



| Research Article / Araştırma Makalesi |

Prospective Teachers' Views on Refugee Children's Adaptation

Öğretmen Adaylarının Mülteci Çocukların Uyumuna İlişkin Görüşleri¹

Ayşegül Avşar Tuncay², Hacer Ulu³

Keywords

- 1.Adaptation
- 2.Refugee children
- 3.Prospective teachers

Anahtar Kelimeler

- 1.Uyum
- 2.Mülteci Çocuklar
- 3.Öğretmen Adayları

Received/Başvuru Tarihi

01.06.2020

Accepted / Kabul Tarihi

05.09.2020

Abstract

Purpose: Migration is one of the most important events that initiated the social adjustment process for human beings. The problem of adaptation, especially in regions with cultural differences and values, affects refugees as well as the local people living in that region. Considering the social adaptation process of refugees, children who are one of the most affected groups, positive or negative, should get support from their teachers the most in adapting to their new school. They should receive the greatest support from teachers. Hence, it is prospective teachers who should raise awareness. Although studies concerning refugee children's adaptation process are available in the literature, the number of studies concerning the adaptation of native people is small. The aim of this study is to get the opinions of prospective teachers about the effects of refugee students on the social acceptance and adaptation process regarding the migration phenomenon on the refugees and local people

Design/Methodology/Approach: In this study, survey form with open-ended questions was used as a data collection tool. The research was conducted with the participation of 240 final year university students attending a state university. The data were analysed through content analysis and then divided into themes and codes.

Findings: The findings demonstrated that not only refugees but also prospective teachers experienced adaptation problems such as language barrier, information sharing and cultural differences. The participants said that it was mainly elementary school teachers' responsibility to secure that those children are protected, they participate in social life, they are not exposed to discrimination and that they adapt into school environment soon.

Highlights: It is thought that teacher candidates should be informed about the adaptation of refugee children and that refugee children should learn Turkish. In this context, it can be suggested that teacher candidates should be provided with training covering the application of Turkish education programs to refugee children.

Öz

Çalışmanın amacı: Göç, insanoğlu için toplumsal uyum sürecini başlatan en önemli olaylardan biridir. Özellikle kültürel farklılıkların ve değerlerin olduğu bölgelerde yaşanan uyum sorunu mültecileri etkilediği kadar o bölgede yaşayan yerel halkı da etkileyen bir sorundur. Mültecilerin toplumsal uyum sürecini düşünürsek bundan olumlu veya olumsuz en çok etkilenen kitlelerden biri olan çocuklar, yeni okullarına uyum sağlamada en çok öğretmenlerinden destek almalıdırlar. Bu durumda farkındalığı yaratacak olan kişiler geleceğin öğretmenleri olacak öğretmen adaylarıdır. İlgili alanyazına bakıldığında mültecilerin uyum sürecine ilişkin çalışmalara rastlandığı halde yerli halkın uyum sürecine ilişkin çalışmaların yetersiz olduğu görülmektedir. Dolayısıyla bu çalışmanın amacı öğretmen adaylarının, mülteci öğrencilerin göç olgusuna ilişkin toplumsal kabul ve uyum sürecinde yaşadıklarının mülteciler ve yerel halk üzerindeki etkilerine yönelik görüşlerini almaktır.

Materyal ve Yöntem: Nitel tarama araştırması olarak desenlenen bu çalışmada açık uçlu soruların yer aldığı nitel anket formu veri toplama aracı olarak kullanılmıştır. Çalışma grubu amaçlı örneklem yöntemlerinden kolay ulaşılabilir örnekleme tekniği ile belirlenmiştir. Çalışmaya bir devlet üniversitesinde bulunan 240 son sınıf öğretmen adayı katılmıştır. Verilerin analizinde içerik analizi yöntemi kullanılarak tema ve kodlar oluşturulmuştur.

Bulgular: Araştırma bulguları, öğretmen adaylarının dil uyumsuzluğu, bilgi paylaşımında eksiklik, kültür farklılığı gibi uyum sorunlarının mülteciler kadar kendilerinin de yaşadıklarını göstermektedir. Katılımcılar, çocukların korunması, sosyal hayata katılımının sağlanması, ayrımcılığa uğramaması ve okul ortamına uyum sürecinin hızlı bir şekilde gerçekleşmesi özellikle sınıf öğretmenin sorumluluğunda olduğunu da belirtmişlerdir.

Önemli Vurgular: Öğretmen adaylarına mülteci çocukların uyum sağlamaları konusunda bilgi verilmesi ve mülteci çocukların Türkçeyi öğrenmelerinin sağlanması gerektiği düşünülmektedir. Bu bağlamda, öğretmen adaylarına mülteci çocuklara Türkçe eğitim programları uygulamalarını kapsayan eğitimlerin verilmesi önerilebilir.

¹ Summary of this study; It was presented as an oral presentation at the 30. International Creative Drama in Education Congress, October 24-27, 2019, Adana, Turkey.

² Corresponding Author, Mersin University, Faculty of Education, Department of Special Education, Mersin, TURKEY; aysegulaat@mersin.edu.tr, <https://orcid.org/0000-0002-0520-1747>

³ Affiliation, Afyon Kocatepe University, Faculty of Education, Department of Primary Education, Afyonkarahisar, TURKEY; hacerulu03@gmail.com, <https://orcid.org/0000-0002-7687-6370>

INTRODUCTION

It is commonly known that humans have migrated into different places due to various reasons throughout history. Researchers say that people migrate to escape hard conditions of nature, natural disasters, wars, hunger and pressures; to live in safer environments, to create social environments and to keep living in more convenient conditions (Er and Bayındır, 2015; Koç, Görücü ve Akbiyik, 2015; Ünal, 2014). Therefore, migrations have caused serious problems across the world. They also caused similar problems in Turkey. Chaos which started in Syria in March 2011 because of demands for democracy and reform caused Turkey to face one of the greatest movements of migration in its history (Seydi, 2014). Approximately 4 million Syrians were obliged to emigrate out of their country in the process while 6 million of them left their home and had settlement in safe regions within the country (Ağır and Sezik, 2015). Turkey implemented an open door policy during the period, helped the refugees and has been helping them (Akpınar, 2017). "People whose safety of life and property is in danger for a reason and who are out of their country for fears of encountering inequity, who cannot benefit from the protection of the country they are in and who do not want to return to their country are considered as refugees" (Deniz, 2014). The number of Syrian refugees has been increasing in Turkey due to the fact that the war in Syria is continuing.

