



## TEACHER OPINIONS BASED EVALUATION OF PROBLEMS IN TURKISH INSTRUCTION TO SYRIANS

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### Abstract:

The purpose of this study is to evaluate the problems of Turkish instruction offered to the Syrians in line with teacher opinions. A semi-structured interview form developed by the researchers has been utilized in order to determine the opinions of teachers, managers and assistant personnel engaged in teaching Turkish to the Syrians related to the issues arising from the teaching environment and the teaching equipment and materials within the extent of the research carried out in form of a case study from the qualitative research methods. The working group of study has been formed by 40 teachers determined according to the method of easy-to-reach situation and principle of voluntary participation. As a result of this research formed within the framework of teacher opinions, it has been found out that the most serious educator – originated problem in the teaching Turkish language to the Syrians was the educational perception distinction between Syrian and Turkish teachers and that the students are prejudiced against Turkish language and they did not have any need to learn Turkish and the administrators have precluded in-class activities and the auxiliary staff has exhibited inappropriate behaviors and there were serious deficiencies in the learning environment and that the materials prepared to teach Turkish to Syrians were inadequate and not matching with its intended objective.

**Keywords:** Turkish instruction to Syrians, teacher opinions, problem

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## Introduction

The most devastating aftermaths of "Arab Spring", which started first in Tunisia and in 2010 and followed and by some kind of social movements realized in the countries such as Libya, Yemen, Bahrain, Egypt .... has emerged in Syria. At present, there is a civil war which has completed its seventh year is being experienced in this country and the Syrian geography has transformed to an area in which the global and regional actors are in a conflict of power.

Along with the war and destruction lived within Syria, a large wave of immigration has been initiated and some countries being neighbor to Syria particularly headed by Turkey first have been affected from this wave. According to United Nations Migration Organization (UNHCR), the number of Syrians escaped from the war in Syria and sheltered to Turkey, Lebanon, Jordan, Iraq, Egypt, inter alia is 5.647.637 (UNHCR, 2018). Surely, the geographical location of Turkey between Europe and d Syrian refugees being a buffer zone is a country where the Syrian migrants intensively live most due to reasons which can be enumerated and augmented in a way like its geographical, political preferences, social causes, and historical reasons inter alia.

As of 19 April 2018, Turkey has been hosting to 3,584,179 Syrian migrants. While the Syrians who are in status of migrants collectively live at the temporary shelters established in the sheltering centers (221,513 persons) in the cities of Turkey, particularly in those being nearby its border with Syria (Sanliurfa, Gaziantep, Kilis, Kahramanmaras, Mardin, Hatay, Adana, Adiyaman, Osmaniye, Malatya), they (3,362,666 persons) live being scattered to many cities headed by Istanbul in Turkey. The migration experienced Syria towards Turkey is still going on even though having slowed down (Immigration Administration General Directorate [IAGD], 2018).

Syrian immigration lived suddenly and intensively has created many problems from the perspective of Turkey and Syrians. Syrian migrants have been struggling to cope with too many problems like social, cultural, economic, and educational (Baban, Ilcan and Rygiel, 2016). As to Turkey taking little support from the international community (Kap, 2014; Stone and Steel, 2017) and has been trying to produce solution to the problems of Syrian immigrants at the expense of a huge cost for itself. From the disclosures made at the level of President and Deputy Prime Minister within 2017, it is being understood that the expenses made by the Republic of Turkey for solution of the problems of Syrian refugees since 2011 is approximately USD 30 billion in total (Ergul, 2017).

Initially being Syrian immigrants oriented guest perception has changed upon differentiation of circumstances and some social events experienced. Syrian immigrants Ultimately, the long term guest status of Syrian migrants has created the perception that they were the "future citizens" of Turkey (Kap, 2014) and the result has happened as expected and a part of Syrians are awarded with the citizenship of the Republic of Turkey. Today, Syrians are trying to get adapted with the social life within Turkish society. It has been observed that they (Boyraz, 2015).

Despite it is understood that the Syrian are more or less 3.5 million persons according to the official data (Boyraz, 2015), one of the most serious problems they experience many social and economic problems is also the education (Tunc, 2015). according to the data of Disaster and Emergency Management Presidency (DEMP / AFAD) dated 2 April 2018, the information related to educational status of Syrians living in Turkey are as given in Table 1.

