

ADVANCES IN GLOBAL EDUCATION AND RESEARCH

GLO CER '21

VOLUME 4

Editors:

Dr. Wayne B. James

Dr. Cihan Cobanoglu

Dr. Muhittin Cavusoglu



Co-Editors

Dr. Wayne James, University of South Florida, USA

Dr. Cihan Cobanoglu, University of South Florida, USA

Dr. Muhittin Cavusoglu, Northern Arizona University, USA

ADVANCES IN GLOBAL EDUCATION AND RESEARCH: VOLUME 4

ISBN 978-1-955833-04-2

****Authors are fully responsible for corrections of any typographical, copyrighted materials, technical and content errors.***

Co-Editors

Dr. Wayne James, University of South Florida, USA

Dr. Cihan Cobanoglu, University of South Florida, USA

Dr. Muhittin Cavusoglu, Northern Arizona University, USA

ISBN 978-1-955833-04-2

© USF M3 Publishing 2021

This work is subject to copyright. All rights are reserved by the Publisher, whether the whole or part of the material is concerned, specifically the rights of translation, reprinting, reuse of illustrations, recitation, broadcasting, reproduction on microfilms or in any other physical way, and transmission or information storage and retrieval, electronic adaptation, computer software, or by similar or dissimilar methodology now known or hereafter developed. The use of general descriptive names, registered names, trademarks, service marks, etc. in this publication does not imply, even in the absence of a specific statement, that such names are exempt from the relevant protective laws and regulations and therefore free for general use. The publisher, the authors and the editors are safe to assume that the advice and information in this book are believed to be true and accurate at the date of publication. Neither the publisher nor the authors or the editors give a warranty, express or implied, with respect to the material contained herein or for any errors or omissions that may have been made. The publisher remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.

This imprint is published by USF M3 Publishing, LLC

The registered company address is University of South Florida, 8350 N Tamiami Tr, Sarasota, FL 34243 USA.

Assistant Editor

Dr. Alia Hadid, University of Rhode Island, USA

Editor Assistants

Zahra Alrushdy, Bahcesehir University, Turkey

Gokhan Sener, Necmettin Erbakan University, Turkey

Abraham Terrah, University of South Florida, USA

****Authors are fully responsible for corrections of any typographical, copyrighted materials, technical and content errors.***

Syrian Children's Perceived Integration Into Turkish National Education System

Nurgül Bekdemir¹, Gülce Kalaycı², and Nuray Alagozlu³

¹Department of Foreign Languages
Ordu University, Turkey

²Department of English Language Teaching
Ufuk University, Turkey

³Department of English Language Teaching
Hacettepe University, Turkey

Abstract

This study is conducted to analyze Syrian children's educational life from the perspective of the teachers and explore their acculturation process, and adaptation into the Turkish culture with reference to the difficulties. Moreover, the study will take into account their academic attainment as well as the implemented bilingual education model. Grounded theory was utilized to analyze the data as it enables a scrupulous analysis when there is not much detailed information on the topic. Thematic analysis was conducted as the qualitative research design is required to explore and identify the academic achievement and social adaptation process of Syrian students in Turkey. The findings suggest that the teachers are aware of the Syrian students' distinctive situation; however, they feel incompetent in supporting them. As for the Syrian students, teachers point at the language barrier they encounter while describing these children's deficiency in both social adaptation and academic achievement. Therefore, they recommend supplying extra courses to enhance their language development and advise a common bilingual education model to be implemented. Besides, the teachers also highlight the significance of providing both psychological and social support for them in order to facilitate their acculturation.

Keywords: Syrian refugee children, acculturation, social adaptation, bilingual education, academic achievement

Recommended Citation: Bekdemir, N., Kalayci, G., & Alagozlu, N. (2021). Syrian children's perceived integration into Turkish national education system. In W. B. James, C. Cobanoglu, & M. Cavusoglu (Eds.), *Advances in global education and research* (Vol. 4, pp. 1–12). USF M3 Publishing. <https://www.doi.org/10.5038/9781955833042>

