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# Problems that Classroom Teachers Encounter in the Education Process of Syrian Migrant Students in Turkey

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## Abstract

With this research, it is aimed to determine the problems faced by classroom teachers who have Syrian immigrant students in their classrooms in Turkey. The research was designed as a single case study, one of the qualitative research methods. Criterion sampling method, one of the purposive sampling methods, was used. The participants of the research are 10 classroom teachers. The data of the research were collected through semi-structured interviews. The collected data were analyzed by content analysis method. According to the findings, the most basic problem in the education process of primary school teachers with immigrant children in their class is the language problem. The language problem creates communication problems with immigrant children and their parents. While some of the teachers who have immigrant children in their class see this as an advantage, some see it as a disadvantage due to the problems they experience. Teachers offered solutions for children, parents and teachers to cope with the problem situations they experienced in their classrooms.

**Keywords:** Basic Education, Classroom Teacher, Syrian Children, Immigration, Immigrant

## 1. Introduction

The fact that people are constantly in a displacement activity shows that migration has existed throughout history. Migration is defined as a geographical, social and cultural displacement from one place to another for a short, medium or long term, aiming to return or permanent settlement (Üner, 1972; Yalçın, 2004). While migration events were caused by reasons such as hunger, war, famine and climatic conditions, today they have been replaced by reasons such as cultural, social, military, political, economic, religious, industrialization, education, and changing needs (Akıncı, Nergiz, & Gedik, 2015).

The concept of immigrant is used for people who immigrate to a different region within the country or to a country other than their own country in order to obtain better financial or social conditions, although there is no compelling

reason to migrate. Refugee is the concept used for people who migrate due to compulsory reasons such as war. Asylum seekers are defined as people who apply to obtain refugee status in the countries party to the relevant conventions and are waiting for this application to be finalized (IOM Migration Terms Dictionary, 2009). Temporary protection is defined as the protection provided to foreigners who are forced to leave their country and cannot return to the country they left, who come to or cross our borders en masse in order to find emergency and temporary protection or individually during this mass influx, and whose international protection request cannot be evaluated individually (Ministry of National Education, 2017).

According to 2019 data, 3,646,889 Syrians are under temporary protection in Turkey. Of these people, 499,329 are between the ages of 0-4, 504,443 are between the ages of 5-9, and the number of children between the ages of 0-9 under temporary protection is 1,033,772 (District of Migration Management, 2019). This situation, which is expressed as migration, started with the crisis experienced in Syria in 2011 and many people had to leave the country they lived in (Akşit, Bozok & Bozok, 2015). The general aim of the national education system in Turkey is to raise "good citizens." Especially in the realization of this aim, schools have great responsibilities (Bozkaya, 2021d). Syrian immigrants who came to our country were initially evaluated as temporary guests and a short-term education policy was prepared to assume that they would return. However, when it was understood that the war in Syria continued to intensify and that the Syrians would not return to their countries, studies were started for the education of these children. In this context, the Ministry of National Education (MEB) tried to find a solution to the education problem of Syrians with the circulars and various activities it published on April 26, 2013 and September 26, 2013. In 2014, when the Syrian population approached two million, the first comprehensive legal regulation was prepared for foreigners, immigrants and asylum seekers living in Turkey. In this way, education services are provided to migrant children inside and outside the camps (Temporary Education Centers and Public Schools) (Emin, 2016). Although educational services are provided, it is known that immigrant children have difficulties in adapting to the new environment, a different language, school, education system, teachers and peers (Uluocak, 2009). The most common problems that immigrants face are education, security, economic, housing, health and cultural integration (Bozkaya, 2021f).

The problem of education is among the most common problems that immigrant children face all over the world (Erdoğan, 2015). Şeker and Aslan (2015) reported that refugee students have problems in their research on studies conducted in other countries and that these problems stem from the language deficiencies of children, the problems experienced by parents in understanding the education process and supporting the child, and the fact that they did not receive any education in their own country. is encountering.

