

Academic Experiences of Migrant Students in The Covid-19 Process from Class Teachers' Perspective

Araştırma Makalesi

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Abstract

The Covid-19 epidemic, which was detected in Wuhan city of the People's Republic of China in December 2019 and spread to the whole world in a short time, has caused education and training to be done remotely in Türkiye as well as in the whole world. The general purpose of the research; In the process of integration of immigrant children into the Turkish education system, from the perspective of classroom teachers, to examine the academic experiences they have had in the distance education system due to the Covid-19 epidemic and to find solutions to the negative situations they have lived / are experiencing in this direction. The case study method, which is one of the qualitative research methods, was used as the model of the research. Nested single case design was used as the pattern. Data collection; obtained by semi-structured interview technique. Analysis of data; The content analysis method was used. The findings were collected in eight main themes and thirty-two sub-themes. Conclusion: The problems that Syrian students experience in the distance education process; not knowing the language, the problem of not being able to access the internet, the problem of lack of devices, the socio-economic conditions of the families.

Keywords: Migration, Covid-19, Epidemic, Education, Distance Education, Refugee

Sınıf Öğretmenlerin Bakış Açısıyla Covid-19 Sürecinde Göçmen Öğrencilerin Akademik Deneyimleri

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Öz

2019 Aralık'ta Çin Halk Cumhuriyeti'nin Wuhan şehrinde tespit edilen ve kısa sürede tüm dünyaya yayılan Covid-19 salgını, tüm dünyada olduğu gibi Türkiye'de de eğitim ve öğretimin uzaktan yapılmasına neden olmuştur. Araştırmanın genel amacı; göçmen çocuklarının Türk eğitim sistemine entegre olabilmeye sürecinde, sınıf öğretmenlerin bakış açısıyla Covid-19 salgınından kaynaklı uzaktan eğitim sisteminde yaşadıkları akademik deneyimleri incelemek ve bu doğrultuda yaşanmış/yaşamakta oldukları olumsuz durumlara çözüm getirmektir. Araştırmanın modeli nitel araştırma yöntemlerinden Durum Çalışması metodu kullanılmıştır.; Desen olarak, İç içe geçmiş tekli durum deseni kullanılmıştır. Verilerin toplanması; yarı yapılandırılmış görüşme tekniğiyle elde edilmiştir. Verilerin analizi; içerik analizi yöntemi ile yapılmıştır. Bulgular sekiz ana tema ile otuz iki alt temada toplanmıştır. Sonuç: Suriyeli öğrencilerin uzaktan eğitim sürecinde yaşadıkları sorunlar; dil bilmemeleri, internete erişememe problemi, cihaz eksikliği sorunu, ailelerin sosyo-ekonomik durumlar olarak belirlenmiştir.

Anahtar Kelimeler: Göç, Covid-19, Salgın, Eğitim, Uzaktan Eğitim, Mülteci

1. Introduction

People had to go to their own country for various reasons and sometimes to other countries. Migration, which is defined as the process of displacement of individuals alone, with their families or in mass (Doğanay, Özdemir, & Şahin, 2011), is a movement of a population. Immigration or asylum events; It is a phenomenon that is heavily discussed not only in the countries receiving immigration, but also in the geography where it makes its presence felt globally. From this point of view, immigration and asylum seeker is a situation that has positive and negative effects in the geography where it exists or lives (Directorate General of Migration Management, 2017). There are reasons for the emergence of these migrations. Especially those who are forced to seek asylum for various reasons, namely refugees, are phenomena that can occur due to environmental reasons as well as civil war, war between countries, political conflicts, religious and ethnic conflicts and oppressive - authoritarian regimes (Özkarlı, 2014).

