TEACHING TURKISH TO SYRIAN REFUGEE STUDENTS:
TEACHER PERCEPTIONS

A MASTER'S THESIS

BY

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This thesis is dedicated to refugee children all around the world.

Teaching Turkish to Syrian Refugee Students: Teacher Perceptions

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Teaching Turkish to Syrian Refugee Students: Teacher Perceptions

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May 2019

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Curriculum and Instruction.

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ABSTRACT

Teaching Turkish to Syrian Refugee Students: Teacher Perceptions

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This study explores teachers' perceptions, challenges and needs in teaching Turkish to Syrian refugee students. Content analysis design was used for this qualitative study to gain insights from interviews with three Turkish teachers. The participants were experienced at working with refugee students. The descriptive interview data was analyzed to identify emerging categories and themes. These themes revolved around teachers' perceptions and challenges when teaching to refugee students. In addition, the study used an analytical framework to discern the teaching dispositions of the participants. These findings were further investigated with a meta-ethnographic review of selected literature. The result of the study gave insights into the teachers' passions and motivations. The findings identified attributes of the teachers that helped them to overcome challenges related to language, misbehaviors, material and policy. Based on recommendations of the participants, the study provides suggestions for professional development for educators who work with refugees. As the refugee situation in Turkey continues to grow, the findings of the study will be helpful in preparing more teachers to work with displaced students.

Key words: content analysis, *Habits of Mind*, refugee students, teaching dispositions.

ÖZET

Suriyeli Mülteci Öğrencilere Türkçe Öğretimi: Öğretmen Algıları

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Bu çalışma Suriyeli mülteci öğrencilerin Türkçe öğrenimini destekleyen öğretim eğilimi ve stratejilerini araştırmaktadır. Çalışma, mülteci öğrencilerle çalışan tecrübeli öğretmenlerin, Türkçe öğretimine olan algıları ve eğitim sürecinde karşılaştıkları zorluklar ve ihtiyaçları araştırmaktadır. Bu nitel araştırma için içerik analizi araştırma modeli kullanılmış olup, konuyla ilgili daha detaylı bilgi toplamak adına üç Türk öğretmenle mülakat yapılmıştır. Açıklayıcı mülakat verileri, ortaya çıkmakta olan kategorileri ve temaları belirlemek için analiz edilmiştir. Bu temalar, öğretmenlerin mülteci öğrencilere öğretirken olan algıları ve zorluklar olarak karşımıza çıkmıştır. Ayrıca, çalışmada kullanılan analitik çerçeve katılımcıların öğretme eğilimlerini ayırt etmek için kullanmıştır. Çalışma bulguları öğretmenlerin tutkuları ve motivasyonları hakkında derinlemesine bilgi verirken, öğretmenlerin dil, uygunsuz davranış, materyal ve politika ile ilgili zorlukların üstesinden gelmelerine yardımcı olan niteliklerini tanımlamıştır. Bulgular meta-etnografik incelemesiyle ayrıca incelenmiştir. Çalışma katılımcıların tavsiyelerine dayanarak, mültecilerle çalışan eğitimcilere mesleki gelişim için öneriler sunmaktadır. Türkiye'deki mülteci meselesi devam ettikçe, araştırmanın bulguları, daha fazla öğretmenin yerinden olmuş öğrencilerle çalışmaya hazırlanmalarında yardımcı olacaktır.

Anahtar kelimeler: içerik analizi, zihin alışkanlıkları, mülteci öğrenciler, eğilimlerin öğretimi

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CHAPTER 1: INTRODUCTION

Introduction

Among the countless problems in today's world, including wars, violence, and poverty, the refugee issue continues to dominate headlines and political debates. Many people are fleeing their home country and seeking refuge in another for a better life. One country in particular that has been in the news related to the refugee crisis is Syria. According to the report by the UNHCR (United Nations High Commissioner for Refugees, "Syria emergency," n.d), over five million people have fled Syria since 2011 seeking safety in Lebanon, Turkey, Jordan, and in Europe. This mass migration started with a protest against the president, but it soon escalated into a civil war. As this war expanded and devastated most of the country, its citizens realized their lives and safety were in danger and began to make ways to escape the horrors; their frantic departure from the country resulted in a serious refugee issue. As the war continues, Syrians are losing hope that a safe and healthy life will be ever be possible in their home country.

Although there is no denying the physical damage caused by war, it is this hopelessness that is the largest enemy of the people who are in war conditions and for the countries that are affected by these escalating conditions. For this reason, despite the ongoing horrors of war, the fading hope needs to be re-installed in the hearts of the Syrian people. The war one day will end, and without hope, the recovery will be severely compromised. Unfortunately, sustaining hope under such

dire conditions is not a simple task. Whenever we turn on the news, we witness the reality of brutal civil war and the consequent plight of refugees from Syria. According to the Syrian Observatory for Human Rights monitoring group (Ullah, 2018), there have been at least 353, 900 killed as of March 2018; among these deaths are at least 106,000 civilians by some accounts. These are just the known deaths; these statistics did not include the 56,900 missing people who are presumed to be dead.

Imagine living in a place that is completely destroyed; lack of food, safety, and shelter compromises every day of living. Therefore, people leave the dangerous and violent events occurring in their homeland and search for new hope and safety in other places. Sadly, their problems remain unsolved and become even more complicated when they arrive in other countries; they begin to face different and often more serious problems that compromise the quality of their lives. For instance, in her article Yasar (2018) pointed out the study conducted by Emergency Social Safety Net shows that 19% of the Syrians in Turkey are living extremely below the poverty line. Another article emphasizes that "child labor and human trafficking are serious problems that are becoming more common as more people are forced to work on the black market" (para.7).

Undoubtedly, the civil war affects the people in Syria, both those who stay in the country and those who have flown to other lands. It is important to consider how the people who receive refugees are affected. Many refugees have escaped to Europe, but most remain in Turkey, which has an "open door" policy regarding welcoming refugees. This open-door policy basically allows Turkey to give refugees temporary

protection status and to meet their basic needs; unfortunately, this care of has caused a number of severe problems for Turkey. Dinçer et al. (2013) classified problems under five different categories as it follows: ever-growing number of refugees, ineffective international solidarity, effective implementation of "zero point delivery policy," security issues from violence, recognition of humanitarian action since they are considered as more inferior than political action to resolve the crisis. Although providing health and safety is of utmost importance, a proper education also has important benefits for refugee children. A report by the United Nations High Commissioner for Refugees (2013), includes the comment that, "the chance of an education is a chance to escape poverty, to improve health and to enhance opportunities" (p. 23). Recent studies estimate that less than one-third of school-age children in Turkey have access to proper schooling. Even more disturbing is when these children receive an alternative form of education, one that may be administered by extremist groups, they may become vulnerable to crime and radicalization. This is a serious problem that may lead to many undesired outcomes such as robbery, smuggling, and terrorist actions.

Even when refugee children get the chance to enroll in a school, they have a hard time adapting to both the school and Turkish society; this is mainly because of the language barriers. What happens when refugees do not receive education regarding language of the host country is a generation of children who may lack the means to participate in the country. This means that Turkey would have Syrians who do not contribute neither to Turkey nor to rebuild Syria after the war. It might be very detrimental for countries, as it would increase the number of illiterate people who are involved in crimes, illegal organizations and even terrorist groups.

Through a formal education that includes information about the host country, refugees can be part of the society. This education could help these children gain a sense of belonging and become aware of their responsibilities as productive members of their new country. They would feel as part of the society of which they would follow the rules, give importance to educating both themselves and their family members and care about the neighborhood they live in.

While there are many aspects to be considered when educating children, refugee children in particular, the current study focuses on the importance of effective language education for students. Teachers do much more than teaching the language. These teachers deal with the students who feel disenfranchised because they are economically disadvantaged, come from a different ethnic background, and may have even learning disabilities. In this sense, the outcomes of the study aim to provide suggestions for teachers who have refugee students or any disenfranchised learners in their classrooms.

Background

Refugees live under very harsh conditions. Children especially suffer when they are refugees; they face extremely hard situations such as child marriage, child labor, orphanage, crime, and lack of education. These situations influence the socio-economic life, education, psychology, and health of children. Mülteciler (2019) reported that 45% of refugees in Turkey are children; therefore, child protection is a significant aspect of the current refugee crisis. The most common problem is child labor: Children do not attend school and are, instead, forced to work in order to support their families. While in the near-term the income they gain may help the

well-being of their families, from a broader perspective, the children are missing out an investment – and education – that will help them become successful adults and active members in their societies.

Dallal (2016) points out, however, that Syrian students may not have the ability to provide documents required for enrollment in Turkish schools. Other reasons why Syrian children do not attend school are discussed by Dryden-Peterson (2015). Syrian refugee parents state that they fear to send their children to schools due to ongoing physical and emotional bullying. They may have low-paying jobs and no idea about how to enroll their children to schools. Furthermore, they may not be able to afford educational expenses such as hidden education fees (materials, internet lunch, and transportation fees) and lack of transportation in some regions. Some parents do not allow their children to walk to schools in the unknown region because they think that it is not safe. In addition to safety in outside, it is also important to feel safe in school. Otherwise, they may quickly become marginalized from their peers and later society. Marginalized students cannot learn properly and would form groups in search of safety.

According to UNICEF (2017), 40% of Syrian school-aged children are not in school. This growing number of refugees has forced Turkey to develop education programs within the camps for Syrian children. The schooling provided in these Temporary Education Centers (TECs) is conducted in Arabic. TECs provide an educational option for children to learn subjects in Arabic while among their Syrian peers in camps. These camps are significantly less expensive to operate than formal education. However, Ministry of National Education declared that, there are

currently not enough TECs in the country to meet the educational needs of refugee

students. There is a need for more classrooms, teacher training and support, materials

and technology.

Although the situation in the camps may not be ideal, studies show that outside the

camp has education challenges as well. According to the report by Disaster and

Emergency Management Presidency of Turkey (AFAD; 2013) 54% of refugees

inside camps have a primary school level of education and only 21% are at the high

school level. Outside the camps, while more children may receive a primary school

education (61%), there are fewer who gain high school experience (19%).

Furthermore, the report also reveals that 12% of the refugees in the camps are

illiterate while 19 % of the refugees out of the camps are illiterate.

Clearly, education conditions need to improve both inside and outside the camps.

While inside the camp, children may be surrounded by friends and family who come

from a similar background and have comparable experiences, the main thing they are

missing is the opportunity to become integrated into their host country's society.

Dryden-Peterson (2015) advocates for the education of refugees as part of the host

country's schooling system as follows:

> . . . exile is an integral part of a refugee's future. The average length
> of exile for refugees is 17 years. That's the equivalent of a child's
> whole shot at education, from birth to high school graduation. With
> this knowledge, we know that Syrian refugees do not need temporary
> education programs. They need access to a complete education.
> Preferably, they need to be fully included in the national education
> system of the country of refuge. (para. 9)

It is also important to point out that while children are learning in the camps they are

surrounded by peers and teacher who speak in Arabic and they study in Arabic under

the Syrian curriculum. To become a part of Turkish society, it will be important for the refugees to be able to speak Turkish. This requires teachers who have the ability to teach Turkish language to children who speak a different language. These teachers need training and ongoing support to help refugee and also national students understand each other. For this reason, the UNHCR works with partner organizations and the Ministry of National Education to support teachers and ensure students to enroll in Turkish schools (United Nations High Commissioner for Refugees, "Education," n.d.).

In Turkey, there are a number of cities that have notable refugee populations (e.g., Istanbul, Şanlıurfa, Hatay, Gaziantep, Adana, Mersin). Bursa has the seventh largest refugee population in Turkey, with over 167.600 refugees (Mülteciler, 2019). The Municipality of Nilüfer of Bursa has signed the Declaration of Co-ordination Platform on Local Governments Refugees which makes Bursa the first city signing it in Turkey. According to this declaration which was prepared by Office of the United Nations High Commissioner for Refugees (UNHCR) and World Academy for Local Government and Democracy (WALD), Bursa committed a complementary role in the field of social protection and providing refugees with rights. This includes taking precedence over the disadvantaged groups of national and international protection mechanisms of refugees, their inclusion and the arrangements for institutions and spaces of refugees (Milliyet, 2018).

What makes Bursa different from other cities with refugee populations is that it is a popular tourist site for visitors from Arabic and Middle Eastern countries. They come to Bursa for its historic and religious culture and because of its natural

wonders. Recently, some of these tourists have decided to immigrate to Turkey and they often choose Bursa to live because it is a close location to Istanbul and is suitable for many business connections. Furthermore, the Republic of Turkey Ministry of Interior Directorate General of Migration Management reports that Syrians have established over 400 factories in Bursa (Sputnik News, 2019). This increasing Arabic and Middle Eastern population and a potential source of employment at a Syrian factory may have contributed to Syrian refugees choosing to come to Bursa to find a temporary safe haven. Bursa was identified as an investigation site for the current study because it provided an ideal venue for gaining insights into teachers who are working with refugee students.

Problem

The education of refugee students is not a single dimensional issue; there is more involved in the challenge than what can be seen on the surface. In other words, it is a multifaceted problem that involves both students and teachers. As discussed in the background, there are many barriers that may keep refugee children out of schools. Learning the language of their new country is vital, as it will accelerate the integration process both socially and culturally. Students who can speak the language of their host country can help their families, relatives and friends in many aspects. They could help them for shopping, going to a doctor, finding a job and asking for an address etc. The language is also important for academic success as well.

One reason refugee students may not be learning Turkish sufficiently is that there are teachers who have a hard time teaching refugee students. Every teacher has a significant role in educating refugee students regardless of their subject areas; those that ensure students can master the language, however, play an especially important

role. Even experienced language teachers, however, may not be able to teach their native tongue as a second language and they may not be aware of the unique learning needs of refugee students.

The question is how any teacher can be transformed into an effective language teacher for the refugee students? There are many students who have a hard time adapting to a foreign society and its schools. Therefore, there is a need to investigate teachers' perceptions about teaching Turkish and meeting eventually the needs of refugee students at the school.

