

An Analysis of the English as a Second Language

Program Needs of Somalians

in Barron, Wisconsin

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ABSTRACT

There are approximately 450 Somalian refugees currently living in Barron, Wisconsin. Their demographic data is unknown. No local agency or institution is aware of their English skill needs, employment needs, community needs, or whether they can transition into Wisconsin Indianhead Technical College's (WITC) Student Success Center for remedial instruction to obtain a High School Equivalency Diploma (HSED) and enter one of WITC's college programs.

This study was conducted to determine their English, employment, community, and educational programming and services needs. A survey was distributed to an estimated 42 students currently enrolled in the English as a Second Language Program at the Barron International Center, operated by WITC.

The students who participated in this study are 18 years of age and older. Most have lived in the United States for two or more years. Sixty-four percent of these

individuals have never had English language instruction. Many Somalis enroll in ESL programs in order to attain better jobs; however, despite lofty long-term career goals, one of the major challenges that prohibit them from finding success is the transition from the ESL program to the remedial instruction preparation classes for the HSED. Although WITC has services at the Student Success Center to assist them, the challenge is transportation to get them there.

The study's data summaries, conclusions, and recommendations will provide WITC with more accurate data regarding the overall needs that, if fulfilled, will benefit the Somali student population. The research questions posed in this study will direct WITC's awareness of the specific needs of these students. Without assessing and fulfilling the needs of the students, the researcher believes that there is the potential to lose them as future WITC program students.

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Chapter One

Introduction

Somalian Migration to the United States

Major General Mohammed Siad Barre, the president of Somalia's Supreme Revolutionary Council, encouraged the United States and Europe to begin a relationship with his country in 1978. A bond was formed with the West because of a discord between Somalia and the Soviet Union and the Soviet Union's allies (Cuba, Libya, South Yemen), according to Putman and Noor (1993). Foreign financial aid and military equipment and supplies from the West found their way into Somalia as a result.

Somalia and the Soviet Union were once allies, but found themselves enemies as the Soviet Union established a relationship with Ethiopia. This threatened a Somalian guerilla organization called the Western Somali Liberation Front based in the Somali-controlled Ogaden Region of Ethiopia. According to the BBC (2005a), the U.S. recognized Somalia as a potential base near the Persian Gulf where U.S. seaports and airstrips could be built, since the Shah of Iran (a former U.S. ally) had not been in power since 1979.

The 1980's brought an autocratic Barre regime. Somali clan-based opposition movements formed in Ethiopia in 1981 and attacked the regime, said the BBC (2005b). The Somali government attempted to subdue the opposition as civilian casualties increased. Many Somalis fled to Northern Somalia and Ethiopia and became refugees. Government reforms were established to regain clan harmony, but opposition groups distrusted Barre. Barre's government collapsed and civil war erupted once the uprising overtook Mogadishu, the country's capital.

Somali refugees have lived in the U.S. since the mid-1980's due to the aforementioned civil war. Somali refugee numbers increased in the U.S. during the 1990's as the war in Somalia intensified, and warlords took over most of the country, according to Reuters (1999). Today, there are approximately 150,000 Somali refugees living in the U.S. – Minneapolis being the largest Somali settlement outside of Mogadishu. Other large Somali communities include Atlanta, Boston, Detroit, District of Columbia, New York City, San Diego, and Columbus, Ohio.

Somalian Migration into Wisconsin

Campbell (2003) stated that Somalians began moving to Barron, Wisconsin, in 1999 to work at the Jennie-O Turkey Store and receive free English language instruction from Wisconsin Indianhead Technical College (WITC) because WITC was the first to provide this service. H. Schweitzer (personal communication, June 6, 2005), dean of student services at WITC's Rice Lake campus said the Somalis are not settling in Barron as originally predicted. Instead, Schweitzer believes the Somalis attempt to rapidly complete WITC's English language courses and move to Minneapolis to take service-related jobs, which pay more than the positions at the Turkey Store. Schweitzer said Somalis typically commit four months to WITC's English classes.

Somalis and the Barron Community

Some individuals like McGrath (2005) think the Refugee Act of 1980 has transformed thousands of Somali refugees into American dependents. McGrath believes the deconstruction of America is currently underway as refugee needs supposedly devastate the country's resources. Despite McGrath's opinion, Lovgren

(2003) said Somali needs are actually quite basic. Lovegren gave learning to use household appliances as an example.

Communities like Barron, Wisconsin, that were initially inundated with “stressed resources” hearsay oftentimes overlook the actual priorities of new refugees. Finding housing, securing steady work, identifying affordable health care, learning English, and establishing a sense of economic stability are Somalis’ overall priorities. According to The Somaliland Times (2005), Somalis want to decrease whatever burden they may bring with them to their new homes.

Jobs at the Turkey Store are what brought the Somalis to Barron. According to Emerson (2003), Barron city officials and community leaders developed a diversity council to help Somalis adjust to their new surroundings. Federal officials in partnership with Barron County Workforce Development established an international center as a central contact point for Somalis and Barron residents with questions about Somalis and Somali culture. Additional international center services include assistance in completing tax forms, filing court documents, interpreting medical records, and general translation. The center was intended to offer English language courses as well as cultural immersion classes, which would be provided by WITC.

Schaid (2004) said there remains a shortage of other necessary services for Somalis living in Barron despite the current community services. Local supermarkets still do not stock halal meats and other spices used in Somali cooking. At present time, Somalis drive 90 miles to Minneapolis to shop for these items.

Barron Somalis also experienced some trouble finding and renting a building for a community center and mosque. Leasing a community center would give Somalis an

indoor place to congregate besides the city park, which is frequently used by Somalis during the warm weather months. The Barron community, however, was not supportive of the Somalis' building proposal at first. Unfortunately, Somalis drive to Minneapolis to participate in Somalian community activities and attend mosque, as they do for meats and spices.

Somalian Relationship to Wisconsin Indianhead Technical College

The Barron County Development Corporation and the West Central Wisconsin Workforce Development Board asked WITC to partner with Barron County Workforce Development to facilitate the Somalis' acculturation process, (Jenson, 2005a). WITC was chosen to lead the acculturation process because it identifies itself as a "Learning First" institution (Wisconsin Indianhead Technical College, 2005). The institution's framework promotes motivation and goal setting through customized guidance. WITC believes the learner should take ownership in one's education. WITC teaches the learner to design, set, and measure his or her own academic and personal goals with learning outcomes. Those outcomes assist each student in reaching certain competencies such as the knowledge, skills, and attitudes necessary in increasing one's overall ability to perform.

There is an immediate need for enhanced English as a Second Language (ESL) programming concerning Somali refugees in Barron County. WITC currently provides ESL instruction to non-English speaking Somalis in Barron County at WITC's Rice Lake campus and Barron's international center. At this time WITC believes Somali educational wants include basic workplace skills and information connected to health care, transportation, shopping, schools, food, household hazards, employment, and

citizenship (Jenson, 2005b). English language civics models are the ESL program's instructional foundation, created to fulfill those desires.

Most Somalis attend ESL courses at the international center. Somalis receive both traditional instruction and experiential learning opportunities by participating in local field trips to the bank, justice center, and library. Students also visit Wisconsin's state capital. Technology is a component of the programming as well. The ESL program at the international center uses Rosetta Stone software and additional ESL websites as part of their curriculum. Tutors assist students with the technology when available.

Approximately 100 Somalis were enrolled in WITC's ESL program in 2003-2004. Jenson (2005a) estimates 150 Somalis will enroll during the 2005-2006 school year. According to H. Schweitzer (personal communication, June 6, 2005), more Somalis are expected to relocate to Barron. Currently, there are nearly 300 Somalis employed at the Turkey Store, according to Emerson (2003). Enrollment numbers are expected to increase as more Somalis move to the Barron to work at the Turkey Store.

WITC's ESL program is partially funded by an Adult Education and Family Literacy Integrated English Literacy and Civics Education Grant (AEFL). Two part-time ESL instructors teach adult basic education, career awareness, and job readiness courses. There are no family literacy, workplace literacy, or criminal offender education courses taught at the international center. There is also no license to prepare students for the High School Equivalency Diploma (HSED) or General Education Diploma (GED) certificates.

The ESL program has received General Purpose Revenue Adult Literacy Funding directly after securing AEFL funds (Wisconsin Technical College System,

2003). Nonetheless, there remains a consistent program funding shortage and an instructor shortage, said B. Landstrom (personal communication, May 18, 2005). According to Landstrom, who is WITC's dean of basic education, WITC cannot continue to provide adequate ESL programming for a growing number of Somali enrollees without more funding and a few more instructors.

