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English Language Teaching to Syrian Refugees in Transit

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Abstract: Despite the fact that most refugees are spending years in transit before finally settling, very little is being done during this time to address the language needs they will face on arrival. Consequently, the process of adapting to a foreign language and culture becomes longer and more arduous for people who have already endured much trauma. Previous ELT studies largely target the country of resettlement and cannot adequately inform teachers who work in a transitional, non-English-speaking context. This paper seeks to glean from the few studies that do address this underlying concern as well as bringing together research into a number of factors that contribute to making the English classroom a valued place for refugees. It focuses specifically on the case of Syrian refugees in the context of Turkey, highlighting the need for English-language teaching before resettlement. It then addresses some of the administrative, cultural, and psychological challenges pertinent to this situation in order to heighten teachers' awareness and empathy. Finally, a suitable response is suggested including an inclusive approach to the Turkish language and culture, fostering healing from trauma, a rethink of curriculum choices, and a flexible methodology in the classroom.

Keywords: *language needs, Syrian refugees, teaching challenges, trauma, Turkey*

1. Introduction

The conflict in Syria has confounded the governments of the world and stretched the resources of major organizations to breaking point. Since March 2011, over a quarter of a million Syrians have been killed and almost 12 million have been displaced – 6.5 million within the country and 4.8 million who have fled elsewhere ("About the crisis," 2016). Footage of fatal sea crossings and hostile border confrontations captures the desperation of refugees to find safety and a better life. This new life may be better, but it will involve significant cultural and linguistic challenges. For over 2.5 million refugees currently in Turkey ("Regional: Total," 2016), the uncertainty surrounding their future could so easily perpetuate the frustrations and trauma previously experienced. They might easily become disillusioned and directionless. I hope that by evaluating the need for English language and culture education for Syrians in transit, this essay can propose an approach to teaching that is both effective and sensitive in preparing refugees for resettlement. I have limited the scope of this essay to Syrian refugees in transit who are displaced throughout Turkey. The vast majority of current research focuses on teaching English to asylum seekers who are already resettled (see Hubing, 2011, for an exception). Very few studies have been done on the need for English-teaching in transit and the challenges encountered in such situations. Consequently, I have gleaned most significant points from an ESL context.

It is clear that the Syrians who have been displaced need a safe home. The United Nations and many countries are coordinating efforts to help them find such a home. Around a million Syrians have already fled to Europe with the largest numbers concentrated in Serbia and Kosovo (313,314) and Germany (306,703). Table 1 shows that of the one million applications for asylum in Europe, over half are to countries where over 50% of people are English-speakers ("List of countries," n.d.; "Syria Regional: Europe," 2016). Table 2 shows that, even on a worldwide scale, well over 75% of the pathways for admission are to countries where, again, over 50% of people speak English. However, it also shows that the high numbers of applications in Table 1 may not necessarily result in permanent resettlement for all those asylum seekers ("Resettlement," 2016).

Table 1 - Syrian Asylum Applications in Europe

Country	Asylum Applications*
Germany	306,703
Sweden	107,966
Austria	38,385
Netherlands	30,698
Denmark	19,433
Belgium	15,744
Norway	13,993
Switzerland	12,822
UK	9,292
Greece	5,615
Cyprus	3,464
Finland	1,581
Total	**565,696**

*excludes countries with fewer than 1,000 applications

Table 2 - Resettlement and Other Admission Pathways for Syrian Refugees

Country	Projected Total of Admissions
Australia	5,800*
Austria	1,900
Belgium	475
Canada	48,089
Denmark	390
Finland	1,900
Germany	42,063
Ireland	724
Luxembourg	60
Netherlands	500
New Zealand	850
Norway	9,000
Sweden	2,700

Switzerland	6,700
United Kingdom	20,000
United States of America	38,843
Total	**179,994**

* Australia has pledged an extra 12,000 places over several years, but some of these will be for Iraqi Arabs.

1.2. The value of teaching refugees English before resettlement

Both of these tables clearly show that the English language is transferrable to more contexts than any other language. The statistics are helpful in determining the value of English teaching pre-settlement while in the country of transit. If more refugees could arrive with basic English, the adjustment could be faster, less traumatic, and less expensive to the receiving country where they are resettled.

