

Teaching English to Refugees: Teachers' Self-Efficacy, Cultural Competency and Preparedness in Meeting Refugee Students' Needs and Linguistic Challenges

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ABSTRACT

This study aimed at investigating the challenges refugees face learning English language, the challenges of their teachers, and the adequacy of teacher education programs in the context of the study. It also aimed to find out the connection between these challenges. A mixed-method research approach was implemented by employing two instruments, the first one is the questionnaire that was distributed to English language teachers of refugees, and the second one is the semi-structured interview sessions that were conducted with refugee learners of English, English language teachers, and educators. The qualitative collected data were analyzed employing thematic coding criteria, meanwhile, the quantitative collected data were analyzed employing SPSS version 25.

Findings and results showed that refugee learners of English in Jordan face linguistic and psychosocial challenges learning English as a foreign language and their teachers face challenges associated with self-efficacy, cultural competency, teachers' preparation, and the practices they implement teaching refugees English. Challenges such as training teachers of refugees were faced teachers preparation program. The model showed connection between the challenges as follows: teacher preparation has a significant influence on self-efficacy, implementing practices and cultural competency, a significant impact of self-efficacy of teachers on student needs and their linguistic challenges, meanwhile implementing practices on student needs shows to be not significant.

The results from this research might help paving the path for next steps in supporting refugees to learn English language and would provide the community of practice with the critical awareness about refugees challenges learning English

language and the challenges that were faced by their teachers, teachers educators and teachers preparation programs.

Keywords: Refugees, ELT, Learning Language Challenges, Teaching Language Challenges.

ÖZ

Bu tez, mültecilerin İngilizce öğrenirken karşılaştıkları zorlukları, öğretmenlerinin zorluklarını ve bu zorluklar arasındaki bağlantıyı araştırmayı amaçlamaktadır. Mültecilerin İngilizce öğretmenlerine dağıtılan anket, İngilizce öğrenen mülteciler, İngilizce öğretmenleri ve eğitimcilerle yapılan görüşme oturumları aracılığıyla karma yöntem araştırması uygulanmıştır. Nitel veriler tematik kodlama kriterleri kullanılarak, nicel veriler ise SPSS versiyon 25 kullanılarak analiz edilmiştir. Bulgular ve sonuçlar, İngilizce öğrenen mültecilerin İngilizceyi yabancı dil olarak öğrenirken dilsel ve psikososyal zorluklarla karşılaştığını ve öğretmenlerinin öz yeterlilik, kültürel yeterlilik, öğretmen hazırlığı ve mültecilere İngilizce öğretmek için uyguladıkları uygulamalarla ilgili zorluklarla karşılaştığını göstermiştir.

Zorluklar arasındaki bağlantıyı bulmak için yapılan analiz, öğretmen hazırlığının öz yeterlilik, uygulamalar ve kültürel yeterlilik üzerinde önemli bir etkiye sahip olduğunu göstermiştir. Öğretmenlerin öz-yeterliliklerinin öğrenci ihtiyaçları ve dilsel zorluklar üzerinde önemli bir etkisi olduğu görülürken, öğrenci ihtiyaçları üzerine yapılan uygulamaların önemli olmadığını göstermektedir.

Bu araştırmanın sonuçları, mültecilerin İngilizce öğrenmesini desteklemede sonraki adımların önünü açmaya yardımcı olabilir ve uygulama topluluğuna mültecilerin İngilizce öğrenmedeki zorlukları ve öğretmenlerinin, öğretmen eğitimcilerinin karşılaştıkları zorluklar hakkında eleştirel bir farkındalık sağlayacaktır. ve öğretmen hazırlık programları.

Anahtar Kelimeler: Mülteciler, İngilizce Öğretimi, Dil öğrenme zorlukları.

DEDICATION

To my beloved mother Jaza'a Alkasasbeh and great father Abdaljaleel Alrawashdeh.

To the soul of my brother Dr.Hassan Alrawashdeh who passed away as a foreigner during his Ph.D journey. I did it instead of you.

To my sisters and brothers, to the master of all Hala, Dr.Omar, Dr.Khatab, and Asma.

I dedicate this work.

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Chapter 1

INTRODUCTION

This chapter introduces the background of the conflict zone and wars in the Middle East, it also represents a brief history of refuge from different countries in the context of the study (Jordan). It represents the concept of refugee and the definitions of the terms used throughout the study. Moreover, the importance of English language to was discussed, and the rationale of conducting this study also was highlighted. In this chapter, community language support in Jordan was discussed, in addition to the statement of the problem, the significance, questions, hypothesis and the purpose of the study are discussed in this chapter.

1.1 Background of the Study

The Hashemite Kingdom of Jordan is a semi-barren and resource-poor nation. Jordan or Al-Urdunn [al.ʔur.dun:] is an Arab state situated in the middle east, Jordan is boarded by Syria from the north, Iraq from east-north, Saudi Arabia from the east-south and Palestine from the west (see figure 1). Last few decades, Palestine, Iraq and Syria have suffered from the scourges of wars, hence, Jordan as a country in the middle of a region with continual political conflicts and wars and it has received high number of refugees and it responds to host the highest number of refugees among all the neighboring host stats. Significantly, the proportion of refugees in Jordan has increased by time, there are more than 2 million registered Palestinian refugees live in Jordan (UNHCR, 2019).



Figure 1: Jordan map

Nasser & Symansky, (2014) mentioned that Jordan in 2011 opened the northern borders to facilitate the entrance of Syrian refugees and to provide safe conditions for all of them. Also, UNHCR, (2019) stated that Jordan hosted refugees from different states including 67,500 refugees from Iraq, 14,600 refugees from Yemen, 6,100 refugees from Sudan, and 1,700 refugees came from different countries such as Somalia and the statistics demonstrate that the refugees' number has been increasing. The presence of refugees affects the host country, socially, culturally and educationally, it might create social crises between local individuals and refugees because of the social, language, and cultural differences. Different studies investigated the impact of refugees on received states. According to Gomez and Christensen (2011) due to ethnicity balance distortion and the pressure on public resources and services, refugees are affecting the host country negatively. Salehyan and Gleditsch (2006) stated that the waves increase the possibility of conflicts through social, economic, educational and cultural bonds, some aspects of refugees and education are discussed in the following part.

1.2 The Importance of English Language to Refugees

In refugees' communities, the importance of learning English cannot be underestimated, it affects their abilities to access education and employment, and it

increases their opportunities to obtain better communication with the host country community and the international communities. Language skills are important for education, accessing services, employment and developing social connections (Ager & Strang 2008). Mainly, the importance of English for refugees can be summarized in three levels. For social life, a longitudinal study in Canada found significant relationships between low English fluency and depression (Beiser 2009). Morrice, K. Tip, Collyer, & Brown, (2021) analyzed quantitative data on language proficiency of refugees four years after refuge, they found having limited English skills is compound the risk of social exclusion. For work life, English language is considered as an obstacle to gaining employment Bloch's (2004). Beiser, (2009) found that limited English language skills is associated with high rates of unemployment among refugees ten years after refuge. For Education, in education systems the importance of English is increasing dramatically. A high number of universities and institutions use only English as a medium of instruction, According to Ammon and McConnell (2002), 360 out of 1061 academic institutions in EU offer Medium Based Learning programs taught solely in English. Currently, many resources on the World Wide Web are provided in English language, and many educational settings in which contents and subjects are being taught in English. Internationally, many universities offer programs in both undergraduate and postgraduate programs through the medium of English (Lasagabaster, Doiz & Sierra 2014; Earls 2016).

1.3 Community Language Support in Jordan

English in Jordan is a foreign language, it is taught in private and state schools as FL subject, it is the medium of instruction in universities except for some majors like Arabic literature. English is taught not only in schools but also in international and national language centers like British council (international) and Helen language

center (national). According to the British council in Amman, (2019), language learning is considered a critical educational need for refugees in the hosting countries as Jordan. Accordingly, the British council in Jordan conducts community language support program, this program aims to deliver high-quality English language courses to support refugees and displaced youth. In 2021 and 2022, this program provides not only courses of English, however, it provides training, resources, and materials for different community centers which offer English language courses to refugees in Jordan.

1.4 Terms Definitions

The definitions of the terms used in this study as teachers, educators, refugees, self-efficacy, teachers' practices, cultural competency, students' needs and linguistic challenges, all are presented in this part.

1.4.1 Teachers and Educators

According to the Cambridge dictionary, teacher is the person whose job is to teach in a school or college, for example, history teacher. According to Collins dictionary, teacher is someone who teaches and helps learners to learn. However, educator, or teachers' educator is the person who trains teachers to teach, teacher educators obtain the title as educator either after teaching in school setting for several years or after obtaining a degree in their subject of study in a university setting (Murray, 2008). In this work. In this study, educator is referred as the individual who trains teachers either before or after service. Teacher who has satisfactorily completed a prescribed course of training at a higher education institution are trained teachers, those who didn't complete any are considered untrained teachers.

1.4.2 Self-efficacy

This concept came from social-cognitive theory of behavioral change (Bandura, 1977). Self-efficacy refers to a teacher's belief in the ability to successfully conquer duties and challenges related to the professional role, for example managing discipline problems in the class (Caprara et al., 2006). This belief is determined by different factors including personality characteristics. For example Djigić et al. (2014) investigated teachers' self efficacy, they found that teachers with strong sense of efficacy are with higher levels of openness to experience and conscientiousness. According to Hoy & Spero (2005), self-efficacy is the individual perception of competence, it reflects only perception rather than the actual level of individual's competence. Different studies discussed the role of teachers' self-efficacy on the achievement of the students (Klassen et al., 2009; Klassen and Tze, 2014), and difficulties and challenges such dealing with students' misbehaviors (Caprara et al., 2003).

1.4.3 Teachers' Practices

Teachers' practices are classroom practices and actions while dealing with a specific academic or non-academic matter in the classroom (Sofianidis & Kallery 2021), researchers confirmed the importance of teachers' knowledge and its relation to teaching practices (Agrios, 2005).

1.4.4 Cultural Competence

According to The National Education Association the cultural competence means being able to effectively teach students from different cultures. This competence also involves cultural awareness, cultural knowledge, and the needed skills to promote impactful cross-cultural teaching. Kirsch's (2008) defined cultural awareness as the ability to understand your culture and the others' cultures of. Kirsch added, that

cultural competence is not only to understand but also to develop sensitivity towards the cultures of the others, and this includes knowledge of how different cultural and linguistic practices can operate equally in society.

1.4.5 Linguistic Challenges

Individuals while transferring across languages may face linguistic or language related challenges, linguistic challenges are language and linguistic boundary the lack of language skills and knowledge of jargon, and this influence the transfer of new information, thereby facilitating knowledge flows (Gaibrois, 2018). Some students with limited English language skills fail due to the weak effective ESL instruction (Ortiz, 2010).

1.4.6 Students Psychological Needs

Students psychological needs are presented as competence, a sense of mastery and the capacity to perform a task within a social environment and relatedness which refers to the sense of being involved in the community as well as having a feeling of belongingness both with other individuals and community (Deci & Ryan, 2008).

1.4.7 Refugees

Seeking safety and security, individuals and families flee from their countries where living became dangerous and this predominately happens due to wars, armed, religious, or racial conflicts, or political persecution.

According to Cambridge Dictionary, the term refugees return to individuals who have escaped from their own countries due to war that took place according to political, religious, or economic reasons. Another term is used to refer to refugee, Emigré, French émigré, the past participle form of (émigrer to emigrate), from Latin emigrate and it means a person or an individual who emigrates homeland for political reasons. Refugees, or as it is called in Oxford Dictionary “a displaced person” in its plural form

displaced people, people who are compelled to leave their homeland because of war or persecution. Abundant displacements of individuals due to political violence have come to seem more and more common. For decades, one of the critical issues entries the world is war, it appears that the hematic influence it has is the only dilemma, however, the case is not, the number of children who have left their homelands due to wars is huge, (UNHCR the UN Refugees Agency2020).

These children left their schools, the education systems they used to learn through, and they move to a different new sphere, people, teachers, colleagues, and curricula. Hence, children and youth in refugee situations experience challenges to access education, Ibid, (2019), only 3% of refugees have access to higher education. In the field of ELT, as the language teaching process is constructional, it is critically perilous for the students to skip dramatically to totally different curricula. Namely, refugee learners of language face difficulties with acclimatization as they have been taught through specific language curricula and develop gradually according to it, then suddenly different education systems.

1.5 Rationale of the Study

The continued influx of refugee families into Jordan creates unique challenges to schools and the community as they hold the responsibility of meeting their needs (Alefsha & Aljamal 2019). It puts Jordan's education system under pressure (British counsel report, 2019). According to some research (Bhugra & Gupta, 2010; Dow 2011), there is dereliction in the services being provided including appropriate educational services which include teaching English. As teaching English is important and unquestionable and it empowers individuals, it is worth one's while to highlight the issue of refugees and their challenges learning this language as the results will raise the awareness towards the importance of English language for refugees, raise the

awareness regarding the challenges that face refugees, their teachers, and the education programs in preparing teachers. It is also expected to contribute pedagogically to enhancing the practices applied in teaching English language to refugees and training the teachers of refugees teaching English.

1.6 Statement of the Problem

The huge increase in refugee numbers over the last few years, and refugee students' participation in schools at all levels of education have brought the significance of the ongoing issue of refugees education into the spotlight (UNHCR, 2019). Although education is an essential right of the refugees, and this right is supported by international law (UNHCR, 2011), abundant issues concerning the education of refugees continue to remain open, as implementing policies and strategies for effective education of refugee students, manners of creating commensurate opportunities and social justice, and reducing educational and social exclusion of refugee population. According to (McBrien, 2005), the gap between theory and practice remains a critical barrier to refugee students' education, theoretically, in international and national contexts official discourse, refugee education is an official right and opportunities are given equally to those who want to be educated, still, in practice, there are critical deficits that led to the increasing dropout rates of refugee students, the poor academic performance at schools of refugee students in comparison with other students, and the restricted access they have to higher educational levels and particularly to tertiary education (Alefsha & Aljamal 2019). Such concerns are the responsibility of international organizations, governments, refugee-related non-governmental organizations as well as national and local bodies. According to Vogel & Stock (2015), educational systems of several Western countries attempt to provide support to refugee students in different ways. Although, in many cases, refugee students' presence creates

panic in school classrooms (Ashworth Cain, 2017), and the concerned educational organizations put efforts to overcome language and cultural barriers refugees face inside the classrooms. Still, according to Bunar (2015), these organizations seem to exert little to change sufficiently the internal social and pedagogical practices, and teacher training, rather they project external barriers, such as the lack of coordination and communication with educational counselors and supervisors, the total number of refugees, and lack of appropriate materials and resources. Also, these organizations isolate refugee students in separate schools or within the same school but in separate classrooms, using inadequate methods or materials of education, underestimating and ignoring the different cultural references they came from, the circumstances of their life and educational systems in their countries (DrydenPeterson, 2016). Other issues are needed to be taken into consideration, for instance, establishing a framework that gradually and systematically supports the educational and social improvement of refugee students alongside the schools they attend and their teachers that maintain welcoming activities and projects for accepting diversity. Unquestionably, there are some teachers who promote the education of refugees with exemplary methods. Nonetheless, national governments need to adopt rules and policies to enforce the right decisions in teaching refugees and minorities (Banks & McGee Banks, 2015).

Refugee youth in Europe and Middle East countries face limited access to justice, education, social and health services, and they have been broadly neglected by education practitioners and policy-makers (Berry et al., 2006; United Nations Population, 2002). Refugees might face behavioral and emotional challenges due to the regional and cultural transition (Rogers-Sirin, Ryce, & Sirin, 2014).

Moreover, national teachers perceive shortening of pre-service or in-service training about students refugees concerns due to the limited number of teacher

education academies in the context of the study, accordingly, not all English language teachers are trained officially by ministries of education or teacher education institutions about how to teach refugees students. Hence, teachers who didn't receive proper training related to the practices they implement with refugees, and the needed cultural competency to teach students from different backgrounds including refugee students are expected to face challenges especially that refugees need support, scaffolding and motivation.

Queen Rania Teachers Academy (2009):

“Teachers in Jordan are under-resourced, under-supported and disconnected from one another.”

On one side, the difficult conditions that refugees experience can guarantee a fertile ground for emotional and psychological problems, the emotional and psychological situation of learners affect the language learning process (Krashen, 1986), and on another side, teachers have received insufficient training in the context of the study, this combination increases the likelihood of the challenges in learning and teaching English language.

1.7 Significance of the Study

The importance of English as a global language is unquestionable (Oomen, 2012). This illustrates that learning English is necessary, especially in the world of education. Moreover, Juriana (2018) stated one of the basic assets to face globalization-era competition is the mastery of English. Learning English became a need to progress in all the aspects of the life for global communication, education and job opportunities, it is not anymore a luxury option.

Investigating the challenges related English language learning or teaching is important to find out the problems that learners and teachers of English in the field face, finding out the problems or challenges is a step, these problems and challenges

need to be highlighted by the community of practice and researchers to receive the due attention and consideration. As refugees are part of the host country's schools and classrooms, the presence of refugees cannot be disregarded or ignored. This study investigated qualitatively and quantitatively the challenges refugees face in learning English language and for a comprehensive and holistic view, the challenges of English teachers who teach refugees in addition to the educators of English language teachers were investigated to support the findings. Teachers of English self-efficacy, cultural competency, and practices were investigated in addition to their perceptions about the training they receive either before or after teaching, their students psychological and linguistic challenges were investigated as well. The findings of this dissertation are likely to provide refugee learners of English, teachers of English, teacher education programs with a broad perspective of some critical issues in teaching refugees English language, to provide language teacher education academies in Jordan, Arab world and other countries with awareness of learning English language challenges refugee students face in addition of teaching English language to refugees issues.

1.8 Research Questions

This study brings teachers of English, educators and refugees in Jordan (the context of the study) together in order to investigate the current situations, if they all face challenges, and if any, what are these challenges and how each affects the other, in other words, the relationship between the challenges. Accordingly, the questions of the study are noted below:

- 1- What are the challenges that face refugee students in learning English after refuge in Jordan?
- 2- What are the challenges of English teachers in teaching English to refugee students?

3- To what extent are English teachers' education programs competency and adequacy prepared towards implementing new and effective training to perceive teachers' needs?

1.9 Research Hypothesis

H1: Teachers of English Preparation influences practices teachers of English language implement.

H2: English teachers Preparation influences their self-efficacy while teaching refugee students in Jordan.

H3: English teachers Preparation influences their cultural competency while teaching refugee students in Jordan.

H4: English teachers Practices have a direct influence on (a) refugee students' psychological needs and (b) refugee students' linguistic challenges.

H5: Self-efficacy of teachers of English has a direct influence on (a) refugee students' psychological needs and (b) refugee students' linguistic challenges.

H6: Cultural Competency of teachers English has a direct influence on (a) refugee students' psychological needs and (b) refugee students' linguistic challenges.

1.10 Purpose of the Study

Currently, many refugees from different nationalities live in Jordan seeking safe living conditions. A high number of refugee students are enrolled in Jordanian governmental schools, for example, around 136,000 out of a potential 233,000 school-aged Syrian refugee children were registered in governmental schools and more than 200 schools continue to operate a two-shift system (UN, 2020). This study was designed on the basis of mixed-method research approach to investigate the challenges of refugee students learning English in Jordan, the challenges and attitudes of English teachers teaching refugee students also, to investigate the cultural awareness of English teachers, education programs' competency and adequacy in training English teachers,

English teachers self-efficacy, implementing practices that support refugee students' learning English effectively, linguistic challenges of their refugee students. It aimed also to propose a model that presents the relationship between the found challenges.

It should be noted that although the academic services have increased to support students with special emotional and psychological needs especially this unique population (Wagner, & Newman, 2012). Still, teachers need to be trained to perceive the needs of refugees. Accordingly, this study aimed to provide a satisfactory and comprehensive explanation that could be of further assistance to find out effective solutions to this issue.

Chapter 2

REVIEW OF THE RELATED LITERATURE

This chapter presents constructivism theory as a theoretical background of the study, it also presents a review and adequate coverage of related literature, then it discusses refugee students psychological needs and self determination theory, refugees and language learning, refugees in teacher education programs, refugees inclusion, the adaptation of curriculum for linguistically and culturally varied students, and finally, the sociocultural factor and refugee students.

