

Blended English Language Learning for Refugees: Challenges and Possibilities

Final Report

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1. Practical context

Our organization, AMIDEAST, works with youth across the Middle East and North Africa, providing them with educational opportunities - including English language programs to increase their chances of accessing better schooling, employment, and financial stability. For the increasing number of refugees and internally displaced people in the region, such opportunities are drastically needed, particularly for students whose education has been interrupted. If designed and planned appropriately, blended learning may significantly increase the accessibility of English language training for these vulnerable youth. In turn, such courses could improve young refugees' language and communication skills, as well as future prospects.

Our research team¹ consists of six experienced English language teachers, trainers, and program coordinators representing three countries in the Middle East: Lebanon, Palestine, and Egypt. Each of these countries has been dramatically impacted by refugee and displaced populations, with a focus on Syrian refugees and Palestinian marginalized populations who are: 18-20 years old, living in camps or underserved communities, and inside or outside of the school system.

Although many of the refugee experiences and challenges are common across the three countries, there are also important differences related to the educational contexts and student realities. Our team gathered individual and contextual information about these marginalized youth, and explored ways to increase their access to effective English language skills development through appropriate blended learning courses. Such programs could potentially impact thousands of young refugees in the Middle East.

2. Overall aims of research

This team-based research project focused on the design of blended English language courses for displaced and refugee youth in the Middle East, living in camps or host communities that are typically underserved. The goal of the project was to better understand the factors, individual and contextual, that potentially affect the online learning of these refugees in order to develop appropriate, relevant, and accessible blended English language courses for this population.

This research took into account the marginalized youth's current knowledge of online learning, digital literacy levels, access to technology, and preferences for types of online activities and engagement.

3. Annotated bibliography

Our team carried out background research in the following areas linked to our project theme and goals: English language programs for refugees, the teaching of English to youth and marginalized populations, online learning preferences of youth, benefits and models of blended learning, teacher attitudes towards online/blended learning, and links between the English language and opportunity in the Arab world. The list below is a sample of useful references we used as background reading for our project.

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	Thematic Link	Summary	Citation
1	ESL pedagogy for marginalized youth and refugees	This paper focuses on issues of access to productive literacy learning as part of socially-just schooling for recently arrived refugee youth within Australia, many of whom have been “placeless” for a long time.	Woods, A. (2009).
2	Impact of blended learning on Palestinian universities	In this paper, the authors provide a brief introduction of eLearning, focusing on a blended approach, summarizing the experience of an eLearning initiative, and illustrating potential benefits of adopting blended learning at these universities.	Itmazi, J. A., & Tmeizeh, M. J. (2008).
3	Success factors and challenges in blended learning	A survey conducted by the Oxford Group and Kineo identifies five key conclusions about blended learning.	Kineo & The Oxford Group. (2013).
4	Effectiveness of blended learning in teaching writing to tenth graders	This study aimed at investigating the effectiveness of using a blended learning program for developing Palestinian tenth graders’ English writing skills.	Keshta, A. S., & Harb, I. I. (2013).
5	Impact of digital learning on youth’s skill development	The author elaborates on significant issues that relate to digital immersion and discusses the need for research on the impact that youth’s immersion in a digital world may have on meta-cognitive and social skill development.	Owston, R. D. (2009).
6	Students’ learning styles and views on blended learning	The purpose of this study was to examine students’ learning styles and their views on blended learning.	Akkoyunlu, B., & Yilmaz-Soylu, M. (2008).
7	Teachers’ attitudes towards the use of blended learning	This paper deals with the application of ICT and the use of blended teaching and learning within the curriculum of general English at the A1-B2 levels in tertiary education. The research focuses on the language teachers’ experience with and attitudes towards the blended learning courses created at their university.	Bijeikienė, V., Rašinskienė, S., & Zutkienė, L. D. (2011).
8	The relationship between English language and opportunity in the Arab world	This report presents research about the relationship between English language learning and employability in the Middle East and North Africa (MENA).	Erling, E. (2015).

9	Examining effective blended learning and teacher-student roles	This research considers how blended learning can help achieve the “optimal” language learning environment, examines the criteria and factors for the appropriate “blend” for students, and considers the different teacher and learner roles that make for effective blended language learning.	Marsh, D. (2012).
10	The role of language in developing and supporting resilience in refugee populations	This critical report focuses specifically on the role of language in linking refugees to employment, to a broader community, and to a brighter future. “This reduces vulnerabilities and dependency, and allows for a greater degree of independence in pursuing durable solutions, including achieving sustainable voluntary repatriation when circumstances permit.”	Capstick, T. & Delaney, M. (2016).

4. Methodology

We limited the target population to 18-25-year-old youth in a transitional period from either high school to university or university to work, and including those whose education has been interrupted, and who may be working informally. We also targeted specific areas in each country where these populations are concentrated: Syrian refugees in underserved communities in the Bekaa Valley, Syrian refugees in marginalized host communities in the 6th October area of Cairo, marginalized Palestinians in Area C in the West Bank, and Palestinians in Gaza.

	Method	Tool	No. Informants	Locations	Process
1	Refugee youth survey	Online survey	126	Lebanon (35), Palestine/West Bank (24), Palestine/Gaza (44), Egypt (23)	Completed online with Google Drive, with instructions and questions in English and Arabic. Responses collated and analyzed. ²
2	Teacher interview	Interview questions & guide	9	Lebanon (3), Palestine (5), Egypt (1)	Carried out face-to-face for all teachers, but one, interviewed by phone. Detailed notes taken by interviewers. Responses summarized and analysed.

Please see Appendices 1 & 2 for research tools used.

² For youth who did not have easy access to a computer or the Internet, the researchers facilitated the use of a language lab at the researchers’ schools/universities so that the survey could be completed.

