as Cranitch (2010) states, these students are at serious risk to fail because of their poor English language and literacy skills. Hence, as Miller and Windle (2012) assure, developing literacy

classes is crucial for these students because learners who have limited proficiency in their first language, or even in the English language, will not be able to carry on with other subjects; like science and mathematics. However, Kirk and Cassity (2007) and Miller, Mitchell, and Brown (2006) argue that it is not easy for teachers to manage these students' behavior and plan lessons accordingly. The reason behind this, Freebody, Maton, and Martin (2008) add, is that many of these students didn't have the opportunity to develop basic understanding of school routines and they lack many social and cultural notions. In fact these students lack important learning strategies and meta-cognitive skills. Miller et al. (2006) also add that other reasons behind these students' academic failures could be due to a deficit in formal schooling. As a result, they assert that these students didn't get the chance to become cognitively developed. Actually, they had little exposure to literacy and problem solving matters and limited experience of reading and working with printed materials and numbers. Moreover, the findings of Burgoyne and Hull (2007) are consistent with this view, where learners who come from a culture in which importance is given to traditional story-telling will undergo difficulties in trying to comprehend print based texts and materials. As a result, the study of Miller et al. (2006) shows that, these students lack basic organizational and time management skills. This failure reflects students' performance in the classroom, where Woods (2009) and Anderson (2004) relate the students' poor abilities of reading and writing to the lack of their prior-schooling. Hence, they declare that these students feel embarrassed with their low-level abilities in the classroom and they tend to quit and keep quiet.

According to UNESCO (2015), many factors could affect the immigrants' education. These factors could be the age of entering school, the consequences of grouping

these individuals according to their abilities, the quality of the school, the diverse curricula and pedagogies for children who come from different cultures and religions. Let's not underestimate the teacher's role, the presence of textbooks, the school environment, and professional development in trying to eradicate educational barriers.

2.11.1 The Teacher

Regarding the issue of achieving a universal primary education, the gap of having sufficient amounts of teachers was one of the main concerns of the Dakar Framework (UNESCO, 2000). Not only a lack in teacher supply, but the quality and professional training of the existing teachers are also worrisome issues. Based on the Education For All report (UNESCO, 2015), teachers who are not trained to deal with at-risk students , and those who find it hard to apply child-centered pedagogies in their classrooms, can also be vital in creating educational problems. Moreover, teacher absenteeism could also lead to low levels of educational achievements. Further, in many countries, where strikes and armed conflicts continuously occur, school days are lost. Therefore, late teacher enrollment, late teacher arrival, or teachers' skipping of classes could diminish the instructional time allocated for a specified scholastic year. Yet, this doesn't mean that teaching necessarily occurs during the remaining hours. Based on the observations, many students were not interested in the learning process and many teachers were not really teaching As a result, , loss in the instructional time could lead to poor education (Shet and Segrott, 2016; UNESCO, 2015; Obeng-Denteh, Yeboah, Sam, and Monkah, 2011).

2.11.2 The Textbook

Good quality of education could also be linked to the presence of textbooks and other sources of facilities (McGrath, 2002). However, it doesn't mean that all resources, textbooks, and facilities are used in classrooms. In some countries, as the Dakar Framework identified, teachers are hesitant to let students use the available books due to fears of handling them without care or simply due to having in mind that students would drop out in the future. However, books alone are not enough to be studied, having updated and modified information should be under scrutiny. Also, the school's security measures and its structure should never be underestimated (UNESCO, 2015).

2.11.3 The School Environment and Infrastructure

Another main educational problem is the school's surrounding. As stated in the report of EFA, children should be placed in safe school environments with good interaction between children and teachers. Potable water, clean hand washing facilities, and secure toilets should be a priority. Discrimination, abuse, and violence in the school setting should also be avoided; students should feel protected and at ease to participate. Poor infrastructure of the school and its maintenance can lead to other educational problems (UNESCO, 2015).

2.11.4 Organizations, Professional Development, and Limited Resources

Another educational problem, according to Taylor and Sidhu (2012) and Taylor (2008), would be the limited resources of English teachers to meet refugee students' multiple needs Also, it could be the teachers' lack of knowledge in diversity matters

(Ferfolja, 2009). From ESL teachers' perspective, dealing with refugee students needs clear teaching strategies in reading. However, most teachers admit lacking these strategies. Also, among the educational challenges are the absence of ESL teachers and supporting staff as well as poor financial support for quality education (Bircan and Sunata, 2015; Taylor, 2008).

Further, organizations are more interested in refugee students' settlement problems rather than educational problems. Taylor (2008) argues that the planning of the settlement and schooling of refugee students should also give the chance for these young arrivals to participate in their host society as well. No matter what problems these organizations tackle, be it settlement or educational, a holistic approach has always shown to be effective.

2.12 Adopting an Inclusive Approach through a Holistic Perspective

To maintain a secured inclusive environment for students, schools could adopt a holistic approach (Matthews, 2008; Taylor, 2008). In such an approach, the school communicates the importance of what they want to achieve with students' families, and ask for parental involvement. Also, schools may organize events that promote positive attitudes toward new arrivals and which target diversity. Such acts establish a caring environment for refugee students that encourage having better hopes (Matthews, 2008; Taylor, 2008). In this sense, schools that have already experienced diversity might have a higher tendency in dealing with such groups of asylum seekers, since the positive attitude is already maintained and is a key factor in the school's holistic approach.

However, having a high proportion of refugee students is a problem itself for some schools that try to keep a balance in inclusion..While talking about a holistic approach, the teaching of a language would be seen as a chain of skills that the whole school takes part in its development. That is, the whole staff agree on adapting certain ways of tackling reading, writing, speaking, and listening skills through continuous coaching. Moreover, overcoming these barriers would mainly be through collaborative communication among school members (Matthews, 2008; Taylro, 2008)

2.12.1 Challenges in Reading

The results of Early Grade Reading Assessments (EGRA), performed in more than sixty countries, show that many children leave after two or three years of schooling (UNESCO,2015). The reason is that millions of children who do not learn to read will struggle in other subjects and other levels. In fact the main reason that children may struggle with reading could be the educator's conviction that the student would finally fail to read and cannot reach to the expected level (Allington, 2013). In consequence, as stated by EFA (UNESCO, 2015), these students drop out of school even before maintaining the basic skills. Cranitch (2010) argues that understanding texts and relating them to their pictures are signs of reading and visual literacy problems. Based on her studies, students are highly dependent on the teacher's direction and are afraid of risk taking, they easily lose temper in open-ended activities, and they heavily rely on scaffolding even before simple activities. Others simply think that they can't read well, simply because they don't have the needed abilities, and therefore they don't believe they can achieve. In such cases there should

be continuous support from educators to overcome such false convictions (Goodman, 2014).

2.12.2 Overcoming Reading Barriers

Following the instructional strategies of reading for early levels, many positive effects of guided reading are noted in overcoming reading difficulties (Montero, Newmaster, & Ledger, 2014; Fountas & Pinnell, 2012). As a student reads aloud, a text of hundred words maximum, the teacher sits next to him/her and records every single attempt or response the child makes. These running records, in addition to scaffolding and continuous feedback, are vital for an effective guided reading, which would be used to help students become independent learners (McGee and Nelson, 2013). Further, Montero et al., (2014), add that relating such activities to students' life experiences could also be useful to build better learning bonds.

Parents, as well, play a crucial role in supporting their children's reading strategies. In fact, parents who read to their children and encourage having books at home, will more probably have kids with better developed literacy abilities. Therefore, to promote this atmosphere, literacy programs could also be delivered to refugee parents (Truesdell & Hill, 2015). Moreover, when children are encouraged to read for pleasure, they will practice more and develop more skills of reading, which is crucial to stay in schools (Han & Neuhart-Pritchelt, 2014). Nevertheless, reading aloud introduces children to many new keywords, and more importantly it keeps the idea of reading for pleasure.

2a. Approaches to Teaching Writing

2a. 1 Previous Knowledge, L1, and the Writing Process

In general, using students' prior-knowledge in well-known topics diminishes the chance of having abstract thoughts for the students and in turn develops better writing qualities (Olinghouse, Graham, & Gillespie, 2015; Mallows, 2012). By eliminating this barrier, students can easily write their draft, more often using their L1, and then translate their stories to English. In this way, having each child's home language equally considered and valued creates a positive atmosphere, which encourages students to bring their multiple writing and editing talents to class (Mallows, 2012).

Further, the sharing of thoughts, ideas, and experiences can develop students' meta-cognitive skills, in contrast to regular classrooms where writing a story would not be associated with other skills (Hawe & Dixon, 2014; Mallows, 2012). Through this type of learning, students can relate the target language to their home language by studying the similarities and differences between the two.

In this way, the writing process will involve scrutiny of all language elements like syntax, punctuation, semantic meanings, and cohesive devices in both languages along with continuous discussion and feedback. Finally, when students examine the texts more critically their own texts will be more comprehensible and they will gain more knowledge in that specific topic (Lombardi, Danielson, & Young, 2016; Mallows, 2012).

2a.2 The Time Factor

A student's proficiency level in writing and the process of writing itself are interrelated (Roca de Larios, Manchon, Murphy, & Marin, 2008). Therefore, as Mallows (2012) illustrates, by not asking students to quickly finish their writing will give students more time to think and reflect. As a result, students will produce their best pieces of work.

2a. 3 Digital Storytelling and Meeting Students' Needs

According to Robin (2008) and Robin (2006), digital storytelling is preparing a story with the help of sounds and images. In such an activity, refugee students not only become collaborators but also meaning makers, who could self-assess their work. This kind of writing promotes intercultural values among peers, specifically while sharing thoughts and perspectives in choosing what to write and how to write, and helps teachers meet almost all students' learning needs, since it's an innovative way of writing.

2a.4 Oral Abilities

Mallows (2012) suggests that further sharing of their work with peers and family members enhances students' conversational poses. Moreover, Gibbons (2002) recommends that a teacher only guides the students through continuous questioning and feedback. This method of learning shifts' students' conversational abilities from informal to more proper utterances.

2b. The use of L1 in ESL classrooms

Language proficiency is vital for refugee students' success academically. For Mallows (2012), language is a perfect tool to communicate our feelings and thoughts, and its mutual use among diverse societies helps people become exposed to different skills and experiences. In fact, a person's appreciation and understanding of the home language can assist in learning other languages, which can lead to refugee students better acquire transferable skills (Mallows, 2012; Butzkamm, 2003).

On the other hand, Liu (2008) argues that the use of L1 in foreign language classrooms limits students' development and production of L2 output. Phillipson (1992) also holds this view by adding that language could be acquired when is taught without mixing with other languages. However, in spite of the many counterarguments of this view, most agree on the fact that L1 should be used abundantly while teaching in L2 classrooms (Butzkamm & Caldwell, 2009).

The reasons behind using L1 in L2 classrooms could vary. According to Song and Andrews (2008) teachers' use of L1 is based on their perceptions of low level learner abilities. Such educators claim that their use of L1 is affected by low proficiency levels among learners and lack of motivation in L2. For Sali (2014), on the other hand, the use of L1 by EFL teachers could be for three main reasons. First, it could be for academic purposes; to translate phrases, review certain concepts, elicit, and check comprehension. Second, it could be the result of managerial functions; to give instructions, monitor, and draw attention. Finally, it could be due to social and cultural functions; to explain idioms, praise students, and to express a common cultural instance.

2c. Approaches to Teaching Vocabulary

2c.1 Vocabulary and Home Language (L1)

Children, and all learners, possess more of receptive vocabulary than productive vocabulary (Mallows, 2012), and the more children get exposed to new keywords, the more they increase their knowledge of vocabulary (Segbers and Schroeder, 2016).Further, knowing a word means that the individual can possibly recall the word in a given context, which requires a pure understanding of how that word functions; having similar or different meanings and collocations are examples of this (Mallows, 2012). Relying on this, the mentioned strategies should be emphasized in the learners' home language while introducing them in English.

2c.2 Planning of Vocabulary Teaching

Mallows (2012) argues that teachers should consider students' lack of confidence and risk taking while teaching new words. So, teachers may ask students to point at things instead of using complex words. that is, teachers may use words that students already know.

Based on the 2006 Department for Education and Skills (DFES) guidance, a professional teacher plans how to teach the word clearly, gives examples of using the word in a context, draws students' attention to it, recalls it, asks students' opinions toward using the word in the same and other contexts, maintains a supportive approach, gives students the chance to practice it, follows up with supportive feedback, and finally leads students to reflect on the way of using it.

To do so, Cuticelli (2015) and Mallows (2012) suggest that practitioners can include the vocabulary words to be taught in their lesson plans and heavily rely on scaffolding activities with continuous feedback.. While applying them in class, the teacher may draw students' attention toward the target keywords by scaffolding through discussions, illustrations, and use of the home language . At the same time, the target words could be abundantly found in printed materials and the whole class would follow a weekly assessment on the use of these words. This, in turn, may act as a feedback tool to check the progress among students.

Teachers also have to plan carefully which keywords to select. Such a planning is based on the three tiers of Beck, Mckeown and Kucan (2002). To introduce the selected words, a teacher may consider the frequently used terms by students in their daily contexts-which don't require risk-taking, the terms that are used less frequently in these texts, and words which are specifically used to identify certain topics. Therefore, a good lesson plan for teaching keywords could start with checking students' understanding of the words from the first tier, then move to introducing synonyms, antonyms, metaphors, collocations of more than 15 new words per week, and finally teach words from the third tier that are required by the curriculum.

2c.3 Teaching Vocabulary and Guided Reading

A practical way of teaching vocabulary items can be through extensive reading and writing, which could be shared among learners (Nation, 2015; Mallows, 2012)). Also, as Chen, Chen, Chen, and Wey (2013) claim, extensive reading , more specifically e-books, contributes to better vocabulary retention. In brief, graphic

organizers, activities to explore synonyms, antonyms, and collocations, can help clarify the meanings of the words.

