

**A Glimmer of Hope for Refugee Education: Teacher Perceptions, Performances,  
and Practices**

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### **Abstract**

As schools across Turkey are starting to diversify, the need within the Turkish education system to educate the overwhelmingly large influx refugees from neighboring countries becomes an ever more prominent and pressing issue. This study is qualitative in nature, and provides information by using multiple sources of data. It aims to examine how eighteen Turkish high school teachers of English as Foreign Language (EFL) who teach refugee children view refugee-oriented education in Turkey, as well as both to assess their level of competence in the matter, and to obtain any feedback that they may have. Teachers across the country want the Turkish National Ministry of Education to review and thus bring current teacher training programs in line with international standards, as well as want programs to be more sensitive towards cross-cultural/intercultural competence. According to them, schools and educational institutions need to develop an action plan not only in the long run, but short term as well. In line with this purpose, teachers suggest that because EFL classrooms are a neutral space for refugees, local students and refugees thus come together and reconstruct/define their identities and form life-long friendships. Most teachers also agree that teaching is a profession that is learned over time, and the learning of how to work with refugees is no exception to that rule. The researcher has reflected his teaching experience with refugee students in this research into this particular field.

**Key Words:** English as a Foreign Language Teachers, Refugee Education, Newcomer Programs

## **Introduction**

Thousands of people are forced to flee their homelands every year out of desperation due to reasons such as poverty, civil, and regional conflict. A June 2018 report by the United Nations High Commissioner for Refugees notes that there are currently some 65.6 million migrant and/or displaced people worldwide, 22.5 million of whom are refugees. What is most dramatic is that over half of these migrants are children. Upon consideration, this figure is higher than the individual populations of many countries (UNHCR 2018).

Turkey, in being a bridge between the East and West, tolerates illegal immigration. Turkey moreover is seen as a country of refugees due to its being in close proximity to current as well as previous conflict zones such as Syria, Iraq, and Afghanistan, as well Iran, the Balkans, and the Caucuses. Turkey remains home to the largest refugee population in the world. According to UNICEF January 2018 report, the number of refugees and asylum-seekers who have fled to Turkey from Iraq and Syria has reached 3.9 million, 1.6 million of whom are children. This includes more than 3.5 million registered Syrians under temporary protection, nearly 365,000 refugees mainly from Afghanistan, Iraq and Iran, of whom there are 120,000 children. The number of child refugees (U18) is 1,598,979 and U5 is 459,356. Turkish people also believe that there are about two million undocumented refugees in Turkey at present (UNICEF 2018). Approximately 230,000 refugees reside in 21 temporary camps set up by Turkish authorities. Refugees living in Turkey but outside of refugee camps have limited accesses to basic services at best—and, unfortunately that number is only growing. The vast majority of refugees are at odds with local authorities over legal registration. Furthermore, linguistic-communication barriers only make their problems ever more daunting (ECHO 2018).

A refugee child has a right to access to education—as is presently provided throughout Turkey, as well as is outlined in both the United Nation’s “Declaration of the Rights of the Child” and the “1951 Convention Relating to the Status of Refugees” (Özer et al. 2016). Turkey has no previous programme designed to educate refugees. Refugee education is of low, poorly coordinated and uneven in quality. The Turkish National Ministry of Education has revised the policies for refugees and asylum seekers that are preventing them from getting an education. Legislation aimed at providing education to refugees living in Turkey exists, as according to a circular issued in 2010 by the Turkish National Ministry of Education (MONE 2010). In 2011, Turkey began providing refugees with short-term education services with the aim of temporarily supporting their education gaps through an Arabic language curriculum, in turn easing their transition upon their return to Syria. In 2013, MoNE came forth with various proposals aimed at providing education to refugees living outside of camps. During the year 2014, MoNE had issued yet another circular titled which thus allowed refugees to register with state schools (MONE 2014). From that point forward refugees living in Turkey could continue their education in temporary as well as state-run schools (MONE 2015)