<div align="center">**Purpose**</div>

The purpose of this study is to investigate teacher perceptions regarding teaching Turkish to refugee students. Through a content analysis, three teachers provided insights and details about their preparation for and experiences with working with refugee students. In addition, the study conducted a review of the literature to identify key findings and recommendations of teacher competencies and dispositions. Through an interpretive synthesis of the content analysis and the literature review, the researcher further analyzed the data. Findings identified barriers that teachers face when working with refugee students and provide insights into how experienced teachers overcome these barriers. The methods enabled the researcher to investigate teaching dispositions and strategies that support Turkish learning for Syrian refugees and any disenfranchised students.

The study will investigate the following research questions.

1. What are teachers' perceptions regarding the role of teaching Turkish to Syrian refugee students?

2. What strategies do teachers use to teach Turkish to Syrian refugee students?

3. What challenges do teachers face during the preparation and instruction of language lessons designed for refugee students?

4. What qualities do teachers need to overcome these challenges?

Significance

This study has helped identify learning strategies teachers use while teaching Turkish to refugee children. While there is value to these strategies, there may be a need to diversify the ways teachers help students learn a language. Subsequently, through this study, teacher educators can learn what could be included in professional development opportunities to help teachers gain competencies to work with disenfranchised children. The meta-ethnographic methods helped to synthesize these findings with recommendations from other studies.

The study also identified teaching dispositions that were discerned from the participating teachers' interviews. While the concept of dispositions may be evasive, Altan, Lane, and Dottin (2017) proposed that using *Habits of Mind* (Costa & Kallick, 2000) to describe dispositions may be of use to teacher educators and their professional development programs (see Table 1). For example, the current study learned that resourcefulness, open-mindedness, and being open to continuous

learning is important for teachers who work with refugees. In this way, the current

study has the potential to contribute to the theory of *Habits of Mind* as dispositions.

Further definitions of the Habits can be found in Appendix A.

Table 1
Habits of Mind as labeled Costa and Kallick

Habits of Mind
Applying past knowledge to novel situations
Creating, imagining, and innovating
Finding humor
Gathering data through all senses
Listening with understanding and empathy
Managing impulsivity
Metacognition (thinking about thinking)
Persisting
Questioning and problem posing
Remaining open to continuous learning
Responding with wonderment and awe
Striving for accuracy
Taking responsible risks
Thinking and communicating with clarity and precision
Thinking flexibly
Thinking interdependently

Definition of terms

Dispositions: A comprehensive description of a person's actions within a specific

context. Dispositions involve beliefs and attitudes that are affected by a range of

cognitive, affective, and behavioral domains (Diez, 2007; Katz & Raths, 1985).

*Habits of Mind***:** Describes intelligent behaviors that are exhibited when confronting

a problem or a new situation (Costa, 1991). For this study the sixteen *Habits of Mind*

as described by Costa and Kallick (2000) are being used (see Table 1). The term

Habits of Mind will be capitalized throughout the thesis when referring to Costa and

Kallick's model.

The following definitions are "Key migration terms" from the International Organization for Migration (2016).

Asylum seeker: A person who seeks safety from persecution or serious harm in a country other than his or her own and awaits a decision on the application for refugee status under relevant international and national instruments. In case of a negative decision, the person must leave the country and may be expelled as may any non-national in an irregular or unlawful situation, unless permission to stay is provided on humanitarian or other related grounds.

Immigration: A process by which non-nationals move into a country for the purpose of settlement

Migration: The movement of a person or a group of persons, either across an international border, or within a State. It is a population movement, encompassing any kind of movement of people, whatever its length, composition and causes; it includes migration of refugees, displaced including family reunion).

Refugee: A person who owing to a well-founded fear of persecution for reasons of race, religion, nationality, membership of a particular social group or political opinions, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country. Similarly, the 1984 Cartagena Declaration states that refugees also include persons who flee their country "because their lives, security or freedom have been threatened by generalized violence, foreign aggression, internal conflicts, massive violations of human rights or other circumstances which have seriously disturbed public order.

TEC: Temporary education centers that are opened by the government to respond to the crucial need for education of the Syrian children in Turkey.

CHAPTER 2: REVIEW OF RELATED LITERATURE

Introduction

This chapter outlines the related review of literature. The aim of this chapter is to discuss other studies that have methods and findings related to the research questions. It begins with general information about studies that report on the refugee situation in the Middle East. The following section includes a review of studies that provide information about teachers' perception and experience with refugee students. Next challenges associated with teaching refugees and needed teacher qualifications to overcome these challenges are discussed. This review ends with findings from studies that have investigated.

Syrian refugees in Middle Eastern countries

The refugee issue is a global problem that influences many countries in the world. Many Syrians have been displaced by the conflicts in Syria and have sought refuge in countries such as Lebanon, Jordan, Egypt and Turkey. Refugees face challenges in each of these countries, some of them are similar issues, but some countries might have unique situations or barriers.

A review of the literature from researchers who have investigated the Syrian refugee situation in countries around Turkey can be used to compare how refugees fare in these countries. In particular, the review can provide insights into varying challenges with refugee education. Chatty (2017) investigated the refugee issue in Lebanon, Jordan and Turkey. Regarding Lebanon, even before the war there were Syrians working in various sectors. So, Syrians were not totally foreign to the country.

However, with the war the number of Syrians is growing number and Lebanese people are becoming more frightened because of an increase in criminal activities. Relevant to the current study, Chatty says that in Lebanon many children and adolescents work with their fathers and this prevents them from going to schools.

O'Rourke (2015) also investigated the refugee situation in Lebanon. Regarding the curriculum, he mentions that schooling for refugees is compromised because of a weak curriculum and limited resources. O'Rourke stated that "maximizing refugees' skills through education gives them an opportunity to rebuild their lives, to improve overall living standards and to promote long-term peace and economic development" (p.725). Chatty (2017) indicates the refugee situation is similar in Jordan. Even though Syrians have contributed positively to the labor market, people still have negative opinions about refugees. Chatty explains that education opportunities in Jordan are limited for refugee children. They attend second-rate schools with inferior curriculum and reduced hours. Unfortunately, this policy has resulted in significant bullying and discrimination of Syrians in the schools.

More disturbing details about education in Jordan are provided by Francis (2015). He emphasizes that students may receive an inferior education because class times are very short and classrooms are crowded. Moreover, many teachers work double-shifts because there is a teacher shortage, which can drain teachers physically and emotionally.

One thing in common between Lebanon and Jordon is the language that is spoken. In these countries, Syrians can speak Arabic with the local people. With the exception

of Hatay, refugees in Turkey need to learn to speak Turkish. Despite this language difference, refugees may find an easier time assimilating to Turkey because there is less discrimination and Turkey has an open-door policy regarding refugees, including education programs (O'Rourke, 2015).

Despite some support for the education of refugee children in Turkey, İçduygu and Şimşek (2016) point out that Turkey has shortcomings too. According to the authors, Syrian refugees had difficulties enrolling their children into the public schools, due to lack of clear regulation explaining the formal procedures for the enrollment. What is more, there are problems with language barriers and lack of space in the classrooms. For this reason, many Syrian refugees prefer to send their children to TECs which follow the Syrian curriculum and instruction is in Arabic. Although there are additional courses that teach Turkish, vocational training and social activities, TECs are not accredited by the Turkish government due to the low quality of teaching. This conclusion provides reasons why refugees in Turkey may benefit from attending state schools.

Whether in a TEC or a state school, the need for qualified teachers is important. İçduygu and Şimşek (2016) point out that non-profit organizations including UNICEF is aware of the significance of teacher training and provides workshops on pedagogical techniques, classroom management, and psycho-social support (p.67). The question is whether school administration support teachers attending these workshops or not. They should provide time and opportunity for teachers to attend the workshops.

Refugee children in the classroom: Teacher perceptions and experiences

As discussed in the first chapter, understanding Turkish language can help refugee children become better integrated in Turkish society. One place where refugee children learn about Turkish society is in schools; however, many teachers are challenged to meet the unique needs of these children. Thus, researchers have sought ways to improve refugee student education by learning which skills and competences are needed for teachers' who work with refugees. Following, several studies that have investigated teacher perceptions are reviewed.

The thesis conducted by Kanbur (2017) examined primary school teachers' attitudes about the problems of refugee students. For this purpose, she developed an *Attitude Scale for Refugee Students* that consisted of 24 items and had three sub-dimensions: communication, harmony, and competence. The scale was applied to 501 teachers in Sakarya. Findings of the study revealed what influenced teachers' attitudes about refugee students.

Another study conducted by Er and Bayındır (2015) investigated elementary teachers' pedagogical approaches. They emphasized the necessity of new research and studies about primary refugee education. Refugees face problems in social, economic and cultural context. The study, therefore, helped to define such problems and specify the pedagogical approaches of elementary teachers. The research was conducted with 182 elementary teachers who work in İzmir. The data were collected by one dimensional survey developed by researchers. For the data analysis, *t* tests, frequency and percentages were used. The findings indicated that most of the teachers in their study do not know how to educate refugee students and they are not

educated in this area. Moreover, such professional development programs for the teachers are still offered by the people who are not expert in refugee education area. Another critical aspect of teacher perception regarding refugee students is their multicultural perceptions. Karatas (2015) investigated attitudes of teachers towards multicultural education and whether these attitudes change based on their gender, school type, and years of experience, place of duty, subject taught and family backgrounds. The study revealed that most of the teachers have positive attitudes toward multiculturalism.

Antoniou and Zembylas (2018) used a phenomenological-interpretive framework to investigate perceptions of Greek-Cypriot teachers and students towards refugees. The most notable contribution of this study is that contextualizing the concept of the term "refugee". It can create pedagogical spaces for the affective dimension in teacher professional development. This is very crucial for understanding the lived experience of refugees in more complex ways. Through deeper understanding of lived experience of refugees, teachers become familiar with the tensions and complexities of their lives and they can be reflective about it.

Further views on the education of Syrian refugees were gathered by Kardeş and Akman (2018). The purpose of this study was to ascertain the perceptions and practices of the teachers regarding the education of Syrian refugee children. In this case study, data were collected by semi-structured interviews with four teachers, and semi-structured forms from 15 teachers. The data were analyzed through content analysis. The findings of the study showed that primary problem of the refugee children was learning Turkish language and adaptation to school environment. Also,

teachers do not feel competent to teach Syrian refugee children. Classrooms are not designed for refugee education which makes adaptation process harder. For instance, there is no specific order for different classroom activities due to a lack of materials and visuals. Recommendations for adaptation problems were made by teachers. Children should learn Turkish language and attend to preschool education. Also, social support services should be provided by National Education Ministry to decrease the negative effects of traumatic experiences that children encounter with. A conclusion that is especially relevant to the current study is that Kardeş and Akman's findings support the importance of language proficiency to help refugee students integrate into Turkish society.

Challenges and teacher qualifications

Researchers who have investigated how refugee children are educated report that there are many problems that teachers face and overcome in educating the refugee students, including lack of teaching materials, classroom management, and language barriers. İçduygu and Şimşek (2016) also pointed out that language barriers cause and overcrowded classrooms cause problems in teaching and managing the classroom. Several studies emphasize the importance of professional development to overcome these problems.

The following thesis study conducted by Hubing (2011) investigates language learning and transit refugees in Turkey. Their research highlighted the language needs of refugees, what the opinions of refugees were towards Turkish language and what their future prospects of Turkish language teaching were. It is a case study of Afghans in Sivas. Data were collected in three interview phases. The first one was

with a UNHCR worker, the second was e-mail based interview with refugee support organizations and the last one was with 10 refugees. As a result, the thesis provided a more detailed picture of the sociolinguistic challenges faced by refugees in Turkey. The research of Balkar, Sahin and Babahan (2016) aimed to identify Syrian teachers' professional development needs. The results revealed that Syrian teachers thought that inadequate teaching materials resulted in Turkish teachers having negative attitudes towards Syrian students. Having this negative attitude causes most of the problems in the classroom. The researchers also added that in-service training should be increased especially in the area of classroom management and related topics for Syrian teachers.

Another study that identified problems encountered in Turkish language learning process is Ormanşahin's work completed in 2018. Even though, these learners do not speak Arabic, identifying their needs would be still helpful for refugee context. For this purpose, he used semi-structured interviews with 22 students who completed Turkish at A1 and A2 level at Yunus Emre Institute. It is emphasized in the study that appropriate reading materials and dictionaries must be prepared as students complain about insufficient number of learning materials. This problem indicates that teachers should be able to find their own materials and have the ability to decide whether it is appropriate or not for the refugee students.

With their study, Bulut, Soysal and Gülçiçek (2018) aimed to identify the challenges encountered in teaching Turkish language to refugee students in public primary schools. Qualitative case study methodology was used as a framework that included an open- ended questionnaire with 20 questions. Data were collected from 14

classroom teachers through Individual, face-to-face and semi-structured interviews and analyzed by the researcher. The findings were categorized under three topics such as *Basic Challenges*, *Challenges related to Turkish Language Course*, and *Their Solutions*. Results of the study indicate that refugee students in Turkish language courses are involved in the same curriculum process with Turkish students without any additional support for their integration. For this reason, it is a must to learn Turkish for an academic success and teachers who work with refugees should prepared specifically for refugee students in terms of teaching dispositions and strategies. However, the study highlighted that teachers did not know how to solve language problems of refugee students because they did not have any experience or were not provided any in-service teaching opportunity on teaching Turkish language to foreigners.

Moreover, Taşkın and Erdemli (2018) described possible solutions in the process of educating Syrian refugee children. They used a phenomenological model to investigate the issue and interviews conducted with nine teachers who work with Syrian students. Later, the content analysis technique was used during the analysis of the data. In the study, problems faced by the teachers were identified as a language barrier, cultural problems and discipline problems. The participants of the study were selected both from state schools and temporary education centers. Moreover, researchers pointed out that the teachers at the public schools thought that the students were on good terms with their friends, teachers and the school principal. However, teachers at the temporary education centers seemed to have a completely opposite view on the issue. According to teachers, there were other problems such as teachers receive enough support in educating Syrian students and the students were

provided with limited books and additional class support. Finally, the researchers suggested that teachers need materials and a curriculum for Turkish language education in order to help their students overcome language problems. Also, Syrian students should be taught separately from Turkish students, the teachers should be provided with in-service seminars, and class populations should be reduced.