Introduction

Migration results in many challenges in one's life because of exposure to a foreign lifestyle, culture shock, conflicting attitudes, values, and behaviors. Matters become even worse for forcibly displaced immigrants who find no way out to move because of conflict or war. Since they become asylum seekers or refugees in a country although they are not ready for such a movement. Since 2011, Syrian refugees have migrated to Turkey, and now it is one of the countries hosting a great many of the refugees (United Nations High Commissioner for Refugees [UNHCR], 2020). At present, 561.510 children maintaining primary and secondary schools accommodate in different

parts of Turkey. The arrangements in different areas including education support “the right of all children to receive an education, including children whose families have sought temporary and international protection”. Ministry of National Education (MoNE) in Turkey has laid out new regulations for Syrian immigrants’ education with the Circular 2014/21. Even if they do not have residence permit, they have the right to continue their education only by registration to schools with their “foreigner identification document” (MoNE, 2014). A project named “Promoting Integration of Syrian Children to the Turkish Education System (PICTES) was carried out under the framework of the European Union’s Facility for Refugees in Turkey (FRIT). With the help of PICTES, students are provided with Turkish language courses, education materials, transportation service, social adaptation activities and psychosocial support. Along with these regulations, questions have been raised about Syrian children’s education, acculturation and adaptation in Turkish culture. In this respect, this study sought for Syrian children’s educational life from the perspective of the teachers. It aims to explore their acculturation process and adaptation into the Turkish culture referring to the difficulties and recipes that the teachers offer. Besides, it will go through their academic attainment as well as the implemented bilingual educational model. In order to explore these dimensions, the study purports to answer the following research questions:

- What are the levels of acculturation of Syrian immigrant children from the perspective of teachers?
- Are there any strategies of acculturation at school?
- Which bilingual/multilingual education model do teachers deploy in order to teach Syrian immigrant students?
- What are the teachers’ perspectives on Syrian immigrants’ academic achievement?

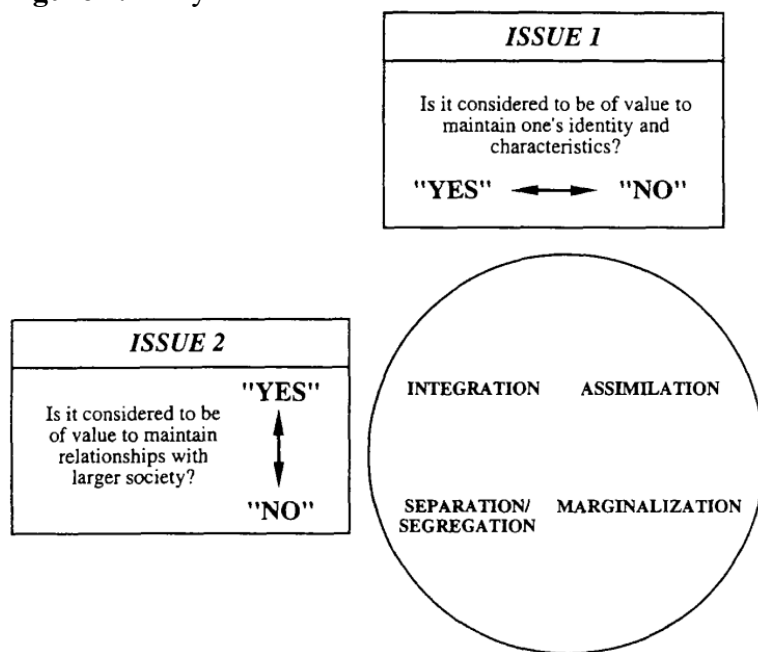
Literature Review

Acculturation

People’s mobility across the world brings about an acculturation process in which they gain deviated experiences differing from their daily praxis. Acculturation, which means the integration of L2 learners into the target community (TC), has a vital role in SLA (Schumann, 1978, 1990). As much as it is a combination of social-psychological factors, it is not the direct cause of SLA, but the most significant factor regarding the natural SLA (Schumann, 1986). The degree from social-psychological distance to social-psychological proximity with the native speakers of L2 demonstrates the extent to L2 learners can acquire the target language (Schumann, 1978). The more they want to be native-like, the more they should be integrated with the TC. According to Schumann’s two-types acculturation model (1978), acculturation occurs if the learners are both socially integrated with and psychologically open to the TC, which is the first type. However, second type occurs when L2 learners are only socially integrated with the TC even if the psychological openness is not experienced by them. From this model, it can be understood that through both types, L2 learners are socially integrated with the TC, nevertheless, the difference arises from the learners’ willingness to get integrated. In this regard, acculturation can be defined as the changes resulted from clustering different cultures (Sam & Berry, 2013). Berry defines acculturation as “the process by which individuals change both by being influenced by contact with another culture and by being participants in the general acculturative changes underway in their own culture” (1990 p. 235). On the basis of the level that one’s simultaneous maintenance of his/her original cultural identity and participation in the cultural life of the majority culture, Berry