**Table 1:** Education status based data regarding Syrians living in Turkey (AFAD, 2018)

		<b>Student Count</b>
<b>Places where training is offered</b>	Public schools	381,593
	Temporary training centers	138,387
	Temporary sheltering places	83,246
	Open schools	9,620
<b>Total</b>		<b>612,846</b>
<b>Class level</b>	Elementary school	378,304
	Secondary school	141,278
	High school and other	59,867
	Preschool	33,397
<b>Total</b>		<b>612,846</b>
<b>Adult training</b>	General education	216,060
	Vocational education	87,168
<b>Total</b>		<b>303,228</b>

As seen in Table 1, Turkey has been offering 612,846 Syrian children and 303,228 adults' education and training services through various educational institutions at the levels of pre-school, elementary school, secondary school and high school. According to this, approximately 25% of Syrians residing in Turkey is receiving education.

No matter which way has been preferred for solution of problems Syrian migrants experience, it is essential to know the language of that community first in order to ensure harmonization to that society is achieved. The most serious problem experienced by the Syrian migrants whose mother language is the Arabic to a large extent (Yıldız, 2013) has been that they did not know Turkish which is a foreign language from their perspective. While teaching Turkish to those who have settled in Turkey upon first migration wave is a problem, teaching Turkish to Turkey - born and raised second generation Syrians within seven years elapsed and the training hereof leaps out as another serious problematic area.

The problems that Syrian immigrants have experienced in many areas have been the subject of academic researches as well. In the literature survey accomplished, it has been understood that (Agir and Sezik, 2015) has focused on the studies regarding the security problem of Syria originated migration created in terms of Turkey; (Reber and Ayhan, 2013; Tasci and Ozsan, 2013; Boz, 2016; Harunogullari, 2016; Ozpinar, Satir Cingir and Tasoz Dusundere, 2016; Ceritoglu, Gurcihan Yunciler, Torun and Tumen, 2017; Erol et al., 2017; Ozturk and Coltu, 2017; Akgunduz, Van den Berg and Hassink, 2018) on the economic changes, problems and solutions experienced by Turkey and Syrians; (Terzi, 2018) on the legal status of Syrians in Turkey; (Salman, Vural, Unver

and Sacar, 2014; Smeekes et al., 2017; Karadag, Gokcen, Daldil and Caliskan, 2018) on the health problems created by the immigration from Syria; (Turkey, 2016) on Syria oriented studies of NGOs in Turkey; (Altındag and Kaushal, 2017) on the political preferences Syrian migrants in Turkey and effects hereof; (Culbertson and Constant, 2015; Emin, 2016; Aydin and Kaya, 2017; Baltaci, 2017; Eres and Aslan, 2017; Tastan and Celik, 2017; Tosten, Toprak and Kayan, 2017; Sirin et al., 2018; Uyan Semerci and Erdogan, 2018; Visconti and Gal, 2018) on educational situation of Syrians and the educational problems they have experienced. Very few studies accomplished on Syrian immigrants are on the language problems lived by the Syrians (Gurbuz and Dugan, 2017, Kan and Utlü, 2017). While Gurbuz and Dugan (2017) focused on the negative consequences of linguistic problem Syrians experienced has created from the perspective of benefiting from health services and their solutions, Kan and Utlü (2017) have stressed on the problems of Syrian students in Turkish narration in writing.

As seen above, it is possible to gather the researches accomplished on the Syrians residing in Turkey to be grouped under eight main headlines. Two main headlines on which the researches have intensified are the economic and educational problems of Syrians. The educational problems experienced just as with the studies on other topic headlines have been revealed from the perspective of the Syrians. In fact, this is natural and surely understandable. However, if there are educational problems and if they are intended to be solved, it is very important for the views and opinions of all parties to the problem to be determined. In this context, as this research in which the issues of Turkish language to be thought to the Syrians are assessed have given the opportunity of evaluating these problems in line with the teacher opinions for the first time, it is significant and considered that it would fill an important gap in the literature.

### **1.1 Purpose of Research**

The purpose of this research is to evaluate the problems of teaching Turkish language to the Syrians in direction of teacher opinions. And the questions of researcher are;

- What are the problems related to the teachers themselves in Turkish instruction to the Syrians?
- What are the problems related to students in Turkish instruction to the Syrians?
- What are the problems related to the administrators in Turkish instruction to the Syrians?
- What are the problems related to the assistant staff in Turkish instruction to the Syrians?
- What are the problems related to the learning environment in Turkish instruction to the Syrians?
- What are the problems related to instructional instruments and materials in Turkish instruction to the Syrians?