2.1 Theoretical Background: Constructivism Theory and Foreign Language Teaching and Learning

Increased attention to the science of learning, teaching, and developing understandings of language has brought constructivism, with the focus it puts on a combination of cognitive and sociocultural impact on learning and education. Constructivism, mainly, places learners' individual development at the forefront of teaching and learning process, it also acknowledged the critical role of endogenous factors and the internal schema of learners combined with exogenous social and cultural variables that contribute to the transformation of the learner's language learner process (Cole, 1990). Constructivism first emerged from psychology and data processing theories and lately, it has incorporated with linguistics, anthropology, and sociology (Blumenfeld, Krajcik, Marx, & Soloway, 2001).The Theory of constructivism (in case of language learning) claims that in learning process, learners of a foreign language construct the new ideas and concepts according to the current

and past knowledge they have. The learner picks out information then constructs hypotheses, and makes decisions. This theory is one of the most popular contemporary learning theories in the West as it provides educators with a psychological view to examine pedagogical issues. Piaget, (1980) the father of constructivism, argues that learners hold new information and ideas then format them upon their understanding, previous knowledge and experiences. The construction of individuals' new knowledge is created by two components, accommodation, and assimilation, in accommodation individuals incorporate new experiences into the old ones. This makes individuals develop new outlooks, rethink misunderstandings, and ultimately alter their perceptions. However, assimilation is reformulating the new experiences into the mental data that already existed. This is also associated with learners' new information, ideas and concepts that can have meaning only when it is related to something the individual already knows, and this represents schema. Schema theory is based on the belief that "every act of comprehension involves one's pre-existed knowledge" (Anderson et al in Carrell and Eisterhold, 1983:73). For example, in reading, a reader develops an interpretation of a such text through the interactive process of combining textual information alongside the information a reader adds to that text (Widdowson in Grabe 1988:56), some of those readers have reading problems that occurred due to insufficient background knowledge" (Carrell, 1988), schema can be defined also as a cluster of affined pieces of information or knowledge that are stored in the mind.

2.2 Refugee Learners' Psychological Needs

Self-determination theory (SDT) claims that individuals have different basic needs, one of them is relatedness, it refers to the sense of being connected to other individuals and having a sense of belongingness with people in the same community (Ryan & Deci, 2002), another one is competence, it refers to the need to feel the capacity to

perform a specific task in a social environment, those needs predict “innate psychological nutrients” which provide opportunities for people to grow and are important for functioning and wellbeing (Deci & Ryan, 2000). SDT predicts influence on social psychology and motivation in the field of language acquisition (Noels et.al 2000).

Some research studies mentioned the critical role the psychological situation of refugees plays in learning progress, accordingly, therefore, their psychological situation should be taken into consideration for improving the quality of learning process. For example, Woods (2009) mentioned that by claiming that three important aspects while teaching refugees, one of them is the psychological consideration. First, they should provide quality education and focus on issues related to literacy and English language so they are more likely to develop citizenship and socializing with others, the third and final aspect is addressing issues of stress and violence and that affect learning process. As described in Benseman (2012) and Finn (2010), refugee students face three types of psychological stress, which are refuge, acculturation, and trauma, namely, moving suddenly and functioning in a new context in a different culture is a critical concern language teachers to empathize with. Many refugee students who came to schools passed through traumatic situations. This in turn causes stress on the brain and directly affects learning (Willis & Nagel, 2014). Willis and Nagel (2014), conducted a study of ten teachers and six administrators from four different schools in Northern Uganda, they investigated the way refuge and its consequences affect children’s social-psychological development. From 1971 to 2006, Uganda was in consecutive civil wars which in turn led to, first entire villages being evacuated, second, education being ceased, and finally children experienced horrific abduction, forcing people to do military service, and some other traumatic incidents

(Willis & Nagel, 2014). The authors investigated the neurobiological and social-psychological aspects of learning and they found that when children experience war-related sad incidents such as losing parents or one family member, or loved ones, drastic changes happened when they move to other communities, and the absence of educational resources or support, their brains suffer. According to a model suggested by Willis and Nagel (2014), this stress defects the development of the brain, and the lack of care resources leads to fragmented learning. The process of students' learning was fragmented after losing the supportive environment (Willis & Nagel, 2014). There is an increased likelihood of substance-family conflicts in addition to abuse, apparently, the survivors of trauma of all ages struggle in education, especially in learning a new language (Finn, 2010). Whilst the effects differ according to the individual's cope capacity (Medley, 2012). Likewise, according to (UNHCR, 2018) refugee students have experienced different degrees of war-related incidents, as they face post-traumatic stress disorder, this, in turn, affects their brain abilities which influence their academic performance.

Refugee students may concentrate on the cultural values of the target context as a necessity, then refugees students might prioritize them above education, also commitments towards family, work, own culture, or religion could affect education and learning English. According to a qualitative study conducted by Vincent and Warren (1999) that aimed to investigate the relationship between refugee students' parents' engagement with schools in the UK, he found the families of refugees in the United Kingdom are disabled socially and repeatedly. Also, Alter (1992) in the same context, argued that research studies showed that family-school relationship communication is related to academic progress. Furthermore, Other studies discussed different high-impact factors that affect refugees. For instance, Yau (1995) also

conducted a study that aimed at identifying the schooling needs of refugee students to find out the procedures and methods teachers perform and the staff in schools use with refugee students and the difficulties they face. The research also aimed at identifying the socio-cultural, educational and psychological needs of refugee students. This research revealed the different backgrounds of refugee students' needs which he stated that they are complicated. Additionally, the study revealed a dereliction of the preparation of the refugee students' teachers. Refugees' psychosocial well-being includes the overcoming traumatic memories, acquiring safety senses, and adjusting to the new culture while being able to preserve the values of the homeland (McBrien, 2005; Portes & Stepick, 1993).

2.3 Refugees and English Language Learning

Although teaching English language to refugee students is considered as a challenge for the host countries' community of practice. Still, a scarce number of research has investigated the educational situation of English refugee students (Zinovyeva et al. 2011, Barban and White 2011, and Mantovani 2008). However, some studies revealed significant academic challenges faced by refugee students (Palaiologou 2007), (Cebolla-Boado and Medina 2011 and Vaquera and Kao 2012) and (Seabra and Mateus 2011).

When a language is not a mother tongue of an individual and it is not spoken by people in the same context, it is called a foreign language (Gizatullina, Sibgatullina, 2018). Al Hariri, (2018) people in the Arab world, especially refugees, face many problems in learning a foreign language. Refugee learners and many national learners of English who attend EFL have problems with pronunciations of natives. According to Baynham (2006) refugee students are not able to attend school full time, either due to work as they need money to survive, hence, they can join the classes only in evening.

Refugee students require more time to learn a foreign language for different conditions such as; unfamiliarity with the language (Aydin & Kaya, 2019), dealing with teachers who are not familiar with (Al Hariri, 2018), and attending different schools (Popov & Erik, 2015), being in a different society (Burgoyne & Hull, 2007). Riggs et al., (2012) claimed that refugee students have problems with some institutions since they face challenges fitting in the new context, and dealing with new colleagues, teachers and instructors. Similarly, Lee (2016), refugee students face sociocultural challenges as they come from different backgrounds, however, they have restrictions that prevent them from acculturation and associating with people in the target context and accordingly, they are not confidently interacting with their colleagues in the classes. Also, the same author found that refugee students face challenges in language classes because of age variation, in language classes, the refugee students hold different age profiles which creates more challenges for their teachers teaching them language and challenges when they interact with classmates. Several researchers (Arslan & Tanis, 2018; Carr & Inctas, 2018; Casimiro et al., 2007; Kagema, 2018) claim that when refugee students move to a new context, new scholastic environment, new teachers, and new colleagues this unsurprisingly create many challenges EFL ESL learners. Moreover, Stevenson and Willott (2007) stated the country they came from, and their cultural background of them might influence learning the foreign language. Frimberger (2016) showed that what plays a critical role in learning the foreign language is refugee students' level of education they obtained in their home country. In the same regard, Olliff and Couch (2005) investigated the importance of prior formal education for refugees and found that refugees who didn't experience formal learning in their language in homeland are likely to face more challenges in comparison with those who obtained formal education in their own language when

they learn a FL. According to Burgoyne and Hull (2007), the majority of the refugees are not able to speak English properly although they attended English language programs. Similarly, researchers (Bond et al., 2017; Stevenson & Willott, 2007; Watkins et al., 2012) argued that foreign learning programs teachers perspectives are important to investigate the learning language challenges of refugees.

Casimiro, Hancock, and Northcote (2007) argued that refugee learners of language who did not experience formal education in official schools or institutions usually need extra time and more effort to capture the new environment, get used to new colleagues and society and the new language. Perry (2013) argues that refugees face many financial challenges, hence, they do not attend language classes. Mainly refugees try to support their families financially, they assume they waste their time learning languages. Conversely, a study conducted by Riggs et al., (2012) found that refugees learn such foreign languages due to two main reasons, the first, they learn a foreign language to survive in the target country they live in, and the second reason is aim to get better job opportunities, refugees simply want to get a job. However, the refugees learning language face many difficulties in acclimatization to a novel place and people (Watkins et al., 2012), barriers related to culture and religion (Riggs et al., 2012), gender concerns (Popov & Erik, 2015), linguistic challenges (Bond et al., 2007), grade misplacement and age issues (Casimiro et al., 2007), social challenges (Lee, 2016), financial challenges (Perry, 2013), academic challenges (Riggs et al., 2012). Scholars and researchers stated that refugees will not be able to learn language effectively if these problems continue.

In Egypt, William and Wachob, (2010) language issues stand as a major challenge for refugees, because English is the used for instruction in Cairo schools, and a limited number of refugees have the ability to study in English. Without the skills of English,

it could be hard or even impossible to access the breadth of resources available to refugees as citizens in their new communities, ELL for adults (as well as children) might assist alleviate some of these conflicts and facilitate families' integration into their new communities. As Kutrich, (2018), claims without English classes, many refugees have difficulty finding work or even meeting their neighbors (in context that Arabic is not the mother tongue). With English language, refugees would have more opportunities to fulfill their goals for the new life after refuge. Early English intervention for refugees is beneficial for the well-being of adult refugees, their families and the entire refugee-receiving community. Vu, (2015) ensured that English learning is significant for refugees, she justified that English fluency is important since it is the predictor of job and income mobility for most careers. It was found that immigrants who speak English fluently have higher salaries in an estimated 17 to 24 percent more than nonfluent ones, moreover, the rate of employment reaches higher in 32 percent individuals are fluent in English. What is significant for refugees is that English language has become the first truly global lingua franca, and appropriate knowledge of English is an important tool as basic literacy and numeracy, English as a lingua franca is simply as an additionally acquired language system that serves as a common way of interaction for speakers of different first languages. (Hall, 2015; Hall, Arrol, & Diaz, 2013)

2.4 Language Barriers and Refugees

According to Gramling, (2009), language programs in major refugee-hosting countries (such as the U.S., Australia, the U.K., Sweden, Sweden, Spain, Greece, and Canada) reveal that despite the high increase of the number of the newcomers' and the heterogeneity linguistic, cultural and academic backgrounds wise, the systems in these countries still practice "cosmopolitan monolingualism" which is characterized by

focusing only on learning the host country language and culture while neglecting the language and culture of the newcomers.

Some refugee children and their families face challenges with the mother tongue of the host country, for example, refugees from Pakistan in Jordan, such refugees face great challenges learning English language because they don't know the mother language of the host country, and they cannot speak English with people because English is not a second language in Jordan, hence they are not able to interact inside the classrooms with teachers to learn English language, what is different from refugees in the U.S, for example, is that refugee learners of English would be able to practice what they learn in the classrooms inside and outside the school, in the market, street, hospitals, etc... however, the case in Jordan is different, English there is considered as a foreign language so refugees learners of English have limited opportunities to practice the language in real life which make the process of learning the language more difficult for both, teachers and refugee learners, this might hinder refugees proficiency of English language. Many refugees are not literate in their mother tongue language and hence they don't have the literacy to transfer to a new language (personal communication, February 20, 2018).

Marchand (2022), mentioned that in Canada, the government conducted a support program for Afghan, Syrian, and Ukrainian refugees, one part of this program has gone for English support due to the challenges they face with language related issues.

Georgiou (2019) discussed the linguistic support children who are non-native speakers of Greek have received, he mentioned that the government implemented Parallel Intensive Greek language learning classes for a specific number of hours. The children were taught by Cypriot-Greek or Greek teachers who have not received professional training in multilingual teaching and learning. Teachers of language in

this study used games, multicultural activities, and a multilingual landscape to help refugees learn English and Greek. Namely, teachers were left to make their own decisions about teaching materials and there is no consistency in the use of the suggested materials from the Pedagogical Institution (Tsiplakou & Georgi, 2008).

2.5 Adaptation of Curriculum for Linguistically and Culturally Varied Students

In many countries, the sphere of classrooms is changing increasingly as individuals who are linguistically and culturally diverse gather there (Samway & McKeon, 2007). Linguistically and culturally diverse students are known as minority populations (Darder, 1991). Research studies indicated that the academic performance of minority populations or students of ethnic-minority backgrounds is lower than in-class peers (Darder & Torres, 2004). Sleeter (2001) mentioned those students recorded a high dropping out rate and became disengaged. In the standards/objectives climate, hence educators need to find manners to address diversity in classrooms and implement practices that meet the needs the diversity in the classroom. As a result, several schools took a step by adopting curricula in addition to stating standards and making planning easier for teachers teaching classes with diversity, or preparing minority populations for standardized assessments. Oftentimes, teachers are not included or they have limited knowledge in the process of adopting a curriculum. Usually, when teachers are not engaged in the process of curriculum adoption or curriculum decision-making, they would be forced to follow a curriculum that does not meet the needs of the diverse students and does not allow individualized instruction. Tomlinson (2000), claimed that teachers can create effective curricula. A gap occurs between the needs of students from different cultural backgrounds and the instructional delivery, curriculum, and planning, in public education (Darder & Torres, 2004). The curriculum should be

selected so it contributes to the production of communicative meaningful learning experiences. Educators are attempting to close the gap of proficiency concepts according to standards in academic areas by employing the proper tools to meet the needs of the minority population (refugees) as accurate curricula are necessary for embracing the different backgrounds of diverse learners. Refugee learners of English respond to the instruction in classroom in the new environment differently, this depending on their schemas and contextual factors, as home of origin, ethnicity, religion, culture and socio-economic and educational background before refuge, in addition to the personality characteristics, level of family support and sustenance (Kaprielian Churchill, 1996).

2.6 Inclusion of Refugees

Inclusion, in the broadest sense, is the process of combining things. Recently, the Inclusion concept has emerged in the context of Education as integration. Mainly, inclusion refers to the process by which refugees fit into the new environment, taking into account the conditions of this environment. Inclusion also refers to creating or enhancing the interaction of learners coming from varied cultural backgrounds by avoiding prejudices towards the “others,” and looking at this diversity as an opportunity to communicate with others. Applying this does not require students to leave their cultural identities and change their beliefs and values, but rather encourages them to find out common characteristics apart from differences (Portera,2008). Teachers' ability to effectively teach language in diverse contexts in the intercultural sphere, requires design, appropriate practices, and evaluation of the process (Grimminger, 2008). These abilities drive intercultural competence that in turn requires attitudes, knowledge, and skills that teachers of English need so they effectively interact with students (Barrett, Byram, Lazar, Mompoin-Gaillard, &

Phillipou, 2014). Social cohesion is considered the core of achievement in inclusive communities (United Nations, 2016). Working toward promoting the well-being of all students, fostering belonging, promoting trust and offering opportunities for upward, inclusive and cohesion in communities in an educational context are needed (OECD, 2011). Cohesion is essential to the policies that have prompted the integration of refugees into government schools. The integration or inclusion of refugees and nationals in schools provides space for direct communication between students, and creates possibilities for refugees and nationals to build a sense of belonging, share experiences in a learning community, and negotiate their issues with each other.

2.7 Refugees and Language Teachers Education Program (TEP)

Teacher Education Program refers to the programs engaged in the provision of Teachers' preparedness to be able to teach inside the classroom and deal with different incidents and circumstances there, including, but not limited to, early childhood teachers education, elementary teachers and secondary teachers education, postsecondary teachers education, special teachers education and different subjects education (Ledger, 2019). The teacher education program has the responsibility to prepare teachers to deal with curriculum, instructional resources also to contribute to the quality of instruction and knowledge teachers provide to students in the classroom, to give them the required skills and competencies to perform effectively in the classroom with different students (Ledger & Fischetti, 2020). Mainly, teachers of English language (ELTs) are educated at the education or language faculties of the universities as BA Bachelor degree, it usually takes four years, those who study the science of English language and English philology are also entitled as English teachers, in some countries, as Jordan, they assigned as teachers even if they do not gain the pedagogic formation certificate as their major do not concentrate around

education and teaching language (Tercanlioğlu, 2004; Aydoğan & Çilsal, 2007). In this case, Education faculties are to cooperate with different faculties with standardized and compulsory courses, aiming to train all graduate teachers before they move to the field and classroom life. The knowledge of the teacher education consists of four areas of knowledge (Grenfell, Kelly & Jones, 2003) the first one is content knowledge (English language grammar e.g. syntax and semantics), the second one is general Pedagogic knowledge that refers to classroom practices and strategies. The third one is pedagogic content knowledge (PCK) is concerned with the manner in which subject knowledge is acquired by students for a pedagogic purpose in a pedagogic context. and the last one is support knowledge which refers to the knowledge of the interactions between disciplines such as, research methods, and applied linguistics.

Indeed, teachers play several important roles to provide education to refugees. Kirk and Winthrop, (2007) when teachers directly or privately work with children and their families, this, in turn, helps refugee students restore a sense of stability and confidence, however, a scarce number of teachers do, or maybe they don't have time to do. Mononye, (2012) teachers can help and support the recovery of students refugees in post-conflict situations. Matters as security, peace and human rights can be also provided by their teachers. Regarding teacher education programs and their preparedness, Crisp et al. (2001) discussed that assessing 'training' can be challenging and the efficacy of teacher education programs for teachers in this regard depends on the staff of the project, with wide variations in program offerings. According to Davies, (2009) there is often insufficient time to roll out new programs, and national teachers perceive the shortening of pre-service or in-service training as a threat to the profession. INEE, (2014), In Jordan, World Vision has offered five- to ten-day sessions of training, while the British Council in collaboration with the Queen Rania Teacher

Academy holds a four-month training. William and Wachob, (2010) in Egypt, refugees live in hard conditions thus presenting a set of challenges to ELT educators that call for responses that are dedicated to transitional students situations. Employing the appropriate methods and training teachers are among the strategies to teach refugee children effectively. Dooley (2009), for instance, envisioned an alternative strategy for educating refugee pupils in secondary schools. This method necessitates that all instructors develop their pedagogical abilities to incorporate language and literacy instruction alongside subject matter instruction. It encourages ESL instructors and content area teachers to make connections between the conceptual knowledge of refugee students and that of other students using an approach that takes into account their unique literacy demands. It should also draw upon existing knowledge and life experiences acquired before and during immigration.

Teachers' education academies or associations that were invisible in the domain of refugee students education (Bunar, 2015), now are to have an accountable role. They need training programs, self-education methods, and exchange knowledge and experiences, that in turn provide effective support to refugee students. If teachers attend to have transformative learning, it is significant to have experiential character, and reflect on their views and attitudes towards otherness (Mezirow, 2003). All members of this concern need to cooperate; school administrations, refugee organizations, and refugee families and communities, it is a critical step for supporting the education of refugee students (Kranser & Pierre-Luis, 2009), such cooperation may lead to creating coherence and a positive atmosphere of knowing others and cultural exchange. Therefore, it reduces the fears of the locals towards refugees, leads gradually breaking down the barriers between them. (Rollandi Ricci, 1996), in addition, it helps refugees in the social inclusion process consequently, it assists them

to integrate better in classrooms. The refugee community has its own role as well, it might play as a cultural mediator between the school and the refugee community outside classrooms, enriching classrooms and schools with cultural experiences and diversity, as well as materials that can be used by teachers in their intercultural activities. Relevant research conducted by (Magos, 2006), in several situations, teachers are not officially trained to teach and support students from different ethnicities and races, accordingly, teachers might embrace negative beliefs toward minorities in the classrooms. teachers also expressed their fears that the linguistic and religious identity of the nation become inclined, however, a high number of teachers remain in the defense position (Dome et al, 2005), who expresse that the ‘others’, namely “refugees” in the classroom represent an impendence.