There are many studies in the literature examining the problems of immigrant students. When the studies in the literature are examined, it is seen that the studies on the problems of immigrant children are more intense. Studies have focused on problems such as school adjustment problems of refugee children (Kiremit et al., 2018), teachers' approach towards immigrant children (Sağlam & Kanbur, 2017), and peer culture of immigrant children (Yanık Özger & Akansel, 2019). appears to be oriented. There are studies in which the problems experienced by immigrant students in the learning and teaching process are examined according to the opinions of teachers or parents (Akalm, 2016; Başar et al., 2018). When the studies conducted in our country are examined, it is seen that there are very few studies on the experiences of primary school teachers who teach immigrant children and immigrant children in the education process (Avcı, 2019; Aydın & Kurtulmuş, 2018; Mercan Uzun & Tüm, 2016). Çoşkun and Emin (2016) stated that Syrian students have adaptation problems at schools, and in addition, the reluctance experienced by the administrators in the registration process of Syrian children in some schools is associated with negative attitudes and behaviors such as not being accepted by teachers, students and parents at school, exclusion, marginalization, and peer bullying. He also stated that the encounter made the adaptation process difficult. Bozkaya (2020), in his study titled "Multicultural Classroom Environment and Belonging," examined the studies carried out by the Ministry of National Education from 2010 to the present, by years, on the creation of a multicultural classroom environment and belonging. Bozkaya (2021a) carried out the study titled "Contemporary Subjects in Social Studies Lesson and Social Adaptation of Migrant Students."

When the studies carried out abroad are examined; Birman (2002) drew attention to the mental health status of refugee children in the classroom. In a study conducted in the United States (USA) with refugee children who

experienced migration at a young age, it was revealed how much the adjustment of refugee adolescents was primarily affected by their school experiences (Mosselson, 2006). Touching on the subject through multicultural educational environments, Bennett (2007) worked on teachers' perceptions of multicultural education environments.

In this study; In this study, it is aimed to reveal the problems faced by classroom teachers who have Syrian immigrant children in their classrooms during the education process. In this direction, the following questions were tried to be answered:

- What are the problems faced by classroom teachers in classrooms with Syrian migrant children?
- What are the strategies of classroom teachers to cope with the problems they encounter in classrooms with Syrian migrant children?
- What do classroom teachers need to solve the problems they encounter in classrooms with Syrian migrant children?
- What are the views of parents and other children in the classroom towards Syrian migrant children from the perspective of classroom teachers?
- What are the opinions of parents of Turkish and Syrian migrant children about education from the perspective of primary school teachers?
- What are the attitudes of the classroom teachers towards the presence of Syrian immigrant children in their classrooms?
- What are the suggestions of the classroom teachers to solve the problems they encounter in the classrooms with Syrian migrant children?

## 2. Method

The research has been designed as a case study, one of the qualitative research methods, in order to identify the problems experienced by Syrian migrant children in their basic institutions and to present them in detail. case study; In research, it is used to identify the details that make up an event, to develop possible explanations for an event, and to evaluate an event (Gall, Borg, & Gall, 1996). Yin (1984) mentions four different designs of the case study: the holistic single-case design, the holistic multiple-case design, the embedded single-case design, and the embedded multiple-case design. This research was designed as a holistic single-case design because it includes a single case and analysis unit. Within the scope of the study, the education of Syrian migrant children at primary school age was considered as a single case and classroom teachers with Syrian migrant children in their classes were taken as the unit of analysis.

### 2.1. Study group

The participants of this study were determined according to criterion sampling, which is one of the purposive sampling types (Merriam, 2015). The criterion in the selection of the sample in the study is that there is at least one Syrian immigrant child in the teacher's class. The study group of the research consists of 11 classroom teachers working in public schools affiliated to the Ministry of National Education in the city center of Hatay. Demographic information about teachers is presented in Table 1.

Table 1: Demographic information on teachers

| Code Name | Gender | Occupational Seniority | Total Class Size | Number of Syrian Children | Type of School Worked |
|-----------|--------|------------------------|------------------|---------------------------|-----------------------|
| T1        | Female | 2 years                | 25               | 4                         | Primary School        |
| T2        | Male   | 2 years                | 22               | 6                         | Primary School        |
| T3        | Female | 2 years                | 25               | 5                         | Primary School        |
| T4        | Female | 4 years                | 25               | 5                         | Primary School        |
| T5        | Female | 6 years                | 25               | 5                         | Primary School        |
| T6        | Female | 3 years                | 25               | 7                         | Primary School        |

|     |        |         |    |    |                |
|-----|--------|---------|----|----|----------------|
| T7  | Female | 1 years | 25 | 8  | Primary School |
| T8  | Female | 4 years | 30 | 11 | Primary School |
| T9  | Male   | 7 years | 20 | 6  | Primary School |
| T10 | Female | 6 years | 23 | 3  | Primary School |

According to Table 1, 8 out of 10 teachers in the study group are female and 2 are male. All of these teachers work in primary school and there are at least 3 Syrian immigrant children in their classes. Syrian immigrant students in the classrooms of the 10 classroom teachers in the study group regularly attend school.