Beare (2005) said ESL students embark on language instruction for multiple reasons. It is recommended each student's individual needs be assessed before they begin a program. WITC speculated most Somalis wanted to improve their English in order to find a better job, since obtaining workplace literacy is important to them. However, specific ESL needs for Somalis have yet to be determined.

Statement of the Problem

There is a lack of data about Somalian students participating in WITC's ESL Program. WITC cannot plan a program that adequately addresses Somali needs without student data. Therefore, more data is needed in order to apply for new funding opportunities that will financially support WITC's ESL program and hire additional ESL instructors.

Purpose of the Study

The purpose of the study is to obtain additional data about WITC's Somalian students to ensure Somali needs are being met through the college's ESL Program.

Research Questions

This study's findings will answer the questions below concerning the estimated 150 Somalis enrolled in WITC's fall 2005 ESL Program.

1. What is the Somalians' demographic data, including age, gender, time in the United States, and employability?
2. What English skills do Somalians desire?
3. What are the Somalians' employment needs?
4. What are the Somalians' community needs?
5. Does WITC have adequate programming capable of satisfying Somalians' needs?

Importance of the Study

This study is important for the following reasons:

1. Knowing the demographics of the Somalian student population would enhance WITC's future programming, since the needs of various age groups, genders, time in America, and job experience differ greatly.
2. Learning the English language would allow Somalian students to function in the Barron, Wisconsin, area and throughout much of the United States. Learning English would also help Somalis better understand the dominant culture in which they live. Somali families would operate more like American families as a result of knowing the language. They would meet other members of the surrounding community more easily, become involved with local schools, send their children to college, and practice good citizenship.
3. Somalis living in the Barron, Wisconsin area lack basic workplace literacy skills. For example, all employees at Jennie-O Turkey Store are required to possess various skills for employment. It is WITC's goal to increase the employability of Somalian students enrolled in their ESL Program.

4. WITC's ESL Program curriculum offers experiential leaning opportunities within the community. Community familiarity increases the success rate of Somalian integration into the host community. The overall result would enhance their families once total acculturation occurs.
5. WITC would have the ability to develop their ESL Program by determining the specific needs of Somalian students. The current program maintains certain criterion all students must meet in order to receive a certificate of completion upon graduation. Knowing the needs of the program's students encourages WITC to further customize their program to increase student motivation and retention.

Limitations of the Study

The limitations of the study include the following:

1. The study was limited to only those students enrolled in WITC's fall 2005 ESL Program. There were two classes represented in the study, which were beginner and intermediate. Beginner students only function at a first or second grade level. Intermediate students function somewhere between a second and sixth grade level.
2. The survey was broken into two parts (Part One and Part Two), making it easier to administer because it was less time consuming. The two parts were administered over a two week period. Part One was administered during a two-day period (Tuesday and Thursday) the first week. Part Two was administered during the second week, Tuesday and Thursday.

3. All beginner students had the survey read to them by a bilingual tutor even though the implied consent form was translated into Somali language. Many of the beginner students were totally illiterate in both Somali and English languages. This is because Somali language was strictly an oral language until the 1970's. However, most intermediate students have received some formal education either in Somalia or in Ethiopian or Kenyan refugee camps, but do not function as a native person involved in an upper level degree of study. In other words, the survey was difficult for both beginners and intermediates to understand even though it was translated into Somali by a Somali person.
4. Student participation was a problem, since individual students did not attend class on one or more of the days the survey was conducted. One day the tutor was not there to translate the survey into Somali. The beginner students could not participate that day as a result. The intermediate students attempted to fill out what they could, where the more advanced ESL students helped those that were not as advanced.
5. The bilingual tutor told several students that had to leave class early to take the unfinished survey with them and return it at the beginning of the next scheduled class. No one is certain whether those surveys were returned to the researcher.
6. The assistant to the research technician or the research technician herself, in the Budget, Planning, and Analysis office at the University of Wisconsin-Stout, may have made a mistake transferring the data to calculate the study's statistical pieces.

7. There may not have been a sufficient number of surveys available to those ESL instructors, or the bilingual tutor, administering the survey on one particular day. Weather kept the researcher from replenishing the survey supply at the international center.

Definition of Terms

English as a Second Language (ESL). “A [program] used to teach English to students whose first language is not English” (educationUSA, 2005).

Family literacy. “Programs that offer literacy instruction for the whole family versus adults only. Parenting education and training is offered in addition to literacy instruction” (Herod, 2002).

Halal. “of or being meat slaughtered in the prescribed way” (Answers.com, 2005).

Jennie-O Turkey Store. Named after founder Earl Olson's daughter, Jennifer, the Jennie-O Turkey Store is neck-and-neck with Cargill as the leading turkey processors in the U.S. The Hormel subsidiary processes more than 1.2 billion pounds of turkey annually into frozen, refrigerated and deli products. The company operates nine processing plants, as well as its own feed mills, hatcheries, and breeder farms. Its more than 1,300 products are available in the U.S. and 26 other countries (Yahoo Finance, 2005).

Refugee. Under international law, a refugee is a person who is outside his/her country of nationality or habitual residence; has a well-founded fear of persecution because of his/her race, religion, nationality, membership in a particular social group or political opinion; and is unable or unwilling to avail himself/herself of the protection of that country, or to return there, for fear of persecution. They are subgroup of the broader category of displaced persons. They are distinguished from economic migrants who have voluntarily left their country of origin for economic reasons, and from internally displaced persons who have not crossed an international border (Wikipedia, 2005a).

Refugee Act of 1980. “The Refugee Act of 1980 created The Federal Refugee Resettlement Program to provide for the effective resettlement of refugees and to assist them to achieve economic self-sufficiency as quickly as possible after arrival in the United States” (U.S. Department of Health & Human Services, 2005).

Rosetta Stone Software. Provides a comprehensive language learning system for learners of any age. The core of the learning is provided by multimedia instruction available in networkable CD-ROMs and online programs. The program includes a set of written materials that reinforce and expand on students' learning. Powerful and flexible management is provided by a Student Management System in the Classroom Edition (Rosetta Stone, 2005).

Somalia. Formerly known as the Somali Democratic Republic, is an African country that exists solely in a de jure capacity. Somalia has no recognized central government authority, no national currency, nor any other feature associated with a well-established nation state. De facto authority is in the hands of the governments of the unrecognized entities of Somaliland, Puntland, and small groups of rival warlords (Wikipedia, 2005b).

Chapter Two: Literature Review

Introduction

This chapter covers the difficulties Somalian refugees endure upon entering the United States and their new communities. Oftentimes, local officials and volunteers scramble to fulfill their social service responsibilities as the newly-planted refugees' community needs become apparent. Community residents, however, are typically apprehensive in assisting, and accepting, refugees. The most common reason for hesitation is the language barrier. That is why new Somali Americans need English language programs. ESL programs help Somalis become self-sufficient.

Community Needs

Most Somalian refugees arrived in the United States with the support of sponsoring agencies. Many of those Somalis had family members already living in the U.S., which provided them a secondary support system. According to Affi (2000), these family members were able to quickly familiarize the new arrivals to American life because of their own experiences.

The orientation to American Culture was a learning experience for the refugees. Of course, one expects an adjustment period with every orientation. The new barriers Somalis faced, however, were many. Barriers included learning a foreign language, finding work, and negotiating with the services of unfamiliar social institutions. These barriers were difficult obstacles, indeed, and quite taxing on the new arrivals.

Unfortunately, other fellow Muslims living in the U.S. did not help to cushion the Somalis' adjustment period. Somalis settled next to other Somalis as a result. The Minnesota International Health Volunteers (2005) says refugees face tremendous

challenges upon their arrival in the U.S. related to issues of survival and resettlement; for instance, finding adequate housing, overcoming loss and isolation, coping with cultural adjustment, and learning English.

Somalis have entrepreneurial roots that help to promote survival (The Minneapolis Foundation, 2005). The refugees quickly established their own organizations in order to satisfy some other their community needs. Organizations included businesses, community and religious centers, and Somali language schools. It was their intention to keep Islam alive in their new home. They did not want their children to adapt to Western ways as they became more settled.

Keeping Somali traditions alive and transitioning into rural communities has not been easy for these new refugees. Phillips (2005) says when Somalis arrived in Lewiston, Maine, the city's social services were simply unprepared for the refugees. New individuals and families were flocking to Lewiston, sometimes more than 60 people per month. Language programs and health centers were strained as a result (Jones, 2004). Since then, the city and local volunteers have continued to expand their services to meet all Somalis' community needs.

Owatonna, Minnesota, is another small American city that has recently received new Somalian refugees. Somalis came to Owatonna because it was a quiet place with jobs (Williams, 2000). Besides jobs, Somalis have been leaving urban areas for rural places in search of affordable housing and safe communities. It is easier to keep children close to Islamic culture in these types of communities.