Teaching strategies

Many studies explored how educators used particular teaching strategies to address challenges they faced when working with refugee students. Baskın, İşcan, Karagöz, and Baskın (2017) conducted a study about the use of vocabulary strategies in Teaching Turkish as a second language. They administered a 25-item questionnaire to 22 students to find out more about the vocabulary learning strategies in A1 level. In the study, the strategies were divided into two groups: the ones to determine the meaning of new words when students see them the first time, and the ones to consolidate meaning when learners see words one more time. As a result of the study, it was revealed that the students' language levels were effective in choosing the vocabulary strategies they used. Also, students used determination strategies much more than cognitive strategies.

Varışoğlu (2018) showed how social and emotional language learning strategies would be used in language learning process and how these strategies can also be used for teaching Turkish as a foreign language. In the study, social language learning strategies were preferred when learning a foreign language that included topics such as communication, individual language preference, and use of cultural elements. Varışoğlu investigated students' ability to recognize their motivational supports and

emotional difficulties. In this way, the researcher learned how students overcome obstacles they face. Results of the study showed that students should determine, develop and internalize their own strategies to be successful in learning Turkish language as a foreign language.

Bölükbaş (2013) investigated the classification of learning strategies that students used while learning Turkish as a foreign language. Also, the study aimed to identify the effects of these strategies on vocabulary learning. For data collection, 40 students in a language center divided into two groups as the experimental and the control group. Pretest – posttest control group model was applied in this study. Also, among experimental patterns, it involved four groups and each group consisted of 20 students. The data were collected by using *Language Learning Strategies Inventory* and *Vocabulary Success Test*. Moreover, the data were analyzed in SPSS software program. As a result, Bölükbaş found that the students used metacognitive strategies to learn a language. What is more, there was a meaningful correlation between the students' level of strategy use and achievement in vocabulary knowledge. Therefore, it helps that teachers learn a variety of teaching strategies to help refugee students master a new language teachers, especially to acquire more Turkish vocabulary. Another study about teaching strategies was conducted by Öztürk (2018). It aimed to determine using metacognitive strategies to develop listening skills in teaching Turkish as a foreign language to Syrian children. The study was designed as a quantitative study that included a survey, and it was conducted as a part of "The Project of Supporting Syrian Children's Integration into the Turkish Education System". The population of the study was 108 Turkish educators who work in Adana. The data were collected using the *Metacognitive Listening Strategies*

Opinion Form that was developed by the researcher. The data were analyzed descriptively. Findings of the study revealed that the metacognitive strategies that could be used before listening were rarely preferred by students. Further findings indicated that in the listening process, Turkish educators "rarely" used strategies apart from the strategy "underlining words the meaning of which they do not know" (p.44). Furthermore, findings showed that more strategies were used before and after listening rather than during listening. Among the most frequently used strategies by students were summarizing the listening text in their own words, expressing the theme and main idea of the text they were listening to, telling which section/s in the listening text they mostly focused on, and answering the listening comprehension questions.

CHAPTER 3: METHODOLOGY

Introduction

This chapter explains the methodology that was used to answer the research questions of the study. The methods were used to explore the challenges and needs of teachers who are teaching Turkish to Syrian refugees. The chapter begins by explaining the research design that was used, along with the study contexts, participants, and instrumentation. Finally, data collection and analysis methods are described, including efforts to ensure reliability and validity.

Research design

The current study is about the refugee situation in Turkey; in particular the need for refugees to learn Turkish to be able to communicate and make a living in their host country. Fortunately, there are organizations that provide refugees with language training. In Turkey, this training occurs at state schools, temporary education centers and language courses. In each of these places, lessons are conducted by teachers who are trained to work with refugee students. These teachers face a variety of problems and challenges that may vary depending on where they work. To investigate these challenges, the following research questions were developed and guided the collection and analysis of the data:

1. What are teachers' perceptions regarding the role of teaching Turkish to Syrian refugee students?

2.   What strategies do teachers use to teach Turkish to Syrian refugee students

3. What challenges do teachers face during the preparation and instruction of language lessons designed for refugee students?

4. What qualities do teachers need to overcome these challenges?

To address these research questions, the current study was conducted qualitatively. This research design was selected because it is "based on methods of data generation which are both flexible and sensitive to the social context in which data are produced" (Mason, 2002, p. 4). Also, as Mason (2002) points out, the advantage of collecting data qualitatively is that "through qualitative research, we can explore a wide array of dimensions of the social world, including the understandings, experiences, and imaginings of our research participants" (p. 2). She stresses the importance of having a methodological strategy to logically answer the research questions of a study.

In the current study, qualitative content analysis methods were used as a method to gain insights, through interviews, from three teachers who are experienced at working with refugee students. Leedy and Ormrod (2001) define this method as "a detailed and systematic examination of the contents of a particular body of materials for the purpose of identifying patterns, themes, or biases" (p. 155). In short, the method is designed to identify characteristics from the content in the human communications through books, newspapers, films, and as in the current study, discourse. The main aim of the researcher using this method is to explore verbal, visual, behavioral patterns, themes, or biases.

The procedural process for the content analysis study is designed to achieve the highest objective analysis possible. It involves identifying the body of material to be studied and defining the characteristics or qualities to be examined (Leedy & Ormrod, 2001). This method of analysis, the researcher first reviews the materials and then puts them in an organizing chart or table so that each characteristic or quality is mentioned. As a next step, the researcher may want to quantify the data to some extent, essentially identify and comparing for key terms or phrases. The researcher may also create categories but when the categories are thematic more interpretative approach needs to be taken. At this point, the researcher is searching not just for manifest content but for latent content as well. It becomes necessary to probe beneath the surface in order to ask deeper questions about what is happening (Bryman, 2012). Also, Bryman (2012) explains the further level of interpretation is when the researcher seeks to demonstrate a disposition in the texts being analyzed. Another way in which dispositions may be revealed in content analysis is through the coding of ideologies, beliefs, or principles (p.298).

Regarding the analysis of dispositions, the current study used a conceptual framework that was developed by Altan, Lane, and Dottin (2017) to analyze data to understand teaching dispositions. The framework helped identify *Habits of Mind* of the participants, based on researcher perceptions and analysis of teachers' discourses. The framework is further described in the Data Analysis section below. Recognizing that a limitation of the current study was the number of participants, a review of selected literature was used as another source of data.

This review used meta-ethnographic methods as described by Britten, et al. (2002) to synthesize content from the literature in relation to the preliminary findings of the study. This aspect of the study is described within the Interpretive Synthesis section located after Data Analysis.

Context

This study was conducted in Bursa, which is the fourth largest city in Turkey, having a population of three million. Located in the Marmara region, it is close to Istanbul and covers a large geographic area. Bursa is one of the fastest developing cities in Turkey in terms of industry and agriculture. People from different regions of Turkey are attracted to Bursa because of its location and resources. As discussed in the introductory chapter, over the past several years, many foreigners have also migrated to Bursa. With the start of the civil war in Syria, these migrants also included refugees who fled to Turkey to seek safety and a better future.

Bursa was chosen for this study because it provides an ideal venue for gaining insights into teachers who are working with refugee students. Given the number of refugees in Bursa, it is not surprising that there are teachers who interact with refugee and migrant students. Furthermore, it is notable that the city has taken steps to improve the education of its refugee population. Therefore, teachers in Bursa may have had opportunities to develop skills and strategies to enable them to work with refugee students. Their experience and expertise will provide valuable insights for other teachers who are working with refugee populations.

Another reason for choosing Bursa is that the schools in Bursa are quite large and have many refugee students, both in regular classes and in Turkish language classes. For the current study, three state schools were selected based on their location; they are located in the Yıldırım region of the city where most of the Syrian population lives (see Table 2). All three of the schools teach students at the primary level who range from age six to ten years old. The researcher secured permission from Bursa's Ministry of Education to gain access into the schools. After receiving permission, the school principals were contacted to learn which teachers would be suitable for the study.

Table 2
Participating schools

School pseudonym	Number of students	Number of Syrian students	Number of teachers	Year started
School 1	1121	129	41	1997
School 2	1188	265	54	1970
School 3	1215	302	41	2007

Each teacher was contacted, and appointments were made for school visits.

School 1: The mission of this school is to teach students to be aware of science and technology, to be open to innovation, and to be responsible for their learning. The mission also describes the importance of values, tolerance, being open-minded, and participating in social and cultural activities toward the development of democratic and secular individuals. The administration and teachers within this school aim for students to learn by considering individual qualities. Students are expected to be knowledgeable, skillful, and self-confident. The school provides students with skills to meet the evolving needs of the modern era by following the developing technology and encouraging individuals to cooperate and work in a team. In terms of

refugee students, the teachers who work with refugee-students participated EU workshop and projects, in Germany and Hungary for training.

School 2: The mission of this school is to contribute to a solid, strong, strong country and to raise students who love the nation, have moral values and can adopt universal values. Students are to know their duties and responsibilities towards the Republic of Turkey and to be loyal to Atatürk's principles and reforms. The school aims to generate new generations of students who are strong, self-confident and aware of their responsibilities. Also, the school helps students to be able to defend their own thoughts while respecting others and be reflective, curious and inquirer people. Teachers in this school also attend EU workshop and projects in Germany and Hungary to gain skills to work with refugee students. The school also hosts many other projects and training sessions for the professional development of teachers.

School 3: The mission of this school is to meet the expectations of students, parents and society by adopting the principles and revolutions of Atatürk. It has the vision of to be a quality and distinguished school through education, by educating future researchers, encourages its students to be active and productive individuals. Technology is important to the administration of this school. Teachers are encouraged to integrate technology in the class room. The school aims to promote student innovation as well as encourage student respect and mastery of Turkish language skills. There are two teachers who were trained to work with refugee students by the government to teach Turkish to refugee students.

Participants

Purposeful sampling is widely preferred in qualitative studies since the researchers can understand and decide whether participants share significant and meaningful experience concerning the phenomenon under the investigation. Creswell (2009) explains that purposefully selected participants mean that the qualitative researchers selects individuals who will best help them understand the research problem and the research questions. He stated that "the overall intent of this design is to have the qualitative data help explain in more detail the initial quantitative results" (p. 274). Three teachers were purposively sampled for this project. The main reason why they were asked to participate was because their specialty was teaching refugee students and Turkish language teaching. They became competent in working with refugees by attending government-supported professional development programs. Another reason is that the participants have only refugee students in their classrooms. Moreover, they all indicated they have additional school duties in working with these students. In order to do interviews, teachers signed the consent forms and they are given pseudonyms. Information about each of the teachers is given below:

- Cevriye is a teacher who works at the school 1. She graduated as a classroom teacher from a university. She has been working for three years as a teacher of refugee students. She attended seminars and sessions of the government for educating refugee students. Also, she visited some conferences in Istanbul and attended a foreign language course.

- Zekiye works at the school 2. She also graduated as a classroom teacher. She has been working for four years. She completed seminars and sessions organized by the government for refugee education. What's more, she has a

certificate for game design taken from a special center. In addition, she is

trying to improve herself by reading books and watching videos.

- Emine works at the school 3. She graduated as a classroom teacher as well

  and has been working for three years. Even though she wants to do her job

  which is being a classroom teacher, she is very enthusiastic to teach to

  refugee students. She has completed seminars and sessions organized by the

  government and also attended a language course. Soon, she wants to learn

  Arabic as well. She is in touch with other teachers who work in Bursa and

  goes to the meetings for exchanging ideas and materials to improve herself.

Instrumentation

For this study, the interview format was chosen to provide detailed information and

to gain deeper understanding of teachers' perceptions and experiences about working

with refugee students. For this reason, eight interview questions were developed and

asked to the teachers teaching Turkish language to refugee students. These questions

were designed to address each research question. As many aspects of culture are

related to language, teachers were also asked to consider broader implications of

teaching Turkish. In general, the questions focused on teachers' perceptions, what

challenges were faced and which strategies worked best to overcome challenges.

Following are the interview questions for the study, organized under the respective

research question.

Interview questions

Research question 1: What are teachers' perceptions regarding the role of teaching

Turkish to Syrian refugee students?

Interview questions:

1.a. What should be the main objective of teaching in language classes? What role should the teacher play in creating cultural awareness?

1.b. Should Turkish culture be taught in Turkish language lessons? What kind of cultural information should be taught in language classes? In your opinion, should cultural elements be integrated in language teaching?

Research question 2: What strategies do teachers use to teach Turkish to Syrian refugee students?

Interview questions:

2.a. What are the teaching methods and techniques used in Turkish language teaching for students?

2.b. What kind of words, phrases etc. do you teach firstly? Why? Do you do something special to make those students speak or learn more?

Research question 3: What challenges do teachers face during the preparation and instruction of language lessons designed for refugee students?

Interview questions:

3.a. What is the main problem during teaching? Are there any other problems?

3.b. What do you think about the course books in terms of names, places, pictures, and any vocabulary? How effective are they for teaching language and culture? Do you think you need supplementary materials about learning culture?

Research question 4: What qualities do teachers need to overcome these challenges?

Interview questions:

    4.a. Do teachers working with refugee students have higher levels of intercultural competence than other teachers?

    4.b. How do you describe and interpret your own intercultural competence? What are the skills should teachers have?

Validity and reliability

To ensure the validity or trustworthiness of the interview questions, the meaning of questions was checked by colleagues and some changes were applied. As part of the process of testing or practicing the questions, the researcher can remove misunderstandings or biases that may influence the findings. The interview was practiced twice with two different teachers who are not the participants of the study, but who do work with refugee students. For the further validation of the data, the participants' background information was discussed to enable readers to understand how the data were interpreted.

In social sciences and qualitative research, ensuring reliability may be challenging. Merriam (1995) claims that, human behavior is never static; therefore, there is no guarantee that an observed or shared behavior will be repeated in a similar manner in a comparable situation. Therefore, it is important for the researcher support reliability by ensuring the data collection instrument is valid or trustworthy. Another way reliability was ensured was by describing in detail how the study was conducted and by explaining how the findings were obtained from the data. Also, before analyzing the data, a process called horizontalization was applied to validate the data

from colleagues' answers. Moustakas (1994) defines horizontalization as the process of removing the irrelevant statement of a phenomenon.

