

**IBN HALDUN UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF MANAGING EDUCATIONAL
INSTITUTIONS**

MASTER THESIS

**THE ROLE OF LEARNING TURKISH AS A SECOND
LANGUAGE IN THE INTEGRATION OF REFUGEE
AND MIGRANT MIDDLE SCHOOLERS IN
ISTANBUL/TURKEY**

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**THESIS SUPERVISOR
ASST. PROF. MUNIRAH MOHAMMED ALABOUDI**

ISTANBUL, 2022

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by

BAYAN OSAMA MOHAMMAD ALAZIZI

**A thesis submitted to the School of Graduate Studies in partial
fulfillment of the requirements for the degree of Master of Arts in
Managing Educational Institutions**

THESIS SUPERVISOR

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ISTANBUL, 2022

APPROVAL PAGE

This is to certify that we have read this thesis and that, in our opinion, it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts in Managing Educational Institutions.

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ACADEMIC HONESTY ATTESTATION

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

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ÖZ

İSTANBUL'DAKİ MÜLTECİ VE GÖÇMEN ORTAOKUL ÖĞRENCİLERİNİN ENTEGRASYONUNDA İKİNCİ DİL OLARAK TÜRKÇE ÖĞRENMENİN ROLÜ

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Bu çalışma, İstanbul'un Avrupa yakasında çok sayıda mülteci ve göçmenin yaşadığı ilçedeki mülteci ve göçmen ortaokul öğrencilerinin ikinci dil olarak Türkçe öğrenmelerinin entegrasyonunu nasıl etkilediğini incelemeyi amaçlamıştır. Araştırma nitel desende yapılmıştır. Araştırma örneği; İki okulda iki psikolojik danışman eşliğinde 12-14 yaş arası 24 mülteci ve göçmen öğrenci. Veriler, mülteci ve göçmen öğrenciler ve danışmanların kendileriyle yarı yapılandırılmış görüşmeler yoluyla toplanmıştır. Veriler analiz edilirken tematik analiz yöntemlerinden biri olan içerik analizi kullanılmıştır. Sonuçlar, dil öğreniminin göçmen ve mülteci öğrencilerin entegrasyonunda önemli bir rol oynadığını, ancak dili öğrenme istekliliğinin öğrencilerin devlet okuluna mı yoksa özel okula mı gittiğine bağlı olarak farklılık gösterdiğini göstermiştir. Uzun süredir Türkiye'de yaşayan ve dili öğrenen göçmen ve mülteci öğrenciler, Türkiye'ye yeni gelen ve dili bilmeyenlerin aksine, neredeyse bütünleşmiş ve sorun yaşamıyorlar. Dil öğrenmenin öğrencilerin akademik performanslarını ve derse katılımlarını artırmalarına, öğretmenleri anlamalarına ve okula entegre olmalarına ve Türk arkadaşlarıyla iletişim kurmalarına yardımcı olduğu görülmüştür. Özel okula giden tüm öğrenciler Türkçe öğrenmenin okula uyum sağlamalarına yardımcı olacağını görmezler çünkü eğitim Arapçadır ve arkadaşları Araplardır. Sonuçlar ayrıca dil öğrenmenin entegrasyonda tek faktör olmadığını gösterdi, danışmanlar Türk kültürünü öğrenmenin de entegrasyona yardımcı olacağı

konusunda hemfikirdiler. Ayrıca, öğrencilerin kendi entegrasyon isteklerinin entegrasyonlarını etkilediğini göstermiştir.

Anahtar Kelimeler: Dil, Entegrasyon, Göç, Göçmen öğrenciler, Mülteci öğrenciler

ABSTRACT

THE ROLE OF LEARNING TURKISH AS A SECOND LANGUAGE IN THE INTEGRATION OF REFUGEE AND MIGRANT MIDDLE SCHOOLERS IN ISTANBUL

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This study aimed to examine how learning Turkish as a second language affects the integration of refugee and migrant middle school students in a district on the European side of Istanbul with a large number of refugees and immigrants living in it. The research was conducted in a qualitative design. The sample of the study was 24 refugee and migrant students between 12-14 with two psychological counselors in two schools. Data were collected through semi-structured interviews with the refugee and migrant students and the counselors themselves. While analyzing the data, one of the methods of thematic analysis was used, namely content analysis. . The results showed that language learning plays an essential role in integrating migrant and refugee students. Still, the willingness to learn the language differs depending on whether the students attend a public or private school. Migrant and refugee students who have lived in Turkey for a long time and have learned the language are almost integrated and do not encounter problems, unlike those who have just arrived in Turkey and do not know the language. It was observed that learning the language helped the students to improve their academic performance and participation in class, it allowed them to understand the teachers and integrate into the school. Also, it helped them to communicate with their Turkish friends. Not all students who attend the private school see that learning the Turkish language will help them integrate into the school because the instruction is in Arabic and their friends are Arabs. The results also showed that

learning the language is not the only factor in integration. Counselors agreed that understanding the Turkish culture will also help them integrate. Also, it showed that the students' willingness to integrate affects their integration.

Keywords: Immigration, Integration, Language, Migrant students, Refugee students.

DEDICATION

*To my family
&
And the ones who Enlighted me all along the way.*

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LISTS OF SYMBOLS AND ABBREVIATIONS

IOM	The International Organization for Migration
OECD	Organization for Economic Co-operation and Development
PISA	Program for International Student Assessment
UN	United Nations
UNHCR	The Office of the United Nations High Commissioner for Refugees
UNICEF	The United Nations International Children's Emergency Fund
UNRWA	The United Nations Relief and Works Agency for Palestine Refugees in the Near East
WHO	World Health Organization
YUKK	The Law on Foreigners and International Protection

CHAPTER I

INTRODUCTION

1.1. Introduction to the Problem

Turkey has opened its doors to refugees and migrants from various countries. It has become the first place for migrants and refugees due to its location and the services available there. . With the increasing number of refugees and migrants in Turkey, their education and integration with the society have become one of the critical issues for decision-makers in Turkey (Erder, 2016).

The number of refugees in Turkey in recent years is considered one of the highest in the world. The Ministry of Interior Migration Management (2018); stated that there are 3,622,366 Syrian citizens under temporary protection and 374,097 children in the middle school age range. These numbers created a mess in Turkey because of little experience in dealing with refugees and the lack of policies in integrating them into society (Yıldız & Uzgören, 2016). Therefore, decision-makers decided to Direct their concerns on the ways to integrate refugee students in addition to their other basic needs like; education, health, etc.

Each country differs in the ways of integrating its immigrants, depending on the context and history. For example; One of the policies for integrating immigrants in Sweden is that the state provides them with their full rights as the original Swedish citizens in addition to delivering residence and support. It also gives them the right to preserve their language, culture, and community centers there (Koopmans, 2010). In 2014, the Turkish government began to develop new policies in the area of refugee integration, such as job creation, education, and health (Efe et al. , 2015; Erdogan et al. , 2011).

Educating refugee children is one of the essential things that help them integrate into the host community, and also allows the children of the host community to get to know them (Şeker, D. ; Sirkeci, I. , 2015). The meaning of integration here is to decrease the level of disagreement and disharmony between people in one environment. This process takes place in two ways. The first is to change and develop new attitudes of newcomers, and at the same time, the people of the host country as well (Alba & Foner, 2015; Şeker et al. , 2015; Ward & Kennedy, 2001).

Thus, new theories have emerged in the field of education and integration of refugees and migrants, such as; the theory of the Ecologic model (Bronfenbrenner), Portes and Zhou 1993 theory, and Sarah Dryden -Peterson theory.

Based on studies conducted in Europe on various educational systems, it was found that factors such as welcoming classrooms, teachers having a background on immigration, and a multicultural educational environment, all of these factors will increase the refugee students' engagement within their schools. Also, they will be shown an improvement in their educational attainment as well as, that will affect their integration into society in the long-term (Cruel et al. , 2017). The process of integrating migrants and refugees becomes smoother when they feel welcomed in the host country (Portes & Rumbaut, 2006). The same happens with students when they feel that their culture and language have been respected, their academic performance improves, and their engagement within the school increases (Celik, 2015).

National education policies play a vital role in integrating refugees (Heath et al. ,2008; Song,2011; Alba and Foner, 2015). Therefore, Turkish schools these days are seeking to help and support a large and diverse group of refugee and immigrant students from various backgrounds who speak other languages and have different reasons for staying in Turkey (Çelik and İçduygu,2018).

For refugees to be able to take their educational opportunities inside Turkish schools, they must first learn the Turkish language because there is little opportunity to teach refugees in their mother language in Turkey. Even if they do, it will be difficult for them to find job opportunities there (Deniz, Ekinçi and Hülür,2016) and the same applies to migrant settlers. Accordingly, learning Turkish will help them understand

their lessons, communicate and make new friends. For that reason, this research was conducted to find out the importance of learning the Turkish language in the integration of students in and outside schools.

Generally, the school plays crucial role in integrating refugee students into the host community. Also, parents' interaction with the school is considered one of the most critical factors that affect integrating students into the school (McBrien,2011). Moreover, it has been found in Çelik and İçduygu's (2018) study that The type of educational institution also affects the integration of students. They spotlight the institutional habitus in different educational institutions and how it affects the integration of refugee students there. It has been found that there is a relationship between them. The experiences of Syrian refugee students in Turkey and the level of their integration varies according to the type of educational institutions that they go to, whether they go to Turkish public schools or temporary education centers and because the temporary education centers have been closed, they suggested that the public schools have to develop a multicultural education system to be prepared for receiving the large numbers of refugees.

Refugee children may face difficulties while integrating into their schools because they came from different backgrounds and have had different experiences. Additionally, their inability to speak the host country's language is one of the reasons why they face those difficulties (Hart, 2009).

Difficulties faced by refugees in schools and the external environment, such as not being accepted by their peers and the differences in cultures, lead to their isolation and the decline in their academic achievement.

Most studies and research indicated that one of the most prominent barriers that stand in the way of refugee parents and their children during their integration process is the language barrier (see Hart, 2009; Patiadino, 2008).

It has been observed in Şeker, D. &Sirkeci, I. (2015) study that the language barrier makes the refugee students' life difficult because they only learn it in school and can't improve it at home. Therefore, their academic success, whether in learning the

language or other materials, became lower than what they usually achieve. Also, they suggested that teaching refugee children in their mother language and at the same time teaching them the Turkish language may be one of the solutions for them and may foster their engagement with the language. Similarly to what was happening in the temporary education centers in Turkey before they were closed (Çelik & İçduygu,2018).

On the other hand, Renzaho et al. (2011) mentioned in their study on the integration process of Arab migrants in Australia, that the parents there were facing so many challenges because of the reversal of parent-child roles, and this caused so many problems within the family. As a result, the parents started to distrust the legal system in the host country because they thought that the system had broken the family formation and its basic principles and values. On the one hand, Çelik and İçduygu (2018) pointed out the same thing in their study of refugee students in Turkey, as the parents of refugees there had felt uncomfortable because they could not communicate with teachers and school administrators due to the language barrier. Therefore, their children acted as translators in front of the authorities, which led to a role reversal.

Şeker, D. &Sirkeci, I. (2015) pointed out in their research on refugee children's challenges in school in Eastern Turkey that one of the main issues affecting children's academic performance, achievement, communication, and integration is language. They interviewed nine teachers from different elementary schools in the province of Van in Eastern Turkey. One of them noted that students who learned the language integrated better with their peers and did better in their classes. This is one of the indications that shows the importance of language in the integration of refugee students. Therefore, Şeker, D. &Sirkeci, I. (2015) reported that one of the main problems of refugee children when integrating with their peers is the lack of their Turkish language; and this causes so many conflicts with their classmates. In addition, they documented that socio-cultural integration can be measured by testing the level of understanding and expression of refugee students in the host country's language. This will help them communicate and make new friends and increase their level of engagement in social activities.

The refugee children and their families are considered to have fewer Opportunities due to the instability of their conditions and their work in low-paying jobs due to the lack of the language of the host country they have, whether that is in Turkey or any country in the world (Roxas, 2011; Rah et al. , 2009; Anyon, 2005; Gitlin et al. , 2003; Kirova, 2001; Horenczyk and Ben-Shalom, 2001).

Therefore, I decided to conduct a study on the role of Turkish language learning in integrating refugee and migrant middle school students in Istanbul, Turkey.

1.2. Purpose of the Study

The purpose of this research is to examine how learning Turkish as a second language affects the integration of refugee and migrant middle school students in Istanbul, specifically in the district of the European side that has a large number of refugees and immigrants living in it.

This research is necessary because the researcher worked directly with refugee and immigrant students. The data explores detailed personal issues and experiences that cannot be explored through quantitative research. The data collected by the Arabic researcher allows students to speak and express their feelings and experiences in their mother tongue. Similarly, the data collected from the Turkish psychological counselors were collected in their native language, Turkish. This is because the researcher had studied the Turkish language as a major at the university, which creates a big difference between this type of research and other research in this field. The researcher collected the data through interviews with the refugees and the teachers themselves. Thus, this research method provided primary data and allowed us to explore more sensitive realities that cannot be collected through quantitative research or by researchers who are not fluent in Arabic and Turkish simultaneously.

In addition, the choice of qualitative research allows us to design the data collection instruments flexibly so that the researcher has the opportunity to measure specific topics in different ways. Therefore, we used semi-structured interviews where the researcher and the supervisor designed the interview questions , which allowed us to discover the problem more precisely.

1.3. Aims of the Study

This study aims to discover the role of host country language learning in the integration process of refugee and migrant middle school students. It identifies the role of language learning for migrant students attending public middle schools and those attending private Arab schools. It finds out whether there is a difference in their views, and under what circumstances they need to learn the language, and whether it affects their integration process or not. It highlights the benefits of language learning for both public and private school students. It also examines, through reviews and research, whether language is the only factor that affects them or other factors affect their integration into schools and society. In addition, it highlights different aspects that affect them and their integration into schools and society.

1.4. Statement of the Problem

In this study, I want to focus adequately on the role of Turkish language learning in integrating refugee and migrant middle school students in Istanbul.

As statistics show that Istanbul ranks first with 438,861 Syrian citizens, this study will focus on refugee and migrant middle school students in Istanbul.

1.5. Definitions

a. Migration

Migration is a worldwide situation. People can migrate from their location to another place due to unsuitable conditions, natural disasters, wars, etc.

“Migration means the population movement from one place to another by crossing an international border; whatever the duration and number of people. ”

(International Organization for Migration, 2009).

b. Migrant

“a person who moves away from his or her place of usual residence, whether within a country or across an international border, temporarily or permanently, and for a various of reasons. ”

(International Organization for Migration, 2009).

c. Refugee

As defined in the 1951 convention

A person who, owing to a well-founded fear of persecution for reasons of race, religion, nationality, membership of a particular social group, or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such fear, is unwilling to return to it.

(International Organization for Migration, 2009).

d. Asylum Seeker

An individual who is seeking international protection. In countries with individualized procedures, an asylum seeker is someone whose claim has not yet been decided on by the country in which they submitted it. Not every asylum seeker will ultimately be recognized as a refugee, but every recognized refugee is initially an asylum seeker.

CHAPTER II

LITERATURE REVIEW

2.1. Migration Worldwide

The issue of immigration has become one of the hottest and most important topics nowadays, not only in the countries that host immigrants, but in the whole world, and it concerns everyone and every structure.

International protection has taken its place in fundamental international human rights documents. The 14th article of the Universal Declaration of Human Rights states that "everyone has the right to ask for asylum in other countries and to benefit from it in case of persecution. ".