Some suggestions were presented to reduce the riskiness of educational problems associated with refugee children in academic situations. For example, Alhariri (2018) mentioned many solutions to reduce the educational challenges of the Syrian refugees. These represented an adequate financial aid to academic institutions to meet the requirements of educating them. Moreover, he suggested different solutions to mitigate the challenges associated with the presence of refugees as professional training of teachers developing a specific curriculum for Syrian refugees’ children, developing tests instead of transcripts that might be lost in some cases and to be used to enroll students in universities. Another practice was suggested by (Blakeney, 2005) the anti-racist pedagogy, this pedagogy is a combination of Multicultural Education and Critical Pedagogy to address ideologies such as race and ethnicity

2.8 Socio-Cultural Factor and Refugee Students

Many social problems emerged due to cultural clashes and new places of residence for refugee children. Refugee children feel alienated in the new environment where

family and lifestyles are different and limited language skills (in some cases) prevent them from making friends in new peer groups, in turn interacting in the school sphere which is needed for academic progress. Some studies discussed the social issues related to refugee students by focusing on social origin and class, race in addition to ethnic identity and how it affects the social integration of refugees (Castles, 2003; Oikonomidou, 2010). However, some studies focused on acquiring languages without considering the cultural, social and ethnic backgrounds of refugee children despite the importance and relatedness to education and all aspects of refugee lives (Faltis and Coulter, 2008; Valdes, 1998). The level of belonging and sociocultural integration of refugee students in the host society is important for their academic success. Schools play a critical role in integrating refugee children with society. Still, the problems in education of refugees were formulated as language and social.

2.9 Research Gap

Several researchers have discussed and investigated refugee youth issues (McBrien, 2005) and their challenges in education after refuge (Alefesha & Aljammal 2019 Wachob, & William, 2010). These studies have investigated educational issues in general and a limited number have investigated the challenges learning English language, and insufficient or imprecise information in the literature creates the continuity of the challenges and expands the gap between theory and practice.

Refugees especially in the Arab world were neglected by researchers in the field of applied linguistics despite the sensitivity and importance of this issue which led to academic weaknesses. Moreover, comprehensive research that discusses the whole related issues of English education is needed, namely, the challenges of teachers, refugees, teachers educators, in order to obtain and provide a deep and comprehensive explanation of the challenges they face and to attempt to suggest a model that shows

the relationship between the challenge. A comprehensive and explicit consideration of the necessary identification and development of uninvestigated issues is needed.

Chapter 3

METHOD

The method chapter starts with the approach of this study, a brief background about the context of the study, the sampling technique, the participants of the study, the instruments used for collecting the collection, and validity and reliability of the questionnaire. It also presents the instruments and methods used for analyzing the data, finally, the chapter presents the ethical aspects of the present study.

3.1 Research Approach

Research approach is the plan that suggests procedures and proposes the steps from assumptions to detailed methods of collecting data, analysis, and interpretation. Mainly, there are three ways to do research: qualitatively, quantitatively, and using a mix of both “Mixed method” (Palys & Atchison 2014). Individuals and groups' interpretations of social or human concerns can be elucidated through qualitative research (Patton, 2015). The process of qualitative research involves emerging questions, the data is collected in the participant's environment then it is analyzed in a way that builds from small (micro) to large (macro) themes (or from specific to general themes), the final discussion has a flexible format (Niglas, Katrin, 2010: Newman, Isadore 1998).the data typically collected in the participant’s setting, data analysis inductively builds from micro to macro themes (particulars to general themes), and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure (Niglas, Katrin, 2010: Newman, Isadore 1998).

Quantitative research is an approach that tests objective theories by investigating the relationship among variables. These variables, in turn, can be measured, typically on tools or instruments, so that numbered data can be analyzed using statistical procedures such as SPSS (Babbie, 2010). Mixed methods research is an approach to inquiry involving collecting the required data quantitatively and qualitatively, combining the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks (Creswell et al. 2003).

This study implemented an explanatory sequential mixed method design, this design consists of two distinct interactive phases: the initial quantitative phase and the follow-up qualitative phase, researchers mainly employed the explanatory design when they need qualitative data to explain quantitative results, when the quantitative results give the what, the qualitative results might give the why (Creswell & Plano Clark, 2012; Tashakkori & Teddlie, 1998). Accordingly, the explanatory design was best suited for this study because first, the researchers wanted to further understand the questionnaire results in depth through a follow-up interview, and then the researcher needed more findings and better explanations.

The essence postulate of this form of approach is that the integration of qualitative and quantitative approaches provides a more comprehensive grasp of a study topic than using a single method. (Wisdom et al., 2012). The mixed-method approach was chosen to design this research due to the rich, comprehensive data it provides. Hence, the integration of the two research approaches quantitative and qualitative for collecting the data has great potential to strengthen and expand the analysis and enrich the findings of the study. Another purpose for applying the mixed method approach is triangulation, Denzin (1978) suggested various sorts of triangulation, including the use of different methodologies, different data sources, and different hypotheses to explain

emergent discoveries. It was found that “triangulation, in its all forms, enhances the quality of the study. Triangulation through multiple methods and data sources was used to enhance the credibility and internal validity of the research findings. Triangulation was employed in this study to increase the study findings' credibility as well as their internal validity by employing a variety of procedures and data sources.

3.2 Research Design

According to Headley & Plano Clark (2019), some problems in social science involve multilevel phenomena, such problems can be investigated by addressing different levels within a system. Mixed method approach in general and the Multilevel mixed methods approach, in particular, are useful for a better understanding of the overall structure of a specific problem (Headley & Plano Clark, 2020). Headley & Plano Clark (2019) suggested multilevel research design shown in figure 2:

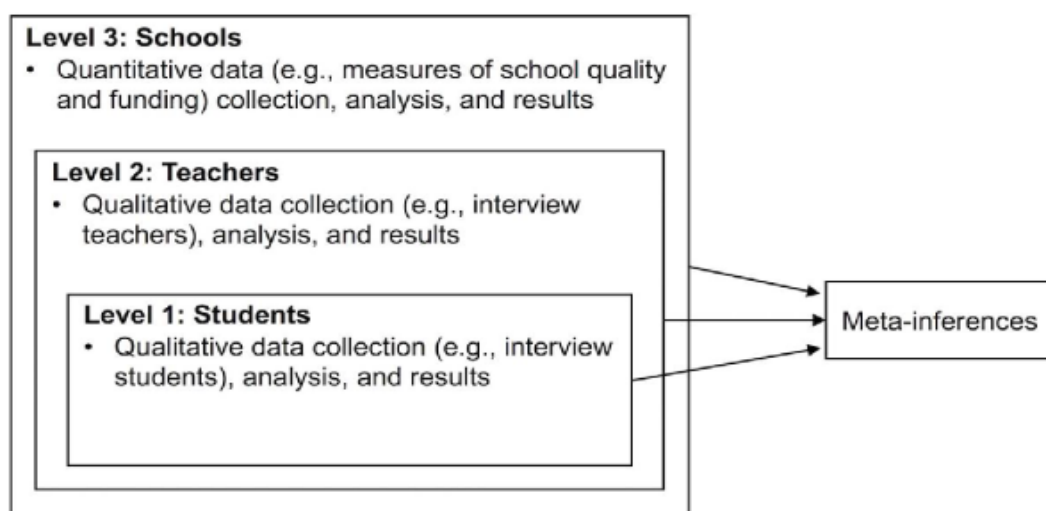


Figure 2: Headley & Plano Clark (2019) Multilevel research design.

The exploratory quantitative part was handled as the phase to generate the fundamental challenges of English teachers, refugee learners of English and challenges related to teacher training programs from teachers' perspectives, while the qualitative data were sequentially gathered from English language Teachers, refugee learners of

English and teachers' educators to build on the findings provided by the quantitative phase and thus create richer data multidimensional views for the researcher. This was deemed to be the most appropriate method because the research questions required to be answered by both types of data hence rich data could be reached. An adaptation of Headley & Plano Clark (2019) multilevel model was performed to be applied in this study (see figure 3).

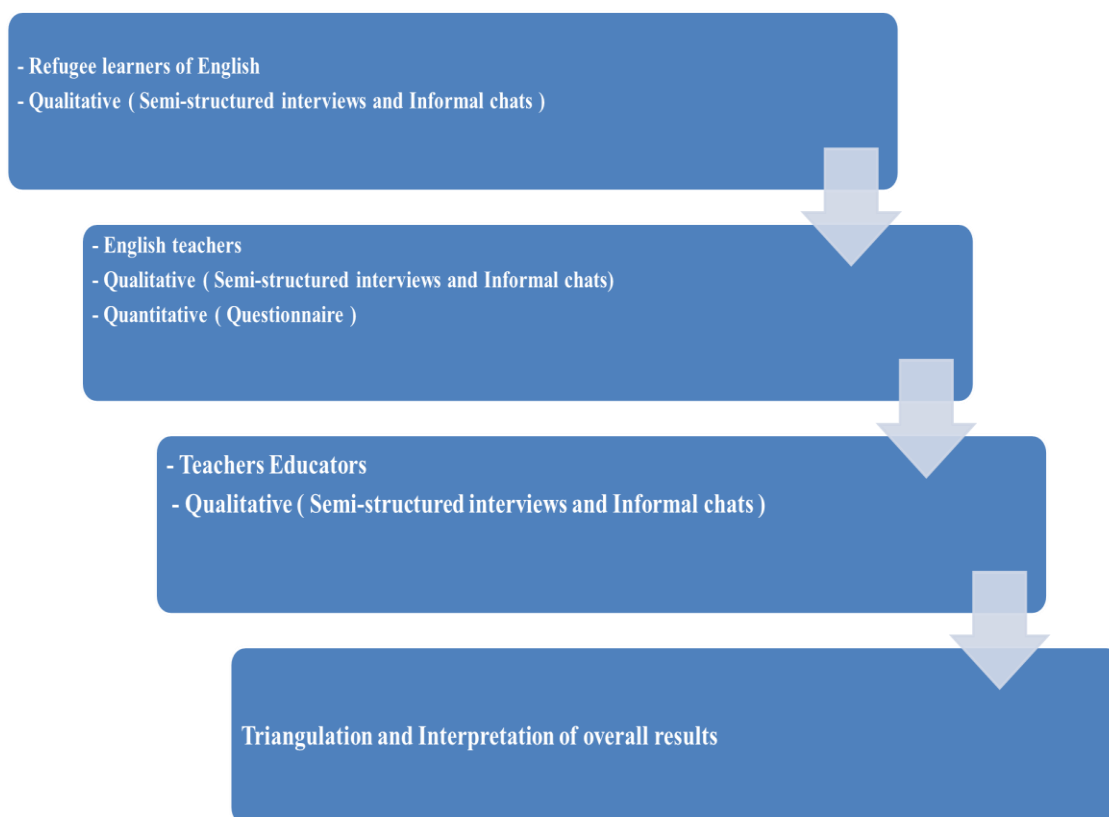


Figure 3: Triangulation design: multilevel model (Adapted from Headley & Plano Clark (2019))

3.3 The Context of the Study

This research was carried out in four Jordanian cities with a large number of refugees: Almafraaq, Aqaba, Irbid, and Amman. According to the Jordanian Ministry of Education, there are around 2,787 public schools in 12 cities throughout the country. The education system of the Hashemite Kingdom of Jordan consists of primary,

secondary, and higher education, and since the founding of the state in the early 1900s, it has seen a remarkable transformation. The Jordanian education system consists of two years of preschool education (KG1 and KG2), ten years of primary education, and two years of secondary academic or vocational education, following which students are able to take the General Certificate of Secondary Education Exam (Tawjihi). According to the ministry of education in Jordan, Basic Education is free of charge, the secondary education is in public schools as well. The government schools in Jordan host refugees who arrived from different countries. According to UNHCR's Global Education Report, last year, 136,000 out of a potential 233,000 school-aged Syrian refugee children were enrolled in formal education and around 200 schools continue to operate a two-shift (Night-Day) system.

Since the study investigated the preparation of the educators of English language teachers, it is important to highlight the context of the educators in Jordan. In 2009, QRTA, or the Queen Rania Teachers Academy, was formed to improve the quality of education in Jordan by enhancing the teaching abilities of teachers via extensive training and professional development. QRTA was created to aid teachers in their professional development and to link them with one another. According to the 2013-2014 UNESCO Education for All Global Monitoring Report, QRTA is one of the most significant organizations providing teachers with the training they need to enhance the quality of instruction and, therefore, student learning outcomes.

3.4 Sampling Techniques

Purposive sampling is the selection of the participants based on the characteristics of the population and the objectives of this study (Morgan et al., 1998). In line with the aims of this study, non-probabilistic purposive sampling method (Morgan, 1988; Morgan et al., 1998) was employed for the semi-structured interviews and

questionnaire. In other words, refugee students from different countries and cultures and English teachers of refugees were purposefully chosen to participate in this study.

According to Wojtiuk and Martin (2001), simple random sampling technique suggests that all the members in the population have equal chance of being selected in the sample to be a participant. A simple random sampling procedure was applied to select the educators who participated in this study. The random sampling technique was applied to ensure a fair and equal representation of the variables for this research study. The selection was by simple random sampling and this was achieved by scanning the records of their names and selecting random names.

3.5 The Participants

English teachers, teachers educators, and refugee learners of English were selected as participants of the study. English teachers were chosen from different government schools in Jordan, they were selected according to their experience of teaching English language to refugee students, namely, if teachers don't have previous or present experience teaching English to refugees, they would be exempted from participation in the study. They were taken from different ages, some of them obtained language teaching diplomas and "received English language teaching training either pre-service or during service" and some of them didn't obtain English language teaching diplomas so they didn't receive training. The total number of English language teachers who participated in the questionnaire was 126. 14 responses have been excluded, the excluded participants didn't fully complete the questionnaire, hence, the total number of responses stood at 112.

Also eight refugee students (learners of English language) from different Jordanian government schools, those refugees are from different nationalities, and of different ages, four of them are females and 4 are males. The first refugee is from Somalia, the

second and third ones are from Afghanistan, the fourth and fifth ones are from Syria, the sixth one is from Iraq, and the last two are from Yemen. Their ages were between 13 to 18 years old, the researcher took into account that all of the refugees moved to Jordan before maximum 6 years, the information of refugees participants is clarified in table 1.

Table 1: Refugee language learners' information

Refugee St. No.	Gender	Nationality	Years of refuge	Age
Refugee 1	Female	Somali	4	18
Refugee 2	Female	Afghanistan	2	14
Refugee3	Female	Afghanistan	2	10
Refugee 4	Female	Syrian	4	14
Refugee 5	Male	Syrian	4	16
Refugee 6	Male	Iraqi	6	16
Refugee 7	Male	Yemeni	4	16
Refugee 8	Male	Yemeni	4	13

The participants of this part are 8 English language teachers who thought refugees previously, or they currently teach refugees. All of teachers' participants are Jordanian, obtained Bachelor's degree in English Language and Literature from Jordanian universities, 4 of them are males and 4 are females, 4 of them obtained after BA degree in English teaching training diploma, and 4 of them didn't have English teaching training diploma. Selecting half of them with diplomas and half without, or half males and half females was not purposively. Teachers participants have teaching experience between 3 to 15. Table 2 shows in detail the information of teachers participants in this study.

Table 2: Teacher's participants' information

Teacher No.	Gender	Years of Experience	English teaching training Diploma
T1	Female	15	No
T2	Male	3	Yes
T3	Male	3	Yes
T4	Female	15	No
T5	Female	6	Yes
T6	Male	11	No
T7	Female	6	Yes
T8	Male	11	No

In addition, 4 educators of English language teachers working in one of the teachers' training academies in Jordan. They are from Jordan, males and females, with different years of experience, and with different academic qualifications. The first educator is male with two years of experience, he is a Ph.D holder in special education, the second educator is male, he is a ph.D holder in English language teaching, the third educator is male, he is a master holder in Curriculum Design, the fourth and last educator is female, she is a master holder in Applied Linguistics. The following table shows the information of the participants:

Table 3: Educators' Information

Educator No.	Gender	Years of Experience	Academic qualification
Ed1	Male	2	Ph.D in Special Education
Ed2	Male	3	Ph.D in ELT
Ed3	Male	3	Master in Curriculum Design
Ed4	Female	1	Master in Applied Linguistics

3.6 Instruments of Data Collection

In this study, the researcher employed the mixed-method approach; accordingly, different instruments were used to collect the data. The data were collected qualitatively by conducting interview sessions and informal chats, and quantitatively by a questionnaire. The elements both questionnaire and interviews covered are related to the challenges and problems teaching English to refugee students, the role of educators and if there are possible strategies that might be adopted for enhancing teaching English to refugees.

3.6.1 Questionnaire

Questionnaire is a group of written statements presented to the participants who are requested to complete it without any external interference (Danim, 2000). A questionnaire from Kurbegovic, (2016) Doctor of Philosophy degree dissertation conducted at the University of Washington. this questionnaire was adapted as some elements of the questionnaire were changed to meet the aims of the present study, and some of the elements were deleted. Category 5 consists of 6 elements and category 6 consists of 6 elements that were added to the questionnaire. Some minor edits were performed as the elements 6 and 7 in category 1, and some phrases such as “ If I try hard “ and “ By putting efforts” were added to emphasize challenging elements.

The questionnaire (see appendix A) consists of different categories including thirty-one close-ended items to assess 6 different categories: the first one consists of seven items that assess the self-efficacy of English teachers while teaching refugees, and the second one consists of seven items to assess attitudes associated with the practices teachers of English implement while teaching refugees; the third one: six items to assess the cultural competency and awareness of English teachers while teaching refugees; the fourth one consists of five items that assess the pre or in service

preparation of English teachers; the fifth category consists of six items that assess refugees' needs, and the last one consists of six items that assess refugees linguistic challenges. All of the categories utilized a 4-point Likert scale (Greatly agree, Moderately agree, Slightly agree, Not at all). A 4-point scale is demonstrated to collect data with adequate variation amongst participants, this scale reduces neutral replies (Alwin, 1997; Dillman et al., 2009).

The first category is Self-efficacy and it highlights issues related to teachers of English self-efficacy related to teaching English to refugee students, as convincing the ability to successfully teach English to refugee students, maintain a positive relationship with refugee parents even when tensions arise, the capability of helping to address refugee students' needs, the ability to be responsive to refugee students' needs even during a bad day, the ability to positively impact the development of refugee students on academic and personal levels, and motivating my refugees to participate in innovative projects.

The second category is about the practices teachers of English implement with refugee students, as the willingness to employ different practices to support refugees, the openness to try novel practices to support refugee students even if it needs using a treatment manual, willingness to read studies to implement practices that help and support refugee students, willingness to employ practices and interventions the researchers suggest, willingness to employ new practices or interventions for refugee students different from what accustomed to.

The third category is Cultural Competency, teachers of English were asked about the awareness of the different cultural backgrounds of refugee students in their classrooms, if the methods used in teaching English language required adaptation due to the presence of refugees, the responsibility to be aware of refugee students' cultural

backgrounds, and the awareness of refugee students' language differences in the classroom.

The fourth category is English language teachers' preparation, they were asked if the preparation they received from university is sufficient to meet the challenges in teaching refugees, receive adequate in-service training about refugee students, gain experience working with refugee students, whether they have received training about culturally appropriate methods for students of various ethnic origins and if the schools they work for devotes efforts to discuss employing effective initiatives to enhance refugees academically and personally.

The fifth category is students psychological needs, teachers of English were asked if their refugee students experience different social and emotional needs in comparison with peers, if they seem to experience more social problems compared with peers, or seem more anxious and stressed compared with peers, if they practice acting out behaviors, seem to be affected by tragic experiences they encountered.

The sixth and last category is the linguistic challenges of the students, teachers were asked if English is the empowering language for refugees, hence it takes English teachers more effort, to put more effort into refugee students in terms of language scaffolding, they were asked about the difficulties they face teaching them basics of English language because some students came with different foreign languages, the difficulty they face teaching them basics of English language because some refugee students come with low English literacy skills, if they agree that teaching languages (English) are constructive, so they do not recommend refugee students inclusion, and if in their point of view, separation of refugees from national students is better than refugee students inclusion as their levels and needs are different.

The tools the participants need to complete this questionnaire are either computer or a mobile phone and internet access. Teachers who participated in the present study in all the districts already had access to laptops or computers and internet access and were required to have email or Whatsapp accounts. A web link was developed to connect teachers to the questionnaire.

3.6.2 Questionnaire Validation

A prior step before applying the instruments of research is the validation of the instrument. Research instrument validation finds out the degree to which the used data tool assists the purpose it developed to (Robson, 2011). Mainly, the degree to which the results are true. The reliability measures the consistency, precision, repeatability, and trustworthiness of a research, it also indicates the extent to which it is without bias(Chakrabartty, 2013). Reliability and validity are required to be present in the methodology of the research.