(1990, 1997, 2006) suggests a quadrant model in which acculturation strategies could be tackled either by the minority or by the majority group (Figure 1). To begin with, from the minority group's perspective, these strategies explain the level of the one's sense of belonging to home and host cultures, and involves (1) assimilation- abandonment of the original ethnic culture, (2) integration- adoption of both home and host cultures in a quite balanced way, (3) separation- neglection of the majority while maintaining the ethnic culture, (4) marginalization- exclusion of both cultures and feeling lack of connection. When it comes to the majority group's perspective, it involves (1) mutual accommodation- given support to minority group group's maintenance of both home and host cultures, (2) melting pot- supporting assimilation, (3) segregation- keeping ethnic minorities separated, (4) marginalization- exclusion of the minority group and desire them to renounce their ethnic origin.

Figure 1. Berry's Acculturation Model



Bilingual and Multilingual Education Models

Bilingual education refers to the use of two languages in the instruction and assessment of learners (Garcia, 2009), and bilingual education programs emerges from various goals, sociocultural and sociopolitical factors (Garcia & Woodley, 2015). Bilingual education models are examined based on the categorization made by Baker (2001). There are four main educational models to teach bilinguals: (1) submersion, (2) immersion, (3) two- way immersion and (4) transitional immersion. Firstly, the submersion education model is likened to a swimming pool because the student who cannot swim is thrown into the deep end, and the expectation to learn swimming without any lessons is anticipated. It has the same foundation in the language learning process i.e., minority language students are taught in a classroom environment that only majority language is used. There are two options in the end: to learn the majority language with a lot of effort (struggle and swim) or to fail learning it (sink) (Baker, 1988; Baker, 2001). However, it is also stated that submersion programs can be utilized with pull-out classes which students with minority language are withdrawn from their lessons in order to learn the majority language, which will cause other

problems i.e., peers' perceptions of them (Baker, 2001). The second model is immersion programs in which students with minority language are immersed in a second language (L2) classroom environment (Cummins, 1998). To compare the two mentioned models, students in immersion programs “paint a picture of moving gradually from the shallow to the deep end ... being taught the skills of swimming” (Baker, 1988, pp. 47-48). Contrary to the submersion program, students may use their mother tongue (L1) till they naturally begin using L2 with the help of bilingual teachers. Additionally, there are three types of immersion programs that are organized based on the age of learners: early, middle and late immersion start in kindergarten or grade 1; grade 4-5 and grade 7, respectively (Cummins, 1998). The third one is transitional model which students with minority language are only exposed to L2 in order to become proficient enough to continue with their mainstream education; however, they are also exposed to target culture all the time at the expense of assimilation, losing their L1 (Baker, 2001; Fishman, 1977; Garcia, 1997; Paulston, 1980). The last method is two-way immersion, which is also called dual language, and it is based on exposure to oral language. Its scope is to support L1 skills of students whose mother tongue is minority language and to improve L2 skills of students whose mother tongue is the majority language (Barnett et al., 2007).

Methods

Sample

The study was carried out with the employment of snowball sampling methods from non-probability sampling procedures in order to reach teachers who taught and/or are currently teaching Syrian immigrant learners. Participants accessed for the current study were 22 teachers whose branches are English Language Teaching, Turkish Language Teaching and Primary School Teaching (Table 1.). Of the participants, 14 (66.7 %) were English Language, 6 (28.6 %) were Turkish Language, and 1 (4.8 %) was a primary school teacher. Most of the participants (n=18, 81.8 %) had bachelor's degree while the rest of them (n=4, 18.2 %) had master's degree. Most participants get neither any undergraduate courses about teaching in multilingual classes (N=14, 77.8%) nor in-service education provided by the Ministry of National Education (MoNE) (N= 12, 60 %). However, a small group of participants reported that they got courses in their BA studies (N=4, 22.2 %) and in-service education (N=8, 40 %). As for teaching experience, the number of teachers who had both 3-5 years and 6-9 years of teaching experience was 8 (36.4 %), whereas the ones experienced in teaching with 0-2 years and more than 10 years were 3 participants (13.6 %) in each. In addition, a number of participants (N=17, 85 %) stated that they had not been informed about the language education model that is required to teach Syrian students by both MoNE and school administration.

Table 1. Participants

Department			Educational background		Courses about multilingualism		In-service education		Being informed about the language education models		
ELT	TLT	PST	BA	MA	YES	NO	YES	NO	YES	NO	
N	14	6	1	18	4	4	14	8	12	3	18
%	66.7	28.6	4.8	81.8	18.2	22.2	77.8	40	60	14.3	85.7

Data Collection

In this study, an online data collection process was carried out via Google Forms. The link of the survey was sent to participants via social media and with the help of the participants. Only the

participants who volunteered to take part in the study answered the survey, and they were asked for their consent to participate in the study at the beginning of the survey.