UNHCR’s report “Missing Out: Refugee Education in Crisis” finds that worldwide refugees are five times more likely to be out of school than the global average (UNHCR 2016). Most school-age children do not actually attend school and education of the refugees remains the most serious problem for refugees in Turkey. After years of displacement, it is estimated that over 350,000 Syrian children remain out-of-school and remain extremely vulnerable, particularly in the areas of social protection, education and child protection. They face challenges such as lack of awareness about available services, language barriers, socio-economic obstacles, dropout at the secondary school level, discrimination, child marriage, and various forms of child exploitation and child labour instead of sending their children to school (UNICEF 2018).

## **Supporting Refugee Students in Schools**

Schools are vital for refugee youth because they offer them an important means of integration into their new communities (Bartlett et al.2017; Kao & Tienda 1995; Rolfsnes & Idsoe, 2011). Schools in host countries facilitate contact with members of local communities; reintroduce a sense of normality and routine; provide a safe environment; increase self-reliance and empowerment; and foster social, psychological and intellectual development (Bačáková 2011, 163)

The role of teachers worldwide in terms of their interaction with refugees has been the subject of extensive research. Teachers have difficulties when it comes to dealing with the complex social, psychological, and cultural challenges faced by students, as well as when it comes to obtaining resources that are tailored to their needs (Miller et al. 2005). Refugee student–teacher ratios, refugee student behavior, a lack of resources, and socio-political challenges put teachers under tremendous stress (O’Neal et al.2018). Teachers fundamentally lack both readiness and training (Clark 2017), and what’s more, they simply do not understand their students’ needs (Brewer and McCabe 2014; Windle and Miller 2010; Yau 1996; Yu 2012). Teachers moreover lack any interest in taking time to learn their students’ backgrounds (Gagné 2012; Yau 1996). Refugees experience racism at the hands of their teachers (Brewer and McCabe 2014). Teacher-centered instruction often predominates in refugee classrooms, whereby teachers spend most of their time lecturing, as opposed to offering their students the opportunity to ask questions or engage in creative thought (Dryden-Petersen 2015).

Turkish-based research aimed at identifying the professional competency of teachers in terms of how they interact with refugee students also reveals that teachers have difficulties in teaching them. Teachers do not have sufficient training (Aydin and Kaya 2017; Er and Bayındır 2015; Sağlam and Ilksen Kanbur 2017). It is felt that their awareness could be better raised through on-the-job training (Saklan and Erginer 2017). They do not know what to do in situations where they encounter communication problems with their students. A variety of events (in-class activities, school trips, etc.) should be planned in order to foster cross-cultural dialogue between the refugees and their Turkish peers (Polat and Rengi 2014). Providing special attention when it comes to educating refugees is often met with little or no regard. Moreover, teacher training curricula should include courses on multiculturalism and multicultural education, which currently are not offered even as electives in any Turkish teacher training program (Polat and Ogay Bakra 2014). While a small number of student teachers are sufficient when it comes to cross-cultural communication skills, they nevertheless lack any sense of empathy (Polat 2009). As can be seen, current research shows that education that caters to the needs of refugees still remains insufficient.

Because the public education system in Turkey is monolingual, refugee students are unfortunately thrown head first into normal school classes without first receiving intensive Turkish-language training, so refugee children cannot easily adapt to it. There are Arabic, Kurdish, and Turkish language courses organized by governorships, municipalities and MoNE, however none of them sufficient enough to meet their needs. Many schools seem ill-equipped to handle the kinds of issues connected to refugee students. Insufficient resources prevent refugees from having access to higher education.

As schools across Turkey are starting to diversify, the need within the Turkish education system to educate the overwhelmingly large influx of refugees from neighboring countries becomes an ever more prominent and pressing issue. The number of teachers in refugee classrooms with appropriate professional training is low. The Ministry of National Education (MoNE) has outlined plans to help integrate refugee children into the education system, which in essence is “a glimmer of hope”. In 2018, it has increased its focus on the need to strengthen teacher capacity to be responsive to the needs of the refugee students and

decided to develop an inclusive education teacher training module (UNICEF 2018). Moreover, the increasing number of refugees born and raised in Turkey had also pushed for more importance being placed upon developing education policies centered on their needs.