## 2.2. Data Collection Tools

Research data were collected through semi-structured interviews. In this context, interviews were conducted with classroom teachers who have Syrian immigrant children in their class, using a semi-structured interview form. This form, which was prepared by the researchers in line with the relevant literature, was submitted to the expert opinion. A pilot study was conducted with two teachers who have Syrian immigrant children in their class, through the form, which was restructured in line with expert opinions. As a result of the pilot study, a repeated question was removed from the form and two questions with similar answers were combined. In this context, the final form of the interview form consists of two parts. In the first part, there are questions about the demographic information of the teachers, while in the second part, there are questions to determine the opinions, expectations and needs of the teachers, who have Syrian immigrant children in their class, on issues such as the problems they experience in the education process, solution suggestions for these problems, and the opinions of the parents against education.

## 2.3. Data Collection Process

Voluntary participation was based on the creation of the working group. In the study group of the research, face-to-face interviews were made with the classroom teachers by making an appointment on the appropriate day and hour. The interview with each teacher lasted an average of 25 minutes. The interviews were audio recorded with the permission of the teachers. Necessary legal permissions were obtained to conduct the research.

## 2.4. Analysis of Data

Content analysis method was used in the analysis of interview data in the research. In content analysis, it is tried to reach the concepts to explain the obtained data (Yıldırım & Şimşek, 2011). In this process, the audio recordings and notes of the interviews were transcribed and turned into written form. The interview records from the raw data were turned into a 32-page written document. The obtained data were coded by reading many times. After the data were coded, subcategories were created by combining related and similar data under the same code. After this process, all the data were read again and the related sub-categories were combined in the same group and categories were created. The data were analyzed by the researcher and quotations from the raw text data were presented in order to reveal a truth about the views of the participants. In this direction, teachers were given a code (T1, T2, Ö3, etc.) and their views were reflected through direct quotations. The codes, sub-categories and categories created from the raw data were presented to the expert opinion and a consensus was reached.

## 2.5. Reliability and Validity in Research

A common strategy for building credibility is member checking or member questioning. This strategy, also called participant validation, envisages reaching some of the people to whom the data was provided or interviewed and asking them for feedback on the findings that are beginning to emerge (Merriam, 2013). While detailed descriptions were used in the analysis of raw data, direct quotations were frequently used to stay true to the data itself. With detailed description, the environment in which the data is collected is in the minds of the readers. will allow them to be revived. In terms of the validity of the research, the data provided in the interviews were evaluated separately by the researcher and two faculty members who have command of qualitative research

methods, coding was made and consensus was sought in the coding made. For the coding reliability calculation in the research; The reliability formula [Reliability = Consensus / (Agreement + Disagreement)] prepared by Miles and Huberman (1994) for qualitative studies was used. The data obtained through the interviews and the coding made are kept by the researcher in order to allow the interested parties to examine them.

### 2.6 Assumption and Limitations

It is assumed that the classroom teachers participating in this research gave the correct answer to the measurement tool, the sources used in the relevant literature section of the research are valid and reliable, and the validity and reliability of the data obtained from the semi-structured interview form used as a data collection tool in the research are high. In addition, this research is limited to interviews with 10 classroom teachers, who have at least one Syrian immigrant student in their class, between September 2018 and December 2018, and information and sharing including their experiences, perspectives, thoughts and evaluations. The results are expected to guide educators, families and researchers working in this field.

### 3. Findings

In this section, the categories created with the codes obtained from the study are given in order.

Table 2: Problems encountered by classroom teachers in classes with syrian immigrant children

| Category      | Subcategory                            | Codes                                                                                                                             |
|---------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Communication | <b>Verbal communication deficiency</b> | Syrian migrant children do not know Turkish (T1, T2, T3, T4, T5, T6, T7, T8, T9, T10)<br>Parents do not know Turkish (T4, T5, T8) |
|               | <b>Lack of cultural concept</b>        | National holidays and special days for Syrian migrant cannot be explained (T10)                                                   |
| Behaviour     | <b>Disobeying the rules</b>            | Syrian migrant children act the way they want (T1, T6)                                                                            |
|               | <b>Aggressive behavior</b>             | Syrian migrant children's aggressive behavior (T4, T5, T6, T8)                                                                    |
|               | <b>Lack of attention</b>               | Syrian migrant children not focusing during the activity (T1)                                                                     |

According to Table 2, the problems experienced by classroom teachers in the education of Syrian immigrant children are grouped under two categories. Most of the primary school teachers stated that they have problems in communicating with Syrian immigrant children. Under this category, subcategories of verbal communication inadequacy and cultural concept deficiencies were obtained. In order of frequency, teachers expressed communication problems as Syrian immigrant children not knowing Turkish, parents not knowing Turkish, and not explaining national holidays and special days. Excerpts from teachers' statements regarding these problem situations are given below.