Data collection

Interviews took place at the schools in which the teachers work. Qualitative research involves a detailed description of the setting or individuals, followed by analysis of the data for themes. In this sense, it was very useful to be at the school and meet teachers, school principals and students in person before the interview started. There were helpful conversations about schools and refugee students. It was also good chance observe the school and to get a sense of its profile. This was very useful because it provided a chance to observe each school, students, classrooms and materials that are in use. Then, the interview process was explained to teachers and interview questions were shown. During the interviews, materials used by teachers were observed and field notes related to school and information about student profiles were taken for a detailed description. Questions were asked and teachers' responses were recorded through voice recorders. Each interview took about 30 minutes. Extra time was involved to meet with the administrators and tour around the school to get impressions about the school climate and student profile. Therefore, the total amount of time spent at the data collection site was around an hour. Furthermore, the researcher made pre-meetings, several follow up phone calls and text messaging with the participants, bringing the total time to around 30 minutes. Lastly, the researcher had final meetings with the three teachers for member checking and discussing about the data that analyzed. Each meeting took about another 30 minutes.

Data analysis

The data analysis involved listening to the recordings several times and later the responses were transcribed verbatim. The transcriptions were organized under each interview questions for analysis. Descriptive interview data are collected by the following steps: Setting the boundaries for the study, collecting information through interviews, documents and as well as establishing the protocol for recording information and transcribe them (Creswell, 239). Later, themes were formulated give meaning to descriptive information. All of the data were reviewed and placed under themes by organizing the data into more abstract units of information (Bryman 2012). During the review of the data, specific words related to themes were scanned. The next stage was to check what extent the answers represent the topic and themes by researcher. Final stage was, researcher shared themes with teachers' responds with colleagues in order to compare to researchers own findings.

During data collection and analyzing process, reliance on first impressions and emphasis on data that confirms findings in the first place are being avoided. Special attention was given by the researcher to avoid any kind of bias. For example, information provided by teachers are considered regardless of they are conflicting or unsupportive.

Another step of the analysis was member checking. The transcriptions and the identified themes were shown to the participants. This process helped ensure that there was consistency between the researcher's choices of themes and the participants meaning.

Conceptual framework for content analysis

After the first preliminary analysis of the data to address each research question, it became clear there was underlying, nonverbal, information that was becoming noticeable to the researcher. Upon discussion with fellow researchers, it was decided that what was becoming apparent was the dispositions of the participants. To help analyze the findings more deeply, the researcher used a conceptual framework related to dispositions that was developed Altan, Lane, and Dottin (2017).

In their literature review, Altan, Lane, and Dottin discuss the challenges of defining, applying, and assessing dispositions. They argue that the following *Habits of Mind*, as identified by Costa and Kallick (2000), can be used to describe dispositions related to teaching:

- Applying Past Knowledge to Novel Situations

- Creating, Imagining, and Innovating

- Finding Humor

- Gathering Data through All Senses

- Listening with Understanding and Empathy

- Managing Impulsivity

- Metacognition (Thinking about Thinking)

- Persisting

- Questioning and Problem Posing

- Remaining Open to Continuous Learning

- Responding with Wonderment and Awe

- Striving for Accuracy

- Taking Responsible Risks

- Thinking and Communicating with Clarity and Precision

- Thinking Flexibly

- Thinking Interdependently

Their article further supports that application of these Habits by grounding them in established educational theories. They used what Costa and Kallick call "intelligent behaviors" to find connections between the *Habits of Mind* and the Theories. As a result, the authors identified theories that are directly related to learning (constructivism, Incremental Learning Theory, Self-regulated Learning Theory) and indirectly related to learning (Mindfulness theory and Emotional Intelligence). In their framework, Altan, Lane, and Dottin illustrate how each Habit of Mind is related to one or more theories.

In the current study, the researcher was able to use content analysis to match *Habits of Mind* with the themes and also with impressions that were perceived during the data collection and analysis. While almost all the *Habits of Mind* could be seen in the participants, the analysis was used to identify the ones that featured most predominantly. After an initial analysis, the researcher met with two of the developers of the framework to discuss the findings and confirm the analysis.

Interpretive synthesis

As mentioned in the Research Design section of this chapter, given the limited number of participants and sources of data, it was decided to enhance the findings with information gained through a review of the literature. This literature was

analyzed and synthesized, using meta-ethnographic methods, with the findings of the content analysis.

Data sampling and collection

The data for this portion of the study was investigated the existing literature in the field related to the findings. Using the terms dispositions, teacher support, and refugees, a database search of the Web of Life and ProQuest search engines was conducted to find relevant literature. As a result, nine journal articles were identified to be most suitable for the analysis. Compared to the interview data, which can be called "first order constructs," the information in these publications are the results of data that have been analyzed by another researcher and can be called "second order constructs" (as explained by Britten et al. [2002] in their review of the literature).

Meta-ethnographic analysis

In a process similar to content analysis, the collected data (the second order constructs) were reviewed for their content. This directed approach (Hsieh & Shannon, 2005) involved using key themes from the preliminary findings. The researcher focused on dispositions and teaching needs. Regarding dispositions, the conceptual framework and its *Habits of Mind* were taken into consideration. Therefore, the analysis also relates to what Mayring (2014) calls a deductive category assignment. The researcher determined how the second order data did and did not comply with these themes. The researcher analyzed several articles and identified concepts and how these concepts were related or not related to the themes of the study. In order to do that, the second order data were carefully read and analyzed. Finally, the first order and second order data was related to each other and

combined (synthesized) to create what could be called "third order interpretations" (see Britten et al. 2002).

Conclusion

Content analysis was used as the methodology of this study to investigate the perceptions of teachers who teach Turkish to refugee students. A conceptual framework helped identify *Habits of Mind* as teaching dispositions. Moreover, the findings of content analysis synthesized by using meta-ethnographic methods. The findings are presented in the next chapter.

CHAPTER 4: RESULTS

Introduction

Chapter four provides the results of the study divided into three parts. The first part is based on a content analysis of the interview data collected from three teachers who work with refugee students in Bursa. The content analysis resulted in four themes; part one presents and explains each of the themes. As mentioned in the previous chapter, upon reflection of these themes the researcher discerned that the teachers had certain ways of thinking, or dispositions, about their work with refugee students. Therefore, part two of this chapter identifies four *Habits of Mind* to describe dispositions exhibited by the teachers. These habits were determined using a conceptual framework and a supplemental content analysis of the data. Finally, Part three of this chapter presents the results of the interpretive synthesis using a meta-ethnography of selected literature (second order constructs). The findings these studies provided another source of data to gain further insights into the results of the content analyses conducted in Parts one and two.

As noted, the main source data for study for the investigation were obtained from the interviews with teachers. However, other insights and reflections also contributed to the researcher's perceptions of how refugee students are taught in these schools. Preparatory meetings with school principals to arrange interviews gave the researcher a sense of the school's philosophy about including refugee students in the school population. The interviews were conducted in the schools in the classroom, teacher's room and school

cafeteria. Being in these different settings provided the researcher with an

opportunity to observe and take notes about facilities, different areas of the school

and students.

Part one: Themes

Through a content analysis of the data, the researcher identified four themes *teaching*

Turkish, qualifications, challenges, and *teaching strategies.* An overview of the

themes is provided in Table 3.

Table 3
Themes

Themes	Definitions based on data analysis
Teaching Turkish	This theme refers to teachers' perceptions regarding the teaching of Turkish to refugee students and how learning Turkish supports the students' integration into Turkish society.
Qualities	This theme provides an overview of the attributes or characteristics of the teachers, focusing on qualities that support and motivate them to work with refugee students.
Challenges	The teachers all noted that there are difficulties and problems that teachers come across in the school context. These are described within the theme Challenges.
Teaching strategies	The theme Teaching strategies discusses how teachers applied certain techniques and methods to teach Turkish to overcome challenges and to more effectively teach refugee students.

Theme: Teaching Turkish

Results within the theme of Teaching Turkish pertain to teacher perceptions and

reports of how they help refugee students assimilate to Turkish society. Below,

information about each participant is shared in relation to this theme.

Cevriye believes that while teaching language, it is important to include Turkish customs, beliefs, and tradition. She acknowledges that a teacher must be willing to adjust the content based on the level of students. She works to make her language lessons more than rote memorization of grammar and phrases. Hands-on and authentic activities are an important feature of her lessons. For instance, there was a cooking event where students cook and taste the Turkish cuisine and all the Syrian students participated in this event. Cevriye stated that "I took my students for a school trip to see historical and touristic places around the city. During the trip, students seemed very engaged and relaxed; they acted like they were the member of the Turkish society". She added that her role was more like a guide rather than teacher. Although it was an extracurricular activity, students' active participation helped them learn symbols, new words and names of the foods from this trip.

This theme is also illustrated by how Zekiye emphasizes that teaching language is not about only about the skills of reading, writing, and speaking. Teaching the culture should not be ignored. She said, "Teaching even a single word might be a teaching a culture". Similar to Cevriye's response, Zekiye also believes in learning with a real life context, what she defines as "social learning," accelerates the integration process. Thus, even in the classroom she tries to give real life examples. Also, Zekiye says she also models what is like to "act" Turkish when she teaches the language, to put the topic in context and make it more meaningful.

The teachers noted that too often students only exposure to learning Turkish is in school, because at home they usually spend time with their family and Syrian friends; therefore, they may not learn the Turkish very quickly. In this sense, Emine agrees with Zekiye that being a role model is very effective way of teaching the

language and even culture for refugee students. In this way, they get a chance to observe how things are done by Turkish people. It might be helpful for them to learn how Turkish people behave so they would feel less isolated. For instance, she states that eating habits are quite different among Syrian students who often share communal plates at meals. She also notes that some hygiene practices are different in Syria and Turkey, and notes "students forgot to wash their hands before eating despite multiple reminders. It wasn't until I went to wash my hands in front of them that they recognized the importance of this activity in Turkish culture. Since then they have been washing their hands before eating". She says it is also important for students to participate in school activities related national holidays and historic events; they learn about Turkish language and culture through these experiences.

On the other hand, the three teachers had different advice on how to best teach Turkish. Cevriye believes that it is important to have lessons dedicated to teaching language and culture. Students need to learn fundamental concepts related to Turkish words and grammar. They can also learn stories of about famous Turkish characters, both historic and mythical. Zekiye seems to have a more integrative approach to teaching language. She supports the interdisciplinary and constructivist approaches by intertwining Turkish lessons with other subjects. Emine highlights the importance of real-life experiences. She advocates for students being involved in the school culture and interacting with their Turkish peers.

Theme: Qualifications

Within the theme of Qualifications, the researcher learned opinions and experiences of the participants related to skills and competencies needed to work with refugee

children. There were some attributes that teachers had in common, but they had their unique aspects and motivations, too.

Cevriye supports the idea that teachers who work with refugee students should have more cultural awareness than other teachers. This is important not only for Syrians refugee students but also disenfranchised students and other ethnic minorities that can be found in the Turkish schools. She states that teachers were educated to for realizing their cultural awareness. Moreover, she thinks that personal development is as important as professional development sessions. Teachers should always develop themselves in their fields. She says, "Since I began studying on my own, my intercultural knowledge and awareness increased". She does not think this is enough and attended a language course just only to experience language learning process and relate herself with her students. In addition to these, she strongly recommends teachers to look for opportunities to improve and be a good researcher. In this sense, she participated activities organized by foreigners, also organized some an event with a foreigner at TÖMER and attended panel discussion about teaching of Turkish where she met colleagues and experts of Turkish language and culture teaching.

Zekiye admits that her cultural knowledge and awareness was inadequate when she first started working with Syrian children. Therefore, she took steps to research and attend workshops to learn more about where her students came from and what they have experienced. In other words, Zekiye agrees that personal development is a key factor for teachers who works with refugee students. She also commented that intercultural understanding and awareness helps her when dealing students with behavioral disorders. Zekiye argues that she knows how to approach them in different situations. In addition to her awareness and competence, she spends most of

her time with these students at school. Now, school administrators ask her for help when facing a crisis with these students. In terms of teaching and being in the classroom, Zekiye thinks that teachers should be tolerable and open-minded when facing differences. She values creativity in planning and designing materials. It is important for teachers to have an entrepreneur spirit so they can enhance students' learning experiences in unique, interesting, and meaningful ways.

Emine also stressed that teachers who work with refugees must be tolerant and open-minded toward different cultures. She believes this understanding can also help recognize and manage behavioral problems. Moreover, she thinks that teachers should have understanding and knowledge not only for cultural but also psychological aspects. She defines these students as a "war weary" and teachers should be very careful when approaching them. Also, she expresses that "she has learned a lot about students and their behaviors over the last three years as she gained experience". As with Cevriye, she has attended workshops that were organized by the government. All of the teachers noted that recognizing cultural differences can help explain student behaviors and attitudes and potential challenges in the classroom.

Theme: Challenges

During data analysis, the researcher learned that participants face many challenges when working with refugee children. It is interesting to note that each teacher featured a different challenge.

Cevriye's biggest challenge was that she had no prior experience with refugee

students when she started. She noted that she was fortunate that she only a few

students so she could learn about their unique needs more easily. She said with

perseverance she started to feel more comfortable in the classroom in a short time

period. It was very difficult to teach students who do not know how to read, write

and speak everyday Turkish. It took these students months to start speaking even

simple Turkish because five hours is not enough. Cevriye observed that students who

have Turkish friends and speaks Turkish outside the school show the most

improvement; unfortunately, too often in school they are put in classes with only

other Syrian children and they become inclined to speak in Arabic. "What happens

here is that they speak only in Arabic and feel isolated". Although Cevriye values the

importance of Turkish lessons, she acknowledges that students can learn the

language in their regular lessons, especially when they are taught in Turkish. Another

challenge is there are not enough resources to teach Turkish to non-native speakers.

"I try to create my own materials most of the time which is quite compelling". Also,

she believes that there should be more trade books for teaching our language and

culture that are appropriate to refugee students' ages and language levels.

According to Zekiye, the main challenge is that there is no curriculum or any

program to follow; teachers must plan everything on their own. There is a Turkish

language book prepared for refugees, but it is for adult learners, so it is not helpful.

Zekiye says that the government is preparing new books for refugee students, but

nothing has arrived yet. Teachers need to educate the whole child, as many refugee

students have behavioral disorders, according to Zekiye. Students need more

psychological support and may be very hard to deal with. A teacher cannot just teach

the subject matter, they need to recognize reasons why students cannot pay attention to the lessons and are hyperactive. A student may act brave and even disrespectful, but a teacher needs to be aware there may be underlying reasons for his or her behavior. Zekiye says that these behaviors come from the refugees' families; students live in very crowded houses with their siblings and there is often domestic violence. Students may not be able to do homework because they are dealing with family issues or have to do extra work to support the family income.

