

English as a Second Language Teachers' Perceptions of Their Ability to Teach Refugee Students in Shelby County Schools

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Abstract

This research project investigated how English as a Second Language (ESL) teachers in the Shelby County School (Tennessee) system perceive their ability to teach refugee students. Memphis and the surrounding region have witnessed an influx of refugee students in recent years. Studies have shown that refugee students require more attention and resources than other ESL students due to issues such as trauma, displacement, and limited educational backgrounds¹. One of the main goals in this project was to determine how to improve the ESL programs in Shelby County Schools (SCS) to give refugee students a better educational foundation. A questionnaire comprised of twenty-five questions was given to over forty teachers, and some of these teachers were interviewed later to strengthen my conclusions. Open-ended questions, basic demographic questions, and questions based on a Likert scale resulted in more comprehensive data analysis. Research investigating teachers' needs in relation to working with refugee students is especially important as the refugee population in the United States continues to grow². This research promises to shed light on the perceptions teachers have toward their refugee students, how refugee language learners are different from other ESL populations, and what professional development ESL teachers feel they need. Results suggest that ESL teachers think pre-kindergarten for refugees, newcomer programs, culturally and age appropriate materials, community help, and training for mainstream teachers are important factors to consider in educating refugee students.

Keywords: English as a Second Language, newcomer program, refugee

1. Introduction

1.1. The Refugee Situation

Over the past few years, the amount of refugees in the world has dramatically increased. According to the Pew Research Center, almost 1 out of every 100 people in the world have been forcibly displaced³. This is the highest it has ever been, including the data from the millions of people who were displaced from their homes after the World War II³. Many of these refugees, or people who have “fled across a national border from his/her home country, or who [are] unable to return to it because of a well-founded fear that he or she will be persecuted for reasons of race, religion, nationality, political opinion or for being a member of a particular social group”, have ended up in the United States¹. As the immigrant and refugee populations increase in America, teachers need to be prepared to instruct the new influx of students. However, refugees have different learning needs than the average student. Many come from war-ridden countries with little to no educational backgrounds, which can be difficult in the classroom¹. English as a Second Language (ESL) teachers usually take on these students, so they especially need to be trained in how to teach students who speak a language other than English, especially those who had to flee from their country. The Robert Wood Johnson Foundation, which is a non-profit organization that researches how to improve the welfare of Americans,

went into great detail to explain what specific issues refugees face in America. These include the quality of their children's education, financial problems, and social obstacles⁴. Education is crucial for refugees in assimilating into a new country, which includes finding a career, learning English, and establishing a network of friends and coworkers. Therefore, the American public school system needs to be prepared to teach English Language Learners (ELLs) effectively so that they can have better futures academically, financially, and socially.

1.2. Issues Associated With Refugees

Refugees may bring educational and emotional experiences that differ from most students. "Teachers need to know how children's learning styles are affected by their previous educational experiences and by any physical, emotional, or neurological barriers to learning which they may have⁵." Professors from Monash University in Australia published a research study about the difficulties teachers might have in teaching African refugees. These issues include "dealing with trauma and complex social, cultural and relational changes faced by students, seeking to meet the literacy and communication demands in classrooms, funding appropriate and accessible texts and resources, and developing modified programs which are accepted by students⁶."

1.3. ESL Teacher Training

Instructing ELLs is already difficult because some students have little to no comprehension of the English language, but ELL refugees bring an entirely new level of issues that teachers may not be trained to handle. Due to the vast array of issues that refugees from different countries come with, teachers have to be willing to be inventive in creating a new style of instruction. Dr. Jack Richards and Dr. Willy Renandya, who have worked extensively with applied linguistics and educational psychology, respectively, published a paper about what language teaching is currently like. They discussed various teaching strategies, but ultimately they concluded that "teachers must be reflective, analytic and creative, open to new methods and ideas; the aim of the teacher-training courses must be to develop teachers who are researchers, not just technicians and deliverers of the syllabus⁷." ESL teaching should focus on the students' needs, not the school's mandates. Although trying unique teaching methods may be the best strategy in instructing ELL refugees, teachers may not be trained or allowed to do this; they may be required to follow strict guidelines without any flexibility. The purpose of this study is to determine whether potential teachers and current teachers feel that they are equipped to teach refugees effectively.