*T4: "We have language problems the most and we can't get along very well. These problems happen with both children and their parents."*

*T10: "Language problem is our most basic problem in terms of making some subjects comprehend with introductions and explanations to activities, which are generally caused by Syrian migrant children's inability to understand concepts and words. In addition, I observe that there is no response from time to time during the announcement of national holidays and special days."*

Another problem experienced by the classroom teachers in the study group is behavioral problems. According to teachers' statements, behavioral problems of Syrian migrant children emerged as disobedience, aggression and lack of attention. Below are quotations from the statements of the classroom teachers regarding these problem

situations.

S6: “We generally have problems in Turkish-Language activities. Since their vocabulary in Turkish is low, they have difficulty in listening to the story while listening to the story, and they focus on different things. So the other kids get distracted too.”

In the study, it was found that the classroom teachers made individual efforts to solve the problems encountered and received external support. The categories, sub-categories and codes of these sub-categories regarding the solutions of the teachers to the problems are presented in Table 3.

Table 3: Solution strategies of grade teachers against problem situations

| Category                   | Subcategory           | Codes                                                                      |
|----------------------------|-----------------------|----------------------------------------------------------------------------|
| Using a communication tool | Body language         | With hand gestures (T1, T3, T8)                                            |
|                            |                       | With signs (T4, T5, T6, T7)                                                |
|                            |                       | With tone of voice (T1)                                                    |
| Getting support            | Translation program   | Telephone translation program (T7)                                         |
|                            | Support from children | Help from children who know Arabic (T2, T3, T10)                           |
|                            | Support from staff    | Help from Arabic speaking staff (T4, T5, T6)<br>Translator assistance (T9) |

According to Table 3, the solutions of the classroom teachers about the problem situations they experience in the education of Syrian immigrant children; are grouped under two categories as using a communication tool and getting support. Under the communication tool category, body language and translation program sub-categories were reached. In order of frequency, teachers stated that they tried to communicate with signs, hand gestures, tone of voice and using translation programs on the phone. Excerpts from the statements of teachers about the solution of problem situations are given below.

S1: “At first we agree with hand gestures. Here is the location of the toilet, drinking water etc. with hand signals to things like that.”

S7: “In the classroom, I sometimes try to explain myself by translating on the phone, most of the time I try to communicate with hand signals.”

Another solution of the classroom teachers in the study group for the problems they experience in the education of Syrian migrant children is supported. In the support category, subcategories of support from children and support from personnel have been reached. In order of frequency, they expressed it as getting help from children who can speak Arabic and Turkish, from staff who can speak Arabic, and assistance from an interpreter. Quotations from classroom teachers are given below.

S3: “I can solve it by asking children who speak Turkish and Arabic to be a translator in communication.”

S6: “When I have difficulties, I ask for help from our staff who speak Arabic at school.”

During the interviews with the classroom teachers in the study group, the categories of personal development and personnel assistance were reached about what kind of support they needed in solving the problems experienced. The categories, sub-categories and codes of these sub-categories related to the needs of the classroom teachers are presented in Table 4.

Table 4: Needs of classroom teachers in solving problems

| Category         | Subcategory          | Codes                                                                          |
|------------------|----------------------|--------------------------------------------------------------------------------|
| Staff Assistance | Translator Support   | The need for an interpreter in the classroom (T2, T3, T5, T6, T7, T8, T9, T10) |
|                  | School Staff Support | Guidance teacher (T1, T8)                                                      |
| Self-improvement | language proficiency | Knowing Arabic (T1, T4, T7)                                                    |

According to Table 4, the needs of classroom teachers in solving the problems they experience in the education of Syrian immigrant children are grouped under two categories. The vast majority of teachers stated that they needed personnel assistance. Under this category, teachers expressed interpreter support and school personnel support sub-categories. Classroom teachers, in order of frequency, expressed the situation of having an interpreter in the classroom and directing them to the guidance teacher. Quotations from teachers regarding these situations are given below.

T1: *"If I had someone with me, I could have been more comfortable in this regard. Sometimes our guidance counselor needs them because they have social adaptation problems."*

T8: *"I need a separate support to get along with families, I need a guidance service to solve behavioral problems, but I can't find a solution again because he doesn't speak Arabic either."*

Another issue that the classroom teachers in the study group need in solving the problems they experience in the education of Syrian immigrant children is personal development. In this category, the subcategory of knowing the language has been reached. They stated that knowing Arabic would be effective in solving the problem. Excerpts from teachers' returns are given below.