In contrast, Somalis in St. Cloud, Minnesota, have not received the same welcoming acceptance as refugees in Lewiston and Owatonna. They, like those

Somalis living in Owatonna, moved to St. Cloud primarily for jobs. But St. Cloud employers are unimpressed by Somali resumes. Baxter (2004) says Somalis were simply not getting jobs in St. Cloud, regardless of their persistence of knocking on doors and asking to be put to work.

A similar situation has occurred in Barron, Wisconsin. However, jobs are not an issue. The issue is being accepted by the community. The local turkey processing plant, Jennie-O Turkey Store, has hired hundreds of Somalian refugees to work as processors. These were jobs unwanted by local people, including the town's youth.

Social Services in Barron have had a difficult time encouraging the community to accept their new neighbors. Many of the Caucasian residents have shunned change and remain resistant to the Somalis living there, even though the refugees came to Barron for unwanted jobs the locals did not want and a better life.

Barron's social institutions have attempted to build awareness and cultural understanding among all town residents. However, during the transition of Somalis into Barron, several community members have spoken out against accepting them (Frandsen, personal communication, November 9, 2005). They have accused the Somalis of being Muslim, which is a word that has seen much negative press in the last several years.

Essentially, these Somalis have three strikes against them: their religion, skin color, and their language. Barron residents, instead, want the refugees to live and speak like them and to not be so scary-looking. Barroners do not realize Somalis are just as afraid of them as they are of Somalis.

English Skill Needs

The English skill needs of Somalian refugees are similar to other refugee groups who have entered the United States in the last two decades. Each Somali has individual needs, which can be generalized for the purposes of determining an English as a Second Language (ESL) curriculum. Today's Somali population is mostly comprised of adults. An adult refers to Somalis in their late adolescence (16 years of age) and older.

According to the National Center for ESL Literacy Education (1999), there are three personal factors providers of ESL services and ESL program funding sources consider when building a program in their community for new refugees. To properly teach English, a program must offer students adequate time to study, acknowledge some Somali refugees already have postgraduate degrees while others have never been introduced to formal education, and offer psychological assistance to those learners in need of treatment. Instructors' understanding the basic needs of refugees promotes refugee self-sufficiency because of a comprehensive program.

Skill-based instruction is the key component to a successful ESL program. Therefore, it is the instructor's responsibility to recognize varying student educational levels within the program and to acknowledge that Somalis enroll in ESL programs for various reasons. Besides learning how to speak, read, spell, and write English, Somalis desire practical life-skills for societal adaptability. Providing the appropriate instruction is paramount in order for ESL students to achieve rapid self-sufficiency.

The Center for Applied Linguistics in Washington, D.C. (Vang, 2003) says:

[...] the most commonly used standardized tests for adult ESL learners are the Basic English Skills Test (BEST) and the Comprehensive Adult Student

Assessment System (CAAS). These standardized tests are often used because they are easy to administer to groups, require minimal training for the test administrator, and have documentation of reliability (consistency of results over time) and validity (measuring what the test says it measures).

Choosing the right ESL program measures are essential to Somali performance and adaptation. Since the ESL instructor's primary role is to teach English language skills and to be a cultural broker, a comprehensive program will promote student success. That is why a program should have a high level of reliability and validity. Reliability and validity highlight a program's long-term effectiveness.

Teachers who support cultural brokerage operate successful ESL programs. Without cultural brokerage, program difficulties arise for those lower-level students that are somewhat removed from American society. Without cultural knowledge, Somalis cannot help themselves.

Cultural knowledge negatively affects self-sufficiency. The research team for the African American Relief and Development Initiatives (2003) says a lack of cultural knowledge hinders the progress of Somali self-sufficiency in America through lessening social and employment opportunities, which keep refugee income levels stagnant. However, an important question to be asked is who really knows the real Somali needs? Instructors of current programs work to assist Somalis to become job-ready, whereas Somalis prefer more practical life skills.

The need for practical life skills is important because refugees typically enter the workforce soon after their arrival in the U.S. This is commonly within the first 30 to 90 days (National Center for ESL Literacy Education, 1999). Needs are a potential black

hole in today's ESL programs. In other words, the needs of Somalian refugees are diverse. Vang (2003) says Somalis lack real-life experience in their learning. There is a political push to place new refugees in jobs instead of providing essential life skills. Furthermore, Vang suggests teachers are often under-skilled. The problem is deciding whether Somalis truly know what they are not getting in their ESL instruction vs. the potential of working with untrained teachers who push skills instead of total English comprehension.

The answer is in satisfying community needs through providing essential services like ESL instruction. The National Evaluation of Adult Education Programs (National Center for ESL Literacy Education, 1999) suggests Somalis must have adequate access to child care, transportation, and counseling to learn English. Classes should be held in the daytime instead of at night. Computer-assisted learning should be another component of the ESL program, giving the student an opportunity at achieving total self-sufficiency.

Chapter Three: Methodology

Introduction

This chapter discusses how the study's sample was chosen, gives a description of the sample, and provides an explanation of the instrument. The study's data collection and data analysis procedures will be highlighted as well. The chapter will conclude with a clarification of the study's methodological limitations.

Subject Selection and Description

Somalian refugees have lived in the Barron area since 1999 (Campbell, 2004). An estimated 100 Somalis enrolled in WITC's ESL Program (Jenson, 2005a) in 2004. That same year, local officials recorded an estimated 400 Somalis living and working in Barron (Schaid, 2004). According to Schweitzer (personal communication, June 6, 2005), WITC's ESL program is expected to increase in size due to the large number of Somalis in the area. The estimated enrollment number of Somalis in WITC's fall 2005 ESL program was 150 students (Jenson, 2005a). These were the anticipated subjects selected to participate in the survey.

Instrumentation

A survey questionnaire was selected for this study. The researcher, using the study's purpose and five research questions, developed the questionnaire. The five questions became the questionnaire's headings, designed to separate the question items during data analysis. The five headings included: English Skills Needs, Employment Needs, Community Needs, WITC Services, and Demographic Data.

Data Collection

A survey was used to conduct the study. Surveying occurred between Monday, December 5 and Thursday, December 15, 2005 – a period of two weeks. The survey consisted of two separate parts. Part One was distributed on Monday, December 5; Tuesday, December 6; and Thursday, December 8, 2005 during morning and evening classes. This distribution included both Basic English and Intermediate English classes. Part Two was distributed on Monday, December 12; Tuesday, December 13; and Thursday, December 15, 2005 during morning and evening classes. Again, this distribution included both Basic English and Intermediate English classes.

The survey was divided into two parts to make it appear less intimidating. Part One included questions on English Skill Needs, Employment Needs, and Community Needs. Part Two included questions on WITC Services and Demographic Information. There were a total of 51 questions: 24 in Part One and 27 in Part Two.

The survey's implied consent form was translated into Somali language by Nasra Xashi of Workforce Resource. Translation guaranteed that the participants understood the survey's background information, risks and benefits, and requested time commitment. The form promised confidentiality as well.

The survey was not translated into Somali because translation is expensive. Instead, the survey's directions, questions, and possible answers were read to each group in Somali to the participants by Alale Omar, a bilingual interpreter. Directions, questions, and possible answers were repeated when necessary.

Forty-two respondents returned Part One of the survey. Forty-one respondents returned Part Two of the survey. Part One and Part Two are not corresponding. Participants were not assigned numbers before given the survey

Data Analysis

The collected data was analyzed by utilizing descriptive statistics. Descriptive statistics was selected for this study since the method is commonly used in needs assessments (Crowl, 1993). Calculations included correlation coefficients and measures of central tendency, but mostly proportions. The proportions informed those interested in the survey's findings the percentage of responses to a specific question.

Limitations

One of the study's limitations was found in the selected method of data analysis. According to Soriano (1995), participants oftentimes become selective non-respondents when a question on a survey is not understood or the item is too personal. A lack of representativeness can negatively affect the findings if more than 5% of the participants chose not to answer the question. No other limitations have been identified at this time.

Chapter Four: Results

Introduction

This chapter reveals through text and figures the data collected from the study's survey. The data and figures are located under five headings. The headings are labeled after the five research questions from Chapter One. Questions include information on demographics, English skill need, employment need, community need, and interest in WITC services.

All survey respondents are currently enrolled students in WITC's English as a Second Language (ESL) program at the Barron International Center (BIC).

Research Question 1

What is the Somalians' demographic data, including age, gender, time in the United States, and employability?

All respondents who participated in the survey were 18 years old or older. The 45 and older grouping was the most significant of the four; the complete results are depicted in Figure 1.

