

AMERICAN UNIVERSITY OF BEIRUT

LEADERSHIP UNDER CRISIS: IMPLEMENTATION
CHALLENGES OF THE GRADES 1-9 ENGLISH LANGUAGE
CURRICULUM FOR SYRIAN REFUGEES IN NORTH
LEBANON

by

RANIA GHAZI EI-KANJ

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AN ABSTRACT OF THE PROJECT OF

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Title: Leadership under crisis: implementation challenges of the grades 1-9 English language curriculum for Syrian refugees in North Lebanon

For a large number of refugees, displacement is a long-term way of life with an average period of 17 years (Executive Committee of the High Commissioner’s Programme, 2004). The Syrian civil war is one of the major and most complex humanitarian catastrophes of our time (UNHCR, 2015b). This war has led to a very large influx of Syrian refugees to several countries and had assumed tsunami-like proportions particularly in neighboring countries, particularly Lebanon.

Refugee children suffered awful murders during the Syrian war as well as other brutal devastations. This includes the destruction of their schools and houses and the disruption of their daily routines, including the interruption of their education. Many of these children were under traumatic violence and confusion during their escape. Consequently, they missed more than two years of schooling given the difficulty of enrolling in their host countries. Hence, there is an urgent need to stand by and support a generation of needy Syrian children.

The Syrian conflict is now entering its eighth year, and consequently, humanitarian processes in Lebanon and elsewhere are transitioning from “emergency” to “long-term crisis” involvements (The Speed School Fund, 2016). Several countries, including Lebanon, share the responsibilities of educating the Syrian out-of-school children. It is a moral and ethical humanitarian obligation to recommence the education of displaced students in host countries and to minimize the barriers they may encounter throughout their academic journey.

According to Whyte and Ting (2014), Lebanon is the third top country in refugee intake with more than 856,000 refugees. The Lebanese government, as well as the private sector, and the citizens at large have generally been welcoming and supportive to the Syrian refugees. Whenever possible, Lebanese families have taken Syrian families into their homes.

Now in its eighth year, the catastrophe in Syria has pushed the size of essential social services – especially education – to a virtual breaking point.

This project considers the challenges faced upon implementing the English language curriculum which include 1) Insufficient textbooks and other teaching resources, 2) lack of parental awareness and guidance, 3) inadequate number of teaching periods, 4) behavioral and psychological problems, and 5) absenteeism and child labor. It also suggests several recommendations to mitigate a number of challenges. As a host country, Lebanon needs to plan an effective program for the Syrian refugee children that would address their long-term needs. Educational organizations need to play an essential role in facilitating the transition for the refugee youth through a comprehensive approach.

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CHAPTER I

INTRODUCTION

The Syrian civil war is amongst the worst of the present-day humanitarian disasters affecting the worldwide community (The Speed School Fund, 2016). It began in 2011 forcing people to leave to neighboring countries. The rising level of violence in Syria made the situation critical, causing an unabated flood of Syrians looking for refuge in nearby countries.

Agencies from the United Nations High Commissioner for Refugees (UNHCR) and the United Nations (UN) have been vigorously supporting Lebanon in handling the humanitarian extents of refugee flows; yet, more support is still needed (Dillon, Mcfarlane, Pommerville-Cléroux, & Tayyem, 2013).

Syrian refugees are challenged with many disadvantages as well as protection problems. They regularly lack the community support systems that help underprivileged residents to survive. They may also find it hard to access or afford the often-overstretched healthcare services, as well as education and other services on which the local population depend on (UNHCR, 2009).

Moreover, the Syrian civil war has created an education emergency in the Middle East. The UNHCR approximations show that less than half of the Syrian refugee children are registered in formal education (Regional Refugee and Resilience Plan [3RP], 2015a). Many Syrian children are at risk of skipping a formal education. Several children have

been out of school for years, as schooling in Syria was interrupted and educational systems in host countries could not house all the refugees (International Committee of the Red Cross, 2014).

Therefore, there is presently a pressing need to adopt long-term development planning to manage the refugee education for the coming years. We need to give attention to the refugees with the objective of guaranteeing that the authorities make public services, and especially education, available to refugees at a minimal or no cost. The futures of all these children, as well as the prosperity and stability of the region, will depend on school-age children to obtain the education they need to be strong against the circumstances they are facing (Andres-Vinas, Gorevan, Hartberg, Phillips, & Saieh, 2015). Young, educated, and productive population represents the only chance Syria has to reconstruct its society.

Hence comes the role of the teachers. Teachers: 1) plan lessons, 2) allocate time and turns, 3) organize activities, 4) structure assignments, 5) ascribe praise and blame, 6) formulate the levels of their questions, 7) manage their classrooms, and 8) judge general student understanding. Teachers play an essential role in any plan for educational reform. Teachers should be knowledgeable in the most effective approaches to help in constructing the understanding of the students, since they might come to them as blank slates (Shulman, 1986). Consequently, their feedback about the curriculum is essential.

Problem Statement and Purpose of the Study

This study explores and conceptualizes the challenges faced upon teaching the English grades 1-9 curriculum to Syrian refugee students in the Lebanese public schools in

North Lebanon. It is necessary to find a bold, but applicable strategy to protect the right of all Syrian refugee children to a proper education. Education is the vehicle through which children can receive support, reconstruct their lives, and gain the competencies required to attain jobs in the future.

The purpose of this project is to provide teachers with solutions to the challenges faced upon implementing the “English curriculum: Back to School” project. The intention is to support the education of Syrian refugees, especially those students who have many barriers to education in their host countries.

The ultimate goal of the study is to produce recommendations to address the challenges faced in public schools during the afternoon shifts so as to help teachers in teaching English for Syrian refugees.

Study Rationale

The problem that triggered the current study is the fact that the drop-out rate is 70 % among Syrian refugees in Lebanese schools. This reflects the challenges that these children face in retrieving and successfully enduring their education (The Speed School Fund, 2016).

The extant research on the challenges faced in teaching English or a new language (Turkish) to Syrian children has been largely based on studies conducted outside Lebanon, (e’g., Al Hariri, 2018; Yamashita, 2018; Erden, 2017). Research on the challenges faced in Lebanon schools consists of reports that do not provide comprehensive recommendations that are based on empirical evidence from field studies. For instance, Karam, Kibler, and

Yoder (2017) discussed the obstacles the Syrian refugee teachers face in teaching EFL, and how do they overcome (or not) these obstacles. They concluded with the followings: 1) importance of the English language, 2) Concerns about EFL, and 3) obstacles to teaching and learning the language. Charles and Denman (2013) reported that linguistic and curriculum challenges are major obstacles for Syrian children causing many to drop out of school. Furthermore, Shuayb, Nisrine & Suha (2014) talked about all the teaching challenge and that teachers are struggling against time and a rigid curriculum. They also blamed limited language proficiency as the language being the biggest challenge for learning.

Consequently, the present study set to provide a holistic and context-based understanding of the challenges faced upon teaching English to Syrian children in Lebanon during the afternoon shift. The study, too aims to provide recommendations to mitigate the effects of challenges based on empirical data gathered from the study context.

Research Questions

The questions that guide this research are:

- I. What are the challenges facing the implementation of the English language curriculum for Syrian refugees' students in the afternoon shift in North region?
- II. What are the recommendations for the solution to the problems faced during the process of educating English to the Syrian students during the afternoon shift?

Study Significance

Specifically, the study will raise awareness about the problems that hinder the English education for Syrian refugee children and will produce recommendations related to dealing with these problems.

Moreover, this research can be helpful to theory as well. Other researchers may further extend the research about Syrian refugees in the Lebanese context, especially that the literature about this issue is still sparse and scanty.

CHAPTER II

LITERATURE REVIEW

After the Syrian catastrophe, Lebanon was the most convenient place for the Syrians to escape violence in their country. In fact, Lebanon has been a place for a large number of displaced individuals and refugees from Syria and Palestine, respectively. This section of the project will: 1) explain the difference between the displaced and the refugees in terms of their rights, 2) list the barriers that hinder the education of the Syrian refugees' children, 3) explain the leadership crisis, and 4) and discuss the "English curriculum: Back to School" project.

Refugees, Displaced Persons, and their Rights

Refugees through History

Refugees existed in all recorded history, but the necessity to protect them dates back to when the League of Nations established the Office of the High Commissioner for Refugees in 1921. This office was supervised by Fridtjof Nansen and was established to provide refugees with a certified identity and an identifiable status, allowing them to start over (Shelton, 2005).

UNHCR (2010) defined a refugee as someone who has a well-founded fear of being mistreated for reasons of nationality, religion, race, membership of a political opinion or social group, is outside the country of his/ her nationality, and is unable to, or owing to such fear, is unwilling to depend on the protection of that country. Taylor (2004)

defined refugees as people who are prosecuted in their home country and are in an urgent need for resettlement.

Furthermore, the term refugee is frequently used to include displaced persons who may fall outside the legal definition in the Convention. The Refugee Convention was expanded in 1967 by the Bellagio Protocol, to include refugees in time and geography (Shelton, 2005). Another modification of the refugee concept was done by the Convention of Governing the Specific Aspects of Refugee Problems in Africa. It added more reasons for people who flee their countries, other than persecution, such as acts of external aggression, occupation, domination by foreign powers, or serious disturbances of public order (Shelton, 2005).

In recent years, refugees have been the center of interest, and a substantial public concern (Taylor, 2004)

Refugees' Rights

The basic minimum standards for the treatment of refugees are access to: 1) courts, 2) work, 3) primary education, 4) foreign school certificates, 5) reduction of fees and charges as well as the award of scholarships, and 6) provision of documents including a passport form (UNHCR, 2010).

Moreover, refugees have several rights that include, but that are not limited to: 1) to live, 2) not to be subjected to painful or humiliating treatment or punishment, 3) not to be tortured or randomly detained, 4) ensure family unity, 5) access protection, 6) have enough

food, 7) access healthcare, 8) access shelter, 9) access education, as well as 10) search for income opportunities (UNHCR, 2009).