In terms of access to this population, we limited the use of a survey to the learner/youth groups, and used detailed interviews with teachers working with marginalized youth and refugees. In addition, we are currently analysing ways to pilot various online/blended activities and courses with a sample group – taking into the level of access and coordination needed with others working with refugee youth.

For the design of the youth survey, questions were based on the collective experience of the educators on the research team working with this age group, on their knowledge of marginalized populations in their respective contexts, and on their extensive experience in English language teaching. The set of questions and the full survey were reviewed several times by the team before a final draft was produced. Then members of the team piloted the survey in two locations with a small sample of informants to check the relevance and clarity of each section and item.

The teacher interviews were fully structured ones based on a set of questions prepared and piloted by the team of researchers. All the interviewees were asked the same 46 questions organized under five main categories: general background information, teacher's use of technology and social media, general attitudes towards blended learning, experience with teaching and creating blended learning courses, and experience with marginalized students and awareness of their needs, goals and attitudes. The interview questions are for the most part open-ended questions.

All the interviews were done face-to-face except for one, which was conducted over the phone. Each of the interviewed teachers was interviewed by one of the research team members (from the same country). The interviews lasted between 45 and 60 minutes each. Several of the questions (especially the ones related to the background and experience with social media) were straightforward and did not need any further explanation, while others (like the ones on attitudes towards blended learning) required some probing from the interviewers.

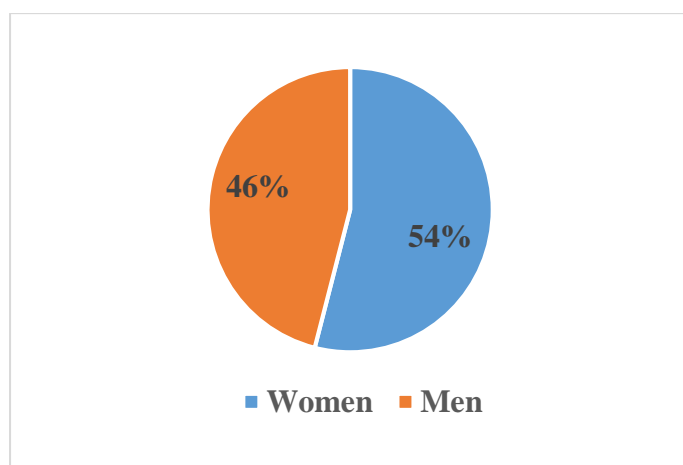
5. Findings and discussion

5.1. Refugee Youth Survey

Highlights of Findings

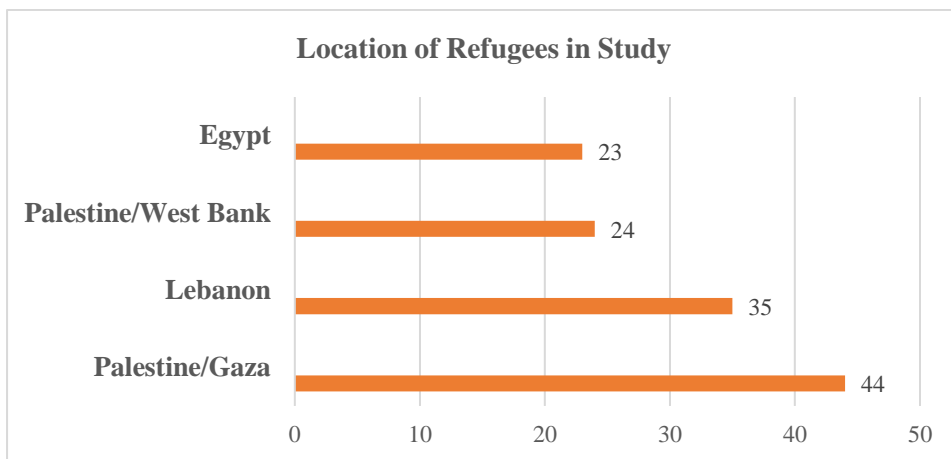
A total of 126 refugee youth living in three countries (Egypt, Lebanon, Palestine – West Bank and Gaza) completed the online survey. All are refugees from Syria or Palestine.

Profile of Refugee Youth



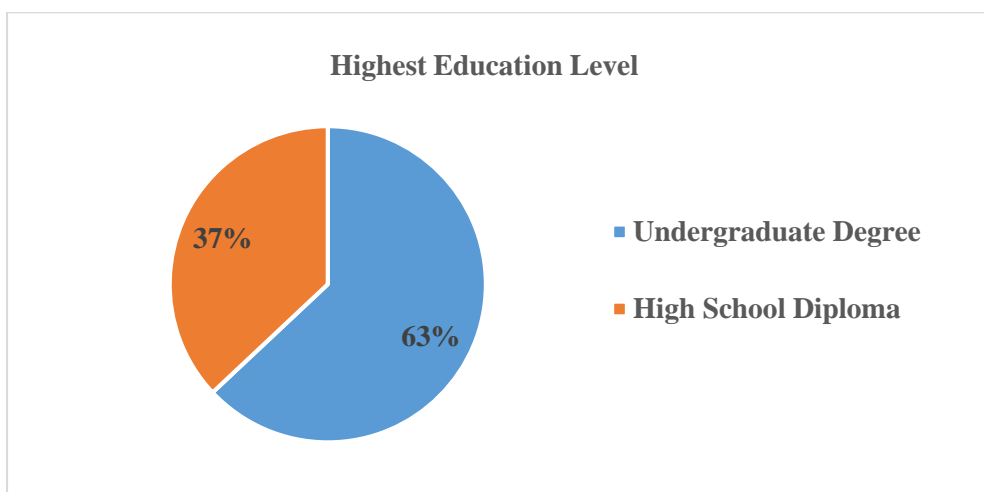
Most of the survey sample (86%) is aged between 18-23 years old, and almost equally divided between males and females. Based on the large percentage of youth in this age group and the particularly challenging circumstances they face linked to interrupted education and unemployment, the researchers will consider the specific needs and characteristics of the refugee learners in this age group in designing blended courses. In addition, targeting a gender balance in setting up the learning opportunities and in planning content is an important factor. Women in the Middle East, including refugees in host communities, face the largest unemployment rates in the world, which are often double that of men in the region. Women’s labor participation in the region can be as low as 24%. Therefore, any activities related to this project and in AMIDEAST’s work with youth in marginalized populations target at least 50% participation by women. In addition, the content and approaches of the training and other interventions take into account the needs and circumstances of women in their own contexts.