3.6.2.1 Questionnaire Piloting

Piloting is testing and refining the data collection instruments (the questionnaire)in the field. It is a vital step to ensure that data collection process is accurate and appropriate. Isaac and Michael (1995) noted that samples of 10 to 30 people have several practical benefits, such as brevity, uncomplicated analysis, and the possibility to test hypotheses. Also, Hill (1998) suggested 10 to 30 subjects are suitable for pilots in survey study. van Belle (2002) recommended that at least 12 observations be used when building a significance level. Julious (2005) emphasized that a threshold of 13 cases should be considered for pilot research. Treece (1982) suggested that a sample size of ten persons for a pilot research involving an instrument with a total sample size of one hundred would be a fair quantity. Eleven people were requested to complete the questionnaire to ensure that it measures the intended outcomes. A pilot research is

conducted that mirrors the methods of the main study and confirms the study's viability. Alongside the questionnaire, participants were asked at the end of the questionnaire to answer: If they face any technical problems with the link of the questionnaire and filling the questions, if the questions were clear or not, if the questionnaire took a lot of time to be filled, if they felt comfortable with the design of the questionnaire and if not what are their recommendations. With the adapted version, the participants didn't face any technical challenges or problems with the questionnaire questions.

3.6.2.2 Questionnaire SPSS Reliability and Validity

Kurbegovic, (2016) tested the validity of the questionnaire; it was found that Cronbach's alpha reached more than 0.75 for all levels "metrical scales". For the present study, the findings of SPSS25 validation testing showed that the loadings of all the items related to students' needs, teachers' self-efficacy, practices teachers implement, teachers' cultural competencies, teachers' preparation, and students' linguistic challenges were more than 0.5 value, moreover, statistically, the p values determined to be significant at confidence level less 1%. (Kock & Lynn, 2015; Adetola et al., 2021) found that this indicates that the employed instrument of measurement shows a good "convergent validity".

Furthermore, the "Cronbach alpha" and "composite reliability" coefficients for students' needs (0.909 and 0.9304), students' linguistic challenges (0.799 and 0.859), teachers' preparation (0.847 and 0.894), teachers' self-efficacy (0.919 and 0.936), implementing practices (0.933 and 0.946) and teachers' cultural competency (0.774 and 0.843) respectively were greater than the conservative value of 0.7 and this indicates the tool of measurement shows a good reliability (Kock, 2014; 2015). The "average variance extracted" of students' needs (0.690), students' linguistic challenges

(0.514), teachers' preparation (0.636), teachers' self-efficacy (0.675), implementing practices (0.715), and teachers' cultural competency (0.50) were higher than value of threshold of 0.5 and this indicates an acceptable internal consistency (Kock, 2015; Adetola et al. 2021).

Moreover, ensuring content validation, experts in the field might be consulted to provide judgment on the suitability of the items selected to measure the related constructs (Sekaran and Bougie, 2010). Hence, a draft of the questionnaire of this study was sent to a professor of ELT, a professor of educational science and a statistic expert for feedback on the layout, suitability, content, and adequacy of the items that were designed to measure the constructs being investigated in this research study. This draft was sent to them by e-mail. The experts evaluated the statements based mainly on clarity, appropriate language use, the measurement of the related constructs. Some terms expressing challenging for example (when I try really hard) were recommended to be added to some statements.

3.6.3 Semi-Structured Interview

Qualitative research methods approaches provide methods to allow researchers to investigate issues deeper by capturing the complexity of the sample as they are complex individuals and to obtain a deep and comprehension understanding of individuals' needs and expectations (Given, 2006; Habich, 2008). In the literature, numerous important advantages of qualitative research are described, such as obtaining a broad, deep, and fair comprehension of individuals' demands with precise information (Begay, Lee, Martin, & Ray, 2004), identifying the contexts that lead to more findings (Knapp, 2004), supplementing quantitative results with participants' perception (Friesen, 2008; Guidry, 2002), as well as establishing deeper ties with participants (Gorman & Clayton, 2005). The Semi-structured Interview is a data-

gathering instrument intended to generate subjective responses from participants on a particular phenomenon they have encountered or have passed through. Moreover, it provides interview protocol in detail, and it is employed if information regarding a specific phenomenon is needed (Merton & Kendall, 1946; Morse & Field, 1995; Richards & Morse, 2007). The researcher designed an interview following steps according to the Handbook of Practical Program Evaluation, Conducting Semi-Structured Interviews chapter, J. Wholey, H.Hatry, K. Newcomer, (2015) as one of the data collection instruments for this research study. It employs a blend of closed- and open-ended questions, often accompanied by follow-up why or how questions. The school teachers of English language, refugees students and educators were interviewed, each interview has different questions based on the data the researcher aims to target from teachers, and educators, the interview sessions took place through personal interviews. A structured interview is regarded more formal and is restricted to a predetermined list of questions, whereas a semi-structured interview is more adaptable in terms of adjusting the questions and allowing for a deeper investigation from the researcher. It is neither too rigorous nor too flexible, allowing new concerns to be raised if necessary throughout the interview session depending on the participants' responses.

3.6.3.1 Qualitative Part Validity and Trustworthiness

The researcher conducted a semi-structured interview pilot test with 1 educator, 2 teachers, 2 refugees to ensure that the tool is efficient and meets the aims of the study. An external audit presented all the sessions to ensure the accuracy and completeness of the collected data. External audits examined both the process and product of the study (Creswell,1998).

3.6.4 Informal Chats

Researchers such as Bernard (2011), and Merriam (1998) reviewed different articles, they showed that informal chat or conversation has been considered as an efficient instrument for collecting data, the concept "informal conversations" has different synonyms for example, "informal interviewing" or "unstructured interviewing" or "ethnographic interviewing" Bernard (2011). another synonym used by Burgess(1988) was "conversations with a purpose". Still, Swain and Spire (2020), informal conversation is a relative instrument unused for generating data in social and educational qualitative research. The researcher used informal chats after the interview (the semi-structured interview) to consider more issues that the participants mention and might support the study.

3.7 Data Collection and Data Analysis Procedures

This dissertation implemented mixed method research approach to find out the challenges of English language teachers of refugees and their perceptions about serving refugee learners of English, refugee challenges learning English, and the challenges of English language teachers' education programs and the relationship between these challenges.

3.7.1 Quantitative Data

For the quantitative data, the adapted questionnaire was designed using Google forms in link form (web-based questionnaire) and has been sent to the teachers' participants during the period August 2021 to November 2021, the process of gathering the required data was conducted online due to the pandemic Covid-19 the world passes through and that prevents any activity to be performed normally. Directors of schools were asked to decide the suitable process for applying the questionnaire and gathering the consent forms from them, they recommended online

contact for the questionnaire due to the strict rules Ministry of Education applied. Hence, teachers mobile phone numbers and emails if needed were taken and they received the link to the online form of the questionnaire.

As a protection for the participants of this study, the data was confidential, and no personal data was recorded (i.e., names, school names or placement, etc.). After approvals, confirmation, and consent forms, teachers were asked to confirm that they agree to participate in the study before heading to questionnaire categories, indicating that they have or had refugee students, teachers participants in the study were given flexible time to complete the questionnaire that reached one week, noting that participation was completely voluntary, teachers were asked to fill all the elements of the questionnaire in the light of English language teaching and for being refugees teachers.

The collected data from the questionnaire were uploaded to excel sheets and organized, then the data were transferred to SPSS 25 version software, Path coefficients and P values, Cross tabulations, Correlations, Effect size (f^2), the Hypotheses of the questionnaire were tested, and the demographic characteristics of the respondents were analyzed. Since all the categories the questionnaire mentioned are related to each other, the researcher established a relationship between them using Partial Least Square-Structural Equation Modelling (PLS-SEM), and a model was created and represented in a comprehensible Model.

3.7.2 Qualitative Data

The researcher started collecting the qualitative data and conducting the interviews with refugees, teachers, and educators in the period November 2021 to February 2022. For the teachers, 4 of the interviews were conducted through mobile phone calls due to the hard effort that would be done because of the distance between the participants

and the interviewer. 4 of them were conducted face to face either in cafes in the capital of Jordan Amman, or Jordanian teachers club. As for the refugees, 2 of the interviews were conducted using a video call application through one of the teachers phones, the remaining ones were conducted face to face in the presence of one or family members, many information related to the place of the interviews, their schools' names were not mentioned according to the willingness of their parents. All of the interviews of the educators were conducted online using video call application. Moving to the educators, only one of them was interviewed face to face, the remaining 3 were interviewed online using video call applications.

All the procedures of safety were taken into account, the participants received masks, and physical distancing was performed to avoid direct contact due to the regulation of the COVID-19 pandemic. Noting that the participation of all the participants was voluntary.

As a first phase, extracts from the semi-structured interviews and informal chats from the interview sessions of teachers, refugees, and educators were recorded. As a prior phase, as the medium of communication of the majority of the interviews was in Arabic, they were translated and then transcribed. Thematic coding (content analysis) tool Braun & Clarke (2006) was employed to analyze the qualitatively collected data, this tool is a form of qualitative analysis tool which involves identifying the collected data that are linked by a common theme or idea allowing you to index the text into categories and therefore establish a “framework of thematic ideas about it” (Gibbs 2007). Hence, the data were transcribed, analyzed, coded, reviewed, and written in different themes (Braun & Clarke, 2006) (see figure 4).



Figure 4: Thematic analysis procedure

To avoid redundancy, data reduction was applied in qualitative data since the researchers collected enormous data, therefore, unnecessary data were eliminated. Reducing data is summarizing, selecting with a focus on the important data, looking for related themes and patterns (Miles, Huberman & Saldaña,2018).

3.8 Ethical Considerations

Some ethical considerations were taken into account while collecting the data, firstly participants were asked to read and fill consent forms, they were informed to be free for any inquiry or question, the following steps were taken into account to guarantee the ethical aspect of the research.

3.8.1 Voluntariness and Consent

The participants of this study were informed about the aim of the study and they received informed consent (See consent forms Appendix E), some participants who participated online, received online consent forms. Questionnaire was administered to the respondents online, still, they were asked in (*required question) if they confirm to participate in the study if they press no the questionnaire would not proceed to the next question. All of the participants were reminded that they can withdraw from the research at any time if they no longer want to participate voluntarily. Each participant read and signed an informed consent form before submitting it to the researcher.

3.8.2 Privacy and Confidentiality

The participants' information will be kept strictly confidential. In pursuing this research, the study takes into account all social science and academic research ethics concerns. In this sense, the researcher considers the participants' human dignity, needs,

values, and desires. Common ethical considerations such as professionalism, privacy, secrecy, and legitimacy have been considered (Blaxter et al., 1996). In order to elicit dependable replies, participants were reminded that their identities would not be publicized, and their views may be quoted by referring to them as "respondents" or "participants." Thus, prevalent ethical concerns were taken into account and addressed as part of the overall project.

Chapter 4

RESULTS AND DISCUSSION

This chapter presents the results of the collected data, it presents the demographic data the descriptive data found by the questionnaire, then it presents the means and percentages of the categories of the questionnaire, crosstabulations, the assessment of model measurements, Correlations, Effect size (f^2), and hypothesis testing were discussed to suggest the model that present the relationship between the categories of the questionnaire. Moreover, the results of the interviews in the light of questionnaire categories were discussed.

4.1 Results

This part shows the results of the data that were collected employing the two different tools, the results were listed and clarified in tables then it was followed by the discussion of the results.

4.1.1 Demographic Data

English teachers who participated in the questionnaire were asked about their gender, years of experience as a teacher of English language and about receiving language teaching training, the frequency and percentage were presented in 3 tables respectively.

Table 4 shows that 48 teachers were males, 62 were females, and 2 preferred not to reveal their gender identity.

Table 4: Gender frequency and percentage

		Gender		
		Frequency	Percent	Valid Percent
Valid	MALE	48	42.5	42.5
	FEMALE	62	54.9	54.9
	Prefer not to say	2	2.7	2.7
	Total	112	100.0	100.0

Table 5 shows that teachers with 5 years experience or less were 42, 6-10 years were 28 teachers, 11-15 years were 20, and the participants with more than 15 years were 22 teachers.

Table 5: Years of experience

		I work as a teacher of English for:		
		Frequency	Percent	Valid Percent
Valid	5 Years or less	42	37.2	37.2
	6-10 years	28	24.8	24.8
	11-15 years	20	17.7	17.7
	More than 15	22	20.4	20.4
	Total	112	100.0	100.0

Table 6 presents the frequency and percentage of teachers with teaching education diplomas and teachers without, the results demonstrated that the majority 97 teachers have teaching education diploma and the remaining 15 teachers don't have it.

Table 6: Teacher diploma frequency and percentage

		I have Teacher Education Diploma		
		Frequency	Percent	Valid Percent
Valid	YES	97	86.6	86.6
	NO	15	13.3	13.4
	Total	112	100.0	100.0

4.1.2 Questionnaire Results

The description shows the descriptive statistics as Max, Min, Mean and Std. Deviation of the variables (Self-efficacy, Implementing practices, Cultural Competency, Preparation, Students needs, Linguistic challenges) of the respondents' answers are illustrated in the following tables.

4.1.2.1 Self Efficacy of English Teachers

In this category of the questionnaire, the participants were asked about the following points: whether they are convinced that they can successfully teach English to refugee students, they can maintain a positive relationship with refugee parents even when tensions arise, when they try really hard, they are able to reach refugee students, they will address the needs of refugee students, help and support them by time, they can respond to the needs of refugee students' even during hard times, they can influence refugees positively in academic and personal levels, and concerning the ability to motivate refugee students to participate in innovative projects.

Most of the teachers greatly agreed and moderately agreed with the items that investigate their efficacy in teaching refugees, and only a very limited percentage of them voted for Not at all option. For example, 22% on average showed their positive view of their efficacy, and 42% on average showed to moderately agreed. However, a considerable percentage 33% on average slightly agreed on being efficient teaching refugees students (see appendix D). Overall, high proportion of them rated most of this category items "To a Moderate degree,". The finding of the mean 2.8 indicates that more than 50% of teachers endorsed confidence on having being able to teach refugees while the other remaining reported lower self-efficacy.

Table 7. Self-efficacy descriptive data

	Minimum	Maximum	Mean	Std.Deviation
Self-efficacy	1.00	4.00	2.8039	.64030

4.1.2.1.1 Self-Efficacy and Preparation Cross Tabulation

The cross-tabulation between Self-efficacy and Preparation employing SPSS 25, the results are shown in Bar Graph (see appendix c) demonstrated clearly that the highest number of teachers who have Teacher Education or training diploma feel more efficient than the second group who do not have it.

4.1.2.2.1 Practices of English Teachers

Teachers participants were asked to answer the extent they agree with the willingness to help refugees by employing different practices by specific manuals, willingness to use research to know practices that help refugee students.

Most of the teachers greatly agreed and moderately agreed with having the willingness to employ practices that might help refugees learn English language, the results illustrated their openness to help their students, refugees, only a very limited percentage 3% voted for the Not at all option. 18% on average showed a positive view towards implementing new practices that may help refugees, and 49% on average moderately agreed. However, a considerable percentage 26% on average slightly agreed. Across all items, around half of the respondents selected “To a Moderate Degree” the rest selected “To a slight Degree,” and even less concerning their willingness of the practices that help refugees as “A Great Degree” and “Not at All”. Overall, roughly around the half of the teachers by mean: of 2.9 rated most of the items of this category “To a Moderate Extent”.

Table 8: Implementing practices descriptive data

	Minimum	Maximum	Mean	Std.Deviation
Implementing Practices	1.86	4.00	2.8834	.62275

4.1.2.2.1 Implementing Practices and Preparation Cross Tabulation

The results came from the cross tabulation (see appendix c) illustrated that teachers with teacher training diplomas showed that they are more open to implementing new practices to meet refugee students different needs even if this requires them to use research studies and manuals.

4.1.2.3 Cultural Competency of English Teachers

For the cultural competency category, teachers were asked to answer whether they are aware of the diversity of cultural backgrounds of refugee students they are working with, and their openness to accept refugee students whose cultural background is different if they can adapt teaching methods to meet the needs of refugee children, the responsibility to be aware of refugee students' cultural backgrounds and language differences in my classroom. It can be observed from the bar graph that teachers with fewer years of experience working as teachers of English have more awareness regarding refugee students different backgrounds and different languages.

According to the table shown in appendix D, most of the teachers agreed greatly and moderately with the items that investigate teachers' cultural awareness and competency, and only a very limited percentage 3% was found to have low cultural awareness. 49% on average showed their high awareness of the cultural differences in the classroom due to the presence of refugees, a high percentage on average moderately agreed. However, a considerable percentage 22% on average slightly agreed. High percentage of teachers selected "To a Great Degree," the rest "To a

Moderate Degree”, 25% viewed their cultural competency as to “A Slight Degree” “Not at All”. As shown in table 9, the majority of teachers by mean: 3.1, illustrating a good perception about their cultural competency.

Table 9: Cultural competency descriptive data

	Minimum	Maximum	Mean	Std.Deviation
Cultural Competency	2.17	4.00	3.1974	.53818

4.1.2.3.1 Cultural Competency and Preparation Cross Tabulation

Teachers with teacher training diplomas were more aware of cultural diversity and language differences in classrooms with refugee students, this was illustrated after testing the cross tabulation between their cultural competency and their preparedness using SPSS 25 tool.

4.1.2.4 English Teachers’ Preparedness

This category aimed to measure the preparedness of teachers in the field of teaching refugee students English language, the items focused on first: the adequacy of university preparation programs about refugees. Second: receiving in-service training on how to support refugees. Third: the experience working with refugee students. Fourth: receiving culturally responsive training to teach students from different cultural backgrounds. Fifth: school effort to support English teachers to help refugees.

It can be realized from the table (see appendix D) that most of the teachers agreed greatly and moderately that they haven't received sufficient training regarding the issues related to teaching English to refugees, namely, the majority of them voted for Not at all option. Only 5% on average showed a positive view towards receiving adequate training related to refugee students. The participants rated the items focused

on preparation as “Not at all”, This suggested (see table 10) that around the half (mean : 1.9) of the teachers reported negative perception of being adequately prepared to teach refugees English language.

Table 10: Preparation of descriptive data

	Minimum	Maximum	Mean	Std.Deviation
Preparation	1.00	4.00	1.9805	.66599

4.1.2.4.1 Teacher Preparation and Teacher Preparedness Cross Tabulation

The bar graph of cross tabulation results showed that the majority of teachers with teacher training diplomas agreed slightly of being prepared to deal with refugees despite holding this training, it shows that the program is not effective enough to prepare teachers to teach refugee students and deal with their different needs. As we can see, the majority of those who have, still do not greatly agree on the items that represent the preparedness of teachers.

4.1.2.5 Refugees’ Psychological Needs

Teachers were asked in this category to what extent they agree with the following: first, refugee students have special demands in comparison with peers. Second, refugee students experience social troubles comparing with peers. Third, refugee students appear to be anxious more than peers. Fourth, refugee students practice acting out behaviors comparing with peers. Fifth, refugee students appear to be depressed compared with peers. Sixth, tragic incidents influenced refugee students negatively.

According to the table shown in appendix D, a high percentage of the teachers agreed greatly 67% and moderately 22% with the items stated that refugees face psychological and social challenges, and only a very limited percentage 1% voted for the Not at all option. Also, a low percentage 6% on average slightly agreed (See

appendix D). Teachers recognized refugee students with unique needs that are different from peers, the majority of teachers selected “To a Great Degree,” the rest selected “To a Moderate Degree” and even a limited percentage selected “A Slight Degree” and “Not at All”. Mainly, more than the half of the teachers viewed refugee students’ needs items “To a Great Degree”. The mean 3.5900 (see table 11) indicates that the majority of teachers reported high awareness of the different needs of refugee students they teach.

Table 11: Students’ needs practices descriptive data

	Minimum	Maximum	Mean	Std.Deviation
Students	2.00	4.00	3.5900	.53221
Needs				

4.1.2.5.1 Refugees’ Psychological Needs and Preparation Cross Tabulation

According to the results from the cross tabulation that was conducted between Students psychological needs and teachers’ preparation, the majority of each category, namely, teachers with training diplomas or those without, both agreed on having challenges with refugee students’ different needs.

4.1.2.6 Linguistic Challenges

Teachers of English who participated in the questionnaire were asked to address the following issues concerning language and refugee students, whether English is the empowering language for refugees, hence it takes English teachers more effort. The efforts they put into refugee students in terms of language scaffolding. refugee students with different foreign languages, whether they agree on the difficulty they face teaching them basics of English language. Refugee students have low English literacy skills and difficulty teaching them the basics of English language and to what extent

do they agree that teaching languages (English) is constructive hence refugee students' inclusion is not a recommended option accordingly the separation of refugees from national students is better than refugee students inclusion as their levels and needs are different.