Almost every country in the world has been affected by immigration. Especially in the second half of the twentieth century, the immigrant population overgrew. According to United Nations data, the number of international migrants in the world is expected to reach 405 million by 2050, if it continues to increase as it has over the past 20 years.

Regardless of its duration, nature, and reason; The movement in which people move within national borders, internationally, or across a state border is defined as migration (Göç Terimleri Sözlüğü, 2009). According to Güder (2016), immigration is as old as human history; It has been defined as the movement of people for social, economic, and political reasons. The countries in which international migrants reside provide them with labor, which results in a loss of work in the land of origin. Therefore, this affects many countries economically, socially, and politically (Göç İdaresi Genel Müdürlüğü, 2015). According to Erdogan and Kaya (2015), migration has taken place for economic, social, and political reasons throughout history, and all migrants, regardless of the reason, consist of a necessity.

International migration is a global phenomenon. The economic and social development of the countries settled after immigration may encourage immigrants to migrate from their own countries (Erdoğan & Kaya, 2015). In addition, people may migrate to escape the adverse situation in their own countries rather than settle in countries with high welfare (Nişancı & Yetkin-Aker, 2016). According to the UN global migration data (2015), it was highlighted that 244 million people participated in the international migration movement in 2015, and this number corresponds to 3.3% of the general world population. Also, according to the United Nations (UN) Global Migration Data (2015), it was indicated that there are 37 million immigrants under the age of 20 among the 244 million immigrants. Looking at the 2017 data from the World Health Organization (WHO), it was shown that 250 million people participated in the international migration movement. Furthermore, 2018 data showed that this number is approximately 258 million (WHO, 2018).

People who migrate to a foreign country, whose lives are threatened in their own country, can obtain certain statuses through international conventions. Immigrants are defined as "refugees" and "asylum seekers" with international protection and temporary protected status. The Concept of Refugee According to the 1951 convention of the United Nations High Commissioner for Refugees (UNHCR) and its 1967 protocol, people who are threatened with persecution because of their race, religion, nationality, and political opinions, and those who want to receive protection from another country are defined as "refugees" (Göç Terimleri Sözlüğü, 2009). People who want to be accepted as refugees in a country within the framework of national and international documents have the status of asylum seekers; People who apply for refugee rights but have to leave the country when they cannot get approval are defined as "asylum seekers." (Göç Terimleri Sözlüğü, 2009). On the other hand, "temporary protection" has emerged as a system when there is a collective movement of immigration and the asylum system does not work (Göç Terms Dictionary, 2009).

Permanent solutions are found by UNHCR under the 1951 Geneva Convention and 1967 Protocol, and the individual returns, local integration is ensured, and they are placed in a third country with priority given to disadvantaged groups (Gürle, 2012). In this context, it is essential for those accepted into a country as asylum seekers to receive refugee status. Although the general rights of asylum seekers are not defined

in the Geneva Convention (1951), it is emphasized in the UNHCR Protection Agenda to act in cooperation with countries that accept asylum seekers (UNHCR, 2003). On the one hand, Article 14 of the Universal Declaration of Human Rights states that persecuted persons have the right to asylum in another country or to request it (UN, 1948). Turkey has adopted the 1951 Geneva Convention on Geographical Constraints and dated the 1994 Immigration Regulation; people from European countries are accepted as refugees and people from other countries as asylum seekers (Buz, 2008). In addition, immigrants who come because they are in a transit country; are accepted as asylum seekers to settle in other countries. However, if they live in camps or settlements inside the country, they are accepted as refugees and asylum seekers (Demirbaş and Bekaroğlu, 2013).

2.1.1. Turkey and Migration

Throughout history, Turkey has witnessed massive migration movements due to its geopolitical position (Göç İdaresi Genel Müdürlüğü, 2013). Being the bridge between the European countries with high welfare in the west and the countries with powerlessness and confusion in the east and south is one of the main reasons for this (Göç İdaresi Genel Müdürlüğü, 2013). In addition, the Anatolian geography, which is the intersection point of many cultures, religions, and traditions, has had a significant effect on the migration movement to Turkey (Erdoğan & Kaya, 2015). Considering all this, some people want to migrate to places close to their values because of their fear of losing their values by migrating from one place to another, which is why Turkey has become one of the countries that attract immigrants (Kan, 2013).

According to Erdoğan ve Kaya (2015), one of the most critical factors that made Turkey a center of attraction for immigrants during the Ottoman and Republican eras is tolerance and hospitality. By spotting the light on migration in the Republican era in general, this migration movement started with the process of exchange of citizens who were outside the country after the dissolution of the Ottoman Empire. Then this process continued due to wars and massacres in recent history. Between 1922 and 1938, 384,000 people came from Greece, and between 1923 and 1945, 800,000 from the Balkans, and between 1933 and 1945, 800 came from Germany. Fifty-one thousand five hundred forty-two people from Iraq in 1988, after the Halabja massacre,

369,000 from Bulgaria in 1989, and after the Gulf War, 467,489 people from Iraq, 20,000 people from Bosnia between 1992-1998, 17,746 people from Kosovo in 1999, and 10,500 people from Macedonia in 2001 immigrated to Turkey (Terzioğlu, 2005). Due to the war in Iraq that started in 2011 and the civil war in Syria in 2003, the migration to Turkey continued rapidly. It was shown in the 2017 data that 135,000 people from Iraq and about 3.1 million people migrated from Syria to Turkey. When the 2018 data was analyzed, it was indicated that the number of Syrian individuals under temporary protection is 3,622,366 (İçişleri Bakanlığı Göç İdaresi Genel Müdürlüğü, 2018), and the number of Iraqi individuals was around 142,000 (UNHCR, 2018).

After examining the numbers of immigrants during the Republican era, it was shown that the phenomenon of immigration has existed since that time and is expected to continue due to the confusion in the neighboring cities in recent years.

Table 2.1. Syrians and Iraqis Who Entered Turkey as Asylum Seekers, Refugees, and Temporary Protected Between 2013-2017

	2013	2014	2015	2016	2017
Refugee	13467	17542	24135	30398	33473
Asylum seeker	2787	4405	94470	99678	100342
Temporary protection	224. 655	1. 519. 286	2. 503. 549	2. 834. 441	3. 117. 069

Note: This data is taken from the official reports of UNHCR and the Directorate General of Migration Management.

Source: <http://www.unhcr.org/tr/unhcr-turkiye-istatistikleri>, http://www.goc.gov.tr/icerik6/gecicikoruma_363_378_4713_icerik Erişim 20. 07. 2017

The review of the data showed that there is an increase in the number of refugees and asylum seekers every year. People who want to receive international protection and refugee status from neighboring countries resort to Turkey, as the Turkish Republic is the first place of refuge. According to statistics in 2015, the percentage of Syrians fleeing for temporary protection was 42% in Turkey, which was 5% in Western countries (Erdoğan & Kaya, 2015). In recent years, the Turkish Republic has been working to change the laws and regulations related to temporary protection, for asylum seekers, and refugees, due to the increase in the number of individuals under temporary

protection and the difficult conditions in Western countries that prevent asylum seekers from crossing.

The Law on Foreigners and International Protection (YUKK) was adopted on 4. 4. 2013 and published in the official newspaper on 11. 04. 2013 (YUKK, 2013). In Article 91 of this law, it is stated that temporary protection can be granted to any individual who is forced to leave their country (YUKK; 2013).

Turkey's recognition of asylum seekers, a right similar to that of refugees based on specific regulations, is essential for the physical and psychological health of these people, their families, and their children.

2.1.2. Children and Migration

Every human being experiences many events and situations in their life, but the extent of their impact on them varies according to age. In childhood, for example, the effect of events on a child's mental health is greater than the effect of the same events on the mental health of an adult. Therefore, migration affects children more than adults. When we refer to children here, we mean any individual under the age of 18, as stated in Article 1 of the United Nations Convention on the Rights of the Child (UN, 1989).

These children have experienced loss or war, left their country, language, and friends, and then moved to a country where they know nothing. All that has affected their mental health and their ability to reintegrate into the new country. This is why children are considered one of the groups most in need of support. The Convention states in Article 22 that every child, whether alone or with their family in the host country, is entitled to all these rights (UN, 1989).

These articles of the United Nations Convention on the Rights of the Child show us the importance of protecting the refugee or migrant child, taking total care of him or her, and giving them rights. In Article 6 of the Convention on the Rights of the Child, it was emphasized that host countries must recognize the fundamental rights of the child and make maximum efforts for the survival and development of the child (UN, 1989). Looking to the statistical data, it was shown that 65. 6 million people in the

world were forcibly displaced, about 22.5 million people had refugee status, and more than half of them were under 18 years old, which means that more than half of them were children (UNHCR, 2017).

By analyzing the number of individuals under 18 years old in refugee status in Turkey, it has been proved that about one and a half million individual children are refugees (Göç İdaresi, 2017). When the gender distribution was examined, it has shown that about 783 thousand (52%) children are boys and about 717 thousand (48%) are girls (T. C. İçişleri Bakanlığı Göç İdaresi Genel Müdürlüğü, 2017). According to the report of the United Nations High Commissioner for Refugees (2017), about 40% of Iraqi refugees and asylum seekers are individuals under the age of 18 (UNHCR, 2017). Based on the figures mentioned above, we conclude that the number of migrant and refugee children is very high and constantly increasing, so it is necessary to emphasize the importance of taking the measures needed to integrate them into society.

2.2. Integration

Integration, expressed as mainstreaming, is a very controversial concept. On the one hand, it resembles assimilation by describing it as the integration of all other cultures into the dominant culture. On the other hand, it means living in harmony with society while preserving one's own culture and maintaining a life without clashing with the values of both cultures. Without a doubt, the application of the second meaning does not seem realistic. Integration, which includes a similar sense to cultural interaction, shows the principles of individuals in society relate to each other (Marshall, 1999: integration art.).

Integration; does not mean mixing, equalizing, or leveling, but instead accepting the other as they are, understanding them, and contributing to a harmonious social coexistence (Funcke, 1982 cited by Tatlı, 2000).

Integration aims to bring the different ethnic communities to a synthesis by influencing each other, without completely assimilating them. The social vision of this model can be characterized as harmonious heterogeneity. The different segments of society reach a consensus on common grounds by abandoning confrontational models. The cultural

differences of the minority group are respected as long as they do not conflict with the fundamental values of the dominant culture (Canatan, 1995, cited in Tezcan, 2000).

The philosophical basis of this policy is syncretism. It is expected that the different cultures will reach a certain degree of synthesis over time. In the integration model, the minority-majority relationship is based on the principles of equality and mutual harmony. The belief in cultural and racial superiority has been replaced by cultural tolerance and racial equality in this model (Tezcan, 2000).

According to another approach, the only thing that can be envisaged is integration because it is impossible to eradicate ethnic differences. However, some say that integration is the beginning of assimilation. Greely explains the integration of foreign groups in six stages (Greely, 1971, cited in Yalçın, 2004).

1. Culture shock
2. Development of organization and identity consciousness
3. Assimilation of the elite
4. Militarism
5. Self-hatred and anti-militancy
6. Beginning of adaptation.

In some studies, it has been mentioned that refugee and asylum-seeking students who have not had the opportunity to receive support services suffer from specific problems (Majumder, O'Reilly, Karim, & Vostanis, 2014) such as; loneliness (Huemer, Karnik, & Steiner, 2009), socioeconomic and cultural problems (Reed, Fazel, Jones, Panter-Brick, & Stein, 2012), and some are in family relations (Henley & Robinson, 2011). This age group also has other issues related to their integration within schools and with their peers (Schultz, Sorensen, & Waaktaar, 2012). Therefore, these refugee children need more support than others do because they have had traumatic experiences in their country in addition to the problems that any migrant child suffers in the host country, such as those related to language and their integration into the surrounding community or within their schools. This makes the issue of supporting these children in the post-immigration phase one of the most critical issues, according to the studies above.

One of the problems that any migrant child may face, whether a refugee or an ordinary migrant, is adaptation and integration into the new society. That includes adaptation to

the surrounding environment as well as integration into schools in the new country where the difference in language, culture, peers, etc. affects them and their mental health (Birman, Trickett and Vinokurov, 2002). These are some of the essential factors that affect their integration in general.

The impact of the acculturation process in the host country affects the social and psychological well-being of migrant children. Political and social barriers to this process can cause many emotional and behavioral problems in children and adolescents (Derluyn & Broekaert, 2008). Language, social networks, and parental conflicts are considered important variables for acculturation (Lincoln, Lazarevic, White, & Ellis, 2016). In acculturation, three situations can occur. The first is the rise of a low-level relationship due to ignorance of the host country's culture and over-defense of one's own culture, which causes isolation of the person in the host country. The second is to adopt the host culture too much, which leads to assimilation. The final suggestion is to respect the culture of the host country without neglecting one's own culture. This way, a balance is created for the individual in the host country . (Lincoln, Lazarevic, White, & Ellis, 2016). The mental health of children and adolescents can be protected with healthy integration. Measham, et al. (2014) stated that there is a positive relationship between the cultural integration of youth and their mental health.

It has been noted that supporting immigrant children in the school environment can help them overcome challenges (Tyrer & Fazel, 2014). School services can be beneficial to the child; counseling, helping make friends, and facilitating their cultural adjustment can be effective for immigrant children (Colucci, Szwarch, Minas, Palton, & Guerra, 2012). Teachers can take action against peer bullying and bad behavior that immigrants may encounter; Providing students and teachers with information about immigrants facilitates their quick understanding, making it easier for them to participate in activities to interact with their peers(Fazel, 2015). Mohamed & Thomas, (2017) stated in their study that family, culture, and friendships have a positive effect on the integration of refugee children and youth.

Based on this information, it is believed that the friendships established in school will affect their social roles and that schools will be effective in meeting the educational and psychological needs of immigrants; The teachers' perspective can be critical at this

stage, as teachers will have enough time to observe the needs of refugee children (Fazel, 2015).

Teachers can observe the child's emotional change and guide them to get help if they are being bullied; they can create activities that improve peer relationships; because immigrants who are accepted by their peers become more confident in making friends, getting help, working, coping, and adapting more easily (Colucci et al. 2012). Strong peer support helps children feel happier, but bullying and discrimination can negatively affect children's happiness (Correa-Velez, Gifford, & Barnett, 2010).

Therefore, Teachers and families play a significant role in preventing children and adolescents from having difficulty adjusting to the new society. Connecting with and supporting families is crucial at this stage (Sims, Hayden, Palmer, & Hutchins, 2002). The support of refugee children by their peers and the health systems of the countries in which they live positively affects their mental health (Fazel, Reed, Panter-Brick, & Stein, 2011).

Several steps can be taken to increase the resilience of refugee families and children, such as reducing post-migration violence and threats at the individual level, preventing violence within or outside the family, ensuring accessibility to physical and mental health services, supporting cultural beliefs to facilitate family harmony, provision of assistance in this area if conflicts arise within the family, reduction of social displacement, rapid resolution of asylum claims, maintenance of their cultural life with education for children and employment for adults (Fazel et al. 2011).

This list can fail if only the child is addressed to ensure adjustment. The family must also be supported along with the child. When working with families and children, we must consider traditional and cultural characteristics and address the mental and physical needs of the family and children (Anagnostopoulos et al. , 2016). In one study, family acceptance and hostile attitudes, social acceptance, and coping behaviors were also related (Betancourt, Agnew-Blais, Gilman, Williams, & Ellis, 2009).