Ultimately, education is a right for every child. This right should be attained progressively on the basis of equal opportunity. Authorities shall particularly: 1) Have obligatory primary education and free to all; 2) Encourage the different forms of secondary education, including vocational and general education, make them accessible and available for each child, with the introduction of free education and availability of financial assistance upon need; 3) Have higher education available to all on the basis of proportions by every suitable means; 4) Have educational and vocational information, as well as guidance obtainable, and accessible to all children; and 5) Encourage regular attendance at schools and prevention of drop-out rates (O'Rourke, 2014).

Thus, this emphasizes the right to public education with equal opportunities to all refugees. This makes the right of education unique when compared to their other rights.

Displaced Persons

A displaced person is a person or a group of people who have been obliged to run away and leave their houses to avoid the effects of violence, human-made or natural disasters, conflict, violations of human rights, and who have not traversed a worldwide known State border (Fitzpatrick, 2002).

In addition, displaced persons have lost the shelter in their own country and therefore need international protection, especially if they crossed international borders.

Usually, the displaced person does not need and cannot be given a special legal status, as is the case with a refugee status (Fitzpatrick, 2002).

The difference between the displaced persons and the refugees is that refugees can have a legal status, while a displaced person cannot. However, all displaced persons are entitled to the satisfaction of all appropriate guarantees of humanitarian law and human rights, especially those that are essential to them (Fitzpatrick, 2002).

Furthermore, there are more differences between displaced and refugees in the rights and privileges than those that have been explained previously. The displaced person has fewer rights than the refugee. However, after four years of the Syrian war, the Lebanese government and international organizations saw the need of strictly involving the government and host societies in the response and construction of fast solutions for these displaced people (Yassin et al., 2015).

Syrian Civil War

As per the United Nations, the Syrians are the largest refugee population apart from Palestinians. They ran away to more than 100 countries due to the war in their country. With more than 3 million by mid-2014, Syrians are considered one in four of the 13 million refugees worldwide being aided by the U.N. refugee agency. This is the highest figure since 1996 (Nebehay, 2015).

Since March 2011, the civil war began in Syria forcing a great number of people to leave to neighboring countries. Current statistics of registered Syrian refugees in the district: 5,055,150 (Turkey: 2,992,567; Lebanon: 1,011,366; Jordan: 659,246; Iraq:

239,639; Egypt: 122,228; North Africa: 30,104). The total net increase since first of January 2017 is 200,219 refugees, mostly due to registration of Syrian refugees who were already residing in Turkey (Regional Refugee and Resilience Plan, 2017).

Moreover, in Lebanon, there are approximately 1.1 million registered Syrian refugees (Culbertson & Constant, 2015; The Speed School Fund, 2016; Maadad & Rodwell, 2017). This means that the refugees enlarged Lebanon's population by more than twenty-five percent in just a few years (Culbertson & Constant, 2015). These refugees are in desperate need of many things: 1) houses, 2) schools, 3) teachers, and 4) an actual educational system (Maadad & Rodwell, 2017).

The most important issue is that four years into the Syrian catastrophe, more than 500,000 Syrian refugee children are out of school and the numbers are increasing. The education emergency is fueling an epidemic of child labor and early marriage (Watkins & Zyck, 2014).

Syrian Refugees in Lebanon

Lebanon is a small country on the Mediterranean Sea, adjoining Syria to the west. It includes around 4 million of population. It counts for almost 18 different religions and sects. The region witnessed the hosting of many refugees since its creation. Lebanon hosted Kurds, Armenians, and Palestinians (Dillon, Mc Farlane, Cleroux, Tayyem, 2013).

Nevertheless, in Lebanon, the issue of refugees was extremely politicized. The stance of the government to Syrian refugees can be clarified by two main reasons: 1) the

major aggressive political parties' contradictory attitudes towards the Syrian war and 2) Lebanon's preceding refugee experience with the Palestinians (Yassin et al., 2015).

Prime Minister Naguib Miqati implemented the usage of the term “displaced person” (“nazih” in Arabic) as an authorized terminology instead of “refugee” (“laji2”) (UNHCR, 2015c).

On the other hand, if you check the Lebanese laws concerning Syrian displaced persons, you will find nothing about education. Although there are several laws regarding work, nothing was issued to assist in the education process in any way.

Syrian Children as Refugees in Lebanon

At this time, the age group of the Syrian refugees is on average as follows: 1) 15% from 0-4, 2) 24% from 5 -11, 3) 14% from 12-17, 4) 42% from 19 – 59, and 5) 5% from 60+ (UNHCR, 2018). This means that 38% of the Syrian refugee population needs to attend schools. However, early childhood education for those aged 3 to 5 is limited, although there is a demanding need for pre-school support for very young children who are traumatized by the conflict in Syria and their subsequent displacement. Just one third of children aged 6 to 14 are in school. Formal education for those aged 15 to 18 is almost non-existent; with 8% only attending schools in Lebanon (Watkins & Zyck, 2014). This is a particularly upsetting statistic.

Furthermore, 40 % of Syrian refugees are younger than 12, and many have not joined school for up to five years, disadvantaging them emotionally, academically, and psychosocially (Wofford & Tibi, 2018).

Also, the rate of dropout is 70 percent among Syrian refugees in Lebanese schools. This reflects the challenges that these children face in retrieving and successfully enduring their education (The Speed School Fund, 2016).

Comparative Overview of the Educational System

Education, as per refugees, is the key to their future settlement and to their children's inclusion in the host country. There is a need to compare the educational system in Syria versus that in Lebanon.

Education in Syria

Before the Civil War, Syria had a strong education system in place with almost 100% primary school enrolment and 70% of children attending secondary school. According to the 2004 census, Syria's literacy rate was 79.6%, with 86% of men and 73.6% of women being literate. In 2002 (Sinha, n.d.), education was made compulsory and free from grades 1 to 9 from ages six to twelve with all school books free of charge. 98% of the schools were public schools run by the government, less than 2% were private, and less than 0.5% were run by UNRWA (Maadad & Rodwell, 2017).

Furthermore, all schools followed the same curriculum. The curriculum covers the following courses: Arabic, religious instruction, mathematics, elements of science, music, art, social and national education, health education and physical education. Then, 3 years of almost free compulsory lower secondary were given to children aged 12 to 14. English and French languages were provided at this level. Finally, from ages 14 to 18, students

could undergo 3 years of upper secondary education. This level could be vocational or general (Maadad & Rodwell, 2017).

In addition, the government oversees the formal education, especially for primary and secondary education with little or no involvement of NGO's or the private sector. The Ministry of Education had established the curriculum, the goals of teaching, the method of interaction of teaching and learning, as well as the production of curricular instruction resources (UNICEF, 2015).

The public sector in the education system has dominated over the past half century. Public schooling is free for all levels of education. Syria achieved essential improvements in educational equity, almost ending the gender gap at all school levels. Additionally, the Syrian education system has three main pillars: 1) distribution of students into different educational tracks, 2) free public education, and 3) the effect of quality of education and means to improve it (Dhillon, & Yousef, 2009).

Furthermore, the Syrian school system relies chiefly on imparting knowledge. Students have a main target, which is memorization of information so that they can accumulate the needed information to succeed in grades 9 and 12 at the official exams. The target here is to get the diploma and not to acquire any skills (Salehi-Isfahani, & Dhillon, 2008).

Education in Lebanon

On the other hand, Lebanon has one of the highest rates of literacy in the Arab world. The rate is 97%. The civil war had disastrous effects on educational standards and

on the country's literacy rates. One of the issues that caused the decline in the educational standards is the Israeli raids, destroying more than 150 schools. This made several families move to other schools. Migration had made the country lose many teachers, educators and professors. This is in addition to many students leaving schools by order of certain militias (Maadad & Rodwell, 2014). The enrollment rate was 85% for females and 90% for males in primary education in 2015 (UNESCO, n.d.) which decreased after 2011.

Schooling in Lebanon has three systems: public schools, private religiously- funded schools, and private schools. Most Lebanese people would like to enroll their kids in private schools to provide them with better education, etiquette and discipline. Due to poverty caused by the civil war, there was an increase demand for public schools. The government had to construct more schools to meet that demand (Harrison, 2011).

Unfortunately, most Lebanese parents stretch their budget to accommodate their kids in private schools due the criticism which public schools are subjected to. However, the same curriculum is taught in both types of schools. Civics, history, literature and geography are taught in Arabic while all other subjects are taught in either French or English, depending on the educational and "religious" background of the school (Maadad and Rodwell, 2014).

Barriers that Hinder Syrian Refugee Education

Refugee parents are often not knowledgeable enough about the Lebanese educational system, and the children face pressure to quit school to financially support their family and relatives overseas (Taylor, 2004).

Obviously, Syrian refugees face many barriers to educational access, such as space constraints, language and curriculum, transportation, registration status, child labor and early marriage, expenses, school environments, grade placement, mental/psychological health, and political issues.

Space Constraints

Insufficient facilities to house the influx of students is the main hindrance not only in Lebanon, but also in Turkey and Jordan (Culbertson & Constant, 2015). Jordan needs 72 extra schools to accommodate all Syrian children. In Lebanon, schools at their best can take in 30% of Syrian children, so 70% are left out of school and in need of non-formal schooling (INEE, 2014). As a solution, Lebanon adopted a second shift to take in the additional Syrian students in the afternoons (Culbertson & Constant, 2015). But the afternoon four-hour shift was a burden with extra expenses on the Lebanese government (Culbertson & Constant, 2013). In this matter, the complexity involves several issues such as educational infrastructure, staff and teachers, financial plan, and relations with host societies (Culbertson & Constant, 2015).

Language and Curriculum

Language and curriculum are chief obstacles for school enrollment in Lebanon and Turkey and, to a slighter extent, in Jordan (INEE, 2014). In 1960, teachers in Syria could not teach English grammar and expression even after learning five years in college. There was almost no or minimum practical work during these five years (Stocks, 1960). Moreover, teaching in Syria is exclusively in Arabic (Maadad & Rodwell, 2017). As per

UNHCR (2016) the Syrian curriculum is labelled as an “all Arabic” curriculum. As per O'Rourke (2014), Lebanese language is a new one with respect to the refugees.