1.4. Connection To The Body Of Knowledge

According to Dr. Yvonne Pratt-Johnson, Chair of the Department of Education Specialities at St. John's University, the ELL population, which includes refugees, is growing faster than any other student group, and they will make up about 40% of the overall student population in the next twenty years⁸. ESL teachers require adequate training so that they can teach refugees expertly. Memphis, Tennessee has a fairly large foreign population, about 60,000 people, and there are about 200 Sudanese refugee families currently residing in Memphis⁹. Children of many refugee families attend SCS; data from the 2016-2017 school year shows that there are 267 refugee students¹⁰. Similarly, an article from a regional news source stated that although the participating public schools were doing their best to help these students, "there's much more going on in these children's minds and bodies than just culture shock," according to Kevin Stacy, the Executive Director for the Office of Language Learners in Nashville¹¹. Most of the refugees at these schools are African, specifically from Somalia, but more refugees are arriving from different parts of the world¹¹. Ultimately, this project attempted to determine how ESL teachers in Shelby County Schools perceive their ability to teach refugees and how they feel about the ESL program in general.

2. Methodology

Due to the nature of my topic, I decided to go through the Institutional Review Board (IRB) at the University of Memphis. I first took the Responsible Conduct of Research basic course online through the Collaborative Institutional Training Initiative. Then, I submitted an outline of my project to the IRB. My project was approved with revisions.

This study surveyed English as a Second Language (ESL) teachers in the Shelby County Schools (SCS) system. Each surveyed teacher currently teaches or has taught at least one refugee. The ESL Instructional Coordinator emailed

a link to the survey to every teacher in SCS who has a refugee student in their class. To determine how teachers perceive their ability to teach refugee students, I asked a variety of questions about their background. The teachers' level of experience and expertise were among the first questions asked. I also asked what grades they taught, what languages they spoke, how many refugee students they taught, and what languages those refugees spoke. Having the ability to speak to these students in their native languages could influence the teachers' perceptions about how well they could teach refugees. The next set of questions were based on a Likert scale, where the teachers would read a statement and circle "strongly disagree", "somewhat disagree", "neither agree nor disagree", "somewhat agree", or "strongly agree" in response. I chose to include these questions on a scale because this scale could most accurately represent the teachers' perceptions about their ability to teach. According to a publication from the Centers for Disease Control and Prevention, Likert scales allow respondents to, "assess satisfaction without directly asking about satisfaction"¹². I asked about how they felt about their training, experience with refugees, their understanding of their students' cultures, the resources currently available to them, and the ESL program at their school. At the end of the survey, I added open-ended questions about how they would change the ESL program, if anything, how they felt about their ability to teach refugees, and how they would construct the best ESL program for refugees.

These surveys were distributed by the ESL Instructional Coordinator for SCS on Survey Monkey, a survey website. To keep the survey anonymous, I disabled the email address recognition on the website. The questionnaire was divided into three sections of basic, scale, and open-ended questions, and the online link to the survey was given to every ESL teacher in SCS who had experience teaching refugee students. Two pages explaining the survey and research project were added to the top of the questionnaire to establish informed consent. To comply with the Institutional Review Board guidelines, the respondents had to input their initials and the date to affirm that they consented to participate in the study. The teachers were told that they were not required to participate, and if they felt uncomfortable answering a question or simply wanted to not answer a question they could skip it. No names were used on the questionnaires, and none of the names of the participants were in the research paper unless permission was given. The scale questions provided more quantitative data, while the open-ended questions gave me extensive qualitative data to assess. After collecting the answers from the open-ended questions, I realized that there was some overlap in teachers' ideas about how the ESL program could be improved and how they perceived their ability to teach refugees. I wanted more in-depth responses to some of the questions, so I interviewed four of the teachers at their schools after I had received the responses from the original survey. Each had a fairly significant refugee population that they were teaching. I had already interviewed one elementary ESL teacher and the ESL Instructional Coordinator for SCS before distributing my survey to better understand the ESL program in Memphis. Some of their responses were recorded through the Titanium Recorder app on my phone, and each of the interviewees signed an informed consent form in person or through the survey online. All respondents were ESL teachers. Two survey respondents had no experience teaching refugee students, and ten respondents never completed any of the survey questions past the informed consent form, so their data was not included in my analysis. Although there were differences in expertise, foreign language fluency, and training among the teachers who responded to the survey, the open-ended questions showed that there was an overall consensus about how ESL teachers perceive their ability to teach refugee students. Hopefully, the teachers' responses can be used to identify possible improvements that could be made to the ESL program in SCS.