In Hubing's (2011) uniquely focussed paper "Language Learning and Transit Refugees in Turkey", he comments on the many well-documented benefits of knowing English on entering the host country (pp. 10-14). These include acculturation, a sense of continuity, better adjustment to schooling, fewer problems with discrimination and mistreatment, and the greater chance of getting income assistance. Despite the obvious benefits of language learning to integration, the US does not typically include English teaching in its official pre-settlement process for Syrian refugees in Turkey (pp. 29-30). Opportunities to receive formal or informal language assistance from NGOs and other organizations are limited and, outside the major cities, even fewer options exist (p. 33).

1.3. The need for Turkish

However, the apparent need to learn English is just a small part of the overall picture. The total number of Syrian refugees is 4.8 million, and just over half of these are in Turkey ("Regional: Total," 2016). Turkey has more refugees than any other country in the world, provoking understandable concern for the effect these numbers will have on already high levels of youth unemployment and the feeling of permanence among refugees ("Beyond aid," 2016). For while refugees might hope to settle in a country where English is spoken, the potential for very long delays to resettlement make it difficult to plan for the future. A study done in New Zealand found that refugees had spent on average 15.3 years in transit camps alone (Benseman, 2012). It is difficult to know if the situation has improved, but these figures suggest the need for teachers to bear in mind that the majority of refugees will not be resettling or staying in English-speaking countries any time soon.

Since displacement in Turkey may continue for some time, these Syrian refugees would see more immediate benefit and security from learning Turkish. Hubing (2011) states that this language barrier "contributes to the isolation of refugee communities" (p. 30), but in spite of the opportunity for immersive language learning, refugees have little chance for formal Turkish-learning support (p. 38). Hubing's study demonstrates that many refugees lack the motivation or support to develop the necessary language skills for survival in Turkey, let alone for moving to an English-speaking country. He also emphasizes the lack of both educational and vocational opportunities in Turkey, which is backed up by the *Regional Refugee & Resilience Plan* (2016), which states that: "As of late 2015, almost 400,000 of an estimated 663,1382 Syrian refugee children (6-17 years) in Turkey are not enrolled in formal education programmes" (p. 43).

2. Challenges facing teachers of English to refugees in transit

2.1. Practical considerations

Every language course has its challenges, so considering the background of the learners and the limitations of teaching environments, it is hardly surprising that teaching refugees includes innumerable obstacles to effective learning. Wachob and Williams (2010) refer to numerous classroom challenges in refugee schools beginning with practical concerns such as small, dingy rooms and inadequate resources. Students who no longer have the support of an intact family become ill-disciplined, disrupting the learning process. Another important factor is the recruitment and training of teachers, especially if they were volunteers or fellow-refugees who lacked qualifications. Finn (2010) also refers to the transience of teachers (and students) as having a direct impact on student attendance. "Attendance turbulence" caused by very fluid courses, absenteeism, and open-enrollment policies diminishes the motivation for consistent attendance and the sense of continuity in learning. Without diagnostic testing, students end up joining an unsuitable level and slowing down the other students. However, Finn suggests that teachers will do anything to avoid causing already-traumatized students more stress or pressure (p. 590). Another administrative issue can be the lack of a quality curriculum due to inadequate funding.

2.2. Cultural considerations

There is of course a danger that limited resources can provide an excuse for overlooking more fundamental concerns. These include how teachers can prepare for the cultural and psychological dimensions of teaching Syrian refugees. An oversimplified view of their culture could lead to numerous cultural conflicts within the classroom, whereas even basic information about Syrian refugees can enable teachers to have greater empathy and sensitivity. The Cultural Orientation Resource Center has written a backgrounder that can help fill such a need ("Refugees from Syria," 2014). It explains that Syrian refugees are from multiple ethnic, linguistic, and religious groups, which, prior to the conflict, interacted harmoniously together. However, the political views leading to their displacement may give rise to tension and heated discussion. Significantly, Europe and the US previously supported the government opposition. Previously, Syria itself was a model of a community that welcomed refugees, so the poor living conditions and frequent discrimination Syrians face in Turkey must be bewildering.