Living Situation



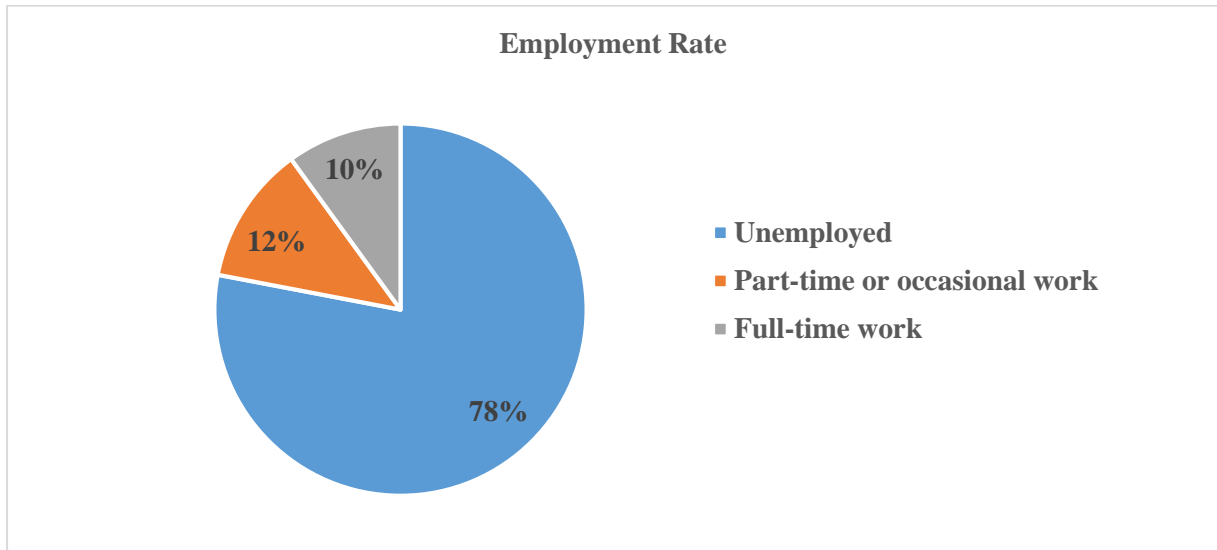
As the data shows, the vast majority of the refugees surveyed are living in different host communities across three countries (93%), with a small percentage living in camps (7%). The blended learning courses should include different issues related to refugee realities and issues they face in the different countries and communities, with several themes common to all refugee youth.

Schooling

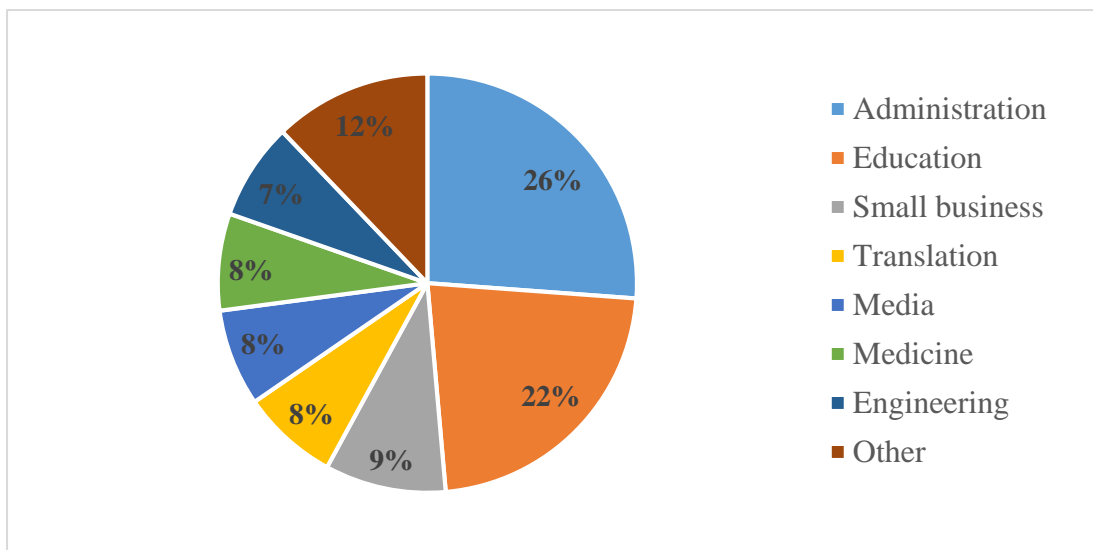


The results of this section complement the results of the first section regarding the respondents' profiles. Most of the sample are university graduates aged 18-23. Eighty-three percent are not currently in school, including many who have only completed high school. Interrupted education and the training and support needed to fill such schooling gaps are major considerations in developing relevant, appropriate blended learning programs for young adult refugees.