2d. Using Students' Prior Knowledge

By using their previous knowledge to set high expectations in acquiring English, students become independent learners (Mallows, 2012). Children become more aware of their own identities and their personal linguistic strengths will be unveiled, and hence they become more self-confident.

2e. Further Implications for Educators

To further develop the learning process, as described by Benseman (2014), teachers can support in ensuring that students have the core levels of learning skills to develop higher levels of skills. Teachers may use authentic life activities and emphasize the word-sound relationships (phonics). Believing in students' abilities can also lead to success. In lower levels, to achieve the set objectives, Cranitch (2010) suggests that the teacher stops every once in a while to repeat and model the task to create a supportive environment. Moreover, positive attitude and respect towards students in all means- cultural, personal, and religious, also support students' learning, and to help students feel socialized, field trips could be organized (Benseman, 2014)

Finally, explicit teaching, small class size, and specially planned curricula to cater various learning styles may lead to positive learning outcomes for these students (Cranitch, 2010).

When teachers are involved in teaching a second language to students, based on theories, they need to be well trained and follow certain guidelines. Students' psychological situations should be taken into account and schools should adopt a holistic approach to continuously communicate their progress. The infrastructure and school's safety play a vital role in making students feel relaxed to give their best. Parents, as well, should be encountered in the learning process in the sense that they can be language buddies inside and outside the classrooms. Students' cultural awareness should not be underestimated, where students should be given the chance to explore multi-lingual and cultural diversities. This in turn may boost their L2 usage and it may develop their various skills. Finally, teachers should specifically plan every single task they need to introduce be it writing, reading, new keywords, etc.

The coming chapter will emphasize these theories more through a mixed method approach research, where the aim is to check whether these theories go hand in hand with what refugee students face in Lebanon. Further, I will try to explore what other difficulties refugee students face while trying to learn the English language.

CHAPTER THREE

METHODOLOGY

To put the theories into action, and to check whether they are the same with refugee students residing in Lebanon, a mixed method approach was adopted to conduct an exploratory research in two schools.

3.1 Method

To tackle the problem from all angles, quantitative and qualitative data collection are used to get more accurate results. That is, a mixed method approach is used because getting clear results may not be possible by using the two methods separately (Creswell & Clark, 2011; Moran-Ellis, Alexander, Cronin, Dickinson, Fielding, Sleney, & Thomas, 2006; Tashakkori & Teddlie, 2003).

Sample

Concerning the sampling guidelines, I followed a multiple cluster sampling. In the first stage, the clusters-schools, were randomly selected. In the second stage, the units of interest- teachers, students, principals, were randomly selected likewise. Concerning the research questions of the study, a probability sampling- which ensures internal validity, helped draw conclusions regarding how much of the theory is actually true for the refugee students, and purposive sampling strategy- which ensured credibility, led to list further problems refugee students face while learning English (Teddlie & Yu, 2007).

a- Kind of study

The study aims at exploring the English language learning problems refugee students face while learning English in a Non Governmental Organization.

b- Instruments

The research focuses on mixed method approach (applying quantitative and qualitative data) using observation, questionnaires, and interviews.

This study includes questionnaires submitted to three groups (students, teachers, and principals), which have to follow a quantitative research approach. On the other hand, this study also includes observation and interviews taken by the three groups accordingly, which in this case have to follow a qualitative research design. Therefore, to better corroborate the results, both research methods are integrated. This, in turn ensures the triangulation of the study since the research is conducted using three instruments. Also, just like the theories of plurilingualism raise awareness and develop better results in learning a new language, I want to make sure that a similar approach is also used in designing my research which is also suggested by Johnson and Onwuegbuzie (2004).

3.1.a. Interviews

The interviews of principals mainly contain questions to check their perspective of the educational difficulties for refugee students. The principals' interviews were conducted to illustrate their openness to refugee students' general well being, their views on refugee students' educational interruptions, the settlement strategies and plans schools adopt (if any), their awareness on refugee students' presence in schools, their knowledge of inclusive

methods for refugee students, the school's communication with parents/ family members, their views on English teachers' professional development and teaching challenges, and how schools cater for students' psychological problems.

The teacher's interviews were conducted to check similar views in addition to the teacher's knowledge on applicable methods/ approaches for developing refugee students' learning skills, their knowledge on dealing with refugee students' learning problems, the teacher's attitude and awareness toward other languages and cultures, the relationship between the teacher's beliefs and students' abilities, and how much parents get involved in their children's educational progress.

To pilot, the interviews were first conducted with two teachers and two children. After the participants had the interview, the responses were recorded and transcribed   using coding methods. Afterwards, they were analyzed and cross-examined with the rest of the instruments.

3.1.b. Questionnaires

The questionnaires of the principals target at the principal's openness in promoting refugee students' cultural values, their views on valuing refugee students' L1, their opinions on refugee students' parental involvement, and the relevancy of skillful English teachers (specifically for refugee learners).

The questionnaire of the teachers determine the teacher's knowledge on using students' prior-knowledge and life experiences in creating communicative/ child-centered classroom, their knowledge on utilizing language awareness strategies, their openness to other cultures and promoting cultural values, how much they value and use refugee students' L1, the teachers' views on adapting a holistic approach, their knowledge on certain teaching strategies that meet refugee students' various learning needs in writing and reading, their

opinion toward the presence of books, ways of introducing new keywords. Their expectations and attitudes toward refugee students, their perspective in professional development, and the teacher's opinion on refugee students' learning difficulties and their basic skills.

The students' questionnaire checks students' exposure to English books in class and at home, their experience in handwritten activities regarding tension and relief issues, their opinions in various learning problems they face, their views on reading and writing tasks, their sense of cultural acceptance, their sense of security with L1, students' awareness of using their L1, and their risk- taking problems.

All the questionnaires were made using the Likert scale. Having in mind that most of the participants are children, the structure of the questionnaires had to be simple. Therefore, by following a Likert scale structure, the questionnaires included three possibilities of responses ranging from low to high levels of agreement.

To pilot the questionnaires, five children and two academicians took the questionnaires accordingly.

3.1.c. Observation

The school infrastructure, security measures, interaction among all the three groups (among themselves and with parents), availability of learning tools that cater for various needs, are closely observed. While observing, I took notes and filled in the rubric specifically designed for this reason. In addition to validity and reliability reasons the responses of the two other instruments are under scrutiny through my observation.

3.2 Data Analysis

I conducted the quantitative data analysis with the help of statistical ratios and percentages regarding questionnaires. That is the data collected from the questionnaires are manually administered with the help of Microsoft Excel. Regarding the interviews and the observation, I used transcription and content analysis to analyze the data. First, I took notes next to each transcript where I found related information to the topic. Then I categorized each information by relating to the research question. Later, I compared these categories to one another while preparing the subcategories, i.e. forming the three perspectives. Finally, I reviewed the categories and their subcategories several times to check whether they appropriately belong to the designed themes. To ensure validity and reliability, all the collected data are cross-examined and compared among the three instruments.

3.3 Participants

Forty refugee students of ages ten to fifteen filled in the questionnaire. From the forty students, seven were also interviewed. The students attend remedial English classes and they don't get an accredited degree. Five English instructors were also interviewed and filled in the teacher's questionnaire. Two principals were interviewed, who also took the principal's questionnaire. The reason behind this is that the principal's questionnaire, which was filled in by the principals before taking the interviews, included general information. Therefore, to get more specific responses, the principals were also interviewed. The schools are situated in Beirut, I chose these schools because they are in the same place where I reside. To cut transportation expenses and to reach quickly, I determined to conduct the research in these schools. Also the time factor played a vital role limiting me not to search for other schools. I followed the guidelines of a mixed method approach, I didn't have

any assigned groups before choosing the schools, so I went for a cluster sampling method (described in the methodology).The language of instruction is English having students' L1 as Arabic, Kurdish, Armenian, Urdu, or Turkish.

3.4 Validity

In order to get valid results, the questionnaires of the students were tested by five children, and those of the teachers' and the principals' were tested by two academicians accordingly. The interviews were also tested by two teachers and two refugee children. However, all these participants were only utilized for testing and piloting of the instruments and did not actually participate in the study. Suggestions and corrections of the instruments were done after the testing after which they were administered to the target population**.**

3.5 Reliability

In this study English language learning problems were studied from the perspectives of three groups. The students are all refugees who live in the same region Beirut. Male and female refugee students are proportionally balanced in the groups. Teachers have at least one year of experience in teaching refugee children. Refugee students belong to the same age groups and schools are located in the same region.

3.6 Establishing Triangulation

To tackle the problem from multiple perspectives, this study followed Cohen and Manion's (1986) view of triangulation. In this view, the researcher studies human behavior with more elaboration and precision through multiple angles. To apply this,

I used three measures of instruments- like questionnaire, interview, and observation, to establish triangulation.

3.7 Ethical Considerations

The study involves human participants who were interviewed and took the questionnaires. To ensure the privacy and security of their responses, no names were mentioned and no pictures were taken in anyway. The data collected were protected and kept confidential. During interviews and questionnaires, participants were given the time they needed to feel at ease and to be more open. All participants were informed that their cooperation would highly be appreciated and that the instruments are not designed to evaluate or assess anyone's ability in anyway. The research was conducted only after getting the IRB approval and all organizations were informed to take part in the study by consent forms.

This exploratory study adopted a mixed method approach since it is compromised of both quantitative and qualitative elements. The multiple cluster sampling guidelines were similar to any qualitative or quantitative guidelines. To establish triangulation three instruments were piloted, polished, and finally utilized to carry the research. This also ensured the validity and reliability of the instruments used, making them replicable for further research. Finally, ethical issues were clarified with the help of written consent and approval from IRB. Therefore, the following chapter includes the results of the conducted research. To make it readable and clear, they are marked through numbers and percentages following with their illustrations accordingly.

CHAPTER FOUR

RESULTS

This chapter shows the results of the study with the help of figures (if applicable). Noting that this study followed a mixed method approach, all the quantitative data resulted in numeric expressions and all the qualitative data resulted in written expressions. To answer the research questions, the results are classified according to each instrument.

4.1a Students' Questionnaire

The results of the questionnaire (see figures 1a, 1b, & 1c) show that from the forty students only five students (12%) rarely like to learn English. The rest of the students (88%) like to learn English most of the time. Concerning students' home language, 75% of the students (thirty students) do not think that their home language is valued. Six students (15%) think that it is rarely valued and only four students (10%) think that their home language is largely valued. Also, the majority of the students (77.5%) didn't show any desire in belonging to the host culture; the Lebanese culture. Six students (15%) showed little interest in belonging to this culture and only three students showed great interest in doing so (7.5%). When students were asked if they think about their home problems, during their school hours, eighteen students (45%) mentioned that they sometimes think about their home problems. sixteen students (40%) said that they always think about their home problems, and only six students (15%) said they never do so. Concerning students' experience with books and written materials, thirty five students (87.5%) claimed

that nobody reads books to them at home. Three students (7.5%) said their parents occasionally read books to them, and only two students (5%) said their parents always read books to them at home. Moreover, twenty students (50%) said they can rarely read and understand a text in English. fifteen students (37.5%) said they do not understand English texts, and only five students (12.5%) replied that they always understand English texts after reading them. Likewise, nineteen students (47.5%) said they can rarely write in English and eighteen students (45%) said they always face difficulty in English writing. Only three students (7.5%) said they don't face hardship in writing English texts. Interestingly twenty four students (60%) always feel comfortable when they are asked to copy. twelve students (30%) rarely feel that and only four students (10%) never feel at ease while copying a certain text in English. when students were asked whether they prefer to work alone, twenty three students (57.5%) said they never feel at ease while working alone. eight students (20%) said they rarely feel comfortable and nine students (22.5%) said they always feel comfortable while working alone. further, by asking whether they share their writings with others, only seven students (17.5%) said they never do it. eighteen students (45%) said they do it often, and fifteen students (37.5%) said they always do it. Moreover, twenty four students (60%) claimed that they never compare to their L1 whatever they read or write in English. Thirteen students (32.5%) rarely compare and only three students (7.5%) always compare English to their L1. Still talking about writing, twenty six students (65%) rarely understand the topic they have to write about in English. Twenty percent (eight students) said the topic would always be vague for them, and fifteen percent (six students) said it would never be vague and they would really understand the topic they have to write about. Talking about their

life experiences, twenty eight students (70%) said they often discuss their life experiences in class and twelve students (30%) said they never do so. No one said that one always discusses life experiences in class. When the teacher assigns pair work, twenty five students (62.5%) would always prefer to work with a classmate who shares the same home language. Twelve students (30%) would rarely prefer this, and only three students (7.5%) would never prefer to work with a classmate who speaks the same language. Students' ideas also varied toward their teacher's way of reply, fifteen students (37.5%) said their instructor never listens and never replies to them in a nice way, eighteen students (45%) said their instructors sometimes give nice responses to them, and only seven students (17.5%) said their instructors always listen and reply properly. Looking at their organizational abilities, twenty seven students (67.5%) often get confused where to start when they are given a certain task to complete. Nine students (22.5%) said they always get confused where to start, and only four students (10%) would never get confused. Finally, nineteen students (47.5%) claimed they would hesitate to participate although they have the correct answer in mind. Sixteen students (40%) would often participate still being hesitant, and five students (12.5%) would never be afraid to participate.
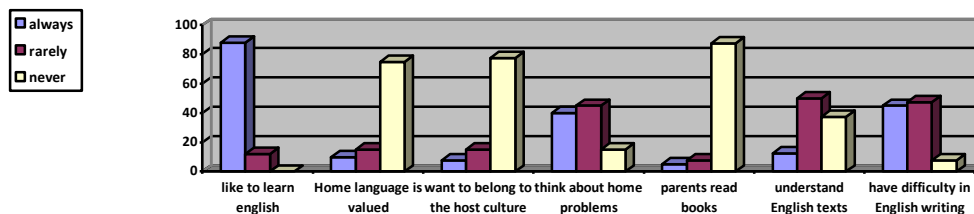
Figure 1a: Results of students' questionnaire in percentages