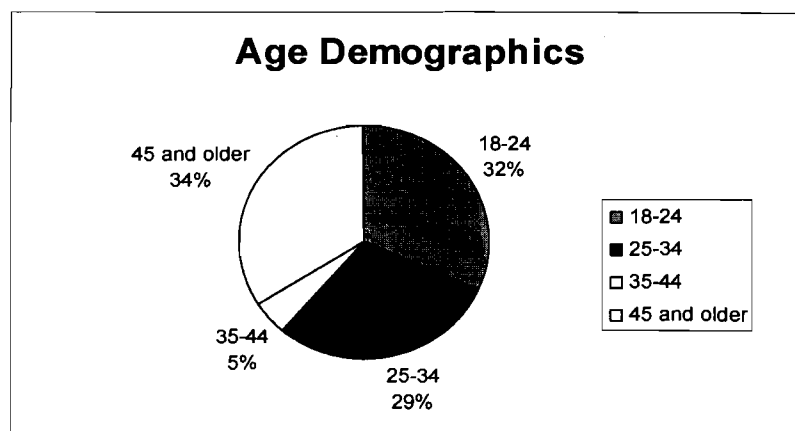


Figure 1. Age Demographics

Forty-one respondents completed the demographic section of the survey. Fifty-four percent of the respondents were male; 46% of the respondents were female. Of these respondents, 63% were single and 37% were married; 15 of the married people have children. Ninety-five percent of respondents were born in Somalia, and 90% speak the language fluently.

The survey asked the respondents the number of years they have been in the United States. Figure 2 shows that a majority has been in the U.S. for at least two years or more.

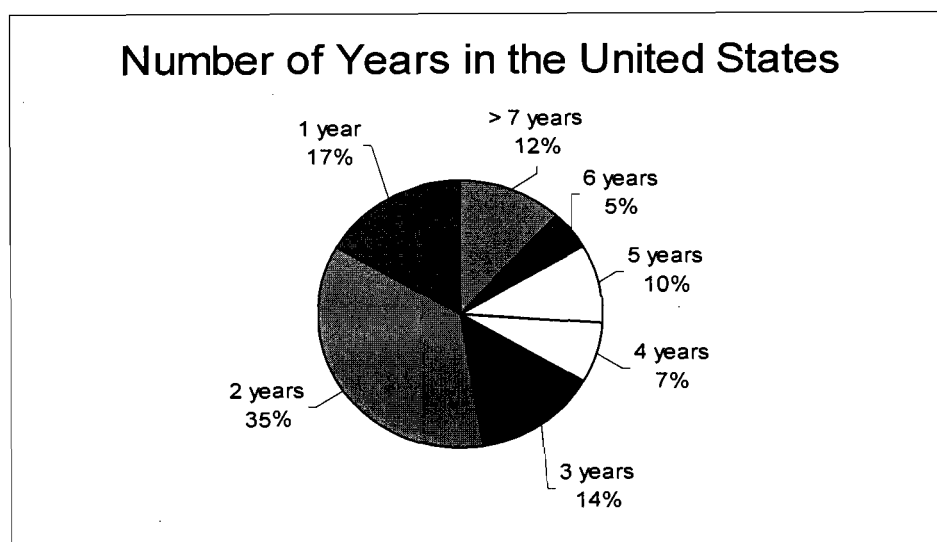


Figure 2. Number of Years in the United States

The respondents were asked if they have previously attended high school. Twenty respondents said they had; 18 had not; three did not respond. Of these who had attended, 17 attended high school while in Africa.

Respondents were also asked if they had attended a school of higher education after high school. Only three respondents said they had. This speaks for the level of

education that a vast majority of the respondents had when starting the WITC's ESL program.

Of the 41 respondents, only 24% consider themselves to speak English fluently. Without a command of the English language, it is very difficult to find employment in the U.S.

Research Question 2

What English skills do Somalians desire?

Several questions in the survey were designed to identify BIC student English skill needs, as most of the respondents have limited English skills. When asked if they had taken ESL classes before coming to WITC's program at the BIC, 64% of the respondents said they had not had any previous ESL classes. Of these currently enrolled respondents, 13 said they were just beginning ESL classes at the BIC. Five respondents had been enrolled in the ESL classes for only one semester and 11 had been in the ESL classes for two semesters. However, only seven of the respondents have been enrolled for at least three semesters; in other words, 17% have had only a single year of ESL classes. This lack of class time further reinforces the need for English skill classes and clarifies why there is a desire for all English skill needs from the respondents (Figure 3). Respondents were encouraged to choose all that applied.

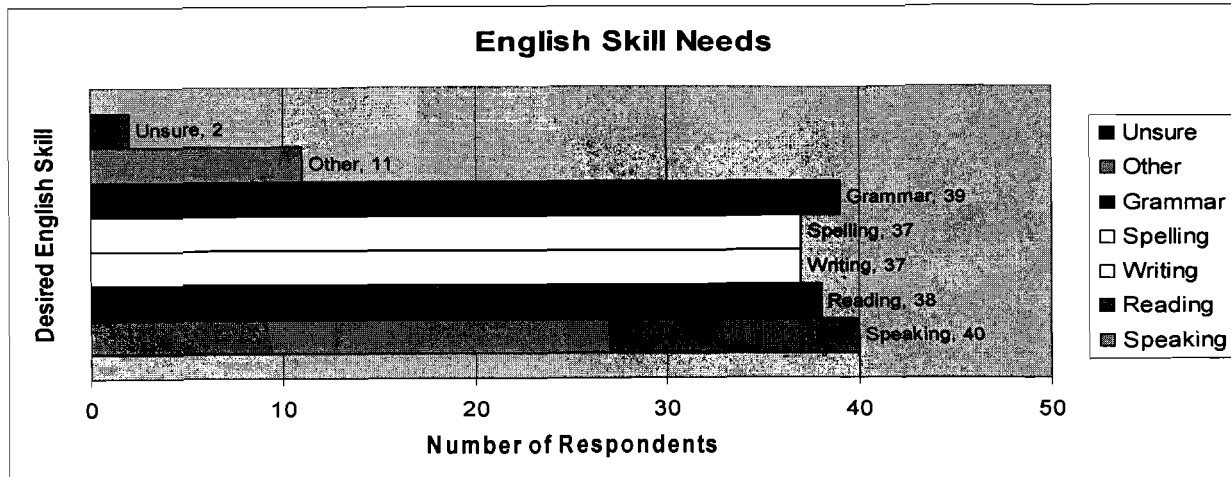


Figure 3. English Skill Needs

Respondents were also asked about their reasons for enrolling in WITC’s ESL program. Figure 4 depicts their responses. Again, respondents were encouraged to choose all that applied. Ninety-one percent of the respondents answered they planned to complete all six levels of the program. This shows the need not only for basic English skills, but also, the need for an increased level of programming to meet the desired English level needs of respondents.

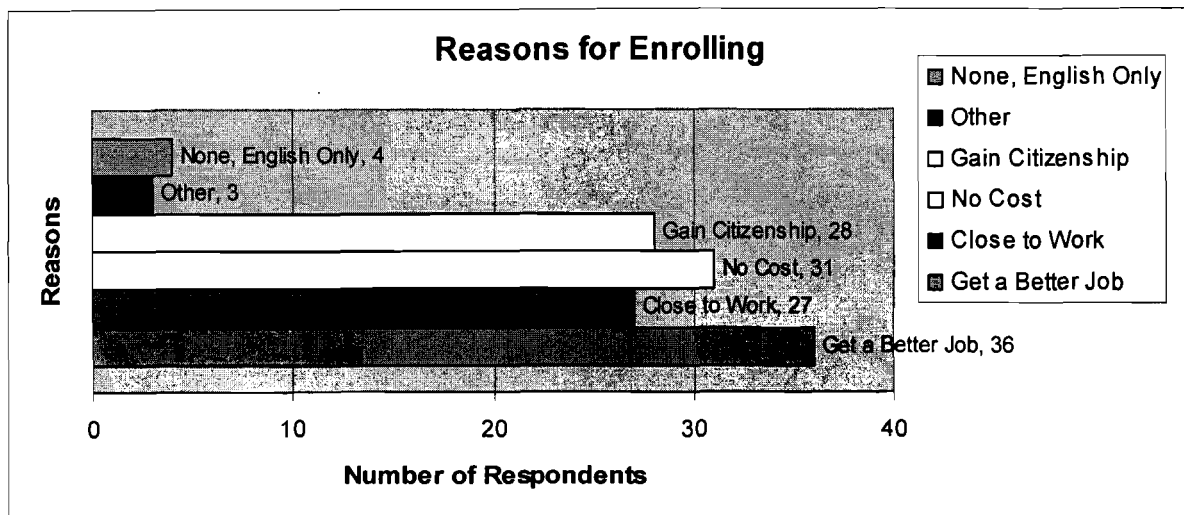


Figure 4. Reasons for Enrolling

Last in regard to English skill needs, respondents were asked about their future educational plans (Figure 5), as continuing education at an institution of higher education requires a more comprehensive understanding of the English language. A majority of the respondents saw that continuing their education beyond basic English courses as important.