## 2. Method

### 2.1. Research Model

This research which was designed in form of a qualitative research and aims to evaluate the problems of Turkish instruction to the Syrians in line with the teacher opinions is a case study. In case studies, in-depth research and data collection on a program, case, event, process or person(s) is performed (Creswell, 2003). Within this extent, this research is a case study by which the data were collected through interviews with Turkish instruction teachers to the Syrians on a voluntary basis and aimed to evaluate the problems of Turkish instruction to the Syrians from the teacher perspective of the teacher.

### 2.2. Research Group

In April, 2017, 40 teachers teaching Turkish to the Syrians in Kilis have been selected according to modeling of easily accessibility modeling have participated in the research. The essential determinants in use of easily accessibility modeling were the easy-to-access and economy (Yildirim and Simsek, 2008). Some of the personal characteristics of teachers involved in the research group are as in Table 2.

**Table 2:** Personal characteristics of working group

<b>Teachers' Personal Characteristics</b>	<b>f</b>
Gender	
Woman	27
Man	13
Total	40
<b>Class Level Where They Offered Course</b>	
Elementary School	17
Secondary School	16
High School	7
Total	40
<b>Programs Graduated</b>	
Turkish education	24
Class Training	7
Turkish Language and Literature	6
Turkish Language and Literature Education	3
Total	40

As seen in Table 2, 27 of study participant teachers are females and 13 are males. Seventeen teachers render course to primary school – level students, 16 to secondary school level and the seven to high school level. In addition, 24 of the teachers teaching Turkish to the Syrians in Kilis are the graduates from Turkish Language, 9 from Class Education, 7 from Class Education, 6 from Turkish Language and Literature and 3 from Turkish Language and Literature Study.

### **2.3. Data Collection Tool and Collection of Data**

In the study, to be able to determine the teacher opinions regarding the problems of Turkish instruction to the Syrians, interviews have been conducted with the teachers teaching Turkish to Syria. The interview is a widely used qualitative research method that reflects the experience and perspectives of the participants (Myers and Newman, 2007; Turner, 2010).

During the negotiations, the semi-structured interview form prepared by the researchers was used. While the interview form was being designed, a draft form has been created firstly by reviewing the relevant literature (Rubin and Rubin 2012; Glesne, 2012). Then, it has been then sent to two faculty members functioning at Kilis 7 December University Faculty of Education Turkish Education Department and two Lecturers functioning at Caucasus University Faculty of Education Department for the suitability of the form and content of the draft form to be evaluated. The draft form has been issued in line with the opinions from the form specialists. At the final stage, the final form of the interview form has been configured upon having contacted pilot performance negotiation with 5 teachers functioning at various schools in Kilis.

In the first part of the semi-structured interview form, there are questions related to the sex, level of the class teachers offering course and the program they have graduated from. In the second part, there are six open ended questions aiming at assessing the problems experienced in teaching Turkish to the Syrians in line with teacher opinions.

Interviews were held in April 2017, during the certificate program designed by Kilis 7 December University for the teachers teaching Turkish to Syrian. The responses by the given by the teachers to the open ended questions in process of negotiations conducted with the teachers have been individually examined by the researchers and the intercoders reliability has been computed as 84% among the coders by using the Miles and Huberman Formula (1994) [Opinion union / (Unity union + Opinion separation) x 100]. The reliability calculations yielding above 70% are considered reliable for a research (Miles and Huberman, 1994).

### **2.4. Analysis and Interpretation of Data**

Data gathered as a result of the interviews conducted by the researchers were analyzed by content analysis method. The purpose of this method (Elo and Kyngas, 2008) where the analysis of written, oral and visual materials are made is to interpret the data obtained by gathering interdata relations significantly (McMillan and Schumaer, 2010; Buyukozturk, Kilic Cakmak, Akgun, Karadeniz and Demirel, 2011).

The data collected from the interviewed teachers were coded by the researchers, and then the codes were collected under the themes according to the partnerships between them. Tables have been utilized in the presentation of the coding and the themes emerged.

While the data of interviews were being presented, opinions pertaining to the teacher with interview was performed has been included to reflect the views of the interviewed teachers. In presentation of the teachers' views, a number (e.i, T<sub>1</sub>) has been

assigned as per teacher and the number belonging to the teacher from whom quotation was made has been added to the end of the quotation.

### 3. Findings

The findings of the study have been set forth in form of tables in line with the six questions of the research.