"Refugees from Syria" (2014) describes the gender roles of Syria's largely patriarchal society (pp. 6-7), in which class and education influence the social and professional freedoms of women. Older men are the family decision-makers, though this needn't mean absolute control. Family values include love, support, responsibility, honor, and supervision. Other values practiced are hospitality and generosity. Devout Muslim women do not socialize with or even shake hands with unrelated men, though physical affection is demonstrative between those of the same gender. Syrian parents are very involved with their children's education and children have a natural respect for teachers. Marriages are arranged, and boys and girls as young as 15 and 13 respectively may be married. The British Council (2015) reports that early marriage, along with child labour, has increased since the conflict.

"Refugees from Syria" (2014) explains that though school attendance was still low in some areas prior to the conflict, the adult basic literacy rate is quite high, being over 90% for men and over 77% for women (p. 3). All Syrians speak the local dialect of Arabic and most can read and write in Modern Standard Arabic, but very few have more than a basic knowledge of English or any other foreign language (p. 4). The ethnic minorities (such as the Kurds and Armenians)

may struggle to read and write in Arabic, though they speak it fluently. They often speak their own language too. Just as with language, religion in Syria had been a fairly non-contentious issue, as the national celebration of both Muslim and Christian holidays showed. For some it is a private matter and for the devout, a more apparent part of their lives. Either way, it is closely tied to ethnicity and conversions are rare (p. 5).

Evidently, there are a wide variety of practical, educational, and cultural issues which those teaching refugees will face. Yet if these seem challenging for the teacher, the adjustments refugees themselves must make are significantly harder. Barnett and Antenucci (2009) describe the multiple transitions into unfamiliar contexts which refugees must encounter. On entering the host country, they are required to participate in different "communities of practice" such as employment, health services, and youth culture (pp. 2-3). They must make language choices depending on the act of participation and must take into account both the situational context and the wider cultural context. We must not forget that some of the refugees who will be navigating these tricky cultural waters are semiliterate and most will feel culturally isolated (d'Anglejan, 1983, p. 125), which means teachers must be willing to adapt.

2.3. Psychological considerations

Beyond the basic adjustments that must be made, refugees face three forms of stress as described in Benseman (2012) and Finn (2010): migration, acculturative, and traumatic. The stresses of moving suddenly and of trying to function in a new culture are important for language teachers to empathize with. However, the trauma caused by human cruelty is at another level, affecting an individual for years, and often decades, to come. "Refugees from Syria" (2014) states that "almost every Syrian refugee will have lost family or friends in the war" (p. 12). It is hardly surprising that studies have shown high rates of post-traumatic stress disorder (PTSD) amongst these refugees. The long-term effects of PTSD include interpersonal difficulties, memory loss, sleep loss, survivor guilt, depression, low self-worth, a mix of flashbacks and denial, chronic anxiety, loss of concentration, loss of trust, and often lapses into withdrawal and grief (Finn, 2010; Stone, 1995). There is also an increased likelihood of substance abuse and family conflict. Whilst the effects depend on the individual's capacity to cope (Medley, 2012), it is very apparent that trauma survivors of all ages will struggle in education – especially in learning a new language (Finn, 2010).

3. Suggestions for effective English teaching to refugees in transit

This paper has so far considered important reasons why refugees would benefit from learning English and various factors which make this difficult. This final section will attempt to draw together some of the findings and make suggestions for teaching English more effectively to refugees in transit. A report by the British Council Director in Syria, Joel Bubbers, notes that education is seen as the key strategy by UNICEF, host governments, donor agencies, and NGOs ("Beyond aid," 2015). He says:

> *...education delivered in a safe environment can provide recovery, healing and empowerment for the vulnerable. At the same time it can drive the long-term recovery process in households and communities by providing a sense of normality and hope for the future, as well as a means to build bridges in host communities.*

3.1. The importance of Turkish language and culture

In Turkey, there is a clear need for these bridges with the local community to counter the isolation, lack of welfare access, and limited opportunities for work and education. The general lack of support is particularly apparent in language learning, with immediate and long-term repercussions. The importance of learning Turkish must be stressed for the immediate situation, but in the long-term refugees who gain a basic knowledge of English will be in a better position to adjust to the new environment wherever they are settled.