The refugee problem affects not only individuals who immigrate but also the citizens of the countries they emigrate to. Researchers argue that movements of migration affect the political, economic, and socio-cultural structure of Turkey since they pose a threat to security if such movements from Syria to Turkey occur in an uncontrolled way (Berti, 2015; Deniz, 2014; Sandal, Hançerkıran and Tıraş, 2016). The refugees as well as the citizens of Turkey have employment problems due to unemployment in the country, and thus, they do not know how to survive and as a result, they worry about the future (Çakır, 2017). The problems Syrian refugees encounter include legal, political, social, and cultural problems, problems in meeting basic humanitarian needs, accommodation problems, safety problems, health problems, educational problems, and economic problems (Ehnholt and Yule, 2006; Koç, Görücü and Akbiyik, 2015). The refugee crisis causes problems to arise in all sections of society and to increase. The children of refugees are the ones who are the most influenced by the above-mentioned problems because they are exposed to abuse, violence, negligence, and exploitation of any kind (Aydın, Şahin and Akay, 2017; Odman, 2008). The problems those children experience include communication problems, problems stemming from legislations, problems in parent support and their previous experiences, accommodation problems, nutrition problems, health problems, diseases, and educational problems (Akpınar, 2017; Aydın, Şahin and Akay, 2017; Başar, Akan and Çiftçi, 2018; Devakumar, Birch, Rubenstein, Osrin, Sondorp and Wells, 2015; Levent and Çayak, 2017). Therefore, the strategies to be used in solving the problems should be developed in a way that includes children in addition to adults- in a holistic manner.

Refugee children receive support so that they can survive in daily life, but the fact that they have problems in educational issues can pose threats in the future to them and to the citizens of the country of living. In a similar way, Seydi (2014) also argues that the conflicts in Syria affect children the most in the issue of children's and the youth's education. That children constitute a large part of the refugees (45%) makes it obligatory to attract attention to the education of school age children (Sağlam and Ilksen-Kanbur, 2017). Refugee children cannot continue receiving education due to economic problems. Hence, Paksoy and Karadeniz (2016), in a study conducted in Kilis in Turkey, found that 42 out of 105 Syrian refugees were students. Tarlan (2016) reports that children who are exposed to chemicals and heavy workload at earlier ages suffer from occupational diseases more quickly. Refugee children's involvement in work life influences their physical and personal development beside their education in negative ways (Lordoğlu and Aslan, 2018). Even though children are affected cognitively, affectively, and physically by the situation in negative ways, it is ignored. Thus, Ardiç-Çobaner claims that the lack of emphasis laid by the media on the quality of education offered to refugee children and on the rights of children who cannot access education because of their disability is important. Therefore, solutions to refugee children's problems should be generated by taking the educational problems into consideration.

The main reason for failure to adopt solution-oriented approaches to the problems refugee children have in education is the presupposition that being a guest in Turkey is temporary (Dinçer, Federici, Ferris, Karaca, Kirişçi and Çarmıklı, 2013). Syrian students' participation in formal education leads to different problems from the aspect of Syrian students and Turkish students and teachers. One of the problems is the problem of infrastructure. In this respect, Duruel (2016) claims that physical infrastructure problems in providing convenient building, sufficient number of classrooms and desks cause serious difficulties to arise.

Another problem can be said to arise in the process of adaptation into the school. According to Başar, Akan and Çiftçi (2018), elementary school teachers believe that the reason for refugee students' adaptation problems is their problems in communicating and their isolating themselves from the class. Another problem Syrian students have is the linguistic barrier (Moralı, 2018). The problem of providing teachers and teaching materials for teaching Turkish to Syrian children and adults in and outside accommodation centres also arose (Duruel, 2016). Another study conducted by Mercan-Uzun and Bütün (2016) concerning the Syrian students in pre-school institutions found that the children who could not speak Turkish could not communicate with their teachers or peers and therefore they were deprived of the knowledge and skills that schools aimed to inculcate in them. In a study performed with the participation of foreign students attending primary schools in Turkey and of their teachers Sarıtaş, Şahin and Çatalbaş (2016) also reported based on teachers' statements that those students had communication and behavioural problems since they were illiterate. Moralı (2018) found that problems stemming from affective status, target language, materials, classroom management and classroom environment and from families' cooperation arose in teaching Turkish to Syrian children.

It becomes difficult to attain the desired achievement in schools where refugee children exist due to such problems as infrastructure and linguistic and communicative problems.

The teachers who had refugee students in their classes also stated that they felt incompetent in educating those students (Çeltik, 2019). The studies conducted with the participation of teachers who had Syrian students in their classes found that teachers generally ignored such students in solving the problems, that they felt incompetent in educating them and that they could not contribute to those children's development or adaptation. They also found that the teachers did not know how to solve the students' language problems because they had not been trained in refugee children's education and that they had serious problems since they had not been trained in teaching Turkish to foreigners. The studies also found that teachers did not use any different teaching methods or materials in the classroom in teaching the refugee children (Bulut, Kanat-Soysal and Gülçiçek, 2018; Er and Bayındır, 2015; Erdem, 2017; Mercan-Uzun and Bütün, 2016). Yavuz and Mızrak (2016), on the other hand, contend that issues related to children's access to school generally had the priority but that the issues related to the quality of education were considered sufficiently. The ability of those students- who have gone through difficult situations- to hold on to life and to cherish love for the country closely depends on teachers' approach in that period when basic knowledge and skills are learnt and the foundation for complicated learning is laid (Ilksen-Kanbur, 2017). Refugee children should receive the greatest support in adapting into their new school from the teachers.

In that case, it is prospective teachers who are going to raise awareness and generate solutions to problems. Therefore, prospective teachers' pedagogical knowledge in relation to strategies to be developed in classes with foreign students and in relation to suitable teaching methods and techniques should be developed. On the other hand, although the number of studies concerning teachers' views on Syrian refugees is limited (Bulut, Kanat-Soysal and Gülçiçek, 2018; Er and Bayındır, 2015; Erdem, 2017; Mercan-Uzun and Bütün, 2016), studies conducted with the participation of prospective teachers are scarcely available (Topkaya and Akdağ, 2016). Hence, this current study is significant in that it obtains prospective teachers' views on refugee students and in that it supports them in generating solutions to problems to be encountered in the adaptation process.

This study aims to obtain prospective teachers' views on the effects of refugee students' experiences in the process of social acceptance and adaptation in relation to the phenomenon of migration on refugees and on local people. Accordingly, it seeks answers to the questions:

1. What do you think of the concept of adaptation?
2. What adaptation problems do the refugee children living in your neighbourhood have?
3. What do you think of the precautions that can be taken against refugee children's adaptation problems?
4. What methods and techniques should be used in classes where refugee children exist?
5. What amenities and difficulties do refugees have in terms of adaptation into areas in which they settle?
6. Do you think it is immigrants who experience difficulty in the process of social acceptance and adaptation, or it is those who receive immigration?

METHOD

Research Model

This study, which aims to analyse prospective teachers' perceptions of the concept of adaptation, was conducted in a qualitative approach. It is the approach in which researchers collect qualitative data to be able to understand a problem, they combine the data, and they make inferences from the data. A qualitative study is the approach which prioritises researching and understanding social phenomena in the environment where they are available (Yıldırım, 1999). Qualitative studies set out from constructivism, phenomenology, and interactionism, and are concerned with how individuals interpret their experiences, how they shape their world and what meaning they attach to their experiences (Merriam, 2017). Review studies, however, are the studies which aim to describe an existing situation in depth. Efforts are made to describe the subject of research within the natural conditions in which the subject exists. Records kept about an individual or an object as well as the individual or object can be investigated in reviews (Karasar, 2012). The primary goal is to make an in-depth description and explanation about the situation or person analysed (Bal, 2013). Qualitative review studies, on the other hand, describe the diversity of the properties of a population instead of describing the properties quantitatively. The interview data for each question are generally compared during the analysis, and the properties of participants are diversified and divided into categories. Two methods called induction and deduction are used in qualitative review studies (Jansen, 2010). Categories, subjects, and themes are distinguished by interpreting the data in inductive studies. Categories are distinguished beforehand, and they are placed after interpreting the data in deductive or pre-structured studies. The data were collected in this current study with the purpose of obtaining data from a larger sample so as to analyse prospective teachers' views on the effects of refugee students' experiences in the process of social acceptance and adaptation on refugees and on local people; and then the data were interpreted, and the joint views were divided into categories.