Legal studies on the phenomenon of refugees after the dramas and tragedies experienced in World War II, the United Nations provided the refugees with a legal status with the Geneva Convention in 1951. Due to the legal gaps and deficiencies in the Refugee Law, whose legal procedures gained a legal status, the status of refugees was rearranged with the 1967 protocol. According to the 1967 Protocol Relating to the Status of Refugees (UN, 1967), a refugee;

“ He who is outside the country of which he is a citizen because of a well-founded fear of being persecuted because of his race, religion, nationality, membership of a particular social group or political opinion, and who is not able to benefit from the protection of that country or does not want to benefit from it due to such fear, or does not have a nationality and, as a result of such events, is defined as “ every person who is outside the country of residence in which he lives, who cannot return there or who does not want to return because of the fear in question ”.

In this context, asylum and migration events are a phenomenon that has been encountered frequently in our geography until today. He is currently the last twentieth among the citizens of the Republic of Türkiye. When we look at the 21st century, there are a considerable number of people (McCarthy, 1998).

When we look at the history of the Turkish Republic, especially after 1980, the mass population movements that emerged in the world and in our geography have had a substantial impact on the current situation in Türkiye. During the Iran-Iraq war towards the end of the 1980s, around 52.000; 20,000 people during the civil war in Yugoslavia between 1992-1997; at the end of the 1980s, our 345,000 compatriots from Bulgaria; during the Gulf War that took place in our region in the early 1990s, around 500,000 people; in short, about 1,000,000 people have come to our country until recently. (Ergüven & Özturanlı, 2013).

Syrians under temporary protection, who had to leave their country due to conflicts, civil wars and terrorist incidents in the geography where our country is located, started to arrive in 2011. As of January 31, 2024, according to the Refugee Association data, 3 million 167 thousand 421 Syrian citizens are under temporary protection (Refugee Association, 2024). The age range of these people is given in the table below.

Table1. *Number of Syrians under temporary protection status in Türkiye (Directorate of Migration Management, 2024)*

AGE RANGE	MALE	FEMALE	TOTAL
0-4	205 thousand 623	192 thousand 384	398 thousand 007
5-9	274 thousand 966	258 thousand 698	533 thousand 664
10-14	187 thousand 283	177 thousand 786	365 thousand 069
15-18	125 thousand 996	115 thousand 901	241 thousand 897
19-24	185 thousand 646	163 thousand 188	348 thousand 834
25-29	175 thousand 253	145 thousand 206	320 thousand 459
30-34	130 thousand 187	106 thousand 237	236 thousand 424
35-39	110 thousand 086	89 thousand 840	199 thousand 926
40-44	78 thousand 381	69 thousand 930	148 thousand 311
45-49	52 thousand 893	53 thousand 555	106 thousand 448
50-54	41 thousand 637	43 thousand 206	84 thousand 843
55-59	33 thousand 021	34 thousand 190	67 thousand 211
60-64	22 thousand 105	24 thousand 098	46 thousand 203
65-69	14 thousand 646	16 thousand 310	30 thousand 956
70-74	9 thousand 182	10 thousand 193	19 thousand 375
75+	8 thousand 631	11 thousand 213	19 thousand 844
TOTAL	1 million 655 thousand 486	1 million 511 thousand 935	3 million 167 thousand 421

(Directorate of Migration Management, 2024)

Looking at the data in the table, the number of Syrians under the age of 10 is 931 thousand 671 people, which corresponds to 4.65 % of the Syrian population. When the same table is examined, it is seen that the population of Syrians who have reached the age of education is 533 thousand 664. In this case, it is considered very important how these students will be integrated within the Turkish National Education. Considering the situation of temporary protection status, the following problems can be noticed at first glance; accommodation, adaptation, language and communication, health, psychology, problems experienced within the family, and most importantly, education problems. In Article 26 of the Universal Convention on Human Rights; every individual has the right to education. It should be free in the primary and basic education stages. Basic education is compulsory, at this point, it has given everyone the right to benefit equally without being marginalized in terms of race, religion, nationality, gender and socio-economic context (UN. 1951). In addition, according to multeci.org.tr source (2024), other information about Syrians living in Türkiye is given below:

1. Number of Syrians Living in Camps (Temporary Accommodation Centers)

As of January 31, 2024, the number of Syrians staying in temporary accommodation centers was announced as 62 thousand 381. This number was announced as 63 thousand 881 last month and 47 thousand 603 at the beginning of 2023. The ratio of the number of Syrians staying in camps to the total number of Syrians is 1.96%

2. Cities with the Highest Population of Syrians

The city with the highest number of Syrians is Istanbul, with 530 thousand 170 people. Istanbul is followed by Gaziantep with 427 thousand 563 people and Şanlıurfa with 291 thousand 81 people. The city with the highest concentration of Syrians is Kilis with 31.4%. There are 155 thousand 179 Turkish citizens and 71 thousand 224 registered Syrians in Kilis. Gaziantep follows Kilis in terms of Syrian population with 16.5%.

3. Number of Syrians Given Turkish Citizenship

In the statement made by the Minister of Internal Affairs, Ali Yerlikaya, on November 9, 2023, it was stated that 237 thousand 995 Syrians were granted Turkish citizenship. 156 thousand 987 of these people are adults and 81 thousand 8 are children. The latest number of Syrians who acquired Turkish citizenship was 230 thousand 998 on 15 April 2023; 221 thousand 671 on 2 December 2022; 211 thousand 908 on 19 August 2022; 200 thousand 950 on 31 March 2022; 193 thousand 293 on 31 December 2021; It was announced as 110 thousand on 30 December 2019.

4. Number of Syrians Returning to Their Country

In a statement made by the Minister of Internal Affairs in a television program on July 26, 2023, it was announced that the number of voluntary repatriations was 562 thousand. The number of Syrians returning to their country was 521 thousand 39 on 4 September 2022; 505 thousand 190 on 3 June 2022; 492 thousand 983 on 4 April 2022; 484 thousand 400 on 4 February 2022; 469 thousand 170 on 3 November 2021; 462 thousand on 15 September 2021; It was announced as 419 thousand 40 on 26 and 6 December 2020.

5. Number of Syrians Given Work Permits

According to a report published by the Ministry of Labor and Social Security in 2021, the number of Syrians given work permits in Türkiye was announced as 91 thousand 500. 5 thousand 335 of these people are women. The number of foreigners given work permits is 168 thousand 103, including Syrians.

6. Number of Syrian Students Studying in Primary Education

According to the data of the Ministry of National Education for the 2022-2023 academic year, there are 730 thousand 806 Syrian students studying in primary education.

In summary, the above information provides detailed information about the situation of Syrian citizens in Türkiye. From this point of view, it can be said that serious problems will be created for Syrians with tempo-

rary protection status, both economically and psychosocially.

Another convention is “Article 28 of the Convention on the Rights of the Child “. According to this; States party to the Convention are responsible for fulfilling the following obligations, accepting children’s right to education and training , making primary education compulsory and free for all, mentoring in education and career choice, and taking measures for the attendance of children to schools (UNICEF, 1989). In this sense, the states party to the conventions is to provide free compulsory basic education to children of educational age. However, refugees with different cultures and languages encounter different language, culture and education systems, even if they have equal right to receive education in the countries where they have taken refuge, which comes with an important adaptation problem. Refugees experience various problems in adapting to the education system of the country they come from. It is seen that this problem is caused by not knowing the language, not being able to meet the needs of children due to economic problems, cultural differences, racial and national discrimination (Tanrikulu, 2017).

The Republic of Türkiye is an international party to the conventions; as a result of the Universal Declaration of Human Rights, the International Convention on Economic, Social and Cultural Rights (UESKHS) and the Convention on the Rights of the Child, our country is required to fulfill its obligations towards refugees or asylum seekers in their country. According to Amnesty International (IAÖ, 2009), while fulfilling these obligations, within the framework of international rules, to ensure that children can benefit from all the opportunities of education and training, especially primary school, other education levels (secondary and secondary education) children should be part of the education system without any discrimination of race, language, religion, culture or nationality. In this context, the situation of Syrians who are in the context of temporary protection can be seen in the graphic below.