Since it may be some time before refugees are resettled, English classes should only introduce Western culture in moderation and should raise awareness of Turkish culture as much as possible. The students will all be at various stages of culture shock, although many may be unaware. Explaining this phenomenon and certain coping mechanisms can go a long way in assisting adjustment to life in Turkey, and, ultimately, the place of resettlement. Wintergerst and McVeigh (2011) introduce the idea of creating a positive experience through reflecting on "things I can do with other people," "things I have already done here," and so on (p. 110). They encourage teachers to help students get to know their host country through using cultural stimuli in the classroom (p. 128), learning the history and social conventions, and developing a profile of a typical national (p. 110). Having Turkish language helpers, or even learners, in the EFL classroom would provide another perspective and enhance the use of role play for recognizing cross-cultural miscommunication (p. 134). All of these ideas are good preparation for resettlement also.

3.2. Affirmingand accomodating the home culture of students

At the same time, too much focus on other cultures could reinforce the sense of detachment and alienation felt by the Syrian refugees. The classroom should primarily be a place that explores and reaffirms the personal identity of these students. Wintergerst and McVeigh (2011), in discussing this issue, suggest that students create a collage representing their personal identities and share this with the class (p. 82). Since different ethnicities may be represented, teachers must manage the discussion of controversial issues from a neutral starting point and with fairness (p. 183). Case studies allow students to discover assumptions and stereotypes they have about different cultures, preparing them to reduce cultural conflicts and respect diversity (pp. 114-117, 175). However, teachers should not needlessly raise controversial subjects simply for the sake of teaching certain language skills. Instead, teachers should work as much as possible within the structures and boundaries of Syrian culture. This includes: providing the option for single-gender classrooms; giving breaks at prayer times; reserving judgment on cultural norms like teenage marriage or corporal punishment; not pressing a new cultural norm for roles; saving face; adjusting to collectivist learning styles; and accepting the role a teacher has in a high power distance culture. Teachers will have to learn the impact of Syrian culture on how grief is expressed, whether verbally or non-verbally, openly or unnoticeably (Stone, 1995, p. 54).

3.3. Finding healing in the classroom

As previously stated, ESOL teachers should expect that most of the Syrian refugees they are teaching will have faced some degree of trauma. Caution is necessary to accept that "teachers clearly have neither the training nor the resources to be therapists or counsellors" (Stone, 1995). Confidentiality and trust are at least as important as in a healthcare setting ("Refugees from Syria," 2014), but what should teachers do when their students want to discuss emotionally charged topics? Should they, as Finn (2010) suggests, "keep students in the present rather than

returning to a painful past" (p. 592)? Such an approach, as Finn herself hinted at, can lead to teachers who are constantly burdened with trying to create a stress-free environment (p. 590). The priority above all these discussions should indeed be a safe environment for the survivors as Medley (2012) emphasizes. Nevertheless, language learning naturally involves taking risks, though it is critical these do not go beyond the capacity of the individuals. Suggested steps for creating a healthy environment are: having a predictable routine, avoiding high risk activities, doing choral practice, using face-saving correction and group participation, and introducing new task types gradually (Medley, 2012, pp. 116-117). On a more practical level, Finn (2010) considers important an awareness of how the physical space of the classroom, such as few windows or crowded desks, might make students feel (p. 591).