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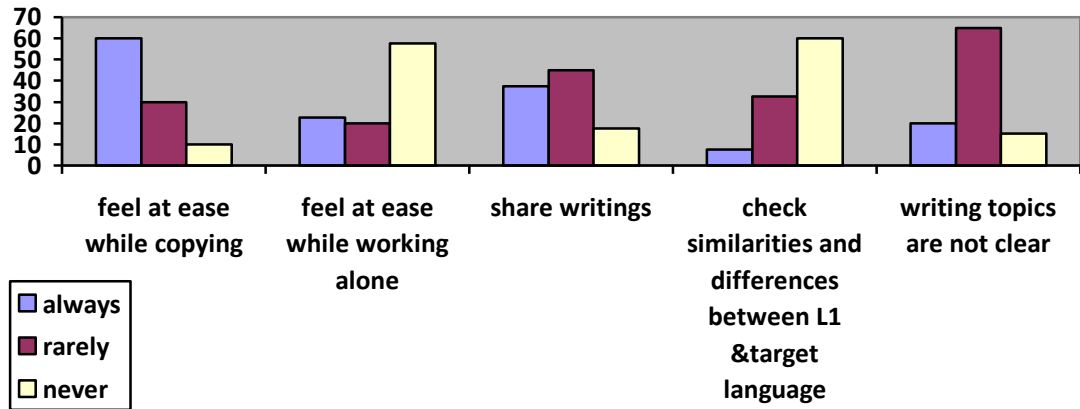
Figure 1b: Results of students' questionnaire in percentages (continued)
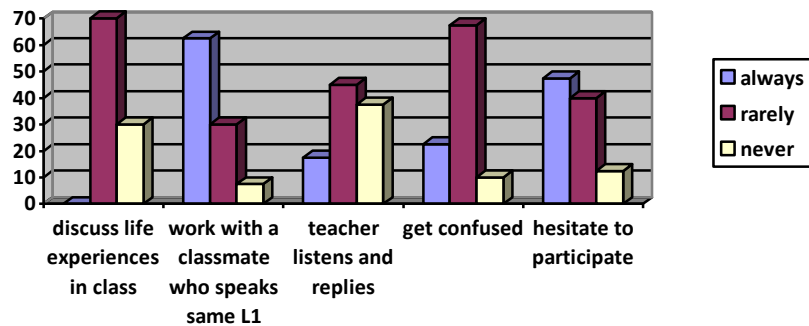
Figure 1c: Results of students' questionnaire in percentages (continued)

4.1b Teachers' Questionnaire

Regarding the teacher's questionnaire, see figures 2a, 2b, 2c, 2d, and 2e, two teachers (40%) claimed that they rarely organize activities to explore others' cultural norms and three teachers (60%) said they never prepare such activities. Three teachers (60%) said they always compare the language elements in English to those of students' L1 and two teachers (40%) said they rarely compare. Two teachers (40%) said they always use students' prior knowledge while introducing a new lesson and

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three teachers (60%) said they rarely apply this. Three teachers (60%) said they always use students' feedback to communicate in class and two teachers (40%) said they often use students' feedback for communication. Two teachers (40%) always ask students which part of the lesson is hard or easy, one teacher (20%) rarely asks, and two other teachers (40%) never ask. Only one teacher (20%) always explains to students how the language functions with its structure and four teachers (80%) rarely do so. Two teachers (40%) would always ask students to use both their L1 and the English language to write about a certain topic in English, two other teachers (40%) would rarely ask, and one teacher (20%) would never ask students to write accordingly. Two teachers (40%) always share students' writings with other students, two other teachers (40%) would often share the writings, and one teacher (20%) never shares the students' written opinions. One teacher (20%) always encourages students to write stories with the help of images and sounds, another teacher (20%) rarely uses images and sounds in writing, and three teachers (60%) never use images or sounds in writing activities. One teacher (20%) claimed that students never feel at ease when they are given handwritten activities, four teachers (80%) said their students feel at ease when they are asked to copy a given text. Concerning sounds and letters, only one teacher (20%) always teaches words and letters through sounds, another teacher (20%) would rarely use sounds for letters and words, and three teachers (60%) would never do so. Moreover, four teachers (80%) claimed their students always face difficulty with printed materials and only one teacher (20%) said students would rarely face such difficulties. Regarding teachers' professional development, three teachers (60%) said they often need professional development sessions and two teachers (40%) said they always need such sessions to tackle

various learning needs. All the teachers (100%) said their students often face basic routinely done activity problems. Students are always dependent on the teacher's directions, said three teachers (60%). Two teachers (40%) said their students are often dependent on their directions to work alone. Five out of five teachers (100%) said students always need more time to complete a task. All teachers (100%) said their students always have concentration problems. None of the teachers contact their students' parents. Only two teachers (40%) always meet with other teachers to discuss students' progress at least once per month, and three teachers (60%) never meet with other teachers to discuss students' progress. For two teachers (40%) it is rare that all students participate in class discussions, and for three teachers (60%) students would never participate altogether in class discussions. Also, two teachers (40%) rarely organize parental activities to enhance students' learning, and three teachers (60%) never organize such activities. According to two teachers (40%), students are often absent. According to the rest (60%), students are always absent. Only two teachers (40%) always follow a specific strategy to teach new key-words, three teachers (60%) rarely do so. To introduce reading, only two teachers (40%) always follow a specific plan , three teachers (60%) never follow a detailed plan for teaching reading. Likewise, only two teachers (40%) follow a certain strategy to emphasize writing, three teachers (60%) never plan. All teachers (100%) said their students prefer that the teacher reads and they listen. Discussing about the teachers' expectations, only two (40%) absolutely believe that all their students can make it to higher classes, the rest (60%) expect to see only some of their students in higher classes. Only one teacher (20%) thinks that the book covers new topics, another

teacher (20%) thinks the book has some outdated info, and the rest (60%) do not even have books; they rely on handouts.

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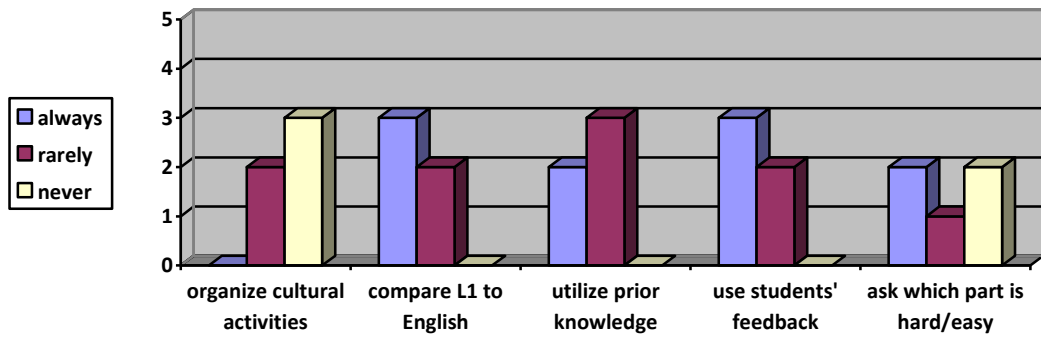
Figure 2a: Results of the Teachers' questionnaire

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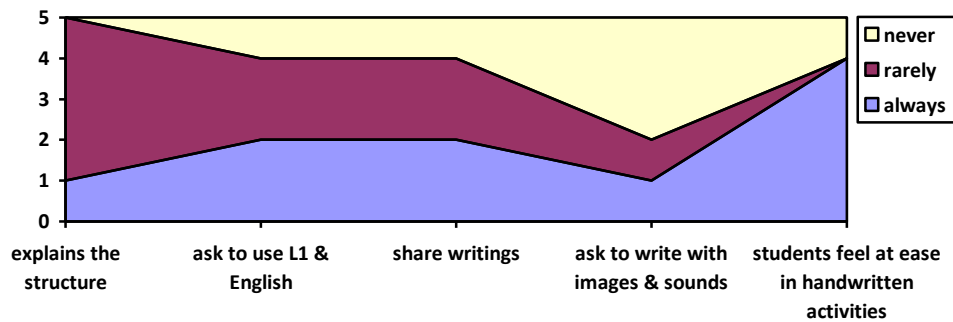
Figure 2b: Results of the Teachers' questionnaire (continued)
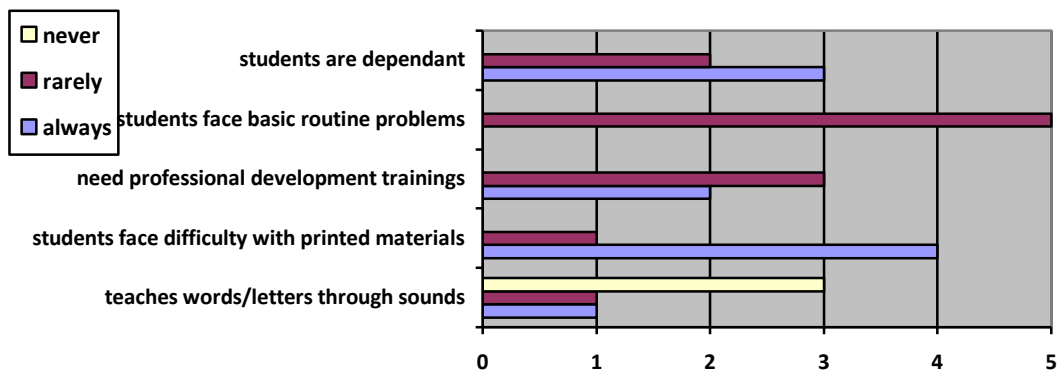
Figure 2c: Results of the Teachers' questionnaire (continued)
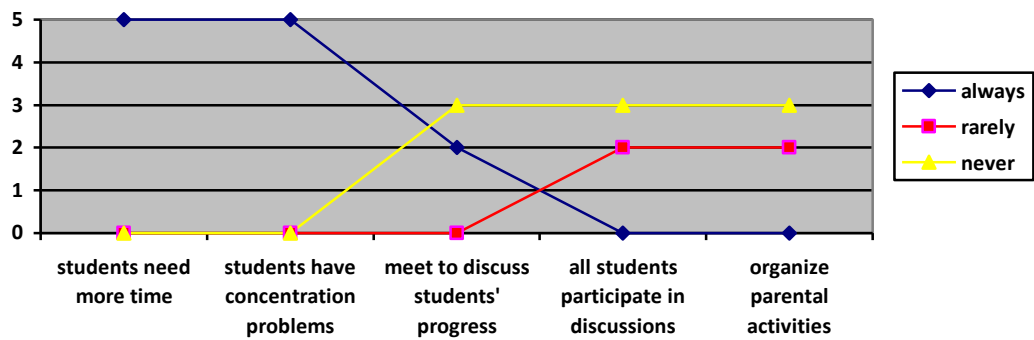
Figure 2d: Results of the Teachers' questionnaire (continued)
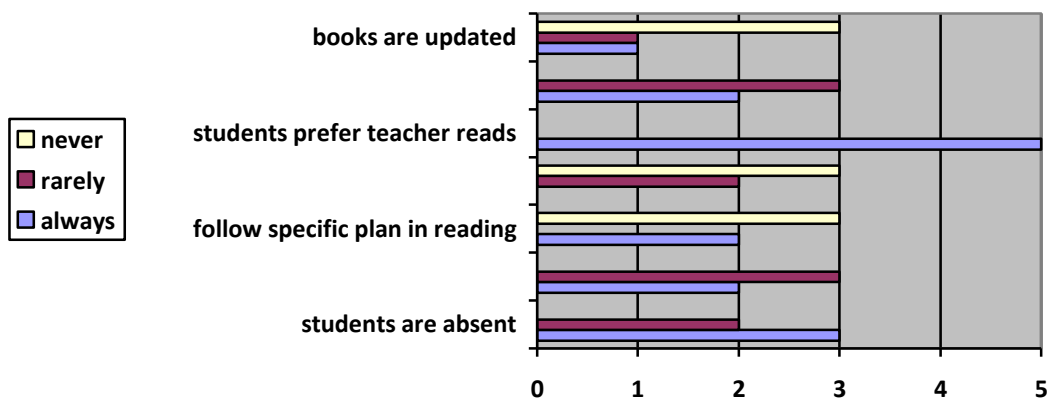
Figure 2e: Results of the Teachers' questionnaire (continued)

4.1c Principals' Questionnaire

Relating to the principal's questionnaire (see figure 3), both principals mentioned that they rarely organize activities where students have to explore others' cultural norms and traditions. One principal said they always teach students' home language, and another principal said the students never learn their home language. One principal claimed that parents are always involved in literacy classes, and another principal said parents never get literacy classes organized at the school. One principal mentioned that there is always a specialized psychologist available for the students, and another principal mentioned that there isn't any psychologist in the school. One principal said students often get involved in outside-school activities and another principal said that students are never involved in such activities. After they get new refugee students, one principal said they always follow certain guidelines to group them, and another principal said they rarely follow guidelines in grouping them. Both principals mentioned that English teachers attend classes regularly. However, one principal said that most students attend classes regularly only a few among them become absent, and another principal said that most of the students are always absent.
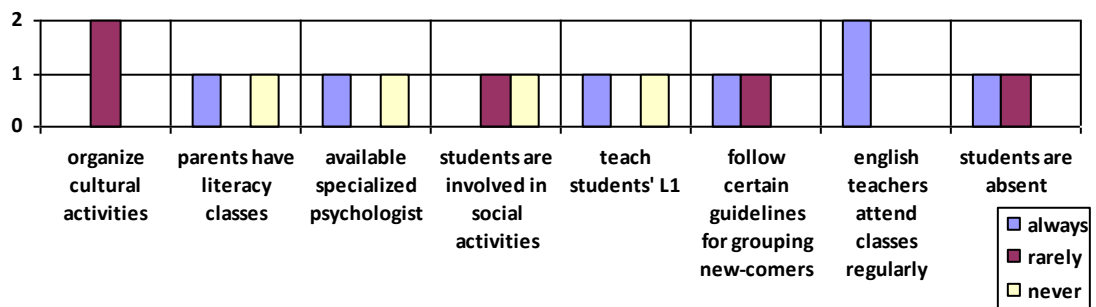
Figure 3: Results of the Principals' questionnaire

4.2a Students' Interview

Furthermore, seven students were interviewed (See Appendix 8). All of them said that they do not get involved in their surroundings. Some said because the principal won't accept, one student said that parents won't approve, and the rest just don't know why. Regarding their native language importance in their host community, only one student believes that people give importance to this language. The rest of the students do not think that people in their community give importance to their home language, basically the Syrian language. All the students more often think about their home problems after they come to school. Also, one student doesn't understand English and therefore can't relate an English written text to its picture. However, the rest of the students can do so only after they hear a translation of the text into their home language. Concerning their in-class discussion experiences, two students would share in their class discussions and five students prefer to be quiet. Three among the seven do not participate because the teacher or their classmates would make fun, according to their experiences, one student would not participate thinking that it's a wrong answer, and another student wouldn't participate just because the teacher won't choose him/her. Only two students said they would participate in class discussions.