Employment



Job & Career Goals



These responses reveal that the vast majority do not have jobs, and for those who do, occasional or part-time work is the norm, most likely as informal labor. The link between English language proficiency and increased academic and job opportunities and advancement has been documented in various research reports (Erling, 2015). The results of AMIDEAST's own university-preparation and employability programs also provide evidence of this link. This highlights the importance of designing blended courses that develop refugee youth's English language and other workplace skills (e.g., computer/IT skills, time management, problem-solving, customer service, and team work) that can help

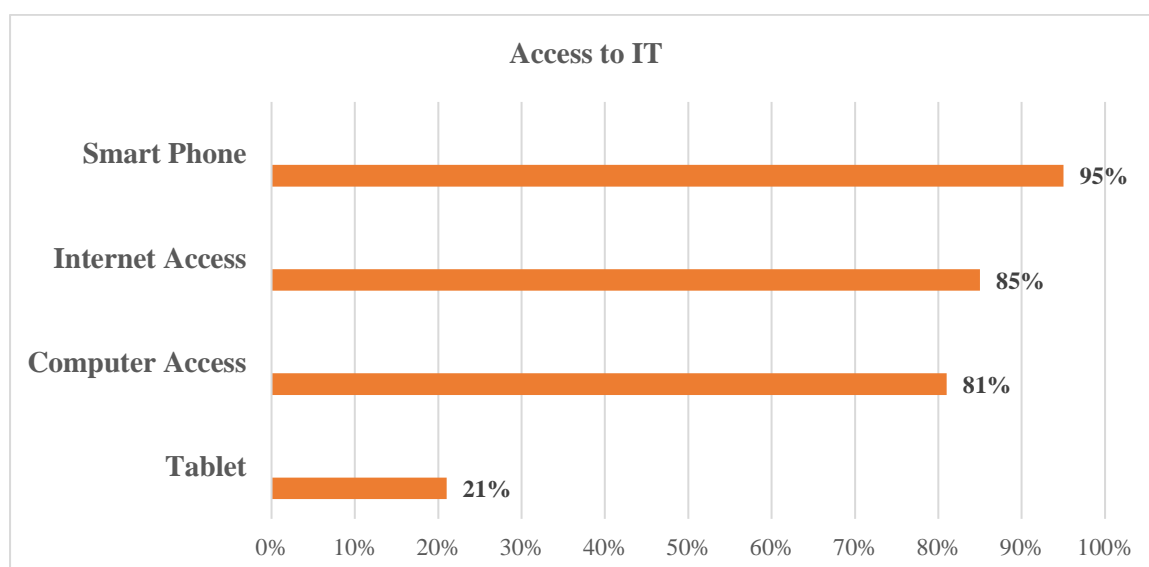
them find a job and improve their situations in the longer term, with an ongoing focus on their own job and career goals, including through readily available, free online courses and resources.

English Experience

- 75% mostly get exposure to English from the Internet and social media
- 74% have studied English at school for at least 7 years
- 84% feel English is extremely/very important for their future
- All English skills are viewed as important; 85% feel speaking is very important

The results of the survey show that most of the participants recognize the importance and the need for the English language in different sectors of life. The results also show that, based on their own assessment, they are not necessarily beginners, but more typically in the elementary and low-intermediate level of English. Also, most respondents felt that the speaking skill is very important in order to communicate with people for different purposes.

IT Access of Refugee Youth



The vast majority of the respondents can access the Internet, have Smart phones, and use social media regularly (91%). This means that using activities that integrate social media such as Facebook and relying on popular phone apps may prove interesting and engaging for refugee youth. Common programs or applications used by respondents are *Facebook, Twitter, WhatsApp, Snapchat, Instagram,* and *YouTube*. Another important point here is that many of the respondents (40%) indicated that, although they have access to a functioning computer, they only have basic computer proficiency. Thus, blended learning courses should take this into account, include user-friendly guidelines and support for these learners, and incorporate effective scaffolding techniques for both language development and digital literacy skills.

E-Learning

- 26% have taken some type of online course
- 76% are interested in studying online or in a blended format
- Majority would be available 2-6 hours per week for a blended program
- Challenges others face for new training program: conflict with studies and work, transportation, limited skills for online study, need for more teacher support

The results of this section reveal that respondents are interested in taking blended courses, but have limited experience with online learning. This indicates that they would need an awareness-raising and orientation session before they start a course to provide them with sufficient support for successfully doing blended courses.

5.2. Teacher Interviews

To understand the attitudes of teachers towards blended learning and its effectiveness with marginalized students, nine teachers from three different countries were interviewed by the researchers. The purpose behind the interviews was to identify the attitudes of teachers towards blended courses, their beliefs about the key strengths of such courses, and the challenges they think they might encounter in conducting such a course for marginalized students from underprivileged socio-economic backgrounds. All the teachers who were interviewed have had experience with marginalized students and they can be considered as representative for the educational institutions/centers where they work.

Summary of Interview Results

Profile of Interviewed Teachers

- The interviewed teachers were 3 teachers from Lebanon, 3 from Gaza (Palestine), 2 from West Bank (Palestine) and 1 from Egypt.
- All had qualifications in English and Education (6 with Master's degrees and 3 with Bachelor's and teaching diplomas).
- All had several years of experience – ranging from 6 years to 25 years.
- All currently teach at the university level or teach adults, and also had experience teaching at other levels.

Teachers' Use of Technology and Social Media

All teachers interviewed have daily access to their computers and internet, primarily at home or at work. All use their various devices (mostly laptops, iPads, and smartphones), with smartphones mostly used to access social media. The top two applications used by almost all interviewed teachers are WhatsApp and Facebook. In addition, teachers used Instagram, Google Apps, Outlook, Special University Intranet, YouTube, and Duo Lingo. All teachers have received some form of training regarding the use of ICT tools in education. Most of the training they received was in the form of workshops designed for that particular purpose.