Study Group

The study group was chosen in a convenience sampling method- one of the purposeful sampling methods. Here, researchers begin to compose their sampling by starting with the most reachable responders until they reach the group that is the size they need; or they work with a situation or sample which is the most reachable and which is the most economic (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz and Demirel, 2016). 240 fourth year students who attended various undergraduate programmes of the educational faculty of a state university in the Spring semester of 2018-2019 academic year participated in the research of the study based on volunteering. 188 (78%) female and 52 (22%) male prospective teachers completed the survey form of qualitative survey questions, and no data loss occurred. Prospective teachers who were the final year students in elementary school teaching, preschool teaching, science teaching, mathematics teaching and English Language teaching departments were included in the research.

Data Collection Tools

The semi-structured survey form of open-ended questions which was prepared by the researchers to reveal the perceptions about adaptation and the sub-problems of adaptation was used as the tool of data collection. After determining the questions for inclusion in the survey form, the lecturers in the elementary school teaching and social studies teaching departments were consulted for expert opinion, and thus the decision was made for the suitability of the questions. Totally 6 questions were included in the survey form and the participants were given 15-20 minutes to complete the form. Thus, they stated their views about the effects of what refugee students experienced in relation to the phenomenon of migration in the process of social acceptance and adaptation on refugees and on local people. All the participants completed the form in the length of time allowed, and nobody asked for additional time.

Data Analysis

The data collected were then put to content analysis. Content analysis is a method used in describing the meaning of the qualitative data systematically. The data can be collected through interviews and open-ended surveys by researchers as well as from other sources such as newspapers, books, and the internet (Schreier, 2012). First, the data coming from the open-ended questions were organised and the responses were documented. Then, the general meaning of the data was inferred, and reflective thinking was obtained in relation to the meaning. Thus, questions such as “what do the participants in general think?” and “what is the impression about the depth, persuasiveness and feasibility of the thoughts?” were focused on. The frequencies and percentages for the data were found, the prospective teachers’ views on the sub-problems were tabulated and groups were divided according to properties in common. The data collected from the groups were divided into categories at the stage of coding the data, and the categories were labelled. As a result of labelling, the themes were distinguished, and the themes constituted the main findings of the study. The participants’ statements were associated with each other, the ones that had elements in common were considered in the same theme, the ones which were different were placed in different themes and relevant explanations were made. At the final stage, the meanings of the themes were interpreted- that is to say, the personal statements in which the participants described their experiences were evaluated. The prospective teachers’ statements were directly quoted in quotation marks. The quotation beginning with O1, for instance, expresses the views stated by prospective teacher one. The findings obtained were described systematically and clearly and the descriptions were arranged and interpreted.

Validity and Reliability

Ties were set up between prospective teachers’ views, the results of the survey and the researcher’s presuppositions so as to attain descriptive validity in this study. Direct quotations were made from the participants’ statements for hermeneutical validity. Several precautions were taken against potential threats to the internal validity of the study- which were described respectively. The same questions were asked to all the participants in the same period by the same interviewers to avoid the threats stemming from the data collection tools. Besides, the same length of time was given to all the participants. All the data were collected in the same environment so hinder the threats to internal validity stemming from the location. The sampling (representation) effect threatening the external validity of the study was that the study group had limited generalisations.

Even though reliability is perceived as obtaining the same results by conducting studies in the same way, Kirk, and Miller (1986) mention it as misleading and state that measurements and statements scarcely remain as constant and that obtaining consistent results by using different instruments cannot be a criterion (cited by Koç, 2016). The research conducted, its presuppositions, limitations, data collection tools and all the stages followed in the research should be described clearly. Accordingly, the presuppositions of this study, its limitations, data collection tools, the implementation of data collection tools, relations with the participants and all the steps taken in the research were described in detail. Such details increase the reliability of studies. Reliability in qualitative studies is also achieved by sending the themes and codes to experts at the stage of evaluation and by reaching agreement between raters through cross-check. The reliability formula developed by Miles and Huberman was used for it. Accordingly, the reliability coefficient was found as $118/(118+24) \times 100 = 83$. Interrater agreement is expected to be at least 80% according to coding control which yields internal consistency (Miles and Huberman, 1994; cited by Baltacı, 2017).

FINDINGS

Findings for Research Question 1

The participants' views for the question "what do you think of the concept of adaptation?" were divided into 5 themes. The themes distinguished were labelled as "the process of adaptation", "feeling like a part of the whole", "respecting cultural values", "having no differences" and "cooperation". The themes and sub-themes distinguished are shown in Table 1.

Table 1. The Prospective Teachers' Views on the Concept of Adaptation

Themes	f	Sub-themes	f
The process of adaptation	118	The adaptation period	48
		Adaptation	33
		Obeying the rules	15
		Keeping step	11
		The process of familiarisation	7
		Adapting into environment	4
		Consistency between parts	21
Feeling like a part of the whole	66	Integration	14
		The process of acceptance	12
		Balancing	11
		Coalescence	8
Respecting cultural values	12	Having respect	7
		Considering social values important	3
		Keeping social relations well	2
Having no differences	25	Being equal	19
		Meeting in the common point	6
Cooperation	19	Having unity	11
		Living together	8

As is clear from Table 1, the themes of "the process of adaptation" (f=118) and "feeling like a part of the whole" (f=66) comes into prominence the most frequently in the participants' answers in relation to the definition of the concept of adaptation. They are followed by "having no differences" (f=25), "cooperation" (f=19) and "respecting cultural values" (f=12), respectively. The statements such as "adaptation is the process of getting used to a job, a person or a country. It is not a process that a person can go through quickly. People face a lot of positive or negative things in the process. Then, they turn into personal experience" (O1) and "adaptation is the process of keeping step with a place. The process can be challenging. This process of adaptation can differ according to environmental conditions" (O35) were the examples for participants' views in the theme of "the process of adaptation". An example for the theme of "feeling like a part of the whole" was as in the following: "on looking at the concept deeply, we can reach the conclusion that our existence in life and our integration into certain things unconsciously are already made possible by the natural flow of life" (O83). Accordingly, the participants generally described their thoughts about adaptation as the process of getting used to and adapting into a job, a person and a country.

Findings for Research Question 2

The participants' views for the question "what adaptation problems do the refugee children living in your neighbourhood have?" were divided into 7 themes labelled as "communication", "cultural", "socialising", "accommodation", "health", "educational" and "no problems". The themes and sub-themes distinguished are shown in Table 2.