3. Results

3.1. Survey Participants

Forty-two teachers participated in the survey, but only thirty-two completed all the questions in the survey. Since the other ten only entered their initials and the date, I removed them from my data analysis. Two of the remaining thirty-two ESL teachers had no experience teaching refugee students, so I did not include their data in the following table, although I did consider their open-ended responses in my analysis.

3.2. Basic Questions

The thirty teachers have taught ESL for a total of 262 years, with an average of approximately 9 years. They have taught refugee students for a total of 237.5 years, with an average of approximately 8 years. According to their responses, they currently teach a total of 174 refugees, but data from SCS shows that there are currently 267 refugee students in the school system¹⁰. Some of the ESL teachers could speak a language other than English; Spanish was

the most common. However, the majority of teachers could not speak the native language of the students they taught. The teachers got their certification to teach ESL in a variety of ways. Some have their master's degree in applied linguistics, elementary education, teaching, English, urban education, etc. Others got an alternative certification or endorsement to teach ESL. A few teachers got their certification through Praxis or TESOL (Teachers of English to Speakers of Other Languages), which allow people to take tests or courses to get certification for teaching. Teacher F had the most experience as an ESL teacher, but Teacher A had the most experience teaching specifically refugee students. Table 1 lists the responses of the survey participants to three of the basic questions. The data from teachers with no experience teaching refugee students was removed.

Table 1. Teaching Experience Of Participants

Participant	Years Teaching Refugees	Years as an ESL teacher	Number of refugees currently in class
A	14	14	10
B	12	15	5
C	10	10	30
D	10	10	1
E	9	9	20
F	8	27	2
G	8	17	2
H	8	2	3
I	7.5	7	10
J	7	19	0
K	7	11	12
L	6	10	4
M	6	8	2
N	6	6	12
O	6	6	3
P	6	6	2
Q	5	14	20
R	5	9	6
S	5	5	5
T	5	5	4

U	5	5	0
V	4	16	3
W	4	8	2
X	4	8	1
Y	4	4	2
Z	4	1	7
a	3	2	0
b	2	2	3
c	1	1	0
d	-	5	3

*all respondents were assigned letters to remain anonymous.

3.3. Scale Questions

For the next portion of the survey, teachers had to answer questions on a Likert scale, ranging from “strongly agree” to “strongly disagree”. The results are presented in Table 2. Almost all teachers agreed that they received adequate training to become an ESL teacher and that they had experience teaching refugee students. Although most also agreed that they had a strong understanding of their students’ linguistic backgrounds, 13.3% somewhat disagreed with the statement. 63.3% agreed that they received adequate training to teach refugees, but 26.6% disagreed to some extent. All except one person agreed that there needs to be additional training about refugees in in-service training. Two-thirds of the teachers said that they had a strong understanding of their refugee students’ cultures, but 33.4% somewhat disagreed or neither agreed nor disagreed. Only half of the teachers agreed that they have adequate resources to teach refugee students. 36.7% do not think that the current ESL program at their school is the best way to instruct refugee students. 60% of teachers agreed that teaching refugee students is more challenging than teaching other ESL students. The majority of teachers also agreed that having more training about refugees would make them feel more prepared to teach refugees. One of the terms included as an example in a question is “pull-out program.” This simply refers to a program that is “dedicated to English language learning that ‘pull[s]’ students out of their mainstream classes for language instruction¹³.”

Table 2. Percentage Responses To Scale Questions

Question	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
I received adequate training to become an ESL teacher.	70%	26.7%		3.3%	
I have had experience teaching refugee students.	66.7%	30%	3.3%		
I have a strong understanding of my refugee students’ linguistic backgrounds.	26.7%	53.3%	6.7%	13.3%	

I have had adequate training to teach refugees.	20%	43.3%	10%	23.3%	3.3%
There needs to be more training about refugees in inservice.	50%	46.7%		3.3%	
I have a strong understanding of my refugee students' cultures.	16.7%	50%	16.7%	16.7%	
I have adequate resources to properly instruct my refugee students.	6.7%	43.3%	26.7%	20%	3.3%
The current ESL program (ex. pull-out program) in my school is the best way to give refugee students the best education.	13.3%	33.3%	16.7%	16.7%	20%
Teaching refugee students is more challenging than teaching regular ESL students.	16.7%	43.3%	16.7%	13.3%	10%
If I received more training in this area, I would feel more prepared to teach refugees.	23.3%	56.7%	20%		