The role of foreign language teachers in such a situation cannot and should not be underestimated—that is, at least until students gain a sound command of the language of the host country. State school English teachers face a tremendous task. Imagine that one day your school’s principal entered your classroom with a refugee student (Iraqi) by her/his side. What language would you use to greet that child? Turkish, Arabic, English...? The student is likely to suffer from psychological issues due to years enduring war and the trauma associated with war. The child has stumbled into a safe haven of sorts for the first time. Despite the teacher knowing almost nothing about her/his new pupil, in many instances “a common language” comes to their rescue. This language, more often than not, is “English”. Their interaction through English may both boost the student’s level of confidence and make them feel special. The teacher moreover lowers the student’s stress level in this situation without needing to use their own mother tongue. Hence, the Turkish National Ministry of Education needs to make an effort towards increasing foreign language teachers’ presence as well as awareness/sensitivity as part of refugee education.

### **The Study**

Despite Turkey having extensive experience in dealing with refugees, nothing compares with the influx of migration seen since 2010. Schools, teachers, policy-makers, and other non-profit organizations in Turkey need guidance for implementation of programs in order to improve refugee students’ integration and academic performance. In order to provide better education to all children, this study aims to contribute to the government’s response strategies and action plans. This particular study can be viewed as a plan of action and example particularly for countries such as Turkey which accept refugees on mass and are thus caught unprepared as a consequence. It invites teachers to empathize with their students, and moreover invites them to ponder over what measures they can take in order to responsibly prevent a “lost generation”. We expect that this study will shed light on new subtopics within, as well as serve as a sound contribution to this particular field. The information that they provide might be of tremendous value both to students and educators alike. Hence, educators will be able to develop better and more appropriate teaching methods, as well as be able to better address the needs of learners, form policies based on those needs.

The total number of refugee students residing in the province of Ordu, Turkey is 1,060 according to 2017-2018 Education Year statistics. Their countries of origin are to be broken down as follows: Iraq, Iran, Saudi Arabia, Afghanistan, Yemen, Syria, Palestine, and Algeria. A significant proportion of that community is under the age of 18—many of whom are either illiterate or have tremendous gaps in their education.

This study investigates how eighteen Turkish EFL teachers who teach refugee children perceive their ability to teach refugee students, how they assess their level of competence in the matter, and how they view refugee-oriented education as it currently stands in Turkey. In order to better focus this topic, the researcher has sought to answer the following three questions:

1. How do EFL teachers perceive their training and ability to teach refugees?
2. What are EFL teachers’ challenges associated with teaching refugees?
3. How would EFL teachers construct the best program for refugees?

## **Participants**

According to 2017-2018 Education Year statistics, ninety-three (93) refugees from Iraq were to be found in five different high schools located within the district of Ordu-Altınordu. “Fifty-six” refugee students majority of whom had Iraqi origins were studying at the school the researcher was working. There were “eight” teachers of English as a foreign Language in the school. The researcher also informed five “head” English teachers representing each school at monthly provincial teacher meetings where teachers discuss about the issues related to education life in the city. They agreed to inform about their colleagues about the research. The total number of English teachers in those five schools was thirty-four. All of them do not have refugees in their classes. The researcher chose the teachers among the ones who had minimum three (3+) refugee students in their classes and minimum five (5+) years of teaching experience. A total of eighteen English teachers (eleven females – seven males), in expressing interest in the topic with great sensitivity, had agreed to participate in the study.

Four of the schools managed international school projects within the scope of Erasmus+ in the last five years and six teachers have had an international experience. Teachers have no knowledge of the mother tongues of their students (i.e. Modern Arabic, Kurdish, Farsi-Dari etc.) When it comes to the number of years of experience that teachers have with refugees, only four teachers have a maximum of three years, whilst the vast majority of teachers only have between one and two years-worth of experience.