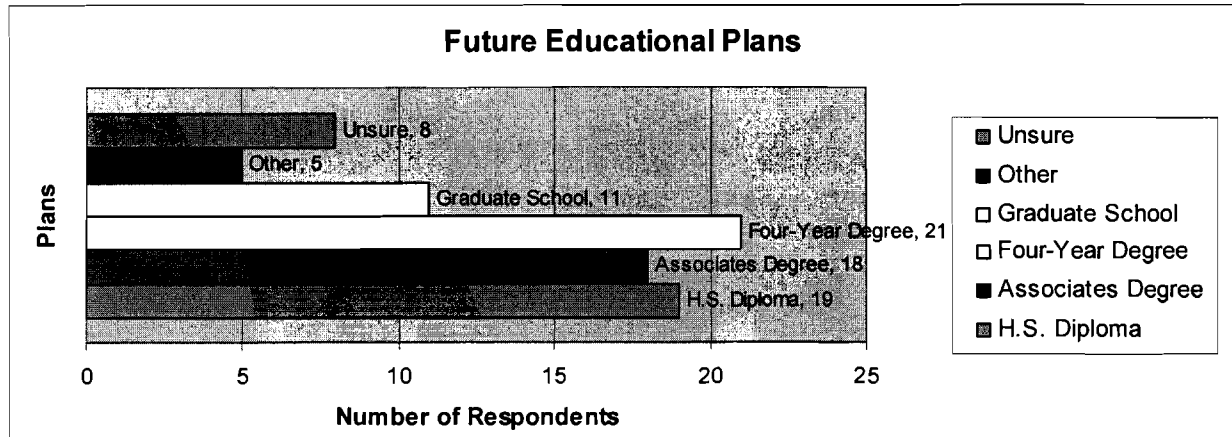


Figure 5. Future Educational Plans

Research Question 3

What are the Somalians' employment needs?

Respondents were asked about their employment needs to gather data regarding whether WITC's ESL program was helping them meet these needs in order to hold or obtain employment.

In Figure 4, depicted previously, the most pertinent reason for enrolling in WITC's ESL program was "to get a better job." Eighty-six percent of the respondents are currently employed, and 100% of them are employed at Jennie-O Turkey Store in positions such as primary cleaning, sanitation, white meat boning, and white meat cleaning. Some of these employees work at least half-time, but a majority of them work 40 hours or more, with many of them working overtime for additional money. It was also

noted that 69% of the respondents did not feel they need further training at their job in order to perform safely and satisfactorily.

When asked about future employment plans, respondents chose career occupations which require a much higher level of English skill, such as “teacher,” “doctor,” and “nurse.” These occupational choices show that respondents plan on furthering their education once they believe their English skills are adequate to continue in higher education.

Research Question 4

What are the Somalians' community needs?

Respondents were asked about the community atmosphere in Barron, Wisconsin as well as their needs in the community and if they are being met.

When asked about their community needs, many responses showed that community needs are being met. These responses seem to depict a positive community atmosphere in Barron as well. For instance, 38 respondents felt that they have access to worship facilities and 39 respondents stated that they have access to translators in the community. Figure 6 shows the number of “Yes” responses when asked if they have access to, or felt favorably about, the stated community needs.

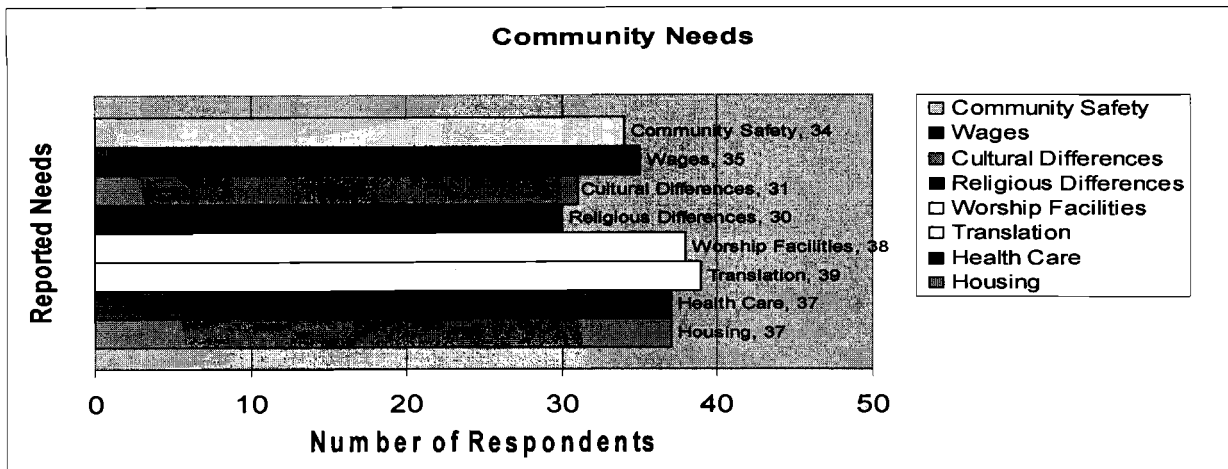


Figure 6. Community Needs

Research Question 5

Does WITC have adequate programming capable of satisfying Somalians' needs?

The purposes of this section were to identify the respondents' preferences about the ESL classes at the BIC, unveil very specific BIC student needs, and inquire about the possibility of BIC students taking advantage of and transitioning into WITC services and programs.

When asked what factors influenced the respondents to attend WITC's ESL program, 95% stated that learning English was their main reason, with additional responses such as to help themselves, increase their level of education, learn the computer, and prepare for the Test For Adult Basic Education. A majority of the respondents preferred evening classes as compared to classes held during the day, and 93% choose the BIC as the location as their preferred meeting place. As for their preference about how the course activities are held, 59% preferred whole class activities, compared to 39% who chose small groups. Only 2% chose "individualized."

Last, a 76% majority stated that they would need assistance paying for ESL course material fees in the future (the ESL program materials fees are currently free for these students).

To prepare WITC staff, faculty, and administrators for the possible transition of BIC students from the BIC to WITC, respondents were asked about disability services and whether they would be needed. Fifteen students did state that they had disabilities; however 87% of these students did not describe their disability. The two who did respond stated “not knowing English” was their disability. Respondents were then asked which disability services they may interest them. Alternative testing was the most frequently chosen (Figure 7); however, respondents were again encouraged to choose all that applied.

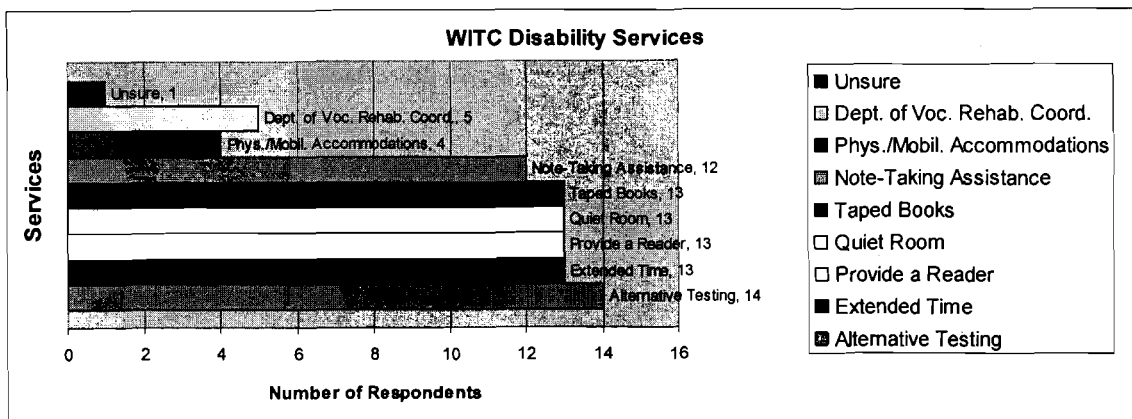


Figure 7. WITC Disability Services

WITC maintains a Student Success Center for remedial students to receive help preparing them for the HSED/GED or for current program students who need additional basic skills instructional support. Respondents were asked which WITC Student Success Center services might benefit them in addition to WITC disability services.

Their responses are depicted in Figure 8. Students were encouraged to choose all services that may apply.