*some percentages may not add up to 100% due to rounding

3.4. Open-Ended Questions

After the scale questions, the teachers were asked about how they perceived their ability to teach refugee students and how they would change the ESL program at their school, if at all. There were many themes repeated throughout the teachers' answers such as newcomer programs, collaboration time with mainstream teachers, and cultural transitions.

3.5. Interview Participants

When I was developing my research question, I interviewed an elementary ESL teacher and an ESL Instructional Advisor for SCS. They answered questions about what the current ESL program at SCS is like and what problems refugee students may face. After I got my results back from the survey, I asked my contact from SCS to send out an email to some ESL teachers with fairly large populations of refugees at their schools to ask if they would be willing to participate in a short interview that would expand upon my survey. Besides the elementary ESL teacher, I ended up interviewing four more ESL teachers after I analyzed the survey responses, one who has 12 refugees at her school, one who has 33, and two who have 8 at their school¹⁰. They all teach students below 8th grade. All of the participants had taught refugees for several years. The teachers I met with gave very detailed and thorough responses to my questions. After interviewing all five of them, I realized that they had many ideas in common. To keep anonymity, the interviewees will be referred to as teacher 1, 2, 3, 4, and 5 based on what order I interviewed them.

3.6. Interview Questions

There were also common themes from the interviewees' answers. The teachers all commented on their own training and ESL certification. Teacher 2 said that she wished she had gotten more training about refugee students and general teaching strategies and methods when she was getting her Master's in ESL. Teacher 3 felt that she had been adequately trained on how to teach refugee students when she was getting her Master's of Arts in Teaching. Teacher 4 said, "When I was finishing school there was no, like, mentor program and so I feel like the bulk of what I learned was in my student teaching and then learning, like, all of the commitments of what being a teacher is, because it's not just teaching. You had to just learn that as you go. And so having an experienced teacher come and kinda show you the ropes in a mentor program would have been beneficial." Teacher 5 said, "My first year teaching when I started was

we went straight into...SLIFE...Students with Limited Formal Education... and that was the first group of children that I taught. There was nothing about that, like, I learned nothing about that in my... Master's program." Both the teachers and the ESL Instructional Coordinator explained how the SCS ESL program works. The topics of Pre-Kindergarten, time constraints, local community organizations, newcomer programs, the students' cultures, and mainstream teachers were also discussed.

4. Analysis/Discussion

4.1. Survey

Many of the respondents felt that having a newcomer program or center would be beneficial to refugees who have just moved to the United States, especially those who have had a limited education background. In the open-ended answers, teachers J and E said that a newcomer school like the one in Nashville, TN would "best serve refugee ESL students." Another common problem was not having enough time to collaborate with other teachers and to teach their ESL students, especially the newcomers. Most of the ESL programs in Shelby County Schools are "pull-out", meaning that ESL students are pulled out of their regular classes for approximately one hour per day for ESL. Feelings about this type of program were mixed, as evidenced by the eighth scale question. Several of the respondents pointed out that many refugees, often with little to no educational backgrounds, struggle to deal with traumatic pasts in addition to learning a new language. They suggested breaking students into smaller groups during class to provide more individualized instruction and an easier transition into the American school system.

Many teachers addressed the familial issues that refugees may experience in America. Pre-Kindergarten was stressed as a crucial component of preparing young refugees for elementary school. Having classes for the students' parents was also mentioned, not just to teach them English, but to instruct them about American culture, legal documents, school registration, and hygiene. A few teachers felt that having more bilingual staff would be beneficial to their ESL programs, not just in educating the students but also for communicating with parents. The majority of the teachers felt that they had been properly trained to teach refugee students, but they said they learned the most from actually teaching refugees in the classroom. Many wished that they had received more training on more cultures that reflect their students' backgrounds. Teacher L said, "I would appreciate more professional development specific to the refugee populations I serve." However, teacher a said that although having instruction about different cultures can be beneficial, "It is impossible for us [ESL teachers] to know about every culture." Several teachers emphasized that although English instruction is important, students should be encouraged in their own language and maintain their own culture. According to teacher b, "Oftentimes it's not the academic part, but the fact that they're dealing with so much more in their personal lives that I don't have time or the resources to impact." The extent of these challenges was expanded upon by the teachers I interviewed.

