



University of Utah

UNDERGRADUATE RESEARCH JOURNAL

**SURVIVAL ENGLISH LITERACY FOR PRE-LITERATE AND NON-LITERATE
ADULT REFUGEES**

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ABSTRACT

The term “literacy” can be construed in many different variations, but for a recent immigrant or refugee arriving in our country, certain requirements of literacy exist in order for them to adapt to and function in their new community. The basic level of literacy necessary for immigrants and refugees in Utah, is what I have termed “Survival English”. Unfortunately, because of their tumultuous histories and lack of access to education, many people do not even have any exposure to this basic form of literacy, though well into their adulthood. The program I developed aims to aid volunteers in their teaching of preliterate and non-literate adult refugee’s skills of Survival English upon entry in the country. Based on a module format, the lessons are simple and accessible to both student and teacher, whether or not they have a background in TESOL education. By implementation this program throughout school districts in Salt Lake City, those entering our state will be able to successfully integrate themselves into the local community and feel empowered to find success in their new country. By using community volunteers as their instructors, they will also build relationships in their community and feel welcome here. Reception of the program thus far has been nothing but positive and educators from many other places around the intermountain west have already reached out, interested in bringing the program to their own schools. An important factor in designing a program such as this is maintaining simplicity at the same time as providing comprehensive instruction. A preliminary analysis has been conducted which shows that increasing the complicated nature of the task as well as all the possibilities that will inevitably arise. When this program is finalized and put into place, no doubt it will give both students and instructors skills for their immediate needs as well as an optimistic hope for their future.