Integration and adjustment to the new culture after migration can be a challenging process for refugee children. This period is referred to as secondary trauma (Fazel &

Stein, 2002), as children face many problems during this time, including social isolation, peer rejection, violence, and some financial difficulties (Sims, Hayden, Palmer, & Hutchins, 2002), parental mental problems, language problems, loneliness and differences in the school system, exclusion, and exposure to racism (Yohani, 2010), in addition to cultural and political differences (Baker & Shoulhoub-Kevorkian, 1999).

In this research, we will shed light on the language factor and see if there is a relationship between language and the integration of migrant and refugee students in host country schools and to what extent it affects it.

2.3. Language

Language is one of the most important methods of communicating with the outside world and can be a problem for immigrants in the host country. Refugee and asylum-seeking children need language to express themselves and explain their needs to seek help and benefit from social support systems in their new place of residence. It was mentioned in Mohamed and Thomas's (2017) research that refugee and asylum-seeking children emphasized the importance of learning the host country's language in communication.

In a study conducted in Sweden, it was found that there is no significant difference between immigrant children who were born in Sweden or had been living in Sweden for a long time and children of Swedish origin in terms of mental health. The reason for this is that they have not faced the language barrier due to being born in this country, and they have been able to benefit from the Swedish school and health system using the Swedish language (Dekeyser, Göron-Svedin, Agrafors ve Sydsjö, 2011).

Refugee children face specific learning difficulties, as opportunities to receive instruction in their language are difficult, even if they have that chance, it will be difficult for them to find employment in that country (Deniz, Ekinici, & Hulus, 2016). Therefore, children and adolescents must receive language instruction to adapt and integrate within their new place of residence. Each refugee or asylum-seeking child is a child first, and one year of language training can be provided within the first year

after immigration to help them integrate into the school system (Derluyn & Broekaert, 2008).

Many studies have identified language problems as one of the problems encountered by immigrant children and adolescents. In a qualitative study conducted in Australia, immigrant children reported that the main barrier to communication was the language barrier and that they had been struggling to understand due to the difficulty in learning English (McFarlane, Kaplan, & Lawrence, 2010). In another qualitative study, it was noted that immigrant children cannot access mental health services for their behavioral issues, and one of the main reasons for this is the language barrier (Hurley, Saini, Warren, & Carbery, 2013; Murray, 2016).

In multicultural environments, children need to acquire both languages to develop a healthy self (Abalı, 1987, cited in Yazıcı, 2011). Therefore, good second language education and mother tongue education are necessary for the child to acquire a positive self in the society in which they live, to move from one culture to another in a positive way, and avoid mental problems with their origin (Yazıcı, 2011).

The language barrier can harm immigrant children and adolescents physically, cognitively, and behaviorally (Hart, 2009). The integration of immigrants can be facilitated by providing language assistance to immigrant parents, strengthening neighborhood relations, and increasing employment opportunities (Tyrer & Fazel, 2014). Therefore, providing language training to children and adolescents would enhance their parents' adjustment. Through such training, families can increase their social, economic, and cultural relations. This can have a positive effect on the child's integration.

2.3.1. Language and Education

According to PISA data, immigrant children who have recently migrated to European countries encounter difficulties in education for reasons such as learning a new language, adapting to the social and cultural structure of the host country, and inability to recognize the school system (Ereş, 2015). Therefore, it can be said that immigrant children face educational inequality in the host country and need support such as

learning the language of instruction, recognition of school conditions, and integration (European Union, 2012). The evaluation of all these data showed that the first substantial attempt to prevent immigrants from many adverse situations that can occur in the host country is to learn the language of the country of asylum, which will help them to adapt to the country where they have migrated, to participate in the educational system and to improve their personal development.

A language different from the national language of the immigrant community is considered an obstacle to adaptation in this country and a reason for failure in the educational system. The task of the national education system is to communicate with the language of the majority community and to find solutions to the problems faced by students of different mother tongues who have to study in the host country (Yıldız, 2008).

One of the most critical problems immigrant children face in the area of language is the inability to learn both their mother tongue and the language of the country of immigration sufficiently and well. In other words, the phenomenon of "semilingualism" (Jampert, 2002 and Lengyel, 2001 as cited in Yıldız, 2008) and the educational problems that arise from it are correspondingly increasing along with the number of immigrant generations (Yıldız, 2008).

While dealing with the challenges of adjusting to the new school and environment, these students must quickly acquire language skills and reach levels similar to their peers. Targeted support and flexible language proficiency provisions can reduce the negative consequences of later arrival on career opportunities for immigrant students (PISA, 2013).

In the study on the problems of teachers who teach immigrant children, all teachers reported that immigrant students do not speak enough Turkish. In addition to this problem, teachers believe that immigrant students are not in classes that are appropriate for their level of preparation, that they do not demonstrate academic success, that they have problems adjusting to other students, and that immigrant families do not place the necessary importance on their children's education (Ereş, 2014a).

In another study on the education of immigrant students, teachers claimed that immigrant children need preparatory education in terms of language and adaptation before starting school, that they need to learn Turkish before starting school, that immigrant families need adult education in regards to education, and that teachers need continuous training for immigrant education. (Ereş, 2014b). In another review, it was emphasized that services such as psychosocial support and language support should be provided to immigrant children to make them feel integrated into school cultures(Sakız, 2016).

The importance of education for immigrants is that it facilitates immigrants' adjustment to the country of residence and minimizes racial discrimination and prejudice against immigrants through education (Baker, 2011). Living in at least two languages and cultures, as well as the language of the countries in which they live, gives children an advantage and can cause many problems. Education is a fundamental issue in this regard (Leblebicioğlu, 2009).

The fact that immigrants do not know the official language of the country where they have settled means that they cannot find jobs or hold low-paying jobs (Güzel, 2013).

2.3.2. Bilingualism

Bilingualism is an issue of great importance in immigrant societies. Children of immigrant families experience a different socialization process because they learn a different language from their mother tongue and acquire different values and norms from their own culture. This process, called bilateral or dual socialization, leads to incomplete socialization. Therefore, defining the child's identity and adaptability is one of the problems that need to be considered in the migrant society and families (Yıldız, 2012).

Natural bilingualism; these are people who learn both languages without formal education in the natural process of communication in their daily lives and usually at an early age. In academic bilingualism, as the name implies, it is possible to learn a foreign language through formal instruction in school. Although cultural bilingualism is close to academic bilingualism, it is used for adults learning a foreign language for

business, travel, and other reasons. Elite bilingualism means receiving a good education and being able to do part of your education in a foreign language. In this case, one has been able to learn the wording in their natural environment. Public bilingualism is used in a practical way for people who have to learn the language from speakers of other languages. These bilinguals are often from a minority language group. While elite bilingualism has never been a problem, public bilingualism is associated with many educational challenges. However, the point to be made here is that it is not that widespread bilingualism is inherently problematic. Problematic; it is academic problems arising from the poorly organized education of bilingual children (Skuttnabb-Kangas, 1981).

Children of immigrants are often subjected to involuntary bilingualism. This occurs when they encounter their new second language at their official entry into school. The positive or negative consequences of this depend on the practices they encounter at school and the effects they receive from the home environment. Therefore, when bilingualism is experienced as a painful or disappointing process in a person's life, the underlying reasons must be sought not in the individual but unacceptable social conditions (Neumann, 2007).

CHAPTER III

METHODOLOGY

With an explosive qualitative research design, the main objective of this study is to find out if language learning in the host country has a role to play in the integration of refugee and migrant middle school students. If so, what is its role in the integration process? In line with this objective, this research is built on analyzing primary data collected in a district on the European side of Istanbul using this qualitative data collection technique: face-to-face interviews guided by semi-structured questions. This technique provided me with primary data that helped me explore the most sensitive realities that cannot be collected with quantitative research or researchers who are not fluent in Arabic and Turkish at the same time.

Furthermore, choosing qualitative research allowed me to design the data collection instruments in a flexible way, which gave me the opportunity to measure specific topics in my way. I used semi-structured interviews and designed the questions with my supervisor, which allowed me to discover the problem more precisely.

The data for the study was collected from refugee and migrant middle school students from different origins who arrived in Turkey with their families between 2012 and 2019 to Istanbul, and from Turkish school counselors. At the time of the interviews, some of the students were attending public schools, and some of them were attending private schools, while others experienced both private and public schools. There are a number of reasons for selecting students from 3 different schools in a specific district on the European side of Istanbul as the data source. First, the diversity in the sample was beneficial in allowing me to compare the students' experiences in each of the three types of schools. Second, this specific region was chosen in this study because it is one of the regions that was reported to include a huge number of Syrian and other migrant residents at the time (Yılmaz, 2013), and these three schools have the largest number of refugee and migrant students. There is a discrepancy between the students'

perspectives of the two public schools and the private school. It is interesting to note that the students live in the same region of Istanbul but have different views about language learning. Third, the students in the private school have a little more space to choose the language they want to learn freely. As far as the school counselors who worked in these schools are concerned, I interviewed them as they provided me with an understanding of the differences and variations in student perspectives in girls' and boys' public schools and how each school effectively shapes student perspectives. They also provided private information about the institutional habitus of the schools, so their input is very significant in this research because they know their concerns, needs, problems, and social issues, which makes them an influential part of the study. For all these reasons, I thought that this sample from this region of Istanbul could tell a lot about how refugee and migrant students are integrated and how their language learning helped them in this integration and how Turkish schools perceive migrants and refugees, the government policy on this issue, the future of refugee and migrant students in that region of Istanbul, their conditions and integration process.

Twenty-four interviews were held in a region on the European side of Istanbul and lasted between fifteen to twenty minutes. Six participants are from Syria, eight from Palestine, five from Egypt, two from Jordan, two from Turkey, and one from Saudi Arabia. Five of the participants have been in Turkey for 5-6 years, 7 participants for 3-4 years, 5 participants for less than a year, 4 participants for 1-2 years, and one participant for eight years. The counselors' interviews were conducted in Turkish, as they are Turkish, and the students' interviews were carried out in Arabic, as they are Arabs. Then the recorded interview material was translated into English. Knowing both Turkish and Arabic allowed me to gain the trust of the students and build relationships with them. This study is limited to interviews with refugee, migrant students, and school counselors in a region on the European side of Istanbul.

3.1. Model of the Research

This research was designed using a qualitative model. After the review of relevant literature, interviews were conducted in the second stage of the research. Qualitative research is research in which qualitative information gathering methods like observation, interview, and document analysis are used, along with a qualitative

process used to reveal perceptions and events in a natural environment realistically and holistically. Qualitative research conducted with people is done through in-depth interviews, open-ended interviews, direct observations, and written documents (Yıldırım, 1999; Patton, 2005).

One of the qualitative research designs, phenomenology, was chosen. Phenomenology is designed to reach reality through the participants' experiences (Çarpar, 2020). To gather in-depth information about the phenomenon being researched, it conducts lengthy interviews to collect the participant's experiences and background in detail (Yıldırım & Şimşek, 2016).

The research process was structured according to the six steps Rabionet (2011) outlined for research that is conducted with qualitative interviews. These steps are listed below:

- Choosing the type of interview,
- Setting up the ethical rules,
- Preparing the interview protocol,
- Conducting and recording the interview,
- Preparation of the interview protocol, and
- reporting the results.

3.2. Research Working Group

Twenty-four interviews were held in a region of Istanbul and lasted between 15 and 20 minutes. Six participants are from Syria, eight from Palestine, five from Egypt, two from Jordan, and one from Saudi Arabia. Five of the participants have been in Turkey for 5-6 years, 7 participants for 3-4 years, 5 participants for less than a year, 4 participants for 1-2 years, and one participant for eight years. The counselors' interviews were conducted in Turkish, as they are Turkish, and the students' interviews were carried out in Arabic as they are Arabs. Then the recorded interview material was translated into English. Knowing both Turkish and Arabic allowed me to gain the students' trust and build relationships with them. This study is limited to interviews with refugee, migrant students, and school counselors in one region.

3.2.1. Participants' Personal Information

Under this heading, the personal information of the people participating in the research will be included. In addition, since the opinions of the participants will be given anonymously, each participant was given a code and a number next to the code. For example, S1, S2. . . for immigrant Students in public schools, C1, C2. . . for School Counselors, and Sp1, Sp2. . . for immigrant students in private schools.

Table 3.1. Information on Immigrant Students Participating in the Study from a Public School

Participant	Gender	Duration of the residency in Istanbul	The country from which they emigrated
S1	MALE	5 YEARS	SAUDI ARABIA
S2	MALE	LESS THAN 1 YEAR	SYRIA
S3	MALE	8 YEARS	SYRIA
S4	MALE	6 YEARS	SYRIA
S5	MALE	5 YEARS	SYRIA
S6	MALE	1,5 YEAR	SYRIA
S7	MALE	4 YEARS	PALESTINE
S8	MALE	3 YEARS	SYRIA
S9	FEMALE	2 YEARS	EGYPT
S10	FEMALE	1 YEAR	EGYPT
S11	FEMALE	1 YEAR	EGYPT
S12	FEMALE	LESS THAN 1 YEAR	JORDAN
S13	FEMALE	6 YEARS	EGYPT
S14	FEMALE	3 YEARS	EGYPT

As part of this research, interviews were conducted with fourteen migrant middle school students living in Istanbul province. According to the table, eight of these students are male students, and six of them are female students continuing their

schooling in the public schools in a region on the European side of Istanbul. Among these students interviewed in the research, six of these students are individuals who emigrated from Syria, five from Egypt, one from Jordan, one from Palestine, and one from Saudi Arabia. Four of the participants have been in Turkey for 5-6 years, the participants for 3-4 years, two participants for less than a year, four participants for 1-2 years, and one participant for eight years.

Table 3.2. Information on School Counselors Participating in the Study

Participant	Gender	School level
C1	MALE	MIDDLE SCHOOL FOR BOYS
C2	FEMALE	MIDDLE SCHOOL FOR GIRLS

Table 3.3. Information on Immigrant Students Participating in the Study from a Private School

Participant	Gender	Duration of the residency in Istanbul	The country from which they emigrated
Sp1	MALE	2 YEARS	PALESTINE
Sp2	MALE	4 YEARS	PALESTINE
Sp3	MALE	4 YEARS	PALESTINE
Sp4	MALE	3 YEARS	JORDAN
Sp5	FEMALE	6 YEARS	PALESTINE
Sp6	FEMALE	4 YEARS	PALESTINE
Sp7	MALE	LESS THAN 1 YEAR	PALESTINE
Sp8	FEMALE	LESS THAN 1 YEAR	PALESTINE

The information on the immigrant students participating in the study from a Private school is presented in the table. According to the table, five of these students are male students and three of them are female students continuing their schooling in the Private school in a region on the European side of Istanbul. Among these children interviewed in the research, seven of these students are individuals who immigrated from Palestine, one from Jordan. one of the participants has been in Turkey for 5-6 years, four participants for 3-4 years, 2 participants for less than a year, and one participant for one-two years.

3.3. Data Collection Tools

The researcher prepared the student interview form and counselors interview form to use them as data collection tools in the research. . Rabionet (2011) mentions three steps to structure the data collection tools in semi-structured interviews:

- Literature search,
- Getting opinions from people working in the field and experts,
- Obtaining ethical approvals.

Developing the data collection tools in the research was carried out according to the specified guideline. During the creation of the data collection tools, draft interview forms were created using the variables specified in the current literature and previous studies. Opinions on the target group, level, developmental principles, ethics, and clarity of the questions were received from the Assistant Professor of Educational Leadership and Policy at Ibn Haldun University. Working in the Department of education with experience working with immigrants, and the final forms of the interview forms were given based on the opinions received. The research subject and thesis proposal were submitted to the Research Ethics and Social Science Publication Committee of Ibn Haldun University and the Provincial Directorate of National Education in Istanbul for the study to be conducted in institutions affiliated with the Ministry of National Education. Relevant approvals were obtained for its compliance with scientific research ethics and the conduct of the study (Appendix B).