T7: *"The thing I need the most is language. Knowing Arabic would be very helpful."*

In the interviews with the classroom teachers in the study group, it was seen that the situations that hinder the education process were concentrated in the categories of "communication problem" and "learning process." Categories, sub-categories and codes of these sub-categories related to the situations that hinder the education process of primary school teachers are presented in Table 5.

Table 5: Situations that disrupt the education process of classroom teachers

| Category              | Subcategory                        | Codes                                                                     |
|-----------------------|------------------------------------|---------------------------------------------------------------------------|
| Communication Problem | Not Knowing Turkish                | Not having a good command of Turkish (T1, T2, T3, T9)                     |
|                       | Doesn't seem to understand Turkish | Don't pretend you didn't hear (T1)<br>Disliking of communication (T4, T5) |
| Learning process      | Indifference                       | Not wanting to do activities (T1)                                         |
|                       | inability to concentrate           | Inability to concentrate on activities (T6, T7, T8)                       |
|                       | Inappropriate classroom conditions | Smallness of the class (T10)<br>Lack of material (T10)                    |

According to Table 5, the opinions of the classroom teachers about the situations that hinder the education process are grouped under two categories. Most of the classroom teachers stated that they had communication problems. Under this category, classroom teachers expressed the sub-categories of "not knowing Turkish" and "doing not seeming to understand Turkish." In order of frequency, the teachers expressed the codes of not having a good

command of Turkish, not liking to communicate, and pretending not to hear. Excerpts from the statements of classroom teachers regarding these problem situations are given below.

*T1: "It is usually Syrian immigrant students who disrupt education in my classroom. Because now I know that they understand Turkish, they pretend not to understand it and they do not listen to me. They try not to do the things I say as if they had never heard of it."*

A

another view of the classroom teachers in the study group about the situations that hinder the education process is the learning process. In this category, they mentioned sub-categories of indifference, inability to concentrate, and unsuitability of classroom conditions. When we look at the frequencies, there are codes such as not being able to concentrate on activities, not wanting to do activities, small class, lack of material. Excerpts from teachers' statements are given below.

*T7: "The fact that Syrian immigrant children distract other children and do not listen to what I say hinders education."*

In the interviews with the classroom teachers in the study group, it was seen that the attitudes of the parents towards the Syrian migrant children were concentrated in the positive and negative categories. The categories and codes related to the attitudes of the parents towards the Syrian migrant children from the perspective of the teacher are presented in Table 6.

Table 6: Attitudes of parents to Syrian migrant children from the perspective of classroom teachers

| Category | Codes                                          |
|----------|------------------------------------------------|
| Negative | Bad influence (T1, T5, T8)                     |
|          | Complaining about the use of violence (T3, T6) |
|          | Not wanting in the classroom (T4, T7, T9)      |
| Positive | There is no distinction (T2, T10)              |

According to Table 6, the statements of classroom teachers and parents about their attitudes towards Syrian migrant children are grouped under two categories. Most of the classroom teachers stated that the parents had a negative attitude. Classroom teachers, in order of frequency, stated that parents complained about not wanting Syrian immigrant children in the classroom, influencing them badly, and inflicting violence. Quotations from teachers regarding these communication situations are given below.

*T8: "The presence of Syrian immigrant children in the classroom makes other parents uneasy. They say that they are uneasy when they send them to school because they harm their own children even in the neighborhood."*

Another of the attitudes of the parents of the classroom teachers in the study group towards Syrian immigrant children is positive attitudes. In this category, they mentioned the code that there is no distinction in the class. Excerpts from the statements of the classroom teachers are given below.

*T2: "Since everyone in the neighborhood speaks Arabic, there is no distinction between Turkish and Syrian."*

*T10: "I did not hear anything negative from my parents. They take it as normal now."*

In the interviews with the classroom teachers in the study group, it was seen that the opinions of the Syrian migrant children about the solutions they use when communicating with their parents are concentrated in the teacher solution and support categories. Categories and codes related to teachers' communication with parents are presented in Table 7.