Data Source

The data were collected online through a self-designed survey consisting of open-ended questions because the aim was to explore the most relevant answers to the topic (Link: <https://forms.gle/zT9pRfJ8amU6agGr7>).

Empirical Model

Grounded theory was adopted to analyze the data as it enables a scrupulous analysis when there is not much detailed information on the topic (Dörnyei, 2007). Thematic analysis was conducted as the qualitative research design required to explore and identify Syrian students' not only how they adapt to Turkish culture and society but also how they get integrated into the Turkish education system. In order to create themes, coding techniques were utilized. First, researchers read the data thoroughly to familiarize themselves with it, then began creating initial data-driven codes manually. After the initial coding, correlated codes were categorized, and themes were created.

Findings

The current study revealed teachers' perceptions of Syrian immigrant students' level of sociocultural adaptation, acculturation strategies, their usage of bilingual education models, and academic achievements.

Research Question 1: Sociocultural Adaptation

The fact that Syrian refugees escape from war and start to live in Turkey is considered, their new life required them to adapt themselves into the new society and Turkish culture. Participants' perception on their sociocultural adaptation varied (Table 2), some considered their adaptation was limited (N=12, 52.2%), average (N=10, 43.5%), and high (N=1, 4.3%). The students predominantly could not get adapted to Turkish culture, which may be result of a range of challenges that the teachers also refer including sudden changes they experience, culture shock, deficiency in sense of belonging, language impairments, individual differences, etc., which may be because Turkey and Syria differ in terms of cultural, societal, and historical aspects, which becomes visible in their educational systems as well (Aydın & Kaya, 2019). As it can be inferred, both the minority and majority group may act upon arising such assets. The findings observed in this study mirror those of the previous studies revealed language barriers prevent Syrian children from integrating in the majority group (Szente, et al., 2006; Qaddour, 2017; Taşkın & Erdemli, 2018). These findings further support the idea of vitality of learning Turkish for better adapting to Turkish society (Kanat & Ustun, 2015).

Table 2. Sociocultural Adaptation

Limited		Average		High	
N	%	N	%	N	%
12	52.2	10	43.5	1	4.3

Research Question 2: Acculturation Strategies

Besides the level of immigrant students' sociocultural adaptation, it is encouraging to explain Syrian children's perceived acculturation process with respect to Berry's framework of acculturation strategies (2006) (Table 3). The results have revealed that these children mostly display either separation (N=6, 33.3%) or integration (N=6, 33.3%) followed by marginalization (N=4, 22.2%) and assimilation (N=2, 11.1%). Therefore, it can be claimed that our study is unable to demonstrate such a force for assimilation, however, a note on caution is due here since our data only encapsulates teachers' perception on this issue.

Table 3. Acculturation Strategies

Separation		Integration		Marginalization		Assimilation	
N	%	N	%	N	%	N	%
6	33.3	6	33.3	4	22.2	2	11.1

Research Question 3. Bi/Multilingual Education Model

It was found out that teachers were not aware of the type of language education models that they were using while they were teaching Syrian students. However, they reported that they used different models among the ones explained them (Table 4). These are two-way immersion (N=7, 35%), submersion (N=6, 30%), transitional (N=6, 30%), and immersion (N=1, 5%) from the most frequently used to the least one. 2 participants' responses are missing.

Table 4. Language Education Models

Two-way immersion		Submersion		Transitional		Immersion	
N	%	N	%	N	%	N	%
7	35	6	30	6	30	1	5

Participants also reported their opinions on positive and negative aspects of these models. To start with the most preferred one, two-way immersion, negative aspects outweighed the positive ones (Table 5). The fact that students are more motivated to learn L2 (N=1, 8.3%) and easily adapted to language learning process (N=1, 8.3%) were among the reported positive aspects. Moreover, students improve L1 and L2 at the same time (N=1, 8.3%) and comprehension becomes easier for them thanks to the minority language use in the classroom (N=1, 8.3%). On the one hand, majority language use in the classroom (N=1, 8.3%) was found out as a negative aspect which affects students who speak the minority language. On the other hand, students who speak the majority language become less motivated because of minority language use (N=1, 8.3%). Also, students start code-mixing (N=1, 8.3%) which is a part of bilingualism; however, it was considered by the participants as a negative aspect. Except for the mentioned ones, there were a few reported limitations which caused some problems: the illiteracy of the immigrant students in majority language (N=1, 8.3%) and the restricted time for L2 classes (N=1, 8.3%). Even though it was found out that two-way immersion provides an easy adaptation to language learning process, the findings uncovered that it leads learners to have difficulties in language acquisition process (N=3, 25%).