General Attitudes towards and Experience with Blended Learning

The majority of the teachers interviewed were familiar with the idea of blended learning, with only two needing clarification, and 8 out of the 9 teachers having a generally positive attitude towards blended learning. The advantages of blended learning as identified by teachers: material can be recycled easily, more flexible especially for students who have other commitments, more access to material outside the class, and meets certain students' learning styles. The disadvantages of blended learning as identified by the teachers: teachers and students might need special training at first, the technology might fail them, not all students have the needed access to technology, it prevents students from the opportunity to get frequent face-to-face and one-on-one interaction, it dehumanizes the role of the teachers, and it affects social interaction among students themselves.

The roles of the teachers in a blended learning course as identified by the interviewees include identifying the needs of the students and, based on that, identifying the course goals and objectives, and setting the learning outcomes. Other roles that were identified are checking for the suitable technology and getting oriented on it before introducing it to students, and then training them on it. Moreover, interviewees believe that teachers should also design motivating learning activities and suitable assessment tools.

As for the balance between face-to-face and on-line teaching, teachers' views varied across countries. All three Lebanese teachers believe that there should be more face-to-face at first, while the 5 Palestinian teachers and the Egyptian one believed there should be more on-line. Most of the interviewed teachers believe that they would include similar activities to those they have in a regular class, in addition to other activities like synchronous discussions, watching videos, posting on their blogs, reading and researching specific topics. Most interviewed teachers would use similar assessment tools to the ones they use in a regular class. Some of the identified assessment methods are: self-assessment checklists or rubrics, peer assessment, teacher assessment through quizzes or homework, etc.

Most of the interviewed teachers preferred to have a blended learning course, while only 2 preferred having regular classes. All teachers felt that they are somehow prepared to teach blended courses, but most of them prefer to have some training before they actually do so.

Experience with Blended Learning

None of the teachers interviewed has ever created a blended learning course, and only two (teachers from West Bank) have taught a blended learning course. For these two teachers, the course had fewer face-to-face sessions than on-line sessions. Concerning assessment, one of the teachers did exams in class and had students submit assignments on-line, while another one did tests both in class and on-line.

As for their success stories, one of the teachers said that blended courses help students become more independent learners, while the other one said that students enjoyed the videos they did on-line. Both teachers identified technical problems as the major challenge that teachers encounter in a blended learning course. Both teachers believe that students enjoy a blended learning course, but they believe it might require more work from students.

Experience with Marginalized Groups

The majority of the interviewees have worked with marginalized students, while 2 of the teachers from Gaza have not. The students they dealt with were mostly refugees and 2 teachers also talked about special needs students as marginalized students. All teachers who have worked with marginalized groups admit that it is different than teaching regular students. According to the teachers, marginalized students have special linguistic and curricular needs that require more resourcefulness on the part of the teacher. Two teachers also highlighted the emotional needs that these students have, where many of their students (especially those in Lebanon) had a problem with not feeling a sense of belonging. Several teachers believe that marginalized students are usually more motivated than other students.

According to all the teachers, the most important challenge that teachers face when dealing with marginalized students is the limited English abilities that the students have and the different experiences they might have. About half of the teachers had not received any professional training related to dealing with marginalized students.

Awareness of Marginalized Students' Attitudes, Needs and Challenges

The needs of the students as identified by the teachers are mostly related to having better job or educational opportunities, either in the country they are in, or what they might need if they travel to other countries. One Lebanese teacher said that many of the marginalized students (Syrian refugees) need English as it is part of the new context they are in.

Interviewed teachers identified a lack of trust and a lack of confidence as the most important challenges that marginalized students face. Other challenges that these students faced are the need to work and lack of the needed background knowledge and skills. One teacher from Gaza mentioned that an important challenge is the large classes these students have to attend (up to 70 students). One final challenge pointed out by two teachers is the discrimination these students face inside and outside the classroom.

Teachers identified certain learning strategies that students use, mainly: translation, asking for simplification, note-taking, preparing lessons ahead of time, and researching certain topics. All teachers said that their students have a positive attitude towards technology. Another teacher pointed out that most students use technology for social purposes. All interviewed teachers believe that marginalized students would have a positive reaction towards an on-line or blended learning course.

Through the interviews, the researchers wanted to check the teachers' attitudes towards on-line blended learning courses and their awareness of their marginalized students' needs. All the interviews showed a positive attitude on the part of the teachers. Through the interviews, researchers were also able to identify the types of training that teachers might require in case they want to deliver a blended learning course. Finally, all the interviewees were positive about their students' favorable attitude towards a blended learning course.

6. Conclusions and recommendations

Conclusions from Refugee Youth Survey

1. Blended learning programs need to take into account the real-life situations of refugee youth in host communities, including their interrupted education, their motivation for learning, their access to technology, their availability for training, and the additional support they need before, during, and after courses.
2. The focus of blended learning for young refugee adults should integrate language skills with other workplace and job search skills, and/or academic skills, to help them pursue educational and job opportunities.
3. Gender is an important factor in selecting the content for a blended course, with topics of interest to both males and females.
4. Plan blended courses that make use of popular Smart phone apps for language learning and skills development, given that refugee students have more regular access to and comfort with these phones than computers.
5. Integrate language practice activities that make use of social media commonly used by refugee youth, such as Facebook, Twitter, WhatsApp, Snapchat, and Instagram.
6. Focus on all language skills, primarily in the elementary to intermediate range, with a regular focus on speaking, considering the value these youth place on communicating orally in English in different situations.
7. The distribution of face-to-face and online instruction time needs to be based on the refugee learners' confidence with online learning, level of in-person support needed, and availability for the F2F portion of a course.
8. Orientation to online and blended learning, with regular support provided for their developing digital skills, including through scaffolded lessons, are essential features of blended courses for refugee youth.
9. Self-development approaches and resources within a blended learning program can benefit not only the primary learners, but also their families and communities.