Table 7: Communication of classroom teachers with parents of Syrian immigrant children

| Category                          | Codes                                                                       |
|-----------------------------------|-----------------------------------------------------------------------------|
| <b>Getting Support</b>            | Getting help from children who speak Arabic-Turkish (T10)                   |
|                                   | Getting help from Arabic-speaking staff (T1, T5, T6)                        |
|                                   | Translator assistance (T4, T8)                                              |
|                                   | Getting help from parents who know Arabic-Turkish (T2, T3, T5, T6, T7, T10) |
| <b>Using a Communication Tool</b> | By speaking word by word (T1)                                               |
|                                   | Translation programs (T4, T5)                                               |

Communication of classroom teachers with parents of Syrian migrant children; They were grouped under two categories as getting support and using a communication tool. In order of frequency, teachers; They stated that they received help from parents who could speak Arabic-Turkish, help from staff who could speak Arabic, help from an interpreter, and help from children who could speak Arabic-Turkish. Quotations from teachers regarding these communication situations are given below.

*T6: "Using Syrian parents who know Turkish well as translators, and in some cases, with the help of a translator at our school."*

Another method of communication between the classroom teachers in the study group and the parents of Syrian immigrant children is the teacher solution. In this category; they mentioned their codes by speaking translation programs and word for word. Quotations from teachers are given below.

*T5: "I use translation programs on the phone."*

In the interviews with the classroom teachers in the study group, it was seen that the parents focused on their perspectives on education in the positive and negative categories. Categories and codes related to parents' perspectives on education from the perspective of teachers are presented in Table 8.

Table 8: Perspectives of parents on education from the perspectives of grade teachers

| Category        | Subcategory                               | Codes                                                            |
|-----------------|-------------------------------------------|------------------------------------------------------------------|
| <b>Positive</b> | <b>Parents of Syrian migrant children</b> | They are trying to be supportive. (T3, T5, T10)                  |
|                 |                                           | They give importance to family participation (T4, T6, T7, T10)   |
|                 | <b>Parents of Turkish children</b>        | They value family involvement. (T1, T6, T7)                      |
|                 |                                           | They give importance to education. (T3, T4, T5, T8, T9, T10)     |
| <b>Negative</b> | <b>Parents of Syrian migrant children</b> | The aim is for the child to leave the house (T1, T9)             |
|                 |                                           | They do not give importance to family participation (T1, T8, T9) |
|                 |                                           | They do not go to school (T2)                                    |
|                 | <b>Parents of Turkish children</b>        | Families are not interested (T2)                                 |

According to Table 8, parents' perspectives on education from the perspective of classroom teachers are grouped under two categories. Most of the classroom teachers stated that parents have a positive perspective on education. Under this category, the subcategories of teachers, parents of Syrian migrant children and parents of Turkish

children are listed in order of frequency; they give importance to education, they attach importance to family participation, they try to support. Excerpts from teachers' statements regarding these situations are given below.

T6: *“Most of the parents of my Turkish students attach great importance to education, they cooperate with me.”*

Another view of the primary school teachers in the study group about their parents' perspectives on education is negative attitudes. In this category, parents of Syrian migrant children and parents of Turkish nationals stated the codes “they do not attach importance to family participation, the aim is for the child to leave the house, they do not go to school, families are uninterested.” Excerpts from teachers' statements are given below.

T1: *“Syrian parents' perspectives on education are not attentive. I think they see it purely in terms of sending the child to a school or leaving the house. Because when we call them for education-related family participation or all other activities, we can't get any feedback from them. On the contrary, they act more carelessly”*

In the interviews with the classroom teachers in the study group; When the data on how the presence of Syrian immigrant children in their classrooms affects teachers, it is seen that they focus on emotional and motivation categories. The categories, sub-categories and codes related to the presence of Syrian immigrant children in the classrooms of primary school teachers are presented in Table 9.

Table 9: Views of classroom teachers regarding the presence of Syrian immigrant children in their classes

| Category   | Subcategory | Codes                                                                      |
|------------|-------------|----------------------------------------------------------------------------|
| Motivation | Positive    | Different culture (T10)                                                    |
|            |             | They distribute the class a lot (T1,T6)<br>Student prone to violence (T10) |
|            | Negative    | I'm getting tired (T2,T5)                                                  |
|            |             | I have difficulties in communication (T3,T6,T7,T8,T9)                      |
| Emotional  | Positive    | All children are equal (T1,T9)                                             |
|            |             | It increases my professional satisfaction (T4)                             |

The data on how the presence of Syrian migrant children in the classrooms of the classroom teachers affects the teachers were examined and grouped under two categories. Most of the teachers evaluated it in terms of motivation. Under this category, teachers expressed positive and negative sub-categories. In order of frequency, teachers; I also have difficulties in communication, they disperse the class a lot, I get tired, students who are prone to violence and different cultures have expressed their codes. Quotations from classroom teachers regarding these situations are given below.