4.2. Interview

4.2.1. background about ESL in SCS

Teacher 1 was the first person I met with before I sent out my survey. She gave me a basic overview of how the ESL programs of SCS function. According to her, students who may qualify for ESL first have to complete a "Primary Home Language Form" that asks what the student's first language is, what language the student speaks outside of school the most, and what language people speak at the student's home. Although she has taught refugees, about 70% of her students were born in the United States. She then assesses the qualifying students. She administers the World-Class Instructional Design and Assessment (WIDA) has a WIDA-ACCESS Placement Test (WAPT) that she and other ESL teachers use to assess ESL students on their language skills. If a student gets a fairly high score on the WAPT, they may only go to ESL for 30 minutes during the day instead of the standard hour. The students are tested every year to determine how they have improved in reading, writing, speaking, and listening. Many of her students leave the formal ESL program after third grade and then participate in a 2 year transition period out of ESL. The new SCS ESL curriculum aligns moreso with the students' regular curriculum. For example, they may go more in depth with a story they are reading in their English class in their ESL class. The students' regular teachers are given an LSP assessment for each ESL student, which essentially tells the teacher what the student is capable of doing in the classroom.

The SCS coordinator I met with informed me that SCS currently employs about 245 ESL teachers. They have about 7,800 ESL students, including refugees. Older immigrants and refugees who come new to the ESL program usually struggle to graduate. Certain students are allowed to spend more time in ESL classes throughout the day, and if the student came to the US late in high school, they could be allowed to stay at the school up until they turn 21. According to her, one of the ESL program's greatest challenges is to determine "how to keep [older] kids in school as long as possible" to provide them with the best education.

4.2.2. pre-kindergarten for refugee students

Most of the teachers I interviewed brought up Pre-Kindergarten. According to Teacher 1, "Pre-Kindergarten is a good idea because it introduces kids to the language before they even get to Kindergarten." Currently, Pre-K is not available at all elementary schools, and spaces are limited. Teacher 3, who has taught refugee students for over a decade, said that parents of these students have asked for more Pre-K for 3 and 4 year olds. She also mentioned that having a "Mommy and Me" class, where parents and young students could learn together, would be beneficial. Many of her students' families live in the same apartment building, and she said these programs could even take place there. Teachers 4 and 5 agreed that Pre-K was important. They felt so strongly about this that they actually gave transportation to a preschool student one year so that she could attend the program. These two teachers have also held classes for their students' parents about American culture and the school system in general.

Pre-Kindergarten is a great way for younger refugee students to begin to understand the American school system and get a head start on learning English. However, spots for Pre-Kindergarten fill up quickly and some may not have the opportunity to participate in this program.

4.2.3. need for a newcomer program

Teacher 2 has taught refugee students for 12 years and, like most SCS ESL teachers, has a pull-out program at her elementary school. This means that her students, including newcomers, go to regular classes for most of the day and take ESL class for about an hour. She wishes that she could have more time with the newcomers, as some have had no previous schooling. She suggested an "orientation" for newcomers that would teach them "what school is like and what kinds of things the teacher might ask you to do or other people in the school, you know, basic needs, you know like how to ask to go to the restroom, how to ask to get materials in the class." Teacher 1 also said that, "Newcomers do not benefit as much because they are only in the class for one hour."

A newcomer program has been mentioned more in both the surveys and the interviews than any other topic. The Tennessee State Board of Education has an ESL Program Policy that outlines different "service delivery models" for teaching ESL. They include pull-out programs, newcomer centers, resource centers, and sheltered content classes¹⁴. Most ESL programs in Memphis use the pull-out system, but many ESL teachers in SCS feel that having a newcomer center would benefit many students.