3.4. Data Collection and Analysis

The semi-structured interview technique was used in this research. The questions were asked in a semi-structured manner. In the semi-structured interview technique, the researcher prepares the interview protocol in advance, which includes the questions they plan to ask. In addition, the researcher can influence the flow of the interview by asking secondary questions or sub-questions depending on the flow of the interview and allowing the person to open up and elaborate on their answers and help people get their stories as well as their questions. Semi-structured interviews are frequently used when the researcher wants to examine a topic in-depth and understand the responses given (Türnüklü, 2000; Rabionet, 2011; Harell & Bradley, 2009).

While analyzing the data, one of the methods of thematic analysis was used, which is content analysis. Braun and Clarke (2006) state that there are six steps to follow in thematic analysis:

- Familiarization with the data: Obtain initial insights by reviewing the data and taking notes if necessary.
- Generate initial codes: Code interesting features from the data set and combine related codes.
- Theme Research: Identify potential themes and gather all relevant data for each theme.
- Theme Review: Rework the coded sub-themes and data set to create a map of the analysis.
- Identify and name the themes: A clear definition and name for the theme, with analyses identifying the characteristics and history of each theme.
- Produce the report: Evaluate the analyses for the final time, link them to the research question and relevant literature, and produce the scientific report of the analysis.

Thematic analysis approaches attempt to identify themes or ideas in the materials studied. Content analysis can be considered a qualitative method in analyzing qualitative data; frequency counts for each content category (Pistrang & Nancy, 2012; Joffe & Yardley, 2003). To support the results, quotes from the refugee and migrant students were given. In the data analysis, since each participant had more than one opinion on an issue, the opinion frequency was given instead of the participant's

frequency. Therefore, the total frequency is not included. The primary and secondary themes of the research are presented below.

Table 3.4. Main and Sub-Themes of the Research

1.	Findings on immigrant students in public schools in Istanbul
1. 1.	Reasons for immigrant students to learn Turkish
1. 2.	The impact of learning Turkish on immigrant students
1. 3.	Promote language learning externally for immigrant students
1. 4.	Difficulties for immigrant students who have not yet learned the language
1. 5.	Challenges faced by immigrant students during integration
1. 6.	The obstacle to integration is the difference in nationality or the lack of language.
1. 7.	Recommendations for the integration of students among each other
1. 8.	Suggestions for teachers to deal with immigrant students and teach them
2.	Findings on immigrant students in Turkish public schools from the perspective of school counselors.
2. 1.	Reasons why immigrant and refugee students need psychological, social, and academic support more than others
2. 2.	School counselors assess of the extent to which immigrant students are integrated into the Turkish education system and how they measure that.
2. 3.	Integration requirements and needs of students from the perspective of school counselors.
2. 4.	The Teacher's Role in Improving Student Integration from the Perspective of School Counselors.

Table 3.4. (cont.)

3.	Findings on immigrant students in private schools in Istanbul
3.1.	Reasons for Choosing a Private School
3.2.	The importance of language learning in integration from the perspective of private school students and its benefits for residents of Turkey
3.3.	Integration requirements for private school students and integration mechanisms.
3.4.	Promote language learning externally for immigrant students
3.5.	The willingness of private school students to learn Turkish and the need for it in society.
3.6.	Immigrant students' level of satisfaction and integration in the private school and its system

According to the table, the research consists of 2 main themes and 18 sub-themes.

3.5. Validity and Reliability

To verify the comprehensibility and applicability of the prepared interview form, an expert opinion was sought, and the form was finalized by making the necessary arrangements according to the expert's opinion.

CHAPTER IV

FINDINGS AND COMMENTS

In this section, the data obtained from the research are reported under the main and sub-theme headings.

4.1. Findings on Immigrant Students in Public Schools in Istanbul

Under this theme, the reasons why immigrant students learn Turkish, the impact of learning Turkish on them, and whether there is an external promotion for them to understand the Turkish language. In addition, the data was obtained on the difficulties of immigrant students who have not yet learned the language. Similarly; the challenges encountered by immigrant students during integration.

The subheadings also present recommendations for integrating students among themselves and some suggestions for teachers to deal with immigrant students and how to teach them to solve these problems. And finally; it was investigated whether the barrier to integration is the difference in nationality or the lack of language.

4.1.1. Reasons for Immigrant Students to Learn Turkish

The responses given by students who were asked about their reasons for learning the Turkish language are presented in Table 4.1.

Table 4.1. Reasons for Immigrant Students to Learn Turkish

Views	Student
Language learning is the key to all other sciences	5
Passion and curiosity for learning the language	7

Table 4.1. (cont.)

A tool to communicate with Turks	9
A new language to gain knowledge	3
It Helps to integrate into and out of the school	10
A Tool for self-defense	1
Learning the language for translation purposes- as a translator between parents and school staff-	5

As the table shows, the reason immigrant students learn Turkish is that it helps them communicate with Turks, whether they are teachers, students, or others. In addition to this, which all participants cited as the main reason, 10 of the students interviewed stated that the reason for learning the language is that they are learning it to fit in at school and outside it.

According to Table 4.1. , half of the students stated that they are passionate and curious to learn the Turkish language, as language knowledge is the key to all other sciences and one of the important factors that made them learn the Turkish language. In addition, 5 students stated that they learn the language for translation purposes and become translators between their parents and the school staff.

Using the language to translate to the parents is considered another remarkable reason among the reasons why migrant students learn Turkish. Five of the participating migrant students (S2, S4, S10, S12, S13) stated that the language was the key to all other sciences; therefore, they wanted to learn it. One of the students expressed her view in this sense, “. . . *I feel like when I learned the Turkish language, I knew everything (S13)*”.

According to Table 4.1. , one of the student participants (S1) mentioned that he wanted to learn the language to defend himself. In expressing this, he said, “*I want to learn*

the language so that I can speak and no one will laugh at me, and I will get my rights”, that is why he wanted to learn Turkish.

Some of the migrant students' opinions on their reasons for learning the Turkish language are presented below:

“I want to learn the language so I can live, and it's really important for my future. . . because it's a pain to live here without learning it (S12)”.

“Because I had a passion for learning (S11)”.

“Because I love learning Turkish, but it's always hard at the beginning (S10)”,

“To acquire knowledge here in Turkey, I have to learn it (S4)”.

“I want to learn it to understand Turkish society , To be vital in a society, one must first understand the language of that society. . . (S2)”.

“It is useful for integrating into Turkish society and translating to my family outside of school. . . (S6)”.

4.1.2. The Impact of Learning Turkish on Immigrant Students

Students' responses regarding the impact of language learning on them were coded in table 4.2.

Table 4.2. The Impact of Learning Turkish on Immigrant Students

Views	Student
Betterment of academic performance and school evaluations	12
Increased participation and interaction in the classroom	11
It Helps to integrate and better understand teachers in the school	5
It has increased my ability to communicate with those around me and meet new Turkish friends	11
Relieved my stress during exams	1

Table 4.2. (cont.)

Reduced my timidity when I leave the house	2
I feel like I am Turkish like them and get the same treatment	4
Not learning it negatively affects our lives	1
Learning Turkish has no purpose or impact on me.	1

According to Table 4.2. , we find that learning the Turkish language affected the immigrant students in several ways, the most important being the increase in their ability to communicate. More than half of the participating students reported that learning the language had impacted their lives from a communication perspective and that they had begun communicating effectively with those around them. As seen in this table, 12 student participants agree that the improvement in their academic performance and school evaluations are related to language learning because they developed an understanding of the material and how to study it accordingly. In addition, another important point of view expressed by the immigrant students is that after learning Turkish, their participation in class and their interactions during the lessons have improved.

The participants who learned Turkish stated that after learning Turkish, they felt like Turkish students, got the same treatment, no longer felt different from Turkish students, and could understand everything without problems. Five students (S4, S2, S8, S7, S12) stated that learning the language helped them to integrate and better understand teachers in the school. . .

According to the table, two immigrant students reported the impact of learning Turkish on them as it reduced their shyness when they left home. One of the students expressed his feelings about the affection of learning the language in the following way; “*before I learned the language, I felt shy when I was out buying something or interacting with Turks, but now, I don't feel like that after I learned the Turkish language (S1)*”.

From the data in Table 4.2. , one participant (S12) stated that she needed to learn the language because not learning it would have a negative impact on her life, and one participant (S2) said that learning the language relieved his stress during exams.

Additionally, one participant (S5) indicated that learning Turkish had no purpose or impact on me.

Some of the migrant students' opinions on the impact of learning Turkish on them are given below:

“Before learning the language, my grades were low, and now my grades are better after learning it (S4)”.

“Before learning the language, I only had contact with Arab friends, and now I am starting to integrate and meet new Turkish friends (S8)”.

“I used to buy only from the Arab markets, and I was afraid of making mistakes while speaking, but now, after learning the language, I can buy my products from any Turkish market without being afraid (S6)”.

“My Turkish friends started to love me more when I learned the language (S14)”.

4.1.3. Promote Language Learning Externally for Immigrant Students

Students' responses to the question "What do your family and friends think about your language learning?" and counselors' responses regarding their views on the role of family, teachers, or friends in promoting the students are coded in Table 4.3.

Table 4.3. Promote Language Learning Externally for Immigrant Students

Views	Student	Counselor
Family encouragement	13	2
Turkish friends' encouragement	7	1
Teachers encouragement	1	2
No encouragement	1	-

According to Table 4.3., almost all students stated that their families want them to learn Turkish and encourage them to do so. When we asked the counselors, they both highlighted the same thing, that the family plays a vital role in promoting language learning to their children. Seven migrant students mentioned that their Turkish friends encourage them to learn Turkish, and the counselor (C1) agreed that friends of migrant students have a role in promoting language learning. One student (S6) and both counselors (C1, C2) agreed that teachers play an essential role in promoting language learning. However, one student (S5) stated that no one encourages him to learn the language or that they do not care whether he knows it or not.

Here are some students' responses to this concern:

“My Turkish friends always teach me Turkish, and they try to use easy words so I can understand them. My family wants me to learn the language because I will need it in the university in the future, and especially my father he encourages me a lot and wants me to learn it (S2)”.

“I am the only one in my family who knows Turkish very well, so they call me whenever they want help in translation, they always tell me 'learn whatever you don't know (S3)”.

“My Turkish friends told me that my Turkish language is not good, my family wanted to put me in an Arabic school if it was still open, and my father wanted me to learn English and not Turkish (S5)”.

“My friends told me that I am improving in Turkish and last time my teacher gave me three extra points because I am getting better in Turkish, which made me want to learn more vocabulary in Turkish, and when it comes to my family, they are very proud that I am learning Turkish (S6). ”

“My Turkish friends told me that my Turkish language is excellent and my family always encourages me, and they call me whenever they want to translate something from Arabic to Turkish or vice versa (S9)”.

“My friends always help me understand the lessons, and my family wants me to master the language to help them with the translation (S10)”.

“I always try to talk with my Turkish friends, and they always encourage me to learn the Turkish language. I want to learn it to help others who have come to Turkey lately. I usually translate to my family if they want help. They encourage me to learn Turkish language and culture and also my mother always tries to cook Turkish food (S11)”.

4.1.4. Difficulties of Immigrant Students Who Have Not Yet Learned the Language

Responses given by students who were asked about the experiences of their friends who have not yet learned the language are presented in Table 4.4.

Table 4.4. Difficulties of Immigrant Students Who Have Not Yet Learned the Language

Views	Student
Not understanding the lessons	4
Fear of exams because they are in Turkish	3
Bullying	1
Difficulty integrating into society and communicating with others due to the language barrier	4
Not being able to explain and be understood and facing self-defense difficulties due to the lack of language	3

According to the table, the student participants stated that there are two main difficulties for immigrant students who have not yet learned the language; the first is not understanding the lessons, and the second is the difficulty in integrating into society and communicating with others; both of them are due to the language barrier.

Some student participants mentioned that their friends, who had not yet learned the language, were afraid of the exams because the language of the exams is Turkish. So we are returning to the main reason for these difficulties, which is the lack of language skills. One of the students in the study (S11) stated that bullying was one of the bad experiences of her friends who have not yet learned the language.

According to Table 4.4. , three of the student participants (S1, S3 and S8) reported having problems communicating with those around them due to language differences and having difficulties with self-advocacy, being unable to express themselves, and being misunderstood.

Here are some opinions of the immigrant students regarding the difficulties of their friends who have not yet learned the language:

“Bullying because Turkish students love their language very much and if someone doesn't learn their language or doesn't want to learn it, they bother him. (S11)”.

“The most serious difficulty is the exams because even if you study hard, you can't do anything because the exams are in Turkish. (S12)”.

"They suffer from misunderstanding and not being understood because of the language barrier. (S4). "

“Interacting with people in the external environment causes them stress because they don't have the language, e. g. , in the markets they can't talk to the sellers (S2)”.

4.1.5. Challenges Faced by Immigrant Students During Integration

The responses given by the counselors interviewed about the difficulties encountered by immigrant students during their integration were coded in Table 4.5.

Table 4.5. Challenges Faced by Immigrant Students During Integration

Views	Counselor
Language barrier	2
The difficulty of adapting to the Turks and getting used to their cult	2
Table 4.5. (cont.)	
Difficulty communicating with others due to lack of language	1
The difficulty of the Turkish education system	1
They cling to their Arab friends without opening the door communicating with the Turks.	1

According to the table, when we asked the counselors about the difficulties they observed among the immigrant students during their integration, they pointed out two main difficulties. The first is the lack of language, which led to most of the other difficulties. The second one is that they have difficulties in adapting to Turks and getting used to their culture.

When we view the other challenges that counselors mentioned, we realize that the reason for all of these difficulties and challenges they face is the language barrier. Here are some opinions of both schools' counselors regarding the challenges faced by immigrant students during their integration:

“The first is the language problem; therefore, they have difficulty understanding the lessons. The second is culture; Even though our cultures seem very close, there are cultural differences when we see them among children, many behaviors that seem normal to them may not be considered normal to us. When we think about the traumatic events they have experienced, their over-education is high, their sudden reactions, and their explosion. These things can sometimes have a negative impact in their field. So, we tell them, ' Don't ever forget your cultures, but here are some rules

you need to follow in the adaptation process. ' They have some difficulty following these rules (C1)''.

“They all come from different countries. I can't say something general, but some of them came with excellent English, although they come from an Arab country, and they are perfect in other subjects. . Of course, refugee student has many difficulties. Also, our system is not easy. I think the system is more difficult for immigrant students than Turkish students of the same age. Also, it is difficult because of the language problem. So it is not easy to adapt here (C2)''.

4.1.6. The Obstacle to Integration Is the Difference in Nationality or the Lack of Language

The responses given by the students to the question "Have you ever wished you were a Turkish student?" were coded in Table 4.6.

Table 4.6. The Obstacle to Integration Is the Difference in Nationality or the Lack of Language

Views	Student
Nationality difference	6
The lack of language	8

According to the table, eight of the participating immigrant students agreed that the obstacle to integration is the lack of language, and six of them mentioned the difference in nationality.

Here are some of the responses from immigrant students to the question, "Have you ever wished you were a Turkish student?":

“I don't wish to be a Turkish student because a person should be a student of his country and thus feel more affiliation. (S6)''.