S6: *“It is very difficult for me to have language difficulties. I have to put more effort into trying to keep the classroom organized. The fact that Syrian students do not communicate with me even if they understand Turkish reduces my motivation.”*

Another view of the classroom teachers in the study group about how the presence of Syrian immigrant children in their classrooms affects teachers is the emotional dimension. In this category, they mentioned the positive subcategory. All children stated the codes as equal, increasing my professional satisfaction. Quotations from teachers are given below.

S4: *“Sometimes there are times when I find it very difficult, but when I think that every child is special, contributing to them also increases my professional satisfaction.”*

In the interviews with the classroom teachers in the study group; When the data on the solution of the problems

experienced in the education process of Syrian migrant children are examined, it is seen that they concentrate on the categories of family-oriented, child-oriented and teachers-oriented. The categories and codes related to the solution of the problems experienced in the education process of refugee children are presented in Table 10.

Table 10: Opinions of primary school teachers on solving the problems experienced in the education process of Syrian immigrant children

| Category            | Codes                                                                                                                                             |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>For Teacher</b>  | Translator support (T2,T3,T5,T8,T9,T10)<br>Language education (T7,T8)                                                                             |
| <b>For Children</b> | Giving relatives to different classes (T3)<br>Extra training for language (T4,T10)<br>Increasing language activities in the activity process (T6) |
| <b>For Family</b>   | Language studies (T1)<br>Literacy courses (T10)                                                                                                   |

When the data about the solution of the problems experienced by the teachers in the education process of the Syrian immigrant children are examined, the findings are gathered under three categories. The majority of classroom teachers expressed the category of teacher-oriented. In order of frequency, teachers; interpreter support, language education codes. Quotations from teachers regarding these situations are given below.

*T7: "In order to get along with children, either we need to get a basic language education in university education or we need someone else to help us."*

Another view of the classroom teachers in the study group regarding the solution of the problems experienced in the education process of Syrian immigrant children is the child-oriented category. They stated the codes of giving relatives to different classes, extra education for language, increasing language activities in the activity process. Below are quotes from teachers.

*T10: "It may be good for them to participate in a short accelerated language program on language before formal education."*

Another view of the classroom teachers in the study group regarding the solution of the problems experienced in the education process of Syrian immigrant children is the family-oriented category. They expressed the codes of language studies and literacy courses. Quotations from teachers are given below.

*T1: "I think that something should be done together with more families. But when I think about their current attitudes, I can't give a concrete example for the solution of this because the education is not the most important thing for them. But I think something can be done about having a more language-oriented, more family-oriented situation."*

#### 4. Discussion

As a result of semi-structured interviews with eleven classroom teachers in the study, it was concluded that Syrian immigrant children had communication problems and behavior problems in the classroom due to language differences in the education process. The interaction of teachers and children is important in the education process. However, the lack of healthy communication in the classroom due to language differences complicates the education process and socialization of children with each other. The language problem is one of the problems frequently expressed in the literature. Language differences can cause children to become withdrawn or display aggressive behaviors because they cannot express themselves (Yo-hani, 2010). In the study of Uzun and Tüm (2016), it was seen that refugee children have communication and adaptation problems because they cannot

communicate with their teachers and peers due to language problems, and therefore cannot express themselves. In the study of Kardeş and Akman (2018), it was determined that language and school adjustment problems were the most observed problems in children.

In this study, it has been concluded that teachers try to communicate with Syrian children by using body language and getting help from Arabic-speaking staff or children due to language problems during the education process. The language problem is experienced by the teachers as well as the children. They have difficulties in cooperating with both children and parents in the learning process and try to come to terms with their own solutions. Bulut, Kanat Soysal, and Gülçiçek (2018) stated that communicating with body language in the education of immigrants is one of the methods frequently used by teachers. In his research, Göçmenler (2014) emphasizes that body language significantly affects people's perceptions of each other while communicating. He states that body language is used as an effective communication tool in environments where Turkish is taught as a foreign language. According to the statements of the classroom teachers, it has been concluded that Syrian immigrant children are behind in language development in their developmental areas. Language development affects not only children's communication skills, but also their social skills. In the research conducted by Avcı (2019), it was revealed that the main problem that refugee students experience at school is the language problem. He stated that various Turkish language activities such as songs and finger games are very important in preschool classes to support the language development of Syrian migrant children is doing. All these can contribute to Syrian migrant children's learning Turkish, their language development and being more active in the learning process.