All the concerns for safety should only serve to enhance the creation of a community where internal healing can take place, as Medley (2012) and Stone (1995) indicate. An important aim for the classroom is for students to redevelop trust with others and themselves. It will take time for them to regard themselves as equal members of the classroom and to share social and emotional support within this community of practice. The social context of the classroom is therefore a significant stepping stone toward competence within society at large (Finn, 2010). Sharing stories within the classroom gives students the opportunity to find meaning in the traumatic events and their reactions to them, instead of suppressing their painful memories. If this is left until resettlement, it may already be too late for survivors to mourn their traumas, which, according to Medley (2012) "locks the wounded person in a cycle of victimhood and potential violence" (p. 119). Teachers should make sure students feel under no obligation to share and be ready to move on quickly from certain topics. For there may even be an association with torture when students are called upon to speak in class. But as students voluntarily discuss such topics as refugee camp routine or incessant bombing, the teacher becomes a learner and discovers what to avoid, integrate, or affirm (p. 119). Articulation in itself can be transforming and the supportive feedback given by the teacher can encourage constructive examination of thoughts and feelings. A part of this multi-staged process of healing may involve the sensitive integration of material that encourages forgiveness (p. 122). Stone (1995) emphasizes that recovery ultimately requires that survivors let go and move on (p. 56).

3.4. Curriculum choices

Determining curriculum goals and content is particularly difficult when teaching refugees in transit. The study above assumes that a curriculum is based on functional competency, a method commonly used for refugee learners that avoids the use of form-focused teaching and instead focuses on teaching specific language needed for performing functions within society (d'Anglejan, 1983; Kleinmann, 1984). Little (2008) affirms the value of this approach for refugees by describing language learning as "inseparable from the learners' induction into basic arrangements and practices of […] culture and society" (p. 2). However, despite the potential strength of this method in equipping learners to function within their new culture and society, critics like Tollefson (1986) point out that it is the values and attitudes of the curriculum writers that determine how success is defined and assessed, versus an empowerment of the learners to discover for themselves what language competencies they believe necessary (p. 661). For example, analyzing the content of much functional-competency based material gave him the impression that its users were seen as no more than passive citizens with low employment aspirations. Little (2008) addresses this critique to some extent when he suggests the need within the functional method for a flexible syllabus with no fixed learning goals, materials, or

procedures, thereby enabling learners to discover their own language needs over a period of time (p. 2).

3.5. Teaching methodologies for a unique context

While the relation of the language choice to the act of participation has been widely discussed in regard to the teaching of refugees (see also Barnett & Antenucci, 2009, p. 5), teaching ESL to refugees in a pre-settlement context requires a discussion in its own right. It must be acknowledged that refugees in transit will not be in a position to discover their English language needs over time by utilising the target language in society. Therefore, the functional method is far more applicable to the teaching of the Turkish language in this particular context. Perhaps, then, it is best to avoid a curriculum that is so functionally-driven and find an alternative with more immediate value, but Tollefson's (1986) alternatives, grammar- or task-based approaches, do not go far enough (p. 662). What might be more suitable is a curriculum that focuses on building the confidence of the students as successful language learners, rather than competent English users. Seufert (1999) draws attention to communication, decision-making, interpersonal, and life-long learning skills. This could be done through using a variety of methodologies; providing a safe and fun learning environment; incorporating short- and long-term goals; teaching language learning strategies; using student-generated or -chosen texts and topics; and being flexible with the use of learning space and time (see Finn, 2010, pp. 591-592).

Seufert (1999) encourages the use of mixed approaches to "meet the needs and learning styles of a class." This sees value in starting with real-life issues (theme-based), linking language to topics of interest (participatory), using shared events and experiences (language experience), whilst not neglecting the place for grammar translation, real-life tasks (functional), and created tasks (task-based). Medley (2012) proposes a multiple intelligences approach, since children in particular acquire a language best through a range of input, such as sport, music, and drama (pp. 115-116). For higher level students, a more typical communicative-language-teaching (CLT) approach will likely be a more natural fit, and some may even desire instruction in English for academic purposes (EAP). There could still be a place for a stronger focus on functional language and/or literacy in a fast-track course for refugees officially awaiting re-settlement (e.g. Minnesota Literacy Council, 2012).