The highest percentage 66% was scored to greatly agree then moderately agree 24% with the items that stated high linguistic challenges of refugees as the same percentage agreed on separating refugees from other students, and only a very limited percentage 1% and 7% voted for Not at all option and slightly agree respectively (See appendix D). By mean: 3.4 (see table 12) more than the half of the teachers reported linguistic challenges faced by their refugees students and they confirmed having challenges with it.

Table 12: Linguistic challenges descriptive data

	Minimum	Maximum	Mean	Std.Deviation
Linguistic Challenges	1.17	4.00	3.4364	.55621

4.1.2.6.1 Linguistic Challenges of the Students and Teachers' Preparation

As shown in(appendix c), the majority of both categories (teachers who obtained training diplomas and teachers who didn't) both greatly agreed on having linguistic challenges with refugee students.

4.2 Challenges Relationship Model

To establish a relationship between the categories of the questionnaire, and to represent this relationship in a comprehensible Model, IBM's SPSS statistical tool has been employed to analyze the demographic characteristics of the respondents. "Partial

Least Square-Structural Equation Modelling (PLS-SEM)” was utilized in addition to WarpPLS (7.0). The “WarpPLS 7.0 (Kock, 2020) was employed to conduct the analysis to create the structure of the model, with respect to Adetola et al. (2021), who considered WarpPLS as “a partial least square regression process that is effective to analyze not only linear relationship but also nonlinear simultaneously”. This equation modeling (PLS-SEM) is considered an efficient tool to find out the relationship between constructs and the predictions of the results. (Kock, 2020; Moguluwa et al. 2021). It is also efficient to address relatively small samples due to its non-dependence on data normality.

4.2.1 Assessment of Model Measurements

Model measures assessment is valid (see table 13) (Kock & Lynn, 2015; Adetola et al., 2021). Furthermore, the associated “full collinearity variance inflation” (FVIF) with students’ needs (1.581), students’ linguistic challenges (1.404), teachers’ preparation (1.252), teachers’ self-efficacy (1.720), implementing practices (1.503), and teachers’ cultural competency (1.397) are all less than recommended threshold (3.3). According to Kock and Lynn (2012), the coefficient of FVIF is “ model-wide measure of multi-collinearity, calculated in a way that incorporates the variations in the other variables in the model, and that allows us to test whether respondents viewed our constructs as conceptually different from all of the other constructs”.

Table 13: Measurement’s properties assessment

Constructs	Loadings	Cronbach alpha	Composite reliability	Average variance extracted	FVIF
Students Needs		.909	.930	.690	1.581
SN1	.846				
SN2	.816				
SN3	.876				
SN4	.733				

SN5	.868				
SN6	.838				
Students' Linguistic Challenges		.799	.859	.514	1.404
LC1	.853				
LC2	.818				
LC3	.564				
LC4	.826				
LC5	.682				
LC6	.472				
Teachers' Preparation		.847	.894	.636	1.252
P1	.838				
P2	.889				
P3	.506				
P4	.861				
P5	.830				
Teachers' Self-Efficacy		.919	.936	.675	1.720
SE1	.879				
SE2	.826				
SE3	.774				
SE4	.854				
SE5	.827				
SE6	.810				
SE7	.777				
Implementing Practices		.933	.946	.715	1.503
IP1	.844				
IP2	.876				
IP3	.848				
IP4	.895				
IP5	.855				
IP6	.818				
IP7	.777				
Teachers' Cultural Competence		.774	.843	.50	1.397
CC1	.738				
CC2	.788				
CC3	.753				
CC4	.788				
CC5*	.359				
CC6	.652				

Note: * denote excluded from final analysis

As the assessment of the measurement instrument reliability was examined, the discriminant validity of the constructs was measured as well. The findings as presented in Table 9 show a conformity with the proposition in the literature that the “square root of average variance extracted shown in diagonal of each construct must be greater than the correlations between that construct and other constructs” (Fornel & Larcker, 1981). The result indicates that the students’ needs, students’ linguistic challenges, teachers’ preparation, teachers’ self-efficacy, implementing practices and teachers’ cultural competency display good discriminant reliability in the model context.

Table 14: Correlations among 1.vs with sq. rts. of AVEs

	SN	LC	P	SE	IP	CC
SN	.831					
LC	.461	.717				
P	-.229	-.214	.797			
SE	-.140	-.323	.391	.822		
IP	.001	-.211	.309	.542	.845	
CC	.381	.078	.065	.296	.296	.696

Note: SN = students’ need, LC = students’ linguistic challenges, P = teachers’ preparation, SE = teachers self-efficacy, IP = implementing practices, CC = teachers’ cultural competency. Square roots of average variances extracted (AVEs) shown on diagonal.

Common Bias Method (CMB)

In respect to the “common method bias” (CMB), it was demonstrated in Kock (2015) study, “full collinearity VIF” coefficients are susceptible to “pathological common variations” across the constructs in methodological contexts that is the same with the one found in this study. Accordingly, it implies that the sensitivity enables CMB to be identified in a model which nevertheless passes the assessment of convergent and discriminant validity criteria based on a “confirmatory factor analysis” (CFA), as we have in this study. 5 value is acceptable and <3.3 to be the best for full collinearity VIF coefficients (Adetola et al. 2021; Kock, 2015; Kock & Lynn, 2012; Moguluwa et al.

2021). Hence, with the full VIF, none of the VIF coefficients is recorded to be higher than the acceptable threshold (≤ 5). Furthermore, the “Stone-Geisser” (Q^2) coefficients (Geisser, 1974, Stone, 1974) are utilized for predictive validity assessment (Kock, 2015). This coefficient is only available for endogenous latent variables; that is those latent variables that have arrows pointing at them. Kock (2015) suggested that a Q^2 coefficient that is > 0 indicates the acceptable predictive validity of the measurement model, and the results presented in Table 15, it shows that the model meets this criterion.

Table 15: Q-squared coefficients

SN	LC	SE	IP	CC
0.288	0.229	0.160	0.123	0.049

Note: SN = students’ need, LC = students’ linguistic challenges, SE = teachers’ self-efficacy, IP = implementing practices, CC = teachers’ cultural competency.

4.2.2 Hypotheses Testing

For the quality of the structural model, the fit indices of the model were tested then reported in Table 16. All them recorded to either statistically significant or inconsistent with the respective thresholds, indicating that the quality of the model is adequate (Hair, Black, & Babin, 2010; Kock, 2020).

Table 16: Model fit and quality indices

Indices	Coefficien t	Decision
Average path coefficient (APC)	0.286	$P < 0.001$
Average R-squared (ARS)	0.163	$P = 0.018$
Average block VIF (AVIF)	1.154	Acceptable if ≤ 5 , ideally ≤ 3.3
Average full collinearity VIF (AFVIF)	1.476	Acceptable if ≤ 5 , ideally ≤ 3.3
Tenenhaus GOF (GOF)	0.318	Small ≥ 0.1 , medium ≥ 0.25 , large ≥ 0.36

R-squared contribution ratio (RSCR)	1.000	Acceptable if ≥ 0.9 , ideally = 1
Standardized root mean squared residual (SRMR)	0.070	Acceptable if ≤ 0.1

Confirming the fitness of the model, the significance of the linear and non-linear relationships among the constructs was tested, and the R squared (R^2) value as presented in Table 17 and Figure 2 in reference to Hair et al. (2019) indicates a moderate degree of variance explained in teachers' self-efficacy ($R^2=0.16$), implementation practices ($R^2=0.12$), and low degree of variance explained in teachers' cultural competency ($R^2=0.05$) by teachers preparation. In addition, the result shows further that teachers' self-efficacy, implementing practices and teachers' cultural competency contribute about 27% and 22% of explanation variation in students' needs and students' linguistic challenges respectively.

Table 17: R-squared coefficient

SN	LC	SE	IP	CC
0.275	0.219	0.158	0.120	0.045

Note: SN = students' need, LC = students' linguistic challenges, SE = teachers' self-efficacy, IP = implementing practices, CC = teachers' cultural competency.

In accordance with the argument of Henseler, Hubona, and Ray (2016) that the weight of the path coefficient should be examined through the evaluation of effect size (f^2), Table 18 shows that teachers' self-efficacy (0.058) and implementing practices (0.004) have a weak effect on students' needs, while teachers cultural competency (0.213) has a strong effect on students' needs which are following the recommendation of Cohen (1977). Similarly, self-efficacy (0.121), implementing practice (0.037) and teachers' cultural competency (0.061) show a moderate, weak, and weak effect on student linguistic challenges respectively. In addition, the effect size as presented in

Table 18 reveal that teachers' preparation exerts a moderate effect on teachers' self-efficacy and implementing practices, while exerting a weak effect on teachers' cultural competency.

Table 18: Effect size (f^2)

Interaction	f^2
SE → SN	0.058
IP → SN	0.004
CC → SN	0.213
SE → LC	0.121
IP → LC	0.037
CC → LC	0.061
P → SE	0.158
P → IP	0.120
P → CC	0.045

Note: SN = students' need, LC = students' linguistic challenges, P = teachers' preparation, SE = teachers' self-efficacy, IP = implementing practices, CC = teachers' cultural competency

The results of the model testing as presented in Table 19 reveal the coefficients of the interaction of teachers' preparation with teachers' self-efficacy "H1" ($\beta=0.397$, $p<0.001$), implementing practices "H2" ($\beta=0.346$, $p<0.001$) and teachers' cultural competency "H3" ($\beta=0.212$, $p=0.009$) to be positive and significant at 1% significance level respectively. Therefore, hypotheses 1, 2 and 3 were supported and conclude that teachers' preparation has a significant influence on teachers' self-efficacy, implementing practices and teachers' cultural competency. Moreover, the hypothesized direct relationship between teachers' self-efficacy and students' needs "H4a" ($\beta=0.298$, $p<0.001$), and between teachers' self-efficacy and students' linguistic challenges "H4b" ($\beta=0.331$, $p<0.001$) revealed to be positive and significant. This result indicates the significant impact of teachers' self-efficacy on

students' needs and their linguistic challenges, hence H4a and H4b were supported. Meanwhile, the result of the estimating direct influence of implementing practices on students' needs "H5a" ($\beta=0.092, p=0.160$) shows to be positive but not significant, while the coefficient of direct influence of implementing practices on students' linguistic challenges "H5b" ($\beta=0.137, p=0.047$) as presented in Table 14 was found to be positive and significant. Thus, H5a is not supported, while H5b is supported, hence, we conclude that implementing practices directly influences the students' linguistics challenge at less than 5% significance level. As for the direct influence of teachers' cultural competency on both students' needs "H6a" ($\beta=0.481, p<0.001$) and students' linguistic challenges "H6b" ($\beta=0.276, p=0.001$), the results as presented in Table 19 revealed that teachers' cultural competency exerts a positive influence on both students' needs and their linguistic challenges. Therefore, H6a and H6b were supported.

Table 19: Path coefficients and P values

Hypothesis	Interaction	Path coefficient (β)	P value	Decision
H1	P → SE	.397***	<0.001	Supported
H2	P → IP	.346***	<0.001	Supported
H3	P → CC	.212***	0.009	Supported
H4a	SE → SN	-.298***	<0.001	Supported
H4b	SE → LC	-.331***	<0.001	Supported
H5a	IP → SN	.092	0.160	Not Supported
H5b	IP → LC	-.137**	0.047	Supported
H6a	CC → SN	.481***	<0.001	Supported
H6b	CC → LC	.276***	0.001	Supported

Note: SN = students' need, LC = students' linguistic challenges, P = teachers' preparation, SE = teachers' self-efficacy, IP = implementing practices, CC = teacher' cultural competency. * Significant level at 10%, **5%, ***1%

4.2.3 The Proposed Model

The questionnaire data revealed significant correlations between teachers' preparation and self-efficacy, teacher preparation and their practices, teacher preparation and cultural competency. The results illustrated the importance of teacher preparation on teachers' self-efficacy (Carr, 2013), practices (Cook, et.al, 2015) and cultural competency (Landa & Stephens 2017). Also the data revealed significant correlations between self-efficacy and students' psychological needs (Chwastek, et.al 2021) and linguistic challenges (Alefesh & Al-Jamal, 2019), between teachers' practices and students' psychological needs and linguistic challenges as illustrated in Figure 2. Cultural competency with refugees' psychological needs showed to be significant, teachers' cultural competency helps in meeting diverse students' needs (Peeler & Jane, 2005: Lesaux & Geva, 2006). However, the correlation between teachers' practices and students' needs was not significant. As shown in the model, teachers' self-efficacy, practices, and cultural competency mediate the relationship between Teachers' preparation and the linguistic challenges and psychological needs of refugee students. Hence, teacher preparation plays a role in meeting refugee learners' needs and challenges by preparing teachers adequately and effectively in terms of cultural competency, self-efficacy and teachers practices.

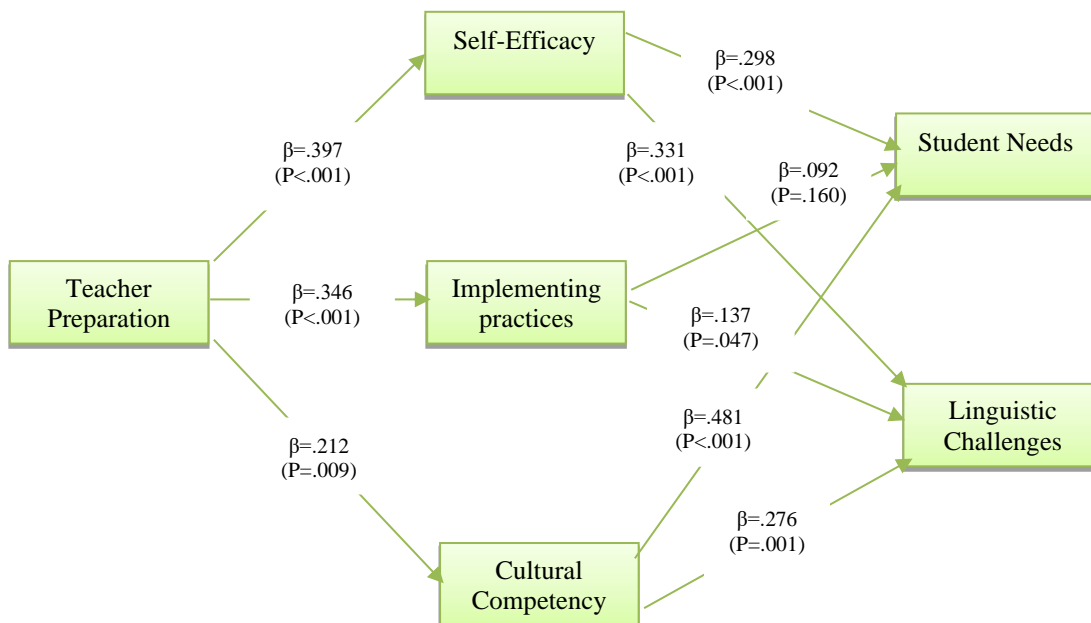


Figure 5: Model testing results

4.3 Discussion

The researcher summarized the responses received from the interview questions, and condensed them as patterns concerning refugee learners of English, their teacher's challenges and teachers' preparation, then, the responses (content analysis) were tabulated in codes and were linked with the results found from the questionnaire, which means that the researcher analyzed quantitative data and interpret them in the light of the qualitative data in order to to obtain a general and comprehensive situation. The researcher eliminated unnecessary data and presented only the aspects teachers of English and refugee students face challenges with (Miles, Huberman & Saldaña,2018).

4.3.1 Teachers of English Self-Efficacy

Several studies investigated the importance of self-efficacy and the way it assists in optimally teaching students Walker et al. (2004), during the interviews sessions teachers of English mentioned issues and challenges related to their efficacy:

(Extract 1)

(Session 2)

Teacher 2:

“I maintain a positive relationship with refugees inside the classroom regardless of the hard circumstances we have in our school, they like me and like English because of me (I think...laughs), you know it is not their problem that their country has war, they didn't choose that, no one likes this, it is just politics, God chooses us to help, and we need to do it.”

Teacher 2:

“Well, the number of desks, the book we use is not suitable for all for them, some people who work there don't cooperate at all with teachers.”

According to Bandura (1997), self-efficacy is defined as “the belief in one's capabilities to organize actions required to produce given attainment” (p. 3). Albert Bandura (1986) claimed that individuals can practice control over their working environments, although their behaviors may be influenced by different factors. TSE has been researched in various areas, in maths and science teaching (Tschannen-Moran et al., 1998). Whilst, it is different in the field of English as a foreign language. Klassen et al. (2011) claimed that research on TSE in the contexts of foreign language teaching is still underrepresented within the literature and accordingly in refugee students concerns. In the context of this research, teachers of English face challenges with self-efficacy that they need to meet refugees' needs and challenges learning English language.

(Extract 2)

(Session 1)

Teacher 1:

“I don't feel that I am always capable to help refugees in my class address their weaknesses and literacy skills in English.”

Teacher 1:

“I mean, in some situations I feel I need to put more effort and time, then I feel I want to help, I put effort but,... you can say it is not effective.”

(Session4)

Teacher 4:

“I want to put them on the right path I always try, but this needs time and effort.”

(Session5)

Teacher 5:

“Frankly, in most of the situations I can’t manage, especially with newly registered refugees, in the end I can, but it requires a lot, when I get out of (sades B), as I get out of a battle”

(Session6)

Teacher6:

“They don’t attend the classes most of the time, I find it hard to explain things again.”

(Session7)

Teacher7:

“You know, I don’t want to be harsh and blame myself because I find results of my efforts, but no changes with some of them, I feel disappointed at some stages.”

Throughout the interview sessions, teacher participants showed to be conflicted about their abilities to handle the complicated demands of refugee students while simultaneously addressing the various needs of the other students in class. Extract 1 displays the challenges teachers have with self-efficacy, they expressed the difficulties and challenges in words as: hard, I don’t feel capable, and my efforts are useless, although a considerable percentage 17% of English teachers who participated in the questionnaire greatly agreed and almost half 47% of them moderately agreed that they feel efficacious in teaching English language to refugee students, they convinced that they are able to successfully teach English to refugee students, and they are confident

about their ability to be responsive to refugee students' needs during hard times and when tensions arise.

However, this doesn't indicate that they don't face any challenges, they greatly confirmed that it is hard to improve refugee students academically and personally, and to motivate refugee students to participate in innovative projects, regardless of the results scored in the questionnaire, teachers experience high levels of stress and conflict around their role as teachers of refugees. Hence, teachers with low self-efficacy are likely to experience more challenges with refugee students. The same results found by Walker et al. (2004) who stated that teachers who have positive experiences with ELLs appear to feel a sense of self-efficacy to make a difference in an ELL student's progress and this is consistent with results found from informal chats, teacher participants (teacher 2) who reported high levels of efficacy discussed positive relationships with their refugee students.

(Session 2)

Teacher 2:

“Yes, before I started working as a teacher in my previous school, I was enrolled in 9 months of training at X academy, we discussed diversity in the classroom only, nothing special for refugees.”

English Language is an area that several teachers feel unprepared to instruct (Hammond, 2006). Nevertheless, well-prepared teachers could make a significant difference in their pupils' academic progress (Hammond, 2000; Fetler, 1999). The readings from the cross tabulations SPSS25 analysis between preparedness and teachers' self-efficacy revealed that those who received teacher training felt more capable of teaching English to refugees. For instance, 43 of the teachers who participated in the current study and who received training moderately or strongly agreed that they were capable of teaching English to refugees. Provided that

preparation is associated with student achievement, teachers also required positive self-efficacy to teach diverse students. Teachers' perception of readiness has been connected to their sense of efficacy.

4.3.2 Teachers of English Cultural Competency

Recently, and after the wars the world has passed through, we realized a great increase in English language minority learners in classes resulting in increased ethnic, cultural, and linguistic diversity in schools (August & Shanahan, 2006). Various researches have shown that efficient culturally responsive training, elevated intercultural instruction, individual performance monitoring, and one-on-one learner assistance are essential for teaching heterogeneous courses in which refugees are present (Irvine, 2003; Lesaux & Geva, 2006; McIntyre, 2010). Being culturally illiterate can create serious threats to the health and well-being of refugee students' academic situation. Hence, as this study aimed to find out the challenges related to cultural competency, English teachers who participated in this study were asked about their cultural challenges with refugee students, the following are some extracts taken from the interview sessions, some extracts are shown below:

(Extract 2)

(Session 8)

Teacher 8:

“In the speaking exercise, all students in the class were asked to talk about their families as an introduction to talk about themselves, one Yemeni refugee got angry as I asked him to mention his family members' names, it is not ethical to ask about sisters and mother names, I skipped this, I didn't want to create any problems.”

Teacher 8:

“I expected such things according to the difference between people, but I didn't know how other students perceived it.”