## **Data Collection**

The most important aspect of this study is the researcher’s direct involvement during the course of the research. This present study is the result of the researcher’s (2015 – 2017) teaching English as a Foreign Language to refugee students at a high school in Ordu, Turkey. The researcher was the member of the Refugee Integration Committee in one of the school where majority of the refugees were studying.

The researcher tried to obtain a broad range of data from all of the participants. This study is qualitative in nature, and provides information by using multiple sources of data:

a) A profile form b) semi-structured / unstructured interviews c) teachers' committee meetings d) field research e) classroom observations f) small group discussions

An education center for research and development in the city Ordu and teachers' committee meetings at the school also helped the researcher with the collection of data.

Each participant teacher took notes and continuously shared their information with the head teachers or the researcher. The education center for research and development in the city Ordu organized effective small group discussions where the participants shared their experiences. The researcher and the center also conducted semi-structured and unstructured interviews with twelve teachers from various school districts. They conducted semi-structured interviews on a voluntary-basis upon obtaining permission from school administrators and authorized bodies. They reflected their refugee education experience in this research into this particular field as well as in the questions that they posed. Most teachers answered each of the questions in a sincere manner throughout the course of the interviews. The researcher also exchanged ideas with school administrators during the conduct of this study.

Thanks to five years of experience as a teacher of Turkish as a Foreign Language (TFL) abroad, the researcher run Turkish language trainings for refugees as well and had a chance to evaluate the students’ educational progression, and to monitor how the teachers had encouraged refugee students to participate in class through classroom observations, unstructured interviews, field notes, e-mails and phone correspondence, face-to-face discussions, family visits, and casual talks with parents, youth, and teachers. Refugee students do not want to talk much because they think that those who conduct surveys, interviews or

researches are state officials. The researcher also included what refugee students say about their perceptions of the educational approach used in their schools.

### **Data Analysis**

The results were parallel with the main focus of this study. Evaluation of the semi-structured / unstructured interviews with the participants and field notes will be the central focus of my findings. After learning more about their perception of their abilities, ideas for the best program for refugees, their understanding of the refugee students' cultures, the challenges they experience and their needs in relation to refugee education, I scanned, coded, and categorized the data collected through multiple sources and then reorganized, grouped according to themes, and presented. What emerged out of analysis were four broad conclusions:

1. Challenges faced by refugee students
2. The right classroom environment
3. Challenges faced by teachers
4. Teaching as a profession that is learned over time

## **FINDINGS**

### **Challenges faced by refugee students**

*Slow process of integration into Turkish society*

*Teachers just follow their curriculum*

*I don't want to be treated as migrants or refugees but as an individual*

Refugee students are unfortunately thrown head first into normal school classes without first receiving intensive Turkish-language training. The vast sums of teachers agree that refugee students' academic performance and proficiency in Turkish level should be increased. According to them, they are not able to attain the same level of success as other students although some of them are eager to learn. A teacher remarked:

"One of the challenges that students face when it comes to learning Turkish has to do with their rather slow process of integration into Turkish society."

A teacher mentioned that because the authorities spread them across various schools, this causes a few public schools and some teachers to ignore them. A male teacher thinks this is the biggest problem he is facing at the school and added:

"Teachers often follow their curriculum. They don't allocate extra time for them. If they accommodate additional time, other students are bored easily."

A refugee student agrees with his teacher and also thinks this is the most difficult problem and added:

"I want to believe that my education is not temporary. I wish they implement programs to support us."

One teacher reminds that refugee students also inform one another about their overall status and their teachers. Another teacher also stressed that when teachers seem reluctant, refugee students may feel themselves to be unaccepted, which will cause them (as well as themselves) to skip school.

Refugee students also expect their teachers to be sensitive to their journeys. A refugee student added:

"I don't want to be treated as migrants or refugees but as an individual."