Conclusions from Teacher Interviews

1. All interviewed teachers use technology extensively on a daily basis, a fact that makes the integration of technology into education an easy task for them.
2. All teachers have received some form of training on the use of ICT tools in education.

3. Some applications such as WhatsApp and Facebook are very popular among both teachers and students. Thus, they might be used easily by teachers in any kind of blended learning course.
4. The majority of the teachers interviewed have a positive attitude towards blended learning. Moreover, they view it as a need nowadays with all the advances in technology.
5. All teachers would love to deliver blended learning courses, but they prefer to receive training on it first.
6. A small number of the interviewed teachers (only 2) had experience with blended learning before, which means it is still not as common in these contexts as expected.
7. Most of the teachers interviewed have worked with marginalized students, but several without receiving any professional training, and they wondered what other professionals would recommend related to that. Thus, teachers who deal with marginalized groups might need some special training.
8. All the teachers interviewed are aware of the differences that exist between teaching a regular class and a class with refugees and marginalized students. They are also aware of those students' needs. That means teachers are ready to differentiate their teaching to meet the needs of those learners.
9. According to the teachers, marginalized students prefer interactive and group activities, so any in-class or on-line activity would need to be interactive.
10. All teachers expect their students to have a positive attitude towards on-line learning. This, by itself, is a motivating factor that prompts us to move to the next phase of our project, which is designing blended learning courses specifically for refugee/marginalized youth.

Recommendations for Further Research

1. Conduct further research on blended learning in other locations and contexts with refugees/marginalized youth.
2. Conduct further research on best practices for designing blended courses for refugees and marginalized learners.
3. Implement and evaluate a blended course delivered to a sample group of refugees to assess the learners' access to technology, involvement in course activities, satisfaction with course content and delivery, preferred types of online activities and tasks, factors that impact learning, suggestions for future courses, etc.
4. Survey and interview more teachers and trainers working with this population, both in camps and host communities, including any who deliver online or blended courses.
5. Conduct research on the impact of learners' experiences beyond the classroom when engaging in blended learning courses.
6. Conduct further research on current online or blended programs delivered to refugees in terms of their successes, challenges, and lessons learned.

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Blended Learning Survey



QUESTIONS

RESPONSES

Section 1 of 7



General information معلومات عامة

Form description



1. Name اختياري (optional) الاسم

Short answer

Short answer text



Required



2. Age العمر

 15 - 17 18 - 20 21 - 23 24 - 26 27 or older

Male

Female

4. Where are you from (city and country)?

من اي بلد او مدينة انت ؟

Short answer text

5. Where are you currently living (city and country)?

مكان السكن

الحالي

Short answer text

6. Do you live in a camp?

هل تعيش في مخيم ؟

Yes نعم

No لا

7. If you are living in a camp, what is the name of the camp? Under what organization? ما هو اسم المخيم؟ تحت اي مؤسسة/ منظمة ؟

Short answer text

8. Do you anticipate that your living situation will change soon? Will you move to a different home soon? هل تتوقع أن الوضع المعيشي الخاص بك سيتغير قريباً؟

Yes نعم

No لا

9. If you answered yes to the previous question, where will you move? اذا اجبت بنعم للسؤال السابق ، الي اين ستنتقل ؟

Short answer text

After section 1 Continue to next section

Section 2 of 7



EDUCATION

Description (optional)

1. Are you currently in school?

هل انت طالب/ة



Yes

No

2. What type of school are you attending?

ما نوع المدرسة التي

تذهب اليها ؟

Public مدرسة حكومية

Private مدرسة خاصة

Community or camp school مدرسة داخل المخيم

3. What grade are you in at school? في اي صف / سنة انت

Short answer text

4. If you are enrolled in a university, what is your major? ما اذا كنت/ي في الجامعة، ما هو تخصصك

Short answer text

5. If you are at a university, what is your student



- Full-time student طالب جامعي /كلية بدوام منتظم
- Part-time student طالب جامعي /كلية بدوام جزئي

6. What is the highest education level you have completed?

ما هو تحصيلك الاكاديمي حتى الان؟

- Elementary ابتدائي
- Preparatory اعدادي
- Secondary ثانوي
- University جامعي
- Graduate Masters degree دراسات عليا
- PhD degree دكتوراة
- Other: _____ اخرى

7. What is the highest education level/degree you would like to attain? ما أعلى

مستوى التعليم / درجة ترغب في تحقيقها؟

- High-school diploma الشهادة الثانوية العامة
- Technical or specialized diploma دبلوم فني أو متخصص

- University undergraduate degree بكالوريوس الجامعة
- Graduate masters degree الماجستير
- PhD degree الدكتوراة
- Other: _____ شهادات اخرى

After section 2 Continue to next section

Section 3 of 7



Work Experience

خبرة العمل

Description (optional)

1. Are you currently employed? هل تعمل حالياً؟

- Yes نعم
- No لا

2. If so, what job/s do you have? ان اجبت بنعم ، ما هي طبيعة عملك

Short answer text

3.If you are now working, what is your work load? إذا كنت تعمل الآن ، ما هو عبء العمل الخاص بك؟

- Full time دوام منتظم

Part-time دوام جزئي

Only Occasional work. عمل متقطع

3. What type of job or career would you like to have in the future?

ما هي طبيعة العمل التي تطمح في الوصول اليها؟

Short answer text

After section 3 Continue to next section

Section 4 of 7



English Language Experience . مستوى اللغة الانجليزية

Description (optional)

1. Do you have any exposure to English now? هل تتعامل مع اللغة الانجليزية ؟

Yes نعم

No لا

2. What type of exposure do you have to English now? (Choose all that apply.) ماهي المواقف التي تتعرض فيها للغة الإنجليزية؟ اختر كل ما ينطبق

Books الكتب

Newspapers الجريدة

- Television التلفزيون
- Radio الراديو
- The Internet شبكة الانترنت
- Social media (Facebook, Twitter, etc.) التواصل الاجتماعي
- At school في المدرسة
- At my job في مكان العمل
- Friends who speak English اصديقاء يتكلمون الانجليزية
- Other: _____ جواب آخر

2. What are the total amount of years that you studied English?

ما مجموع السنوات التي درست فيها اللغة الانجليزية؟

Short answer text

.....