“There are activities at the school that only accept Turkish students because they know their language, and they don't accept Arabs because of the language barrier. I wish I were a Turkish student so I could participate in these activities. (S7)”

“Yes, I have often wished I was Turkish. For example, the other day a Turkish friend spoke to me and I kept silent because I didn't know how to answer, and I was very embarrassed. In this situation if I were Turkish, they would feel that I am one of them because in my situation they don't say anything to me because they doubt whether I understand or not. That's why, if I were Turkish, they would talk to me normally. (S10)”

“Yes, of course, I wished to be a Turkish student because I would mentally relax and not be stressed in terms of knowing the language, then my teachers would take care of me and follow me, and they would also appreciate me and help me if I didn't understand and answer me easily, so I would like to be Turkish. (S12)”

4.1.7. Recommendations for the Integration of Students Among Each Other

The answers given by students who were asked about what they requested from their Turkish friends and responses provided by counselors surveyed about the first thing they would do if they were a teacher and an immigrant student entered their classroom were coded in Table 4.7.

Table 4.7. Recommendations for the Integration of Students Among Each Other

Views	Student	Counselors
Helping each other with language.	2	1
Don't use profanity when you talk to each other, and don't bully each other	5	-
Try to understand others and deal more with foreigners	3	-
Create activities between immigrants and the Turks	-	2

Table 4.7. (cont.)

Place immigrant students next to Turkish students in the classroom to learn and interact with each other	1	1
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From the table, two of the student participants indicated that they wanted their friends to help them learn the language and the counselor interviewed highlighted the same issue when we asked her suggestions for integrating students. Both counselors (C1 and C2) suggested creating activities for migrant students, such as in-class activities, out-of-class activities, and games, and always including them in ceremonies and celebrations with Turkish students. Applying all of that will promote their mutual integration. One of the students (S10) and a counselor (C2) suggested placing the immigrant students next to the Turkish students in the classroom so they could learn more and interact with each other. Five student participants affirmed the idea of not using profanity when talking with each other and not bullying. One student (S6) expressed his opinion on what they suggest in this regard, *“I would tell them that bullying is a bad thing because, at the end of the day, we are all united and equal (S6)”*.

As we can see in Table 4.7. , three of the students (S7, S10, S14) stated that if the students in the school tried to understand foreigners more and be open to interacting with them, it would help our integration into the school.

Here are some students' opinions on what they, as immigrant students, suggest for their integration into the school among themselves and what the counselors say about it:

“If Turkish students help me learn the language, it will be great because if my Turkish language got better, everything would be better here in Turkey (S4)”.

“I will ask my Turkish friends to behave decently with us because we are Muslims like them (S14)”.

“I do activities to get them together. I have them sitting with Turkish students(C2)”.

4.1.8. Suggestions for Teachers to Deal with Immigrant Students and Teach Them

Students' answers to the question "If you are a Turkish teacher, how do you treat immigrant students in the classroom?" and responses were given by counselors surveyed about the first thing they would do if they were a teacher and an immigrant student entered their classroom, were coded in Table 4.8.

Table 4.8. Suggestions for Teachers to Deal with Immigrant Students and Teach Them

Views	Student	Counselors
Treat them fairly and equitably and without discrimination	3	-
Help them in any way possible	7	-
Try to learn a few words of the international student's language or use a translator in class	1	-
Treat them with love and appreciate their efforts to learn the language	6	-
Allow them to participate in the class.	2	-
Facilitate the language of the exams	3	-
Analyze student cases and needs to address them as necessary	-	2

According to the table, more than half of the student participants mentioned that If they were Turkish teachers, they would help immigrant students in their classroom in any way possible, and treat them with love and appreciation for their efforts to learn the language. Three of the students (S6, S9 and S5) mentioned that they would also treat them fairly and equally, and without discrimination.

As shown in Table 4.8. , one of the students (S11) stated that he would try to learn some words of the international student's language or use a translator in class to deal with and teach the migrant students properly. In addition, three students (S3, S7, S4) stated that if they were Turkish teachers, they would facilitate the language of the exams. Two students claimed that they would allow the migrant students to participate in the class; both counselors responded to the question of what would you do first as a teacher if you have migrant students in your class, that they will first analyze student cases and needs to address them as necessary.

Here are some student opinions on what they would do as immigrant students and how they would treat immigrant students if they were Turkish teachers. This also includes some responses given by counselors about what the first thing they would do if they were a teacher and an immigrant student came into their classroom:

“I will treat them like my teachers treat me now, so I will be treating them like we are all the same without any discrimination (S9)”.

“I will treat them with love and appreciate their current situation and the mental pressure they are under due to their lack of language (S12)”.

“First of all, I'll try to get to know the student and why they are here. It can vary depending on the age group. So, firstly, I'll try to understand them, then, if they are children in the elementary school group, I'll help them get along and meet other children with enjoyable activities, and if there's a language problem, I'll try to take steps to solve it (C1)”.

4.2. Findings on Immigrant Students in Turkish Public Schools from the Perspective of School Counselors

The study sought input from counselors at the schools where immigrant students enrolled on whether language learning plays a sufficient role in their integration into their school. Almost all students reported that they were doing their best to learn the language but they needed support from their teachers to help them integrate.

Under this theme, the school counselors mentioned some requirements for the integration of immigrant students and why they need more support than others, the measures to ensure their integration into the Turkish educational system, and the role of teachers in this process from their point of view. The data obtained regarding the counselors' suggestions will be presented in subheadings.

4.2.1. Reasons Why Immigrant and Refugee Students Need Psychological, Social, and Academic Support More Than Others

The counselors' responses when asked why immigrant and refugee students needed more support than others are in Table 4.9.

Table 4.9. Reasons Why Immigrant and Refugee Students Need Psychological, Social, and Academic Support More Than Others

Views	Counselor
The trauma that these students experienced or because they had to emigrate	1
Because they have arrived in a country where they know neither the language nor the culture	1
Because they cannot express themselves because of the language barrier	1

Table 4.9. (cont.)

Because the language barrier negatively affects their success	1
Because their families cannot improve them in the new language.	1

According to the table, one of the counselors stated that immigrant students needed more support because they had arrived in a country where they were not familiar with the language or culture.

As shown in Table 4.9. , one of the participating counselors reported that one of the reasons why they need more support is because these students cannot express themselves easily due to the language barrier, which negatively impacts them and their success. The participating counselor noted that it is also essential to support them because their families cannot support or enhance them in the new language. In addition, some of the students have experienced trauma before emigration and therefore need more support. At this point, one counselor stated, “*These students have experienced traumatic events. Migration is something that happens to them, coming into a different culture, being in a foreign language, not being understood or not being able to express themselves. It's a huge problem for them. . . (C1)*”.

4.2.2. School Counselors' Assessment of the Extent to Which Immigrant Students Are Integrated Into the Turkish Education System and How They Measure That

The counselors’ answers regarding their assessment of the degree of integration of immigrant students in the Turkish education system and how they measure their integration are in Table 4.10.

Table 4.10. School Counselors' Assessment of the Extent to Which Immigrant Students Are Integrated Into the Turkish Education System and How Such Integration Is Measured

Views	Counselor
They have not yet integrated.	1
Their integration will take a long time	1

Table 4.10. (cont.)

The mastery of the language is the basis of integration	2
The problems have decreased, which means they are starting to integrate	1
Less need for an interpreter to communicate with students, which means that they begin to understand the language and this is a step towards integration	1

When we asked the school counselors how they measured the integration of migrant students and whether or not they were integrated into the school, we can see their responses as shown in the table above. Both counselors stated that the most fundamental element for integration is learning and mastering the Turkish language. One counselor (C2) said that migrant students are not yet integrated and that it will take a long time. The other counselor (C1) clarified the integration measures for students as follows: when there is less need for an interpreter to communicate with students, it means that they are starting to understand the language and that it is a step towards integration, and if the problems they face decrease, it also means that they have begun to integrate.

The following are the counselors' responses regarding the integration measures for migrant students and whether or not they are integrated from the counselors' perspective:

“Compared to the first years, we have fewer problems now. We see that the problem of language and culture in middle school is a bit more eroded since they studied in Turkish elementary school. It's better than last year. Especially when they adapt to the language and culture, they are not having a problem. . . . It is a little more important for us to overcome the language barrier. For example, in previous years, we always needed an interpreter to talk to the students, but this year I can speak comfortably to an Arabic student, which is a plus. For example, we have sped up our interaction a little more, and can understand each other (C1)”.

“... So, as I said, there is the language barrier, and I don't think they have integrated yet. The integration will not be overcome in a short time. It will take a long time...(C2)”.

4.2.3. Integration Requirements and Needs of Students from the Perspective of School Counselors

The counselors' responses when asked about the integration requirements and needs of immigrant and refugee students are presented in Table 4.11.

Table 4.11. Integration Requirements and Needs of Students from the Perspective of School Counselors

Views	Counselor
Parents encouragement	1
Useful films and animations	1
Reading books, stories, and tales	1
Students' participation in school events and activities	2
They need a period of six months to a year to prepare themselves and to learn the Turkish language and culture	1

As we can see in Table 4.11. , both counselors believe that involving students in school activities will improve their integration. One of the counselors (C1) stated that students must read books and stories to improve their language, which is a step towards integration. In addition, he mentioned that students need encouragement from their parents to learn the language to help them to integrate. Moreover, the counselor stated that watching Turkish language movies and animations will nurture the students' Turkish language and improve their knowledge of Turkish culture. The other school counselor (C2) stated that they need six months to a year to prepare and learn the Turkish language and culture.

As shown in Table 4.11. , we can see that both counselors have a joint agreement on the main point that will help immigrant students to integrate, which is language

learning, because it is the fundamental element for any immigrant student to integrate into a new country. When we asked the counselors about the requirements in general, we noticed that they mentioned the ones that will improve the language of the students and, thus, the students will be integrated.

The following is a sample of the responses from participating counselors regarding the integration requirements and needs of immigrant students:

“First of all, this is not something that can be done only at school. Also the family has a role to play in encouraging their children to use the Turkish language to overcome the language problem. Also, they can watch Turkish movies on TV, cartoons, animations, and things that can improve their Turkish knowledge and culture. Moreover, they can try to read story books and participate more in school events and activities within the groups (C1)”.

4.2.4. The Teacher's Role in Improving Student Integration from the Perspective of School Counselors

The counselors’ responses when asked about the Teacher's Role in Improving Student Integration are in Table 4.12.

Table 4.12. The Teacher's Role in Improving Student Integration from the Perspective of School Counselors

Views	Counselor
Taking care of the migrant student	2
Guide and assist the student in the lessons	1
Encourage the student to learn the language	1
The teacher has a role to play in changing the migrant student's view of the language and the country	1

As shown in Table 4.12. , the school counselors (C1, C2) stated that teachers play a role in integrating migrant students by taking care of them. In addition, one counselor said that their part is to guide the students, help them in their classes, and encourage them to learn the Turkish language. One counselor highlighted their role in changing the migrant students' opinion about the language and the country so that they like the country and its language, which will facilitate their quick integration. We can notice in this table that the counselors consider that the integration of migrant students will not be complete without learning the language and that the role of teachers in this process is to help and encourage them to learn the language so that they can integrate easily.

Here is how the counselor described the teacher's role in integrating students, in his own words:

“The role of the teacher is very critical, . . . In this school, the teachers try to take care of the migrant students and guide them, so that the students change their opinions about the country and the language and are encouraged to learn the language. I think that the teacher is an influential factor in the integration of the students because the students are still young and they can change their opinions according to their teachers and their friends. Besides that, there are other factors such as the students' families and their encouragement and other external factors, but I can say that the role of the teachers is very effective (C1)”.

4.3. Findings on Immigrant Students in Private Schools in Istanbul

Under this theme, the reasons why the parents of the migrant students chose the private school and whether they encourage them to learn the language or not, the importance and benefits of language learning in the integration of the migrant students from the perspective of the private school students. The subheadings also present whether the private school students are ready to learn the Turkish language ,their need for the language in the society and their satisfaction and integration in the private school and its system.

4.3.1. Reasons for Choosing a Private School

The students' responses about their parents' reasons for choosing a private school are in Table 4.13.

Table 4.13. Reasons for Choosing a Private School

Views	Student
Because my mother works in this school	2
An excellent and recognized school	2
Because the teaching is in Arabic	3
Because of the racial segregation in Turkish schools	2
To preserve our Arabic language from being forgotten	2

As can be observed in Table 4.13. , one of the reasons why parents of migrant students choose a private school is that the teaching is in Arabic, and they do not want their children to forget the Arabic language. In addition, some students stated that their parents decided to transfer them to a private school because they faced racist behaviors in Turkish schools. Two students (Sp2 and Sp3) indicated that their parents chose this private school because it has an excellent educational system and is recognized. Some students' parents chose this school because their mothers work there and they see that it is suitable for their children.

Some of the students' reasons for their parents choosing a private school are below:

“My parents transferred me to this private school because I was confronted with racial practices in the Turkish school (Sp2)”.

“They chose this private school to not forget our Arabic language, so their reason was to preserve our Arabic language from being forgotten (Sp5)”.

4.3.2. The Importance of Language Learning in Integration from the Perspective of Private School Students and Its Benefits for Residents of Turkey

The responses given by students who were asked about the importance of language learning in integration and its benefits for residents of Turkey from their perspective are in Table 4.14.

Table 4.14. The Importance of Language Learning in Integration from the Perspective of Private School Students and Its Benefits for Residents of Turkey

Views	Student
Communicating with the Turks around me	5
Language learning strengthens the development of a person's personality and increases self-confidence	2
It improves the ability to express oneself.	2
Help make new friendships.	5
Help to integrate into society	3
It makes life easier in Turkey	3
It opens new horizons in all fields	5
It will give me more job opportunities in the future	2
Helpful in studying at Turkish universities in the future	3
Not useful	1

According to Table 4.14. , most of the migrant students interviewed about the importance and benefits of language learning in integration from their point of view stated that it is crucial to communicate with Turks in Turkey. In this regard, one student stated, *“it’s important because if you go to a Turkish school or if you want to meet new Turks, how you are going to communicate with them, integrate with them and be like one of them without learning the Turkish language, so it’s important to communicate. . . (Sp6)”*. In addition, they emphasized the importance of learning the language to facilitate life in Turkey, opening up new horizons in all areas, inclusion in society, and socialization. They stated that it brings them new friends and connections. One student noted the following: *“Of course it is essential to learn the Turkish language if you live*

in Turkey, because how are you going to talk and make new Turkish friends without learning their language and talking with them in that language (Sp5)”.

As shown in Table 19. , some of the student participants stated that learning the Turkish language will be helpful to them to study in Turkish universities and give them more job opportunities in the future. The participating students mentioned that learning a new language gives them pleasure, that they are very eager to learn it, and they also stated that learning the language strengthens their personality development and increases their self-confidence. In this regard, one of the students commented, *“I like learning a language because I think that learning languages improve my personality and increase my self-confidence (Sp8)”.*

Here are some of the students' responses about the importance of learning the language from their perspective:

“. . . I have Turkish, and Arap neighbors and some of my Arap friends speak fluently with them, and when I see them, I wish I could talk with my Turkish neighbors like they do (Sp8)”.

“Learning the Turkish language is very crucial because it makes life in Turkey easier. I have to use it in markets, stores, Turkish buses, and even if I walk in the street, I need to learn it so I can use it everywhere (Sp1)”.

4.3.3. Integration Requirements for Private School Students and Integration Mechanisms

The student’s responses about the integration requirements and mechanisms from their perspective are in Table 4.15.

Table 4.15. Integration Requirements for Private School Students and Integration Mechanisms

Views	Student
Language learning as a basis for integration	3

Table 4.15. (cont.)