3.6. Teaching practicalities for a unique context

The logistical challenge of teaching refugees in transit calls for some creative thinking. Benseman (2012) describes the value of bilingual language tutors (BLTs) who assist the class teacher. BLTs act as role models, are sensitive to social or cultural issues, provide administrative support, and generally enhance the educational experience. Libas-Novell (1985) provided a teacher training plan for selected refugee trainees to be equipped with the tools to teach other refugees English. A similar approach is suggested by Hubing (2011) for teaching refugees in Turkey where formal language courses are often impractical in the satellite cities (pp. 50-52). Community instructors from the refugee community could be paid to teach other refugees, though training would be necessary. The other alternative Hubing suggests is the distribution of free bilingual learning materials to enable self-directed learning (p. 51). If teachers can be found, they may not be suitably qualified or equipped for the integration of methodologies described above. Textbooks provide a helpful structure, but many will be too situated in British/American culture. While an EFL textbook from Syria may seem more appropriate, on closer inspection, it presents a Syria that will never be recovered, and therefore could be emotionally challenging for students (Hasan & Raddatz, 2008). Another option is an EFL textbook from Turkey, a selection

of which are considered in a survey by Kırkgöz and Agcam (2011). They are shown to include a balance of source, target, and international culture.

3.7. Assessing learner needs

A fundamental concern resulting from all these observations and conclusions regarding the way forward has to be the adequate assessment of needs as part of course planning and development. Diagnostic testing has its use in English level placement, but when teaching English to refugees, many equally significant factors come into play. A needs analysis with straightforward questions and written in the L1 can address cultural factors in the classroom, experience of trauma, prospects for future resettlement, and level of general education. The "European Language Portfolio" (Council of Europe, 2016) may be useful to this end. Its three sections are: a language profile and history; a language biography for goal-setting and reflection; and a language portfolio for evidence of growing proficiency. It fulfils what Little (2010) sees as the ongoing process of negotiating and clarifying needs which will guide the teaching and learning that takes place (pp. 2-3). He also suggests that students should play a big part in curriculum choices. See Appendix A which features a sample needs assessment that tries to capture this purpose and expressly evaluate the needs for Syrian refugees in transit.

4. Conclusion

This essay has shown that the high numbers of Syrian refugees to be resettled in English-speaking countries demonstrate the need for English-language learning while still in Turkey. This does not negate the need for the local language, since resettlement may be years away, but it does beg the question why English-language learning lacks so much support. In addition to basic administrative challenges including the commitment and training of teachers, cultural and psychological factors such as family and gender roles, political and ethnic divisions, religion, and PTSD, also affect what can be taught and how. Nevertheless, the study of English can bring meaning and belonging to Syrian refugees, as they learn to appreciate other cultures and especially their own. The classroom can be a safe place to share stories and find healing, though risk, conflict, and controversy must be avoided. In terms of methodology, teaching English to refugees in transit will require a flexible approach with far less focus on functional competency. Such an approach is best served by the consistent use of needs analyses with the students. By caring for the needs of the Syrian refugees and being flexible in attaining them, English teachers in Turkey can do immeasurable good for their healing and sense of purpose.

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Appendix A: Needs Analysis for Syrian Refugees in Transit

Name (in English script as well if possible):
Age:
Male/female:
Country of Origin:
Native Language:

Current Situation

1. Do you have family members with you? Yes/ No
2. Do you want them to learn English as well? Yes/ No
3. Do you know what country you want to be your final destination? Yes / No
    - If yes, where? _____
4. Do you have friends or family you could stay with in that country? Yes/ No
5. How long have you been in Turkey? _____ months/years
6. How long do you expect to stay in Turkey for?
    - Less than one year
    - Less than five years
    - More than five years

Education/Work Experience

7. What level of education have you completed?
    - PhD
    - Masters
    - Undergraduate
    - High School
    - Not completed high school

In the Classroom

13. In which ways do you prefer learning language?
    - Lecture
    - Work-books
    - Computer programs
    - Group activities
    - Games
    - Conversation
    - English TV, films, books, songs, etc.
    - Other:_____
14. Please tick any of the following things that you would <u>NOT</u> be comfortable with:
    - A class with both male and female students
    - A teacher who is the opposite gender to yourself
    - Working with classmates who are a different gender, religion, social status, age or race (please specify if applicable)
    - Conversations with classmates as a part of learning
    - Making a presentation in front of the class
    - Classmates looking at and assessing your work
    - Other:_____
15. What sorts of things would you like to learn about?
    - "Survival" language (making conversation, asking for directions, etc.)
    - Western culture (traditions, holidays,