From the point of view of the classroom teachers, it has been determined that the children in the classroom and their parents have a negative attitude towards Syrian immigrant children and they constantly complain. When the data is examined, it is thought that the main reason why parents and children have negative thoughts is due to the behavioral problems of Syrian migrant children. In addition, the different language, culture and clothing of Syrian migrant children may affect the attitudes of other children and parents. It is similar to the findings of the research conducted by Mercan Uzun and Tüm (2016). In the study, the main reason for the negative attitudes of families towards Syrian immigrant children; They stated that they have negative attitudes due to socio-economic impossibilities and undesirable behaviors of Syrian migrant children. Bozkaya (2021b) reached similar results in his study and stated that seminars should be organized to inform teachers and teacher candidates about the phenomenon of multiculturalism so that students with different cultural backgrounds living in Turkey do not feel excluded.

It was concluded that the classroom teachers had difficulties in communicating with the parents of Syrian immigrant children due to the language difference and they mostly received support from the staff, parents and children who spoke Arabic. However, it has been found that the parents of Syrian migrant children have mostly positive attitudes towards basic education, but they cannot participate actively in family participation activities due to language differences. In the study conducted by Şeker and Aslan (2015), it was stated that families could not participate in school activities because they were inadequate due to language differences. Despite this, teachers stated that families tried to support them in the process.

From the point of view of primary school teachers, it has been concluded that parents have an attitude towards basic education and try to participate in family participation activities. The fact that immigrant families adapt to a different culture, struggle financially and morally, and have a low level of education may affect their perspective on education. On the other hand, parents' attitudes towards education and family participation activities are very important for the development of children. Ekinçi Vural (2012) found that family involvement studies in the preschool period; He stated that it could be described as a bridge that provides an important link between the family and the school, and that parents who encounter family participation studies in basic education will become more experienced and open to participation in the primary education period.

Classroom teachers stated that the presence of Syrian immigrant children in their classrooms contributed positively both physically and emotionally. In addition, it has been determined that teachers are affected both positively and negatively in terms of motivation. In the study conducted by Kiremit et al. (2018), some of the classroom teachers who have Syrian immigrant children in their class use this situation as an advantage; Some stated that they see it

as a disadvantage. Teachers, who see this situation as an advantage, think that they have a multicultural education environment by finding the opportunity to get to know a different culture; Teachers who see it as a disadvantage stated that they disrupt the education process of refugee students, reduce the motivation of Turkish students and teachers, and cause negative behavioral changes. Bozkaya (2021c) reached similar results in his study and stated that immigrant children who receive education at a young age are a positive process in shaping their worldview and assimilation of identities given by the state.

Classroom teachers offered solutions to families, children and teachers in the education process of Syrian immigrant children. Language studies and literacy courses can be given to families; that it may be effective to increase language studies and Turkish activities for children, and to assign children who are related to different classes; On the other hand, for teachers, they expressed suggestions that there should be an interpreter in the classrooms and that language training can be given to teachers. It may be beneficial for both parents and children if the school administration implements supportive practices for migrant children and families. In Avcı's (2019) study, it was concluded that training programs should be implemented to solve the problems teachers experience with refugee students. Bozkaya (2021e) reached similar results in his study, the short, medium and long-term effects of immigrant children on the Turkish education system, the place of immigrant students in Turkey's future, education that looks at immigration and immigrants from a wider perspective.

## 5. Results and Recommendations

In the study conducted with classroom teachers who have Syrian immigrant children in their classrooms, it was determined that the biggest problem was the language problem. This situation causes classroom teachers to have difficulties in communicating with both children and parents. It has been seen that other children in the class and their parents are prejudiced towards Syrian immigrant children and their attitudes affect the education process and socialization of Syrian immigrant children. In order for Syrian migrant children to benefit from education at a high level and teachers to have high motivation, it is important to have interpreters in schools and to support classroom teachers in terms of motivation by the school administration. In particular, it will be effective in increasing the participation rates of Syrian migrant children in basic education, arranging the classroom environment and ensuring family participation, solving language problems and school adjustment problems. At the same time, solving language and school adaptation problems in the basic education process can be useful in preparing for the next education levels.

In the light of the findings, the following recommendations can be made:

- Classroom teachers can be given in-service training seminars on what kind of practices can be done in the classroom for Syrian migrant children to learn Turkish and on communication.
- Language training can be given to Syrian migrant children and their families.
- It may be beneficial to have an interpreter in the classrooms who can assist the classroom teachers in terms of language.
- Classroom teachers constitute the study group of this research. In future studies, research can be conducted with teachers in secondary schools and high schools.
- This study is a qualitative research. Quantitative studies with a high sample size on the subject can also be conducted.

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