Open-mindedness, ability, and willingness to meet and get to know people	3
Get closer to your Turkish friends by giving gifts	1
Cooperation, by teaching the Turks our language and teaching us theirs	1
There is no need to integrate with Turks	2

According to Table 4.15. , half of the students agreed that the most essential and the basis for integration is to learn the language of the country to which you have migrated. Three of the student participants consider open-mindedness, ability , and willingness to meet new people as requirements for integration. Some students mentioned mechanisms of integration as follows: “. . . when we play in the backyard with our Turkish neighbors, we teach them some words of our language and they teach us words of the Turkish language (Sp6)”, “by giving them gifts or chocolate, you will be their friend (Sp3)”.

Two of the private school students, when asked about the integration requirements, stated that there was no need to integrate with Turks.

Here are some students' responses to this theme:

“The first thing to do if you want to integrate is to learn their language and then socialize with the people around you. ” (Sp8).

“Learning the language is the most important way to integrate, and then sometimes the way to integrate can be to meet new Turkish friends. ” (Sp1).

“It is not necessary to integrate with Turks because sometimes they are not good friends, so let's keep our friendships with Arabs. ” (Sp4).

4.3.4. Promote Language Learning Externally for Immigrant Students

Students' responses to the question "What do your family think about your language learning?", are coded in Table 4.16.

Table 4.16. Promote Language Learning Externally for Immigrant Students

Views	Student
Mother and father encouragement	6
Only father encouragement	1
No encouragement	1

As shown in Table 4.16. , we can see that most of the students are encouraged by their families to learn the language to facilitate their life in Turkey, but not for school integration purposes since they are in an Arabic private school. One of them is only encouraged by her father while another stated that his parents did not prioritize learning Turkish; therefore, he had no source of encouragement.

Here are some students' responses to the question:

“My parents want me to learn the Turkish language so that we will not need an interpreter when we want to talk to Turks, so I will be translating for them if I learn it. ” (Sp4).

“My parents told me that it is better to learn the language because if you want to study in a Turkish university in the future, you have to be able to both speak and understand the language. ” (Sp5).

4.3.5. The Willingness of Private School Students to Learn Turkish and the Need for It in Society

The student's responses about their willingness to learn Turkish and the need for it in society are in Table 4.17.

Table 4.17. The Willingness of Private School Students to Learn Turkish and the Need for It in Society

Views	Student
I don't want to learn it	2
I want to learn it for the sake of language learning	5

Table 4.17. (cont.)

I only need the language for simple external matters	4
I need the language to integrate into society	3
It is not important for academic purposes	1
I need the language to communicate with the Turks around me	2

As shown in Table 4.17. , five of the participating students stated that they wanted to learn the language for the sake of learning the language and because learning a new language gives them pleasure, they are very eager to learn it. Four of them (Sp2, Sp3, Sp5, Sp6) feel the need to learn the language to integrate into Turkish society and communicate with the Turks around them. Four of the private school students who live in the same region stated that they only needed the Turkish language for simple external matters. Two of them (Sp4 and Sp8) do not want to learn the language. One student (Sp2) considers learning the Turkish language unnecessary in the field of study because they will not use it in their studies, either at school or at university, although they live in Turkey.

Here are some students' responses about their willingness to learn the Turkish language:

“First of all, we live in Turkey, so it is necessary to learn the language to communicate with people here, and also learning a new language is interesting, so I want to learn it. ” (Sp6).

“Learning the language is important to integrate into the society, but it is not important for academic purposes. ” (Sp2).

“It’s good to learn a new language, and I want to learn it so I can communicate with more people. For example, when I go to the park or the stores, I want to be able to use it to talk and interact with them. ” (Sp5).

4.3.6. Immigrant Students' Level of Satisfaction and Integration in the Private School and Its System

Table 4.18. presents the responses of private school students' parents, who were asked whether or not they would put their children in the same school in the future and for what reasons. This form of question has an indication of their level of satisfaction and integration within the private school and its system.

Table 4.18. Immigrant Students' Level of Satisfaction and Integration in the Private School and Its System

Views	Student
The school's educational level is excellent	2
I like that the teaching in this school is in Arabic	6
I like that the school is free of racism	2
I prefer Turkish schools to learn the language	1

Based on Table 4.18. , we can notice that almost all the students are satisfied and integrated with the system of this private school because the teaching is in Arabic. Some of them state that the level of instruction is excellent. Two students (Sp2 and Sp4) state that they like and prefer this school because it is free from racism and discriminatory practices.

After asking the students about their satisfaction, one student (Sp1) answered that he prefers to go to a Turkish school to learn the language.

Here are the responses of some students who indicated whether or not they would put their children in the same school in the future and why:

“Of course, I will put them in this school until 5th or 7th grade, and then I might transfer them to a Turkish school because I want them to learn their language first, which is Arabic, and then I will let them learn a new language (Sp5)”.

“I will put them in this school because it is more important to learn the mother language first, which is Arabic (Sp7)”.

“I will put my children directly in Turkish school so they will learn faster (Sp1)”.

CHAPTER V

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

In this section, I will shed light on the research results, and see if there is a relationship between language and the integration of migrant and refugee students in host country schools. Also, we will see to what extent the language factor affects it. . .

5.1. Discussion and Conclusion

As the refugees and migrants are increasing year by year and a large number of these migrants and refugees in school-age, this research was conducted to see whether learning the Turkish language affects their integration and whether it differs from public school to private school or not. Thus, this research's purpose was to examine how learning Turkish as a second language affects the integration of refugee and migrant middle school students in Istanbul, specifically in that area of the European side. After interviewing migrant and refugee students in public and private schools and their counselors in these schools, we conclude that learning the Turkish language affects the integration of migrants and refugees in several ways as it helps them to communicate and make friends. In addition, it affects their academic performance in which they become able to understand the educational materials so that they can interact in the classes and their grades will be better, which means that they can integrate into their schools. The result of this research is similar to what Çelik and içduygu (2018) mentioned in their study on the role of language learning in students' integration.

In this section, the analysis of the results of this research will be discussed, and the researcher's suggestions for language learning and integration of refugees and migrants in the middle schools of Istanbul. Also , some suggestions that suits the current conditions will be presented.

According to the obtained results, we can notice that the students who attend the Turkish public school want to learn the language for integration. When we asked them about their reasons for learning the language, most of their answers were: we want to learn it to communicate with Turkish people, to integrate inside and outside of school, and to translate to our parents. Therefore, these answers mean that the language is the key to their integration. On the one hand, the private school students mentioned the importance of learning the language like the public-school students. Nevertheless, the only difference appears when we ask the private school students if they are willing to learn the Turkish language. We can see a big difference in the answers because some of them stated that they do not want to learn it or it is not important in the academic field, while other students want to learn it just to know some other languages or to have the ability to handle the small matters such as talking with the sellers in the markets, etc. Some of them consider that it is crucial to learn it to integrate and communicate with Turks. At this point, we can see that they don't need it to integrate into school because there is no language barrier in school since they teach in the Arabic language.

As this study identifies the role of Turkish language learning in the integration of migrant and refugee students attending public middle schools in Istanbul, it has been shown that from their responses to the question of how learning the Turkish language affected or will affect them after learning it, that they mentioned many answers which are indications of the notion that learning the language increases their integration. Here are some of their answers ; learning Turkish improved our academic performance and participation in class. Moreover, it helped us to understand the teachers and to fit in school. Also, it helped us to communicate with our Turkish friends and it made us feel like Turkish students and that we are treated the same by everyone. They reported that not learning it will affect them negatively.

Following the results, we can see that public school students have many sources of encouragement to learn the Turkish language compared to private school students. Parents, teachers and Turkish friends of migrant and refugee students encourage the students of the public school. These schools' counselors mentioned the same sources. Unlike the private school students, the only source of their encouragement is the parents and sometimes both of teachers and parents. As a result, we can notice that

the students who attend the private school get their education in their mother tongue without feeling the need to learn another language. In contrast, the public-school students feel the need to know it to integrate into the public school's educational system.

One of the problems that any migrant child may face, whether a refugee or an ordinary migrant, is adaptation and integration into the new society, which includes adaptation to the surrounding environment as well as integration into schools in the new country where the difference in language, culture, peers, etc. affects them and their mental health (Birman, Trickett & Vinokurov, 2002). For example, we can see in the results that some migrant and refugee students think and believe that if they know and master the Turkish language, they will know everything. By analyzing the results, we can also see that students who have not learned the language face many difficulties. For example, they have issues integrating and communicating with others because of the language barrier and cannot express themselves. . Moreover, they do not understand the lessons and worry about the exams because they are in Turkish. Thus, the language problem and the problem of adapting to the school culture are significant problems experienced in school. Akalın's (2016) study on the adaptation of Syrian migrant children concludes that language and integration problems are among the most critical problems after migration. Similar results were also obtained in this study.

Refugee and migrant students found themselves in the classroom environment without any prior preparation or any consideration of language problems. In this process, some schools conducted orientation studies and opened literacy or language courses; and subjected the students to these pieces of training, thus trying to solve these students' problems. However, according to the obtained data, such studies could not be conducted in all schools. At this stage, while some students were trying to continue their education by partially overcoming their language and adjustment problems, on the other hand, some students could not benefit sufficiently from the educational activities because they could not overcome their language and adjustment problems.

According to the results, school counselors also consider learning the Turkish language as the basis for integration. They measure their integration by reducing the need for interpreters to communicate with migrant and refugee students. On the one hand, when

we asked the school counselors about the integration requirements of migrant and refugee students, they answered directly about the urge to improve their language, which will directly lead them to integrate. Some of their responses about students' integration are that they need to be encouraged by their parents to watch appropriate movies and animations in Turkish, read books and stories in Turkish, and participate in school events and activities to communicate more with their Turkish friends. One counselor also suggested a six-month preparation semester to prepare students to enter a Turkish school, learn more about Turkish culture, and learn the basics of Turkish.

According to the results, students and school counselors suggested to Turkish teachers and friends some suggestions that will help migrant and refugee students to integrate. The most common tips are: To avoid bullying in class and create school activities between Turkish and migrant and refugee students, treat everyone fairly without any discrimination. Also, love them and appreciate their efforts to learn the language, and teachers should help migrant and refugee students in any way possible and facilitate their exams by explaining them.

According to the results related to private school students, almost all students stated that learning their language, Arabic, was more important than any other language. Therefore, most of them are in this school because the language of instruction is Arabic, their families want to preserve their language from being forgotten, and there is no discrimination in this school. Moreover, most students and their families intend to return to their home countries and therefore do not want to learn the language intensively, so they enroll their children in this school.

All in all, most of the participating students from the Turkish public schools consider that the language barrier affected them negatively because they were in their countries as excellent students and getting high grades. Suddenly, they came to another country with another language and all of a sudden, they don't understand anything, can't talk with anyone and can't express themselves, which created pressure on them. In addition, we can observe that the responses of the students interviewed who have recently arrived in Turkey differ from those of students who have been living in Turkey for a long time and have learned the language. Their views, their Turkish teachers' views, and their friends' views about them are different after learning the language. In general,

any migrant or refugee student who knows the Turkish language is integrated and loved by his friends and has no problems with teachers, and is like a Turkish student. S/he is in a stable condition and helps his family when they need help with the language.

While interviewing the students in the Turkish public schools, some of them stated that they like the Islamic teacher. It might be because the Islamic teachers know Arabic and they can talk to them quickly, which also indicates that the language barrier is the problem. After overcoming it, they will be integrated. When asking students about the integration method, they all stated that learning the language is the first step, in contrast to counselors who stated that learning the culture is one of the first steps in integration. Almost all migrant and refugee students who learn and master the Turkish language integrate into their schools without any problems and feel safe and relaxed. Those who are eager and passionate about learning the language improve quickly and are happy and integrated into their schools. On the other hand, students who have arrived in Turkey recently and are at the beginning of their journey suffer from many problems, such as misunderstanding, lack of ability to express themselves, etc., due to the language barrier, which affects their feelings towards the country and may lead them to dislike it. After studying the cases of migrant and refugee students in Istanbul and interviewing the students, I noticed that their language learning and integration differed from student to student depending on their willingness and ability to learn the language and integrate with the Turks. Almost all students translate and help their families after learning the language.

In the interviews, the school counselors spot the issue of language and culture, not just language. The girls' school counselor adds to the two main problems that the education system differs from country to country and that they find it difficult to succeed. Both of the counselors agreed that the migrant and refugee students need to learn about their culture, but they also need to know some elements of Turkish culture to adapt to Turkey. One counselor added that they should learn not only the language but also the culture of Turkey because sometimes not knowing the culture leads to other problems. As mentioned in some studies, School services can benefit the child; providing counseling, helping make friends, and facilitating their cultural adjustment can be effective for immigrant children (Colucci, Szwarch, Minas, Palton, & Guerra, 2012).

Mohamed and Thomas (2017), stated in their study that family, culture, and friendships have a positive effect on the integration of refugee children and youth. One counselor suggested that if migrant and refugee students start with an introductory language and culture course and then enter school, that will facilitate their integration. One of the counselors also has a negative opinion about the "uyum sinifi" because it allows these migrant and refugee students to gather apart from the Turkish students, and he believes that these classes will not lead to the integration of migrants and refugee students into their school. One counselor compared the students to newborns who cry because they do not know how to express what they want because of the lack of language. When they can speak, they do not cry, and the same thing happens with migrant and refugee students in Turkish schools: they experience many issues and problems because they cannot speak due to the lack of language. The counselor at the boys' school stated that the students and their teachers play the most important role in integration and language learning. . In contrast, the counselor at the girls' school stated that the parents play the most important role. .

In some studies, it has been mentioned that refugee and asylum-seeking students have other problems related to their integration into schools and their peers (Schultz, Sorensen, & Waaktaar, 2012). Therefore, these refugee children need more support than others because they have had traumatic experiences in their home countries in addition to the problems that any migrant child experiences in the host country, such as those related to the native language and their integration into the surrounding community or within their schools. This makes the issue of supporting these children in the post-immigration phase one of the most complicated issues, according to the studies mentioned above. Similar results were obtained when we asked counselors in Turkish public schools if these students needed more support. They responded that the students needed it because of the trauma they experienced or because they were forced to migrate. Some counselors added that because they arrived in a country without knowing the language or culture, they cannot express themselves because of the language barrier, and their families cannot help them in the new language. It has been noted in some studies that supporting immigrant children in the school environment can help them overcome challenges (Tyrer & Fazel, 2014).

Teachers can observe the child's emotional change and guide them to get help if they are bullied. They can create activities that improve peer relationships.

When their peers accept them, immigrant students become more confident to make friends, get help, work, cope and adapt more easily (Colucci et al. 2012). Thus, in this research, we can see that counselors agree that teachers have a crucial role to play in improving the integration of migrant and refugee students. We can also notice from the results of this study that peers affect the integration of refugee students' integration. Strong peer support helps children feel happy, but bullying and discrimination can negatively affect children's happiness (Correa-Velez, Gifford, & Barnett, 2010).

5.2. Recommendations

Based on the results obtained in other researches and the findings of the research, recommendations for language learning and integration of refugees and migrants in the middle schools of Istanbul and suggestions suitable for the current conditions will be presented below.