NGOs in Lebanon intervened in trying to solve the problem of lack of education among school-aged Syrian refugees. Syrian children struggle in maintaining their academic level in Lebanese schools due to the unfamiliar education system and their low proficiency in English or French language. The Lebanese curriculum is different from the Syrian one and the lessons in Lebanon are being taught in English or French, while they were being taught in Arabic in Syria (Charles & Denman, 2013; Culbertson & Constant, 2015). To solve this issue, parts of the English -French curriculum is taught in Arabic for the refugees (Culbertson & Constant, 2015; Regional Refugee and Resilience Plan (3RP), 2015b; The Speed School Fund, 2016).

Transportation

Transportation and tuition fees create major obstacles that hinder access to education in Lebanon, Turkey and Jordan (INEE, 2014). In Lebanon, the cost of transportation is sometimes equivalent to the tuition fees in some schools (Culbertson & Constant, 2015).

Child Labor and Early Marriage

Children aged 14 and above aim to prioritize work over education to help in increasing family income due to enlarged economic vulnerability. This results in high dropout rates (UNHCR, 2016). Children are begging, selling goods, working in cleaning, building, or waiting in line to obtain aids. They work to help meet the basic needs of their

family. Also, early marriages for girls is increasing due to financial hardship (Culbertson & Constant, 2015).

Expenses

Attending school needs special expenses such as uniforms, school supplies, school fees, and food. UN agencies and NGOs help with these fees but not many refugees recognize these aids or have access to them (Culbertson & Constant, 2015; Regional Refugee and Resilience Plan (3RP), 2015b; The Speed School Fund, 2016).

School Environments

The school environment may stance some hindrances. In some schools, there are tensions between the Syrian refugees and the other students or staff from the host country. It could develop in to some kind of bullying (Culbertson & Constant, 2015). This raises protection issues. Parents are concerned about safety issues like violence, detention, discrimination, exploitation, and harassment (Regional Refugee and Resilience Plan (3RP), 2015b; The Speed School Fund, 2016).

Grade Placement/ Administrative Issues

Grade placement is difficult in these situations. Some children are ashamed to be found with younger children in the same classroom. There are no programs for the children who missed several years due to the war (Culbertson & Constant, 2015; Regional Refugee and Resilience Plan (3RP), 2015b; The Speed School Fund, 2016).

Administrative issues include the need to do placement tests in some schools, or the need for valid certificates or grades for school registrations; or being out of school for too long (Regional Refugee and Resilience Plan (3RP), 2015b; The Speed School Fund, 2016).

Mental Health/ Psychological

Mental health issues include students with trauma and distress, fear of failing, disability, being bullied from other kids in their host countries, and social, as well as individual rejection (Regional Refugee and Resilience Plan (3RP), 2015b; The Speed School Fund, 2016).

Political

Host countries do not want Syrian refugees to settle forever, thus they are creating administrative and other barriers (Regional Refugee and Resilience Plan (3RP), 2015b; The Speed School Fund, 2016).

Other barriers against education include the belief that education: 1) prevents a speedy repatriation, 2) is not life-saving, not urgent, and 3) holds inadequate staff/ teachers (Maadad & Rodwell, 2017).

On the other hand, Syrian refugee children are bearing an enormous burden. In countries like Jordan, Iraq, Lebanon, and Turkey, children, instead of being enrolled in schools; are found in a diversity of work places: in agriculture, on the streets, on construction sites, in markets, and in all types of services. Boys and girls are working many hours and sometimes seven days per week (Terre des hommes, 2016). Child labor raises all kinds of duties that jeopardize a child's educational, mental, physical, and social

development. Consequently, there is a need for an immediate plan to be implemented. In Lebanon, approximately less than 25 per cent of Syrian children are enrolled in public education (Regional Refugee and Resilience Plan (3RP), 2015b).

O'Rourke (2014) said that with no birth registration, the education as well as health care are affected. Also, the combination of the three factors explain why Lebanon among the host countries is assessed to have the lowest school enrollment rate for Syrian refugee children with an estimated enrollment at somewhere between 13% and 25 %.

Host governments, many United Nations agencies (UNRWA, UNOCHA, UNHCR, UNICEF, UN WOMEN), and most of the worldwide nongovernmental organizations (CARE, Mercy Corps, World Vision, Save the Children, A World at School) have a main duty to focus on the following issues: 1) learning and psychosocial support, 2) establishing social cohesion, and 3) returning hope for the future to millions of Syrian children (The Speed School Fund, 2016).

Prolonged Humanitarian Crisis

When we say Leadership crisis, we need to define the term crisis in the context of schools. Crisis is a crucial situation that needs instantaneous and critical action by the leader of the organization. Crises can happen with no warning at all while others arise slowly but gradually over time. A few crises can be resolved rapidly, while others can be quite protracted (Smith & Riley, 2012).

School- based Crises are sorted into five major types according to the most commonly used typology: 1) Short-term crises: arrive suddenly and end quickly, 2)

Cathartic crises: build up slowly, climax and then resolve quickly, 3) Long-term crises: build up slowly, but bubble-up for a long period with no clear end, 4) One-off crises: unique and unexpected type and 5) Infectious crises: occur and resolve quickly but leave other issues to be addressed with some developing into their own crises (Smit & Riley, 2010).

Nevertheless, the gradual increase in the number of refugees and the violence in Syria makes the situation now in Lebanon a prolonged one rather than a brief crisis. Therefore, the Syrian refugee in Lebanon is a long-term humanitarian crisis. On the other hand, public vision of seeing Syrian refugees as visitors still governs the social relations between the refugees and their Lebanese host community.

Classifying refugee students as guests in the Lebanese schools rather than registered students problematizes the educational outcome for the refugee community.

However, Lebanon has taken on a huge burden and it is doing the right thing. This made Lebanon win noteworthy praise from UNHCR and human rights groups for the non-encampment policy and open borders (Janmyr, 2016). The Syrian kids need a safe environment and a chance to go to school.

Teachers of Syrian Refugees

In Lebanon, and for three consecutive years, some public schools are working on a 2-shifts basis. The first shift is from 7:30 am to 2:00 pm and the second one is from 2:00 pm to 7:00 pm for the Syrian refugee children. These efforts to educate Syrian refugee children depends entirely on international assistance. The Lebanese Ministry of Education

receives \$ 363 per year for each student who goes to school in the morning, and \$ 600 for each of his fellow Syrian refugees who goes to school in the afternoon (Dūma, 2017).

Moreover, this year, the government has employed some 6,000 additional teachers to strengthen the teaching staff of the 259 schools with a dual-time system.

Teachers have an essential role in teaching the refugee children. As per Wenglinsky (2002), the teacher is the single-greatest aspect that affects the success of his/her students. This has been confirmed by numerous studies. A teacher is defined as good when he/she supports his/her students to learn. Teacher' role is not just information giving but a range of important tasks to be played in the education process (Harden & Crosby, 2000).

Teachers try to find the best productive method to interact with their students. Teachers encourage: 1) creativity, 2) independent thought, and 3) questioning of assumptions (Warkentien, 2016).

Great education plays in our culture to recruit, select and develop the best productive teachers. This matter is critical for the success of the public education system (Wenglinsky, 2002).

English curriculum for Syrian learners in Lebanon levels 1 to 9: Back to school project

The curriculum is a plan including a sequence of steps for accomplishing goals. This plan is indispensable to the well-being of schools and society. It affects the students, educators and other members of the society (Ornstein & Hunkins, 2017). It is used in the afternoon shift schools as a well-structured plan for the English curriculum.

The curriculum is of overt or written type, due to the presence of the curriculum document that is obviously chosen to support the intentional instructional agenda of schools. It is confined to those written directions and understandings properly chosen and reviewed by teachers, administrators, and curriculum directors.

Moreover, it proclaims the behavioral and humanistic approach together. The behavioral approach due to step by step strategies and the humanistic approach includes group games, group projects, life experiences, etc. (Ornstein & Hunkins, 2017). The behavioral line is present in the blue print- goals with objectives are specified, as well as the contents and activities are also agreed upon to match the learning objectives. The humanistic line appears in several places: 1) playing a role in a play, 2) telling a story by “jigsaw speaking”, 3) participate in games, 4) dramatize part of a story, and others.

Skills

The stages of instruction develop the following skills: 1) listening, 2) communication, reading, 3), 4) written communication, 5) study skills, and 6) cultural awareness.

Listening

This part is viewed as an active communication process that includes the transform of auditory involvement into convenient and intelligible comprehension. Therefore, it provides learners at the beginning levels with opportunities to enhance their sub-skills of: 1) auditory analysis, 2) auditory judgement, 3) memory, 4) attention, 5) code choice, 6) schema search and 7) pronunciation. Instruction is planned as per the proficiency levels of

learners. It gradually moves from deriving direct meaning to making inferences and then to deriving critical meaning depending on different authentic materials such as recordings, songs, plays, and so forth. Furthermore, the stages of lesson planning are three: pre-listening, listening, and post-listening so that learners can build relevant knowledge, comprehend it, interpret it, and reflect on their comprehension.

Pre-listening Stage

Pointing to a described picture - Cycle 1

Recalling specific facts and details from talk (e.g. name, age, school, country) – Cycle 1

Recalling specific facts and details from talk (e.g. telephone number, address) – Cycle 2

Recalling major events – Cycle 2

Responding to simple oral instruction – Cycle 2

Labelling a map or a picture– Cycle 2

Responding to oral instruction – Cycle 3

Listening Stage

Arranging a set of 3 pictures in order- Cycle 1

Identifying characters, objects and animals in a story – Cycle 1

Arranging story parts in order– Cycle 2

Making predictions with teacher's guidance– Cycle 2

Distinguishing between main ideas and details– Cycle 2

Listening to a description and guess what it is– Cycle 3

Commenting on what is heard- Cycle 3

Post-listening Stage

Matching – Cycle 1

Reciting songs or poems- Cycle 1

Role-playing– Cycle 2

Expressing feelings about a song, rhyme or story– Cycle 2

Reciting songs, poems or rhymes– Cycle 2

Dramatizing favorite character– Cycle 2

Filling out forms- Cycle 3

Role-playing in a scripted dialogue – Cycle 3

Communication

Communication skills are important for all learners. In English, these skills developed to promote knowledge across the curriculum. Students will be able to express themselves imaginatively and creatively. They will be able to converse effectively both verbally with others in a different social situation. Learners are taught the essential skills to communicate in ways according to their individual needs, through their most chosen method of communication.