## **The right classroom environment**

*I will never forget the support of my English teacher  
The activities in English classes somewhat lowered their psychological stress  
Teachers who have knowledge of foreign languages are very important*

Refugee students the researcher interviewed mentioned how their English as foreign language (EFL) classes help them in hosting community. A refugee student expressed her experience in the following words:

“I will never forget the support of my English teacher right from day one. She had included me into group activities and pair work in order for me to make new friends.”

Another refugee student also talked about benefiting from something of a similar nature:

“In English class I had put together a presentation showing people about the pre-war condition of the touristic landmarks in my country. They immediately came to understand how destructive war is. My classmates after that had started to show me more respect and love.”

A teacher commented that refugee students are more successful and more motivated in English courses. Another teacher reminded the importance of the variety of activities in English class:

“Performing dialogues, small plays, theatrical sketches, storytelling, duets, various group activities, and the singing of songs, had somewhat lowered their psychological stress.”

One of the interviewed teachers also stressed how non-language teachers who have knowledge of foreign languages are just as important during this period:

“Students respectfully tend to flock around such teachers as well. Teachers who are unaware of this fact are generally surprised by how happy they have made their students.”

A few refugee students also mentioned that knowing English will make their lives significantly easier as it means that they either will have to defend their rights internationally, or that they may be forced yet again to change countries.

## **Challenges faced by teachers**

*We are lacking of prior experience as well insufficient training in this matter  
Culturally and socially-appropriate materials should be developed  
Teachers argue that this situation places too much stress on them  
The administrators' approach to this topic should be in a constructive manner*

Most teachers think that they are ill-equipped to teach refugees, and moreover that they are not ideally responsive enough to their needs due to a lack of prior experience as well insufficient training in this matter. Majority of them think that teacher training programs must be in line with international standards. Some teachers agree that their degree of competency in intercultural awareness needs to be increased, which would in turn contribute both to their creating of a better learning environment as well as to their teaching experience.

Some of the teachers think that the spiritual and cultural/ethnic makeup of Iraq is no different than that of Turkey, when in reality differences between the two on every level are in fact rather stark. Some teachers also expressed that they had no knowledge whatsoever of their students' cultural backgrounds. A few English teachers seem that they are disinterested in the cultures of the countries from which their refugee students come. As a result, they are

just not interested in who they are teaching. None of the English teachers featured in this study had either received Arabic language training or knew Arabic.

Most teachers put the emphasis on developing culturally and socially-appropriate materials for refugee students. They feel that they first should be familiar with the culture(s) of their students when selecting their materials, talking about culture and general topics which might be different than theirs or else the student could perceive what they are being taught in the wrong way and thus lose trust in her or him. They also agree that under such circumstances, implementing the use of such materials requires extra time and energy on the part of the teacher, and naturally could ultimately lead to the teacher trying to avoid taking on any responsibility. A few teachers commented that learning materials should not cause their students culture shock.

Teachers currently are unable to properly follow the teaching curriculum due to the pressure placed upon them. Most agree that their performance in terms of helping rehabilitate refugee students is pivotal. But, one teacher argues that this situation places too much stress on them:

“In addition to culture shock, refugee students are trapped behind invisible bars. I feel that these types of factors put tremendous pressure upon teachers, and may even prevent them from doing their jobs properly.”

One female teacher talked about an event that affected her very much:

“Teaching refugees is joyful but also extremely stressful especially when you listen to the stories and the challenges they have faced or are struggling with now. You often remember these stories and have the same suffer as if you have experienced. You also need to think how you can deal with their severe problems.”

Teachers also put the emphasis on the administrators’ role and their approach to this topic in a constructive manner. A few teachers have the perception that the administrator is placing an extra load upon her/him, in turn causing them to lash out. A teacher summarized her situation as follows:

“There is absolutely no logic in administrations occupying teachers’ time with more paperwork than necessary, when instead teachers could be focusing their attention on carrying out their roles as educators.”