- As some counselors mentioned, a one-year or six-month preparation for refugee and migrant students for the Turkish language and culture could help them in their integration process. Every refugee or asylum-seeking child is a child first, and language training can be provided in the first year after immigration to help them integrate into the school system (Derluyn & Broekaert, 2008).
- The language barrier can have a negative effect on immigrant and refugee students physically, cognitively, and behaviorally (Hart, 2009). Immigrant integration can be facilitated by providing language assistance to immigrant parents, strengthening neighborhood relationships, and increasing employment opportunities (Tyrer & Fazel, 2014). Therefore, providing language training to students and adolescents would improve their parents' adjustment, as they play a critical role in their children's integration. Through this training, families can increase their social, economic, and cultural relationships. This can have a positive effect on the student's integration.

- The concept of Multicultural education is based on the appreciation of differences and the fact that all cultural groups are equally deserving. Regarding this concept, studies can be done in schools, and students can be informed about the culture of living together. Understanding multiculturalism in the country is essential (Seker & Aslan, 2015: 99).
- Since migrant and refugee students suffer more from not being able to express themselves and communicate, we can suggest depending on vocational teaching more than theoretical lessons. Teachers can also rely more on visual materials to explain the lessons.
- Teachers can have seminars on refugee and migrant students education in a more informative and directive manner. Mahon (2006) points out in his research that recognizing different cultures and being culturally sensitive helps teachers successfully address classroom needs in areas such as using methods, techniques and discipline.
- The Turkish school could employ multilingual teachers to teach migrant and refugee students to enable them to integrate. When we interviewed the students, we noticed that they interact more with the teachers who do not only know the Turkish language and therefore can talk to them.
- The migrant and refugee students' relationships with their peers affect the students' integration directly. Titzman and Silbereisen (2009) stated in their research that immigrant students' friendship with native students plays a significant role in new language use. Kovacev and Shute (2004) found that peers' social support mediates acculturation and adaptation in their research on adolescent refugees. Hsin-Chun Tsai (2006) points out in her study that immigrant youth stay away from their native peers because of their limited language proficiency, that limited language proficiency reveals the "us-other" distinction between them and their native peers, and that the presentation of immigrant youth's culture through orientation will impact their choice of friends.

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APPENDICES

APPENDIX A

OFFICIAL CORRESPONDENCE AND LETTER OF PERMISSION



T.C.
İÇİŞLERİ BAKANLIĞI
Göç İdaresi Genel Müdürlüğü
Göç Politika ve Projeleri Dairesi Başkanlığı

Sayı : 62103649-000-E.51161
Konu : Araştırma İzni

06/08/2019

D O S Y A

İlgi : 25.07.2019 tarihli ve BESUBJUR sayılı yazınız.

İlgide kayıtlı yazı ile İbn Haldun Üniversitesinde görevli Dr. Öğr. Üyesi Munirah Mohammed ALABOUDİ tarafından yürütülecek "Türkiye'deki Mültecilerin Hayatında Eğitimin Rolü; Entegrasyon ve İyi Oluş Açısından Bir Araştırma" konulu bilimsel araştırma projesi kapsamında göçmen ve sığınmacı öğrencilerin iyi oluşlarının düzeyini ve eğitimdeki rolünü belirlemek ve mevcut durumlarını iyileştirmek amacıyla Başakşehir, Kayaşehir, Fatih, Sultangazi, Gaziosmanpaşa ve Zeytinburnu ilçelerinde bulunan ortaokul ve lise düzeyindeki devlet okullarında toplamda 800 katılımcıya ulaşılarak veri toplanacağı ifade edilmektedir.

Söz konusu çalışma, 6458 sayılı Yabancılar ve Uluslararası Koruma Kanunu 94 üncü maddesi ile 2014/6883 karar sayılı Geçici Koruma Yönetmeliği 51 inci maddesinde belirtilen gizlilik ilkelerine gerekli hassasiyetin gösterilmesi; çalışmaya konu kişilerden ve/veya aile üyelerinden yapılacak araştırmanın hiçbir aşamasında ad, soyad, telefon, e-posta adresi, ikametgâh adresi ile uyruk, din, mezhep, etnik gruba mensubiyet gibi hassas bilgilerin istenmemesi, çalışmalar esnasında ses/video kaydı alınmaması, öğrencilerin velilerinin rızasının alınması kaydı ile anket soruları olumlu değerlendirilmiş olup Milli Eğitim Bakanlığı Hayat Boyu Öğrenme Genel Müdürlüğü tarafından da uygun görülmesi halinde çalışmanın yapılabileceği değerlendirilmektedir.

Bilgi ve gereğini rica ederim.

Dr. Gökçe OK
Bakan a.

*Bu belge elektronik imzalıdır. imzalı suretinin aslını görmek için <https://www.e-icisleri.gov.tr/EvrakDogrulama> adresine girerek (89FKQ3-tmCPHv-Lq4k0X-9R+uB1-npSoy59u) kodunu yazınız.

Lağosul Çarınca Mahallesi 122 nık No 4, 06370 Yenimahalle/ Ankara
Telefon No (312)422 05 00 Faks No (312)422 09 00
e-Posta gocpolitika@icisleridairesi.gov.tr İnternet Adresi: <https://www.goc.gov.tr>

Bilgi için: Mehmet Tolga SAMANCI
Uzman Yardımcısı
Telefon No

Genel Müdür Yardımcısı

Dağıtım:

Gereği:
İBNI HALDUN ÜNİVERSİTESİ
REKTÖRLÜĞÜ

Bilgi:
İSTANBUL VALİLİĞİNE
(II Göç İdaresi Müdürlüğü)

06/08/2019 Göç Uzman Yardımcısı : Mehmet Tolga SAMANCI
06/08/2019 Daire Başkan V. : Serra ALBAYRAKOĞLU TIRAŞ

*Bu belge elektronik imzalıdır. İmzalı suretinin aslını görmek için <https://www.e-icisleri.gov.tr/EvrakDogrulama> adresine girerek (09PKQ3-tmCPHv-Lg4k0X-9R+uB1-npSoy59u) koduna yazınız.

Lalegül Çamlıca Mahallesi 122 sk. No: 4, 06370 Yenimahalle/ Ankara
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Telefon No:



T.C.
İSTANBUL VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 59090411-20-E.10522294
Konu : Anket ve Araştırma İzin Talebi.

28/05/2019

VALİLİK MAKAMINA

- İlgi: a) İBN Haldun Üniversitesinin 15.05.2019 tarihli ve 331 sayılı yazısı.
b) MEB. Yen. ve Eğ. Tk. Gn. Md. 22.08.2017 tarih ve 12607291/ 2017/25 No'lu Gen.
c) Millî Eğitim Müdürlüğü Araştırma ve Anket Komisyonunun 28.05.2019 tarihli tutanağı.

İBN Haldun Üniversitesinde öğretim üyesi olarak görev yapan Munirah Mohammed ALABOD'nin "Türkiye'deki Mültecilerin Hayatında Eğitim Rolü:Entegrasyon ve İyi Oluş Açısından Bir Araştırma" konulu araştırma çalışması kapsamında, ilimiz Başakşehir, Fatih, Sultangazi, Gaziosmanpaşa, Zeytinburnu ilçelerinde bulunan resmi ortaokul ve liselerde; anket uygulama istemi hakkındaki ilgi (a) yazı ve ekleri Müdürlüğümüzce incelenmiştir.

Araştırmacının söz konusu talebi; bilimsel amaç dışında kullanılmaması, uygulama sırasında bir örneği müdürlüğümüzde muhafaza edilen mühürlü ve imzalı veri toplama araçlarının kurumlarımıza araştırmacı tarafından ulaştırılarak uygulanması, katılımcıların gönüllülük esasına göre seçilmesi, araştırma sonuç raporunun müdürlüğümüzden izin alınmadan kamuoyuyla paylaşılması koşuluyla, okul idarelerinin denetim, gözetim ve sorumluluğunda, eğitim-öğretimi aksatmayacak şekilde ilgi (b) Bakanlık emri esasları dâhilinde uygulanması, sonuçtan Müdürlüğümüze rapor halinde (CD formatında) bilgi verilmesi kaydıyla Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Levent YAZICI
İl Millî Eğitim Müdürü

Ek:
1- Genelge.
2- Komisyon Tutanağı.

OLUR
28/05/2019

Ahmet Hamdi USTA
Vali a.
Vali Yardımcısı

APPENDIX B
ETHICS COMMITTEE APPROVAL

T.C.
İBN HALDUN ÜNİVERSİTESİ
SOSYAL VE BEŞERİ BİLİMLER BİLİMSEL ARAŞTIRMALAR VE YAYIN ETİĞİ KURULU
BAŞKANLIĞI KARAR FORMU

BAŞVURU BİLGİLERİ	ARAŞTIRMANIN AÇIK ADI	The role of learning Turkish as a second language in the integration of refugee middle schoolers in Istanbul			
	KOORDİNATOR/SORUMLU ARAŞTIRMACI UNVANI/ADI/SOYADI	BAYAN ALAZIZI			
	KOORDİNATOR/SORUMLU ARAŞTIRMACININ UZMANLIK ALANI	MUNIRAH ALABOUDI			
	KOORDİNATOR/SORUMLU ARAŞTIRMACININ BULUNDUĞU MERKEZ	İstanbul			
	ARAŞTIRMAYA KATILAN MERKEZLER	TEK MERKEZ <input checked="" type="checkbox"/>	ÇOK MERKEZLİ <input type="checkbox"/>	ULUSAL <input type="checkbox"/>	ULUSLARARASI <input type="checkbox"/>

Değerlendirilen Belgeler	Belge Adı	Tarihi	Versiyon Numarası	Dili
	ETİK KURUL BAŞVURU FORMU	29.11.2019		Türkçe <input type="checkbox"/> İngilizce <input checked="" type="checkbox"/> Diğer <input type="checkbox"/>
	BİLGİLENDİRİLMİŞ GÖNÜLLÜ OLUR FORMU	-		Türkçe <input type="checkbox"/> İngilizce <input type="checkbox"/> Diğer <input type="checkbox"/>
	SOSYODEMOGRAFIK FORM	-		Türkçe <input type="checkbox"/> İngilizce <input type="checkbox"/> Diğer <input type="checkbox"/>

Karar Bilgileri	KARAR NO: 2019/24-1	TARİH: 9.12.2019
	KARAR: Kurulumuza başvuran Sn. Bayan Alazizi - "The role of learning Turkish as a second language in the integration of refugee middle schoolers in Istanbul" isimli proje; amaç, araştırma türü ve örneklem, veri toplama araçları, süreç ve işlemler, veri analizleri dikkate alınmak suretiyle değerlendirilerek aşağıdaki sonuca ulaşılmıştır:	
	Proje etik açıdan uygun bulunmuştur <input checked="" type="checkbox"/>	Projenin etik açıdan geliştirilmesi gerekmektedir <input type="checkbox"/>

ETİK KURULDAKİ GÖREVİ	ADI SOYADI	İMZA
Etik Kurul Başkanı	Prof. Dr. Ali Yeşilirmak	<i>Ali Yeşilirmak</i>
Üye	Prof. Dr. Yüksel Özden	<i>Yüksel Özden</i>
Üye	Prof. Dr. Fuat Erdal	<i>Fuat Erdal</i>
Üye	Prof. Dr. Halil Berktaş	<i>Halil Berktaş</i>
Üye	Prof. Dr. Bilal Aybakan	<i>Bilal Aybakan</i>
Üye	Prof. Dr. Yusuf Çalışkan	<i>Yusuf Çalışkan</i>
Üye	Prof. Dr. Üzeyir OK	<i>Üzeyir OK</i>

T.C.
İBN HALDUN ÜNİVERSİTESİ
SOSYAL VE BEŞERİ BİLİMLER BİLİMSEL ARAŞTIRMALAR VE YAYIN ETİĞİ KURULU
BAŞKANLIĞI
11.12.2019

APPENDIX C

DATA COLLECTION TOOLS (VOLUNTARY PARTICIPATION FORM)

GÖNÜLLÜ KATILIM (ONAY) FORMU

Araştırma Başlığı: İstanbuldaki mülteci ortaokullarında türkçeyi ikinci bir dil olarak öğrenmenin entegrasyondaki rolü

Araştırma Yürütücüsü: Bayan Alazizi

- 1. Çalışmanın Amacı:** Bu araştırmanın amacı, İstanbuldaki mülteci ortaokullarında Türkçeyi ikinci bir dil olarak öğrenmenin entegrasyonu nasıl etkilediğini incelemektir. (Başakşehir bölgesi)
- 2. Takip edilecek süreç:** Bu çalışmada katılımcılar, yukarıdaki amaca yönelik olarak çeşitli anılarını hatırlayacaklar ve bu anılarla ilgili bazı soruları cevaplandıracaklardır.
- 3. Kazanımlar:** Bu araştırma akademik bir çalışmaya veri sağlayacaktır.
- 4. Süre:** Bu çalışma toplamda en fazla 45 dakika sürecektir.
- 5. Gizlilik Bildirimi:** Araştırma yürütücüsü dışında hiç kimse kişisel bilgilerinizi bilmeyecektir. Toplanan veriler gizli olacaktır. Çalışmanın yayınlanması halinde kişisel bilgilerinizi açığa çıkaracak hiç bir bilgi yazılmayacaktır.
- 6. Soru Sorma Hakkı:** Araştırma hakkında soru sorabilirsiniz. Araştırma yürütücüsü sorularınıza cevap verecektir.
- 7. Gönüllü Katılım:** Bu çalışmaya katılmak zorunlu değildir. İstendiği zaman yürütücüye söylenerek katılım sonlandırılabilir.

Yukarıdaki şartları okudum. Bu çalışmaya katılmayı kabul ediyorum.

Katılımcı İsim ve İmzası Tarih

Katılım onay prosedürleri takip edilmiştir.

BAYAN ALAZIZI

Yürütücü İsim ve İmzası Tarih

Araştırmaya katılımınız ve haklarınızın korunmasına yönelik sorularınız varsa ya da herhangi bir şekilde risk altında olduğunuza veya strese maruz kalacağınıza inanıyorsanız İbn Haldun Üniversitesi Etik Kurulu'na (0212) 692 02 12 telefon numarasından veya munirah.alaboudi@ihu.edu.tr eposta adresinden ulaşabilirsiniz.

APPENDIX D
DATA COLLECTION TOOLS (PARENT APPROVAL FORM)

إستمارة إعلام بالموافقة الطوعية لولي الامر

السيدة/ولي/ة أمر الطالب/ة.....
اسمي بيان العزيزي طالبة ماجستير في جامعة ابن خلدون ، قسم العلوم التربوية. وأرغب في إجراء دراسة بحثية
عن دور تعلم اللغة التركية كلغة ثانية في دمج الطلاب
الاجانب الذين تتراوح اعمارهم من ١٢-١٤ سنة في مدارسهم المتوسطة في اسطنبول
نرسل لك هذه الرسالة للحصول على إذن لمشاركة ابنكم / ابنتكم في هذا البحث
الغرض من هذا البحث هو دراسة كيفية تأثير تعلم اللغة التركية كلغة ثانية على اندماج الطلاب الاجانب الذين تتراوح
أعمارهم من ١٢-١٤ سنة في مدارسهم المتوسطة في اسطنبول (منطقة باشاك شهير).
إذا وافقت على المشاركة في هذه الدراسة ، فسيكون ابنك/ ابنتك هو المشارك في البحث لمدة أقصاها ثلاثون دقيقة في
امطار مقابلة شخصية.
المشاركة في الدراسة طوعية لابنتك/ ابنك
سيتم استخدام المعلومات العلمية التي يتم الحصول عليها في نطاق هذه الدراسة
فقط
أثناء الدراسة ، لن تتم مشاركة معلوماتك أنت وأطفالك مع أي شخص خارج فريق البحث. سيتم الاحتفاظ بالمعلومات التي
يشاركها ابنك / ابنتك ب سرية تامة وسيتم تقييمها فقط من قبل الباحثين في الدراسة ، مع حذف الأسماء. في مثل هذه
الحالة ، لا يمكن للباحث استخدام المعلومات المقدمة من ابنك / ابنتك إلا بموافقتك
لمزيد من المعلومات حول الدراسة يمكنك التواصل معنا عبر هذه الوسائل

مشرقة البحث : الدكتورة منيرة العبودي

munirah.alaboudi@ihu.edu.tr

الباحثة : بيان العزيزي

E-mail: bayan.alazizi@ibnhaldun.edu.tr

Phone number : (0212) 692 02 12

Address : Kayabaşı, Ulubatlı Hasan Caddesi No:2, 34494 Başakşehir/
İstanbul

أسمح لابنتي/ ابنتي بالمشاركة في هذه الدراسة. أعلم أن المعلومات العلمية التي سيتم الحصول

عليها أثناء البحث لن تستخدم إلا في المقالات العلمية

اسم ولي الامر :.....