#### 3.1. What are the problems of the teachers teaching Turkish to Syrians related to themselves?

**Table 3:** Problems related to the teachers teaching Turkish to Syrians related to them

Problems Related to Teachers	f
Syrian teachers exercising violence to the students (T <sub>3</sub> , T <sub>4</sub> , T <sub>11</sub> , T <sub>12</sub> , T <sub>17</sub> , T <sub>20</sub> , T <sub>21</sub> , T <sub>30</sub> , T <sub>33</sub> )	9
Difference of understanding between Syrian and Turkish teachers (T <sub>2</sub> , T <sub>4</sub> , T <sub>5</sub> , T <sub>17</sub> , T <sub>27</sub> )	5
Future concerns of Turkish teachers (T <sub>1</sub> , T <sub>15</sub> , T <sub>16</sub> , T <sub>32</sub> , T <sub>37</sub> )	4
Working hours (T <sub>4</sub> , T <sub>6</sub> , T <sub>10</sub> , T <sub>36</sub> )	4
Food issue (T <sub>10</sub> , T <sub>22</sub> , T <sub>36</sub> , T <sub>37</sub> )	4
Transportation issue (T <sub>22</sub> , T <sub>36</sub> , T <sub>37</sub> )	3
Over workload (T <sub>5</sub> , T <sub>8</sub> )	2
Preconception of Syrian teachers to Turkish language (T <sub>6</sub> , T <sub>14</sub> )	2
Class management inadequacy (T <sub>11</sub> , T <sub>26</sub> )	2

As seen in Table 3, according to the teachers, the problem related to the teachers in teaching Turkish to the Syrians are that “Syrian teachers exercising violence to the students” (f: 9), “difference of understanding between Syrian and Turkish teachers” (f: 5), “future concerns of Turkish teachers” (f: 4), “working hours” (f: 4), “food issue” (f: 4), “transportation issue” (f: 3), “over workload” (f: 2), “preconception of Syrian teachers to Turkish language” (f: 2) and “class management inadequacy” (f: 2). The opinions of two teachers who expressed their problems related to the teachers are as follows:

*“Too much tendency to violence with the children and they do not get afraid of, listen to and hesitate from us since they are afraid of Arab teachers” (T<sub>12</sub>).*

*“Education is based on “Essentialism” foundation. Absence of a student centered perception. The fact that we are more flexible in front of such behavior of the Arab teachers affects the emotional world of students. Therefore, this influence determines the communication between the teacher and the student. It is not easy to eradicate this pattern in the head of student” (T<sub>2</sub>).*

### 3.2. What are the problems related to the Syrian students in Turkish instruction?

**Table 4:** The problems related to Syrian students in Turkish instruction

Problems Related to the Students	f
Preconception to Turkish (T <sub>3</sub> , T <sub>6</sub> , T <sub>7</sub> , T <sub>9</sub> , T <sub>11</sub> , T <sub>14</sub> , T <sub>16</sub> , T <sub>17</sub> , T <sub>21</sub> , T <sub>25</sub> , T <sub>27</sub> , T <sub>29</sub> , T <sub>30</sub> , T <sub>32</sub> )	14
Students do not consider Turkish a need (T <sub>5</sub> , T <sub>6</sub> , T <sub>13</sub> , T <sub>14</sub> , T <sub>17</sub> , T <sub>18</sub> , T <sub>32</sub> , T <sub>33</sub> , T <sub>34</sub> , T <sub>39</sub> )	10
Tendency of students to violation (T <sub>3</sub> , T <sub>4</sub> , T <sub>11</sub> , T <sub>14</sub> , T <sub>17</sub> , T <sub>20</sub> , T <sub>34</sub> , T <sub>37</sub> )	8
Absence (T <sub>1</sub> , T <sub>3</sub> , T <sub>4</sub> , T <sub>5</sub> , T <sub>11</sub> , T <sub>27</sub> )	6
War psychology (T <sub>13</sub> , T <sub>17</sub> , T <sub>18</sub> , T <sub>23</sub> , T <sub>39</sub> , T <sub>40</sub> )	6
Cultural mismatch (T <sub>13</sub> , T <sub>16</sub> , T <sub>18</sub> , T <sub>23</sub> , T <sub>32</sub> )	5
Non – obedience to the school rules (T <sub>12</sub> , T <sub>14</sub> , T <sub>33</sub> , T <sub>34</sub> )	4
Insouciance of students' families (T <sub>29</sub> , T <sub>30</sub> )	2
Phonetic problems (T <sub>11</sub> )	1