Although they showed high cultural awareness, challenges appeared when teachers because of the cultural diversity in the class due to the typical preparation; this was also found (Daniel, 2008). And refugees students face religious and cultural challenges, similar to these findings, Riggs et.al (2012) found that refugees suffer from religious and cultural barriers.

However, the results from the questionnaire revealed that a high number of teachers of English are aware of the diversity of cultural backgrounds of refugee students they are working with and they endorsed that the cultural awareness is important while teaching refugees, still the responses of the interviews analyzed from the interview sessions and the informal chats with English teachers showed that they face cultural challenges inside the classroom that prevent them from conducting their courses normally. This is consistent with the findings of Humpage (1999), who discovered that teachers lacked cultural knowledge and an understanding of refugee personal experience and the diverse and distinctive educational needs of refugees. The results are also consistent with those presented by Goodwin (2002), who found that teachers have confined knowledge of the refugee backgrounds of their students and have received inadequate teacher training or in-class assistance in working with refugees. Also, Tse (2001) found that teachers with negative or racist views of English Language Learners fail to meet the academic, psychological, and social needs of the refugees.

The participants were asked using different tools (the questionnaire and the interview) if they received official training about culturally diverse students and refugees or if the school has ever conducted such training or workshops, critical high percentage of the participants 44% didn't agree on receiving such training course or workshop, despite that, a high percentage of them 60% greatly agreed on being aware of cultural diversity in the classroom due to the presence of refugees. Also English

teachers were asked during the interview sessions about the same concern, Extract 2 shows that the majority of teachers face challenges in some situations with cultural related issues and they confirmed their need for professional training because it assists them to teach refugees and maintain peace during tensions.

Many studies investigated the role of teacher preparation to meet the challenges that appear due to the presence of students from different cultural backgrounds. Teacher preparation programs need to equip teachers of English to deliver instruction to different ELLs and prepare them to differentiate instruction in methods that allow ELLs to achieve the literacy needed to succeed in their education, as many graduate students who are certified as teachers are considered as not well prepared to make appropriate instructional for different ELLs (McIntyre, Kyle, Chen, Munoz, & Beldon, 2010). Teacher preparation is important as the participants showed their need for it, a study by Hones (2002), teachers become compassionate and more motivated and to deal with refugee pupils after understanding their experiences, and this can be achieved by training teachers and providing workshops and in-class support.

(Session 4)

Teacher 4:

“Yes,...I remember once we were talking about Eid Aladha and one of the students complained that the book discusses only Muslim issues, and never mentions something about Easter or Christmas, and this is considered discrimination.”

Teacher 4:

“ I told him that it is ok to discuss the others beliefs and if he wishes he can prepare something about their feasts in English and read it to us in the next class.”

(Session 5)

Teacher 5:

“ I took time to make her relax, during the 25th project about the independence day of Jordan in English language club, she felt upset, I felt she would cry, I

understand their emotions, but nothing can be done I need also to focus on my job, my students and the national projects I have.”

Teacher 5:

“Because we talked about the independence day, and you know how is the situation in their home countries, this is my explanation about that incident.”

(Session 2)

Teacher 2:

“I feel I understand all of them, always I keep in my mind that they are from different places so any divergences between us or between the students, I try to control.”

Teachers also confirm the importance and awareness of multicultural practices as mentioned earlier, many studies such as Sfeir-Younis (1995) and Banks (2012) suggest manners for effective teaching for diversity in the classes and integrating them for culturally and linguistically diverse students. This allows refugees, and nationals to get an advantage (Howard, 2010). Rousseau, Drapeau, and Corin (1996), mentioned that cultural differences are considered one of the greatest challenges for teachers, if teachers are not trained, they remain with expected to face difficulty providing education (Soylu, Kaysılı, and Sever, 2020).

4.3.3 Practices Teachers of English Implement

Indeed, teachers play essential responsibilities in educating refugees. Kirk and Winthrop, (2007) when teachers directly or privately work with children and their families, this, in turn, helps refugee students restore a sense of stability and confidence, however, a scarce number of teachers do, or maybe they have time problems. Mononye, (2012) teachers can help and support the recovery of refugee students refugee in post-conflict emergencies, and they can promote security, peace, and human rights upon refugees return to home countries, where they may stay indefinitely.

(Extract 3)

(Session 8)

Teacher 8:

“I understand the responsibility of being a teacher, you are not only teaching you sometimes put efforts to help refugee students in need to perform better.”

(Session 4)

Teacher 4:

“I do not have time to read research studies to know more about teaching language to refugees, what if they do, and give us the conclusions by conducting workshops”

(Session 3)

Teacher 3:

“No, neither in service nor pre, I did not receive training to get more about cultural awareness concerning refugees as students, I do some practices by default, still, if I get, it would be much better.”

Unlike teacher participants in MacKay and Tavares' (2005) study, who demonstrated a strong commitment to the academic achievement of their African refugees, some teachers who participated in that study reported devoting significant time and resources to help their refugee students, one of them came to school at 7:30 a.m. just to make more time to help that refugee students may need. Teachers who participated in the present study showed their understanding of being responsible as a teacher of refugees, for example 21% of them greatly agreed, 53% moderately agreed on being open to try practices to support refugees learning English even if this requires following a treatment manual, 18% greatly agreed, 53% moderately agreed on being open to employ new and different practices that have been developed by researchers to help refugee, and only 12% greatly agreed, 45% moderately agreed on trying practice to help refugees learning English even they are different from the accustomed to. However, teachers participated in the interviews didn't mention considered actions

or practices that help refugees. According to Hones, (2002) a number of studies investigated the challenges that refugees' teachers encounter, though not specifically on the 6 elements this study constructs. However, overall a limited research has focused on the response of teachers and educators to the inflow of refugees (Arnot et al., 2009). Further research is needed about the perceptions of teachers and the practices in the classroom and their implications implemented with asylum-seeker and refugee children" (Pinson & Arnot, 2010). Although results from the questionnaire found that teachers have the willingness to implement practices that help refugees learn English language, however, teachers' responses through the interview sessions showed that they don't implement or apply new or adapted practices that help refugees learn English. This is consistent with research about effective practices (Cook et.al 2015). The comments of teachers about their willingness and preparedness towards implementing new practices expressed that they feel insufficiently prepared to tackle the difficulties imposed by the existing curriculum, and with insufficient resources to satisfy the requirements of these students. (Miller et al., 2005; Sangster 2001; Gebhard 2004).

(Session 1)

Teacher 1:

“Yes, I do, however, we discussed integration in one of the workshops and we took refugees as an example”

(Session 4)

Educator 4:

“Teaching education programs are relatively new in Jordan, not all teachers in service now, the moment I am talking to you have a teaching diploma, we are trying to make it obligatory, still, it depends on the policy, creating new programs that meet “let me say” each trend we have is hard, as refugees, corona(laughing).”

Regarding teacher education programs and their preparedness, one of the educators who participated in this study mentioned that training all teacher is challenging, as teachers of refugees mentioned that they haven't received enough training to allow them to serve refugee students effectively. Crisp et al. (2001) argued that it can be difficult to evaluate "training," due to the wide variations in program offerings in the limit of time available to roll out new programs, and the educators of that program. Teachers across the country may encounter reduction in pre-service training as a threat to their profession (Davies, 2009).

4.3.4 Psychological Needs of Refugee Students in Language Class

According to Clark & Wells, (1995) the cognitive-behavioral formulation suggests that refugees are more fearful of making errors or inability to interact with the society. The lack of social interaction and language instruction based during the class both have been associated with being anxious to speak a foreign language (Dewaele, Petrides, & Furnham, 2008). Refugees ELLs and teachers of English who participated in this study were asked about the psychological situation of refugees and challenges associated with that, refugees students face bullying from some of their peers in the class, and they mentioned their feelings of fear of committing mistakes, their teachers mentioned that refugees prefer to isolate themselves, this is the same with the results of observation of a study by Kanu, (2008) study, it was found that isolation, exclusion, and loneliness were cited by African refugee students as the reason of the psychosocial stress. Based on classroom observations, contact between African refugee pupils and their non-African counterparts were restricted to pair or small groups. African refugee students primarily interacted with one another, and many spent a significant portion of the school day alone. Similarly, the British counsel in Jordan, (2019) mentioned refugees' unfavorable responses to teachers using English, due to negative experiences

of English classes in public schools. One teacher mentioned refugees' 'fear of English' is an obstacle (Karak governorate) to learning English.

(Extract 4)

(Session 8)

Refugee 8:

“Because I am older than them, sometimes, they called me a failure, Because I should be in higher grade, I didn't fail any course, I just was in Germany for one year and I wasn't able to go to school.”

“No, I don't speak English, I don't know how to tell what I am thinking of”

(Session 2)

Refugee 2:

“It is not okay to give a wrong answer, they are bold to give a wrong answer, and they do not care. nationals!”

Refugee 2:

“It is like this... more confident”

Refugee 2:

“Sometimes, miss Reema asks me, but sometimes I remain silent all the class.”

(Session 2)

Teacher 2:

“I feel it, yes, most of the time refugee students either absent-minded or stressed, I understand the reasons behind this one of them lost mum and dad. I studied once that this affects learning.”

The limited opportunities to practice English is preventing refugee students to progress in learning the language. Refugee learners of English in Jordan experience limited opportunities to speak English, the fear of making errors or mistakes, lack of language competence, in addition to feeling of social embarrassment also reduce opportunities to speak in English in classes. Hagan and Smail (1997a, 1997b) in this concern, they identified the term internalization of deprivation to represent people who

have high responsibility for the social position and a sense of shame in case of failure, this was mentioned by one of refugee participants of this study as she kept comparing herself with local students, Horwitz, (1988) found that refugees compared their English levels with locals. The questionnaire examined teachers' perceptions and challenges in the psychological aspect of the refugees, the majority, almost 70% of the teachers agreed to a great extent that refugee students seem to be affected by mournful incidents they have experienced compared with peers, 72% agreed that they seem to be more depressed or than peers, appear to act out more than peers, 65% greatly agreed that refugee learners of English seem more anxious than national peers. Findings from this study and previous studies indicate that social, emotional, and behavioral support should be provided to this population (Beesdo-Baum & Knappe, 2012; Forness, Freeman, Paparella, Kauffman & Walker, 2012). Detachment from friends and family and grade misplacement were quite high on the list of things that students found to be frustrating. Separation from family caused refugee students to experience intense loneliness and deprived them of the role models who had previously provided the example, stability, and structures necessary for their academic development. Many studies (Humpage, 1999; Hyman, Vu, & Beiser, 2000) found that adjusting to the new environment in school was one of the most difficult experiences for refugee students.

Teachers presented different special needs of their refugee students in language class, some of them are shown below:

(Extract 7)

(Session 3)

Teacher 3:

“One of my students... the refugee students I mean, was absent for 3 weeks, I thought they moved to another city, or traveled, I don't know.”

Teacher 3:

“Yes, I did, and they said he did not want to go to school and always in the bed, with no willingness to do anything, how can we expect such students to perform well in school, especially language, language needs high interaction, no stresses.”

(Extract 8)

(Session 6)

Teacher 6:

“One of my refugee students is most of the time absent-minded and anxious, it prevents him from listening to me, learners of language need input to progress, and anxiety prevents them from performing well, especially in speaking class, speaking needs confidence.”

Recent neurological research demonstrates that students’ level of stress impacts the transmission and storing of information. According to Neuroimaging and neurotransmitter studies (Ressler, K. J. 2020; Mobbs, D. et al. 2019) information is blocked from entering the brain’s areas of higher cognitive memory consolidation and storage if the learner is under stress. Namely, stress activates a block of information flow to the higher cognitive networks is limited and the learning process grinds to a halt (Willis, 2007). As refugees suffer from anxiety and eroded self-confidence, research on neuroscience and learning, theories such as cognitive processing allude to the respective roles of anxiety and attention in language learning. Mainly, refugee children face difficulties and challenges encountered learning English as a foreign language as they fear of making mistakes more than peers in the same class, however, they believe that it is better to do nothing than make mistakes that sometimes prevent the process of learning language, moreover, refugee children tend to work, to help their families, and they face certain public challenges, that, by all means affect the learning process and make it difficult, and because of this refugees do not do the assigned homework and to even meet the fulfillment. Refugee children face a lack of confidence, this manifested and increases the level of anxiety. Anxiety occurs for

different reasons as the hopelessness of improving their academic levels, the fear of demonstrating low competence in a new environment.

Education systems differ from specific country to another. For example, education curricula and textbooks in Afghanistan's system are complex (Spink, 2006). In Afghanistan, education consists of three categories: the traditional, modern and Islamic education and there are different school types: Mosque schools; Traditional madrasa. (Karlsson & Mansory, 2002). Hence, refugee students have a great difficulty to adapt Jordanian schools.

4.3.5 Linguistic Challenges of Refugee Students

Mainly, teachers of English of refugees mentioned the lack of sufficient English proficiency as an obstacle that prevents refugee students to meet the academic demands of school success. The majority of the linguistic problems identified by teachers and refugee students are concerned with language literacy. Also, refugee students pointed to the specific areas of difficulty in reading and speaking, they tended to identify these skills as a challenge. One of the refugee students who participated in this study used to learn French as a foreign language in the school in the home country and after refuge it became English which created a challenge to perform well academically in English language, similarly, 62% of English teachers participated in the questionnaire greatly agreed that refugees come with different foreign languages, hence they difficulty teaching them basics of English language, as they agreed greatly 77% with putting high efforts in terms of language scaffolding. Many research claimed that refugees require more time to learn a foreign language because of many reasons, one of them is unfamiliarity with the language (Aydin & Kaya, 2017, 2019; Riggs et al., 2012). Teachers of English in the present study reported that the academic gap due to disrupted schooling affects learning language in addition to limited English

language proficiency and the same was found (Kanu, 2008). According to a study by Thomas and Collier (1997), it may take 10 years or more for students with weak literacy, interrupted education, and tragic experiences to reach average cognitive and academic language levels. The majority 77% of English language teachers who participated in the questionnaire agreed that their refugee students face language learning problems, and some of them come with different native or foreign languages and this creates more challenges that prevent them from progressing in language learning. Teachers also greatly agreed 77% on putting more effort into refugee students in terms of language scaffolding. Language support or scaffolding for refugees is of utmost importance (Naidoo, 2009). They agreed to a great extent that English is the empowerment language for refugees, hence it takes English teachers more effort.

Student proficiency in the mother tongue is interrelated to the foreign language they learn in school, this was found in many different studies indicating that if the students do not meet a minimum proficiency level in their first language, they may encounter cognitive challenges in their second language. (Collier & Thomas, 1989; Cummins, 1976, 1981, 1991; Dulay & Burt, 1980). In other words, developing cognitively and linguistically in the first language provides a knowledge base that transfers from the first language to the second or foreign language.

(Extract 5)

(Session 1)

Teacher 1:

“Sometimes I need to postpone many things as I consume time explaining some basics to my refugee students so they can follow up with me, having a different foreign language is one of my problems.”

Teacher 1:

“One of my students, refugees I mean has a problem in languages not only English I mean, in Arabic language also, in teachers offices, I and the Arabic

teacher talked many times about it and realized that this student has problems with language.”

(Session 5)

Refugee 5:

“In my old school I learn French but not English, it is not possible to read I keep stammering”.

(Session 2)

Teacher 2:

“Many things prevent them from learning language properly, I can tell you they are not like their peers, they show isolation even in their seats, and this prevents them from high interaction during English language class.”

Some refugees were enrolled in schools that teach foreign languages other than English language before refuge, for Example French language as the case of Lebanon’s multilingual education system that has different languages of instruction including Arabic, English, and French, depending on the subject, grade level, and geographic location (Vlaardingerbroek & Shehab, 2012). Refugee 5 faced linguistic challenges learning English language because the level of English taught in the school after refuge was more advanced. The trained teachers with multilingual teaching strategies are able to meet the diverse linguistic needs of students, refugees and locals alike (Bartlett & Garcia, 2011; Ruiz, 1984).

Refugee 3 :

“I speak Arabic but the standard Arabic, Quraan Arabic, Arabic.... Now I’m much better, but before, in English class when teacher used English or Arabic, I didn’t understand most of the talks”

One of the major difficulties that face refugees is the language of the host country, many studies discussed the language challenges related to the native language of the host country (Portes and Rumbaut, 2001). Refugee 3 mentioned difficulties with the Arabic language as it is different from his native language and the dialect spoken in

Jordan (the host country) is different from standard Arabic. In Turkey, Kares and Akman, (2022) found that Syrian refugees face challenges due to the low literacy of Turkish language. Also, Hurley, Medici, Stewart, and Cohen (2011) stated that refugee students are frustrated because they are not able to communicate with their teachers because of language barrier.

4.3.6 The Constructivist Nature of English Language Curricula

(Extract 6)

(Session 8)

Teacher 8:

“I believe, not believe it is a fact actually, learning is constructive, suppose we put a brick over nothing, it will not take place, or probably putting it in a wrong place, it will not fit, we need a base, my refugee students do not have this base.”

(Session 6)

Refugee 6:

“The first year I came, I didn’t like the book, it wasn’t interesting, they talked about superlative I remember, nationals know it before, I don’t know it.”

Refugee 6:

“Yes, when we needed to do the exercises, I said, she set with me and explained it again while nationals were doing them.”
“yes a bit, I remember I had mistakes in the exercises.”
“I don’t know, I just wasn’t able to do all of them, although I’m older than them.”
“yes, my mates were younger than me, they didn’t locate me in the proper grade.”
“I mean when I enrolled in the school, I didn’t have any documents to prove which grade I’m in, my age was not enough to be enrolled in the right grade.”
“Yes, and I feel till this time that I’m frustrated because I lost two years.”

Constructivism places learners’ development at the forefront of the teaching and learning process, it also acknowledged the critical role of endogenous elements and the internal schema of learners in addition to the social and cultural factors that affect the transformation of the learner’s language learning process (Cole, 1990). Constructivism absorbed concepts from linguistics, anthropology, and sociology,

which it first derived from psychology and information processing theories. (Blumenfeld, Krajcik, Marx, & Soloway, 2001). The Theory of constructivism claims that in learning process, learners of a language construct the new ideas and concepts according to the current and past knowledge they have. The learner selects information then constructs hypotheses, and makes decisions. This theory is one of the most popular contemporary learning theories in the West as it provides educators with a psychological view to examine pedagogical issues. Piaget, (1980) the father of constructivism, argues that learners take new information and ideas then shape them upon their understandings, previous knowledge and experiences. The construction of individuals' new knowledge is created by two components; accommodation and assimilation, in assimilating individuals incorporate new experiences into the old ones, “every act of comprehension involves one’s pre-existed knowledge” (Anderson et al in Carrell and Eisterhold, 1983:73). For example, readers develop an interpretation of a text through the interactive process of combining textual information with the information a reader adds to that text (Widdowson in Grabe 1988:56), some of those readers have reading problems that occurred due to insufficient background knowledge” (Carrell, 1988), teachers of refugees reported that the different educational background appeared between refugees and local students created a big challenge, furthermore, refugees who participated in this study complained about the grade they were located, some of them mentioned that they should be in a higher grade, some claimed that the current grade is very difficult and they should be in a lower one, the results from this study coincide with The Prairie Centre of Excellence’s (2001) study of Kosovar refugees in Northern Alberta supports the findings of this study. They revealed that over the half 50% of refugee youth aged 15 to 18 years arriving in Canada were placed in inappropriate grades. 10% of the students participated in that study

claimed that they had been misplaced in the wrong grades, while 20% stated that their grade placement was too difficult. For this study, a high number of teachers who participated in this study agreed that English language is constructivist, accordingly, they prefer the separation rather than inclusion, or grade misplacement, they mentioned that they don't have problems teaching refugees because they are refugees, however, their problem is with the challenges emerged due to the presence of refugees with national students. Refugees' inclusion without considering age can create challenges for their language teachers as many researchers have found that older students are more efficient than younger children in learning language (see Collier, 1988, 1989).

Learning language is constructive, almost half 48% of the teachers who participated in the present study greatly agreed that learning language is constructive and accordingly separating refugees from national students is recommended over inclusion as their needs and levels are different, however, the United Nations General Assembly, (2016) mentioned that inclusion can be productive for both refugees and nationals. Inclusion is conceptualized with individuals' sense of safety, well-being through productive relationships among students (Antonsich, 2010; Yuval-Davis, 2006). The inclusion of refugees and locals can be helpful for interaction between them and creating opportunities for refugees and nationals to develop a feeling of individual belonging in a learning community.

Moreover, refugee students often lack documentation or diplomas of the courses taken and the grades they earned, hence, this requires precautionary measures which leads to grade misplacement. Similar results were found in (De Wit and Altbach 2016).