Emine says she has faced many behavioral disorders among her refugee charges. For example, they are often reluctant to participate in lessons and on the flip side, can be very outspoken and aggressive. They swear or hit each other during the lessons. As noted previously, another challenge is many students do not practice Turkish outside of school. When Emine asked students if they watch TV, all of the students said that they watch Syrian channels and never watch Turkish channels.

Theme: Teaching strategies

After sharing the challenges, teachers were asked how they overcame the challenges. Teachers identified that teaching strategies were important in helping them become more effective.

Cevriye works with younger students in a primary school; therefore, she keeps her content of the lesson simple. She focuses on vocabulary teaching through various strategies. In order to teach vocabulary, she says that she uses images, diagrams, drawings and then short readings. When it comes to writing, she often uses dictation and visual dictation activities. For speaking and listening, Cevriye has additional

materials such as listening tapes with speaking exercises downloaded from a university website. From time to time she prepares drama activities that include both teacher and students.

Zekiye uses the same publications as Cevriye (from the Yunus Emre Institution). Like Cevriye, her students are just learning Turkish so she only teaches very simple vocabulary. She uses cards, paintings, worksheets to teach vocabulary. She points out that there are many exercises can be found on the internet. She encourages her students to work on all major language skill areas: reading, writing, speaking and listening. She prefers dictation activities, organizes reading contests, pronunciation and independent reading activities.

Emine teaches her students very basic Turkish. She wants them to have everyday language they can use go get by when outside the school. She designs her lesson with many group and peer discussions as she thinks that the best way to speak language is being expose to the language itself. There are worksheets, listening tapes, and visual materials that she uses during the lessons.

All of the teachers mentioned the significance of games. Cevriye and Emine promote games in lessons because students find them fun and it encourages them to repeat terms and phrases. Zekiye said she learned about games when she attended a workshop by Mind and Intelligence Foundation. In addition to using the activities presented during the training, she has learned that she can create her own games when necessary.

Part two: *Habits of Mind*

This part of the results identifies four *Habits of Mind* that the researcher perceived to be exhibited by participating teachers. As discussed in the previous chapter, Altan, Lane, and Dottin (2017) developed a conceptual framework to explain how the concept of *Habits of Mind* could be used to identify and describe dispositions. *Habits of Mind* were developed by the team of Costa and Kallick (2000) to explain thoughtful behaviors that reflect ways of thinking when facing various situations in life. The implications for these identifying these Habits are discussed further in the next chapter.

Habit of Mind: Applying past knowledge to new situations

Findings reveal that teachers carry a disposition of *applying past knowledge to new situations.* This Habit was especially important when helping Syrian refugee students learn the Turkish language and culture. All the participants drew on their past knowledge and experiences to develop lessons and to provide students with meaningful, real-life activities. Following are examples for the data that exemplify how this Habit was exhibited by the participants.

Cevriye used her past knowledge of local sites in the community to create field trips so students could experience the local culture. She said that "when visiting historical and touristic places, teacher should be like a guide who facilitates students to information and behavior". She knew how to help students benefit from this trip and use it as a great educational activity. So, during the visit, she could guide students like a tourist guide and help students to learn many cultural aspects out of this school trip. In this trip, students felt themselves as part of the society and had chances to

observe many symbols related to Turkish culture. Zekiye used her past teaching experience to develop hands-on learning lessons for students and to help them learn in a real context. She also wanted to give her students opportunities to learn from past experiences. So, she tried to create an environment for students to get experience with various situations. "Not only teaching via talking or explaining but also showing and having students to do is a very good way of teaching".

Emine also used her past knowledge to create real-life learning experiences for students. She advocates that, "Teacher should transmit not only knowledge but also the culture. Therefore, he or she should be a role model by also showing it to students. I really support hands on learning and social learning in teaching".
In addition to developing lessons, past knowledge and experiences can contribute to cultural awareness and sensitivity. All the participants noted that Turkey has many ethnicities and regions and as they traveled around the country, they came to appreciate differences and similarities among people even if they were all Turkish. Therefore, these teachers had experienced some cultural diversity before working with Syrian refugees.

To further provide them with cultural awareness, all the participants had participated in some form of workshop or training to learn more about working with refugees. An obvious, but often overlooked quality is to appreciate that the values and motivations of refugee students may differ from their Turkish teachers. These workshops helped teachers to help recognize and appreciate cultural differences.

Teachers also noted that general experience of working with refugees year after year, improves their general teaching abilities. Emine shared that, "I behave differently from my first day especially when I come across with misbehaviors. The students embraced themselves with us more as we spend a lot of time outside of the classroom". The participants noted that they have become recognized as experts in working with refugee students. They are often invited by school administrators to solve problems with Syrian children that arise in other classrooms. Zekiye explains that, "Administrators invite us to solve problems occur at the school since we are more knowledgeable and experienced with them. We can think more solution oriented".

Habit of Mind: Remaining open to continuous learning

The result of the study indicated that all of the teachers are very enthusiastic improving themselves and to keep learning. As noted above, the participants have participated in government-sponsored workshops to help improve their awareness of the cultural and linguistic challenges of refugees. Cevriye says, "I attended a course at TÖMER. There were some cultural organizations for foreigners where I learnt a lot about different cultures and expanded my knowledge. I felt I became more open for other cultures".

They note that more support is needed though and they have taken many steps to improve their knowledge and skills on their own. For instance, they try to find online sources, participate in conferences, attend workshops, read books, watch movies and hold meetings with other teachers. Cevriye shared that, "I was unexperienced because I did not have a chance to work with refugee students before,

but as a result of my own studies I started to know what I should do in the classroom". She explained that, "There is a website designed by MoNE called lifelong learning. I found Turkish course books and studied them before my lessons". Likewise, Zekiye acknowledges, "At the beginning I did not have much intercultural competence and enough knowledge to teach refugee students but only after a great desire, I started to improve myself to reach where I am".

A notable finding is that all the teachers indicated they were learning Arabic to help them relate better to their students. Cevriye explains that by learning another language, she gained a greater understanding of linguistics. Emine in particular commented on the importance of reflection to professional and personal growth. This practice helped improve her "empathy with students" and encouraged her to learn Arabic so she could better connect with the refugees. She reported that, "Teachers who are part of this project try to improve themselves especially in terms of psychology and foreign languages. I am going to start Arabic course".

Habit of Mind: Thinking interdependently

As discussed in the first chapter, the refugee crisis is a worldwide issue that will require global collaboration. This study found that the participations are using collaboration on a local scale to try to improve the refugee situation in Turkey. When resources or professional development opportunities may be unavailable, teachers can turn to each other for support and to exchange ideas.

The participants noted that much of their support group comes from keeping in touch with other teachers who have attended workshops about teaching refugees. For

example, Cevriye says, "There was a workshop in Istanbul about teaching Turkish language to foreigners. I met teachers and professors there, it was very beneficial and I learned very practical information". Emine also reports that, "There are usually activities organized among teachers. We gather together, exchange ideas, worksheets. Also, we have social media groups where we keep in touch".

Habit of Mind: Creating, imagining and innovating

This Habit of Mind is apparent in the way teachers take action to develop their own materials and teaching strategies in the classroom. They have had to foster this way of thinking because of the lack of books, materials and worksheets that are appropriate for refugee children. As noted in the Strategies them, the teachers have designed field trips and created drama lessons to help students improve their language skills. Cevriye states that

> There are not enough materials. There are some games, but I often prepare my own materials. You need to prepare your own material for whatever you want to teach. For instance, when I realized my refugee students had misconceptions about Turkey, I had to develop a new set of materials and learning activities to address their preconceived ideas.

Emine concurs, "Finding a material is problematic and there is not any material pool. Every colleague of mine must be creative, productive, and open for innovation". The previous habit of collaboration is also important for developing resources, Emine shares that "I use some websites and materials prepared by other teachers. The key here is to be in communication with teachers". (Emine)

Connecting the themes and the *Habits of Mind*

Parts one and two have complementary findings. Figure 1 provides one way to relate the themes that were revealed from the content analysis to the perceived dispositions of teachers.
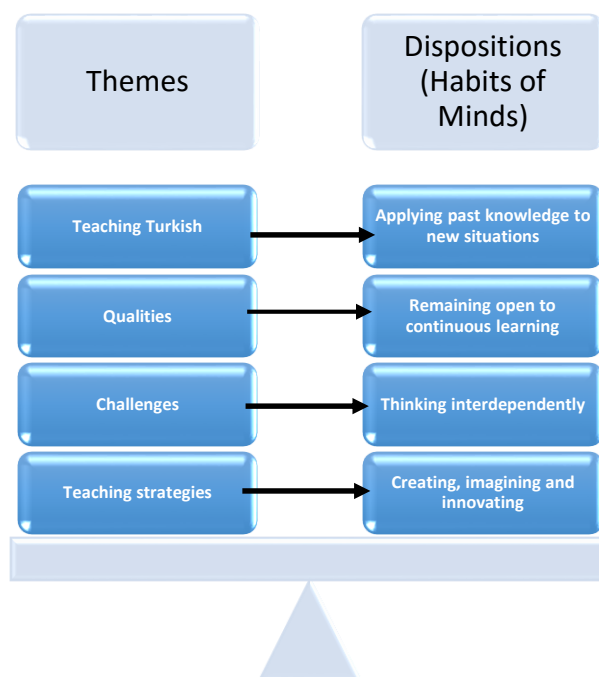
Figure 1. Relationship between themes and dispositions1

The theme *Teaching Turkish* is associated with the Habit of Mind *Applying Past Knowledge to New Situations*. This theme represents how teachers perceive teaching Turkish helps refugee students to integrate into the new country. In this sense, teachers try to integrate their past knowledge into lessons by being a role model in behaving and speaking. Also, during activities such as school trips, cooking, and national days the teachers use their past and existing knowledge to make students acquire the language in different contexts and helps them feel more part of the society. These teachers who are interested and willing to work with refugee children have certain *Qualities,* as was learned from the data analysis. The teachers in the study were continually looking for ways to improve their teaching skills and ways they can benefit their refugee students. They improved themselves by attending

professional development sessions, reading, attending courses etc. Therefore, the teachers displayed the Habit of Mind of *Remaining Open to Continuous Learning.* The theme *Challenges* represents various barriers teachers face when addressing the needs of their refugee students (these are discussed part I). Sometimes using traditional techniques that might work in a classroom with national students do not work with students from a different culture. Therefore, the Habit of Mind *Thinking interdependently* is involved when teachers find other ways to support their lessons. For instance, going out to meet other teachers to exchange ideas and asking opinion of experts in the field. Once teachers have the skills and resources, they use these new *Strategies* refers to teach Turkish more effectively. These teachers have the Habit of Mind of *Creating, imagining and innovating*. Creating and using materials cannot be directly innovation but the idea of using such materials for educational purpose is innovation. For example, teachers create their own materials and try to use any materials as an education material. The teachers have high awareness of enriching the lessons by including original material and instructional support.

Part three: Interpretive synthesis

The third and final part of this chapter presents the results of the meta-ethnography. This part of the study involved identifying key and relevant concepts from selected research studies. First, concepts from each second order construct were listed in a master table (see Appendix B). Then, the concepts were related to each of the themes that were revealed through the content analysis of the interview data. Below, selected concepts from this analysis are presented in tables and discussed with some supplementary findings from second order constructs. Concepts from the second order constructs that did not fit into any of the themes were put into a separate table.

Concepts that relate to the theme "Teaching Turkish"

The interpretation of second order constructs identified a number of concepts that involve the teaching of a language to refugee students. The concepts and related interpretation are listed in Table 4.

Table 4
Concepts that relate to the theme "Teaching Turkish"

Author	Date	Data source	Concept	2nd order interpretation
Silka &Tip	1994	Journal	Understanding cultural dimensions	important to recognize that support systems in cultures vary from each other.
Silka &Tip	1994	Journal	Empowerment	different cultures have different sources of power, in Western cultures it is the individual who shows power, in Eastern cultures the family/societal unit is the source.
Aydin & Kaya	2017	Journal	Challenges	the results indicate that all participants said that language is the main problem Syrian students fluctuate in their emotional/psychosocial/mental/academic states.
Aydin & Kaya	2017	Journal	Challenges	found that the Turkish language has been a barrier for Syrian students in their cultural integration and buy-in from Syrian communities demonstrates how language can have an impact on inclusion.

Table 4 (cont'd)
Concepts that relate to the theme "Teaching Turkish"

Author	Date	Data source	Concept	2nd order interpretation
Aydin & Kaya	2017	Journal	Student Performance	language proficiency remains an obstacle to enrollment in Turkish schools/universities, as does the fear of social exclusion and harassment. Language proficiency also limits participation in the MoNE's skill-building courses.
Aydin & Kaya	2017	Journal	Student Performance	the findings of previous studies show that Syrian refugee children struggle to make sense of lessons taught in Turkish or Arabic, there are dual languages of instruction in some Turkish schools.
Aydin & Kaya	2017	Journal	Needs- recommendations	more funding and training in Turkish is needed for Syrian children at schools
Aydin & Kaya	2017	Journal	Turkish level	Syrian students attend Turkish public schools without receiving any prior Turkish language training. This leads to them taking longer to overcome language barriers and it also widens the gap between them and their peers.
Durham & Kim	2019	Journal	Community	language learning is important for assimilation into the community
Durham & Kim	2019	Journal	Volunteers	for community organizations and faith-based programs, it is important to have skilled and willing volunteers to teach language courses

In table 4, numerous concepts with regard to the theme teaching Turkish are

depicted. All three authors emphasized the importance of teaching the language of

the host country to refugees and explain its many benefits. Once, students achieve some language knowledge, it influences their performance and helps them to integrate into the society. In addition, Durham and Kim (2019) discuss that it is important that individuals who work with refugees have key knowledge, skills, and dispositions. Their study is based on people who volunteer at small faith-based institutions to teach English as second language. They identified that interest, networking, and structural support are needed to ensure volunteers do not become frustrated and continue to provide their services. The authors emphasized the importance of cultural sensitivity. They recommended that volunteers may be more willing to learn about other cultures if they in turn feel supported. They recommend having guidelines, ongoing instructor training, and opportunities for feedback. In the current study, "Thinking Interdependently" was a featured Habit of Mind among the participants. Therefore, both the current study and Durham and Kim found it is important to collaborate, share, and be open to seeking out support and advice from others in the group. Moreover, for Durham and Kim (2019) a Habit of Mind that is important to this learning is "Listening with Understanding and Empathy". While this Habit not featured in the findings of the current study, the participants did mention the importance of listening to working successfully with their students.