As seen in Table 4, the problems related to Syrian students in Turkish instruction are that “preconception to Turkish” (f: 14), “students do not consider Turkish a need” (f: 10), “tendency of students to violation” (f: 8), “absence” (f: 6), “war psychology” (f: 6), “cultural mismatch” (f: 5), “nonobedience to the school rules” (f: 4), “insouciance of students' families” (f: 2) and “phonetic problems” (f: 1). The opinions of two teachers who expressed their problems related to the students are as follows:

*“Presence of preconception against Turkish with many students and Arab teachers and attempt to impose this to the students” (T<sub>6</sub>).*

*“Due to the fact that the Syrians are dominant in Kilis, the students do not want to learn Turkish” (T<sub>33</sub>).*

### 3.3. What are the problems related to the administrators in Turkish instruction to Syrians?

**Table 5:** Problems related to the administrators in Turkish instruction to Syrians

Problems Related to the Administrators	f
In-class activities being prevented by the administrators (T <sub>1</sub> , T <sub>2</sub> , T <sub>6</sub> , T <sub>22</sub> , T <sub>28</sub> )	5
Lack of knowledge by the administrators in Turkish Instruction (T <sub>3</sub> , T <sub>15</sub> , T <sub>26</sub> , T <sub>40</sub> )	4
Educators being ignored by the administrators (T <sub>6</sub> , T <sub>9</sub> , T <sub>17</sub> , T <sub>38</sub> )	4
Social activities not being encouraged (T <sub>6</sub> , T <sub>22</sub> , T <sub>28</sub> )	3
Information classes not being invested to Syrian students (T <sub>3</sub> , T <sub>28</sub> )	2
Violence being imposed by administrators (T <sub>26</sub> , T <sub>34</sub> )	2
Administrators arbitrarily determining the course times (T <sub>3</sub> )	1
Parental meetings not being organized (T <sub>31</sub> )	1

As seen in Table 5, problems Related to the Administrators in Turkish Instruction to Syrians are that “in-class activities being prevented by the administrators” (f: 5), “lack of knowledge by the administrators in Turkish instruction” (f: 4), “educators being ignored by the administrators” (f: 4), “social activities not being encouraged” (f: 3), “information classes not being invested to Syrian students” (f: 2), “the administrators encouraging the student to violence” (f: 2), “administrators arbitrarily determining the

course times” (f: 1) and “Parental meetings not being organized” (f: 1). The opinions of two teachers who expressed their problems related to the administrators are as follows:

*“The administration steps in use of the materials we utilize during Turkish instruction. While teaching Turkish, whenever we want to let the class watch short motion Picture etc., the administration intervoenes saying that there cannot be such a training method” (T<sub>1</sub>).*

*“The ignorance of the administrators on Turkish instruction (They evaluate the noncourse activities we perform to be a course elapsing for vain” (T<sub>3</sub>).*

### 3.4. What are the problems related to auxiliary staff in Turkish instruction to Syrians?

**Table 6:** Problems related to auxiliary staff in Turkish instruction to Syrians

Problems Related to Auxiliary Staff	f
Inappropriate behaviors of employees (T <sub>3</sub> , T <sub>4</sub> , T <sub>6</sub> , T <sub>8</sub> , T <sub>9</sub> , T <sub>10</sub> , T <sub>17</sub> , T <sub>22</sub> , T <sub>30</sub> , T <sub>36</sub> , T <sub>37</sub> )	11
Employees who do not want the project teachers (T <sub>1</sub> )	1
The employees do not work (T <sub>27</sub> )	1
Lack of guidance services (T <sub>31</sub> )	1

As seen in Table 6, the problems Related to the auxiliary staff in Turkish Instruction to Syrians are that “inappropriate behaviors of employees” (f: 11), “employees who do not want the project teachers” (f: 1), “the employees do not work” (f: 1) and “lack of guidance services” (f: 1). The opinions of two teachers who expressed their problems related to the auxiliary staff are as follows:

*“The employees serving at our school are more important than the principal. Smoking is free at the classrooms and corridors. Despite we have repeatedly reported our complaints to the camp coordinator, useless. When cleaning is being performed at the school, we have to remain inside the class together with the children. After having conducted an 80 minute course session, we cannot have a 10 minute break” (T<sub>33</sub>).*

*“Even though we have warned our employees, they keep on smoke in front of the students. We are uncomfortable with the behaviors of school employees towards the students” (T<sub>37</sub>).*