A high percentage of English language teachers 77% agreed to a great extent that English curricula should be adapted to meet refugees different levels, in situations

where curriculum poses challenges for students and teachers can be adapted to enable relevance, and this requires pedagogical training provided within a national system (Bajaj & Bartlett, 2017; Bellino & Williams, 2017; Dryden-Peterson & Siebörger, 2006; Paulson, 2015).

4.3.7 Language Teachers Education Programs Competency and Adequacy

During the interviews sessions, teachers and educators were asked about competency and adequacy of language teachers education in preparing teachers to optimally serve refugee students, the following are some extracts taken from the interviews about this regard:

(Extract 9)

(Session 4)

Educator 4:

“Yes, we can not guarantee the ability of all teachers in terms of dealing with refugee students.

The materials we have do not discuss the issue of refugee students (learners of English), however, we discuss refugee students' affairs in the inclusion session as a part of that chapter.

Sometimes it is hard to deal with such things, I mean Covid19, how can we expect that this would happen and train our teachers, same, refugees.”

Educator 1:

“After two or three years, after we spent effort and time training them, our teachers leave teaching. There should be rules that prevent them doing such things at least for 8 years.”

The systems of education experience unique challenges due to the presence of refugees. Starting from 2013, there has been a noticeably increased interest in holding English teacher preparation programs by centers as British council. Preparing and supporting teachers can equip and support teachers with the needed skills and knowledge to meet the needs of all students despite the diversity in an appropriate way. Teachers' education develops during their career, and teacher leaders take on many

roles as their career progresses. The quality of teachers who enter into the profession needs to be improved according to the new merging situations.

(Extract 10)

(Session 1)

Educator 1:

“We are in an early stage of teachers' education or preparation programs, I understand that first, we do not offer this program to all teachers of English here, and it is still in the developing stage.

I mean...(silence, laughs)...not all teachers in the field have this diploma.

And they teach...

Yes, it is not a requirement to do it in order to teach or to be officially teachers in governmental or private schools.”

(Session 3)

Educator 3:

“Well, eh, I'm not surprised, I know this, training teachers started lately in Jordan, I believe our teachers are aware of cultural difference, I think they would manage.

“What's wrong with refugees, they are welcome in our school, we integrated them into national schools.”

“Well, we have each semester a limited number of workshops, if you add more, you would stress them.”

(Session 1)

Teacher 1:

“We did not discuss the cultural issues related to diversity in the classroom, by time I understood how to deal with different students within the same class.”

“I think, yes we need training”

Most of the teachers who graduate from such programs and after being experienced and effective teachers, they leave the profession early due to many reasons, one of them being workplace conditions and the economic situation of teachers.

Teaching effectiveness is associated with student refugee achievement in English gains throughout a teacher's career. Prepared teachers benefit their peers and novice teachers, and gaining experience at a particular grade level makes refugee students

more likely to achieve academic success. Also, the efficiency of English teaching programs is related to the competence of their educators. To ensure the quality and effectiveness of teacher education programs, extensive assessment instruments are required.

The differentiated needs of refugee students present additional challenges not only for teachers themselves, however for assessing the preparation of the teachers as many conditions interfered. To meet the social and cultural demands of students, educators should create a wide range of socio-cultural based instructional methodologies. By providing a variety of approaches to educate teachers, they create confident learners, enhance students' personal and academic growth rather than transmitting rigid content, become responsible for motivating students to learn, foster nurturing professional relationships with students, and consider their own and their students' racial and cultural backgrounds, and are more likely to adapt their curricula and pedagogical practices than those who did not(Stodolsky and Grossman's 2000)

Overall, teachers expressed the need for in-service training.

According to the British council (2019) report about the challenges of teaching English to displaced students. the vast majority of English have received little or no formal teacher training beyond an English literature as a bachelor degree. Psychosocial support training, English language training , Effective or modern teaching methods, Conversation skills were identified as top teacher training needs.

Chapter 5

CONCLUSION

This chapter presents first a summary and conclusion of the study, it also highlights the major findings, teaching implications, after conducting this study, the researcher found out some recommendations for further studies, then the limitations of the study.

5.1 Summary

Within the discipline of Applied Linguistics, English as a foreign language (EFL) is an important research issues. Many researchers (Gan, 2013; Kanno & Varghese, 2010; Lertola & Mariotti, 2017) discussed the challenges and opportunities of EFL in different contexts (Sujito, et al. 2019). The increasing number of refugees attracts researchers and scholars to investigate it in the Arab world (Alhariri, 2017: Fares J., Amanda K. & Paul J. 2017) and different countries (Lamson, 2013).

Despite the high increase in the number refugee students in Jordanian public schools, a scarce number of research studies have been conducted to investigate challenges associated with teaching English as a foreign language to refugees and the effectiveness in meeting their needs and the challenges faced while learning English. The aim of this research was to investigate English teachers' self-efficacy, cultural competency, pre-service and during service preparation, and the practices they implement teaching refugees English language, the psychological and linguistic challenges of refugees, in addition to the relationship or the connection between these challenges. To accomplish this, a mix-method approach has been used to collect data from teachers regarding their self-efficacy, implementing practices to support

refugees, cultural competency, beliefs about their competency of prior preparation and during service training, and the special needs of refugee students. Despite the national and ethnic variation among refugee students, approximately they share common challenges and experiences since they came from war-affected backgrounds, their educational needs, life struggles, the post-refuge academic situation, economic, and psychosocial challenges, all affected the ability of refugee students to adapt and acculturate into their host country and cope well with school. This study showed more specific challenges associated with refugee learners of English and their teachers in the context of Jordan, teachers of English teaching refugees mainly face difficulties with implementing practices, self-efficacy and cultural competency that meet their psychological and social needs and linguistic challenges they face learning English language.

Results from this study show that overall, across all the questionnaire constructs, approximately 50% of English teachers agree that feel efficient and culturally aware, with high willingness to support refugees, however, they face some difficulties; the self-efficacy of English teachers and their cultural competence appeared to be high despite the challenges they endorsed, and they showed a willingness to implement innovative and effective practices, and having positive willingness to implement practices that help refugees, still, a significant rate of teachers reported challenges, recording moderate and low cultural competence, and reasonable proportion having negative attitudes towards implementing practices that might help refugees.. Still a high number of teachers agreed on the lack of receiving sufficient training for refugee-related issues, more than half of teacher participants agreed that refugees face psychological and linguistic challenges. Findings from the interviews and informal chats illustrated that cultural clashes, precarious self-efficacy, and

implementing practices challenges were experienced by English teachers; moreover, problems related to refugee students' inclusion with nationals and curricula adaptation were reported. Refugee learners of English in Jordanian schools experience linguistic challenges as unfamiliarity with language, literacy weakness, lack of motivation, as well as they experience psychological challenges due to the frustration and hard circumstances they lived because of refuge. Teacher educators acknowledge that the programs they offer for training teachers are satisfying, however, it is challenging to meet the dynamic conditions such as Covid19 and refugees.

This study aimed to answer specific questions about the challenges refugees face learning English language and the challenges English language teachers face teaching refugee students, moreover it aimed to find out the adequacy of English language teachers' training by examining related aspects in the real world. The first question is: What are the challenges refugee learners of English? The study found that refugee learners of English face challenges associated with first: limited English language proficiency, second: academic gaps due to disrupted schooling (constructivist), third: fear of speaking out in class, fourth: grade misplacement, fifth: psychological challenges. The second question is: What are the challenges teachers of English face teaching refugees? The study found that teachers of English face challenges related to the preparation for refugees-related concerns and cultural concerns, they face challenges with the practices they need to implement to meet refugees' needs, and teachers face challenges when trying to meet the needs of culturally diverse students. The third question is: To what extent are English teachers' education programs competency and adequacy prepared for implementing new and effective training to perceive teachers' challenges? According to the analysis of the

collected data, English teacher training programs defeat to support English teachers although teachers show their awareness of the background diversity, and willingness to implement new practices to help refugees, still they acknowledge that they haven't received training related to teaching English to refugees.

5.3 Teaching Implications

Exploring the challenges that refugees face learning English, and the challenges English teachers experience, the effectiveness of teacher education programs in training teachers enabled this study to offer some pedagogical implications on the theoretical as well as practical levels. The findings that came from this dissertation could help to pave the path for the following steps in supporting education for English language teachers to effectively teach English to refugee students in the Jordanian schools. The findings of this study have implications for teaching refugees English language in teacher preparation programs with issues related to self-efficacy, cultural competence, effective practices, and challenges of refugees. The effective practices teachers implement including new or the willingness to implement a creative intervention to best teach refugees English language. Teachers need mentoring, coaching, and training to provide a fruitful approach to supporting refugees by adopting and using new and effective practices. As discussed refugee students face struggles to handle the language learning process that affects their academic and lifelong successes.

A high number of teachers endorsed that they didn't receive support and preparation to teach refugee students according to the teachers and the educators who participated in this research, also, teachers of English were not satisfied with the pre-service training and it didn't prepare to work in public schools where refugee students are. Mainly, studies indicate that several preparatory programs do provide courses

about multicultural education and culturally responsive approaches (Ramsey, 2000), the same situation in Jordan, however, refugee students were not addressed during these courses, and Teachers can be better equipped to assist students from diverse backgrounds which are crucial for academic and long-term progress.

Due to the increasing number of multilingual and multicultural individuals in Jordan, the findings of this study can be transferred for the benefit of all refugees participating in the educational system. Thus, it is important to investigate refugees' linguistic challenges in schools to build understanding about the way they learn the new language and, thus, to support, and apply effective practices to teach them effectively.

5.4 Limitations of the Study

The limitations are associated with the phase of collecting data during the COVID-19 pandemic period, reaching refugees in different areas, and conducting interviews with them. The population of the participant students is limited, accordingly, the sample taken is limited. The topic of the present study is sensitive, during the interviews the researcher was very careful while talking with the participants to avoid tensions and misunderstandings. Although many refugees are studying in Jordan, still, finding participants was a major challenge for the researcher, and travelling between cities was challenging.

It is noteworthy to mention that the limited number of studies that discussed or investigated refugees' challenges in learning English and teachers challenges pose a challenge for the researcher. A very limited number of studies investigated the preparation of English language teachers and their role in meeting diverse students needs.

5.5 Recommendations for Further Studies

The findings of this study will set the stage for future efforts to assist English language teachers in serving refugee children more effectively in the Arab world generally and Jordan specifically. It also helps teachers of language academies to optimally support teachers to meet their challenges while teaching language to refugees. Since population of refugee students is limited, more refugees to be interviewed is suggested.

The findings offer information related to teachers' beliefs and attitudes, this in turn can be used for future studies and be used as resource to deal with refugees and their unique needs. The researcher recommends further studies by involving psychologists of schools in the interviews for more data related to mental and psychological needs of refugee learners of English, then it would be beneficial in helping refugee students in their social, emotional, behavioral and mental health and employ them for better understanding of English language learning and teaching. Since the number of the participants is limited, the researcher recommends involving a higher number of participants (Refugees, Teachers, and Educators).

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APPENDICES

Appendix A: Questionnaire

CATEGORY 1: SELF-EFFICACY To what extent are each of the following statements true?	Not at All	Slightly agree	Moderately agree	Greatly agree
I am convinced that I am able to successfully teach English to refugee students.				
With high efforts, I know that I can maintain a positive relationship with refugee parents even when tensions arise.				
When I try really hard, I am able to reach refugee students.				
I am convinced that, as time goes by, I will continue to become more and more capable of helping to address my refugee students' needs.				
I am confident in my ability to be responsive to my refugee students' needs even if I am having a bad day				
If I try hard enough, I know that I can exert a positive influence on both the personal and academic development of my refugee students.				
By putting effort, I know that I can motivate my refugee students to participate in innovative projects.				

CATEGORY 2: IMPLEMENTING PRACTICES To what extent do you agree with each of the following statements?	Not at all	Slightly agree	Moderately agree	Greatly agree
I would be willing to use new types of practices to help refugee students.				
I would be open to trying new types of practices for refugee students even if I have to follow a treatment manual.				
I would be willing to use research to learn how to implement practices for refugee students.				
I am willing to use new and different types of practices for refugee students developed by researchers.				
I believe that research-based practices and interventions are useful for refugee students				
I would be willing use manualized practices or interventions for refugee students.				
I would be open to trying a new practice or intervention for refugee students even if it were different from what I am used to doing.				

CATEGORY 3: CULTURAL COMPETENCY To what extent do you agree with each of the following statements?				
I am aware of the diversity of cultural backgrounds of refugee students I am working with.				
I can learn a lot from refugee students whose cultural background is different from mine.				
I face challenges adapting language teaching methods to meet the needs of cultural variation in the class.				
I have the responsibility to be aware of my refugee students' cultural backgrounds.				
I instill pride in refugee students' cultures. (Eliminated)				
I am aware of refugee students' language differences in my classroom.				

<p>CATEGORY 4: PREPARATION/ English Language Teacher Education/ To what extent do you agree with each of the following statements?</p>				
<p>My university preparation program adequately prepared me to meet the needs of refugee children.</p>				
<p>I have received sufficient in-service professional development on how best to support refugee students in the classroom.</p>				
<p>I have gained lots of experience working with refugee children</p>				
<p>I have taken dedicated coursework in culturally responsive practices for students from diverse cultural backgrounds.</p>				
<p>My school devotes time and energy to discussing effective practices to promote the well-being of refugee students.</p>				

<p>CATEGORY 5: STUDENT SOCIAL AND PSYCHOLOGICAL NEEDS</p> <p>To what extent do you agree with each of the following statements?</p>				
<p>Refugee students have unique social and emotional needs compared to other students.</p>				
<p>Refugee students seem to experience more social problems than other students.</p>				
<p>Refugee students seem more anxious or nervous than other students</p>				
<p>Refugee students appear to have more acting out behaviors than other students.</p>				
<p>Refugee students seem to be more depressed or sad than other students.</p>				
<p>Refugee students seem to be negatively affected by traumatic experiences that have occurred in their lives compared to other students.</p>				

CATEGORY 6: LINGUISTIC CHALLENGES To what extent do you agree with each of the following statements?				
English is the empowerment language for refugees, hence it takes English teachers more effort.				
I put more effort into refugee students in terms of language scaffolding.				
Some refugee students come with different foreign languages, I face difficulty teaching them basics of English language.				
Some refugee students come with low English literacy skills, I face difficulty teaching them basics of English language.				
Teaching languages (English) is constructive, hence, I do not recommend refugee students' inclusion.				
The separation of refugees from national students is better than refugee students inclusion as their levels and needs are different.				

Appendix B: Interview Questions

Teachers Interview Questions:

Age:

Gender:

Years of experience:

Academic Qualification:

- 1- How many refugees do you have in your classes?
- 2- Have you ever attended a workshop or course that discussed refugees in Education? When, where, who was the organizer?
- 3- English is very important to empower refugees for the future, what do you think? Does this charge more responsible on you?
- 4- You as a teacher of English, do you face challenges teaching refugees?
- 5- What are the challenges that face you as a teacher in general and as an English language teacher in particular?
- 6- In brief, can you describe your classes before and after refugees? were you ready to deal with them? psychologically, and pedagogically?
- 7- As a teacher, are you ideologically prepared to support ethnically diverse students?
- 8- What are the procedures you did in order to mitigate these challenges?
- 9- Can you mention an incident that you wish your class to be without refugees?
- 10- What are your recommendations?

Educators Interview Questions:

Age:

Gender:

Years of experience:

Academic Qualification:

- 1- Can you please mention the areas that your Teachers Education program covers? Are you as an educator satisfied with that? * here it is important to mention that I gave a look at their program and it lakes social justice material and it does not cover refugees issues except inclusion.

- 2- In your personal point of view do you think it takes certain critical materials that must be added to this program based on “emergency updates”?
- 3- As you know, a huge number of refugee students in governmental schools in Jordan, what was your plan to equip teachers to deal with this issue?
- 4- Finally, what are your vision and recommendations?

Students interview Questions (A translated version)

Age:

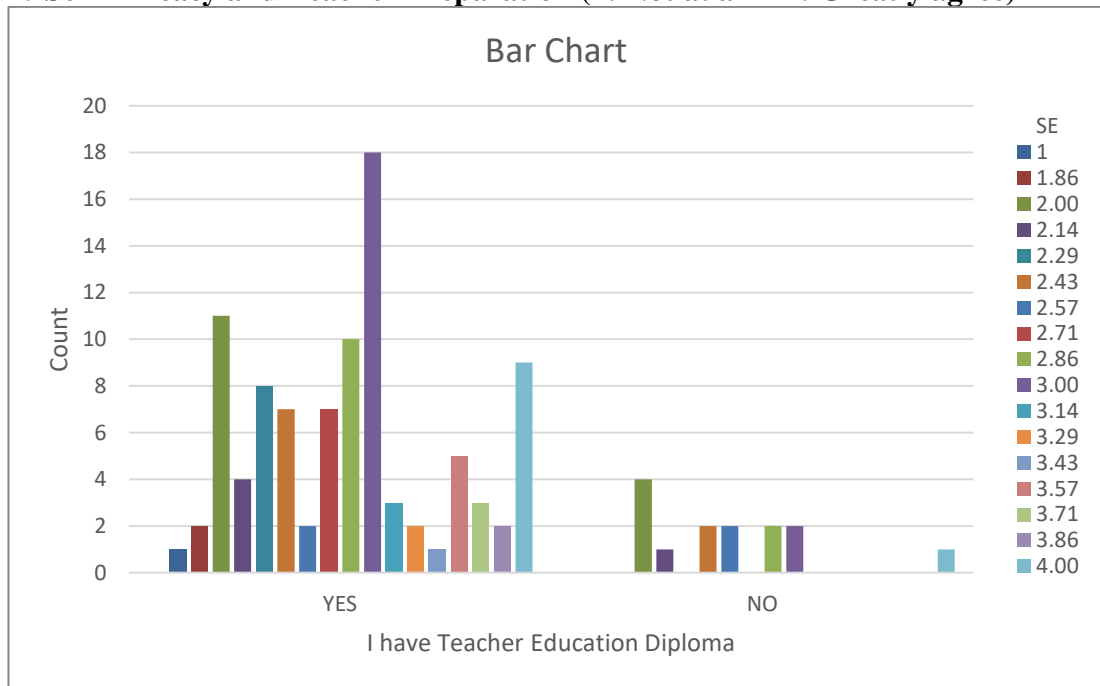
Nationality:

Years of refuge:

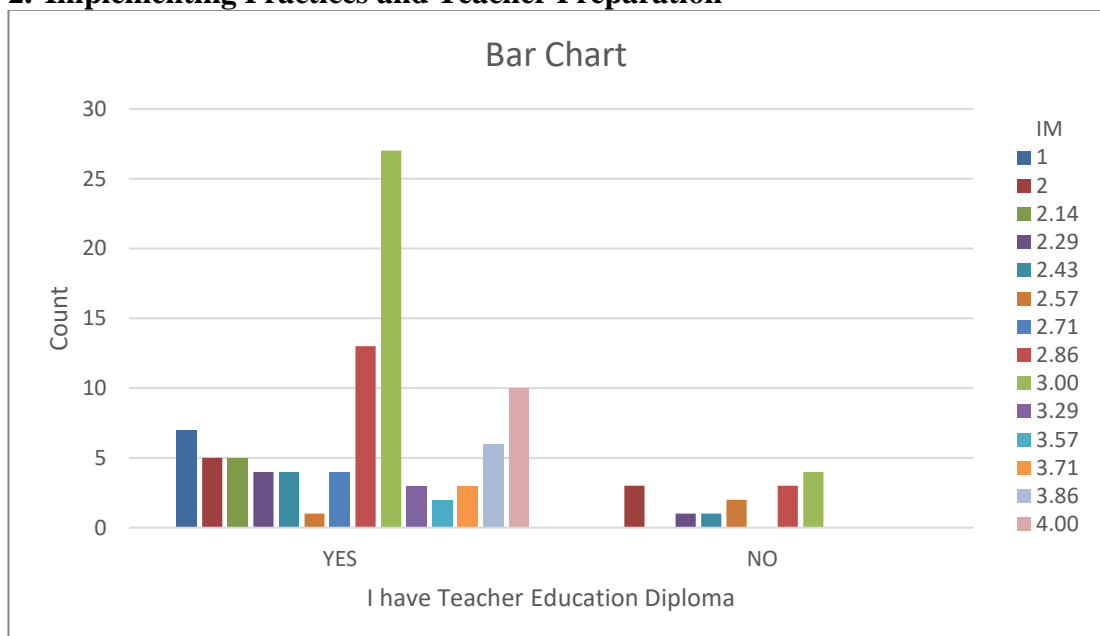
- 1- When did you come to this school? Are you comfortable here?
- 2- Did you attend evening shift schools?
- 3- In your country, when do you usually start taking English Classes?
- 4- What is the most difficult subject? why?
- 5- Do you find English class more difficult or easier than before? Why?
- 6- Is your English curriculum “book” in your country easier?
- 7- What are the challenges faced you in all classes? And in English class in particular?
- 8- What do you wish to make things better, in your opinion?