Communication targets at engaging learners in exploratory, referential, and expressive conversation as they express their ideas, feelings, needs, and intellectual positions in a supportive and relaxed setting. Instruction is planned according to the proficiency levels of students as they progressively improve their skills of using expressions, transactional routines (such as meetings, interviews, telephone conversations, and discussions), and information routines (telling stories, giving instructions, describing, and making comparisons), and to negotiate and create meaning. The stages of instruction

advance from pre- communication, to communication and post- communication to describe things in the environment. The activities listed below under each stage are samples of what could be done in an oral communication class per cycle.

Pre-Communication Stage

Answering simple questions (name, age, class, school, country)- Cycle 1

Describing objects in one word- Cycle 1

Answering (yes/ No) questions, and /Wh- question (who, where)- Cycle 1

Answering questions related to self-others and various content areas- Cycle 2 & 3

Describing persons, things, places, locations, events, processes, - Cycle 2 & 3

Describing in detail- – Cycle 3

Communication Stage

Expressing wants -Cycle 1

Stating likes and dislikes about a familiar topic, food, people, cartoons, etc.– Cycle 1

Expressing opinions- Cycle 2 & 3

Relating and connecting events- Cycle 2

Making comparisons- Cycle 3

Post- Communication Stage

Using learned words in new context- Cycle 1

Using “Jigsaw speaking” to tell a part of a story- Cycle 1

Role-playing – Cycle 2 & 3

Participating in games – Cycle 2

Participating in solving puzzles and riddles- Cycle 3

Reading

In the curriculum, reading is seen as a dynamic method that constructs meaning due to the contact among the reader and the text, which is the contact between textual input and present background knowledge. As such, students are trained in a different text-processing and background activation and/or building strategies. This can happen according to three stages of lesson planning i.e., pre-reading, reading, and post-reading. As learners go through these stages, they advance the necessary interrelated knowledge for comprehension, set potentials for reading, confirm their expectations, and lastly evaluate and critique their comprehension of what is read. The activities listed below each stage are examples of what could be done in a reading comprehension class according to each cycle.

Pre-Reading Stage

Responding to yes/ no and T/F questions – Cycle 1

Drawing a picture of an event that took place in an event – Cycle 1

Sequencing and numbering a number a series up of 5 events – Cycle 2

Summarizing major points- Cycle 2

Responding to Wh-questions (who, what, where) which elicit information about person, object, and place- Cycle 2 & 3

Responding to yes/ no and T/F questions and correcting false ones– Cycle 3

Reading

Naming characters and actions in a story – Cycle 1

Maintaining interest – Cycle 1

Comparing two characters – Cycle 2 & 3

Differentiating between cause effect, similarities and differences – Cycle 2 & 3

Interpreting graphs, charts and tables- Cycle 3

Comparing / Contrasting Characters, settings, attitudes- Cycle 3

Post-Reading

Joining in choral reading – Cycle 1 & 2

Exchanging books with classmates – Cycle 1

Recommending a good story – Cycle 1 & 3

Identifying rhyming words in a sentence – Cycle 2

Exchanging projects with classmates- Cycle 3

Giving reasons for selecting a story to be read- Cycle 3

Written Communication

Written communication includes any kind of message that uses written words.

There are many usages for written communication: 1) memos, 2) manuals, 3) emails, 4) reports, 5) messages, 6) internet websites, 7) letters, 8) proposals, 9) faxes, 10) postcards and others.

The curriculum states a process-oriented view of writing includes students going through the following four stages: 1) pre-writing, 2) writing, 3) revising, and 4) publishing. Instruction is planned to help students achieve their acts of composing, develop their voice as writers, and self-sponsor their printed products.

During pre-drafting, learners discover and conceptualize their topics through a variety of heuristic procedures following which they write multiple drafts of their ideas and finally revise and share their written products with the rest of the class through bulletin boards or the school magazine. Furthermore, at the advanced levels of proficiency learners

develop their skills of academic writing in a variety of assignment formats such as reports and research papers according to the expectations of an academic audience in the various fields of study. The following activities listed under each stage are examples of what could be done in a written communication class.

Pre-Writing

Copying letters - Cycle 1

Copying words - Cycle 1

Writing own name- Cycle 1

Writing announcements, directions, letters, notes, letters - Cycle 2

Giving recipes - Cycle 2

Completing forms and applications- Cycle 3

Writing

Arranging scrambled words in a correct sentence order - Cycle 1

Filling out a form with personal information - Cycle 1

Constructing sentences to describe an object, a picture or an event – Cycle 2

Rearranging scrambled sentences- Cycle 2 & 3

Composing coherent paragraphs in the following rhetorical modes: narration, compare - contrast, how-to process, description) – Cycle 3

Review

Proofreading and editing a piece of writing - Cycle 2& 3

Publishing

Preparing a friendly letter - Cycle 1 & 2

Study Skills

There are many useful skills that could be learned. Examples of these skills are: 1) developing a study area, 2) developing a study plan, 3) knowing expectations, 4) thinking positively, 5) getting organized, 6) creating a study group, and others.

Understanding school rules and following them – Cycle 1

Following the teachers' instructions- Cycle 1

Recognizing several possible ways to organize desk, work folder, or schoolbag- Cycle 2

Discussing good and bad habits- Cycle 2 & 3

Cultural Awareness

Cultural awareness is the perception of the differences between themselves and people from other backgrounds or other countries, especially dissimilarities in values, beliefs, perceptions and attitudes. Moreover, it is the foundation of communication.

Producing culturally appropriate linguistic utterances such as greetings and showing respect- Cycle 1

Matching common national objects to own country with two corresponding countries – Cycle 1

Setting up classroom display centers which features traditions, from own culture and two other countries- Cycle 2

Setting up classroom display centers which features traditions, from own culture and other countries- Cycle 3

To sum up, besides the emphasis on the four language skills, the new curriculum promotes critical thinking, study skills, and cultural awareness. Of importance in this regard is helping learners assess their own use of language and develop their awareness of the linguistic and organization features of a wide variety of oral and written text-types.

Similarly, the new curriculum underscores the importance of learning strategies and effective study habits as well as curiosity and empathy toward other cultures.

In brief, the English curriculum provides for the development of learning and thinking strategies, which help students extend their communicative competence, construct and use their academic knowledge effectively, and expand their socio-linguistic and socio-cultural horizons in a stress-reduced learning environment

Features of this document

The following features the characteristics of this curriculum. Students following this curriculum will learn content-related information while acquiring English language skills in listening, communication, reading, and writing. In addition, the importance of teaching English for academic purposes involves the development of thinking skills.

This curriculum tries to develop native-like expertise in English. More specifically, it stresses on both: fluency and accuracy, in that order.

Moreover, the curriculum has set genuine, attainable objectives that the average teacher can relate to. Besides, these objectives have been demonstrated with samples of clear, measurable tasks that can be easily applied in the classroom.

Students will learn Language in its appropriate cultural context. Learning though language will start with worldwide themes whereas the characteristics of the culture of English-speaking individuals will be presented gradually and wherever appropriate. This curriculum has a purpose, which is developing cross-cultural openness, understanding, and

tolerance. It is for this purpose that the curriculum emphasizes the foreign language works at all grade levels and embraces a special unit on cultural awareness skills.

The curriculum stresses the essential role of group work in the progress of communicative language skills. Thus, it highlights the necessity to create an interactive classroom setting. Several objectives and performance tasks demand pair and group work aligned with the cooperative learning model of classroom interaction.

Furthermore, the students will be evaluated depending on the curriculum. The achievement tests will reflect both classroom activities and curriculum objectives.

Finally, the curriculum highlights the development of the appropriate study skills that will develop students into independent learners.

CHAPTER III

Methodology

This chapter presents the methodology used in this study. The choice of: 1) qualitative approach, 2) case study design, 3) site, 4) participants, and 5) tools to collect data are explained below. This chapter ends up with the limitations of the study.

Research Design

This study adopts a qualitative case study design due to several reasons. Qualitative research has its roots in descriptive analysis. Also, it depends on the inductive process that is produced by reasoning the specific situation and ending with a general conclusion (Wiersma & Jurs, 2009). This analysis is descriptive where many teachers are investigated under voluntary participation conditions in diverse public schools. The focus of this study is to answer the “what” question in relation to the English curriculum that is taught to the Syrian students in the afternoon shift in the public school of North Lebanon. There is a need to address the challenges faced in implementing the English curriculum and find appropriate solutions.

The researcher is interested in exploring and explaining the teachers’ perceptions regarding all the challenges faced during the afternoon shift in teaching the English to the Syrian refugees. In this case, qualitative methods are more appropriate.

Site and Participants Selection

The researcher conducted this study in the North region of Lebanon in three different schools. There are 348 schools in Lebanon that teach Syrian refugees during the afternoon shift. Ninety-one (n = 91) out of the 348 schools are in the North region. This means that 26.14% of the schools that teach in the afternoon are in the North.

When it comes to the number of students and teachers, these schools are typical public schools that teach Syrian refugees in the afternoon shift. Moreover, they have been teaching the English curriculum for several years and thus can address the issue of the challenges faced while teaching the English language during the afternoon shift.

In the North region, according to Mr. Abd Basit Abbas, Director of Education at the Ministry of Education- North region, there are only 3 schools that use English as a main language for instruction in the afternoon shift for the Syrian refugees: 1) Al-Minyah al-Maqāli‘ al-Mukhtaḷaṭah al-rasmīyah, 2) Ibn Kḥladoun elrsmia ālṣbyān, and 3) Al-Faḍīlah al-rasmīyah al-banāt.