### 3.5. What are the problems related to the learning environment to Syrians?

**Table 7:** Problems related to the learning environment to Syrians

Problems Related to the Learning Environment	f
Classrooms being crowded (T <sub>1</sub> , T <sub>2</sub> , T <sub>3</sub> , T <sub>4</sub> , T <sub>5</sub> , T <sub>6</sub> , T <sub>7</sub> , T <sub>8</sub> , T <sub>9</sub> , T <sub>10</sub> , T <sub>18</sub> , T <sub>19</sub> , T <sub>20</sub> , T <sub>21</sub> , T <sub>23</sub> , T <sub>24</sub> , T <sub>25</sub> , T <sub>26</sub> , T <sub>27</sub> , T <sub>28</sub> , T <sub>29</sub> , T <sub>31</sub> , T <sub>33</sub> , T <sub>35</sub> , T <sub>36</sub> , T <sub>37</sub> , T <sub>38</sub> )	27
Lack of basic requirements oriented facilities (water, cleaning, garden...) (T <sub>4</sub> , T <sub>5</sub> , T <sub>7</sub> , T <sub>10</sub> , T <sub>14</sub> , T <sub>16</sub> , T <sub>19</sub> , T <sub>20</sub> , T <sub>24</sub> , T <sub>25</sub> , T <sub>26</sub> , T <sub>27</sub> , T <sub>30</sub> , T <sub>31</sub> , T <sub>33</sub> , T <sub>34</sub> , T <sub>35</sub> , T <sub>36</sub> , T <sub>37</sub> , T <sub>39</sub> , T <sub>40</sub> )	21
Mixed classes in terms of Turkish level (T <sub>3</sub> , T <sub>4</sub> , T <sub>7</sub> , T <sub>8</sub> , T <sub>9</sub> , T <sub>13</sub> , T <sub>18</sub> , T <sub>24</sub> , T <sub>25</sub> , T <sub>26</sub> , T <sub>27</sub> , T <sub>28</sub> , T <sub>29</sub> , T <sub>31</sub> , T <sub>32</sub> , T <sub>38</sub> , T <sub>39</sub> , T <sub>40</sub> )	18
No natural learning opportunities (T <sub>6</sub> , T <sub>9</sub> , T <sub>11</sub> , T <sub>13</sub> , T <sub>18</sub> , T <sub>21</sub> , T <sub>24</sub> , T <sub>29</sub> , T <sub>30</sub> , T <sub>32</sub> , T <sub>35</sub> , T <sub>39</sub> )	12
Length of course session times (T <sub>3</sub> , T <sub>4</sub> , T <sub>7</sub> , T <sub>8</sub> , T <sub>9</sub> , T <sub>19</sub> , T <sub>25</sub> , T <sub>29</sub> , T <sub>35</sub> , T <sub>36</sub> , T <sub>37</sub> , T <sub>38</sub> )	12
Classification of classes by sex (T <sub>3</sub> , T <sub>33</sub> , T <sub>39</sub> )	3
Co-education of students at different ages (T <sub>14</sub> , T <sub>21</sub> , T <sub>34</sub> )	3
Container classes (T <sub>15</sub> , T <sub>23</sub> , T <sub>38</sub> )	3

As seen in Table 7, the problems related to learning environment in Turkish instruction to Syrians are that “classrooms being crowded” (f: 27), “lack of basic requirements oriented facilities (water, cleaning, garden...)” (f: 21), “mixed classes in terms of Turkish level” (f: 18), “no natural learning opportunities” (f: 12), “Length of course session times” (f: 12), “classification of classes by sex” (f: 3), “co-education of students at different ages” (f: 3) and “container classrooms (f: 3). The opinions of two teachers who expressed their problems related to the learning environment are as follows:

*“The capacity of classroom is very crowded (45-50 people). As such, it becomes difficult to dominate the class and telling something becomes difficult” (T7).*

*“There is no water at our school. We and the children are exposed hardship regarding water. Due to absence of water, the children want to go home for rest room but, even this becomes problem and leads to diseases. Since we have begun this duty, we were caught illness twice a week” (T10).*

### 3.6. What are the problems related to the instructional tools and materials to Syrians?

**Table 8:** Problems related to the instructional tools and materials to Syrians

Problems Related to the Instructional Tools and Materials	f
Lack of instructional tools and materials (T <sub>1</sub> , T <sub>5</sub> , T <sub>6</sub> , T <sub>7</sub> , T <sub>9</sub> , T <sub>12</sub> , T <sub>13</sub> , T <sub>15</sub> , T <sub>16</sub> , T <sub>17</sub> , T <sub>18</sub> , T <sub>19</sub> , T <sub>20</sub> , T <sub>21</sub> , T <sub>22</sub> , T <sub>23</sub> , T <sub>24</sub> , T <sub>25</sub> , T <sub>26</sub> , T <sub>27</sub> , T <sub>29</sub> , T <sub>32</sub> , T <sub>33</sub> , T <sub>35</sub> , T <sub>38</sub> , T <sub>40</sub> )	26
Textbooks mismatch the age groups (T <sub>1</sub> , T <sub>2</sub> , T <sub>6</sub> , T <sub>13</sub> , T <sub>29</sub> , T <sub>32</sub> , T <sub>38</sub> )	7