Appendix C: Cross Tabulation Graphs

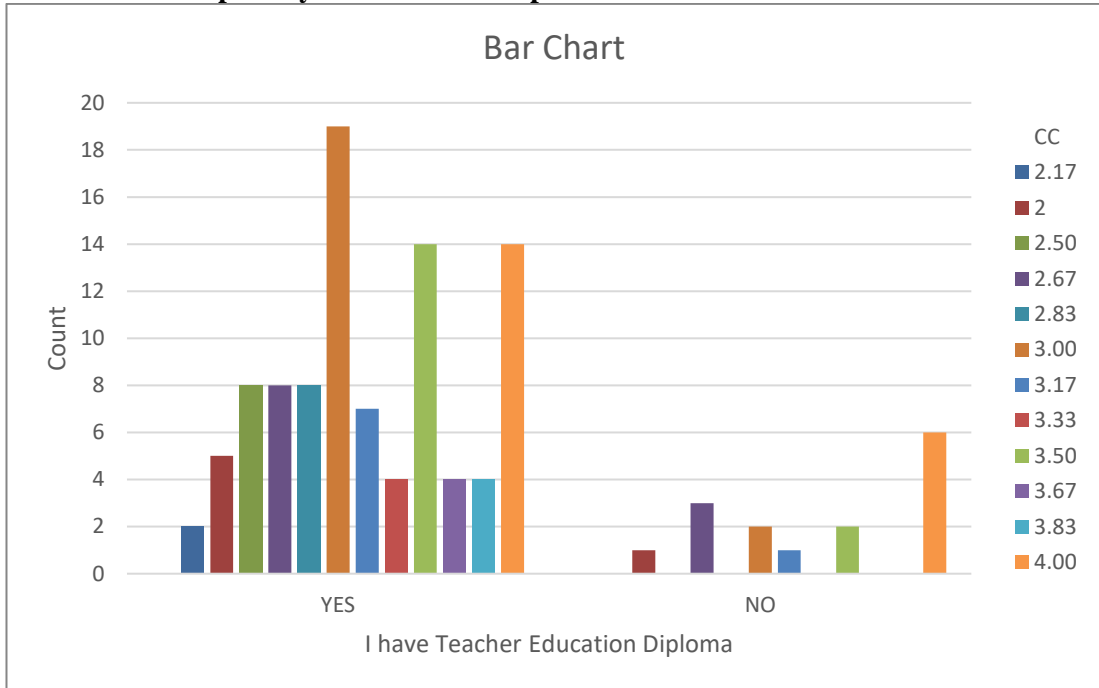
1. Self-Efficacy and Teacher Preparation (1: Not at all – 4: Greatly agree)



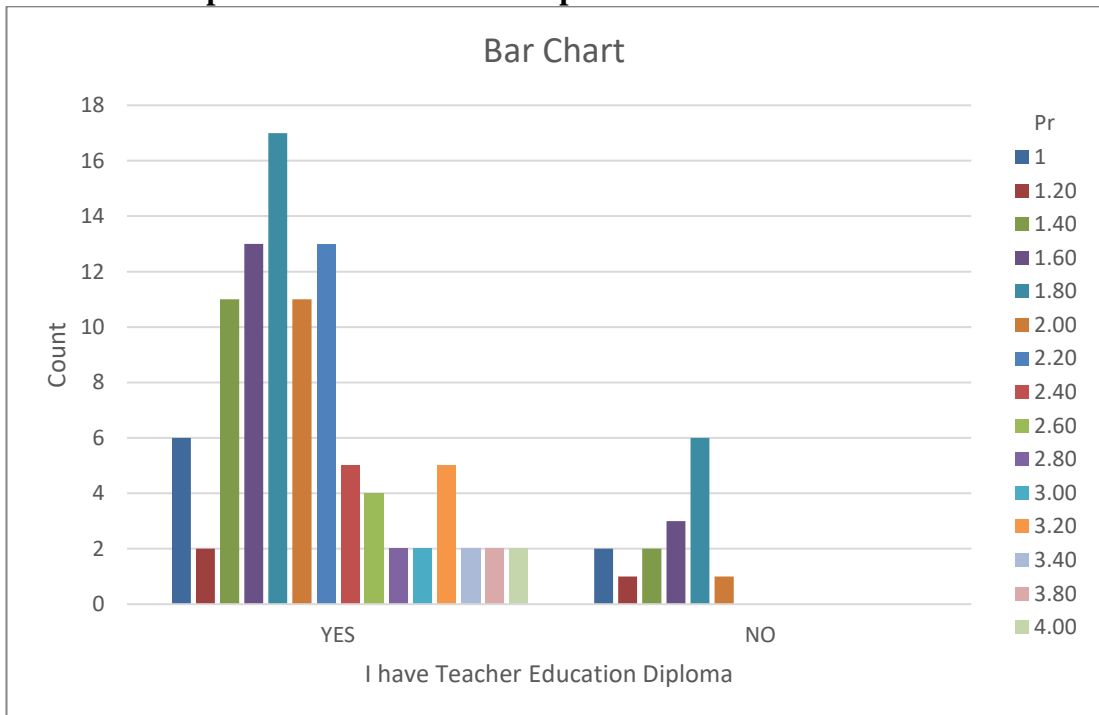
2. Implementing Practices and Teacher Preparation



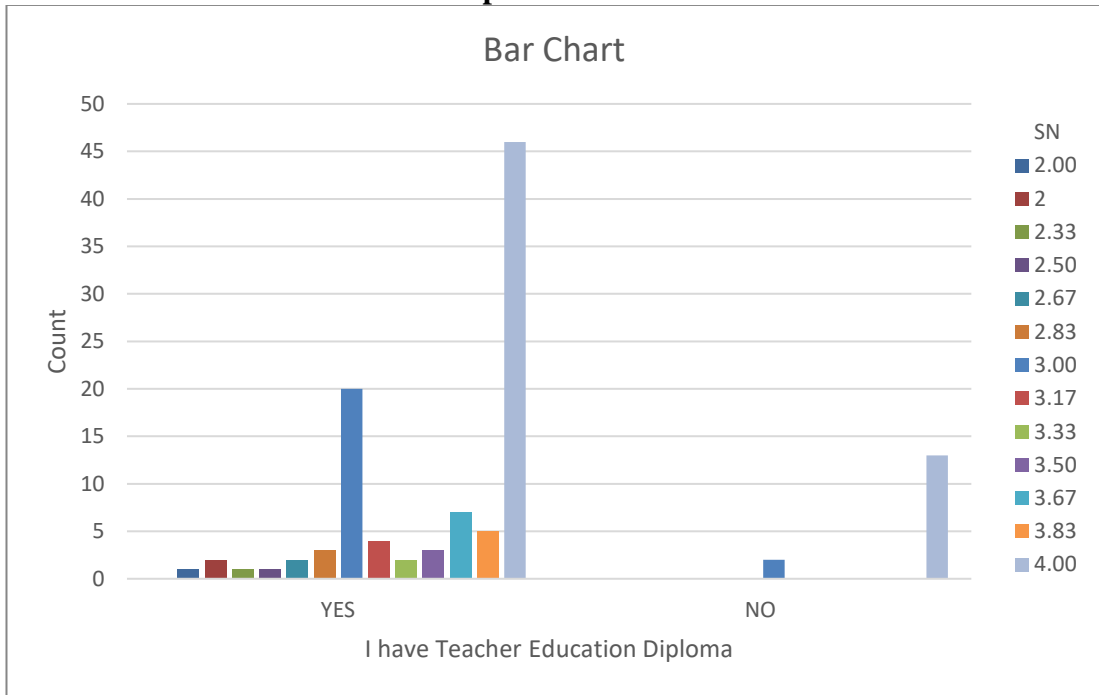
3. Cultural Competency and Teacher Preparation



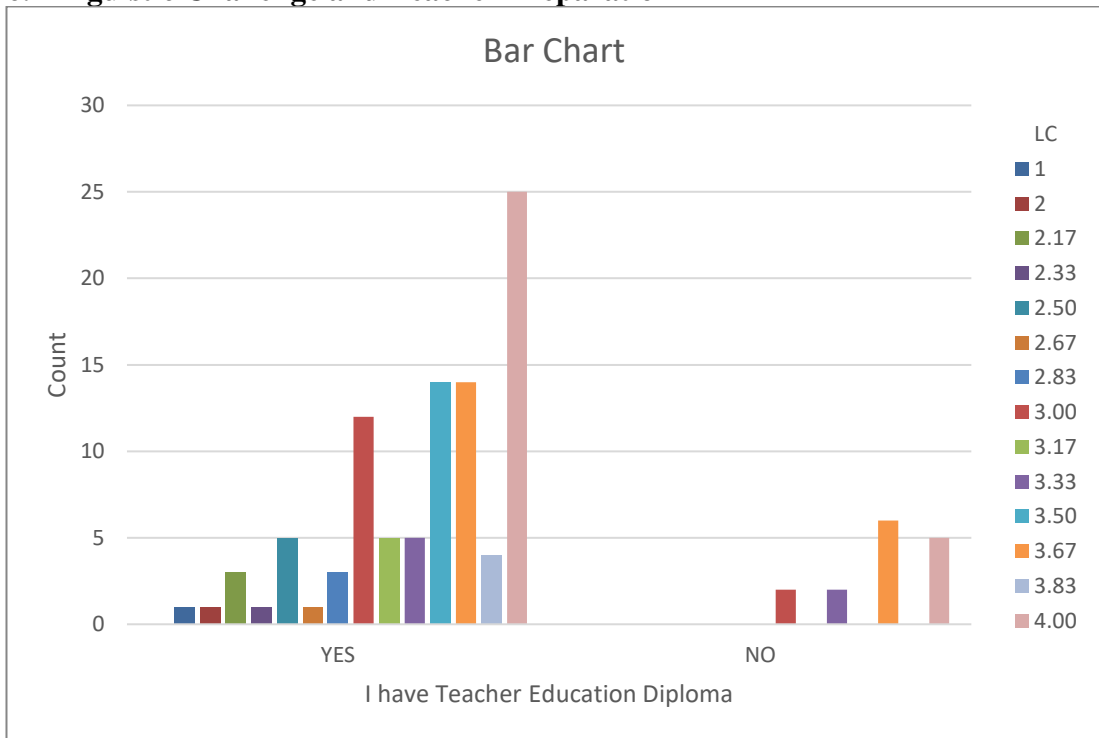
4. Teacher Preparation and Teacher Preparation



5. Students Needs and Teacher Preparation



6. Linguistic Challenge and Teacher Preparation



Appendix D: Responses Percentages

Questionnaire Item	Greatly agree	Moderately agree	Slightly agree	Not at all
Self-Efficacy				
I am convinced that I am able to successfully teach English to refugee students.	17.1%	46.8%	33.3%	2.7%
With high efforts, I know that I can maintain a positive relationship with refugee parents even when tensions arise.	15.3%	44.1%	34.2%	6.3%
When I try really hard, I am able to reach refugee students.	20.2%	53.2%	23.9%	2.8%
I am convinced that, as time goes by, I will continue to become more and more capable of helping to address my refugee students' needs.	27.9%	46.8%	23.4%	1.8%
I am confident in my ability to be responsive to my refugee students' needs even if I am having a bad day.	17.1%	41.4%	35.1%	6.3%
If I try hard enough, I know that I can exert a positive influence on	21.6%	46.8%	30.6%	9%

both the personal and academic development of my refugee students.				
By putting effort, I know that I can motivate my refugee students to participate in innovative projects.	20.7%	26.1%	49.5%	3.6%
Practices (Implementing Practices)				
I would be willing to use new types of practices to help refugee students	20.7%	54.1%	25.2%	0%
I would be open to trying new types of practices for refugee students even if I have to follow a treatment manual.	20.9%	53.6%	24.5%	0.9%
I would be willing to use research to learn how to implement practices for refugee students.	18.2%	52.7%	24.5%	4.5%
I am willing to use new and different types of practices for refugee students developed by researchers.	18.2%	52.7%	28.2%	0.9%
I believe that research-based practices and interventions are useful for refugee students.	21.1%	50.5%	22.9%	5.5%

I would be willing use manualized practices or interventions for refugee students.	16.4%	60.9%	20%	2.7%
I would be open to trying a new practice or intervention for refugee students even if it was different from what I am used to doing.	12.6%	45.8%	36.9%	4.5%
Cultural Competency				
I am aware of the diversity of cultural backgrounds of refugee students I am working with.	59.5%	34.2%	5.4%	0.9%
I can learn a lot from refugee students whose cultural background is different from mine.	49.5%	42.3%	8.1%	0%
I face challenges adapting language teaching methods to meet the needs of cultural variation in the class.	57.3%	40.9%	0.9%	0.9%
I have the responsibility to be aware of my refugee students' cultural backgrounds.	51.8%	39.1%	7.3%	1.8%

I instill pride in refugee students' cultures. (Eliminated from analysis).	21.6%	25.2%	2.7%	50.5%
I am aware of refugee students' language differences in my classroom.	42.3%	37.8%	8.1%	11.7%
Preparation				
My university preparation program adequately prepared me to meet the needs of refugee students.	4.5%	9%	25.2%	61.3%
I have received sufficient in-service professional development on how best to support refugee students in the classroom.	7.2%	7.2%	33.3%	52.3%
I have gained lots of experience working with refugee students.	17.4%	61.5%	11.9%	9.2%
I have taken dedicated coursework in culturally responsive practices for students from diverse cultural backgrounds.	5.4%	11.7%	38.7%	44.1%
My school devotes time and energy to discussing effective practices to promote the well-being of refugee students.	7.3%	13.6%	24.5%	54.5%

Psychological needs				
Refugee students have unique social and emotional needs compared to other students.	71.8%	21.8%	5.5%	0.9%
Refugee students seem to experience more social problems than other students.	71.8%	22.7%	4.5%	0.9%
Refugee students seem more anxious or nervous than other students.	65.5%	27.3%	7.3%	0%
Refugee students appear to have more acting out behaviors than other students.	58.6%	27.9%	11.7%	1.8%
Refugee students seem to be more depressed or sad than other students.	70.3%	23.4%	5.4%	0.9%
Refugee students seem to be negatively affected by traumatic experiences that have occurred in their lives compared to other students.	68.5%	25.2%	6.3%	0%
Linguistic Challenges				
English is the empowerment language for refugees, hence it takes English teachers more effort.	76.4%	20%	2.7%	0.9%

I put more effort into refugee students in terms of language scaffolding.	77.3%	16.4%	3.6%	2.7%
Some refugee students come with a different foreign languages, I face difficulty teaching them the basics of English language.	62%	14.8%	13%	10.2%
Some refugee students come with low English literacy skills, I face difficulty teaching them the basics of English language.	73.6%	20.9%	4.5%	0.9%
Teaching languages (English) is constructive, hence, I do not recommend refugee students inclusion.	48.2%	33.6%	9.1%	9.1%
The separation of refugee students from national students is better than refugee students inclusion as their levels and needs are different.	40%	30%	20%	10%

Appendix E : Consent Forms

INFORMED CONSENT FORM

(Teachers' Interviews)

Dear Participant,

I am Haneen Alrawashdeh, a PhD student at the Faculty of Education, Department of English Language Education. For my PhD Thesis, I am conducting a research on "Teaching English language to refugees". If you agree to participate in the research, I will conduct a face-to-face or online meeting with you for 20 minutes. Participation in this research is completely voluntary. If you participate, you have the right to withdraw your consent at any stage of the study without giving any reason. If you withdraw from the study, all data we collect from you will be deleted from our database and will not be used in the study.

If you accept, our interview will be recorded with a voice recorder. Your identity will not be shared with anyone other than the researcher and the supervisor. The data collected during this study will be used for academic research purposes only. The names of the participants will not be included in the research in any way. If you have any questions or concerns regarding this research, you can reach us using the contact information below. You will also be given a copy of this information and consent form.

Thank you very much for your support.

Haneen Alrawashdeh

Email: hrawashdeh111@gmail.com **Tel:** +905391082040 / 00962786287773

I have read the text above and understood the scope and purpose of the study I am asked to participate in, and my responsibilities as a volunteer. I understood that I could leave this work whenever I wanted and without having to give any reason, and that I would not face any negative consequences if I quit.

In these conditions, I agree to participate in the research voluntarily, without any pressure or coercion.

Sign: _____

INFORMED CONSENT FORM
(Refugees' Interviews/ Parents Consent)
Translated into Arabic

Dear Guardian,

I am Haneen Alrawashdeh, a PhD student at the Faculty of Education, Department of English Language Education. For my PhD Thesis, I am conducting a research on "Teaching English language to refugees". If you agree your son/ daughter to participate in the research, I will conduct a face-to-face or online meeting with you for 20 minutes. Participation in this research is completely voluntary. If he or she participates, she/he has the right to withdraw at any stage of the study without giving any reason and all data we collect will be deleted from our database and will not be used in the study.

The interview will be recorded with a voice recorder. The identity will not be shared with anyone other than the researcher and the supervisor. The data collected during this study will be used for academic research purposes only. If you have any questions or concerns regarding this research, you can reach us using the contact information below. You will also be given a copy of this information and consent form.

Thank you very much for your support.

Haneen Alrawashdeh

Email: hrawashdeh111@gmail.com Tel: +905391082040 / 00962786287773

I have read the text above and understood the scope and purpose of the study. I understood that my son/daughter could leave this work whenever I wanted and without having to give any reason, and that I would not face any negative consequences.

In these conditions, I agree my son/daughter to participate in the research voluntarily, without any pressure or coercion.

Sign: _____

INFORMED CONSENT FORM

(Refugees' Interviews)

Translated into Arabic

Dear Participant,

I am Haneen Alrawashdeh, a PhD student at the Faculty of Education, Department of English Language Education. For my PhD Thesis, I am conducting a research on "Teaching English language to refugees". If you agree to participate in the research, I will conduct a face-to-face or online meeting with you for 20 minutes. Participation in this research is completely voluntary. If you participate, you have the right to withdraw your consent at any stage of the study without giving any reason. If you withdraw from the study, all data we collect from you will be deleted from our database and will not be used in the study.

If you accept, our interview will be recorded with a voice recorder. Your identity will not be shared with anyone other than the researcher and the supervisor. The data collected during this study will be used for academic research purposes only. The names of the participants will not be included in the research in any way. If you have any questions or concerns regarding this research, you can reach us using the contact information below. You will also be given a copy of this information and consent form.

Thank you very much for your support.

Haneen Alrawashdeh

Email: hrawashdeh111@gmail.com **Tel:** +905391082040 / 00962786287773

I have read the text above and understood the scope and purpose of the study I am asked to participate in, and my responsibilities as a volunteer. I understood that I could leave this work whenever I wanted and without having to give any reason, and that I would not face any negative consequences if I quit.

In these conditions, I agree to participate in the research voluntarily, without any pressure or coercion.

Sign: _____

INFORMED CONSENT FORM (Questionnaire)

Dear Participant,

I am Haneen Alrawashdeh, a PhD student at the Faculty of Education, Department of English Language Education. For my PhD Thesis, I am conducting a research on “Teaching English language to refugees”. If you agree to participate in the research, you will be asked to fill out a questionnaire, it will take 15 to 20 minutes. Participation in this research is completely voluntary. If you participate, you have the right to withdraw your consent at any stage of the study without giving any reason. If you withdraw from the study, all data we collect from you will be deleted from our database and will not be used in the study.

Your identity will not be shared with anyone other than the researcher and the supervisor. The data collected during this study will be used for academic research purposes only. The names of the participants will not be included in the research in any way. If you have any questions or concerns regarding this research, you can reach us using the contact information below. You will also be given a copy of this information and consent form.

Thank you very much for your support.

Haneen Alrawashdeh

Email: hrawashdeh111@gmail.com **Tel:** +905391082040 / 00962786287773

I have read the text above and understood the scope and purpose of the study I am asked to participate in, and my responsibilities as a volunteer. I understood that I could leave this work whenever I wanted and without having to give any reason, and that I would not face any negative consequences if I quit.

In these conditions, I agree to participate in the research voluntarily, without any pressure or coercion.

Sign: _____

Questionnaire Consent Form

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INFORMED CONSENT FORM

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I agree to participate in this study.

I don't agree to participate in this study.

محو النموذج

إرسال