In their review of the literature related to research about working with Southeast Asian refugees, Silka and Tip (1994) concluded that it is important to understand the culture and perspectives of the refugees. Too often, they point out, workers focus on remediation rather than empowerment. In their study, workers come from a Western society where individual wherewithal is highlighted; with Southeast Asians, however, it is the community more than the individual that is the source of power for

building strength. The authors recommend that workers may need to shift their current ways of thinking. This has aspects of the *Habits of Mind* "Being Open to Continuous Learning". Similar to the current study, Silka and Tip stress the importance of recognizing the need to learn and to change.

Concepts that relate to the theme "Qualities"

There were a number of concepts involving second order interpretation related to the theme qualities. These are listed in Table 5.

Table 5
Concepts that relate to the theme "Qualities"

Author	Date	Data source	Concept	2nd order interpretation
Perry	2013	Journal	Being qualified	is more than a matter of holding a specific certification.
Perry	2013	Journal	Being qualified	includes having content knowledge, pedagogical knowledge, and pedagogical-content knowledge related to teaching language a literacy to adults.
Perry	2013	Journal	Being qualified	may mean having had certain experiences and specific dispositions that can support a teacher in her efforts to work with adult ELLs.
Perry	2013	Journal	Prior experience	can contribute to being qualified to teach.
Perry	2013	Journal	Prior experience	prior experiences in education may not necessarily prepare instructors to work with adults or for the specifics of teaching language and/or literacy.

Table 5 (cont'd)

Concepts that relate to the theme "Qualities"

Author	Date	Data source	Concept	2nd order interpretation
Perry	2013	Journal	Attitude and trust	being kind, friendly and open were identified as important attributes, and understanding and acceptance as key to good social services.
Aydin & Kaya	2019	Journal	Teacher attitudes	the findings of the study demonstrate that teachers, on the whole, have a largely positive attitude towards Syrian students and sincerely try to help them. Such attitudes will serve to contribute to the academic performance and adaptation of Syrian students. We do not know whether this positive teacher attitude is one that is present in all areas and regions of Turkey.
Aydin & Kaya	2019	Journal	Needs-recommendations	integration is complex on many levels, and psychological support is necessary, specifically for school-age children. Therefore, teachers, principals, and staff members should be trained.
Rose	2018	Journal	Refugee education	although it is important to value diversity and support refugee students and refugee education, there is an inherent risk that teachers may adopt and promote some negative constructions of refugee students.

Table 5 (cont'd)
Concepts that relate to the theme "Qualities"

Author	Date	Data source	Concept	2nd order interpretation
Taskın & Erdemli	2017	Journal	Teacher education	Turkish teachers needed professional development and support to work with the Syrian students. Their literature review points out that it is very important that teachers receive support to enable the Syrian students to adapt to the school and classes. Therefore, as expressed by the participants, developing a curriculum for Turkish language education and preparing and sharing appropriate books and developing materials with teachers would contribute to the improvement of the education process.
Brown	1987	Journal	Cultural awareness	teachers of refugees need to recognize differences in cultural norms between the host country and the refugees
Brown	1987	Journal	Resourceful	developing communication and networking skills will help teachers recognize and acquire resources that will help them relate better to refugee students.

Several of the second order constructs had content that discussed the importance of

teacher qualities to support refugee students. These qualities may determine students'

success in the host country. To begin with being a qualified teacher, more than

having certificate with certain area knowledge. What is more prior experience and

teachers' attitudes are as key to good social services (Perry, 2013). Teachers'

attitudes are also emphasized by Aydin and Kaya (2019). Furthermore, other authors

put emphasis on teacher education and being resourceful to relate to refugee

students.

Concepts that relate to the theme "Challenges"

The identified concepts with the second order interpretations regarding challenges

are demonstrated in the Table 6.

Table 6
Concepts that relate to the theme "Challenges

Author	Date	Data source	Concept	2nd order interpretation
Silka & Tip	1994	Journal	Understanding cultural dimensions	important to recognize that support systems in cultures vary from each other.
Silka & Tip	1994	Journal	Empowerment	different cultures have different sources of power, in Western cultures it is the individual who is to show power, in Eastern cultures the family/societal unit is the source.
Aydin & Kaya	2019	Journal	Challenges	the results indicate that all participants said that language is the main problem Syrian students fluctuate in their emotional/psychosocial/mental/ academic states.
Aydin & Kaya	2019	Journal	Challenges	found that the Turkish language has been one barrier for Syrian students in their cultural integration and buy-in from Syrian communities demonstrates how language can have an impact on inclusion.
Aydin & Kaya	2019	Journal	Student Performance	the findings of previous research in that Syrian refugee children struggle to make sense of lessons taught in Turkish or Arabic, which are dual languages of instruction in some Turkish schools

Table 6 (cont'd)
Concepts that relate to the theme "Challenges"

Author	Date	Data source	Concept	2nd order interpretation
Aydin & Kaya	2019	Journal	Turkish level	Syrian students attend Turkish public schools without receiving any prior Turkish language training. This leads to them taking longer to overcome language barriers and it also widens the gap between them and their peers.
Aydin & Kaya	2019	Journal	Integration	the common view of all participants is that Syrian students should be provided with a Turkish-language training programme, even should then receive the same curriculum once they have overcome their language problems.
Aydin& Kaya	2019	Journal	Benefits of Turkish	this will not only impact the educational lives of these students positively, but it will also facilitate the job of teachers at public schools.
Aydin& Kaya	2019	Journal	Benefits of Turkish	learning Turkish quickly will help Syrian students close the gap with their peers and increase their academic performance.
Strekalova-Hughes	2017	Journal	Misconceptions	teachers may have predispositions, attitudes, or prior beliefs that influence their understanding of refugees.
Taskın & Erdemli	2017	Journal	Integration	it is criticized that teaching refugees separately from their German peers in Germany. It is suggested that the refugees could learn the language and culture faster, have a stronger belief that they are wanted by society, and adapt to society more quickly if they were taught together with the Germans.

All authors believed that for a successful integration, language and culture play important role. They found similar concepts to describe the challenges in teachers face. Several of the second-order studies revealed challenges when teachers are working with refugee students. They note the importance of being culturally aware can be a benefit for teachers. Strekalova-Hughes (2017) learned in her study, however, that simply having refugee students in the classroom does not make a teacher more interculturally sensitive. She indicates that teachers' predispositions toward learning about different cultures, among other reasons, may influence whether a teacher becomes more sensitive upon working with refugee students from different parts of the world. Her study did find that English as a Second Language teachers are more interculturally sensitive than teachers who are not language teachers. Again, it may be that these teachers an existing interest in learning about different cultures. A Habit of Mind that may reflect these teachers' dispositions is "Responding with Wonderment and Awe" as it entails being passionate and curious and open to new experiences. Likewise, as found in the current study, it is also helpful to have the Habit of Mind of "Remaining Open to Continuous Learning" as teachers need to be willing to recognize the diversity of the needs and interests of their students. In this vein, Strekalova-Hughes recommends that teacher preparation programs could select teachers who already have intercultural awareness and provide programming to help teachers increase the intercultural sensitivity of other teachers.

Concepts that relate to the theme "Teaching strategies"

There were several articles that including findings related to the theme teaching strategies. These are presented in the Table 7.

Table 7

Concepts that relate to the theme "Teaching strategies"

Author	Date	Data source	Concept	2nd order interpretation
Aydin& Kaya	2017	Journal	Needs-Recommendations	the Turkish government must develop new concepts and strategies that can address the many issues related to the humane treatment of Syrian refugees, including the ultimate possibility of their cultural, linguistic, and religious integration into Turkish society.
Perry	2013	Journal	Teachers' need	several types of knowledge, including content knowledge, knowledge of teaching theory and practice, and pedagogical content knowledge, or ways of representing and formulating the subject that make it comprehensible to others.
Perry	2013	Journal	Teachers' need	teachers who work with refugees also need knowledge related to issues such as learner-centered instruction techniques, building learning communities, and appropriate assessments.
Perry	2013	Journal	Teachers' need	ESL programs require additional expertise, such as "managing open-entry classrooms with students of different abilities".
Newbigging &Thomas	2011	Journal	Community-based activities	use resources within a community to serve as liaisons and to build bridges from one culture to another.

Table 7 (cont'd)
Concepts that relate to the theme "Teaching strategies"

Author	Date	Data source	Concept	2nd order interpretation
Taskın & Erdemli	2017	Journal	Teacher Education	learning environments and areas must be created at schools where all students can participate, and efforts must be made to enhance the students' engagement in the education process and their intercommunication and friendship.

Many of the articles reviewed for the meta-ethnography emphasized the importance of teaching strategies. They also noted, as did Newbigging and Thomas (2011) for example, that language, communication, attitude, trust, family, and emotional wellbeing are important to ensure proper care. The authors also point out the importance of understanding rules, regulations and resources; this relates to some extent with the Habit of Mind "Applying Past Knowledge to New Situations" as it is important for aid workers to be knowledgeable and informed about both the refugee's background and their rights and responsibilities. In their literature review, they ascertained that commitment was critical foundation to ensure good practice when working with disenfranchised youth. The current study also noticed that the participants were very dedicated to their students and their profession.

Concepts that do not relate to any of the themes in the current study

In this section, concepts that are not directly associated with the themes of the study are presented in the Table 8. However, concepts involving second order interpretations may be matched with some other themes depending on the interpretation.

Table 8
Concepts that do not relate to any of the themes

Author	Date	Data source	Concept	2nd order interpretation
Aydin & Kaya	2017	Journal	Needs-Recommendations	the Turkish government must develop new concepts and strategies that can address the many issues related to the humane treatment of Syrian refugees, including the ultimate possibility of their cultural, linguistic, and religious integration into Turkish society.
Newbigging & Thomas	2011	Journal	Safeguarding	encompasses a broad range of objectives that includes not only protection from abuse and neglect, but also preventing impairment of children's health and development and ensuring. They have safe and effective care to maximize their life chances.
Newbigging & Thomas	2011	Journal	Refugee conditions	even within social care services, safeguarding is not confined to those engaged explicitly in child protection, but depends on a whole variety of statutory and voluntary provision, and is a key element in defining good practice.
Newbigging & Thomas	2011	Journal	Refugee conditions	many have complex, emotional issues, and personal histories of loss and violence.
Newbigging & Thomas	2011	Journal	Familiy	family was seen as central, with the impact of uncertainty about status and parental well-being, particularly poor mental health, having an impact on the whole family.

Table 8 (cont'd)
Concepts that do not relate to any of the themes

Author	Date	Data source	Concept	2nd order interpretation
Newbigging & Thomas	2011	Journal	Emotional Well-being	bullying, coupled with circumstances before and after arrival in the UK, including experiences of torture, was viewed as contributing to mental health problems.
Brown	1987	Journal	Role of professionals	they must understand the differences, between their own cultural values about health care and those of the American medical and mental health professions.
Brown	1987	Journal	Role of professionals	while they understand them, the worker may find himself with a foot in each culture.
Aydin & Kaya	2019	Journal	Respect and trust	they also should not underestimate the importance of their own relationship with refugee background learners, which can be a respectful, affirming, trusting one.
Rose	2018	Journal	Teacher agency	Australian schools seeking to create the conditions needed for successful teacher agency, particularly in refugee education, the core elements of the practical evaluative dimension may serve as a useful framework which can be adapted for the unique context of their school.
Silka & Tip	1994	Journal Article	Listening	rather than force solutions (remediate) issues refugees face, it is important to listen and to understand.

CHAPTER 5: DISCUSSION

Introduction

The previous chapter described the findings of the study. The current chapter discusses the meanings of these findings; in particular, the themes, dispositions, and concepts learned through the data analysis are discussed further and integrated. This chapter consisted of five parts: overview of the study, major findings and conclusions, implications for practice, implications for further research, and limitations of the study.

Overview of the study

The aim of this study was to learn from experienced teachers about their perceptions regarding challenges and needs while teaching Turkish to refugee students. Participants of the study were purposefully selected teachers who work with refugee students at state schools. Through a content analysis of interviews, three teachers provided insights and details about their preparations for lessons and experiences with refugee students. Their perceptions were used to gain insights into teaching dispositions and strategies that support refugee students. The study further suggested practices that will help teachers to become more competent at teaching refugee students.

The researcher used the interview format to gain detailed information and deeper insights from teachers. In order to do that, eight interview questions were designed to address each research question. The collected data was assigned to each research

question and reviewed to identify themes. A more comprehensive analysis was conducted using the conceptual framework developed by Altan, Dottin and Lane (2017).

This framework allowed researcher to combine the teachers' responses to identify teaching dispositions as *Habits of Mind* that are connected to educational theories. Finally, meta-ethnographic methods were used to conduct an interpretive synthesis of selected literature. This further analysis was used to further explore the themes and dispositions identified during the interviews in relation to the findings of other researchers.

Major findings

This section reveals the major findings based on the research questions of the study.

Finding 1

Teachers perceive that learning Turkish helps students integrate into the local community. They value their culture and professional development experiences, using their past knowledge to enhance their Turkish lessons: Interviews revealed that teachers think that Syrian refugee children need to learn Turkish to help them become better integrated into Turkish society. A first step to acclimate refugees to Turkish society is to help them adapt to their school setting. As Zekiye of the participants stated, "Teaching refugees a language is also adopting them both to the school and to the place they live". Schools are like small communities in the new country. The refugee students who are more adapted to the school might have better chance of integration in the country. Therefore, schools play active role in this

integration; hence, in addition to language education there should be cultural activities in the lessons where students learn by actively participating. As far as all of the teachers experienced, they found such activities more helpful for refugee students. For instance, through cooking sessions, school trips, and national day activities students recognized Turkish culture more and seemed more a member of Turkish society. The important thing here is that these activities were organized and managed by teachers. They used the disposition of applying past knowledge to the new situation. They were not trained for cooking activities or have never organized a trip before; however, teachers used their past knowledge to use for refugee education. They cooked some of the traditional Turkish food and took students to historic places that they had visited before. They transferred their past knowledge to the students. Likewise, these activities put an emphasis on cultural diversity, appreciating how the different pieces when put together create something beautiful, like a mosaic. Moreover, integration may not only be achieved only by teachers who work directly with the students, but everyone who is at school. The findings from the interpretive synthesis concur that it is important for refugee students to learn the language of the host country. Furthermore, they identify benefits of having students from the host country interact with refugee students during events and activities.