As seen in Table 8, the problems related to the instructional tools and learning materials in Turkish instruction to Syrians are that “lack of instructional tools and materials” (f: 26) and “textbooks mismatch the age groups” (f: 7). The opinions of two teachers who expressed their problems related to the instructional tools and materials are as follows:

*“We are unable to reach at any visual material, support should be provided on this matter. We are in need of interaction devices such as the projection device, smart board etc.” (T24).*

*“Unavailability of target mass oriented books prepared. The books used at A1 level are being used in primary education, secondary education and high school” (T6).*

## 4. Discussion, Conclusion and Suggestions

Under the scope of this study that aims to evaluate the problems of Turkish instruction to Syrians in direction of teacher opinions, the questions related to the teachers themselves, students, administrators, auxiliary staff, learning environment, instructional tools and materials have been tried to be determined.

As stated earlier, the matter of educating the Syrians being one of the social and economic problems created by the immigration of Syrians to Turkey has become one of the subjects of various studies.

In these researches, the problems are naturally addressed mainly from the perspective of Syrian immigrants. However, if the goal is to solve educational problems and improve the quality of education, then it is necessary to abandon an understanding

that focuses solely on the problems of students and their solutions. As a matter of fact, within the scope of this research, when the answers given to the survey questions by the teachers who try to teach Turkish to Syrians were examined, it has been understood that the Syrians and the Turkish instruction have significant faults and troubles. The solution of the questions goes by sincere consideration of ideas, suggestions and requirements from all parties of the education. In this context, it is thought that the evaluation of the outcomes acquired as a result of this research is substantial.

In the study, it has been seen that there were teacher originated problems in Turkish instruction to Syrians. According to the data in hand, there is a difference between Turkish teachers teaching Turkish to Syrians and Syrian teachers functioning in Turkey in the sense of educational understanding. As a reflection of these different points of view, it has been understood that some of the Syrian teachers regarded and used beating as a tool in instruction and some did not approve of it. According to Bulut (2008), while the beating is used in order to ensure that the student is disciplined and abidance to the authority did not make any contribution in reaching to these objectives, it has many negative effects like tendency towards violence, addiction, reduction in school achievement with the student. Moreover, these effects are not seen only in students exposed to physical violence, but also in the students who have witnessed it. It is thought that trying to discipline and educate the children who have seen and lived the aftermaths of a long and bloody and devastating war -as if, they were not enough- is also one of the reasons for the undesired outcomes with the students. As a matter of fact, when the student originated problems were looked through in this research, it has been seen that the above mentioned outcomes in Syrian students have negative consequences such as violence tendency and non-compliance with school rules and absenteeism.

But interestingly, during the face to face interviews carried out with the teachers teaching Turkish to Syrians, they have stated the students transformed into some kind of a beating addicted individuals despite all their positive efforts at the classrooms and refused to fulfill the requirements of class environment and they could almost solve out the disciplinary problems with the involvement of Syrian teachers. Syrian teachers are so influential on the students that the preconceptions of the teachers against Turkish language negatively affect the learning and consideration of Turkish language as a requirement by Syrian students. According to Richterich (1980), man needs the things olnce he / she feels their shortage (Kocer, 2013). In this context, one of the factors that negatively affect the Turkish learning of Syrian students is that the students do not see Turkish as a requirement.

Other problems emanating from the teachers themselves in Turkish instruction to the Syrians are the transportation and food, excessive working hours and workload. In addition, the teachers teaching Turkish to Syrians are living future originated anxiety due to having been temporarily employed. According to Maslow (1943), the human needs are of hierarchical structure and there are physiological needs at the bottom step. Physiological needs are basic vital necessities and it is not possible to pass to the upper steps without elimination of these needs. Unless the needs are eliminated, the motives

ensuring these motives can not occur. In this sense, the fact that the above mentioned physiological needs of the teachers teaching Turkish to Syrians not being eliminated negatively affects the wishes and achievements of these teachers to practice their professions.