Table 2. Refugee Children's Adaptation Problems

Themes	f	Sub-themes	f
Communication problems	92	Having language problems	35
		Failure to express themselves	22
		Language differences	18
		Failure to understand others	17
		Cultural chaos	19
Cultural problems	56	Cultural differences	17
		Having cultural shock	11
		Cultural conflicts	7
		Failure to keep step with the culture	2
		Problems in making friends	12
Problems in socialising	34	Failure to adapt into the environment of friendship	11
		Being isolated or despised	6
		Not being adopted	3
		Being made to feel different	2
		Living in community	8
Accommodation problems	12	Failure to find a house	4
		Suffering from health problems	11
Health problems	11	Suffering from health problems	11
		Skippping school	13
Educational problems	32	Being made to work at young age	10
		Not doing homework (because of failure to understand)	9
No problems	3	They have no problems	3

It is evident from Table 2 that "communication problems" (f=92) and "the cultural problems" (f=56) are the most frequently stated themes in the participants' answers to the question about refugee children's problems. They are followed by the themes of "problems in socialising" (f=34), "educational problems" (f=32), "accommodation problems" (f=12) and "health problems" (f=11), respectively. Three participants did not think that refugee children had any problems. The findings demonstrated that the prospective teachers thought that the refugee children living in their neighbourhood had adaptation problems in communication, culture, education, socialising, accommodation, and health. Their main problems were failure to express themselves, failure to understand others- which stemmed from language differences; having cultural chaos, having culture shock and failure to keep pace with the culture-which stemmed from cultural differences. The statement "to begin with, they cannot speak our language and it makes communication very difficult. There are several problems which originate from the fact that their language and their lifestyles are different. They face the problem of failure to express themselves" (O50) is the example for the views in the theme of communication problems. An example for participants' views in the theme of cultural problems is as in the following: "their problems stemming from cultural differences are abundant. Immigrants' adaptation into where they live becomes difficult if they ignore the cultural properties of the place and continue living according to their own culture" (O38). Another participant stated his/her views on the theme of socialising in the statement "an immigrant child in the school where I had practice teaching sat on his own at the back of the classroom. He could not communicate with his classmates because he could not speak the same language. The situation hindered his socialising and made him introvert" (O28). Examples for the views stated in relation to the theme of educational problems were as in the following: "in my opinion, the biggest problem is education. They display crime behaviours because they have a bias towards skipping school. And the fact that they are made to work at a young age causes them to break off from educational life" (O113). The statement "they often have problems meeting nutrition and clothing needs and mainly the problem of finding a house. We also see that more than one family lives in a house" (O96) was an example for the views on the theme of accommodation problems. An example for the participants' views in the theme of health problems was as in the following: "children suffer from emotional traumas because they escape from something like a war, and they also have health problems" (O2). And finally, a participant who did not think that refugee children had any problems said, "on the contrary, they have come to a more comfortable and a nicer place and they are giving birth to a lot of children and they are settling here" (O14).

Findings for Research Question 3

The participants' views for the question "what do you think on the precautions that can be taken against refugee children's adaptation problems?" were divided into 5 themes labelled as "language support", "educational support", "medical support" "economic support" and "cultural support". The themes and sub-themes distinguished are shown in Table 3.

Table 3. Precautions that can be taken for Refugee children not to have adaptation problems

Themes	f	Sub-themes	f
Language support	102	They should be taught Turkish	78
		Support of a helping elder sister	24
		Coalescence days	22
Educational support	54	Group activities	13
		Adaptation activities	12
		Games should be played	7
		Guide teacher support	9
Medical support	14	Psychologist support	5
		Financial support	13
		Accommodation support	8
Economic support	28	Clothing support	7
		They should be informed culturally	23
		They should be introduced to Turkish culture	11
Cultural support	42	Cultural trips should be organised	6
		They should be shown Turkish family life	2

According to Table 3, the most frequently used themes in relation to the participants' answers to the question "what do you think on the precautions that can be taken against refugee children's adaptation problems?" were the themes of "language support" (f=102) and "educational support" (f=54). They were followed by the themes of "cultural support should be given" (f=42), "economic support should be given" (f=28) and "medical support should be given" (f=14) respectively. The prospective teachers held the view that refugee children should first be taught Turkish during preschool period as a precaution to prevent adaptation problems, they recommended that coalescence days, activities and projects should be prepared and said that assistance from guide teachers and psychologists should be received. They also suggested that they should be introduced to Turkish culture, they should be informed of the culture, informative trips should be organised and that examples from Turkish culture should be given. Some of the examples for participants' views in the theme of "language support should be given" were as in the following: "language courses can be organised, and the language as spoken in the area can be taught because effective communication is possible through language. Younger children in particular should be taught Turkish during preschool period, service should be offered in terms of language to help adaptation" (O155). The examples for the views in the theme of "educational support should be given" were as in the following: "activities called coalescence days can be organised for refugee children. In this way, an amusing atmosphere can be created and the people in the community can get rid of prejudices and coalesce" (O103). Some of the samples for the views in the theme of "cultural support should be given" were quoted below: "they should be given cultural support by considering their own culture so that they can adapt into our culture and our environment, the necessary research and work should be done. They should be informed of the culture and introduced into Turkish culture in social life and in school" (O223). An example for the views included in the theme of "economic support should be given" were as in the following: "I think that they should be given economic support such as nutrition, clothing and mainly accommodation" (O54). The examples for the views in the theme of "medical support should be given" were as in the following: "medical support could be given. Psychological counselling service can also be given by considering the difficulties individuals encounter" (O87).

Finding for Research Question 4

The participants' views for the question "what methods and techniques should be used in classes where refugee children exist?" were divided into 6 themes. The themes were labelled as "showing and letting them do", "discussion", "collaborative learning", "individual work", "case study" and "drama" methods. The themes and sub-themes distinguished are shown in Table 4.

Table 4. Methods Used in Teaching the Refugee Children

Themes	f	Sub-themes	f
Methods	240	Showing and letting them do	49
		Case study	41
		Collaborative learning	42
		Individual work	28
		Discussion	16
		Drama	64

As clear from Table 4, the theme that was the most frequently used in including the participants' views in relation to the research question about the methods used in teaching the refugee children was the theme of "drama method" (f=64)- which was

followed by “case study method” (f=41), “individual work method” (f=28) and “discussion method” (f=16). Some of the examples for participants’ views included in the theme of “drama method” were as in the following: “methods such as drama, animation and role playing can be used so that they do not feel limited and so that they can express themselves more comfortably. In this way the refugee children can express themselves more freely and other children can also understand them and empathise with them more easily” (O187). To illustrate the views in the theme of “showing and letting them do”, the statement “presentation in the form of showing and letting them do” should be preferred if refugee children do not have a good command of the language. Communication will be easier if methods appealing to eyes are used” (O106) can be quoted. The statement “lessons can be taught in a collaborative learning method by taking individual differences into consideration” made by O49 can be an example for participants’ views in the theme of collaborative learning method. As to the theme of case study method, the statement “I think that case study method in which effective teaching is conducted by giving amusing examples from daily life can be used in classroom activities since they are the children who have acculturation problems” (O39) is an example for participants’ views in the theme. A sample representing participants’ views in the theme of individual work method is the statement “first, individuals’ prior knowledge and level of maturation may not be compatible with the environment they are in. in such cases, the level of mental and affective introductory behaviours should be determined. Individualised teaching- which is one of the teaching theories should be used for it” (O70). The examples for the views in the theme of discussion method were as in the following: “discussion method should be used frequently and thus environments in which all the students can express themselves should be created. I think immigrant children can get rid of shyness in this way” (O206).