Finding 2

Teacher perceive that certain qualities are needed to work well with refugee students: The results indicated that teachers perceive they should have some specific qualifications to be able to teach refugee students effectively. It is very important for teachers to be open-minded, tolerant, and caring. These characteristic features can be innate or learnt and they can be developed as teaching dispositions. While the

teachers may not have specifically used the term dispositions during the interview, they did explain situations where it was clear they had an open-minded and caring attitude towards their students. It seems that teachers are open to learn about new cultures and appreciate diversity. For instance, they are interested in eating different foods and they recognize that other countries may have different eating habits and manners. What is more, teachers emphasized the importance of proper and clear communication and providing ongoing and constructive feedback to refugee students. These qualities were also found through the interpretive synthesis of second order constructs (Durham & Kim, 2019; Newbigging & Thomas, 2011; Strekalova-Hughes, 2017).

There was also evidence that the participants had a holistic view towards education and valued an interdisciplinary approach to learning Turkish. Even though, they believe that Turkish should be taught in Turkish lessons, they also recommended language be taught in other subject areas to support a constructivist education. For example, Zekiye believed that the education should be designed based on spiral educational approach. With this approach, the concepts are continually being introduced, but there is also a continuous repetition of already learned concepts at the same time. When a concept is revisited, it is done so at more advanced levels of difficulty to encourage learners to continually challenge themselves. The learning process is extended and the concepts are taught repeatedly until the expertise is provided (Harden, 1999).

Finding 3

Teachers perceive that there are different challenges that need to be overcome:
When teachers were asked about the challenges, the findings revealed that some
students still do not speak Turkish very well. The main reason for this is the children
speak Arabic at home with their family, watch TV in Arabic and hang out with other
Syrian students. These practices, which remove them from Turkish culture, are not
helping them to learn Turkish and adopt themselves; instead, it increases their
marginalization. Clearly, students who had even daily language knowledge could
adopt more easily. They can make friends, go out with confidence, and do shopping.
These students talk to other Turkish students at school or on the street which helps
them learn the language comparatively faster. That is to say, teachers disagreed with
the idea of taking Syrian students from regular classes to teach Turkish with other
students. In this way, Syrian students do not learn better Turkish. Only those who
cannot speak any Turkish or who had not received any education before should be
kept separate in special classes for a period.

Another notable result indicated that Syrian students have behavior problems that
challenge teachers. It was understood from the teachers that refugee students are very
active and bold in their behaviors and words. They can be very rude towards their
friends and teachers, especially female teachers. The participants believed that Syrian
students are often exposed to domestic violence at home by parents or siblings,
which may contribute to their aggressive behaviors. Furthermore, the position of the
woman in Syrian families affects the male students' behaviors towards girls and
female teachers. Moreover, it was observed by the teachers that students whose
families value patriarchal power in the family may have more aggressive behaviors

towards female teachers. The reason behind is this mothers and sisters are less powerful, and they are suppressed in a way. In other words, the male figures are dominant at home and they make most of the decisions for the family.

Lack of material and technological tools was another issue that teachers dealt with during the lessons. They also spend great amount of time preparing materials and activities. The government provided technological devices such as projector, photocopy machine and computers for the schools who have refugee students, however at times these were not sufficient.

The meta-ethnography revealed similar challenges and also identified others related to cultural sensitivity and awareness (Perry, 2013). Importance was also placed on teacher agency and respect (Taskın & Erdemli, 2017).

Finding 4

Teachers use only several strategies when teaching Turkish: Teaching strategies can be play important role in teaching a foreign language. The findings presented that teachers know about a variety of different teaching strategies in theory, however, interviews revealed that teachers use only a few strategies. Strategies such as listening to recordings, short reading texts, using images and writing tasks were widely preferred. All of the teachers said that they design their lessons based on major language skills (speaking, listening, reading, and writing). It was also revealed that since most of the students have poor Turkish proficiency, games, images, realia objects, hanging posters on bulletin boards and videos are preferred by teachers. Lastly, teachers sometimes use drama activities to teach daily language such as

eating, ordering, going to the doctor for students to expose the language in real life contexts.

Fortunately, the study also found that the teachers' dispositions, such as remaining open to continuous learning and being creative, imaginative, and innovative indicate that teachers are interested in expanding the ways they teach refugee students. They emphasized the importance of professional development and did share how they have tried at times to add diversity to their teaching techniques. The interpretative synthesis confirms the importance of professional development for teachers of refugee students. These trainings can help educators examine their cultural sensitivity and become aware of strategies to better connect with different communities.

Finding 5

Teaching dispositions play a role in teacher beliefs and practice: Teachers who work with refugee students should be aware of themselves. In other words, they should be able to identify their dispositions and learn what influences their dispositions. This research was able to relate each of the studies' themes to one or more dispositions as *Habits of Mind*. These dispositions may eventually be reflected in teachers' visions and classroom practice. Furthermore, their dispositions may be influenced and developed by their professional knowledge, educational belief and skills.

Implications for practice

The findings from this study identified important implications for practice for teachers and school administrators. The first is to provide more professional

development workshops for teachers who work with refugees so they can learn effective teaching strategies. As part of this professional development, teachers may have the opportunity to recognize and enhance dispositions that to support learning refugee students. Therefore, a professional development workshop is one of the ways of to acquire new knowledge and then use this experience as knowledge to new situations. This would help teachers to develop a disposition to overcome possible challenges they may face.

Through professional development workshops, teachers can have opportunities to observe and emulate experienced professionals, becoming aware of attitudes and values that support their teaching efforts. A study conducted by Karakaş (2016) presents findings regarding the changes in pre-service ELT teachers' sense of self-efficacy, emotional intelligence and teacher knowledge in shaping of foreign language teacher identity in a particular English Teacher Education Department. She claimed that pre-service teachers' language teaching identity improved after receiving professional development programs and school experience. That is to say, teachers who work with refugee students can improve and contribute their teacher identities by attending courses and having experience with refugee students.

The study pointed out that there are other challenges that the government should consider. It was discussed with teachers that there is not any curriculum in teaching Turkish language and culture to refugee students. What is more, developing a curriculum is a demanding process itself. Teachers do not have enough time to develop a curriculum since they are already busy with their main duties. Thus, it would be very helpful for teachers to have a curriculum to follow.

Another concern that can be addressed is that while there are course books for teaching Turkish as a foreign language, they are mostly prepared for language learners rather than for refugees. Teachers think that there is a huge difference between these two types of learners. Therefore, it is important that teachers and school administrators review the Turkish Language and Literature curriculum to make it more relevant to foreigners who take part in the classes.

As Altan, Lane and Dottin (2017) mentioned that while knowledge and skills are needed to educate children, it important to recognize that future teachers need to reflect on ways of thinking and behaviors. The authors identify these thinking and behaviors as dispositions. Educators who teach refugee students play a key role in helping them integrate into the culture of the local society. Their dispositions and the quality of their efforts have the ability to influence the process positively. For this reason, professional development programs should be organized more by the government to include sessions to about recognizing and fostering positive and constructive teaching dispositions. The findings of the study revealed that participants have developed some dispositions because of their past experiences, efforts and additional trainings; but there are more dispositions that teachers can develop before starting to work. Therefore, the government needs to consider dispositions as an important component of teacher development in refugee context. The findings also support that more concepts should be added to the existing Turkish curriculum to increase cultural diversity and awareness. For instance, school administrators can arrange in-service professional development days for all teachers to inform teachers about cultural diversity of Turkey. Also, refugees and students from other ethnicities can showcase their culture during events such as International

Dance and Music Days. Through these events, teachers and students can benefit from an increased awareness of the richness of cultural diversity.

Recommendations for future research

The findings of this study have several recommendations for further research. The first recommendation is to investigate teaching strategies to make them available for teachers who work with refugees and to ensure that teacher integrate these strategies into their lessons. According to this study, teachers use basic and similar strategies when teaching Turkish language and culture. Compared to teaching English as a foreign language, it seems that there are fewer strategies used in teaching Turkish as a foreign language. In order to promote application of more strategies, and include them in new materials, researchers and teacher educators may conduct content analysis research of existing books that teach English and apply them to learning the Turkish language.

By using the conceptual framework developed by Altan, Lane, and Dottin (2017), this study further explored the theory of *Habits of Mind* as teaching dispositions. For In the current study, the framework helped the researcher reflect upon specific theoretical understandings of *Habits of Mind*, providing specific examples from the participants' teaching or professional development experiences. The researcher was able to use the framework to identify *Habits of Mind* that reflected the findings of the content analysis. There was one disposition revealed in the analysis that did not have a strong match for an existing Habit of Mind and that was dedication. All the teachers showed a strong commitment to improving their practice and working with refugee students. Therefore, as recommended by Altan, Lane, and Dottin it would be

worthwhile to look into other Habits and theories that can enhance the framework. Furthermore, more researchers are indeed encouraged to apply this framework to their analysis to gain further insights into the theory of *Habits of Mind* and dispositions.

In addition to their theory, Altan, Lane, and Dottin recommend that the framework has practical implications. By learning about teachers' *Habits of Mind*, it is possible to get insights into their teaching dispositions. By relating the *Habits of Mind* to educational theories, the idea is that by implementing professional development strategies to support these theories the associated dispositions can be reinforced. Although these Habits are based on analysis of the sample population investigated, teacher educators might consider these theoretical ideas to prepare candidates to work with refugees.

Another recommendation for further research would be to explore how to develop effective teaching dispositions as *Habits of Mind* for teachers. This can be done by including dispositions into professional development sessions before teachers begin working with refugee students. Also, more research can be done to create a school environment where all teachers would develop dispositions and raise their intercultural awareness.

The final recommendation is conducting another study on this topic by interviewing more teachers and developing a questionnaire that could be administered on a larger scale. Also, the study can be supported by several interviews and surveys.

Limitations

The study is limited to small number of teachers who work at the state school in Bursa. The number of interviews could be increased however, accessing to the schools and scheduling time with teachers is very difficult. This being a qualitative study, there is a chance for bias and misrepresentation in the data that was shared with the researcher. The study was limited to interviews and could have been enriched with supplementary data such as observations and document analysis. Also, the interpretative synthesis was added to the current study to increase the depth of the investigation. The articles selected for the meta-ethnography were chosen because of their relevance and because they had been cited by other studies. However, time limitations prevented a more extensive search and review of the literature.

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APPENDIX A: Sixteen *Habits of Mind*: Dispositions for Mindfulness.

Sixteen *Habits of Mind*	Original definitions by Costa and Kallick (2000).
Persisting	Efficacious people stick to a task until it is completed. They don't give up easily. They are able to analyze a problem, and they develop a system, structure, or strategy to attack it. They have a repertoire of alternative strategies for problem solving, and they employ a whole range of these strategies. They have systematic methods for analyzing a problem, which includes knowing how to begin, what steps must be performed, and what data must be generated or collected. Because they are able to sustain a problem-solving process over time, they are comfortable with ambiguous situations.
Managing Impulsivity	Effective problem solvers are deliberate: they think before they act. They intentionally establish a vision of a product, action plan, goal, or destination before they begin. They strive to clarify and understand directions, they develop a strategy for approaching a problem, and they withhold immediate value judgments about an idea before they fully understand it. They decrease their need for trial and error by gathering information, taking time to reflect on an answer before giving it, making sure they understand directions, and listening to alternative points of view.
Listening with Understanding and Empathy	People who demonstrate this habit of mind are able to see through the diverse perspectives of others. They gently attend to another person, demonstrating their understanding of and empathy for an idea or feeling by paraphrasing it accurately, building upon it, clarifying it, or giving an example of it.
Thinking Flexibly	Flexible people can approach a problem from a new angle using a novel approach. They consider alternative points of view. Their minds are open to change based on additional information, new data, or even reasoning that contradicts their beliefs. Flexible people know what they have and can develop options and alternatives. They can work within rules, criteria, and regulations, and they can predict the consequences of flouting them. They understand immediate reactions, but they also are able to perceive the bigger purposes that such constraints server. Thus, flexibility of mind is essential for working with social diversity, enabling an individual to recognize the wholeness and distinctness of other people's ways of experiencing and making meaning.
Thinking about Thinking (Metacognition)	Intelligent people plan for, reflect on, and evaluate the quality of their own thinking skills and strategies. Metacognition means becoming increasingly aware of one's actions and the effect of those actions on others and on the environment; forming internal questions in the search for information and meaning; developing mental maps or plans of action; mentally rehearsing before a performance; monitoring plans as they are employed; reflecting on the completed plan for self-evaluation; and editing mental pictures for improved performance.
Striving for Accuracy	People, who value accuracy, precision, and craftsmanship take time to check over their products. They review the rules by which they are to abide, they review the models and visions they are to follow, and they review the criteria they are to use to confirm that their finished product matches the criteria exactly. These people

	take pride in their work, and they desire accuracy as they take time to check over their work.
Questioning and Posing Problems	Effective problem solvers know how to ask questions to fill in the gaps between what they know and what they don't know. Effective questioners are inclined to ask a range of questions: What evidence do you have? How do you know that's true? How reliable is this data source? They also pose questions about alternative points of view: From whose viewpoint are we seeing, reading, or hearing? From what angle, what perspective, are we viewing this situation? Sometimes they pose hypothetical problems characterized by "if" questions: What do you think would happen if…? If that is true, then what might happen?
Applying Past Knowledge to New Situations	Intelligent people learn from experience. When confronted with a new and perplexing problem, they will draw forth experiences from their past. They call upon their store of knowledge and experience as sources of data to support, theories to explain, or processes to solve each new challenge. They are able to abstract meaning from one experience, carry it forth, and apply it in a novel situation.
Thinking and Communicating with Clarity and Precision	Intelligent people strive to communicate accurately in both written and oral form, taking care to use precise language; defining terms; and correct names, labels, and analogies. They strive to avoid overgeneralizations, deletions and distortions. Instead, they support their statements with explanations, comparisons, quantification, and evidence.
Gathering Data through All Senses	Intelligent people know that all information gets into the brain through sensory pathways: gustatory, olfactory, tactile, kinesthetic, auditory, and visual. Most linguistic, cultural, and physical learning is derived from the environment by observing or taking it in through the senses. To know a wine it must be drunk; to know a role it must be acted; to know a game it must be played; to know a dance it must be moved; to know a goal it must be envisioned. Those whose sensory pathways are open, alert, and acute absorb more information from the environment than those whose pathways are withered, immune, and oblivious to sensory stimuli.
Creating, Imagining, Innovating	Creative human beings try to conceive problem solutions differently, examining alternative possibilities from many angles. They tend to project themselves in different roles using analogies, starting with a vision and working backward, and imagining they are the object being considered. Creative people take risks and frequently push the boundaries of their limits. They are intrinsically rather than extrinsically motivated, working on the task because of the aesthetic challenge rather than the material rewards. Creative people are open to criticism. They constantly strive for greater fluency, elaboration, novelty, parsimony, simplicity, craftsmanship, perfection, beauty, harmony, and balance.
Responding with Wonderment and Awe	Efficacious people are creative thinkers who have a passion for what they do. They have not only an "I can" attitude but also an "I enjoy" feeling. They seek problems to solve for themselves and to submit to others. They delight in making up problems to solve on their own, and they so enjoy the challenge of problem solving that they seek perplexities and puzzles from others. They enjoy figuring things out by themselves, and they continue to learn throughout their lifetimes.
	Flexible people seem to have an almost uncontrollable urge to go beyond established limits. They are uneasy about comfort; they live on the edge of their competence. They seem compelled to place themselves in situations where they do not know what the