School 1 is Al-Minyah al-Maqāli‘ al-Mukhtaḷaṭah al-rasmīyah that was established in 1979. The total number of students is 729 and the total number of teachers is 54. The total number of classes is 25 used for teaching in the afternoon shift: preparatory year (4 sections) grade 1(3 sections), grade 2 (3 sections), grade 3 (3 sections), grade 4 (4 sections), grade 5 (3 sections), grade 6 (1 section), grade 7 (2 sections), grade 8 (1 section), and grade 9 (1 section). Each class has between 25 and 35 students.

School 2 is Ibn Kḥladoun elrsmia ālṣbyān that was established in 6/1/1952. The total number of students is 485 and the total number of teachers is 36. The total number of

classes is 17 classes used for teaching in the afternoon shift: preparatory year (2 sections) grade 1 (2 sections), grade 2 (2 sections), grade 3 (2 sections), grade 4 (2 sections), grade 5 (2 sections), grade 6 (2 section), grade 7 (1 section), grade 8 (1 section), and grade 9 (1 section). Each class has between 25 and 35 students.

School 3 is Al-Faḍīlah al-rasmīyah al-banāt that was established in 1969. The total number of students is 565 and the total number of teachers is 39. The total number of classes is 18 classes are used for teaching in the afternoon shift: preparatory year (2 sections), grade 1 (2 sections), grade 2 (2 sections), grade 3 (2 sections), grade 4 (2 sections), grade 5 (2 sections), grade 6 (2 section), grade 7 (2 sections), grade 8 (1 section), and grade 9 (1 section). Each class has between 30 and 35 students. This school teaches French in the morning shift and English for Syrian refugees in the afternoon shift.

Table 1

Schools Information that Teach Syrian Refugee in the Afternoon Shift

Name	Year of establishment	Total number of students	Total number of teachers	Total number of classes	Total number of students per class
Al-Minyah al-Maqāli‘ al-Mukhtalaṭah al-rasmīyah	1979	729	54	25	25 to 35
Ibn Khladoun elrsmia ālşbyān	6/1/1952	485	36	17	20 to 35
Al-Faḍīlah al-rasmīyah al-banāt	1969	565	39	18	30 to 35

Table 1

The researcher will only interview teachers that teach English and voluntary agree to participate. Teachers will be chosen from the specified school categories regardless of the level they are teaching, their gender, education background, age, and years of experience.

Twenty-one teachers were interviewed. Seven teachers per each school. Eleven teachers teach cycle 1, nine teachers teach cycle 2 and only 4 teach cycle 3. The three schools have less students in cycle 3.

Table 2

Summary of all the Participants Interviewed

Number	Educational background	number of shifts taught	years of experience	Grade level taught currently
1	BA – English Literature (Eng. Lit.)	Afternoon	8	1 and 6
2	Master 1- Eng. Lit.	Afternoon	2	5
3	BA- Eng. Lit.	Afternoon	4	3
4	BA- Eng. Lit.	Afternoon	10	1,2,3
5	BA- Eng. Lit.	Afternoon	7	4
6	BA, Currently registered master’s student- Eng. Lit.	Both	6	8, 9
7	Master 1- Eng. Lit.	Afternoon	9	3
8	BA- Eng. Lit.	Afternoon	3	2,4

9	BA- Eng. Lit.	Both	12	1
10	BA- Eng. Lit.	Afternoon	8	4,5
11	Master 1- Eng. Lit.	Both	8	6
12	BA- Eng. Lit.	Both	20	5,8
13	BA- Eng. Lit.	-	6	7,9
14	BA- Eng. Lit.	-	6	3
15	Master 1- Eng. Lit.	-	8	1
16	BA- Eng. Lit.	-	3	1,2
17	BA- Eng. Lit.	-	8	3,4,5
18	BA in elementary education	Both	25	5
19	BA- Eng. Lit.	Both	4	6
20	Master 1- Eng. Lit.	-	10	8,9
21	2 BA (Eng. lit and sociology)	Both	19	3

Table 2

Sampling Procedure

The study used purposeful sampling, which includes all schools in the North region that teach English as a main language of instruction in the afternoon shift. Moreover, all English teachers that teach in these schools were interviewed irrespective of their age, gender, and educational degree. The purposeful sampling method is used in case of qualitative research to identify and select information- rich cases for the maximum effective usage of restricted resources. This technique identifies groups of individuals that

are well- knowledgeable or qualified with a phenomenon of interest (Wiersma and Jurs, 2009).

Data Collection Tools and Procedures

This study is exploratory and descriptive in nature. It aims at producing a dense description and explanation of the challenges faced in implementing the English curriculum for Syrian refugees in the afternoon shift as conceived by teachers.

To do this, the researcher proceeded to (1) build a report for each interviewee that includes her ideas of the challenges in implementing the English curriculum for Syrian refugees in the afternoon shift in the North region. (2) Compare the ideas across all collected reports. (3) Synthesize all the reported challenges –that has all the collected challenges of the English curriculum for Syrian refugees in the afternoon shift based on the perspectives of more than ten participants.

Voluntary individual interviews with open-ended questions and voluntary tape recording are the tools for data collection that was used. Individual interviews were done to collect data from all participants. Recordings were done if the teacher accepts. All interviews were done in English. After each interview, an individual profile was made to highlight the areas of challenges that will be focused on from the participant's responses. The researcher validated the data obtained from each participant.

Semi-structured Interviews

This study used semi-structured interviews with open-ended questions and tape – recordings as tools for data collection. The researcher used the answers collected from the

participants to perceive the needed plan to suggest solutions for the challenges for teaching the English curriculum for Syrian refugees during the afternoon shift in the North region.

According to Wiersma and Jurs (2009), interview questions could be of two types: 1) open-ended or 2) selected- response format. Moreover, the structure needs to be suited enough to obtain necessary information about in an efficient way in a friendly but businesslike atmosphere.

The researcher got the approval of the Institutional Review Board (IRB) (See appendix A for consent form - direct Approaching – teachers) and the Director of the Ministry of Education and Higher Education. Then, the researcher visited all the schools in North region that use the English language as main language of instruction during the afternoon shift.

The researcher sought each principal’s approval to have his/her teachers participate in the study. However, the principal did not interfere in the interview process. The researcher asked for a private room to do the interview.

The researcher introduced herself: name and institution (AUB) to the participant. Then, the researcher introduced 1) the topic of study: “Leadership under crisis: challenges in implementing English curriculum for Syrian refugees during the afternoon shift in North region for levels 1 to 9” and 2) the purpose of the study: “to provide teachers with solutions to the challenges faced upon implementing English curriculum. Thus, helping these teachers in teaching Syrian refugees especially these students that have many barriers

to education in their host countries, as will be mentioned later. There is a need to overcome most barriers and encourage all refugee teachers to help them get a better education.

Participants were told that they will give their opinion regarding the English curriculum and that they have been chosen because they teach English for the needed level of the study. He/she was informed of the time to complete the interview, which is ten minutes. Participants asked to read the consent and if they are willing to participate, they were given the consent form to be signed. If the teacher is not interested in participating, he/she was thanked without proceeding, since participation is voluntary. Also, the participants were asked if they approve of recording the interview and if yes, they sign the needed part of the consent form accordingly.

Participants were notified that the interview process will keep them all anonymous, and that all personal information shared in the interview will be undisclosed.

Therefore, all teachers replied to the same set of questions. Each initial individual interview took about 10-15 minutes with each teacher. The researcher conducted a total of 21 individual interviews with all the English teachers that teach Syrian refugees during afternoon shift. The researcher asked the questions and will have the participants provide their own explanations and reveal their in-depth understanding of the challenges in implementing the English curriculum for Syrian refugees. Probes and follow-up questions are in the interview (See appendix B for the list of Individual Interview Protocol questions). Each teacher was provided with her/ his own profile that included his/ her own viewpoints for validity purpose.

Limitations of the Study

The study has the following limitations. First, the sample was taken only from one region of Lebanon. Second, 21 teachers were chosen to be interviewed. To get a better idea about the challenges faced, more teachers from all regions in Lebanon should be interviewed. Different regions in Lebanon may face different obstacles. Some students are learning in tents in some regions in Lebanon; therefore, different challenges are faced in these conditions.

CHAPTER IV

RESULTS

This chapter reports the study results based on the data collected from the teachers, who were interviewed in the North region. It explores all their challenges in teaching English to the Syrian refugees. The views of the twenty-one English teachers on the challenges and their suggestions to address such challenges are discussed. The interviewees are the English teachers who are in direct contact with the Syrian refugees during the afternoon shift in the North region (grades 1 to 9). This chapter ends with a list of recommendations by the participants themselves to mitigate the current situation to produce better learning output.

Challenges in Teaching English in the Afternoon Shift

According to the twenty-one teachers the researcher interviewed, there are many challenges that are faced. These challenges are grouped under the following sub-titles: 1) language barrier, 2) insufficient textbooks and other teaching resources, 3) parental awareness and guidance, 4) inadequate number of periods, 5) behavioral and psychological problems, and 6) absenteeism and child labor.

Language Barrier

According to the teachers, the primary problem experienced in the process of educating the Syrian children is the “language barrier”. Under the language barrier, the most important difficulty was stated to be the lack of English literacy. Teacher 2

summarized the whole sad story in the few lines below while teacher 5 who teaches grade 4 blamed the language as being a cause of school dropout.

Teacher 2 said: “There are lots of repetitions due to weakness in the language; just a few reach the needed level in grade 5.”

Teacher 5 said: “English is very hard to acquire causing some students to quit learning.”

They do not speak English well at school and they do not use the language at home. They have speaking, pronunciation, reading, communication, and writing difficulties and this directly reflects on their understanding and learning ability. There is a need to repeat or start from the beginning (for example, to teach the alphabets at every grade level). They have weak writing skills due to the translation they do at on word-by-word basis. It is very hard for them to put ideas into sentences. At some grade levels, they submit empty papers in writing exams. They ask their teacher to memorize paragraphs/ essays.

Teacher 1 said: “Grade 6 students cannot write properly. They submit empty papers. They asked me to memorize the essay, but I refused because I will end up correcting the same essay for 34 students.”