توقيع ولي الامر :.....

التاريخ :.....

اسم الباحث : بيان العزيزي

توقيع الباحث :

التاريخ :.....

VELİ GÖNÜLLÜ KATILIM (ONAY) FORMU

Sayın Veli,

İbn Haldun Üniversitesi, Eğitim Bilimleri Bölümü'nde çalışmaktayım. Üniversitede Yüksek Lisans Öğrencisiyim ve (The role of learning Turkish as a second language in the integration of refugee middle schoolers in Istanbul) başlıklı proje kapsamında bir tez çalışması yürütmek istiyorum. Bu mektubu size bu projeye çocuğunuzun katılımı için izin almak amacıyla gönderiyoruz.

Yapılacak olan bu çalışmanın amacı Bu araştırmanın amacı,İstanbuldaki mülteci ortaokullarında Türkçeyi ikinci bir dil olarak öğrenmenin entegrasyonu nasıl etkilediğini incelemektir.

(Başakşehir bölgesi)

Bu projeye katılımı onayladığınız takdirde, en fazla kırk dakikalık zaman dili için çocuğunuz araştırmanın katılımcısı olacaktır. Çalışmaya katılım gönüllülük esasına dayalıdır. Araştırmada yer alan bu uygulamalar çocuğunuza rahatsızlık verecek nitelikte değildir. Herhangi bir nedenden ötürü çocuğunuz ya da siz rahatsızlık hissederseniz, uygulamaları nedenini açıklamaksızın yarıda bırakabilirsiniz.

Bu çalışma kapsamında elde edilecek olan bilimsel bilgiler, sadece araştırmacılar tarafından yapılan bilimsel yayınlarda ve sunumlarda kullanılacaktır. Çalışma süresince sizin ve çocuklarınızın bilgileri, araştırma ekibi dışındaki hiç kimseyle paylaşılmayacaktır. Süreç içerisinde çocuğunuzun paylaşımında bulunduğu bilgiler kesinlikle gizli tutulacak ve sadece proje araştırmacıları tarafından değerlendirilecektir. Toplanan veriler isimler silinerek, bilgisayarda şifreli bir dosyada tutulacaktır. Böyle bir durumda çocuğunuzun vermiş olduğu bilgilerin araştırmacı tarafından kullanılması ancak çocuğunuzun ve sizin onayınızla mümkün olacaktır.

Bu çalışmaya katıldığınız için şimdiden teşekkür ederim. Çalışma hakkında daha fazla bilgi almak ve yanıtlanmasını istediğiniz sorularınız için benimle (E-posta:bayanalazizi94@gmail.com., telefon (0212) 692 02 12) iletişim kurabilirsiniz.

Bu çalışmaya çocuğumun katılmasına izin veriyorum. Çocuğumun, istediği zaman bu çalışmadan ayrılabilceğini biliyorum. Araştırma süresince elde edilen bilimsel bilgilerin bilimsel makaleler ve akademik sunumlar dışında kesinlikle kullanılmayacağını biliyorum.

Teşekkürler,

Araştırmacının adı, soyadı ve imzası

Bayan alazizi

Adresi ve telefon numarası

Kayabaşı, Ulubatlı Hasan Caddesi No:2, 34494 Başakşehir/İstanbul (0212) 692 02 12

Yukarıda açıklamasını okuduğum çalışmaya, velisi olduğum _____'nin katılımına izin veriyorum.

Velinin Adı, soyadı: _____ İmzası: _____ Tarih: _____

İmzalanan bu formu lütfen _____öğretmen aracılığıyla _____ ulaştırın.

APPENDIX E
DATA COLLECTION TOOLS (PUBLIC SCHOOL STUDENTS'
INTERVIEW FORM)

**The role of learning Turkish as a second language in the
integration of refugee and migrant middle schoolers in
Istanbul**

أسئلة للطلاب

* عرفني عن نفسك قليلاً

Tell me about yourself

١- منذ كم سنة أنت في تركيا؟

How many years have you been in Turkey?

٢- ماذا تفكر بخصوص تعلم اللغة التركية؟

What do you think about learning Turkish language?

٣- كيف تصف علاقتك مع زملائك في الصف؟ وما رأيهم بلغتك التركية؟

How is your relationship with your classmates? What do they think about your Turkish language?

٤- هل ترى أنه تغير تحصيلك العلمي بعد تعلمك اللغة؟

How do you see your educational attainment after learning the language?

٥- كيف ترى تفاعل الصفّي بعد تعلمك اللغة؟

How is your participation after learning the language?

٦- هل يعاني أصدقاؤك من مشكلة التّمز من قبل أقرانهم؟

* إذا كان الجواب نعم ، أعطني مثال على ذلك

* إذا كان الجواب لا ، لماذا؟

Do your friends suffer from bullying by their peers?

if yes give me an example about that

If no then why?

٧- كيف تتم معاملة الطلاب الاتراك وغير الاتراك في مدرستك؟

Can you describe how Turkish and non-Turkish students are treated in your school?

٨- كيف تصف علاقتك مع معلميك؟

How is your relationship with your teachers ?

٩- إذا كنت مدرساً تركياً ، فكيف تعامل الطالب اللاجئ في صفك؟

If you were a Turkish teacher, how would you treat the refugee student in your class

١٠- ما هي تجربة أصدقائك الذين لم يتعلموا اللغة بعد؟

The role of learning Turkish as a second language in the integration of refugee and migrant middle schoolers in Istanbul

What is the experience of your friends who didn't yet learned the language?

١١- هل هناك أوقات تمنيت بها أن تكون طالباً تركياً؟
* إذا كان الجواب نعم ، عدد لي بعضاً منها

Is there any time you wished that you are a Turkish student ?
If yes Mention some examples for that

١٢- لو قالوا لك أن تطلب طلباً من زملائك الاتراك ؛ ماذا سيكون طلبك ؟

If they told you to ask for something from your Turkish classmates, what would you ask for?

١٣- ما هو الشيء الذي تتمنى أن يتغير في هذه المدرسة

What would you like to change in this school?
OR what is the thing you wish to be changed in this school ?

١٤- هل ساعدت تعلم اللغة التركية على انخراطك في نظام التعليم التركي وفي المجتمع ؟ كيف يمكن لك أن تشرح ذلك ؟
Did learning Turkish help you get involved in the Turkish education system and in the Turkish society? How could you explain that?

١٥- ما رأي عائلتك حول تعلمك للغة التركية؟

What does your family think about your learning Turkish?

١٦- ما رأيك في تشكُّل المجموعات المنفصلة في الصف؟

What do you think about separate groups ?

١٧- هل تنظم المدرسة فعاليات وأنشطة تجذب اهتمامكم ومحمسة للمشاركة بها ؟
* إذا كان الجواب نعم ، اعط مثال على ذلك

Does the school organize events and activities that attract your interest and are excited to be participated in? If yes can you give me an example for that?

١٨- عندما تكبر ويصبح لديك اطفال فهل ترسلهم إلى نفس مدرستك ام لا ؟

?When you grow up and have children , will you send them to your same school or not?

١٩- هل هناك أي شيء تريد إضافته؟

Is there anything you want to add ?

APPENDIX F

DATA COLLECTION TOOLS (SCHOOL COUNSELORS' INTERVIEW FORM)

The role of learning Turkish as a second language in the integration of refugee and migrant middle schoolers in Istanbul

أسئلة لمُرشد المدرسة :

1- How many refugee and migrant students you have in this school ?what are their nationalities ? And what are their backgrounds?

Bu okulda kaç mülteci, göçmen öğrenciniz var, milletleri nelerdir? Ve onların geçmişleri nasıl?

2- Does their level of knowing Turkish affect their learning process ? how?
-Does their level of knowing Turkish affect their social process ? How?

* Türkçe'yi bilme düzeyleri öğrenme sürecini etkiler mi? Nasıl?
* Türkçe bilme düzeyleri sosyal süreçlerini etkiliyor mu? Nasıl?

3- What are the teaching methods followed by teachers in order to help refugee and migrant students in integrating in their classrooms

Göçmen ve Mültecilerin sınıflarına entegre olmalarına yardımcı olmak için öğretmenlerin izlediği öğretim yöntemleri nelerdir?

4- Mention some of the difficulties that are faced by refugees and migrant while integrating in Turkish educational system

Türk eğitim sistemine entegre olurken, mültecilerin ve göçmenlerin karşılaştığı bazı zorluklardan bahsedebilir misiniz:

5- Do you think that those students need more support ? Why?
(social support ,education support, family support)
Can you explain all of them ?

**bu öğrencilerin daha fazla desteğe ihtiyacı olduğunu düşünüyor musunuz? Neden?
(sosyal destek, eğitim desteği, aile desteği)
Hepsini açıklayabilir misiniz?**

6- In your opinion, are refugee and migrant students integrated into the Turkish education system? And with their turkish friends ? How do you measure their integration ?

Sizce, mülteci ve göçmen öğrenciler Türk eğitim sistemine entegre olmuşlar mı? Entegrasyonunu nasıl değerlendiriyorsunuz?

The role of learning Turkish as a second language in the integration of refugee and migrant middle schoolers in Istanbul

7- What do refugee and migrant students need to integrate? Do you have activities that promote their integration? What are these activities?

Mülteci ve göçmen öğrencilerin entegre olmak için nelere ihtiyaçları var? Entegrasyonunu teşvik eden aktiviteleriniz var mı? Bu aktiviteler nelerdir?

8- Do you feel the difference and the enhancement of the **well-being** of the student after learning the language? Give me some examples for that

Dili öğrendikten sonra öğrencinin iyi-oluşunun farkını ve gelişimini hissediyor musunuz? Bana birkaç örnek verebilir misiniz.

9- What do you think about separate groups ?

Ayrı gruplar hakkında ne düşünüyorsunuz?

10- What are the negative practices that may occur in the classroom and make refugee and migrant students prefer not to integrate with their peers?

Sınıfta meydana gelebilecek ve mülteci, göçmen öğrencilerin akranlarıyla bütünleşmemeyi tercih etmelerini sebep olan olumsuz uygulamalar nelerdir?

11- In your opinion ; What is the role of the family in promoting their children in their integration ,and in encouraging them to learn the Turkish language?

Size Ailenin , çocuklarını bütünleşmelerinde ve Türkçeyi öğrenmelerinde teşvik etmedeki rolü nedir?

12- Do you think it is necessary to organize awareness campaigns for refugee and migrant students and their parents about the importance of learning the Turkish language in promoting integration and involvement in the Turkish society ?why?

Mülteci ve göçmen öğrenciler ve velileri için Türk dilini öğrenmenin Türk toplumuna katılım ve katılımın teşvik edilmesindeki önemi konusunda bilinçlendirme kampanyaları düzenlemenin gerekli olduğunu düşünüyor musunuz? Neden?

13- Are there school-based training courses for teachers to teach in a multicultural environment? **Öğretmenlerin çok kültürlü bir ortamda öğretmeleri için okula dayalı eğitim kursları var mı?**

The role of learning Turkish as a second language in the integration of refugee and migrant middle schoolers in Istanbul

14- In your opinion, does the teacher play the most important role in enhancing the student's integration into the educational system? Or there are other important factors?
?What are these factors

Sizce öğrencinin eğitim sistemine entegrasyonunu arttırmada en önemli rolü öğretmen mi oynuyor? Veya başka önemli faktörler var mı? Bu faktörler nelerdir

15- What is the most frequently reported problem for refugee and migrant students?
Mülteci öğrenciler için en sık bildirilen sorun nedir?

16- If you were a teacher and a refugee or migrant child came to your classroom, what would you do first?

Öğretmen olsanız ve sınıfınıza mülteci yada göçmen bir çocuk gelse, ilk yapacağımız şey ne olurdu?

16- Is there something else you wanted me to ask you but I didn't ?
Size sormamı istediğiniz başka bir şey var mı?

APPENDIX G
DATA COLLECTION TOOLS
(PRIVATE SCHOOL STUDENTS' INTERVIEW FORM)

**The role of learning Turkish as a second language in
the integration of refugee middle schoolers in Istanbul**

- أسئلة للطلاب - مدارس خاصة
عرفني عن نفسك قليلا

١ - عند كم سنة أنت في تركيا؟

٢- لماذا اخترت (او اختر والدك) هذه المدرسة لتكمل دراستك فيها ؟

٣ - ما رأيك بتعلم اللغة التركية (كمحادثة)؟

٤ - عند ذهابك الى لسوبر ماركت او المشفى او اي من مراكز الخدمات العامة هل تحاول التكلم باللغة التركية ؟ لم لك لا ترى احتياج الى ذلك ؟

٥ - برأيك هل هناك أهمية للغة كأداة للانتماء بالمجتمع خارج المدرسة ؟

وهل ترى أن لها أهمية للأشخاص الذين يعيشون هنا في تركيا ؟
نعم/ ماهي هي هذه الفوائد ؟
لا/ لماذا ؟

٦ -هل تعتقد بأن تعلم اللغة التركية سيساعدك على الانخراط بالمجتمع التركي خارج المدرسة ؟
إذا كان جوابك نعم ، فهل تستطيع شرح ذلك لي مع الامثلة
إذا كان جوابك لا ، لماذا ؟

٧ -ما رأي عائلتك ووجهة نظرهم حول تعلمك المحادثة التركية كوسيلة للانتماء ؟

٨ -هل تشعر بأن تعلم اللغة التركية سيفتح لك آفاق جديدة في الحياة ؟ نعم/لا لماذا ؟

٩ -هل ترى له من الضروري الانتماء في مجتمع لتركيا ؟ نعم/لا لماذا ؟

١٠ - برأيك كيف يمكن الانتماء مع المجتمع في تركيا ؟وما هي الطرق الممكن استخدامها ؟

١١ - ما هي تجربة لصدقاتك الذين ذهبوا لمدارس اخرى (حكومية او غيرها)؟كيف تختلف تجربتهم عن تجربتك ؟

١٢ -عندما تكبر ويصبح لديك اطفال فهل ترسلهم إلى نفس مدرستك ام لا؟

١٣ -لبن ترى نفسك بعد ١٠ سنوات ؟

١٤ -هل هناك أي شيء تريد إضافته؟

CURRICULUM VITAE

Personal Information

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2012–17 BA in Foreign Languages, University Of Jordan, Jordan

2018–21 MA in Managing Educational Institutions, Ibn Haldun University, Turkey

Work Experience:

2017 TEOL Dil okulu, Turkey

2015–18 Tilawaty Language Center, Jordan

2019 Qasid Arabic Institute, Jordan

2020 Ibn Haldun University (teaching fellow), Turkey

2021 Almadina Institute, Turkey-USA