Findings for Research Question 5

The participants’ views for the question “what amenities and difficulties do refugees have in terms of adaptation into areas in which they settle?” were divided in the form of “amenities” (n=102) and “difficulties” (n=138). The themes and sub-themes distinguished are shown in Table 5.

Table 5. The Amenities and Difficulties in Adaptation

Themes	f	Sub-themes	f
Amenities	102	Comfortable and peaceful life	33
		Psychological recovery	20
		Recovering from war trauma	18
		A better economy	13
		New communication	8
		Richness of culture	5
		Rise in the level of development	4
		Improvement in job opportunities	1
		Financial problems	47
		Difficulties in getting a job	27
Difficulties	138	Being isolated	20
		Different political views	13
		Environment and neighbourhood	11
		Failure to find a house	7
		Religious, linguistic and cultural differences	6
		Educational problems	4
		Psychological problems	2
		Communication problems	1

As apparent from Table 5, the participants mentioned amenities such as comfortable and peaceful life, psychological recovery, recovering from war trauma, a better economy, new communication, richness of culture, rise in the level of development and improvement in job opportunities as well as difficulties such as financial problems, difficulties in getting a job, religious beliefs, environment and neighbourhood, religious, linguistic and cultural differences, the weather conditions of the new country, health problems, psychological problems, difficulties in communication, being isolated and introversion because they are not wanted there in relation to refugees in response to the question about the amenities and difficulties that refugees had in adaptation. Some of the examples for views that they had amenities were as in the following: “of course, they have amenities. Comfortable life, psychological recovery, recovering from the war trauma, a better economy, new communication, etc. ...” (O91). “There are amenities for them. They can communicate more easily if they learn two languages and if they get organised and adjust into the place where they settle; and they can live more comfortably and more peacefully in this way” (O19). The examples for views that they had difficulties were as in the following: “I don’t think they have amenities in this respect. Facing a new country, a new language and a new culture is a challenging process. Both children and adults will have psychological breakdown if they cannot adapt into the process and if they suffer. The moral destruction they have will not be a finished thing, but it can also turn into anger and lead to bad results in the future” (O44). “The difficulties are trying to learn a language and culture that they don’t know, being refused by local people in the place they have arrived and being isolated by them” (O158).

Findings for Research Question 6

The participants' answers to the question "do you think it is immigrants who experience difficulty in the process of social acceptance and adaptation, or it is those who receive immigration?" were divided into three labelled as "the immigrants" (n=93), "those who receive immigrants" (n=86) and "both" (n=61). The relevant themes and sub-themes are shown in Table 6.

Table 6. The Parties who have the difficulty according to migrating or receiving the migration

Themes	f	Sub-themes	f
Immigrants	93	Economic difficulties	48
		Difficulties in adaptation	28
		Being isolated, not being accepted, being considered different	13
		Cultural differences	3
		Failure to express oneself	1
		Changes in ethnic structure	32
		Deterioration in job opportunities	21
Those who receive immigrants	86	Deterioration in educational opportunities	15
		Differences in healthcare services	9
		Failure to preserve the native language	5
		Fear of being assimilated	4
		Increase in population	28
		Coalescence problems	22
		Increase in environmental and water pollution	6
Both	61	Lack of communication	5

Accordingly, the difficulties listed by the participants in response to the research question about the sides who have difficulty in the process of adaptation and the reasons for the difficulties were mainly economic difficulties, difficulties in adaptation, being isolated, not being accepted, being considered different, cultural differences and failure to express oneself. In addition to that, the participants who thought that those who received immigrants had more difficulties listed such problems as changes in ethnic structure, deterioration in job opportunities, deterioration in educational opportunities, differences in healthcare services, failure to preserve the native language and fear of being assimilated. An example for the view that immigrants had the most difficulties might be the statement "it is more difficult for those who immigrate. Because they feel like they are suspended in the air by coming from their own environment into a very different environment. They find themselves in a culture shock such as fear of being isolated, failure to get accustomed to, failure to adjust, failure to express themselves and so on. they may also face the risk of assimilation of their culture" (O24). The statement "in my opinion, it is a difficult process for the countries that receive immigrants. Others coming into a country means making changes in areas such as economy, education, and health- that is to say, it means change of the system. I think that it causes negative results especially in the sense of economy. Failure to preserve the native language and fear of being assimilated are also true for the countries which receive immigrants unless precautions are taken" (O199) was the example for the view that the people in the recipient country had the most difficulties. The statement made by participant Ö85 as "it is a difficult situation for both those who emigrate and those who receive the immigration. Perhaps the difficulty is equal for both sides. It is in fact related to the problem of coalescence. If the problem is eliminated, coalescence will occur. It is something like fitting a piece of puzzle into a place-which never fits. Perhaps, the piece needs cutting so that it fits; perhaps it will fit a place without cutting it" was the example for participant views who believed that the process was difficult for both sides.

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

Refugees who face the safety of life and property and who are obliged to leave their country due to force majeure have difficulty in adapting into the country to which they come. Teachers should be aware of refugee children's needs and problems they can encounter, and they should adopt solution-oriented approaches towards events. The ones who will raise the awareness are prospective teachers- who will be the practising teachers in the future and who will be appointed to the cities where such children live. Along with the changing programme, the goals of Drama course include inculcating skills of working together and cooperation, developing learning based on experiences, developing behaviours compatible with values, having confidence in oneself and in others and looking at problems from different perspectives and generating new solutions (MoNE, 2018). The skills mentioned are the skills which refugees and local people should acquire, and which are thought to help in generating solutions to problems caused by living together. In this context, this study is important in analysing the views held by prospective teachers who take the drama course in relation to immigrants' adaptation. The research findings demonstrated that the prospective teachers generally described their thoughts about "adaptation" as the process of getting to know and adapting into a job, a person,

and a country. The word is also defined in a similar way in relevant literature as “being consistent with, adapting or adjusting into a situation and integration into it” (dictionary of Turkish Language Association, 2019).

The prospective teachers who were included in this study said that the refugee children living in their environment had adaptation problems in communication, culture, education, socialising, accommodation, and health. The leading problems they had were failure to express themselves and failure to understand others which stemmed from language differences, having cultural chaos stemming from cultural differences and problems stemming from culture shock and from failure to keep step with the culture. Besides, their failure to adapt into the circle of friends because of having difficulty in making friends, their isolation, being despised, not being accepted and making them feel different all slow down their process of adaptation. Their break from educational life due to their tendency to skip school and since they are made to work at a young age were also the major problems that those children had. The results obtained in this study are also consistent with the ones obtained in the literature. Yavuz (2013) states that immigrants have the greatest problem in language since they have a low level of education and that the problem makes adaptation into the area of settlement difficult for them. Rettberg and Gajjala (2016) claim that arguments against refugees can be threats to their existence. Research has found that refugee children suffer from stress, depression, and continuous anxiety (Eruyar, Maltby and Vostanis, 2018; Uğurlu, Akça and Acartürk, 2016). Ehnholt and Yule (2006) argue that the psychological and medical problems that refugees have endanger their mental development. Wofford and Tibi (2018) contend that refugee children have the probability to have low level of participation in classes and to drop out of school unless they have education in language and in literacy. Accordingly, refugee children can be said to be cognitively, mentally, and psychologically at risk.