Teacher 4 said: “The students of grades 1, 2 and 3 have horrible writing.”

Teacher 13 said: “The students of grades 7 and 9 lack writing skills; They translate everything from Arabic into English word by word.”

Teacher 15 said: “the students of grade 1 have bad reading skills. They do not know the letters. They do not know how to write their names. They cannot form a sentence.”

The researcher met twenty-one teachers and they all agreed on the difficulties in teaching the language and on the level of weakness faced. Students are enrolled according to their age, and not according to their English language proficiency. Therefore, there could be a grade 6 student who has no knowledge of the alphabet. Hence, all teachers said there is a necessity to start from the beginning at all elementary levels. They all said that they need to repeat “verb to be”, “subject noun agreement”, and the alphabets before starting the reading process. This may lead to the teacher slowing down and falling behind the syllabus.

Teacher 4 said: “There are difficulties in implementing Grammar; I have been repeating Verb to be for 2 years consecutively.”

Teacher 19 said: “In grade 6, there is a language deficiency. Their base in the language is inadequate, I started teaching from alphabets. The lack knowledge of Parts of speech. Whatever the skill is, there is a need to start from the beginning. Their reading is bad.”

In addition, a few teachers mentioned that the Syrian refugee students sometimes need to learn a new language (English in this case) when their parents migrate from one location to another in the North region. The schools in Akkar region, 44 out of 45 teach French in the afternoon shift. And, depending on which school was the closest to their residence, the kids had to suffer the consequences.

Teacher 16 said “some had to change the language in which they learn due to migration reasons, which affected them terribly.”

The twenty-one teachers’ suggestions were to use songs, plays and activities to make up for this difficulty in teaching and learning. But all of these are found in the

English curriculum for Syrian learners in “Lebanon levels 1 to 9: back to school project”. Therefore, the teacher should be using them for each grade level instead of suggesting them as a solution.

Teacher 12 said: “As a suggestion to overcome challenges, teachers can give more encouragement/ Motivation. Use activities/ plays/ trips/ songs in her classes.”

Teacher 17 said: “As a suggestion to overcome challenges, teachers should emphasize more on the listening and the speaking and try using movies and songs up to a certain extent.”

Insufficient Textbooks and other Teaching Resources

Several teachers said they were concerned about the inappropriate or insufficient textbooks. Teacher 15 said: “Books that we use are not appropriate and not organized.” Some discussed how guides are not helpful at all. Teacher 11 said: “the books are not enough; the teacher needs to do lots of searching to find suitable text related to themes. Moreover, guides are not appropriate; extra sheets are always prepared.” The teacher needs to do lots of searching to find suitable texts related to themes. Extra sheets are always prepared in these cases. Teacher 11, 15 and 20 said: “Extra sheets are prepared according to themes to support the teaching process.” While a few mentioned that the books are hard to be used at certain levels and therefore; they tend to use books from lower levels. Teacher 2 said: “The book is hard, sometimes we borrow from lower grades.” Also, most of the teachers (teacher 4, 13, 14, 16, and 21) agreed on the following sentence: “the Lebanese curriculum is hard for Syrian Refugees.”

Parental Awareness and Guidance

Many teachers explained that parental awareness to support teaching is missing. Teachers 1 said: “there is no assistance at home.” Teachers 4, 5, 9, 11, 14, 16 and 21 said: “there is no parent help or involvement in the teaching process.” Teachers 1 and 3 suggested that: “Follow up from parents” as a solution to overcome the challenges faced in teaching English in the afternoon shift.

During parent teacher meetings (PTM), a few ask about their kids. Teacher 4 said: “During PTM, only 3 out of 35 ask about their kids.” Teacher 16 said: “During PTM, few ask about their kids.”

Inadequate Number of Periods

English is taught in 6 periods per week in 45-50 minutes per period. Teachers say that the number of periods is not enough to fill all the deficiencies. Teacher 18 said: “English is taught in 6 periods per week- 45 min each.” Teacher 20 said: “Periods are not enough due to time management problems especially for Reading sessions.”

One teacher mentioned that she does not do activities or use teaching tools because of the insufficient time. Teacher 18 said: “I am not using teaching tools in my classes due to lack of time.”

There is language deficiency. All teachers (21 out of 21) agreed on this language deficiency. Several grades restart the year from alphabets. There is a weakness in reading, pronunciation, speaking, writing skills. There is a need to repeat or start from the beginning.

Teacher 17 said: “The students do not have any background at all; there is a need to start with the alphabets, then how to join them to reach the stage of reading. Regarding Grammar, no base; lots of repetition. The students do not have

idea at all for concepts that should have been taken in other subject in lower grades (example watch in Grade 5).”

Teacher 19 said: “There is Language deficiency. The base is inadequate, we started from alphabets. They lack any knowledge of Parts of speech. Regarding all skills, there is a need to start from the beginning. Their Reading is bad and for the Writing, they memorize sentences.”

Teacher 3 said: “There are difficulties in Reading. They cannot read a full sentence.”

Moreover, the students have weak writing skills due to the translations word by word. Teacher 13 said: “They lack writing skills; they translate everything from Arabic into English.” It is very hard for them to put ideas into sentences. Teacher 1 said: “Grade 6 students cannot write properly. They submit empty papers. They asked me to memorize the essay, but I refused because I will end up correcting the same essay for 34 students.”

With these repetitions and weaknesses, six periods per week will not be enough to cover all the requirements of the curriculum in the English language.

A few teachers mentioned that the Syrian refugee students sometimes need to learn a new language (English in this case) when their parents had to migrate from one location into another in the North. Teacher 16 said “some had to change the language which affected them terribly.”

Behavioral and Psychological Problems

Many teachers discussed the behavioral problems they face in their classes.

Teacher 8 said: “Grades 2 and 4 have behavior problems. There is lots of violence and aggression. They use bad words. They sometimes push me if I need to stop their fighting together due to my small size.”

Teacher 4 connected these behavioral problems with the violence they have seen during the war.

Teacher 4 said: “The behavior problems are due to previous violence seen during war. I have tried using different methods / incentives to suppress these bad behaviors but in vain. The only solution is calling somebody from the administration to stop the misbehavior.” She teaches grades 1,2 and 3.

Teacher 18 said that she is reaching better results with the girls because they have fewer behavioral problems. Teachers 3 and 4 mentioned that these children do not know how to work together in groups due to these bad behavioral problems.

Teacher 3 said: “The group work is null in grade 3. They do not know how to work together.”

A few teachers (9 and 14) mentioned that the students have psychological problems. They mentioned that the children are: 1) hyperactive, 2) cannot sit in their places, and 3) having special needs.

Teacher 9 said: “Grade 1 students are hyperactive students; some are of special needs; and others are dangerous to other students around them.”

Teacher 14 said: “Grade 3 students are hyperactive; some of special needs and others have psychological problems.”

Teachers have been trying different methods or incentives to suppress these bad behaviors but in vain. Moreover, the Guidance and Counseling office at MEHE (DOPS), as well as with the supervisors and administration are not being helpful regarding their bad behavior.

Teacher 11 said: “The guidance and educational guidance teacher, as well as the supervisors and administration do not ask for the same demands from the teacher with respect to the behavior problems.”

The harsh Syrian crisis has ended up with psychological trauma, post-traumatic stress disorder (PTSD), and mental health challenges on the children. This psychological impact is obvious in schools in the afternoon shift. DOPS are trying to solve these cases, but more help is needed.

Absenteeism and Child Labor

Children stop coming to school or miss several days in a row. In this case, child labor is a major concern. Absences are seen especially in grades 1, 2 and 3. This results with lots of repetition.

Teacher 1 said: “Lots of Absenteeism especially in grade 1; ending up in repeating the lesson over and over.”

Teacher 4 said: “Absenteeism in grades 1,2 and 3 are due to difficulties in the families; some do not come to school to help their parents with family income.”

Most teachers of elementary cycles complained of one major issue, which is that homework is never done. This could be connected to two things: 1) parental awareness or 2) child labor. They all seem to agree on this sentence: “the kids learn and grasp the concepts taught ONLY in the school.”

Table 3

Summary of all Challenges Faced by Teachers Who Teach English for Syrian Refugees During Afternoon Shift in the North Region

Challenge	Number of teachers who mentioned this challenge out of 21
Language deficiency: Reading, spelling, writing, pronunciation	21
Absenteeism	2
Lack of parental awareness or involvement in the learning process	10
Different levels per class	2
Number of students is big per class	2
Books are unsuitable or hard- Lebanese curriculum is hard for them	14
Homework never done – Never study at home	15
Lack of time – not enough periods	11
Psychological problems: Hyperactive, Special needs	5
Behavior problems	7
Different age groups per same class	5
Change the language due to migration of parents	3
No group work	2

Table 3

Recommendations for these Challenges

Recommendations by the teachers

The twenty- one teachers interviewed suggested the followings to be done:

- The English curriculum should be changed one more time.
- Amend the books with appropriate guides, especially relate them to the themes
- The parents or another source to follow up more on the children.
- There is a need for more qualified, responsible teachers.
- There is a need to motivate and encourage students.
- Usage of incentives
- Watching movies, Reading books
- Rewards/ Incentives: mini chocolates.
- Trying different activities/ trips, plays, songs, competitions and presentations.
- To go visit other classes/ sections and perform/ present in front of them to overcome their fear
- Get the needed help and support from DOPS along with the supervisors and administration
- Teach all courses in English only to emphasize the language
- Solve their psychological problems
- Reinforce awareness
- Different types of punishment
- Have 3 years of full preparation before going to Grade 1 to build a good base
- Give extra periods for the English language

- Stop using the English curriculum, use more skills and activities (TPR)-
total physical response is a language teaching method
- Split the boys from girls
- Chose appropriate age group teachers for the teenagers
- Teachers of the same subject should work together

CHAPTER V

DISCUSSION, RECOMMENDATIONS AND CONCLUSION

This section presents a discussion of the findings from the interviews done with the twenty-one teachers who teach English for the Syrian refugees during the afternoon shift in the North region. In this section, the researcher suggests practical recommendations for the teachers, school principals, other staff in charge of the afternoon shift, as well as for the Ministry of Education and Higher Education. The researcher then continues to provide suggestions, solutions and conclusion.