4.2b Teacher's Interview

Five teachers were also interviewed (Appendix 9), among which two rely on visual aids (like posters and pictures) to introduce new key-words. Three teachers said they read the word out loud and students repeat after hearing the meaning in Arabic. Three teachers said they rarely change their method of teaching and two teachers said they vary their teaching styles with a lot of repetition. Also, according to five

teachers, students have time management difficulties. Almost the majority of the teachers think that this type of problem is mainly seen in copying, reading, and writing. For one teacher, students more likely show laziness rather than simply basic routine problems. For another teacher, students do not have basic routine problems; it's more like knowing which act is acceptable and which act is not. Yet, three other teachers think that students do have basic routine problems, because they need more time to be quiet, or because they get confused with classes. When students are asked to choose between group work or individual work, all teachers believe that most of their students prefer the group work and the main reason would be due to poor self confidence among students. Also, all teachers use students' native language (Arabic) to introduce a new lesson; one of the teachers uses Arabic, because students don't understand English. Books are rarely used in classrooms, two teachers mostly rely on handouts, and the majority copies from the board. All the teachers read for the students to repeat, when they want to teach them reading. Regarding the teaching of writing, one teacher asks students to write a similar story or to continue a given paragraph, another one writes the paragraph on the board and students memorize by heart. Two other teachers haven't yet reached to that level of writing and one teacher hasn't done any writing activity with students. Also, none of the teachers contact students' parents or family members.

4.2c Principals' Interview

Finally, the interviews of the two principals (Appendix 10) show that, in both places, there are cases of psychological disorders among refugee students. In one school, the social worker works with those students in need with several systems of therapy and

if the child needs a high level of interference, there is a specialized psychiatrist for help. On the other hand, there is no psychologist in the other school but they are in the process of getting one. When new refugee students arrive, they will be grouped according to their ages in the first school, however there will be no certain strategy to follow in the second school and students would be divided according to their age and level. The first principal believes that the English teacher, whom they have recently got, is just doing fine and is well trained to tackle various learning needs. For the other principal, teachers undergo trainings regarding students' psychological conditions, classroom management, and effective teaching strategies. Both principals said that parents do not get involved in school activities. In the first case, teachers often meet to discuss students' educational issues and progress, whereas in the second case meeting together would be more like coordination and designing the curriculum. For one principal, students get absent a lot and most of the time, whereas for the other principal students only become absent when they have to renew their residence permits.

4.3 Observation

Moreover, the results of the observation show that both schools have good infrastructure with tiny variations among the two. One is fully equipped with overhead projectors in each class and the other has installed white boards, although it's a bit dim inside the class. One school has a doorman whose job is to be attentive toward new comers and visitors, yet there are no other security measures inside the school. For the other school, however, everyone can enter the school's premises without anyone questioning. Children would interact in a nice way with the teachers

in the first school, although they fight together and hit one another specially during breaks. But it's the opposite in the other school, where one wouldn't hear very nice words and nice way of talking with the teacher. Students keep on arguing with one another, saying bad words to one another, and hit one another all the time in both schools. There are overhead projectors and laptops for each class in the first group; although these are very rarely utilized, and only installed whiteboards in the second group. Books are not abundantly found in two groups, very few are found.

The teaching of new words is basically done through images in the first group where students hear the word's meaning translated and then repeat. In the second group the teacher does the same thing without the visual aids. To introduce reading, mainly the teacher reads out loud and students repeat in the first group. In the second school, the teacher reads out loud or asks some students to read for the class, then explains the text sentence by sentence , finally assumes that students understood so they skip to another lesson. There are no emphasized writing activities for the students in both groups, where writing is mostly done through copying. In the first school, students are rarely given the chance to share their ideas contrary to the students of the second school, where they are not encouraged to do so at all. In both schools, most of the students need more time to accomplish assigned activities. Also, in both groups, when students are told to work in groups or in pairs, most of them would love it. However, in the second group, some may show signs of disappointment. When it's group work, the level of sharing and discussing would increase. On the contrary, when asked to individually answer, many students would seize to discuss and share their thoughts or even talk. Moreover, not all students take equal turns in sharing and discussing their opinions, although students are rarely given the chance to discuss

their thoughts. Usually the same people discuss in both groups. In the first school, there are literacy classes for the parents to help them learn English and other subjects, but there aren't any literacy classes for the parents of the other group. In both schools there aren't any specialized psychologists found on the premises although the first school deals with a specialized psychiatrist found outside the school. None of the schools let students get involved in outside-school activities. There are no activities for the students to explore others' cultural norms.

English teachers never compare the language elements of English to those of students' home languages. In both groups, teachers rarely utilize students' prior knowledge to introduce a lesson. However, in the first group it is done more often than the second group. The teachers of the first group rarely ask students if a certain word or activity is hard, in both schools teachers never ask students which part is easy and which part is hard in ever lesson. In both cases, students use their home languages, only while translating words from their home language to English, to write in English. Only in the first group, a few students are given the chance to share their ideas about a specific topic. Writings of students are never shared. Not all students feel at ease when they are given copying, some become restless when they are to do so. Words and letters are never taught through sounds; none of the teachers would explain why a certain word is pronounced accordingly. Usually, students need more than the allotted time, specially while copying from the board. Most students lack concentration, especially when the teacher repeats what to do for several times there would still be students who would be confused. Only one teacher listens to most of the students, not all students are given equal chances to be heard by their teachers in other groups. Students get easily confused most of the time and don't

know where to start a certain activity although it would be repeated for them. English teachers are rarely equipped with the needed skills to tackle various learning needs. One main book is used in the first group and no books are used in the second group, teachers rely on asking students to copy or often distribute handouts.

In brief, the results show that most of the students like to learn English and they have no problem in that. However, most of the students do not think that their home language is largely valued. Teachers and schools rarely organize activities for students to explore different cultural norms and as a result, there is no significant desire from the students to belong to the host culture. Another problem is that most of the students have poor experiences with books inside and outside the school and therefore, the majority has difficulty in trying to understand a text in English. Nevertheless, most of them have problem with printed materials. It's also the case with reading and writing; the majority feels comfortable while copying. Concerning writing, the majority of the students do not share their writings with their teachers, and images with sounds are not really utilized in written activities since writing itself is not merely emphasized in classes. For most, the assigned writing topics would often be vague. Let's also not forget that in very rare cases the introduction of a reading or a writing activity is planned. The majority does not compare their L1 to the English language as there are no comparison activities between students' L1 and English. Yet, teachers claimed that they use students' prior knowledge to introduce a new lesson although the results of the observation showed that this was done very rarely. Likewise, teachers said they utilize students' feedback for communication although the observation results show this was done very rarely as well. As teachers claimed, and as the results of the observation reveal, students are not really given the

chance to distinguish what is easy from what is difficult. Concerning their in-class experiences, the majority claimed that they discuss life experiences in class. The majority does not feel comfortable while working alone and most would prefer to work with a classmate who shares a common home language. Most of them believe they get easily confused and the majority would rely on the teacher's directions. Also, the majority has time organization problems and they almost always need more than the allotted time. The majority would be hesitant to participate in class discussions and usually the same students participate. Regarding their experiences with their instructors, only a few students think their instructors always listen and answer their questions. Finally, as a school, no holistic approaches are adopted by schools to continuously assess students' progress and English teachers often quit their job for various reasons. Further, the parental involvement in the school is very limited. Students also have psychological problems where most of them admit thinking about their home problems during their school hours.

It's obvious that there are numerous factors which affect refugee students' English language learning process. Be it psychological, due to their post-traumatic situation, or organizational- need more time and find it difficult to complete routinely done activities, or social - have acculturation issues while social activities are not merely emphasized in schools. Parental involvement is not really encouraged by teachers and schools, in addition to the fact that writing, reading, and oral activities are not planned carefully to tackle various learning needs.

The coming chapter discusses these results in details and relates to previous theories and findings. Finally, each research question is addressed accordingly.

CHAPTER FIVE

DISCUSSION

5.1 Discussion

This paper attempts to see what English language learning problems refugee students face, from the principals' perspective. The results of the study show the opposite of what Yagiz and Izadpanah (2013) and Byram (2012) agree, where teaching English is almost never accompanied with teaching the culture of the target language. However, the results go hand in hand with what Mallows (2012) puts where the use of students' L1 is limited or almost absent. It's very rare that students learn their home language. In fact, very few think that people give importance to their L1, because as Mallows (2012) states many students think that speaking their home language would be embarrassing. In addition, students are not encouraged to get involved in outside-school activities, however, having some knowledge in cultural variations may resolve many cultural issues (Morgan, 2010). Parents often have literacy classes, but these classes should also encourage parents to use their home language so that they pass this right to their children, as Mallows (2012) claims, being proficient in the mother tongue is very important to learn another language. Further, as Cranitch (2010) puts, and as the results show, there are cases of psychological disorders among refugee students. However, in very rare situations, specialized psychologists would be available for them. Finding English teachers who would attend classes regularly was another issue, which was also one of the main concerns of the Dakar Framework (2000). The planning of the settlement and schooling of refugee students should

include the chance for the students to participate in their host society as well (Taylor, 2008), which was not merely found in the strategies that schools usually follow.

The infrastructure of schools might be in good condition, but not all resources and facilities are used in classrooms, which was also a main concern in the EFA report (2010-2015). Also, as stated by the EFA (2010-2015), children should be placed in safe school environments. This wasn't really the case in schools, where anyone can enter the schools' premises in most cases.

This paper also attempts to see what English language learning problems refugee students face, from the perspective of English teachers. To start with, the study shows that most teachers don't organize activities to explore others' cultural norms, according to Yagiz and Izadpanah (2013) this should not be the case. Also, in contrast to the findings of Soons (2008), teachers use Arabic to mainly introduce a new lesson, or simply as they put because "students don't understand English", but none of the teachers would actually compare the language elements of English to those of students' home languages. Also, as Mallows (2012) would agree, using students' prior-knowledge in well known topics diminishes the chance of having abstract thoughts for the students, However, the study shows that teachers rarely utilize students' prior knowledge to introduce a lesson and it is very rare that teachers use students' feedback to communicate in class, which is opposite to what Gibbons (2002) recommends.

The results of the study also show that, teachers rarely ask students if a specific word or activity is hard, but they never ask which part of every lesson is hard or easy for the students. As a matter of fact, Munoz (2014) suggests that teachers follow this strategy to enhance students' learning skills.Very few teachers, and in very rare cases, explain to students how the language functions with its structure.

Students use Arabic only to translate a specific word while writing in English, Mallows (2012) suggests more usage of students' L1 in classrooms.

Also, the writings of the students are never shared among classes, and there is no parental involvement as language buddies that could be used to enhance writing

In fact, writing is usually done without the help of images and sounds; most of the teachers do not emphasize writing activities and if they do they rarely ask students to complete a given story or to write a similar one.

Further, most of the students more often feel at ease when they are given handwritten activities, like copying,

Regarding visual aids, very few teachers would often use them; like posters, and pictures, to introduce new key-words. None of the teachers would explain why a certain word is pronounced accordingly.

Concerning students' exposure to printed materials, most of the students face difficulty with printed materials, including books. Books are rarely used in classrooms, most of them rely on copying or more often use handouts. Students in this study, and as Burgoyne and Hull (2007) put, are not exposed to books and printed materials. As a result, learners undergo difficulties in trying to comprehend print based texts and materials because of only using simple-storytelling strategy in the classroom.

Discussing about professional development, English teachers are rarely equipped with the needed skills to tackle various learning needs. There are training sessions for teachers, but these sessions target at students' psychological conditions, classroom

management, and effective teaching. Yet, they do not involve specific strategies in English language teaching for refugee students.

According to the study, students have basic routinely done activity problems which assures the findings of Freebody, Maton, and Martin (2008), but teachers would refer to this as laziness rather than a problem. Teachers think students cannot differentiate between acceptable and non-acceptable behaviors. Moreover, students still get confused between classes and need more time to be quiet, as Kirk and Cassity (2007) and as Miller, Mitchell, and Brown (2006) showed, and as the results show, teachers find it hard to manage the classroom.

Most of the students are dependent on the teacher's directions, and they lack concentration, just like the findings of Cranitch (2010) reveal; especially when the teacher repeats what to do for several times and still some would be hesitant. Teachers refer this to students' low self-confidence, but Cranitch (2010) would relate this to the absence of scaffolding.

Most of the students need more time to accomplish assigned activities, especially while copying from the board, as also stated by Miller et al. (2006)

None of the teachers contact students' parents, not even during parents' meeting. There is no teacher-parent supporting bond for reading books.

It is very rare that teachers meet to coordinate and design the curriculum. They won't meet to discuss students' progress at least once per month. That is, teachers do not adopt a holistic approach, which would be recommended by Taylor (2008).

Not all students take equal turns in sharing their thoughts although they are rarely given the chance to do so. Usually the same students would be encouraged to discuss.

New key-words would be introduced mainly through translating the meaning to Arabic. A lot of repetition would occur.