### **Teaching as a profession that is learned over time**

*Our knowledge on how to teach refugees will only increase over time*

*Receiving specialized training would make the teachers better teachers*

*I became more self-confident as I gained experience in working with them*

*Our appropriate attitude may be a starting point for developing their capacity*

*We should know the details of international agreements*

Teachers should determine the best ways to embrace refugee youth and adapt their classroom practices to provide an education that meets the needs of all students (Prior and Niesz 2013). They need to know how children’s learning styles are affected by their previous educational experiences and by any physical, emotional, or neurological barriers to learning which they may have (Genesee 1994). In order for them to get past such scenarios, Richards and Renandya (2002, 77) suggest that “teachers must be reflective, analytic and creative, open to new methods and ideas; the aim of the teacher-training courses must be to develop teachers who are researchers, not just technicians and deliverers of the syllabus.”

Most teachers agree that teaching is a profession that is learned over time, and the learning of how to work with refugees is no exception to that rule. The vast majority of

English teachers feel that their knowledge on how to approach and teach refugees will only increase over time through on-the-job training.

Majority of the teachers also agree that teachers at the schools should keep abreast with trends and developments in teaching throughout the course of their professional lives. In my study, however I found no link between teachers' seniority levels and their personal attitudes towards refugees.

Only three teachers indicated that they had received special refugee education training, thanks in part to efforts made by the MoNE in terms of providing teacher training workshops and course. They are of the opinion that such training efforts are positive and receiving specialized training would make them better teachers. A teacher is optimistic about his refugee education progress:

"I had felt unenthusiastic about teaching the refugees during their first few weeks as well as during specialized training. Yet, after gaining bit of experience in working with them over a period of time, my attitude had changed for the better."

A number of the teachers had sought to receive even more education in the hopes of gaining the opportunity to teach English in a multicultural classroom environment. One teacher told about the reasons behind this fact: "Firstly, I gained more enthusiasm as well as became more self-confident as I gained experience. Secondly, teacher's multilingualism has a positive impact upon their pedagogical performance."

One teacher summarized how students appreciate when the teachers, given the circumstances of the current crisis and the current condition of the refugees:

"We all should keep in mind that one does not always require words in order to make him- or herself understood. However, one does not need to be an expert in rocket in order to be able to use the bridge of language in order to gain their student's trust and make that student feel special. A student's only expectation of their teacher is her/his willingness to help as well as a smile on her/his face." According to them, teachers' positive, sensitive and appropriate attitude may be a starting point for developing their capacity.

A few teachers also agreed that teachers should know the details of international agreements that protect a refugee's right to education:

"A refugee child has a right to access to education."

Some teachers think that MoNE should create a website through which teachers from across Turkey can get in touch with one another and share their experiences. According to them, teachers most definitely should share their experiences and approaches with their colleagues, including those who do not presently have refugee students in their classrooms. They agree that they learn best from each other.

## **DISCUSSION AND CONCLUSION**

Countries such as the U.S.A., the U.K., Canada, and Australia are well known for their many years of successful experience in terms of dealing with refugees and providing them with language education. In the United States ESL-centered programs such as "limited formal education, pull-out programs, newcomer centers, full-day bilingual programs, and sheltered content classes" allow refugee students adapt to their new lives (Aydin and Kaya 2017; Birman 2000; Boyson and Short 2003; Freeman and Freeman 1988; Haynes 2017). Because the classes are overcrowded in normal Turkish schools, teachers are seeking a solution, whilst refugee students are unable to properly integrate with their Turkish peers and also are likely to face tremendous loneliness. Turkey should also form "newcomer" programs which will allow refugee students the opportunity academically, culturally and emotionally to adapt to rapid change in their new lives through language training and meeting fellow immigrants with shared experiences.