Discussion

Based on the analysis of the data collected from the twenty-one teachers the researcher interviewed, the findings suggest that the following issues are the main challenges faced: 1) insufficient textbooks and other teaching resources, 2) lack of parental awareness and guidance, 3) behavioral and psychological problems, 4) Inadequate number of periods, 5) absenteeism and child labor, 6) teachers' skills and lack of professional development, and 7) lack of educational guidance and counselling support. These issues are addressed in more details in the below section.

Insufficient Textbooks and other Teaching Resources

Most of the teachers agreed on the following sentence: “the Lebanese curriculum is hard to be used for Syrian Refugees and it must be amended one more time”. Regarding textbooks and guides, all teachers said that they are either not suitable or hard to grasp. They are always: 1) preparing extra sheets, or 2) using different references from the day shift, or 3) using textbooks of lower grade levels.

Not a single teacher amongst the interviewed suggested using play materials (games, books, toys, crayons, etc.), or educational resources in her classes. Only one teacher out of twenty-one mentioned that she does not use the instruments needed in her classes due to the restricted time factor. She mentioned the presence of an overhead projector, which is used by all other English teachers.

To improve the quality of education for the Syrian refugees, there should be better academic and reading materials, as well as both, textbooks and reading resources, according to appropriate themes for all elementary grade levels. This should also be reinforced by foundational skills in literacy to allow the children to build their competencies, knowledge and skills.

Moreover, Walker (2010) recommends the essential use of audio tools in class for the teachers to help students become familiar with the English language and to raise awareness about issues surrounding intelligibility, accent, and student pronunciation goals. The English language is an audio language and the students should hear the words repeatedly in order to settle their voice and sounds in their memories. Repetition is a way of encouraging speaking and adding to their memories. Many tools could be helpful for the

teachers in this case: 1) CDs, 2) radio, 3) DVDs, 4) charts, 5) pictures, and 6) television/screens.

Otherwise, this lack of suitable textbooks and learning materials, as well as resources, may result in a failure to provide a positive effect on students' learning and a higher school dropout rate.

Parental Awareness and Guidance

Parental awareness is missing in most cases when it comes to Syrian refugee children. The teachers seem to agree on these sentences: “the kids learn and grasp the concepts taught ONLY in the school” and “homework is never done”. The Syrian war has damaged the concept of the family. Unfortunately, most families came to Lebanon with someone missing or left behind. In some families, there is a lost parent while the other one is trying to work the whole day to support the family. During parent teacher meetings (PTM), only a few parents come and ask about their kids.

Parental awareness is one essential missing factor. This factor is vital because it influences both: 1) attitude to homework and 2) homework accomplishment (Hong & Lee, 2003). Moreover, parental involvement is associated with positive academic performance of the children, especially when they attend PTMs and other activities in their children's schools (Kimaro & Machumu, 2015).

Syrian families should be included despite of their language barrier in some cases. They should enthusiastically play a part in the education of their children. Parents should be informed about their role as an essential factor in teaching their children and thus providing them a better future. Hence comes the role of the school principal, who can ask

for meetings at the start of the year. He/ she should explain the role of the parents including checking that their kids do their assignments, projects, and homework on time. He/ She should explain the importance of education for their children and its impact on their future. In addition, the school principal, along with the supervisor, can organize activities such as trips, celebrations and picnics to merge the teachers with the parents of the Syrian children and to encourage home-school partnership for the benefit of the students. Thus, by having a strong relationship with the parents, the school dropouts will decrease.

Moreover, there should be parental guidance. Parental guidance is needed to shape and mold the child's future. Parents guide their children's lives by providing quality time and making them feel valued. Parental guidance enhances children abilities and strengths. No matter how busy the parents are; they must give enough time to their children and listen to their feelings, opinions, and thoughts.

Hence, a budget should be kept aside for this important factor. Otherwise, this lack of parental awareness and guidance does not support the teaching process.

Behavioral and Psychological Problems

Many teachers discussed the discipline problems they face in their classes. Teacher 8 was pushed by her students when they quarreled due to her tiny size. Teacher 4 connected these behavior problems with the violence they have seen during the war. Teacher 18 said that she is reaching better results with the girls because they have fewer behavioral problems. Teachers 3 and 4 mentioned that these children cannot work together

in groups due to behavioral problems. Children can start a war of bad words and the teachers stopped the group work as a result.

Several teachers mentioned that the students have psychological problems. They mentioned that the children are: 1) hyperactive, 2) cannot sit in their places, and 3) have special needs.

The experiences these children have been through during the war have caused serious trauma. This affects the children's ability to learn, especially with not enough counselling and support programs during the afternoon shift. The traumas are apparent in the children because they are either violent, hyperactive or of special needs.

Inadequate Number of Periods

English is taught in 6 periods per week in period of 45-50 minutes. Teachers say that the number of periods is not enough to fill all the deficiencies. Some mentioned that they do not do activities or use teaching tools because of the insufficient time. Others blamed the translation of the concept in Arabic before teaching it in English as being a hinderance in their classes.

With the language deficiency mentioned before, several grades restart the year from the very basic learning objective: the alphabets. Six hours of 40 minutes each will not be enough for the teachers to suppress the behavioral problems and teach at the same time. Neither will they fill the requirements of the curriculum in the English language.

Extra hours should be given to the main language of instruction, even if needed to be taken from the Arabic hours of instruction. With: 1) dedication, 2) focus, and 3)

commitment from both the Syrian students and their teachers, they will be able to speak the language sooner. There is a need to aim for a level where the Syrian refugee students speak English confidently and comfortably.

Absenteeism and Child Labor

The children often stop coming to school or miss several days in a row. In this case, child labor is a major concern. Absenteeism is seen especially in grades 1, 2 and 3. This results in a lot of concept repetition.

Most teachers of elementary cycles complained about one major issue, which is that homework is never done. This could be connected to two things: 1) parental awareness or 2) child labor. They all seem to agree on this sentence: “the kids learn and grasp the concepts taught ONLY in the school”.

Recurrent absences can affect the child’s success in school. There should be parental awareness regarding this concern. They should understand that education is essential for their future. They should know that these frequent absences will influence their child’s achievement in school and therefore in life.

Parents should be conscious that the recurrent absences will affect their child’s achievement in school. When a child misses a day or several days in a row, the child will not be getting consistent instruction especially with the existing language deficiency. Moreover, kids would be missing chances of: 1) teaching, 2) re-teaching, and 3) enrichment.

Attendance is marked at the beginning of the afternoon shift. Supervisors, as well as guidance and educational guidance teachers should help in these cases. The child should be asked about any of the following cases: 1) bullying, 2) transportation problems, or 3) child labor. Attendance problems should be addressed. The school should have a clear plan to improve the children's attendance, as well as to enhance the school's attendance policies for the afternoon shift students.

Lack of Professional Development

Teachers are not well prepared. They lack expertise. However, they need to teach classes that are full, consisting of a range of 25 to 35 students per class (See table 1 Schools Information that Teach Syrian Refugee in the Afternoon Shift). In addition, the students are of: 1) different levels of English, 2) different age groups, and 3) different backgrounds.

All teachers have at least a BA in English literature. Only one out of twenty-one has a degree in Elementary Education. The years of experience vary between 2 and 25 (See Table 2 Summary of all the Participants Interviewed).

Most of the teachers said they explain the concepts using both languages. Only two out of the twenty-one interviewed teachers said that they have never spoken a word of Arabic in class and instead try using gestures or body language. One out of twenty-one said she uses the TPR- (total physical response) in her classes. Dr. James J. Asher established the teaching technique, the total physical response, which has an essential impact in teaching a foreign language. This method uses: 1) gestures, 2) physical actions, and 3) commands. It is advisable to be used with lower grades of elementary cycle (Shi,

2018). Besides, using the Arabic language in class will not help in teaching the English language.

The researcher found that some teachers have benefited from teaching both shifts by using the books of the morning shift with the Syrian children students during the afternoon shift. Teacher 20 teaches in a private school during the day shift and uses these textbooks in her afternoon shift with her Syrian refugee students.

Moreover, the researcher did not sense the sparkle of the necessity of teaching these kids except in one out of the twenty-one teachers. Teacher 16 said: “The students of grades 1 and 2 are not creative”. Teacher 8 said: “grades 2 and 4 are slow learners”. Labelling these kids after they have passed through was not appropriate at all. There is a need to take care of these kids. All kids are creative in a way or another and they learn at their own pace.

One out of the twenty-one teachers was thrilled to do the interview. She is the one who is using the TBA method. She wants her suggestions to reach all parts of Lebanon. The researcher was curious enough after the successful meeting, although the researcher does not know her name but was able to find out that she was one of the five winners who was a winner of an award entitled “Best Teacher Award in Lebanon” in 2017. Parents are sending their kids to learn the minimum, teachers, supervisor as well as school principals are being paid per hour, while the children are not learning enough as the days and the years are passing.

Consequently, teachers should work together. English teachers of each school should meet on a regular basis and coordinate. All teachers who teach Syrian refugee

children during the afternoon shift per school should meet to organize the concepts/themes taught per cycle.

Moreover, all the teachers who are teaching the afternoon shift need appropriate training and support in: 1) time management, 2) psychological insight, 3) TPR- total physical response.

Educational Guidance and Counselling Support

A few teachers expect the teacher in charge of educational guidance and counselling support to provide support and help with the Syrian students during the afternoon shift. They need his/her support mostly with their behavioral problems, violence, hyperactivity, and special needs issues.

The teacher in charge of educational guidance and counselling support leads to change in school. There is a need to have teachers in this domain from kindergarten to grade 12. The educational guidance plays a role in the followings: 1) help students understand themselves, 2) develop his/her sense of responsibility, 3) identify his/ her abilities as well as potentials, 4) anticipate and confront his/her problems, and 5) develop positive behavior and 6) provide guidance support through lectures, seminars and meeting (Munaymanah, 2017).