Reading is usually done through repetition as well; the teacher would read out loud and students repeat. Most of the students do not understand a text in English, they can only understand after it is translated to Arabic. There would be no guided reading as Montero, Newmaster, and Ledger (2014) would recommend.

Writing is mostly not an emphasized core skill for students, it is rarely performed. If it is ever applied, it would be by asking students to complete a given story or write a similar one. However, Mallows (2012) would suggest that writing should also follow collaborative learning strategies with a close look at every single language element.

Most students would prefer that the teacher reads and they listen. Teachers would also relate this to students' low self-esteem. In fact students are used to hear the teacher read and they repeat. As Woods (2009) and Anderson (2004) declare, and as the findings assure, students feel embarrassed with their low-level abilities in the classroom and they tend to quit and keep quiet.

Very few teachers believe that all students can reach higher levels although some claim that students "don't know" English and "can't understand" it. Morgan (2010) also states that most teachers do not believe in their students' abilities although many reach higher levels.

The last question this paper tries to answer is to check what English language learning problems refugee students face from the students' perspective

To begin with, most of the students like to learn English. However, the majority thinks that their home language is not valued in their host community; even some believe that people make fun of their native language. Actually, none of them would be involved in their surroundings, therefore most of the students do not show a great desire in belonging to the host culture. As a result, most of the students would face difficulty in writing, as was commonly mentioned in the findings of Mallows (2012).

As Matthews (2008) mentioned, there are cases of psychological disorders in schools and most of the students more often think about their home problems.

but not all students feel at ease when they are given copying, very few become restless.

Most of the students would love to work in pairs or in groups although some would be disappointed. When it's group work, the level of sharing and discussing would increase and when it's individual work, many students stop discussing.

Also, the topic of writing would usually be vague for students while teachers rarely change their method of teaching, specially knowing that students' prior knowledge would rarely be utilized in classrooms. This clarifies the view of Mallows (2012) regarding abstract thoughts for the students.

Concerning class discussions, students are rarely, almost never, given the chance to discuss their life experiences in class. If there is any class discussion, the same students speak. What Robin (2008) recommends is totally different than the results of this study, claiming that

when students are given equal turns to discuss their own thoughts they will become meaning makers, and this way will meet various learning needs.

In very rare cases, what Truesdell and Hill (2015) also state, very few parents read for pleasure at home for their children. This may lead to students' low level experience with books and reading.

5.2 Summary of Findings

In brief, from the principals' perspective, students have psychological problems due to flee and dislocation problems. However, specialized psychologists are not always found in schools to handle such issues. Also, students get absent to renew their papers of residency, this in turn shortens their in-school experience. It's often common to have English teachers quit their job and the school needs more time to find alternate teachers, which also affects the quality of students' schooling experience. From the teachers' perspective, students need more developed classroom management skills and schools often provide such trainings. Students have time management and organizational problems, they always need more time. Students come from different backgrounds and age levels and teachers find it hard to reach them all. Teachers do not have enough time to cover everything since time is very limited and they have to follow the system, this raises questions of how accurate and efficient the students' skills are being addressed. Finally, students think that their L1 is not always valued inside or outside the school, which in fact leads children to be insecure about their language and hinders their production of L2. However, no inside or outside school activities are undertaken to tackle such social issues. Also, students

believe they have problems in understanding a written text in English, the reason behind this could be that there are no specifically planned activities to tackle various learning needs. On top of that books are not encouraged to be found around students, as a result many students have problems in dealing with printed materials. In fact, most students have risk taking issues since very few would encourage and believe in their abilities. On the contrary, many would make fun of their wrong or even right responses. As a result, they will hold it back and never participate in discussions.

The coming chapter concludes the findings of the study and shows the limitations which may be avoided in further research. In the end, it discusses personal thoughts and reflexivity on the study.

CHAPTER SIX

CONCLUDING POINTS

6.1 Conclusion

It is clear that refugee students face learning problems while trying to learn the English language. Due to many reasons, these students face such difficulties, be it psychological, educational, or even social. These students need to believe in their home languages be it Arabic, Kurdish, Armenian, Urdu, etc. They also need supporters inside and outside the school to develop a sense of self- confidence so that they stop being dependants on others and they should become risk takers. They should be given equal chances to speak up and discuss their thoughts, be it right or wrong; most of the refugee students refrain from participating in classroom discussions and prefer not to interact. Due to many traumatic reasons these students keep quiet. These students lack crucial meta-cognitive, social, cultural, and organizational skills; they always need more time to finish assigned tasks. However, the teacher's awareness of using L1 affects students' use of L2, especially when motivating them to use the target language. Students are not truly exposed to books and printed materials, as a result they fail in many language tasks that need developed reading and writing skills. English teachers also do not follow specific strategies in developing these skills, and writing itself is not really emphasized in schools. Finding well trained English teachers is another problem for schools. Sounds, images, and digital story-telling are not merely found in lesson plans. Parents and family members are in no means present in their children's learning

process. Finally, trainings of teachers basically cover broad examples and do not exactly cover effective teaching strategies for English teachers.

6.2 Limitations

There are a few limitations which could hinder to get appropriate results. The first limitation was the difficulty of the refugee students' understanding of what's exactly required from them to do. Having in mind that refugee students need further clarification, I was with them in class while administering the questionnaires. However, some were still in tense situation. Hence, this could affect the reliability of the answers. Another limitation could be the teacher's prior request from students to give positive answers, although teachers were clearly informed that my study doesn't aim at assessing or evaluating them in any way. To please their teacher, the refugee students could give false replies. This, in turn, can avert the reliability of the results. Also, the study is limited to a small group of participants, due to time limitation, and was administered only in one place in Beirut; it didn't cover different parts of Beirut. Finally, to better understand the mental, physical, cultural, and social discrepancies, the study should have also referred to refugee students' lifestyles back in their shelters. However, due to privacy issues I was not allowed to get access to it.

6.3 Suggestions for Further Research

This study aimed at collecting quantitative and qualitative data. It could be suggested that further studies include other kinds of measuring instruments, perhaps to get into the lives of the refugee students in order to have authentic results. The chosen sample could also include more participants in other places as well to have elaborated perspectives; the more they participate the more this study can examine further cases regarding the refugee students' daily lives. There might be other issues that were not noted in this paper, which need to be examined as well. Further

research and application could be based on the suggestions of this study, where guided reading could be put under scrutiny, in order to come up with valid and reliable ways of overcoming English language learning problems for refugee students.

6.4 Reflexivity

This study helped me see the obstacles refugee students face in an English classroom. I also had a previous conviction that these students don't know, that's why they cannot cope in an ESL/EFL class. However, as I observed, I encountered a totally different perspective that these students do know at some point but they need some motivation to break the ice. Another thing that the observation helped me closely examine is the fact that sometimes we, as teachers, underestimate refugee students and we rarely give the chance to ask questions. The study also raised my awareness to appreciate whatever other languages people speak, especially minorities.

In brief, sometimes we might be surprised to hear refugee students talk confidently when they are encouraged. In most situations, it's not the students who don't know, it's the educational system which doesn't help to bring these students alive in the classroom.

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Appendices

APPENDIX 1: Semi- Structured Interview with the School's Principal

I will be asking you questions regarding English language learning problems among refugee students. Please note that the questions do not intend to assess or evaluate anyone in anyway. Your answers will be used as positive feedback to enhance better English language learning environments. I appreciate your kind cooperation and honesty.

1) Do you have cases of psychological disorders among refugee students? As a school, how do you deal with such cases?

2) When you get new refugee students, how do you go about it?

3) Do you think your English teachers are well equipped and well trained to tackle various learning needs in their classrooms?

4) Do parents get involved in school activities?

5) Do all teachers and staff members meet to discuss students' educational issues and progress?

6) Do students record a lot of absenteeism?

APPENDIX 2: Semi- Structured Interview with Teachers

I will be asking you questions regarding English language learning problems among refugee students. Please note that the questions do not intend to assess or evaluate anyone in anyway. Your answers will be used as positive feedback to enhance better English language learning environments. I appreciate your kind cooperation and honesty.

1) How do you teach new key-words? Is there a specifically planned method you follow? Please explain.

2) Do you use the same teaching method for all students?

3) Do students have organizational or time management difficulties? If yes, can you give an example?

4) Do students have basic routine, socio-cultural, or meta-cognitive problems? Can you give examples?

5) What happens if you give them an open-ended activity, or if you ask them to work alone?

6) Do you use students' home language in your class?

7) Do parents get involved in the classroom activities?

8) Do you use a lot of books with your students?

9) Do you follow certain strategies in teaching reading? If yes, explain how?

10) What about writing? How do you teach it?

11) Do you contact students' parents or family members? How often? For what purposes?

APPENDIX 3: Semi- Structured Interview with Students

(Translated to Arabic)

I will be asking you questions regarding English language learning problems. Please note that the questions do not intend to assess or evaluate anyone in anyway. Your answers will be secured and used as positive feedback to enhance better English language learning environments. I appreciate your kind cooperation and honesty.

سوف أطرح عليك أسئلة تتعلق بمشاكل تعلم اللغة الإنجليزية. يرجى الانتباه أن الأسئلة لا تنوي على تقدير أو تقييم أي شخص في أي حال. سوف أؤمن إجاباتك وسأستخدمها كردود فعل إيجابية لتعزيز أفضل بيئات لتعلم اللغة الإنجليزية. أقدر تعاونك وصدق أجوبتك.

Are you involved in your surrounding? Why, or why not? Please give examples.

هل تشارك في حملات خاصة بالمحيط بك ؟ لماذا ؟الرجاء إعطي أمثلة.

Do you feel your home language is valued here? How do you know that? Can

example, please? you give

هل تعتقد بأن لغة موطنك لها قيمة وأهمية هنا ؟ كيف تعرف ذلك؟هل يمكنك إعطاء مثال على ذلك ، من فضلك؟

When you come to school, do you think about your home problems?

عندما تأتي إلى المدرسة ، هل تفكر في مشاكل منزلك؟

Can you relate a picture to its text?

هل يمكنك أن تربط صورة لنصها ؟

Do you prefer to be quiet? Or do you like to interact in class discussions? Why?

هل تفضل أن تكون صامتا" في الصف ؟ أم ترغب في االمشاركة في مناقشات الصف ؟ لماذا؟

APPENDIX 4: School Principal's Questionnaire

Answer the following questions about learning English. Please note that this questionnaire does not aim at assessing or evaluating anyone in anyway. Your answers will be used as a positive feedback to enhance better English language learning environments. Be as honest as you can in writing your idea.

Check the box that best describes your idea.

		Most of the time	Rarely	Never
1.	We organize activities where students have to explore others' cultural norms and traditions?			
2.	We teach L1 to students			
3.	We have literacy classes just for the parents			
4.	We have a specialized psychologist who treats special cases.			
5.	Our students are involved in outside-school activities, like collecting garbage from the neighborhood, painting the walls, raising awareness toward certain issues, etc.			
6.	When we get new refugee students, we follow certain guidelines to group these students accordingly.			

7. Do English teachers attend classes regularly?

   - They attend classes regularly ( )
   - They keep on being absent every once in a while ( )
   - English teachers leave with prior notice, but still we need some time to find another teacher ( )
   - English teachers leave without prior notice, so we keep on losing classes ( )

8. Do refugee students attend classes regularly? Or they record a lot of absenteeism?

   - All refugee students attend classes regularly ( )
   - Most of the refugee students attend classes regularly, only a few record some absenteeism ( )
   - Most of the refugee students attend classes regularly, only a few record a lot of absenteeism ( )
   - Most of the refugee students record some absenteeism, only a few attend classes regularly ( )
   - Most of the refugee students record a lot of absenteeism, only a few attend classes regularly ( )

APPENDIX 5: English Teacher's Questionnaire

Answer the following questions about learning English. Please note that this questionnaire does not aim at assessing or evaluating anyone in anyway. Your answers will be used as a positive feedback to enhance better English language learning environments. Be as honest as you can in writing your idea.

Check the box that best describes your idea.

		Most of the time	Rarely	Never
1.	We organize activities where students have to explore others' cultural norms and traditions			
2.	I compare the language elements in English to those of students' home languages (I check whether there are any similarities or differences among the two)			
3.	I use students' prior knowledge while introducing a lesson			
4.	I use students' feedback to communicate in class			
5.	I ask which part is hard/easy to students			
6.	When teaching the language, I also teach the structure (how it functions)			
7.	I ask students to write (paragraph, story, poem, etc.) using both their home language and the English language			
8.	We share the ideas, thoughts, and the experiences written by students			
9.	Students write stories with the help of images and sounds?			
10.	Students feel at ease when they are given copying (or handwritten) activities			
11.	I teach words and letters through sounds			
12.	Students have difficulty with printed materials			
13.	I don't need professional development sessions, I am well equipped and well trained to tackle various learning needs			
14.	Students face basic routine problems like sorting and using everyday equipment			
15.	Students are highly dependent on my directions and refuse to work alone			
16.	Students need more time to complete a task			
17.	Students have concentration problems			
18.	I contact students' parents at least once per month			
19.	We meet with everyone (other teachers and staff members) to discuss students' educational issues and progress at least once per month			
20.	Almost all students participate in class discussions			
21.	We organize parental activities to enhance students' learning			
22.	Students record absenteeism			

23.	I follow a specific strategy to teach new key-words			
24.	I follow a specific strategy to introduce reading			
25.	I follow a certain strategy to emphasize writing			

*Please answer the following questions, check the parenthesis that best describes your opinion:

26. If you ask refugee students to choose between simple story-telling and reading a story

from a book, which one would they choose?