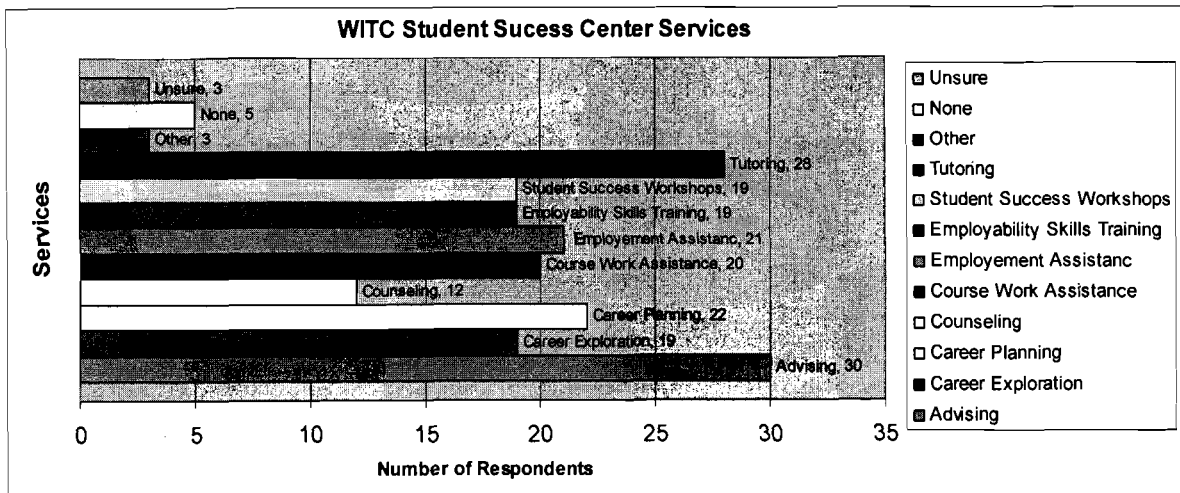


Figure 8. WITC Student Success Center Services

If enrolled at WITC, respondents would also have access to the courses available at the Student Success Center. Students were asked about the courses in which they may be interested in the future. An overwhelming majority choose the HSED/GED course as a future interest (Figure 9). Responses in their entirety are depicted below, and respondents were encouraged to choose all that applied.

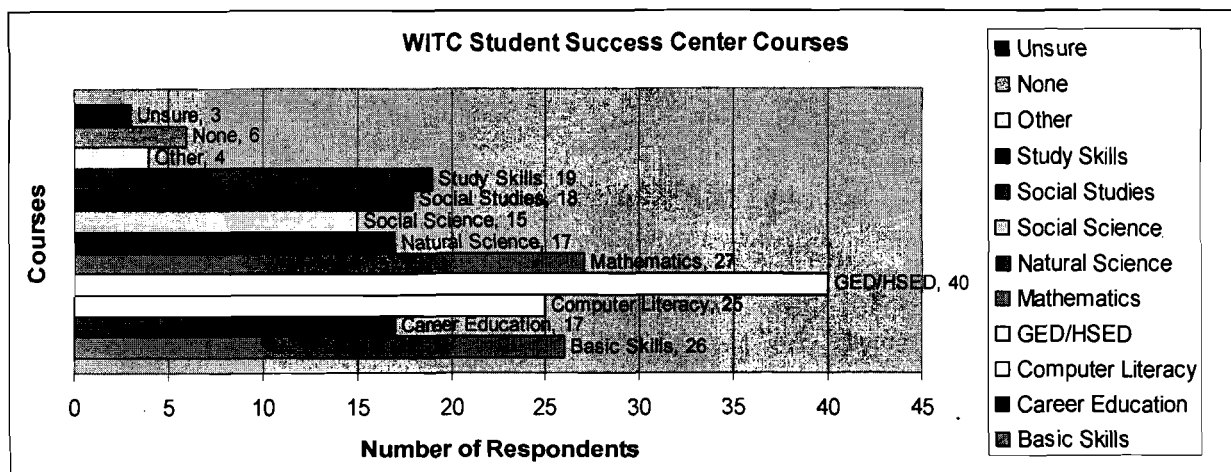


Figure 9. WITC Student Success Center Courses

Respondents were also asked about transitioning into WITC college programs after completing the ESL program at the BIC. One hundred percent of the respondents were interested in undertaking another program. Respondents were then asked to choose WITC programs which interested them, and again were encouraged to choose all programs that applied (Figure 10).

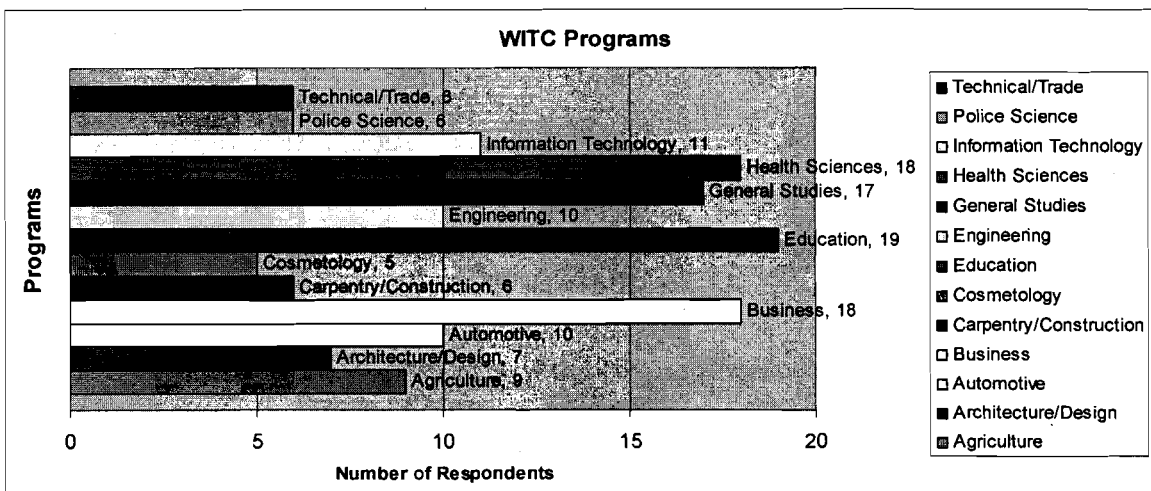


Figure 10. WITC Programs

Courses and programs held at WITC require tuition and fee payment, whereas the ESL courses do not. This would be a hurdle for respondents, as they previously reported they would need assistance paying for ESL material fees alone. Therefore, respondents were asked if they would appreciate more scholarship and grant opportunities available to them; 93% of the respondents viewed this favorably.

To collect more data about respondents' preferences to WITC programs and courses, additional specific questions were asked. When asked about location, 63% of the respondents chose Jennie-O Turkey store as an alternative location for holding WITC courses. Twelve students considered taking an online course and eight would consider enrolling in an online program. However, this type of learning style would also

require a higher level of English skill as well as both computer and study skills in order for the respondents to be successful.

Chapter Five: Discussion

Introduction

This study has addressed the needs of Somalian refugees enrolled at the Barron International Center (BIC) in Barron, Wisconsin. Chapter Five presents summaries of the data, conclusions, and recommendations based on the five research questions listed in Chapter One. The chapter's discussion will draw attention to respondent responses, highlighting their demographic information, English skill needs, employment needs, community needs, and interest in WITC services and programs. The conclusion and recommendation sections will allow those interested in the BIC's students to formulate their own perspectives on the Somali population. The goal of Chapter Five is explain the Somalian refugees' true needs.

Research Question 1

What is the Somalians' demographic data, including age, gender, time in the United States, and employability?

Summary of data. Ninety-five percent of the students at the BIC are Somalian. Most are 45 years old and older. The next largest age grouping is 18 to 24 years old. Both age groupings, combined, make up 66% of the total Somali population at the BIC. Regarding marital status, 63% of the study's respondents marked they were single. Only 36% of the total BIC population said they had children.

Thirty-five percent of the BIC students have been in the United States for an average of two years. Fewer than 50% of them have attended high school, whether abroad (in Africa) or in the U.S. Only three students (7%) have attended an institution of higher education. Those three students attended two-year schools in Africa or the

Middle East. Seventy-one percent of the respondents indicated they were the first person in their family to attend school beyond high school.

Conclusion. Two subpopulations exist within the BIC's total population. The first subpopulation is the 45 year old and older grouping. The second is the 18 to 24 year olds. Both populations have different needs.

The researcher speculates that the 45 year old and older students will remain in Barron for an indefinite period of time. Their immediate needs include survival skills, English language and basic math skills, and elementary computer skills for Internet and electronic mail purposes. The majority of them will continue to work at the Jennie-O Turkey Store. Some may attempt to complete a HSED/GED. Some may attempt to continue their studies at WITC for a technical trade. However, a lack of transportation will more than likely keep this grouping from pursuing a HSED/GED, since these services and programs only exist at WITC's Rice Lake campus.