Table 5. Two-Way Immersion

Positive aspects	N	%	Negative Aspects	N	%
Increased motivation	1	8.3	Majority language use in L2 class	1	8.3
Easy adaptation to language learning process	1	8.3	Decreased motivation	1	8.3
Improving L1 and L2 in the meantime	1	8.3	Code-mixing	1	8.3
Easy comprehension due to minority language use in class	1	8.3	Illiteracy in majority language	1	8.3
			Limited time for L2 classes	1	8.3
			Difficult language acquisition process	3	25
TOTAL	4	33.2		8	66.5

The second model used by the participants is submersion whose negative aspects were found out far more than positive ones (Table 6). The only positive aspect of submersion is immigrant students had a chance to acquire the majority language in the target language (N=1, 7.1%). Despite this opportunity, participants thought that students had difficulties in language acquisition process (N=2, 14.3%). They reported several reasons for it. Students' illiteracy in majority language (N=1, 7.1%) prevents students from understanding the lessons. Besides, students are exposed to the majority language at school, however, the exposure is limited when parents can only speak their mother tongue (N=1, 7.1%), which brings up challenges for expressing themselves (N=2, 14.3%). It was also revealed that when students had difficulty to express themselves, either they start to communicate in their mother tongue with the other immigrant students in the classroom (N=1, 7.1%); to feel shy, lonely and be silent (N=1, 7.1%); or not to participate in the lesson (N=1, 7.1%). It was clearly understood that students went through a rough process and experienced adaptation problems (N=3, 21.4%) which participants perceived submersion as a model that does not help students improve themselves academically (N=1, 7.1%).

Table 6. Submersion

Positive aspects	N	%	Negative Aspects	N	%
Language acquisition in target language	1	7.1	Difficult language acquisition process	2	14.3
			Illiteracy in majority language	1	7.1
			Limited exposure to target language	1	7.1
			Having difficulty to express themselves	2	14.3
			Communication in L1	1	7.1
			Feeling shy and lonely	1	7.1
			Lack of participation in the lessons	1	7.1
			Adaptation problem	3	21.4
			No benefits in academic achievement	1	7.1
TOTAL	1	7.1		13	92.6

The third model that was utilized by the participants was the transitional model (Table 7). Participants reported that an easy social adaptation process was provided for students in a way that they could make friends (N=1, 10%). They experienced more target language exposure (N=1, 10%) which can be considered a positive aspect; however, this exposure was perceived negatively by several participants, and majority language use in the classroom (N=2, 20%) seemed to be a problem as it was difficult for teachers to keep the amount of L1 usage minimum in the teaching process. As they continued speaking in L1, immigrant students had difficulties to understand the lessons and led to communication breakdowns (N=3, 30%) because of limited proficiency level. On the other hand, it enabled teachers to use multimodal instruction more (N=1, 10%), which is a positive aspect. All in all, transitional education model did not benefit enough for students to develop themselves academically (N=1, 10%).

Table 7. Transitional Model

Positive aspects	N	%	Negative Aspects	N	%
Multimodal instruction	1	10	Majority language use	2	20
Social adaptation	1	10	Communication breakdowns	3	30
More exposure to target language	1	10	Difficulties in language acquisition process	1	10
			Limited benefits in academic improvement	1	10
TOTAL	3	30		7	70

The last model used by the participants was immersion which can be seen in Table 8, there are not any negative aspects reported by participants. However, participants thought that students learn the majority language for survival (N=1, 16.6%) and it makes them more motivated (N=1, 16.6%) and increase their tendency toward L2 (N=1, 16.6%).

Table 8. Immersion

Positive aspects	N	%
Having more tendency to L2 learning	1	16.6
More motivated to learn L2	1	16.6
Majority lang. learning for survival	1	16.6
TOTAL	3	50