The vast majority of Iraqi students living in the province of Ordu continue their education at special Imam Hatip religious vocational high schools because the curriculum provided at those schools is taught predominantly in Arabic. Provincial school administrators in fact mindfully stream refugees into these schools. Three out of the five high schools in my paper are Imam Hatip religious vocational high schools and one school is occupational high school where students are trained to learn new techniques in their occupational fields. Most teachers also agreed that the lack of “common language” (English, Arabic, Turkish) proficiency on the both part of Turks as well as on the part of refugees is one of the important challenges refugees face today. Teachers agreed that students problems tended to be addressed the quickest at their schools where the number of Arabic-speaking teachers was relatively high.

It remains uncertain as to how long these refugee students will remain in Turkey. Currently, many a student is trying to complete their high school education, but nevertheless struggle with adapting into both school and society. As seen, language is an important and fundamental need for refugees. In the long term, refugee students need to acquire the language of their host country (Turkish) in order to meet their basic needs, free themselves from financial difficulty, integrate seamlessly into society, and in order not to suffer from any further disruption to their education. Nevertheless, schools and educational institutions need to develop an action plan for recently arrived refugee pupils not only in the long run, but short term as well. That is, it would be ideal if the communication needs of refugees be facilitated through a common/international language such as English. Turkish is the medium of education across all public schools in Turkey, whilst English is mandatorily taught from the first grade onwards. Turkish high school students’ level of communication skills in English versus in Arabic is better. The refugee students whose English levels are slightly better are able to establish communication, which is reflected in terms of their social comfort. Those who know English are also able to bridge communication between the hosting and refugee groups (Gözpınar 2018, pp. 102). Here, considerable responsibility rests upon the shoulders of English as foreign language teachers when it comes to providing support to refugee students who are continuing their education. The best support that they can give to refugee students is to break down their linguistic barriers, to enable them to form sound friendships, and provide them with a safe classroom atmosphere. They are in a particularly good place to bridge cultural divides, and help refugee students (a) adapt to life in Turkey (by making friends, for example), and (b) do well in school (starting with English). EFL classrooms are a neutral space for refugees and local students to come together and reconstruct/redefine their identities, including who they can be friends with. No one speaks English as a first language – it is a foreign language for all of the students. The teacher’s providing her/his student with the opportunity to form cross-cultural friendships based on common core values, doing more engaging activities rather than imposing responsibilities yields positive results.

Börü and Boyacı (2016) had also discovered that cross-culturally sensitive teachers were immensely empathetic, as well as had demeanours that were more positive, more supportive, and warmer than their monocultural peers. My research also showed that teachers, who had previously lived or studied in cosmopolitan cities, who have spent time abroad, participated in international education programs viewed multicultural education more positively than their peers who had lacked the same experience.

Non-profit organizations, universities, MoNE should also inform teachers as well as student teachers of international agreements that protect a refugee’s right to education, educational policies, legal regulations, and various educational projects.

Majority of English teachers agreed that their colleagues as well as most non-language teachers who have no/less knowledge of foreign languages currently view themselves as being ill-equipped to teach refugees. They agree that Turkey needs to have its universities

swing into action more and pre-service teachers ought to receive more training in refugee education. They also agree that Turkey's Ministry of Education needs to make refugee education a priority, as well as needs to implement a more efficient plan of action immediately in order to rescue refugees from their sense of isolation, raise their hopes, and enable them to have better economic, social, and academic futures.

According to some teachers, recently arrived refugees who have proficiency in key languages should get together for least an hour a day with the teachers with whom they share a common language. Such teachers can inform students on how to adapt, as well as provide them with one-on-one tutoring. Refugee students will be able to freely express themselves and share their stories in such environments. Such orientation programs should teach practical and social content, and aim to meet refugee students' fundamental needs. These programs also should teach them how to socially and culturally integrate into the culture of the society within which they live.

English classrooms are unique places where refugee students and local students can learn to communicate in a neutral language, to get to know each other, etc. This is particularly necessary because of the absence of other supports (newcomer centers, etc.). It can also help to ameliorate social tensions as students get to know each other in this neutral terrain (so it can be good for society also).

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