The participants argued for the view that refugee children needed to be taught Turkish during preschool period so that they could communicate and recommended that coalescence days, activities and projects should be prepared so that they did not have adaptation problems and they said that teachers and psychologists should be consulted for help in this respect. They said that the children should be introduced into Turkish culture, be informed of culture, informative trips should be organised and examples from Turkish family life should be given to prevent cultural chaos. The refugee children are at risk in terms of education since they have language problems. Hence, Morali (2018) found that problems stemming from affective situation (lack of motivation, resistance, traumatic situation, applying violence, worries about losing one’s identity, responsibility), problems stemming from the target language (consonants, vowels, pronunciation, abstract words, difference in the alphabet), problems stemming from materials (books unsuitable to the level, inadequate book content, insufficient materials, stationery subvention, inconsistency between books in terms of levels, curricula), problems in classroom management (unattendance, being late for classes, failure to establish discipline, the attitudes displayed by the administration), problems stemming from the classroom environment (crowded classrooms, the physical environment of the classrooms, grade levels) and problems stemming from family cooperation (homework support, communication, creating the environment to use Turkish at home, indifference, cooperation, children’s attitudes towards learning Turkish) occurred in teaching Turkish to Syrian children. The fact that refugee children encounter problems in several areas exhibits that care should be taken in terms of the quality of education to be offered to them. Thus, Vostanis (2016) points out that interventions in traumatic situations for refugee children require skills and education at differing degrees and that the situation is important in balancing the accuracy of the remedy.

The participants said that drama, showing and letting them do, collaborative learning, case study, individual work and discussion methods would be effective in response to the question of what methods would be more effective in teaching refugee children. Aykaç and Aykaç (2018) found that applications on the basis of creative drama and active teaching methods had significant functions in understanding the feelings and problems immigrants had and in empathising with them. and thus, eliminated the prejudices against them at least in part. The researchers stated that creative drama-based activities shed light on the problems immigrants had. Several researchers also found that the drama method was more effective than the direct teaching method (Üstündağ, 1998; Koç, 1999; Atar, 2003; Yalçın, 2004; Debre, 2008; Aykaç, 2008; Rüzgar, 2014). The participants said that teaching through collaborative learning would also be effective by taking individual differences into consideration. Göncüoğlu (2010) also found that drama along with collaborative learning had positive effects on students’ achievement in teaching the unit of “the Adventure of Democracy” in social studies courses. On the other hand, the prospective teachers’ emphasis on the importance of collaborative learning in classes where refugee students existed was consistent with the findings obtained in the literature. Madziva and Thondlana (2017) argue that refugee children should be educated by considering such components as the school, home, and the society for quality of education. In a similar way, Culbertson and Constant (2015) also point out that appropriate plans should be made, and strategies should be developed by considering the out-of-the-school resources.

The prospective teachers who took part in this study listed such amenities as comfortable and peaceful life, psychological recovery, recovering from the war trauma, a better economy, new communication, richness of culture, rise in the level of development and improvement in job opportunities beside such difficulties as financial problems, difficulties in getting a job, religious beliefs, political views, environment and neighbourhood, religious, linguistic and cultural differences, the weather conditions of the new country, health problems, educational problems, psychological problems, difficulties in communication and being isolated and introversion because they are not wanted there in response to the question about the amenities and difficulties that refugees had in adaptation. Cebeci (2015)-who obtained similar results- pointed out that refugees had various problems in such basic needs as nutrition, accommodation, health, and education. In a similar vein, Sezgin and Yolcu (2016), stating that refugee university students make efforts to gain acceptance and to adapt despite their hard life conditions and that they avoid

the conditions which are difficult for them, describe the problems they have with their Turkish friends and attract attention to their efforts to adapt socially and to gain social acceptance.

The participants who held the view that those who emigrate had more difficulties in the process of adaptation listed such difficulties as economic difficulties, difficulties in adaptation, being isolated, not being accepted, being considered different, cultural differences and failure to express oneself. On the other hand, the participants who thought that those who received immigrants had more difficulties described the challenges as changes in ethnic structure, deterioration in job opportunities, deterioration in educational opportunities, differences in healthcare services, failure to preserve the native language and fear of being assimilated. Birdal (2016) found that people began to fear losing their job, found streets less safe, were disturbed by Syrian child beggars and had worries about cultural incongruities due to incorrect and inadequate feelings after the arrival of Syrian immigrants. The participants who thought that both those who emigrate and those who receive the immigrants had equal difficulties stated that problems such as increase in population, coalescence problems, increase in environmental and water pollution and lack of communication had influenced both sides in negative ways. Günay, Atılğan and Serin (2017) mentioned both the positive and negative sides of immigration and pointed out that the problem of immigration affected not only those who left their country but also the citizens of the country receiving immigrants. They argue that immigrants should be integrated into society so that the problem can be ignored. The Syrian crisis affected both the current situation and the lives of several people in the next generations in negative ways. It is possible to rebuild Syria to create a society based on equality and justice in the future only through citizens who are intellectually and emotionally ready (Charles and Denman, 2013). In accordance with the results of this study, it is considered necessary to inform pre-service teachers of the issue of refugee children's adaptation and to ensure that those children learn Turkish. Thus, the refugee children are recommended to receive language education in schools that they attend for better coalescence with other children. Activities introducing the children into Turkish culture and Turkish traditions and customs should accompany language education. It might be suggested that fundamental citizenship education be offered to the refugee children and to their families so that they could live in harmony with the society. prospective teachers could be offered appropriate training in the practice of teaching Turkish to refugee children, they could develop themselves in teaching methods and techniques in the process and material use could be enriched. Future researchers are recommended to repeat the study with different samples and by using the quantitative, qualitative and observation techniques in combination.

Declaration of Conflicting Interests

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

Funding

The authors received no financial support for the research, author-ship, and/or publication of this article.

Statements of publication ethics

We hereby declare that the study has no unethical issues and that research and publication ethics have been observed carefully.

Researchers' contribution rate

The study was conducted and reported with equal collaboration of the researchers.