With respect to the bilingual education models, the majority of the teachers have reported that they deploy two-way immersion model. What is surprising is that they have asserted a quite many of negative aspects of using this model including language problems, decreased motivation, illiteracy, limited time allocation etc. Second most preferred bilingual education model is that submersion whose negative aspects also overweigh the positive ones. To illustrate, teachers complain about the difficulty in language acquisition, illiteracy in majority language, communication, and attendance problems etc. Transitional model, the third one, is balanced in terms of negative and positive sides. Teachers are in favor with the multimodal instruction, social adaptation and refugee children's increased exposure to Turkish while they are trouble with the limited academic achievement, communication problems and difficulties in language acquisition process. Lastly, teachers have reported only the positive aspects consisting of majority language use and increased motivation although this is the least preferred model. These findings are somehow interesting since there is a discrepancy with teachers' implementation and thoughts. To exemplify, one can expect the most preferred model holds the least number of negative aspects, yet results are quite opposite. A possible explanation for these results may be teachers' lack of adequate knowledge on either bilingual education models or MoNE's educational program for Syrian children. In accordance with these findings, previous research has revealed that Syrian children could not receive a high-quality education owing to the unsatisfactory school conditions, inadequate resources and inappropriate curriculum planning (Aydin & Kaya, 2017; Aydin, Gündođdu & Akgül, 2019). Besides, MoNE is recommended to construct a coordinated strategy in accordance with the Syrian's interests and concerns (Aydin & Kaya, 2019) and to monitor and support the schools (İçduygu, 2015). Relatedly, the teachers, participating in this study also reported their inadequacy in teaching refugee children (Aras & Yasun, 2016) and their need for training for this purpose (Cinkir, 2015).

Research Question 4: Academic Achievement

As for the students' academic achievement, the study revealed that participants thought that immigrant students had low (N=13, 61.9%), average (N=6, 28.6%) and high (N=3, 14.3%) levels of academic achievement (Table 9).

Table 9. The Rate of Syrian Immigrants' Academic Achievement

The rate of Syrian students' academic achievement	N	%
High	3	14.3
Average	6	28.6
Low	13	61.9
TOTAL	21	100

Several challenges i.e., majority language use in the classroom (N=3, 42.7%), different alphabets (N=1, 14.3%), crowded classes (N=1, 14.3%), and sociocultural difficulties (N=1, 14.3%), and attendance (N=1, 14.3%) were revealed as the results of the study in terms of academic achievement (Table 10). Within this context, they depict the inconsistency with Syrian children's academic achievement rate. Although most of the students have low academic achievement, teachers have also highlighted the ones with average and high academic success. Here, the teachers correlate academic success with the level of majority language acquisition. Namely, teachers indicate that high proficiency in Turkish predominantly leads high academic achievement whereas lack of Turkish proficiency result in low academic achievement (Aydın & Kaya, 2019; Szente et al., 2006).

Table 10. Challenges in Academic Achievement

Challenges in academic achievement	N	%
Majority language use in class	3	42.7
Alphabet	1	14.3
Crowded classes	1	14.3
Socio-cultural difficulties	1	14.3
Attendance	1	14.3
TOTAL	7	100

Besides, to contribute students' academic achievement and school adaptation, teachers have addressed the effort they exert including social and psychological which aligns with the previous findings indicating that teachers do their best to help Syrian children (Aydın & Kaya, 2019) (Table 11). Participants said that they tried to motivate students (N=4; 8.4%) and showed interest and loved them (N=3; 6.4%), which were the basic needs of humans. They reported that they gave counselling speeches (N=1; 2.1%) and provided them with psychological support individually (N=1; 2.1%). Furthermore, they tried to reach the students who did not attend any of the lessons (N=1; 2.1%) and to integrate them into the society, which constitutes the social aspect of their great contribution to this hard process.

Table 11. Teachers' Personal Contributions

Social	N	%	Psychological	N	%
Integrating them into the society	1	9.1	Affection	3	27.2
Trying to reach students	1	9.1	Motivating them	4	36.3
			Psychological support	1	9.1
			Counselling speeches	1	9.1
	2	18.2		9	81.7

Conclusions

Taken together, the results of this study present valuable insights on Syrian children's both acculturation process and education, and offer various dimensions appertaining to these issues. In other words, the investigation into (1) Turkish teachers' perceptions of Syrian children's academic achievement, (2) their acculturation levels and strategies adopted, and (3) bilingual education models implemented in MoNE state schools was conducted. The following conclusions can be drawn from the results of the present study. Firstly, in terms of Syrian children's academic

achievement, they are regarded to show low academic achievement and as low performers. Secondly, they are also perceived to display low level acculturation (52,2%). Regarding acculturation, separation (33%) and integration (33%) strategies are thought to be deployed at schools rather than marginalization and assimilation with respect to the Berry's framework (2006) as well as Schumann's categorization. Next, SLA, academic achievement and acculturation are all interconnected as it can be clearly understood from the study that immigrant students' level of socio-cultural adaptation, their preference of the acculturation type and the level of academic achievement are based on L2/L3 proficiency (Turkish Language Acquisition). Finally, teachers have no clear idea about which bilingual education model has been/is being implemented. 35% of the respondents expressed a two-way immersion model is being practiced at schools. Submersion and Transitional models are also given credit with a 30% of respondents, which necessitates an awareness raising in service teacher training that will probably establish a sound theoretical background. In reality, a sub/immersion model is at work.