There is a necessity to set specific standards for selecting the educational guidance teachers that are in charge of the afternoon shift and follow their work very closely. Those teachers should get enough support and help from all administrative supervisors and school principals since they cannot handle all the load by themselves.

Conclusion

In 2011, the Syrian war crisis started. More than half of the citizens of the country were displaced. Lebanon kept an open-door policy until August 2013, where the refugee influx increased exponentially. Agencies from the United Nations High Commissioner for Refugees (UNHCR) and the United Nations (UN) have been vigorously supporting Lebanon in handling the humanitarian extents of refugee flows. Educating the refugee children is very essential for their future.

This research aims to identify the difficulties faced by the teachers working in the public schools in the process of educating English to Syrian students in the afternoon shift in the North region.

The researcher interviewed twenty-one teachers from three schools who teach the English language to Syrian refugee students during the afternoon shift in the Northern region of Lebanon. Based on the analysis of the data collected from the twenty-one teachers the findings suggest that the following are the main challenges faced: 1) the language barrier, 2) insufficient textbooks and other teaching resources, 3) lack of parental awareness and guidance, 4) behavioral and psychological problems, 5) Inadequate number of periods, 6) absenteeism and child labor, 7) teachers' lack of professional development, and 8) lack of guidance and educational guidance.

The researcher, upon analysis, provides a list of suggestions for the teachers, school principals, NGOs and the ministry of education and higher education, so as to alleviate the effects of these challenges, and to ensure a better teaching and learning process for the Syrian refugee students currently residing in Lebanon and attending the schools during the afternoon shifts. Better education for these children will improve their status and will help build a better future for them as professionals and as citizens and will support them to be ready to build the future of their country. At the end of the day, education is every child's right, no matter where they are and no matter how difficult their socio-economic situation is.

Recommendations for Practice

The researcher suggests the following practical recommendations for the teachers, school principals, other staff in charge of the afternoon shift, as well as the Ministry of Education and Higher Education. These recommendations have one main target, which is to improve the quality of English education for the Syrian refugee children in the Afternoon shift.

Recommendations for the Teachers

Regarding the teachers, there should be regular meetings per: 1) cycle, 2) subject, and 3) at a general level. English teachers should coordinate and work together on choosing the suitable grade level appropriate educational resources and play materials (games, books, toys, crayons, etc.) to be used in their classes. All teachers should collaborate on the themes upon meeting per grade level and cycle. They should discuss the

challenges when there are in general meetings and must try to suggest solutions whenever applicable.

Furthermore, all the teachers who are teaching the afternoon shift need appropriate training and support in: 1) time management, 2) psychological insight, 3) TPR- total physical response. It is necessary to have a high level of training for English teachers who teach Syrian children. The teaching of English to these students should result in the same amount of money, time and talent put for these children to learn.

Also, all teachers should have training on how to communicate with these Syrian refugee students, while protecting their own mental health.

Recommendations for the School Principals

Regarding the school principals, he/she is responsible of setting dates for the teachers to meet on a regular basis. He/ She is responsible to motivate teachers and to try new strategies with their students during the afternoon shift to achieve better results with teaching the English Language. He/ She is responsible to encourage the Syrian refugee students' learning during the afternoon shifts by helping them connect to their school, stopping the absenteeism and building trust with their teachers. He/ She is responsible to support the educational guidance and counselling support teacher to do his/her job well with these students and to have better results with them.

The principal should also be responsible of parental awareness and guidance. He/ She should meet with the parents and explain their role in checking that their kids do their assignments, projects, and homework on time. Also, the school principals should adopt

clear policies and regulations regarding absences. He/ She should spread awareness in the whole school concerning this matter.

Recommendations for the NGOs

Concerning NGOs, their support is very beneficial. They need to set a budget aside for: 1) parental awareness and guidance, 2) school materials, and 3) training of teachers. NGOs can help in securing funds, which can in turn resolve many of the existing issues facing the schools. They can help in creating awareness and can benefit the entire educational system when it comes to refugee students, at a national and perhaps international level.

Recommendations for the Ministry of Education and Higher Education

Regarding the ministry of education and higher education, a committee should be set to modify the curriculum one more time in order to address the concerns of the Syrian refugee teachers who teach during the afternoon shift. The committee should select suitable textbooks and guides per grade level. Extra hours should be given to the main language of instruction with a main target in mind: make Syrian refugee students speak confidently and comfortably in the English language.

There is a necessity to set specific standards for selecting the educational guidance and counselling support teachers that are in charge of the afternoon shift and follow their work very closely due to the load they have.

Moreover, the ministry of education and higher education should provide comprehensive and compulsory training for teachers, school staff and principals who will be interacting with refugee children during the afternoon shift.

Recommendations for Future Research

The literature dealing with the challenges faced upon teaching the Syrian refugees is still insufficient in Lebanon. More research that aims at understanding all the challenges faced upon teaching the Syrian refugees in other subjects taught during the afternoon shift is needed. More research that aims at understanding the traumatic effects of the Syrian war on the children is needed. More research that aims on studying all obstacles that hinder their education in Lebanon during both shifts is needed as well. These will all play an essential role in the future of education of these children.

Appendix A

American University of Beirut

Department of Education

Consent Form - Direct Approaching - Teachers

Study Title: LEADERSHIP UNDER CRISIS: IMPLEMENTATION CHALLENGES OF
THE GRADES 1-9 ENGLISH LANGUAGE CURRICULUM FOR SYRIAN REFUGEES
IN NORTH LEBANON

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Dear Participant,

We are asking for your participation in a **research study**. Participation is completely voluntary. Please read the information below and feel free to ask any questions that you may have.

A. Project Description:

1. This study is being conducted by Rania El Kanj from the American University of Beirut. She is doing a research work as part of process in completing her studies for master's degree in Educational administration and policy studies.
2. The purpose of this study is to examine the challenges in implementing English curriculum for Syrian refugees in North region for levels 1 to 9.
3. Ultimately, the study goal is to produce recommendations for solutions to the challenges faced to be applied in public schools to help teachers in teaching English for Syrian refugees.

4. As a teacher, you will be invited to participate in the study. Only if you are interested in the participation in this study, you will be asked to sign this consent form for the participation in a semi-structured interview. The interview questions will cover one main theme: your opinion as key stakeholder about the challenges faced in implementing English curriculum for Syrian refugees in Lebanon and your thoughts about the suggestions to overcome these challenges.
5. Similar semi-structured interviews will be conducted with ten teachers. Each interview will take around 10 minutes. Participants' responses will be recorded in a notebook as direct quotes. Only those who agree will be audiotaped.

B. Risks and Benefits:

Participation in this study does not involve any physical risk or emotional risk beyond the risks of your daily life. You have the right to withdraw your consent or discontinue participation at any time for any reason. Your decision to withdraw will not involve any penalty or loss of benefits to which you are entitled. Discontinuing participation in the study will in no way affect your relationship with AUB. In addition, refusal to participate in the study will involve no penalties of any kind or affect your relationship with AUB. There are no monetary rewards for participation in the study. There will be no direct benefits from participating in this research; however, your participation in this study is expected to help the researcher understand the challenges faced in implementing English curriculum for Syrian refugees for levels 1 to 9.

C. Confidentiality:

If you agree, the CO-PI will be provided with a quiet room that will be empty in order to conduct the semi-structured interview with you. You will be provided by a hard copy of the consent form in English. If you agree to participate in this research study, the information will be kept confidential. Records will be monitored and may be audited by IRB without violating confidentiality. Your name will never be attached to your answers. The PI and the CO-PI, working on this research, will only review the data. Data will be stored in sealed envelopes in a locked drawer in the PI's office. The research team will also make sure that access to word documents, which have the transcribed interviews and field notes, will be restricted due to the use of the feature "Protect Document." In line with the AUB archive policy, data will be stored for three years after the study completion. After that, information and data will be responsibly shredded. Only the aggregated data from the interviews and vignettes.

Consent to Tape Record the Interview

We would like to tape record this interview so as to make sure that we remember accurately all the information you provide. We will keep these tapes in a locked file drawer in the PI's

office. Only the PI and the CO-PI will only use them. The interview tapes will not be shared with anyone. Only the aggregated data from the interviews (which will have no identifiers) will be shared within committee members after the completion of the study. Only those who agree will be audiotaped. You may still participate in the interview if you do not want to be taped. If you do not agree to be audiotaped, handwritten notes will be taken instead.

Confirmation of Consent to Record Interview

Question will be posed once recording begins: Do you voluntarily consent to this interview being recorded?

D. Contact Information:

For more information or questions about the study, you are free to ask them now. If you have questions later, you may contact any of the PI or the CO-PI with whom has conducted the interview with you:

Dr. Ghazi Gaith, Email: gghaith@aub.edu.lb, , (01)350000 Ext: 3070

Rania El Kanj, Email: rk13@aub.edu.lb, (01)350000 Ext. 2620

In case any of your questions was not answered, or if you have questions, complaints or inquiries about the research study or your rights as a participant in this research, you can contact the following office at the American University of Beirut: Social & Behavioral Sciences Institutional Review Board, American University of Beirut, irb@mail.aub.edu, Tel: 01-350000, Ext: 5445

E. Participant Rights:

Participation in this study is voluntary. You are free to leave the study at any time without penalty. Your decision not to participate in no way influences your relationship with AUB. A copy of this consent form will be given to you. You may skip any questions that you may wish not to answer. Your decision will not result in any penalty or loss of benefits. If you have any questions regarding your rights, you may call: Institutional Review Board (IRB) on 01- 350000 ext. 5445 or via email: irb@mail.aub.edu

F. Signature:

Consent for participation in interview:

Consent for taping of interview:

Researcher Obtaining Consent:

Date:

Time:

Location: _____

Appendix B

Interview Questions/ Voluntary participation (Teachers' Implementation of the program)

1. What is your field of specialization?
2. What is your highest educational degree?
3. What is the total number of years that you have taught?
4. What are the challenges that you face in implementing the curriculum?
5. What are your suggestions to overcome these challenges?

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