REFERENCES

- Ağır, O., & Sezik M. (2015). Suriye'den Türkiye'ye yaşanan göç dalgasından kaynaklanan güvenlik sorunları. *Birey ve Toplum Bahar Dergisi*, 5(9), 95-123.
- Akpınar, T. (2017). Türkiye'deki Suriyeli mülteci çocukların ve kadınların sosyal politika bağlamında yaşadıkları sorunlar. *Balkan and Near Eastern Journal of Social Sciences*, 3(3), 22-29.
- Ardıç-Çobaner, A. (2015). Çocuk hakları bağlamında Suriyeli mülteci çocukların haberlerde temsili. *Marmara İletişim Dergisi*, 24, 27-54.
- Atar, G. (2003). Eğitici *dramanın sosyal bilgiler dersi coğrafya konularının öğretiminde kullanmanın öğrenmenin kalıcılığı üzerindeki etkileri* [Yayımlanmamış Yüksek Lisans Tezi]. Marmara Üniversitesi.
- Aydın, D., Şahin, N., & Akay, B. (2017). Göç olayının çocuk sağlığı üzerine etkileri. *İzmir Dr. Behçet Uz Çocuk Hastanesi. Dergisi*, 7(1), 8-14 doi:10.5222/buchd.2017.008.
- Aykaç, M. (2008). *Sosyal bilgiler dersinde yaratıcı damanın yöntem olarak kullanılmasının öğrenci başarısına etkisi* [Yayımlanmamış Yüksek Lisans Tezi]. Ankara Üniversitesi.
- Aykaç, M., & Aykaç, N. (2018). Yaratıcı drama temelli etkinliklerin kültürlerarası duyarlılık ve göçmen algısı üzerine etkisi. *Yaratıcı Drama Dergisi*, 14(1), 73-98.
- Bal, H. (2013). *Nitel araştırma yöntemi*. Fakülte Kitabevi.
- Baltacı, A. (2017). Nitel veri analizinde Miles-Huberman Modeli, *Ahi Evran Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 3(1), 1-15.

- Başar, M., Akan, D., & Çiftçi, M. (2018). Mülteci öğrencilerin bulunduğu sınıflarda öğrenme sürecinde karşılaşılan sorunlar. *Kastamonu Education Journal*, 26(5), 1571-1578. Doi:10.24106/kefdergi.427432.
- Berti, B. (2015). The Syrian refugee crisis: Regional and human security implications. *Strategic Assessment*, 17(4), 41-53.
- Birdal, B. K. (2016). *Türkiye’de sığınmacılara yönelik algı ve yaklaşım*. Hürriyet Ankara Haberleri. <http://www.hurriyet.com.tr/turkiyede-suriyeli-siginmacilara-yonelik-almi-40294756> adresinden 10.11.2019 tarihinde erişilmiştir.
- Bulut, S., Kanat-Soysal, Ö., & Gülçiçek, D. (2018). Suriyeli öğrencilerin Türkçe öğretmeni olmak: Suriyeli öğrencilerin eğitiminde karşılaşılan sorunlar. *Uluslararası Türkçe Edebiyat Kültür Eğitim Dergisi*, 7(2), 1210-1238.
- Büyükoztürk, Ş., Kılıç-Çakmak, E., Akgün, Ö. E., Karadeniz, Ş., & Demirel, F. (2016). *Bilimsel araştırma yöntemleri*. Pegem Akademi Yayınları.
- Cebeci, M. (2015). *Sosyolojik Açıdan Göç ve Göçmenlerin Sosyal Kültürel Entegrasyonları: Kavramsal Bir Çalışma*. Disiplinlerarası Göç ve Göç Politikaları Sempozyumu, İstanbul: İstanbul Zaim Üniversitesi Yayınları, 135-157.
- Charles, L., & Denman, K. (2013). Syrian and Palestinian Syrian refugees in Lebanon: the plight of women and children. *Journal of International Women's Studies*, 14(5), 96-111.
- Culbertson, S., & Constant, L. (2015). *Education of Syrian refugee children: Managing the crisis in Turkey, Lebanon, and Jordan*. Rand Corporation.
- Çakır, H. (2017). Suriyeli mülteci kadınların sosyo-kültürel değişime uyum çabaları: Yozgat örneği. *ÇOMÜ Uluslararası Sosyal Bilimler Dergisi*, 2(49), 53-68.
- Çelik, T. (2019). Sosyal bilgiler öğretmenlerinin gözünden sınıflarındaki Suriyeli öğrenciler. *Sakarya University Journal Of Education*, 9(2), 383-407.
- Debre, İ. (2008). *İlköğretim sosyal bilgiler dersi coğrafya konularının öğretiminde ders anlatım stratejisi olarak dramatisasyonun kullanılmasının öğrencinin başarı düzeyine etkisi* [Yayımlanmamış Yüksek Lisans Tezi]. Yeditepe Üniversitesi.
- Deniz, T. (2014). Uluslararası göç sorunu perspektifinde Türkiye. *Türkiye Sosyal Araştırmalar Dergisi*, 18(1), 175- 204.
- Devakumar, D., Birch, M., Rubenstein L. S., Osrin, D., Sondorp, E., & Wells, J. C. K. (2015). Child health in Syria: recognising the lasting effects of warfare on health. *Confl Health*, 9(34). doi: 10.1186/s13031-015-0061-6.
- Dinçer, O. B., Federici, V., Ferris E., Karaca, S., Kirişçi, K., & Çarmıklı, E. Ö. (2013). *Suriyeli mülteci çocukların Türkiye devlet okullarındaki durumu, politika ve uygulama önerileri*. İstanbul Bilgi Üniversitesi, Çocuk Çalışmaları Birimi (ÇOÇA).
- Duruel, M. (2016). Suriyeli sığınmacıların eğitim sorunu. *Atatürk Üniversitesi İktisadi ve İdari Bilimler Dergisi*, 30(5), 1399-1414.
- Ehnholt, K. A., & Yule, W. (2006). Practitioner review: Assessment and treatment of refugee children and adolescents who have experienced war-related trauma. *Journal of Child Psychology and Psychiatry*, 47(12), 1197-1210.
- Er, A. R., & Bayındır, N. (2015). İlkokula giden mülteci çocuklara yönelik sınıf öğretmenlerinin pedagojik yaklaşımları. *Uluslararası Sosyal ve Eğitim Bilimleri Dergisi*, 2(4), 175-185.
- Erdem, C. (2017). Sınıfında mülteci öğrenci bulunan sınıf öğretmenlerinin yaşadıkları öğretimsel sorunlar ve çözüme dair önerileri. *Medeniyet Eğitim Araştırmaları Dergisi*, 1(1), 26-42.
- Erucar, S., Maltby, J., & Vostanis, P. (2018). Mental health problems of Syrian refugee children: The role of parental factors. *European Journal of Child and Adolescent Psychiatry*, 27, 401- 440.
- Göncüoğlu, Ö. G. (2010). *6. sınıf sosyal bilgiler dersi demokrasinin serüveni ünitesinin öğretiminde drama ve işbirlikli öğretim yöntemlerinin öğrenci tutum ve başarısına etkisi* [Yayımlanmamış Yüksek Lisans Tezi]. Niğde Üniversitesi.
- Günay, E., Atılğan, D., & Serin, E. (2017). Dünya’da ve Türkiye’de göç yönetimi. *Kahramanmaraş Sütçü İmam Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 7(2), 37-60.
- Jansen, H. (2010). The logic of qualitative survey research and its position in the field of social research methods. In *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research*, 11(2).
- Karasar, N. (2012). *Bilimsel araştırma yöntemi: Kavramlar, ilkeler, teknikler*. Nobel Yayın Dağıtım.
- Kirk, J., & Miller, M. L. (1986). *Reliability and validity in qualitative research*. Sage Publication.
- Koç, E. (2016). Nitel araştırmalarda geçerlik ve güvenilirlik. M. Y. Özden, L. Durdu (Ed.), *Eğitimde üretim tabanlı çalışmalar için nitel araştırma yöntemleri* içinde (s. 149-165). Anı Yayıncılık.
- Koç, F. (1999). *Eğitimde yaratıcı dramının öğrenmeye etkisi* [Yayımlanmamış Yüksek Lisans Tezi]. Ankara Üniversitesi.
- Koç, M., Görücü, İ. ve Akbıyık, N. (2015). Suriyeli sığınmacılar ve istihdam problemleri. *Birey ve Toplum*, 5(9), 63-93.
- Levent, F., & Çayak, S. (2017). Türkiye’deki Suriyeli öğrencilerin eğitime yönelik okul yöneticilerinin görüşleri. *Hasan Ali Yücel Eğitim Fakültesi Dergisi*, 14-1(27), 21-46.
- Lordoğlu, K., & Aslan, M. (2018). Görünmeyen göçmen çocukların işçiliği: Türkiye’deki Suriye’li çocuklar. *Çalışma ve Toplum*, 2, 715-732.
- Madziva, R., & Thondhlana, J. (2017). Provision of quality education in the context of Syrian refugee children in the UK: Opportunities and challenges. *A Journal of Comparative and International Education*, 47(6), 942-961.
- MEB. (2018). *Drama dersi Öğretim Programı*. Millî Eğitim Bakanlığı: Talim ve Terbiye Kurulu Başkanlığı.
- Mercan-Uzun, E., & Bütün, E. (2016). Okul öncesi eğitim kurumlarındaki Suriyeli sığınmacı çocukların karşılaştıkları sorunlar hakkında öğretmen görüşleri. *Uluslararası Erken Çocukluk Eğitimi Araştırmaları Dergisi*, 1(1), 72-83.
- Merriam, S. B. (2017). *Nitel araştırma yöntemleri: Desen ve uygulama için bir rehber*. Turan, S. (Çev. Ed.). Nobel Akademik Yayıncılık.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. Sage Publications.
- Moralı, G. (2018). Suriyeli mülteci çocuklara Türkçenin yabancı dil olarak öğretiminde karşılaşılan sorunlar. *OPUS-Uluslararası Toplum Araştırmaları Dergisi*, 8(15), 1426-1449.