The present study provides implications for not only Syrian children's education but also their acculturation and adaptation. To begin with, educational attainment of Syrian children can be enhanced through raising teachers' awareness on bi/multilingual education/models and refugee's social and academic integration. Despite the efforts of Immigration Office of Internal Affairs Ministry, the PICTES Project (Syrian Children's Integration into Turkish Education System Project), they feel alone and helpless in educating Syrian children as the teachers have not been informed or trained before they are employed (Taşkın & Erdemli, 2018). Therefore, there is a need for (1) a strong appropriate educational policy for the immigrants and their children for better inclusion; (2) a joint support from MoNE, Immigration Office, UNHCR and UNICEF with peculiar training; and (3) adequate and qualified pre-service and in-service teacher training programs along with fixing the mismatch between their implementations with the description provided in survey as revealed with the expressions. Additionally, seeking solutions for acculturation problems and searching for convenient strategies to help Syrian children get necessary education, socio-psychological support, and a consensus on the strategies to use should be agreed on.

Since the present study reaches a limited number of participants due to the qualitative research design, it may not be generalized to overall Turkish context despite the deep insight it offers. Therefore, there is a need for further quantitative research to establish a greater degree of insight on this matter.

References

- Alpak, G., Unal, A., Bulbul, F., Sagaltici, E., Bez, Y., Altindag, A., ... Savas, H. A. (2015). Post-traumatic stress disorder among Syrian refugees in Turkey: A cross-sectional study. *International Journal of Psychiatry in Clinical Practice*, 19(1), 45–50. doi:10.3109/13651501.2014.961930
- Aras, B., & Yasun, S. (2016) The educational opportunities and challenges of Syrian refugee students in Turkey: Temporary education centers and beyond. *Istanbul Policy Center-Sabancı University-stiftung mercator initiative*. Retrieved from <http://ipc.sabanciuniv.edu/publication/the-educational-opportunities-and-challenges-of-syrian-refugee-students-in-turkey-temporary-education-centers-and-beyond/?lang=en>
- Aydin, H., Gundogdu, M. & Akgul, A. (2019). Integration of Syrian refugees in Turkey: Understanding the educators' perception. *Journal of International Migration & Integration*, 19(1), 1–12. doi:10.1007/s12134-018-0638-
- Aydin, H., & Kaya, Y. (2017). Educational needs and barriers for Syrian refugee students in Turkey: A qualitative case study. *Intercultural Education*, 28(5), 456–473. doi:10.1080/14675986.2017.1336373.