- They prefer that I read and they listen ( )

- They prefer to read from the book ( )

- Other _____

27. Do you expect to see your students in higher classes?

- Absolutely! ( )

- Some may, but some do not have the learning abilities ( )

- They may only reach elementary levels, they can't make it to higher levels ( )

- No Way, they don't have the required learning abilities ( )

28. Do you think the content of the books are outdated or go in line with current subjects?

- The books are too old ( )

- The books are a bit outdated ( )

- The books cover new subjects ( )

- Other _____

APPENDIX 6: Students' Questionnaire (Translated to Arabic)

Grade level: _____   Age: _____

Gender: _____   Home language L1: _____

الصف : _____   العمر : _____

الجنس: _____

اللغة الرئيسية أي لغة الموطن:_____

Please answer the following questions about learning English. Please note that this questionnaire does not aim at assessing or evaluating anyone in anyway. Your answers will be used as a positive feedback to enhance better English language learning environments. Be as honest as you can in writing your idea.

Put an (X) in the box that best describes your idea.

الرجاء الإجابة على الأسئلة التالية حول تعلم اللغة الإنجليزية. يرجى الانتباه أن الأسئلة لا تنوي على تقدير أو تقييم أي شخص في أي حال. سوف أؤمن إجاباتك وسأستخدمها كردود فعل إيجابية لتعزيز أفضل بيئات لتعلم اللغة الإنجليزية. أرجو آن تكون صادقا" بقدر ما تستطيع.

ضع (X) في المربع الذي يصف فكرتك.

		Most of the time معظم الوقت	Rarely نادرا"	Never أبدا
1.	I like to learn English أود أن أتعلم اللغة الإنجليزية			
2.	My home language is valued here لغتي الاساسية لها قيمة هنا			
3.	I want to belong to this culture (the host culture/ Lebanon) أريد أن أنتمي إلى هذه الثقافة (ثقافة البلد المضيف / لبنان)			
4.	When I come to school, I think about the problems we have at home? (financial, employment, accommodation, social, etc.) عندما آتي إلى المدرسة، أفكر في مشاكل المنزل؟ (المالية و العمل، والسكن ، والاجتماعية ، وما إلى ذلك)			
5.	My parents (or family members) read books to me at home أهلي (أو أعضاء الأسرة) يقرأون الكتب لي في المنزل.			

#				
6.	When I read a text in English I understand it عندما أقرأ نصا" باللغة الإنجليزية أفهمها.			
7.	I have difficulty in writing a paragraph in English أجد صعوبة في كتابة فقرة باللغة الانجليزية			
8.	I feel at ease when I copy أشعر بالراحة عندما أنسخ			
9.	I feel at ease when I work alone أشعر بالراحة عندما أعمل وحدي			
10.	I share my writing with peers, family members, or the teacher أشارك كتاباتي مع زملائي ، وأفراد الأسرة ، أو المعلم			
11.	When writing or reading an English paragraph, I compare to my L1 and I see what is similar عند كتابة أو قراءة فقرة باللغة الإنجليزية ، أقارن إلى لغتي الاساسية وأرى التشابه			
12.	The teacher asks me to write about topics that are not clear for me المعلم يطلب مني أن أكتب عن مواضيع ليست واضحة بالنسبة لي			
13.	I discuss my life experiences in class أناقش خبراتي في الحياة مع الصف			
14.	When the teacher assigns pair work, I prefer to work with a classmate who also speaks my language عندما يعين المعلم عمل بالازواج،أفضل العمل مع زميل الذي يتحدث أيضا لغتي			
15.	My teacher listens to me and replies in a nice way يستمع أستاذي الي و يرد بطريقة لطيفة			
16.	When the teacher assigns a task, I get confused where to start عندما يعين المعلم مهمة ، أحتار أين أبدأ			
17.	I have a correct answer, but I'm afraid of participating لدي الجواب الصحيح ، لكنني أخشى من المشاركة			

Appendix 7 : Observation Rubric

Characteristic	Poor	Acceptable	Excellent	Comments
School's infrastructure				
Security inside the school				
Interaction between children and the teacher				
Interaction between peers				
Available learning tools				
Availability of many books				
Characteristic	Most of the time	Rarely	Never	
Teaching of new words is based on specifically planned strategy				
Introduction of reading is based on specifically planned methods				
There are planned writing activities				
Students are given the chance to give feedback				
Students lack basic routine skills like sorting and using everyday equipment				
Students feel tensed when they are asked to work alone (open-ended activities)				
Students participate in class discussions				
There are special literacy classes just for the parents				
There is a specialized psychologist available in the school				
Students are involved in outside-school activities				
There are activities for students to explore others' cultural norms				
The teacher compares the language elements of English to those of students' L1				
The teacher utilizes students' prior knowledge to introduce a lesson				

The students are given the chance to tell which part is hard and which part is easy				
Students use their home language in writing activities				
Students' thoughts, ideas, and writings, are shared in class				
Students feel at ease when they are given copying				
Words and letters are taught through sounds				
Students need more than the allotted time				
Students show concentration problems				
The teacher carefully listens to all students				
Students get easily confused and do not know where to start a certain activity (they do not know what exactly is required)				
English teachers are well equipped to tackle various learning needs				
Students have organizational and time management difficulties				
Arabic is used in class				
Many books are used				

Appendix 8: Students' Transcribed Interviews

S1:   student one

S2:   student two

S3:   student three

S4:   student four

S5:   student five

S6:   student six

S7:   student seven

S8:   student eight

I: interviewer

Expressions:

.   : incomplete

_____ :overlap

< >   : comment

CAPITAL : stress

(....)   : low voice

()   : inaudible

/   : short pause

//   : long pause

1	I	Hello/
2	S1	(hello)/
3	I	How are you?/

4	S1	Fine/
5	I	Ok/ I have a lesson to complete and I need you to help me/ I will ask you questions to help me ok?/
6	S1	Ok/
7	I	So/ I will be asking you questions regarding English language learning problems/ Please note that the questions do not intend to assess or evaluate anyone in anyway/ That is I'm not here to give you an exam neither am I assessing your abilities ok?/
8	S1	Ok/
9	I	Your answers will be secured and used as positive feedback to enhance better English language learning environments/ that is I will use these to do something positive ok?
10	S1	Ok/
11	I	I appreciate your kind cooperation and honesty/ please try to be honest as much as you can ok?/
12	S1	Ok/
13	I	Ok/ are you involved in your surrounding?/ do you do activities outside the school?/
14	S1	No/

15	I	Why?/ do you know why?/
16	S1	The principal doesn't let us go outside the school/
17	I	Ok/ do you do it around your home?/
18	S1	No/
19	I	Why?/ do you know why?/
20	S1	SOMETIMES/ my parents won't let me go out//
21	I	Ok/ do you feel that your home language is valued here?
22	S1	Yes/
23	I	How do you know that?/ can you give an example?//
24	I	Ok/ like when you speak Syrian Arabic/ would people say WOW she's speaking Syrian?/
25	S1	No/ they make fun/
26	I	Can you give an example please?/ like when did people make fun?/
27	S1	I was with my friends/ and there was a Lebanese boy/ I didn't understand what he said/ but I answered him/ so he laughed//
28	I	ok/ when you come to school/ do you think about your home problems?/

29	S1	No
30	I	Like when you have electricity problem/ does your mum have to work?/ did my dad find a new job?/ stuff like that/
31	S1	Yes/
32	I	When you come to school do you still think about home?/
33	S1	Yes/
34	I	Ok/ if I give you pictures and texts/ ok?/
35	S1	Ok/
36	I	Can you relate the picture to its text?/ that is this picture is for this paragraph and this one goes here//
37	S1	If somebody translates the text to Arabic yes I can relate them//
38	I	Ok/ now let's say that the teacher asked a question/ do you prefer to be quiet?/ or you say the answer?/
39	S1	I say the answer/
40	I	Aha/ and you wouldn't be afraid to say the answer/ right?/
41	S1	I say the answer/ it might be wrong/ but I say it/
42	I	OK/ THANK YOU/ THAT'S IT

Student two:

1	I	Hi/
2	S2	(hi)/
3	I	Are you fine?
4	S2	(yes)/
5	I	Ok/ I will interview you that is I will ask you questions / uh/ that have to deal with the learning of the English language// Please note that the questions do not intend to assess or evaluate anyone in anyway/ uh/ I'm not here to give you an exam neither am I assessing your abilities/ so I appreciate that you speak honestly/ as much as you can/ ok?
6	S2	(Ok)/
7	I	fine/ are you involved in your surrounding?/ do you do activities outside the school?/
8	S2	(Not much)/
9	I	Not much?/so you do it a bit?
10	S2	Yes/
11	I	fine/ can you give an example?/like where and when did you do such an activity?//
12	S2	(once we went/ my friends and I/we had a

		prty/ so that ( ))
13	I	So that?/
14	S2	(So that they won't be tired)/
15	I	Ok/ other than this/something you do for the society/ like you go out to collect the garbage/ with your friends/ you visit a nursing home//
16	S2	(I once saw people were throwing garbage)/ I warned them not to throw garbage /
17	I	You warned them/ but here with your friend/ as a school did you go out and do such activities?/
18	S2	No/
19	I	Ok/ uh// do you think that your home language/ that is the language you speak at home/ like you're from Syria right?/
20	S2	Yes/
21	I	Do you think that the language that you have/ like the Syrian Arabic language/ do you think that people value it here?/
22	S2	(yes)/ they don't make fun/ they don't say why are you speaking this language?/that you're now here in the school/ that

23	I	Not necessarily here in the school/ it could be outside the school/ in your society/
24	S2	(yes/ once our neighbor/ we were playing together)/ they didn't make fun/ but there was once another boy came and made fun/ he said don't come here anymore/ we brought you/ they made fun/
25	I	That is there were some who made fun?/
26	S2	Yes/ some make fun/
27	I	Ok/ when you come to school/ ok?
28	S2	Ok/
29	I	Like today you came to school/ uhh do you think about what's going on at home?/ like mum and dad/ my siblings/ do you keep on thinking about them?/
30	S2	()
31	I	Yes?/
32	S2	(Yes)
33	I	Yes?/
34	S2	Yes/
35	I	Ok/ uh LET'S SAY that I give you paragraphs in English/ and also pictures/ ok?/ and I want you to match them/ Do you understand the paragraphs?Can you match

		them?/ in English?
36	S2	Sometimes/ there are some that I don't know in English/ so I can't/
37	I	Ok// uhhh/ now suppose that you're in class discussion/ and the teacher asked a question/ and YOU HAVE the answer in mind/ (you know the answer)/ ok?/ would you be afraid to say the answer out loud? or you directly say it?/
38	S2	(no I'll be afraid)/
39	I	Would you be afraid?/
40	S2	(yes)
41	I	Why would you be afraid?/
42	S2	The teacher once asked a question and I had the answer / but I was afraid of her/
43	I	Why?/ were you afraid of her?/
44	S2	No I was afraid the answer would be wrong/
45	I	Why?
46	S2	(In the class they make fun of me)/
47	I	So is it because of the teacher or your classmates?/
48	S2	(my classmates)/
49	I	Ok/ THANK YOU/ SEE?/ very easy

Student 3

1	I	How are you?/
2	S3	(fine)/
3	I	Ok/ I have to do a research/ It's about the English language/and I have questions/ I will ask you questions/I // Please note that the questions do not intend to assess or evaluate anyone in anyway/ that is I'm not here to give you an exam neither am I assessing your abilities/ I don't even know your names/ so I don't know who said what/ so I appreciate that you speak honestly/ as much as you can/ ok?
4	S3	(Ok)/
5	I	Are you from Lebanon or Syria?/
6	S3	(Syria)
7	I	Ok/ I have some questions for you/ ok?
8	S3	(Ok)
9	I	uh are you involved in your surrounding?/ do you do activities outside the school?/ of course after you get the principal's approval/ you go out and you collect the garbage/ you post

		signs that says no garbage/ or you say please don't throw garbage here/ stuff like that/ do you do <u>such things</u>?/
10	S3	<u>once we had to design the class</u>/we gathered at my friend's house and helped him to prepare the crafts/
11	I	craft?/what for?/ where did you use them?/
12	S3	Here for the class
13	I	aha/ so you gathered and prepared them together?/
14	S3	yes/
15	I	after you got the principal's approval?
16	S3	y yes/ and we distributed to the classes
17	I	hmm/ other than this/something you do for the society/ like you go out to collect the garbage/ with your friends/ you visit a nursing home//
18	S3	no /
19	I	you don't/ like you visit places/
20	S3	(no)/
21	I	you don't / ok / now you're from Syria/ do you speak Syrian or Lebanese?/
22	S3	<u>(Syrian)</u>

23	I	<u>Syrian</u> because that's your home language/ ok/
24	I	Do you think that the language that you have/ like the Syrian Arabic language/ do you think that people value it here?/
25	S3	<u>YES/</u>
26	I	<u>yes/ like let's say that uh/ when people hear you speak Syrian/ would they say WOW he's speaking Syrian?/ would they give importance to the language you're speaking?</u>
27	S3	<u>(yes) I speak Syrian sometimes they don't understand/</u>
28	I	<u>I mean like did it ever happen that people made fun that you're speaking this language?</u>
29	S3	<u>No/</u>
30	I	<u>Ok// when you come to school// uhh do you think about what's going on at home?/ like mum and dad/ my siblings/ do you keep on thinking about them?/</u>
31	S3	<u>I think about my lessons/</u>
32	I	<u>ok/ but when you come to school/ do you think about what's going on at</u>

		home?/ like what's mum doing now? did my dad go to work?
33	S3	Once I came to school and I was still thinking about home and what's going on/
34	I	were you still thinking about home?
35	S3	Yes/
36	I	Ok/ let's say that I give you pictures/ and I give you paragraphs in English//I want you to match the picture to its paragraph/ Can you match them?/ in English?
37	S3	(it depends on the paragraph)/
38	I	Depends on the paragraph?
39	S3	(yes)
40	I	So you understand/ that is if you understand the paragraph you may match them/ but you don't have a problem in the pictures/ if you don't understand the paragraph you can't match the picture/ is that what you mean?/
41	S3	(yes)
42	I	Ok now let's say that in class you're

		discussing something/ and the teacher asked something/ and you have the answer/ it might be correct and it might be wrong/ do you prefer to be quiet and not say it?/ or whatever you have in mind you say it?
43	S3	noI say what I have in mind// I know if it's right or wrong/
44	I	let's say/ did it ever happen that it was a wrong answer?/
45	S3	(yes)/ sometimes
46	I	how did you feel?/
47	S3	I was ashamed/
48	I	ashamed/ that day on/ do you directly say the answer?
49	S3	(no)/
50	I	Why?/ are you afraid that it is wrong because of your friends? or you're afraid of the teacher?
51	S3	the teacher
52	I	the teacher?/ would he comment?/ like what?/
53	S3	He makes fun/
54	I	the teacher makes fun of you?