Those in the 18 to 24 year old grouping are most likely to remain in Barron until affordable educational opportunities are presented to them, since much of their extra money is shared with extended family members living in the U.S. or Africa. Students in this age grouping show more interest in pursuing higher education degrees than those in the 45 year old and older grouping. Most, if not all, of the 18 to 24 year olds would like to complete their HSED/GED at WITC and continue their education at WITC or elsewhere. However, Islamic faith keeps these individuals from committing to long-term educational programs because paying interest on any type of loan is considered a sin.

Recommendation. There is a clear need for two types of educational programs at the BIC; one program for the 45 year old and older grouping and another for the 18 to

24 year olds. The program for the 45 year old and older grouping must focus on survival, English, math, and computer skills. Coincidentally, two of these areas (survival skills and English) are currently being offered at the BIC. There is, however, a lack of funding to afford the remaining two areas (math and computer skills).

Similar to the program for the 45 year old and older grouping, the program for the 18 to 24 year olds would include English, math, and computer instruction. However, since many of these students anticipate time in a college setting, additional instruction in developing vocabulary, writing, listening and note taking, skill building for assessment practices, and American history, government, and culture would be useful.

Research Question 2

What English skills do Somalians desire?

Summary of data. BIC students were asked about their desired English skill needs. The majority of respondents marked speaking as their most desired English skill need. The second most desired need was grammar. The third was reading. Writing and spelling were fourth and fifth.

It should be mentioned that 64% of the students surveyed had not taken an English language class before enrolling at the BIC. However, of the students who did receive instruction before coming to the BIC, 64% of them received their English instruction in Africa.

Students at the BIC have been enrolled in the ESL program for varying lengths of time. There are two lengths of time that are significant to the study. Thirteen out of 42 respondents marked they were just beginning. Eleven respondents marked they have been enrolled for at least two semesters.

There were three significant reasons for students to enroll in the WITC's ESL program at the BIC. Eighty-six percent of the students said their primary reason was get a better job. Seventy-four percent of the students said it was because there was no cost to the program. Sixty-seven percent of the students want to use the skills to help them gain citizenship.

Ninety-one percent of the students said they were enrolled at the BIC, verses other WITC locations (i.e., Rice Lake campus). It was reported that 91% of the students plan to complete all six assessment levels at the BIC. One-half of the BIC students see obtaining a four-year degree as important.

Conclusion. BIC students need more opportunities to speak English. One possibility is to increase the weekly number of classroom hours available to them. BIC students in both beginning and intermediate classes currently receive approximately five hours of English instruction per week. Those who are eligible for math instruction (only intermediate students) receive another two and one-half hours of instruction per week. No BIC student attends more than three classes per week.

Most BIC students are just beginning the ESL program for two reasons. The first is that once students receive a job at the Turkey Store, their attendance drops off considerably until they become acclimated to the physical demands of their new position. Students return to classes once their body adjusts to working full-time and can handle the additional demands of learning.

The second reason is the state of Wisconsin has recently increased the resettlement allowances for incoming refugees, which encourages more Somalis to

migrate to Barron and enrolled in courses at the BIC. And since the ESL classes currently operate under an open-enrollment policy, new students can enroll at any time.

BIC students want better jobs. Since there is no cost to BIC's ESL program, Somalis take advantage of what the center's classes have to offer them. English instruction is especially important since the BIC is often the only place Somalis practice their English skills for an extended period of time.

Those students who are enrolled at the BIC plan to complete all six levels of assessment. Many BIC students see a HSED/GED to be important to their short-term goals. They look to WITC's Student Success Center as their means to achieving this goal. However, many students do not have cars to get from Barron to the WITC Success Center in Rice Lake.

Recommendation. Both BIC ESL programs (45 years old and older and 18 to 24 year olds) must ensure that speaking, reading, writing, spelling, and grammar are a part of their curriculum. Course availability should be expanded from two and three days per week to five days (Monday through Friday). The cost should be kept as low as possible, whenever possible. It is recommended the programs help students to prepare individuals (mainly the 18 to 24 year olds) for higher education, which would involve offering HSED/GED courses at the BIC.

Research Question 3

What are the Somalians' employment needs?

Summary of data. The survey's data shows 86% of the BIC students are employed; and of those 86%, 100% of them work at the Jennie-O Turkey Store in Barron. It is interpreted that those who are employed by the Turkey Store work no less

than 36 hours per week. First and second shift people were well represented in the survey's results. Those who work third shift were underrepresented.

Students were asked about their career goals in the survey. Ten respondents said they wanted to be teachers. Eight wrote they wanted to be doctors. Six indicated they wanted to be nurses. Other careers were noted on the survey as well. However, teachers, doctors, and nurses were the three most significant career choices documented.

Conclusion. Two important facts surfaced in the employment needs section of the survey. One fact is nearly all BIC students work full-time and go to school part-time. The second is few Somalis working third shift are currently enrolled in BIC's classes.

Recommendation. Of course, classes need to be planned for first and second shift workers. However, adjustments must be made to BIC's ESL program to include more third shift people. One possibility is to offer ESL classes at the Turkey Store at the end of the workers' shift.

It should also be noted that only one of the three most popular BIC student career choices is a two-year technical trade. WITC will have to work with BIC students to best prepare them for a four-year college or university setting as a result.

Research Question 4

What are the Somalians' community needs?

Summary of data. The survey's data shows exactly 50% of the BIC students have only lived in one other town/city besides Barron, since coming to the United States. The most desired community needs sought by newly arriving refugees are

translation, worship facilities, housing, health care, and work. Survey respondents reported all five of these needs were available to them upon arrival.

Conclusion. The only desires unfulfilled by incoming refugees to Barron were the preparedness of the host community on religious and cultural differences. These two points may need to be addressed by the local diversity council and the town government.

Recommendation. The BIC, in partnership with Workforce Resource, must reassemble the Barron Diversity Council to ensure the community understands the religious and cultural differences of refugees compared to the dominant population. Presentations, for example, should be offered by the council whenever necessary or requested.

Research Question 5

Does WITC have adequate programming capable of satisfying Somalians' needs?

Summary of data. The overwhelming majority of students were attending the ESL program to learn English. Other reasons include to help themselves, increase their level of education, learn the computer, and to prepare for the Test for Adult Basic Education (TABE). The TABE is an admissions requirement to study at WITC.

The responses were split as to whether BIC students preferred day or evening classes. According to the students, both were desired. Ninety-three percent of the students said they preferred having class at the BIC rather than WITC's Rice Lake campus.

Instructionally, students said they preferred whole class instruction. Seventy-six percent of the students said they would need help paying for course material fees in the future if they were no longer free. Fifteen respondents said they had a disability. Students did say they would like to take advantage of WITC's disability services. Those services include alternative testing, extended time, provision of a reader, quiet room, taped books, and note-taking assistance.

Students also said they would like to take advantage of WITC's Student Success Center. Those services include, advising, tutoring, career planning, employment assistance, and course work assistance.

The five most desired WITC Student Success Center courses are HSED/GED, mathematics, basic skills, computer literacy, and study skills.

Students were asked if they planned on pursuing another program once they completed all six levels of assessment at the BIC. One hundred percent of them gave a positive response. Students were then asked to choose the WITC programs of most interest to them. The five most popular were education, business, health sciences, general studies, and information technology.

Sixty-three percent of the students identified they would recommend the Jennie-O Turkey Store as an alternative site for courses. Additionally, 93% of the students said they would appreciate more scholarship and grant opportunities made available to them.

Conclusion. Besides providing more English classes to students at the BIC, it is recommended that WITC consider providing other opportunities to help Somalis help

themselves, increase their level of education, learn the computer, and to prepare for the TABE.

Recommendation. WITC instructors need to look at the desires of Somalian students. Classroom instruction needs to include the whole class, and not concentrate only on group work and individual work. BIC students assume not knowing the English language is a disability. Therefore, instructors should consider alternative types of testing, extended time on tests, providing a reader, quiet rooms, taped books, and note-taking assistance as an additional instructional service.

WITC should provide advising, tutoring, career planning, employment assistance, and coursework assistance to BIC students as they do for their regular campus students. Students would also benefit from HSED/GED preparation help, and additional mathematics, basic skills, computer literacy, and study skills help.

To promote further education, WITC could invite representatives from the education, business, health sciences, general studies, and information technology fields to the international center for a career-based question and answer session. Representatives must talk about scholarship and grant opportunities available to BIC students.

Furthermore, WITC should approach Jennie-O Turkey Store to be an alternative site for additional courses for third shift workers.