3. How old were you when you started to study English? كم كان عمرك عندما بدأت

بدراسة اللغة الإنجليزية؟

Short answer text

.....

4. How would you rate your fluency in English? كيف تقيم المستوى الحالي لديك في اللغة

الانجليزية؟

- Beginner مبتدئ
- High Beginner مبتدئ عال
- Low Intermediate متوسط متدني
- Intermediate متوسط

- High Intermediate متوسط عال
- Advanced متقدم

5. How important are strong English skills for your future plans?

ما اهمية مهارات اللغة الانجليزية في مخططك المستقبلي؟

- Extremely important مهم جداً
- Very important مهم
- Moderately معتدل
- Slightly مهم نسبياً
- Not at all غير مهم

6. What English language skills do you think you need the most? (Choose all that apply.) ما هي المهارة التي تحتاجها لنجاحك في اللغة الانجليزية؟

- Listening الاستماع
- Reading القراءة
- Writing الكتابة
- Speaking المحادثة

After section 4 Continue to next section

Section 5 of 7



Access to Technology

Description (optional)

1. Do you have access to a working computer/laptop at home?

هل لديك جهاز حاسوب في البيت؟

Yes نعم

No لا

2. How can you describe your skill level in using a computer?

كيف تصف خبرتك في استخدام الحاسوب؟

I have no experience with computers. لا يوجد عندي خبرة على الاطلاق

I have very limited experience with computers. عندي خبرة محدودة في استخدام ابرامج الحاسوب

I can only do basic programs on a computer. يمكنني القيام بالبرامج الاساسية فقط

I can do many programs on a computer, but I'm not an expert. القيام بمعظم البرامج على الحاسوب ولكنني لست خبيراً

I consider myself to be an expert in using the computer. انا خبير/ة في استخدام الحاسوب

3. Do you have regular access to the Internet?

هل تتوفر لديك خدمة

الانترنت؟

Yes نعم

No لا

4. How much experience do you have with using the Internet? ما هي خبرتك في

استخدام الانترنت / الشبكة العنكبوتية؟

- I have no experience with the Internet. خبرة شاملة
- I only have limited experience using the Internet.
- I can use the Internet for basic purposes. خبرة متوسطة
- I can use the Internet for many purposes, but I'm not an expert. خبرة قليلة
- I consider myself to be an expert in using the Internet. لا يوجد خبرة

5. Where do you normally use the Internet? (Choose all that apply.)

اين تستخدم الانترنت/الشبكة العنكبوتية ، اختر كل ما ينطبق

- At home في البيت
- At school/university في الكلية /او الجامعة
- At an internet cafe في مقهى الانترنت
- At a friend's house في منزل صديق
- Other: _____ جواب آخر

6. Do you use social media regularly (Facebook, Twitter, YouTube, etc.) ?

هل تستخدم منصات التواصل الاجتماعي (الفايسبوك، تويتر، يوتيوب...ألخ) ؟

- Yes
- No

7. Do you have a smart phone (iPhone or Android)?

هل

لديك/ي جهاز تلفون ذكي؟

- Yes نعم

No لا

8. Do you have a tablet (iPad, for example)?

هل لديك/ي لوح ذكي؟

Yes نعم

No لا

9. Do you use phone/tablet applications?

هل تستخدم

تطبيقات الهاتف؟

Yes نعم

No لا

10. If so, what are the three most common applications you use? إذا اجبت نعم،
اذكر التطبيقات الثلاثة الأكثر استخداما من قبلك

Long answer text

After section 5 Continue to next section

Section 6 of 7



Online Learning

التعلم عبر الإنترنت

Description (optional)

1. Have you ever taken an online course?

هل اتخذت في أي وقت مضى

دورة/صف على شبكة الإنترنت؟

Yes

No

2. Are you interested in taking English language courses online?

هل يهمنك اخذ دورات لغة انكليزية عبر الانترنت؟

Extremely interested مهتم بشدة

Very interested جدا مهتم

Moderately interested متوسط الاهتمام

Slightly interested قليل الاهتمام

Not at all غير مهتم

3. If so, why are you interested in taking courses online? (Choose all that apply.)

إذا كان الأمر كذلك، لماذا أنت مهتم في أخذ دورات على الانترنت؟

It would be more convenient for me to learn at home. التعلم في المنزل اكثر ملائم لي

It's difficult for me to travel to take classes. من الصعب علي التنقل لاختد دورات

I like to study more online than in a class. افضل ان ادرس لوحدني على ان اكون ضمن مجموعة

I like doing activities on the computer as I learn new skills. أحب القيام بأنشطة على الكمبيوتر لأنني اتعلم مهارات جديدة.