- Aydin, H., & Kaya, Y. (2019). Education for Syrian refugees: the new global issue facing teachers and principals in Turkey. *Educational Studies*, 55(1), 46-71.
- Baker, C. (1988). Key issues in bilingualism and bilingual education (Vol. 35). *Multilingual matters*.
- Baker, C. (2001). *Foundations of bilingual education and bilingualism*. USA: Multilingual Matters Ltd.
- Barnett, S., Yarosz, J. D., Thomas, J., Jung, K. ve Blanco, D. (2007). Two-way and monolingual English immersion in preschool education: An experimental comparison. *Early Childhood Research Quarterly*, 22, 277-293.
- Beauregard, C., Papazian-Zohrabian, G., & Rousseau, C. (2017). Making sense of collective identity and trauma through drawing: The case study of a Palestinian refugee student. *Intercultural Education*, 28(2), 113–130. doi:10.1080/14675986.2017.1294851
- Berry, J. (1990). Psychology of acculturation. In J. Berman (Ed.). *Cross-cultural perspectives: Nebraska symposium on motivation* (pp. 201–234). Lincoln: University of Nebraska Press.
- Berry, J. (1997). Lead article: Immigration, acculturation, and adaptation. *Applied Psychology: An International Review*, 46(1), 5–68. <https://doi.org/10.1111/j.1464-0597.1997.tb01087.x>.
- Berry, J. W., Phinney, J. S., Sam, D. L., & Vedder, P. (2006). Immigrant youth: Acculturation, identity, and adaptation. *Applied Psychology*, 55(3), 303–332. doi:10.1111/j.1464-0597.2006.00256.x
- Cinkir, S. (2015). Turkey. In *Curriculum, accreditation and certification for Syrian Children in Syria, Turkey, Lebanon, Jordan, Iraq and Egypt* (pp. 40-55). UNICEF.
- Cummins, J. (1998). Beyond adversarial discourse: Searching for common ground in the education of bilingual students. The politics of multiculturalism and bilingual education: Students and teachers caught in the cross-fire, 126-147.
- Dornyei, Z. (2007). *Research methods in applied linguistics*. New York, NT: Oxford University Press.
- Fishman, J. (1977). *Bilingual education: An international sociological perspective*. Rowley: Newbury House Publishers, Inc
- García, O. (2009). *Bilingual education in the 21st century. A global perspective*. Malden and Oxford: Wiley-Blackwell
- García, O., & Woodley, H. H. (2015). *Bilingual education*. The Routledge handbook of educational linguistics, 132-144.
- Hein, J. (1993). Refugees, immigrants, and the state. *Annual Review of Sociology*, 19(1), 43–59. doi:10.1146/annurev.so.19.080193.000355.
- Icduygu, A. (2015). *Syrian refugees in Turkey: The long road ahead*. Washington, DC: Migration Policy Institute Press.
- Kanat, K. B., & Ustun, K. (2015). *Turkey's Syrian refugees: Toward integration*. Washington, DC: SETA Publications.
- López, E. J., Ehly, S., & García-Vásquez, E. (2002). Acculturation, social support and academic achievement of Mexican and Mexican American high school students: An exploratory study. *Psychology in the Schools*, 39(3), 245-257.
- Morozov, A. (2010). Acculturation of Russian refugee adolescents: The life domain of peer relationships (Unpublished doctoral dissertation) Colorado: University of Denver.
- Paulston, C. B. (1980). *Bilingual education: Theories and issues*. Massachusetts: Newbury House Publishers, Inc.
- Print, M. (1993). *Curriculum development and design*. Sydney, Australia: Allen & Unwin.
- Qaddour, K. (2017). *Educating Syrian Refugees in Turkey*. Washington, DC: Carnegie Endowment for International Peace.
- Sam, D. L. & Berry, J. W. (2013). Acculturation: When individuals and groups of different cultural backgrounds meet. *Perspectives on Psychological Science*, 5(4), 472–81.
- Schumann, J. H. (1978). The relationship of pidginization, creolization, and Decreolization to second language acquisition. *Language learning*, 28, 367-379.
- Schumann, J. H. (1986). Research on acculturation model for L2 acquisition. *Journal of Multilingual and Multicultural Development*, 7, 379-397.
- Schumann, J. H. (1990). Extending the scope of the acculturation / pidginization model to include cognition. *TESOL Quarterly* 24(4), 667-684.
- Suriyeli Çocukların Türk Eğitim Sistemine Entegrasyonunun Desteklenmesi Projesi (PIKTES). (n.d.) Faaliyetler piktes.gov.tr/Home/Faaliyetler
- Szente, J., Hoot, J., & Taylor, D. (2006). Responding to the special needs of refugee children: Practical ideas for teachers. *Early Childhood Education Journal*, 34(1), 15-20.
- Taskin, P., & Erdemli, O. (2018). Education for syrian refugees: problems faced by teachers in turkey. *Eurasian Journal of Educational Research*, 75, 155-178, DOI: 10.14689/ejer.2018.75.9

- Turkish Ministry of National Education Circular (MONE) 2014/21, art.4. Unofficial translation on file with Human Rights Watch. Retrieved from <http://mevzuat.meb.gov.tr/dosyalar/1715.pdf>
- Uyan-Semerci, P., & Erdoğan, E. (2018). Who cannot access education? Difficulties of being a student for children from Syria in Turkey. *Vulnerable Children and Youth Studies*, 13(1), 30-45.
- Valtonen, K. (1994). The adaptation of Vietnamese refugees in Finland. *Journal of Refugee Studies*, 7(1), 63-78.
- Van Hear, N. (2014). From “durable solutions” to “transnational relations”: Home and exile among refugee diasporas. In B. Folke Frederiksen & N. Nyberg Sorensen (Eds.), *Beyond home and exile: Making sense of lives on the move* (pp. 232–251). Copenhagen: Roskilde University.
- Wilder, L. K., Sanon, D., Carter, C., & Lancellot, M. (2017). Narrative ethnographies of diverse faculty in higher education: "Moral" multiculturalism among competing worldviews. *Journal of Ethnic and Cultural Studies*, 4(2), 1–12.