8. Can you read and write Arabic? Yes/ No
9. Can you read and write English? Yes/No (write Yes/No in English here)
10. Can you read and write Turkish? Yes/No
11. What previous experience do you have with English (and for how long)?
    - English-immersion school (___months/years)
    - In-school lessons (___ months/years)
    - Private lessons (___ months/years)
    - Travel (___ months/years)
    - Living abroad (___ months/years)
    - Other:_____ _____ (___ months/years)
12. What type of work do you have experience in or other skills do you have?
    - famous people, etc.)
    - Academic English for university
    - English for a particular job (please specify if applicable)
    - Other: _____

Past Experiences

16. Have you experienced trauma? Yes/ No
17. Have you lost a close family member? Yes/ No
18. Does any trauma in your past affect your ability to function in everyday life? Yes/ No
19. Please list any topics you would rather not discuss in class due to your past experiences.

Appendix B: Needs Analysis for Syrian Refugees in Transit (Arabic Translation)

الأسم
اسمك باالغة الأنكليزي
أنثى / ذكر
بلدك
لغتك

الوضع الحالي

1 هل لديك عاءلة؟ نعم / لا
2 هل تريد بأن يتعلموا الغة الانكليزي أيضا؟ نعم / لا
3 بأي بلد ترغب بأن تعيش؟
4 هل لديك أقارب أو أصدقاء تستطيع ا لالقامة معهم؟ نعم / لا
5 ما هي مدة اقامتك في تركيا؟ سنة/ شهر
6 كم سنة تتوقع أن تقيم في تركيا؟ - أقل من سنة
أقل من 5 سنوات
– أكثر من 5 سنوات

الثقافة / خبرات العمل

7 الشهادات التي تحملها دكتورا
ماجستير
شهادة جامعية
شهادة ثانوية
شهادة ابتداءية
8 هل تستطيع الكتابة و القراءة باللغة العربي؟ نعم / لا
9 هل تستطيع أن تقرأ و تكتب اللغة الانكليزي؟ yes / no
10 هل تستطيع أن تقرأ و تكتب اللغة التركية؟ نعم / لا
11ما هي قدراتك في اللغة الانكيزي
هل تعلمت الانكليزي في مدرسة تتكلم الانكليزي؟ سنة / شهر

دروس في المدرسة سنة / شهر
دورات في اللغة سنة / شهر
سفر سنة / شهر
العيش في بلد أجنبي
12ما هي مهنتك؟ و هل لديك خبرات أخرى؟
في الصف
في أي طريقة ترغب في أن تتعلم اللغة؟
محاظرة
كتاب تماريين
برامج كومبيوتر
أنشطة جماعية
ألعاب
محادثة
محطات تلفزيونية باللغة الانكليزي, أفلام, كتب,أغاني, الخ
14 ضع علامة على ا لأسئلة التي **لا** ترتاح لها خلا ل وقت التعليم في الصف
1صف مختلط اناث و ذكور
2 معلم / معلمة
3 العمل في الصف مع تلاميذ من غير جنس , دين, بيئة, عمر, أو لون؟ أرجوا أن تكون الاجابة واضحة
15 ما هي الاشياء التي ترغب بأن تتعلمها؟
"لغة للعيش", للمحادثة, اسئلة عن الاتجاهات للطرق.الخ
الثقافة الغربية, الحظارة, الأعياد, أشخاص مشهوريين .
لغة أكاديمية للجامعة.
لغة لآي عمل, أرجوا التحديد.
الخبرات السابقة.
16هل اختبرت أي صدمة؟ نعم / لا
17هل فقدت أحد أقربائك المقربيين لديك؟ نعم / لا
18هل هنا ك أي صدمة اختبرتها تؤثر على قدراتك و حياتك اليومية؟ نعم / لا
19أرجوا ذكر النقاط التي لا ترغب مناقشتها في الصف؟