Other: _____

4. If you are not interested in taking online courses, please explain why not. (Choose all that apply.)

I am not skilled in using the computer. لا يوجد عندي المهارة الكافية

I do not have Internet access all the time. لا يوجد لدي مدخل الى شبكة الانترنت معظم الوقت

- I need the personal support from the teacher, which is easier face-to-face. سي من المعلم ، الذي هو أسهل وجها لوجه.
- I do not have the discipline to study independently. غير قادر على ضبط نفسي فيما يتعلق بإمكانية الدرس منفردا .
- I think I learn better in a classroom than online. أعتقد أنني اتعلم أفضل في الفصل / الصف الدراسي من على شبكة الانترنت.
- Other: _____ أسباب أخرى

5. How confident would you feel at the start of an online English language course? ما مدى شعورك في الثقة في بداية دورة على

شبكة الإنترنت؟

- Extremely confident واثق جدا
- Very confident واثق الي حد ما
- Somewhat confident
- Slightly confident واثق قليلا
- Not confident at all غير واثق

6. How important do you think the teacher's help and support would be during an online English language course? ما مدى اهمية دعم المعلم سيكون خلال

دورة على شبكة الانترنت؟

- Extremely important مهم جدا
- Very important مهم
- Moderately important متوسط الاهمي
- Slightly important قليل الاهمية
- Not important at all غير مهم على الاطلاق

After section 6 Continue to next section

Section 7 of 7



Current training التدريب الحالي

Description (optional)

1. Are you currently participating in any training programs? If so, what type/s of program/s and through what organization/s?

هل تشارك حاليا في أي برامج تدريبية؟ إذا كان الأمر كذلك، ما هو نوع البرنامج / البرامج ، ومن خلال أي منظمة؟

Long answer text

2. If you enroll in a new training program, how much time per week could you devote to this training? إذا انتسبت في برنامج تدريبي جديد، كم من الوقت في الأسبوع تستطيع أن تتركس لهذا التدريب؟

- 1 - 2 hours
- 3 - 4 hours
- 5 - 6 hours
- 7 - 8 hours
- 9 - 10 hours
- More than 10 hours

3. What days and times would be most convenient for you for a training program? ما هي الايام والاوقات الاكثر مناسبة لك لبرنامج تدريبي؟

Short answer text

4. Do you face any challenges that would make it difficult for you to participate in a training program? هل تواجه اي تحديات/صعوبات تمنعك من المشاركة في برنامج تدريبي؟

Yes نعم

No لا

5. If so, what are your main challenges that would make it difficult for you to participate in a training program? اذا كان الامر كذلك فما هي التحديات الأساسية؟

Long answer text

Appendix 2: Teacher Interview Questions

Blended Learning for Refugee Students

Teacher Interview Questions

Introduction for the person conducting the interview:

Make sure that you introduce yourself and describe the purpose of the interview. Explain to your interviewee that his/her identity will be fully anonymous and that no private or personal information will be released.

I. General Background Information:

1. What is the highest degree you have?
2. How many years of teaching experience do you have?
3. What levels have you taught before? (levels and age groups)
4. Where are you currently teaching? Who are your students?

II. Questions Related to Teachers' Use of Technology and Social Media:

5. How often do you use your PC? Laptop?
6. Where do you mostly use your PC or Laptop?
7. For how long do you use it per day? Per week?
8. How often do you use social media?
9. What device(s) (laptop, tablet, phone, etc.) do you use to access social media?
10. How much time do you spend each day using social media?
11. What are the three most common applications you use on your phone? On your computer? Tablet?
Etc.
12. Have you had any special training related to use of ICT in education? If yes, tell about it.

III. Questions Related Teachers' General Attitude towards & Experience with Blended Learning:

13. Are you familiar with blended learning? (If so, as a learner or teacher?) What do you think about blended learning in general?
14. What do you think are the advantages of a blended learning course for the a. teacher and b. students? Explain.
15. What do you think are the disadvantages of a blended learning course for the a. teacher and b. students? Explain.

16. What do you think are the roles and responsibilities of a teacher in a blended learning course?
17. How often do you think you should meet the students face to face in a blended learning course?
How many hours per week do you think they should spend on-line.
18. What types of activities do you think should be used in a blended learning course?
19. What types of assessment tasks do you think are suitable for a blended course?
20. Do you prefer to teach a regular class or a blended-learning class? Explain.
21. Do you feel you are technically prepared to teach a blended learning course? If yes explain how, and if not, tell what you exactly need to be prepared.
22. If you were to teach a blended learning course, what will you modify in your teaching to meet the needs of your students in such a course?

IV. Questions Related to Experience with Teaching Blended Learning Courses:

23. Have you ever taught a blended learning course?

If yes, please answer the following questions:

24. How often did you meet the students face to face? On-line?
25. What kinds of tasks did you use in class? What kinds of tasks did you use on-line?
26. What kind of assessment tasks did you use with the students?
27. Were there any remarkable success stories in the course? Illustrate?
28. What challenges did you face while delivering the course? Give some examples.
29. How did students react to the course in general? Give some examples if possible.

30. Have you ever created a blended learning course?

If yes please answer the following questions:

31. How can you describe the experience of creating the course?
32. How did the course help you? Help your students?
33. Were there any activities in the course that you found difficult to design?
34. What challenges did you face while creating the activities for the course? While implementing those activities?

V. Questions Related to Experience with Marginalized Groups:

35. Have you ever worked with marginalized groups?
36. If yes, specify where, when and for how long?
37. If yes and based on your experience, do you think that teaching marginalized groups is similar to or different from teaching a regular class? In what sense?

38. Have you received any kind of professional training on how to work with marginalized groups? If yes, specify.
39. What were some of the challenges you faced while working with marginalized groups? Illustrate.
40. Do you have examples of success stories in working with marginalized students?

VI. Questions Related to Awareness of Marginalized Students' Needs, Attitudes and Challenges:

41. Why are the refugee/marginalized students studying English? What are their needs and goals for studying English?
42. What kinds of activities do your students like to work on in class?
43. What are the strategies your students mostly use while in class to learn the language better?
(Asking questions, taking notes, preparing at home, etc.)
44. How can you describe your students' attitudes towards technology? How often do you think they use it and for what purposes?
45. What are the challenges mostly faced by your marginalized students inside and outside the class?
46. How do you think your students would react to online learning in the English class? What about blended learning? Could a blended learning course enhance their learning or hinder it?