55	S3	(yes)
56	I	Ok/ THANK YOU/ did you see how easy they were?

Student 4:

1	I	Hello/ I have a lesson to complete/ I have to ask questions for this lesson/ ok?/
2	S4	(ok)/
3	I	uhh// the questions are related to the learning of the English language/ the purpose is to help overcome problems in learning the English language// now please pay attention that the questions do not intend to assess or evaluate anyone in anyway/ that is I'm not here to give you an exam neither am I assessing your abilities/ I appreciate your honesty/and cooperation/ ok?/
4	S4	(Ok)/
9	I	ok/ are you involved in your surrounding?/ do you do activities outside the school?// did you understand how?// ok/ like you go out/

		outside the school/ and you do things for the neighborhood/of course after you get approval from the principal/ like you collect the garbage/ you post signs that says no garbage/ or you say please don't throw garbage here/ stuff like that/ do you get involved in <u>such things</u>?/
10	S4	the principal won't approve<u>/</u>
11	I	<u>won't</u> approve?/ ok do you know why?/ why won't the principal let you?/
12	S4	(it won't happen)
13	I	won't happen?/ ok/ / uhh now are you Syrian? / from Syria?/
14	S4	(yes)
24	I	Your native language is Syrian right?/ you came to Lebanon and uh you talk in the neighborhood with your friends using your home language which is Syrian/ for sure you will speak Syrian/ it's normal because this is your native language/ uh/ Do you think that your home language/ the language you speak/ Is it valued here?/ Is it important

		here? /
25	S4	(yes)/
26	I	Like when you Speak Syrian people would say WOW he's speaking Syrian/ would they give importance to the language you're speaking?
27	S4	()
28	I	how?/ what/ uh/ how do you know that it's important?
29	S4	It's normal/ I speak my language
	I	Yes/ like did it ever happen that you spoke Syrian and perhaps others made fun?/ or maybe they said WHY would you speak Syrian/ speak another language/ like they would say don't speak Syrian/ did it ever happen?
	S4	()
	I	Do they give importance/
	S4	Tsoo()/
	I	Yes?/
	S4	(no)/
30	I	fine/ when you come to school/ ok?/ when you come to school/ did it ever happen that you kept on thinking about

		home? and what's going on at home?/ do you keep on thinking about them?/
31	S4	()/
32	I	like did my father find a new job?/ my mum was sick today/ is she better now?/ my siblings stayed home/ do you keep on thinking about your home?/ yes or no?/
33	S4	not much/
34	I	not much/ but a bit?/
35	S4	sometimes/
	I	Sometimes/ like let's say you have siblings/ (do you have siblings?)/
	S4	Yes/
	I	Ok/ let's say your siblings stayed home with your mother/ do you start thinking/ are they ok? what's happening now with them?
	S4	What they're doing at home does not concern me/ but my mind would be with them/
36	I	ok// let's say that I give you a paragraph/ not paragraph many paragraphs/ in English/ and let's say that

		I give you pictures to match them / the pictures to the paragraphs/Can you?
37	S4	I don't know
38	I	you don't know if you can?/
39	S4	I don't understand//
40	I	You don't understand English?/
41	S4	no//
42	I	uhh/ ok/ in class/ let's say that the teacher asked something/ do you prefer to be quiet and not say it?/ or you answer?
43	S4	yes I'm shy/ I will be afraid to say/
44	I	would you be shy?/ (shy?)/ (yes)?
45	S4	No
46	I	I mean like did it ever happen that you had the answer in mind but you were afraid to say it out loud/ did it ever happen?/ yes or no?
47	S4	yes yes/
48	I	yes?/can you give an example?/ like when and how did it happen?/
49	S4	once the teacher was aking the class/
50	I	yes/
51	S4	I had an answer but I was afraid it would

		be wrong/
52	I	ok/ did this make you feel the same way till now?/ did it affect your lessons?/
53	S4	sometimes/
54	I	that is do you still think and prefer not to answer?
55	S4	(yes)
56	I	Thank you/ did you see how easy they were?

Student five:

1	I	Hi I have a lesson to complete and to complete them I need your help/ ok?/
2	S5	(ok)/
3	I	Ok/ I will ask you questions/ Please note that the questions do not intend to assess or evaluate anyone in anyway/ I'm not assessing you/ I don't even know your names/ok? / so I appreciate that you speak honestly/ as much as you can/ ok?
4	S5	(Ok)/
5	I	ok let's start/ now/ do you go out with your classmates and get involved in activities that help the community?//did you

		understand in what ways?// like you go out and you collect the garbage/ you draw signs on the walls/ stuff like that/ do you do such things?/ of course after you get the principal's approval// do you do such things?/ yes?/ no?/
6	S5	no/
7	I	no/ ok/ do you think that. uh. like now you're Syrian/ you come from Syria/ do you think that Syrian is important here?/
8	S5	(a little)
9	I	A little?/ they don't give importace?/ do they give importance?/
10	S5	a bit/
11	I	a bit?/ how do you know?/ can you give an example?/
12	S5	they speak Arabic/
13	I	who speaksArabic?/ can you give an example?/ do people make fun if you speak your home language?/ or they give importance?
14	S5	Yes/ a bit/
15	I	they give a little importance?/
16	S5	(yes)

17	I	ok/ do you have siblings?/
18	S5	no /
19	I	ok/ when you come to school/ do you think about what's going on at home?/ like my mum's alone/ is she ok?/ do you think about what's going on at home?/
20	S5	(it's just been a few days)/
21	I	I can't hear you/
22	S5	I'ts been a few days that I'm thinking about what's going on at home because my sister had an operation/
23	I	aha/ so you DO HAVE siblings/
25	S5	yes/ but they are oldre than me/
26	I	older?/ you mean you think about home?
27	S5	yes//
28	I	Ok/ can you relate?. / uh like if I give you pictures/ and I give you texts in English/ ok?/ texts in English/ can you relate the pictures to the texts?// I give you paragraphs and pictures/ paragraph/ can you match them? //
29	S5	()
30	I	would you understand the text and match it to the picture?//

31	S5	(may be)
32	I	may be?// ok/ would you prefer./ let's say you're in class/ and you're discussing/ and let's say that the teacher asks a question/ / he asks what's the answer to this question?/ ok?/ and you have the answer/
33	S5	(sometimes I know the answer and sometimes I don't)
34	I	ok/ let's say that you have the answer/ it might be wright and it might be wrong/ ok?/ and you want to answer/ would you directly answer? or you would be afraid?/
35	S5	I directly say the answer/
36	I	Ok thank you/ (that's it)

Student six:

1	I	Hello/ are you ok?
2	S6	(yes)/
3	I	Ok/ I have questions with me and I need your help/ Please note that the questions do not intend to assess or evaluate anyone in anyway/ that is I will not evaluate you/ and there are no grades/I appreciate that

		you speak honestly/ / ok?/
4	S6	(Ok)/
5	I	ok / do you go out with your classmates and get involved in activities that help the society?/ like you draw signs on the walls which says please don't throw garbage/ stuff like that/ do you dothem?/ of course after you get the principal's approval//
6	S6	no/ we don't go out/
7	I	no/ ok/ do you think that the language that you speak/ which is your home language like Syrian/do you think that it is important here?/
8	S6	(not much)
9	I	do people give importance to that language? / language? /
10	S6	Not much/
19	I	ok/ when you come to school/ do you think about what's going on at home?/ like is mum doing fine?/ did my father go to work?/ do you think about what's going on at home?/
20	S6	(a bit)
21	I	ok/ so you think about home?/

22	S6	yes/
28	I	Ok/now let's suppose that you have pictures and texts/ in English/ can you match them? // like I give you the picture/ and I ask you to match it to the paragraph/ can you know which picture is for which paragraph?/
29	S6	not all of them/
30	I	is it because you can't?/ or it's maybe you don't understand?/
31	S6	(may be / if someone explains in Arabic/ I can)
32	I	So it should be translated to Arabic so that you can match them?/
33	S6	Yes/
34	I	ok/ let's say that you are in class discussion/ and the teacher asked something/ you may have the answer in mind/ but would you answer? or you would be afraid?/
35	S6	I don't/
	I	Why?/ is it that you're afraid of the teacher?/ your classmates?/ why wouldn't you say the answer?/

	S6	They make fun of me/ my classmates laugh/ and the teacher/
36	I	Aha//Ok thank you/ see?/ they were easy

Student Seven:

1	I	HI/ are you doing fine?/
2	S7	(yes)/
3	I	Ok/I have a lesson to complete and to complete my lesson I have questions/ I need to ask you these questions/ I need your help/Please note that thesequestions do not intend to assess or evaluate anyone in anyway/ that is I will not evaluate you/ and there are no grades/I appreciate your cooperation and honesty/ ok?/
4	S7	(Ok)/
5	I	ok / do you get involved in activities that help your society?/ as a school/ as a class/ do you collect the garbage of the neighborhood for example?/Ido you do such activities?/ of course after you get the principal's approval//
6	S7	no/ they don't let us/
7	I	Who doesn't let you?/ do you know?/

8	S7	The principal/
9	I	aha ok// do you think that the language that you speak/ your native languagelike Syrian/do you think that it is important?/ Do they value it here? the society?// like when you speak let's say Syrian/ people would say/ WOW speaking Syrian/
10	S7	(no)
11	I	how do you know?/ how do you know that it's not valued in your society?/
12	S7	I play with my friends/ and whenever I speak they make fun of me/ they make fun of the way I speak//
13	I	ok/ when you come to school/ do you think about what's going on at home?/ like are mum and dad ok?/ if you have siblings/ are my siblings fine?/ do you think about what's going on at home?/
14	S7	(a bit)
15	I	you think about what's going on at home?
16	S7	(yes)//
17	I	Ok/now let's suppose that I give you pictures and textsin English/ can you match the pictures to the texts? // that is would

		you know which picture is for which text?/
18	S7	if I know them in Arabic/
19	I	so you can do it only if someone translates them to you?/
20	S7	Yes//
21	I	ok/ let's say that you are having adiscussion in class/ and the teacher asks a question/ you might have the answer in mind/ would you answer?/ or you would be afraid?/
22	S7	(I don't participate)/
23	I	Why?/ why don't you participate?/
24	S7	the teacher doesn't ask me/
25	I	So you prefer not to participate?/
26	S7	I once had the correct answer/ but the teacher didn't choose me/
27	I	Is it always?/ or just once?/
28	S7	Always/ The teacher only asks other students//
29	I	Ok thank you/ thank you for helping me

Appendix 9: Teachers' Transcribed Interviews

T1:   teacher one

T2:   teacher two

T3:   teacher three

T4:   teacher four

T5:   teacher five

I: interviewer

Expressions:

.   : incomplete

_____ :   overlap

< >   : comment

CAPITAL : stress

(....)   : low voice

()   : inaudible

/   : short pause

//   : long pause

1	I	Hello/
2	T1	hello/
3	I	I will be asking you questions regarding English language learning problems among refugee students/ Please note that the questions do not intend/ to assess or

		evaluate anyone in anyway/ Your answers will be used as positive feedback to enhance better English language learning environments/ I appreciate your kind cooperation and honesty//ehh How do you teach new key words?/ is there a specifically planned method you follow?/
4	T1	I try to use visual aids
5	I	so is there a specific pllan that you follow?/
6	T1	it depends on each child/ because they don't have the same level/ some may know the words/ some may not/ /
7	I	(ok)/ do you use the same teaching method for all students?/
8	T1	beCAUSE it's a class/ and the time is limited/ I have to make my lesson available for everyone/ sometimes it's hard to use one student alone and leave the others/ so I introduce my lesson/ and I give them what they need/ like once I had students who couldn't read at all/ so I sat with them and taught them how to read small words/ the others could read even paragraphs/ in this way YES I teach in a different way/

9	I	ok/ do students have organizational or time management difficulties?
10	T1	ehhh/ sometimes they need more time/ like in copying/ because I feel that they are not comfortable enough/ they copy letter by letter/ not the whole word as a word//
11	I	do students have basic routine, sociocultural, or meta-cognitive problems?
12	T1	it's more of laziness than ability//
13	I	Ok/what happens if you give them an open-ended activity?/ like if you ask them to work alone/
14	T1	Ehh because there is a difference in the level of students some are not confident in what they are doing/ others take more time thinking about it/ and some may just give up// that's the hardest problems/ students say I don't know/ although some know/ they WILL know if you ask again// one time we were working on crosswords / I saw them working as a group and some finished it very fast//
15	I	ehh/ do you use students' home language in class?