In Turkish instruction to Syrians, administrator originated problems are being experienced. The teachers who participated in the research stated that the administrators blocked the in-class activities, they have deficiencies in Turkish instruction, they do not consider the teachers, the social activities were not encouraged by the administrators, they created problems in using the science class by the Syrian students and encouraged the teachers and arbitrarily determined the length of course times and did not organize parent meetings. However, leadership abilities and styles of administrators in the educational institutions are influential on the achievement of the whole institution.

The success of administrators in leadership exhibition is not only influential in successful implementation of the programs, motivating, optimistic feelings and a performance enhancing effect on teachers (Korkmaz, 2005; Williams, 2006; Ngotngamwong, 2012; Hallinger, Hosseingholizadeh, Hashemi and Kouhsari, 2017) but also on the successful implementation of the programs (Gulbahar, 2014). Therefore, when considered from this point of view, it is considered that the negative attitudes and behaviors of some administrators in the educational institutions where teachers are functioning have a negative effect on the professional performances of the teachers teaching Turkish to Syrians and make the instructional activities to achieve the success. Nevertheless, the fact that the teachers stated the auxiliary staff originated problems in educational institutions is thought that the teacher – originated problems of teachers' problems arising from assistant personnel to be also a problem caused by the administrator. The success and harmony in an institution is closely related to the leadership capacity of the administrators.

The teachers teaching Turkish to the Syrians have stated that there were some problems arising from the teaching environment, tools and materials and in general sense, these problems lead to problems to be experienced in education and inspecific sense, hardships regarding Turkish instruction. This result of study is consistent with the relevant literature. For example, while Alacapinar (2012) has stated that the elementary school students considered the physical structure, equipment, tools and apparatus shortage to be a problem, Tanian (2006) has stated that the physical situation and facilities of a school have a direct influence on the students whether or not they love the school (quoted by Aydogan, 2012). Alyılmaz (2010) Er, Bicer and Bozkirli (2012) stated that the lack of tools in Turkish instruction to foreigners is due to lack of education and teaching resources and the resources used in Turkish instruction are incomplete and inadequate.

Moving from the outcomes of the study, they have made following suggestions:

- After reporting to the duty various trainings are provided by the Ministry of National Education to the teachers who will partake in Turkish instruction to the Syrians. Said trainings are continued with assistance from Turkish Instruction

Centers / TOMERs which are connected to the universities. However, the fact that the Turkish educational system oriented introductory motion picture which has not been offered to the Syrian teachers leads to the Syrians teachers to act according to the perception of educational activities in Syria despite they carry out educational activity in Turkey. Therefore, Ministry of National Education should urgently organize in-service trainings for the Syrian teachers.

- In order to be able to enjoy a more comfortable life in a country where the asylum seekers are guest is directly related in knowing the language of the country where they live. The fact that the Syrian students who do not consider Turkish as a requirement negatively affect their success in learning a language too. Therefore, the reasons and the importance of learning Turkish language should be told to the students, the parents and Syrian teachers by taking assistance particularly from the psychological counselors.
- Transportation, food, overtime work and over workload constitute the problems for the teachers teaching Turkish to Syrian. National education managements, universities and non-governmental organizations in the places where the teachers function can develop urgent common problem solving oriented projects.
- Due to having been employed temporarily, the teachers who are teaching Turkish to Syrians live a future anxiety. This negatively affects their view of profession and causes them to experience some negative events while performing it. Although the planning and employment is one of the general problems for Turkish education system, an employment plan should be developed for the foreigners from what these teachers have acquired by teaching Turkish to Syrians in the field and within all these shortages and deficiencies in the name of benefiting from their Turkish experience.
- The teachers teaching Turkish to Syrians have stated that there were many administrator oriented issues. The administrators are one of the important elements who lead the school and ensure that the process of education and instruction is carried out in a sound way. For the administrators owning this much important duties to be enlightened regarding the importance and strategic value of Turkish instruction to the foreigners shall certainly make the process to be carried out more effectively.
- Being the instructional environment and indispensables of this environment, the instructional tools and materials are very important in Turkish instruction to Syrians. One of the outcomes acquired from this study is inadequacy of existing instructional environments tools and materials. For this reason, transformation of physical environment of the educational institutions into appropriate state for Turkish instruction to Syrians is required. In addition, the classes are to be equipped with tools such as computer, projection unit, speaker, etc. needed for language training. TOMERs can guide teachers regarding how teachers who teach Turkish to Syrians can use the tools in language teaching and how said tools would be employed and material would be developed also by the teachers teaching Turkish language to Syrians.

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