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Appendix A: Implied Consent Form

This project has been reviewed by the UW-Stout IRB as required by the Code of Federal Regulations Title 45 Part 46

Consent to Participate in University of Wisconsin-Stout Approved Research

Title: *An Analysis of English as a Second Language Program Needs of Somalians in Barron, Wisconsin.*

Investigator:

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Description:

This survey is being conducted by The University of Wisconsin-Stout (UW-Stout) to collect data from those students enrolled in Wisconsin Indianhead Technical College's (WITC) English as a Second Language (ESL) Program at the International Center in Barron, Wisconsin. Both UW-Stout and WITC want to know the desired services of the ESL students. They are also interested in what additional services can be provided in Barron County to encourage positive learning outcomes.

Risks and Benefits:

The major risk to participating in this survey is completing it will take one hour away from class-time learning. However, the possible benefits outweigh the lost time. The data collected from this survey will be used to portray student needs, when applying for ESL Program grants. It is WITC's intention, if possible, to obtain new funding to increase the number of ESL Program instructors at the Barron International Center.

Time Commitment:

The survey as a whole is split into two sections. The first section will be administered on Tuesday, November 1, 2005. The second section will be administered on Thursday, November 3, 2005. Each section will take no longer than 30 minutes to complete, with a total time commitment of one hour to complete the entire survey.

Confidentiality:

Your name will not be added to any document while participating in this survey. We do not believe you can be identified from any of information you provide.

Right to Withdraw:

Your participation in this study is entirely voluntary. You may choose not to participate without any adverse consequences to you. However, should you choose to participate and later wish to withdraw from the study, there is not way to identify your anonymous document after it has been turned into the investigator.

IRB Approval:

This study has been reviewed and approved by The University of Wisconsin-Stout's Institutional Review Board (IRB). The IRB has determined this study meets the ethical obligations required by federal law and University policies. If you have questions or concerns regarding this study, please contact the Investigator or Advisor. If you have any questions, concerns, or reports regarding your rights as a research subject, please contact the IRB Administrator.

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Statement of Consent:

By completing the following survey you agree to participate in the project entitled, *An Analysis of English as a Second Language Program Needs of Somalians in Barron, Wisconsin*.

Appendix B: Survey Part I

Part One

Directions: Read each question. Mark all boxes that apply to you with an "X." If you choose "Other," please record your answer on the line provided.

ENGLISH SKILL NEEDS

1. What are your current English skill needs? ("X" all that apply.)

- Speaking/listening
- Reading
- Writing
- Spelling
- Grammar
- Other: _____
- Unsure

2. Before coming to the United States (U.S.), did you take any English as a Second Language (ESL) classes other than those offered by Wisconsin Indianhead Technical College (WITC)?

- Yes
- No If "No," go to question four.

3. If "Yes," where? _____

4. How long have you been enrolled in WITC's ESL Program?

- Just beginning
- One semester
- Two semesters
- Three semesters
- Other: _____

5. Which program location do you attend?

- Rice Lake campus
- Barron International Center
- Both
- Other: _____

6. Do you plan to complete all six ESL levels at WITC?

- Yes
- No
- Unsure

7. Why did you choose to enroll in WITC's ESL Program? ("X" all that apply.)

- In order to get a better job
- Close to work
- WITC ESL courses are offered at no cost
- To gain U.S. citizenship
- Other: _____
- None, except to learn English

8. What are your future educational plans? ("X" all that apply.)

- To obtain a high school diploma
- To get an associates degree
- To get a four-year degree
- To attend graduate school
- Other: _____
- Unsure

EMPLOYMENT NEEDS

9. Are you currently employed?

- Yes
- No If "No," go to question 16.

10. If "Yes," who is your employer?

- Jennie-O Turkey Store
- Other: _____
- Self-employed

11. What is your job title?

Title: _____

12. How many hours (estimate) have you worked in the last three weeks? _____ hours

13. What shift do you work?

- 1st shift
- 2nd shift
- 3rd shift
- Other: _____

14. Do you need further training at your current job, in order to perform your tasks more safely and satisfactorily?

- Yes
- No

Unsure

15. What are your future career plans? (Please write answer on the lines below.)

COMMUNITY NEEDS

16. Beyond Barron County, how many U.S. cities/towns have you lived in since coming to the U.S.?

- One
- Two
- Three
- Four
- Five or more

17. Have you been able to find housing in Barron County that you can afford?

- Yes
- No

18. Do you have access to health care that you can afford?

- Yes
- No
- Unsure

19. Do you have access to language translators within your community?

- Yes
- No
- Unsure

20. Are there facilities in Barron County where you can regularly worship?

- Yes
- No

21. Do you feel most Barron County residents accept religious difference?

- Yes
- No
- Unsure

22. Do you feel most Barron County residents accept cultural differences?

- Yes
- No
- Unsure

23. Are you able to support yourself or your family on the wages you earn?

- Yes
- No

24. Do you feel safe from crime living in Barron County?

- Yes
- No
- Unsure

Appendix C: Survey, Part II

Part Two

Directions: Read each question. Mark all boxes that apply to you with an "X." If you choose "Other," please record your answer on the line provided.

WISCONSIN INDIANHEAD TECHNICAL COLLEGE SERVICES

25. Which Wisconsin Indianhead Technical College (WITC) Student Success Center courses, in addition to the ESL Language Program do you seek now or will you seek in the future?

- Basic Skills
- Career Education
- Computer Literacy
- GED
- High School Equivalency (HSED)
- Mathematics
- Natural Science
- Social Science
- Social Studies
- Study Skills
- Other: _____
- None
- Unsure

26. Which WITC Student Success Center services might benefit you?

- Advising
- Career Exploration
- Career Planning
- Counseling
- Course Work Assistance
- Employment Assistance
- Employability Skills Training
- Student Success Workshops
- Tutoring
- Other: _____
- None
- Unsure

27. Do you prefer day or evening classes?

- Day
- Evening

28. Which ESL learning location best suits you?

- Rice Lake campus
- Barron International Center
- Other: _____

29. Do you prefer courses with individualized, small group, or whole class activities?

("X" all that apply.)

- Individualized
- Small group
- Whole class
- Unsure

30. If there were ESL course material fees in the future, would you need help paying for them?

- Yes
- No

31. Would you appreciate more student scholarship and grant opportunities made available to you?

- Yes
- No

32. Do you have any known disabilities?

- Yes
- No If "No," go to question 36.
- Unsure

33. If "Yes," please describe the disability/disabilities.

34. What WITC disability services interest you?

- Alternative Testing
- Extended Time
- Provide a Reader
- Quiet Room
- Taped Books
- Note-Taking Assistance
- Physical and/or Mobility Accommodations to Classrooms

- Department of Vocational Rehabilitation Coordination
- Unsure

35. Would you consider taking an online course(s)?

- Yes
- No
- Unsure

36. Would you consider enrolling in an online program?

- Yes
- No
- Unsure

37. If WITC offered courses or programs at other locations, what location would you recommend?

- Jennie-O Turkey Store
- Twin Cities (Minneapolis/St. Paul)
- Other: _____

38. Once you finish the ESL program through WITC, are you interested in undertaking another program?

- Yes
- No If "No," go to question 41.

39. If "Yes," please mark all WITC programs, certificates, and related courses that interest you:

Programs

- Agriculture
- Architecture/Design
- Automotive
- Business
- Carpentry/Construction
- Cosmetology
- Education
- Engineering
- General Studies
- Health Sciences
- Information Technology
- Police Science
- Technical/Trade

40. What factors influenced you to come to WITC?
(Please write answer on the lines below.)

DEMOGRAPHIC INFORMATION

41. Gender:

- Male
 Female

42. Age:

- Under 18
 18 to 24
 25 to 34
 35 to 44
 45 and older

43. Marital Status:

- Single
 Married
 Other: _____

44. Children:

- Yes
 No

45. In what country were you born?

- Somalia
 Ethiopia
 Mexico
 A Central American country
 A South American country
 Other: _____

46. What language(s) do you speak fluently?

- Somali
- Spanish
- Arabic
- Italian
- English
- Other: _____

47. Did you attend high school?

- Yes
- No If "No," go to question 51.

48. If "yes," where did you go to high school?

- Africa
- Mexico
- Central America
- South America
- United States
- Other: _____

49. Did you attend an institution of higher education after graduating from high school?

- Yes
- No If "No," go to question 51.

50. If "Yes," what type of institution was it?

- Vocational/Technical College
 School Name: _____
 Country: _____
 Major: _____
- Two-Year College
 School Name: _____
 Country: _____
 Major: _____
- Four-Year College/University
 School Name: _____
 Country: _____
 Major: _____
- Master's Program
 School Name: _____
 Country: _____
 Major: _____
- Doctorate Program
 School Name: _____

Country: _____

Major: _____

Other: _____

School Name: _____

Country: _____

Major: _____

51. Are you the first person in your family to study at a school like WITC beyond high school?

Yes

No