Taking Responsible Risks	outcome will be. They accept confusion, uncertainty, and the higher risks of failure as part of the normal process, and they learn to view seatbacks as interesting, challenging, and growth producing. However, they do not behave impulsively. Their risks are educated. They draw on past knowledge, are thoughtful about consequences, and have a well-trained sense of what is appropriate. They know that all risks are not worth taking.
Finding Humour	People who engage in the mystery of humor have the ability to perceive situations from an original and often interesting vantage point. They tend to initiate humor more often, to place greater value on having a sense of humor, to appreciate and understand others' humor, and to be verbally playful when interacting with others. Having a whimsical frame of mind, they thrive on finding incongruity; perceiving absurdities, ironies, and satire; finding discontinuities; and being able to laugh at situations and themselves.
Thinking Interdependently	Humans are social beings. We congregate in groups, find it therapeutic to be listened to, draw energy from one another, and seek reciprocity. In groups we contribute our time and energy to tasks that we would quickly tire of when working alone. Cooperative humans realize that all of us together are more powerful, intellectually or physically, than any one individual. Working in groups requires the ability to justify ideas and to test the feasibility of solution strategies on others. It also requires developing a willingness and openness to accept feedback from a critical friend. Through, this interaction, the group and the individual continue to grow.
Remaining Open to Continuous Learning	Intelligent people are in a continuous learning mode. Their confidence, in combination with their inquisitiveness, allows them to constantly search for new and better ways. People with this habit of mind are always striving for improvement, growing, learning, and modifying and improving themselves. They seize problems, situations, tensions, conflicts, and circumstances as valuable opportunities. The habit of mind includes the humility of knowing that we don't know which is the highest form of thinking we will ever learn.

APPENDIX B: Sample Excel Sheet

Author	Date	Date Source	Concept	2nd Order Interpretation
K. Perry	2013	Journal Article	Being Qualified	is more than a matter of holding a specific certification.
				includes having content knowledge, pedagogical knowledge, and pedagogical-content knowledge related to teaching language an literacy to adults.
				may mean having had certain experiences and specific dispositions that can support a teacher in her efforts to work with adult ELLs.
			Prior Experience	can contribute to being qualified to teach.
				however, prior experiences in education may not necessarily prepare instructors to work with adults or or for the specifics of teaching language
			Elementery Level	educators may not be adequately prepared to meet the unique learning needs of adults.
			Secondary Level	secondary educators trained in fields like math and science education may not have the knowledge or skills necessary to teach language and/or literacy.
			Teachers' need	several types of knowledge,including content knowledge, knowledge of teaching theory and practice, and pedagogical content knowledge, or ways of representing and formulating the subject that make it comprehensible to others.
				in addition to the typical types of instructor knowledge related to issues such as learner-centered instruction techniques, building learning communities, and appropriate assessments.
				for ESL programs require additional expertise, such as "managing open-entry classrooms with students of different abilities."
Newbigging&Thomas	2011	Journal Article	Safeguarding	encompasses a broad range of objectives that includes not only protection from abuse and neglect, but also preventing impairment of children's health and development and ensuring.
				they have safe and effective care to maximise their life chances.
				even within social care services, safeguarding is not confined to those engagedexplicitly in child protection, but depends on a whole variety of statutory and voluntary provision, and is a key element in defining good practice.
			Refugee conditions	many have complex, emotional issues, and personal histories of loss and violence.
			Language & Communication	it is essential that services establish what languages someone speaks and are able to communicate with young asylum seekers in order to understand individual needs.
			Attitude and trust	being kind, friendly and open were identified as important attributes, and understanding and acceptance as key to good social services.
			Familiy	family was seen as central, with the impact of uncertainty about status and parental well-being, particularly poor mental health, having an impact on the whole family.
			Emotional Well-being	bullying, coupled with circumstances before and after arrival in the UK, including experiences of torture,was viewed as contributing to mental health problems.
Brown	1987	Journal Article	Role of professionals	they must understand the differences,between their own cultural values about health care and those of the American medical and mental health professions.
				while they understand them the worker may find himself with a foot in each culture.

Silka&Tip	1994	Journal Article	Understanding cultural dimensions	important to recognize support systems in cultures vary from each other.
			Empowerment	different cultures have different sources of power, in Western cultures it is the individual who is to show power, in Eastern cultures the family/societal unit is
			Listening	rather than force solutions (remediate) issues refugees face, it is important to listen and to understand.
			Community-based activities	use resources within a community to serve as liaisons and to build bridges from one culture to another.
Aydın&Kaya	2019	Journal Article	The school conditions	the limited capacities of teachers and the shortage of sufficiently trained teachers able to instruct refugees.
				inadequate resources, and inappropriate curriculum planning have impeded the provision of high-quality education
			Challenges	Syrian refugee students attending Turkish schools are restricted in the quality of their learning experiences by language barriers.
				some schools cannot do anything due to challenges such as their psychosocial/emotional/mental states, and the limited ability of Turkish MoNE to monitor and support them in schools.
				in addition, the results indicate that all participants said that language is the main problem Syrian students are the fluctuations in their emotional/psychosocial/mental/academic states.
				found that the Turkish language has been one barrier for Syrian students in their cultural integration and buy-in from Syrian communities demonstrates how language can have an impact on inclusion.
				the prioritization of spending on necessities over education, and the dependence on children to contribute to household income are all barriers.
				Syrian refugees had difficulties enrolling their children in the public school setting system, mainly because of a lack of any clear regulations.
				the Turkish government has made it possible for Syrians to register at Turkish state universities in 2017 without taking highly competitive entrance exams or submitting papers to prove that they had finished high school.
				regardless of this admission policy, language remains a big obstacle because all state
				language proficiency remains an obstacle to enrollment in Turkish schools/universities, does the fear of social exclusion and harassment. Language proficiency also limits participation in the MoNE's skill-building courses.
			Student Performance	Syrian refugee children has been lower than that of their peers.
				generally, refugee and migrant students have trouble understanding the material presented in their classes, and their language training is insufficient.
				the findings of previous research in that Syrian refugee children struggle to make sense of lessons aught in Turkish or Arabic, which are dual languages of instruction in some Turkish schools.
			Needs- Recommendations	Print (1993) further stressed that teachers and school principals who deal with refugee children must be trained and informed regarding trauma, the refugee journey, and the circumstances that callor a referral to trained mental health or clinical professionals; however, they also should not underestimate the importance of their own relationship with refugee background learners,which can be a respectful, affirming, and trusting one.
				more research is needed to determine what might help reduce barriers to learning.
				more funding and training in Turkish are needed for Syrian children at schools
				Access to Turkish public schools should be expanded for Syrian children via carefully designed policies.
				Coordinated curriculum standards on a regional level should be developed as a strategy to prepare Syrian children and should include two scenarios: (a) returning to life in Syria or (b) integrating into the host society.
				the Turkish government must develop new concepts and strategies that can address the many issues related to the humane treatment of Syrian refugees, including the ultimate possibility of their cultural,linguistic, and religious integration into Turkish society.
				integration is complex on many levels, and psychological support is necessary, specifically for school-agechildren. Therefore, teachers, principals, and staff members should be trained.

Taskın &Erdemli	2017	Journal Article	Difficulties	the primary difficulty faced by the teachers in the education process wasidentified to be the language barrier.
				another difficulty faced in the process of the education of these students was said to be the cultural problem. Differences between the Turkish and Syrian education systems, and the cultural structures
				the differences between the education systems cause the Turkish teachers to experience a cultural conflict.
			Integration	it is criticized that teaching refuges separately from their German peers in Germany and suggests that the refugees could learn the language and culture faster, have a stronger belief that they are wanted by society, and adapt to society more quickly if they were taught together with the Germans.
			Teacher Education	It is very important that teachers receive support to enable the Syrian students to adapt to the school and classes
				the study conducted by Aras and Yasun (2016) also revealed that the teachers lacked qualifications particularly for teaching Turkish to non-native speakers. The teachers stated that it would be helpful if the Turkish Language and Literature teachers teaching the Syrian students were provided with seminars on how to teach Turkish to non-native speakers.
				turkish teachers needed professional development and support to work with the Syrian students (Cinkir, 2015, 53). Therefore, as expressed by the participants, developing a curriculum for Turkish language education and preparing and sharing appropriate books and materials with teachers would contribute to the improvement of the education process.
				learning environments and areas must be created at schools where all students can participate, and efforts must be made to enhance the students' engagement in the education process and their intercommunication and friendship.
Rose	2018	Journal Article	Teacher agency	reliant on the successful interplay of multiple conditions both internal and external to school contexts
			Refugee education	Australian schools seeking to create the conditions needed for successful eacher agency, particularly in refugee education, the core elements of the practicalevaluative dimension may serve as a useful framework which can be adapted for the unique context of their school.
				the area of refugee education is a complex one and schools are urged to think critically about the limitations of individuals assuming agency and the knowledge and beliefs towards refugees they hold and bring to such positions.
				Although it is important to value diversity and support refugee students and refugee education, there is an inherent risk that teachers may adopt and promote these negative constructions of refugee students.

Aydın&Kaya	2017	Journal Article	Turkish level	Syrian students attend Turkish public schools without receiving any prior Turkish language training. This leads to them taking longer to overcome language barriers and it also widens the gap between them and their peers.
				The common view of all participants is that Syrian tudents should be provided with a Turkish-language training programme, even should then receive the same curriculum once they have overcome their language problems.
			Benefits of Turkish	this will not only impact the educational lives of these students positively, but it will also facilitate the job of teachers at public schools.
				learning Turkish quickly will help Syrian students close the gap with their peers and increase their academic performance.
			Challenges	due to leaving this decision to the discretion of school administrators, lack of classrooms, the lack of time to offer classes due to double-shift schooling, lack of teachers and the small number of Syrian students at schools, this programme has not made much of a difference.
				Syrian students tend not to be concentrated in certain public schools but are spread across various schools. This causes public schools to ignore these small numbers of students and not implement programmes to support them.
			Teacher attitudes	the findings of the study demonstrate that teachers, on the whole, have a largely positive attitude towards Syrian students and sincerely try to help them. Such attitudes will serve to contribute to the academic performance and adaptation of Syrian students. We do not know whether this positive teacher attitude is one that is present in all areas and regions of Turkey.
Durham& Kim	2019	Journal Article	Community	language learning is important for assimilation into the community
Durham& Kim	2019	Journal Article	Volunteers	for community organizations and faith-based programs, it is important to have skilled and willing volunteers to teach language courses
Brown	1987	Journal Article	Cultural awareness	teachers of refugees need to recognize differences in cultural norms between the host country and the refugees
Brown	1987	Journal Article	Resourceful	developing communication and networking skills will help teachers recognize and acquire resources that will help them relate better to refugee students.
Strekalova-Hughes	2017	Journal	misconceptions	teachers may have predispositions, attitudes, or prior beliefs that influence their understanding of refugees.

APPENDIX C: Rıza Formu

Bu çalışmanın amacı, mülteci öğrenciler için Türk Dili ve Kültürü öğretiminde öğretmenlerin karşılaştığı sorunlar ve ihtiyaçları belirlemek için mültecilerle çalışan tecrübeli öğretmenlerin görüşlerini değerlendirerek öğretmenlere bir rehber hazırlamaktır. Görüşlerinizi, belirlenen sorulara verdiğiniz cevapları daha sonra dinlemek üzere kayıt altına almak istiyoruz. Katılmaya karar verirseniz, bu formu incelemenizi ve imzalamanızı rica ederiz. Eğer sorularla ilgili herhangi bir kısmı anlamadığınız veya belirsiz olduğunuzu düşünüyorsanız, bizimle iletişime geçmekten çekinmeyin. Mülakat, yaklaşık 20 dakika sürecektir eğer aktaracağınız daha fazla veri varsa uzatmanızda bir sakınca yoktur. Bu mülakata katılımınız tamamen gönüllüdür. Katılmak isteyip istemediğiniz sizin seçiminizdir. Soru (lar) ın çok kişisel olduğunu düşünüyorsanız veya bu konuda konuşmak sizi rahatsız ediyorsa, herhangi bir soruya cevap vermek mülakata katılmak zorunda değilsiniz. Çalışmanın siz öğretmenlerimize faydalı olacağını düşünüyoruz. Yanıtlarınız anonim olacak ve veriler geri kalan cevaplarla birlikte derlenecektir. Sizinle ilgili bilgileri bizim dışındaki herhangi bir kimseyle paylaşmayacağız. Mülakat sırasında topladığımız tüm bilgiler gizli tutulacaktır. Herhangi bir sorunuz ya da yorumunuz varsa Bilkent Üniversitesi, Eğitim Bilimleri Enstitüsü yüksek lisans öğrencisi Mustafa Savaşkan ile iletişime geçiniz.

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Katılımcının Adı _____

Katılımcının imzası _____

Tarih _____ Gün/ ay/ yıl