16	T1	uhh// I have to/ because if I start speaking ENglish/ noone will understand/ so I say the sentence in English then repeat it in Arabic/ but for the sentences that I already taught them/ no I don't/ they should know/
17	I	do parents get involved in the classroom activities?/
18	T1	(no they don't)//
19	I	do you use a lot of books with your students?
20	T1	If they have lessons I give them papers/ handouts//we don't have a book//
21	I	do you follow certain strategies in teaching reading?
22	T1	Again/ with the problem of different levels/ I first read/ then I ask students who actually know how to read/ I ask them to read aloud/ we read as a class/ so now students know how to read/ we repeat/ I read first and then they follow/
23	I	ehh/ what about writing?/ how do you teach writing?/
24	T1	I try to work with the new words/ reading

			them and writing them/ we get a new word/ we read and read/ we know what's the meaning/ and then we write it/ we're not at the level of writing paragraphs yet//
25	I		Ok/ do you contact students' parents or family members?/
26	T1		ehhh (no)/
27	I		no? ok/ THANK YOU

Teacher two:

1	I		How are you?/
2	T2		I'm fine/
3	I		I will be asking you questions regarding English language learning problems among refugee students/ Please note that the questions do not intend/ to assess or evaluate anyone in anyway/ your answers will be used as positive feedback to enhance better English language learning environments/ I appreciate your kind cooperation and honesty// How do you teach new key words?/ is there a specifically planned method you follow?/
4	T2		ok/ I put the word on the board/ then I say

		the meaning in Arabic/ and we repeat/
5	I	so is there a specific plan?/
6	T2	we repeat//
7	I	do you use the same teaching method for all students?/
8	T2	no/ if I explain and some don't understand/ I repeat//
9	I	do students have organizational or time management difficulties?
10	T2	yess/ ALL the time/ they need more time/
11	I	do students have basic routine, sociocultural, or meta-cognitive problems?
12	T2	yes/ most of them / although they always know that now they have this class and then that class/ again they get confused sometimes and need more time to be quiet//
13	I	Ok/what happens if you give them an open-ended activity?/ if you ask them to work alone/ what happens?/
14	T2	they go crazy/ they always need my instructions/ they prefer to work together//
15	I	Aha ok/do you use students' home

		language in class?
16	T2	YES/ well I have a different accent/ but I use Arabic/ when I have to explain something for the first time or if I will give instructions/ I use Arabic//
17	I	do parents get involved in the classroom activities?/
18	T2	no/ I haven't seen any parents yet/ it's been a while that I'm here//
19	I	do you use a lot of books with your students?
20	T2	we don't have books/ I select worksheets and we photocopy for them/
21	I	do you follow certain strategies in teaching reading?
22	T2	I read and they repeat//
23	I	what about writing?/
24	T2	we haven't reached there yet//
25	I	Aha//do you contact students' parents or family members?/
26	T2	no/ I don't know their parents//
27	I	ok/ THANK YOU

Teacher Three:

1	I	HELLO/
2	T3	Hi/
3	I	I will be asking you questions regarding English language learning problems among refugee students/ Please note that the questions do not intend/ to assess or evaluate anyone in anyway/ your answers will be used as positive feedback to enhance better English language learning environments/ I appreciate your kind cooperation and honesty// How do you teach new key words?/ is there a specifically planned method you follow?/
4	T3	umm/ we see the word/ we tell the meaning in Arabic//
5	I	so is there a plan?/
6	T3	Yes, we read the word several times/ and then we say the meaning / again for several times//
7	I	do you use the same teaching method for all students?/
8	T3	no/ there are students who need repetition/ so we repeat//
9	I	I see/ do students have organizational or

		time management difficulties?
10	T3	YES/ they do/ they alwasy need more ad more time/
11	I	do students have basic routine, sociocultural, or meta-cognitive problems?
12	T3	yes/ they HAVE routine problems/ like they need hours to be quiet and realize they are in class //
13	I	what happens if you give them an open-ended activity?/ if you ask them to work alone?/ would they like it?/
14	T3	they keep on asking questions/ there will be students who don't have time and still ask questions/ some like it but the majority don't/ they prefer group work/ but we don't because they'll start shouting/ and we will be out of control//
15	I	umm/do you use students' home language in class?
16	T3	yes//
17	I	do parents get involved in the classroom activities?/
18	T3	we don't meet the parents/ we never do//
19	I	do you use a lot of books with your

		students?
20	T3	IF there is something important I print and distribute/ we usually copy from the board//
21	I	do you follow a certain strategy in teaching reading?
22	T3	I read and then students repeat/ We do it several times/ then we read as a group / the last time the students read//
23	I	and in writing?/ do you follow a strategy?/
24	T3	we have never done writing//
25	I	umm//do you contact students' parents or family members?/
26	T3	no/ as I told you we don't meet their parents/ we don't know them/
27	I	THANK YOU

Teacher Four:

1	I	How are you?/
2	T4	fine, thanks/
3	I	I will be asking you questions regarding English language learning problems among refugee students/ Please note that the questions do not intend/ to assess or

		evaluate anyone in anyway/ your answers will be used as positive feedback to enhance better English language learning environments/ I appreciate your kind cooperation and honesty// How do you teach new key words?/ is there a specifically planned method you follow?/
4	T4	I use Arabic most of the time/ when we have new words/ I read the word aloud/ then I say the meaning in Arabic/ and we repeat/ then students have to memorize//
7	I	Ok/ do you use the same teaching method for all students?/
8	T4	mainly yes/ sometimes I need to repeat/ so we repeat//
9	I	umm/ do students have organizational or time management difficulties?
10	T4	<teacher laughs> / ALWAYS/ they need more time in copying/ reading/ writing/ everything/ /
11	I	Ok/ do students have basic routine, sociocultural, or meta-cognitive problems?
12	T4	again/ if I ask them to be quiet/ I keep on shouting and nobody would listen //

13	I	what happens if you give them an open-ended activity?/ that is if you ask them to work alone?/ what happens?/or you prefer to let them work in groups?/
14	T4	I don't let them work in groups/ they take the advantage of it/ and they start talking/ and their voices will get louder/ so I don't let them/ I prefer they work alone/ although some work/ but you will see some just staring and doing nothing/ and I hae to keep on reminding them to work/
15	I	do you use students' home language in class?
16	T4	ALWAYS/ because they don't understand English//
17	I	do parents get involved in the classroom activities?/
18	T4	no we don't//I haven't seen them/ I don't know if they are allowed to//
19	I	do you use a lot of books with your students?
20	T4	there are no books/ if I see that this text should be printed I ask the principal to print it/ then we write it on the board/

		students copy from the board//
21	I	do you follow a certain strategy in teaching reading?
22	T4	after we copy from the board/ I read it loud/ then I repeat for several times and they listen/ then they read it as a class//
23	I	what about writing?
24	T4	once we did writing/ I wrote the paragraph on the board/ students copied/ and then we memorized for the next day/ and students wrote it the next day//
25	I	ok/do you contact students' parents or family members?/
26	T4	I haven't met them/ you should ask the principal if they are allowed to come/
27	I	ok/ THANK YOU

Teacher Five:

1	I	Hi/
2	T5	Hi/
3	I	I will be asking you questions regarding English language learning problems among

		refugee students/ Please note that the questions do not intend/ to assess or evaluate anyone in anyway/ your answers will be used as positive feedback to enhance better English language learning environments/ I appreciate your kind cooperation and honesty// ok/ so how do you teach new key words?/ is there a specifically planned method you follow?/
4	T5	Ok/ so/ MY method is bring a poster/ rleated to the theme/ pictures/ because pictures are important for the kids/ I ask students what could this word be in English/ and I write the word on the board/ in BIG letters/ and then they repeat the words/ so that they memorize them/ and then we use the words in sentences/ so now they know how to use the word/ so now it is accomplished/ memorized/ we move on to the other word//
7	I	umm/ do you use the same teaching method for all students?/
8	T5	I start with my method/ the one I prepared/ It's very important that we

		repeat/ uhh I try to change my method from one lesson to another/ but it's very rare that I change my method / becuase the methods we are using or I'm using/ it's just working FINE/ I just have to reformulate/ //
9	I	OK/ do students have organizational or time management difficulties?
10	T5	For certain activitites like copying or READING/ it takes a certain amount of time/ a GOOD amount of time/ because we are twenty five in class/ a huge number/ different levels/ and it's a foreign laguage for them/ it's just that they are not secure/ they don't trust themselves that they know them/ but I'm SURE they know them/it's just that they are insecure/ and it's a strange language to them/ which is normal/ so they try to take all their time/ all the time they need/ we give them all the time they need/ for the copying to them. okI'm seeing something new/ I'm just putting the letters that I larned/ and / I'm not understanding what I'm writing/

		unLESS the teacher reads everything and explains everything/ so it's NORMAL that they will have time problems/
11	I	Ok/ do students have basic routine, sociocultural, or meta-cognitive problems?
12	T5	No/ but they have other problems/ their mental state/ you see them hitting each other/ and they think this is normal/ and it's one the main problems that we face is/ them hitting each other/ so it's one of the biggest problms for us / how to manage the class/ during the break/ during the lesson/ how to SEPERate/ between serious time and fun time/ /
13	I	Ok/ what happens if you give them an open-ended activity?/ like if you ask them to work alone?/ what happens?/
14	T5	SOME/ some like working in groups because they depend on others/ but some are just independant and love working A LOT/ and they believe that if I work alone I will be evaluated/ and once I am evaluated/ BY yhe teacher/ in a positive way/ it's something HUGE / so they care

		about evaluation more than the work itself/ / but the others who are dependants/ because they don't trust them/ and I think you know this/ even their parents and families don't trust them/ they don't help them trust in themselves/ they wouldn't hesitate if you ask them to work alone/ but it's not their favorite/ they prefer to work in groups/ because it gives them the option of talking and discussing/ they would feel more comfortable//
15	I	do you use students' home language in class?
16	T5	Yes/ uhh/ I use their L1 when I will introduce something new to them/ but if I teach something they already know like say hello or hi/ they already know it so I won't use their language/ /
17	I	do parents get involved in the classroom activities?/
18	T5	no //
19	I	do you use a lot of books with your students?/ many books in class?/
20	T5	I try to use their books/ but if I see there is

		something related I just photocopy it //
21	I	do you follow a certain strategy in teaching reading?/ umm/ how do you introduce reading?/
22	T5	Ok so basically I bring the text with me/ or write it on the board/ and I try to read it out loud/ TWICE/ and after that I try to ask them what they understood/ and then I try to see who can TRY to read it alone/ and then we repeat together//
23	I	what about writing?
24	T5	Well I try with copying first/ then I ask them to write a smiliar story or continue it//
25	I	do you contact students' parents or family members?/
26	T5	No/ we don't/
27	I	Ok/ THANKS

Appendix 10: The Principals' Transcribed Interviews

P1:   Principal one

P2:   Principal two

I: interviewer

Expressions:

.   : incomplete

_____ :overlap

< >   : comment

CAPITAL : stress

(....)   : low voice

()   : inaudible

/   : short pause

//   : long pause

Principal One:

1	I	Hello/
2	P1	HI/
3	I	I will be asking you questions regarding English language learning problems among refugee students/ Please note that the questions do not intend/ to assess or evaluate anyone in anyway/ your answers will be used as positive feedback to enhance better English language learning

		environments/ I appreciate your kind cooperation and honesty// Do you have cases of psychological disorders among refugee students?//
4	P1	I would say YES <with a hesitant voice>/ and we are lately realizing that/
7	I	so you have a psychologist available for them ?
8	P1	actually we are in the process of getting one//
9	I	ok/ when you get new refugees/ how do you go about it?/
10	P1	we ask their ages/ and we group them according to their ages//
11	I	aha ok/ do you think the English teachers here/ are well equipped and well trained to tackle various learning needs?/
12	P1	well we DO have some problems/ our two other English teachers had to leave for certain reasons/ but our current teacher is great//
13	I	Do parents get involved in school activities?/
14	P1	umm NO <with a hesitant voice> //

15	I	Do all teachers and staff members meet to discuss students' educational issues and progress?
16	P1	yes/ we do that often//
17	I	do students record a lot of absenteeism?
18	P1	YES/ yes they get absent a lot/
19	I	thank you SO MUCH for your time/
20	P1	welcome <smiles>

Principal Two:

1	I	Hi/
2	P2	hi/
3	I	So I will be asking you questions regarding English language learning problems among refugee students/ Please note that the questions do not intend/ to assess or evaluate anyone in anyway/ your answers will be used as positive feedback to enhance better English language learning environments/ I appreciate your kind cooperation and honesty// so do you have cases of psychological disorders among refugee students?//
4	P2	ehh most of the refugees have

		psychological cases// they are traumatized because of the war/
7	I	so as a SCHOOL/ how do you deal with such cases?/
8	P2	we have a social worker/ who takes care about the students/ they have several . if I can say. systems of therapy/ and if they see that the child reached a very high level of . let's say trauma/ ehh/ they are dealing now with a psychiatrist/ they do the necessary exams/ and if he needs medicine we give medicine/ if not we continue with the psychologist//
9	I	when you get new refugee students/ how do you go about it?// what do you do/ when you get new refugees// do you follow certain strategies/
10	P2	no we don't follow strategies/ we put them in classes / and then we observe/ we have two observers/ the TEACHER/ who can notice sometimes maybe there are signs on his body/ OR the social worker/ he has the right to get in class and see the student/
11	I	do you put them according to certain

			levels/ age groups/
12	P2		this is the hardest thing we are facing because eh/ most of them since they left Syria they didn't attend any school/ so. so maybe you will have a child of fourteen years old and it's been for example five years he hasn't gone to school/ s he should be in grade one/ but because of his physical appearance he can't be in grade one/ so we divide them according to their age and to the level/ we TRY as much as we can/ it's a. always hard//
	I		Do you think that your teachers/ your English teachers are well equipped?/ and well trained?/ to tackle various learning needs in their classrooms?
	P2		They don't have their own materials/ so they try as much as they can to put the curriculum they see adequate for the level/ of course under the supervision of the education officer/ok/ and we always have trainings/ regarding the psychology of the children/ may be classroom management/ effective teaching//

13	I	Do parents get involved in school activities?/
14	P2	uuuh parents/ they have the literacy classes//
	I	I mean like when children do activities here inside the school/ do parents take part?/
	P2	No/ they don't/ maximum they come to the parents' meeting
15	I	Do all teachers and staff members meet to discuss students' educational issues and progress?
16	P2	ok/ BECAUSE there are only two teachers teaching one class/ they have like a report card/ they evaluate/ we have several criteria and they evaluate together/ this is why they don't sit together//
17	I	ok/ do students record a lot of absenteeism?
18	P2	ehhh no/ but because of the license / they are absent because they have to renew the UN/ this is the main issue/ but usually they don't get absent/
19	I	aha ok/ THANK YOU/
20	P2	You're welcome <smiles>