- Odman, M. T. (2008). *Çocuk hakları bağlamında çocuk mülteciler*. Çağ Üniversitesi Yayınları.
- Paksoy, S., & Karadeniz, M. (2016). Kilis'te çalışan Suriyeli sığınmacıların sosyo-ekonomik yapısı üzerine bir araştırma. *Elektronik Sosyal Bilimler Dergisi*, 15(58), 785-798.
- Patton, M. Q. (2002). *Qualitative research and evaluation methods (3rd Ed.)*. Sage Publications, Inc.
- Rettberg, J. W., & Gajjala, R. (2016) Terrorists or cowards: negative portrayals of male Syrian refugees in social media, *Feminist Media Studies*, 16(1), 178-181. doi: 10.1080/14680777.2016.1120493.
- Rüzgar, M. A. (2014). *6. Sınıf Sosyal Bilgiler dersindeki İpek Yolunda Türkler ünitesinde geçen göç kavramının drama yöntemiyle işlenmesinin öğrenci başarısına etkisi* [Yayımlanmamış Yüksek Lisans Tezi]. Giresun Üniversitesi.
- Sağlam, H. İ., & İlksen-Kanbur, N. (2017). Sınıf öğretmenlerinin mülteci öğrencilere yönelik tutumlarının çeşitli değişkenler açısından incelenmesi. *Sakarya University Journal of Education*, 7(2), 310-323.
- Sandal, E. K., Hançerkıran, M., & Tıraş, M. (2016). Türkiye'deki Suriyeli mülteciler ve Gaziantep ilindeki yansımaları. *Gaziantep University Journal of Social Sciences*, 15(2), 461-483.
- Sarıtaş, E., Şahin, Ü., & Çatalbaş, G. (2016). İlkokullarda yabancı uyruklu öğrencilerle karşılaşılan sorunlar. *Pamukkale Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 25(1), 208-229.
- Schreier, M. (2012). *Qualitative content analysis in practice*. Sage Publications.
- Seydi, A. R. (2014). Türkiye'nin Suriyeli sığınmacıların eğitim sorununun çözümüne yönelik izlediği politikalar. *SDÜ Fen Edebiyat Fakültesi Sosyal Bilimler Dergisi*, 31, 267-305.
- Sezgin, A. A., & Yolcu, T. (2016). Göç ile gelen uluslararası öğrencilerin sosyal uyum ve toplumsal kabul süreci. *Humanitas*, 4(7), 419-438.
- Tarlan, K. V. (2016). *Suriyeli mülteciler: Büyüyen sorunlar, daralan zaman*. https://www.birikimdergisi.com/guncel-yazilar/7771/suriyeli-multeciler-buyuyen-sorunlar-daralan-zaman#.Xc51OtlzY_5 adresinden 09.11.2019 tarihinde erişilmiştir.
- TDK. (2019). <https://sozluk.gov.tr/?kelime=uyum> adresinden 11.11.2019 tarihinde erişilmiştir.
- Topkaya, Y., & Akdağ, H. (2016). Sosyal bilgiler öğretmen adaylarının Suriyeli sığınmacılar hakkındaki görüşleri (Kilis 7 Aralık Üniversitesi örneği). *Çankırı Karatekin Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 7(1), 767-786.
- Uğurlu, N., Akça, L., & Acartürk, C. (2016). An art therapy intervention for symptoms of post-traumatic stress, depression and anxiety among Syrian refugee children. *Vulnerable Child Youth Study*, 11(2), 89-102.
- Ünal, S. (2014). Türkiye'nin beklenmedik konukları: "Öteki" bağlamında yabancı göçmen ve mülteci deneyimi. *Zeitschrift für die Welt der Türken Journal of World of Turks*, 6(3), 65-89.
- Üstündağ, T. (1998). *Vatandaşlık ve İnsan Hakları Eğitimi dersinin öğretiminde yaratıcı dramının erişkiye ve derse yönelik öğrenci tutumlarına etkisi* [Yayımlanmamış Doktora Tezi]. Hacettepe Üniversitesi.
- Vostanis, P. (2016). New approaches to interventions for refugee children. *World Psychiatry*, 15, 75-77. doi:10.1002/wps.20280.
- Wofford, M. C., & Tibi, S. (2018). A human right to literacy education: Implications for serving Syrian refugee children. *International Journal of Speech-Language Pathology*, 20, 182-190.
- Yalçın, M. (2004). *İlköğretim sosyal bilgiler dersinin yaratıcı drama yöntemi ile verilmesinin dersin öğrenilmesine etkisinin incelenmesi* [Yayımlanmamış Yüksek Lisans Tezi]. Sakarya Üniversitesi.
- Yavuz, S. (2013) Göç, entegrasyon ve din: Avrupa'da yaşayan Türkler bağlamında bir değerlendirme, *Journal of International Social Research*, 6 (26), 610-623.
- Yavuz, Ö., & Mızrak, S. (2016). Acil durumlarda okul çağındaki çocukların eğitimi: Türkiye'deki Suriyeli mülteciler örneği. *Göç Dergisi*, 3(2), 175-199.
- Yıldırım, A. (1999). Nitel araştırma yöntemlerinin temel özellikleri ve eğitim araştırmalarındaki yeri ve önemi. *Eğitim ve Bilim*, 23(112), 1-17.