4.2.4. culturally responsive and age appropriate materials

Another issue expressed by the teachers was finding materials that were appropriate to their students' age and cultures. According to Teacher 1, schools in refugee camps are optional, so they may not have any educational background when they arrive in the United States. "ESL is about learning basic skills and creating a foundation." Afterschool programs offer some assistance to her ESL students, and she added that World Relief also helps her refugee students and their families when they come to Memphis. Teacher 4 said that she and her fellow ESL teachers struggle to find resources for students who speak languages other than Spanish; Another struggle is "just finding the resources [culturally] appropriate and appropriate for age so, like, you know a lot of our kids may come to us not having any formal education so they need to learn their ABC's and everything is like babyish." Having more culturally relevant material is especially important because, as Teacher 3 pointed out, culture shock is a big issue. This teacher also emphasized that often refugees have emotional trauma or even PTSD when they arrive in Memphis. She said that more psychological help, perhaps in the form of group therapy, is needed.

Culturally and age appropriate resources are essential to helping refugees, especially older ones, make an easier transition into learning English. However, resources that reflect these students' specific cultures can be difficult to find.

4.2.5. familial difficulties and community help

These teachers have found that interacting with their students' families is key to providing them with the best education. However, there are many challenges associated with interacting with parents. According to Teacher 5, "When I first started [teaching], they were telling me 'well, just translate these documents and send them home.' I was like 'well, we can't because the parents couldn't read.'" She added that learning a second language, English, is much more challenging when they are illiterate in their first language. The ESL Instructional Coordinator said that parents can take ESL classes through an immigrant grant offered by the state of Tennessee, which includes a Rosetta Stone program. Teacher 2 also experienced communication barriers with parents, explaining that "oftentimes we [ESL teachers] have to rely on translators, and, um, sometimes the district is able to connect us with translators and other times we have to rely on friends and family or people in the community to translate for us."

There are several community organizations that help bridge the gap between school and family life. One, brought up by all 5 teachers and an SCS coordinator, is World Relief, which helps refugee families settle in Memphis. At Teacher 2's school, this non-profit helps register refugees for school and provides them with uniforms and school supplies. School registration can be especially arduous for refugees because they require so much documentation. World Relief held parent meetings at the apartments near Teacher 3's school. This teacher said that many of her students are Syrian refugees, and their parents are very involved. Another beneficial organization called Refugee Empowerment Program helps refugee students with their homework. Teacher 2 said that many of her students go there after school for homework help; she often adds extra practice worksheets for them to do there.

Students could benefit through more collaboration between schools and community organizations. Some schools have after-school programs that offer homework help, but it can be difficult to get funding for such programs.

4.2.6. training for mainstream colleagues

Teacher 1, along with many other survey respondents and interviewees, emphasized that "every teacher should be trained in how to handle ESL students" and be taught how to modify work for ESL students. Teacher 2 said that World Relief offered professional development to non-ESL teachers about refugees at her school, which was helpful. Teachers 4 and 5 helped teach professional development about ESL and refugees, but they said that mainstream teachers still need more training about these students. Every teacher called for more time to collaborate with these mainstream teachers to provide the most comprehensive and beneficial education for their students.

To provide mainstream teachers with more information about refugee students and their cultures, schools could have current ESL teachers, or even organizations like World Relief, give talks during in-service training at *all* schools with ESL programs. ESL teachers could also be given more opportunities to discuss curriculum and teaching strategies with their students' mainstream teachers.

4.3. Limitations And Implications

All the participants were very cooperative for both the survey and the interviews. Each of my interviewees was excited to talk about refugees in the ESL program because they can be overlooked. They were very passionate about their jobs and care a lot about their students. My research can be used to determine how ESL teachers feel about their ability to teach refugees and what challenges they experience in their jobs. Their responses could be used to determine what to include in future ESL teachers' training and in professional development classes for mainstream teachers. I did have some limitations because my education has been limited to high school and I have not had much research experience. Other limitations include not being able to interview each teacher and not having extensive statistical analysis of the survey results. Although this research is relevant to the Shelby County, TN, teachers in different school districts and other areas of the country may feel differently about teaching refugees. Additionally, the challenges faced when teaching refugees could differ based on the students' backgrounds.

5. Conclusion

This study allowed ESL teachers to express their feelings about their teaching ability and the ESL program in general. The majority of survey respondents felt that teaching refugee students was more challenging than teaching regular

ESL students, and many explained the challenges associated with teaching them in later answers. My research concludes that SCS could possibly enhance refugee ESL training by investing in and focusing on these five areas: Pre-Kindergarten, newcomer schools, culturally and age appropriate materials, nonprofit organization partnerships, and non-ESL peer training.

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