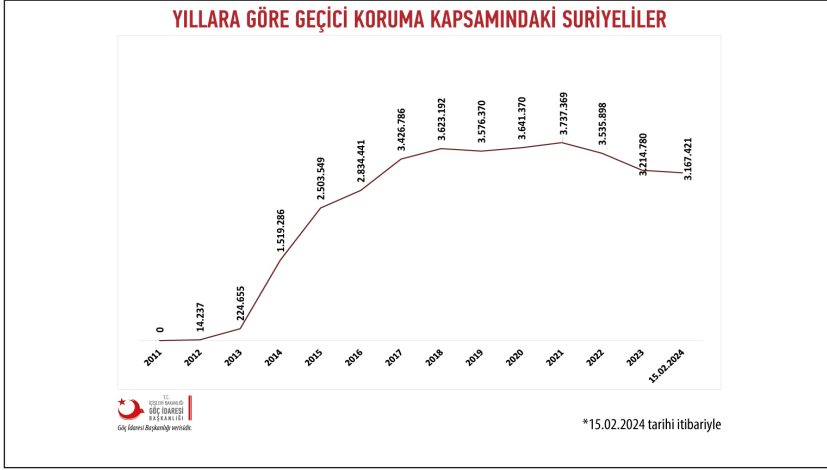


Figure 1. Number of Syrians Under Temporary Protection by Years, as of 15.02.2024 (General Directorate of Migration Management, 2024).

UNICEF (2021) announced that there are 1 million 740 thousand Syrian children in Türkiye, 850 thousand of these children are of school age and 400 thousand are out of school. Considering these numerical data, it is understood that foreigners do not benefit from education because they do not fulfill some of their legal responsibilities. The fact that the education language of Syrians Under Temporary Protection is Arabic causes them to have difficulties in understanding the components of the Turkish language and using the pragmatic phase of the language. This situation causes inadequacy in realizing the educational goals set for Syrian children (Tanrikulu, 2017).

Despite all this, like all students included in the Turkish education system, the children of Syrians Under Temporary Protection are also included in the face-to-face education system implemented in Türkiye. However, it has become necessary to develop various methods for individuals who cannot benefit from the functions of face-to-face education due to certain situations (natural disasters, wars or epidemics). Today, these systems are carried out online, distance education as open education, computers, television, online access points developed by universities and various platforms (Arat & Minister, 2011; Kırık, 2014). Moving from this direction,

the Covid-19 pandemic, which is effective in Türkiye as well as all over the world, has emerged. This pandemic was first seen in December 2019 in the city of Wuhan, Hubei province of China. The virus, called Covid-19, started to spread rapidly and declared to the world that it was a pandemic by the World Health Organization (WHO) on March 11, 2020 (WHO, 2020).

With the effect of the Covid-19 pandemic, our country and all other countries in the world have moved away from the physical environment in which face-to-face education is carried out in schools and have switched to online education compulsory. This situation is not a possible option worldwide, but the only remedy to be implemented and passed. In parallel with the health-related measures during the pandemic process of countries, they decided to return to distance education within the possibilities in order to ensure that education is sustainable and students do not fall into a vacuum (Yamamoto and Altun, 2020). Based on this context; has closely followed the developing situations since the first day of the pandemic (Covid-19) and has taken the necessary measures. From March 16, 2020 until April 30, 2020, education was suspended at all levels of education (from preschool to secondary education) by the order of the Presidency.

Three television channels were established within the scope of distance education in primary, secondary and secondary education levels. TRT EBA Primary School TV, TRT EBA Secondary School TV and TRT EBA High School TV channels. In addition, necessary studies have been completed and put into practice for the continuation of education over the education information network (EBA) (MEB, 2020a). Then, considering the course of the pandemic and the number of positive cases, it was decided not to open schools from April 30, 2020 to May 31, 2020 (Anadolu Agency, 2020). Then the summer vacation intervened. Later, with the 79031618-10.06.01-E.11215393 circular published by the Ministry of National Education, a change was made in face-to-face education in official and private education under the Ministry of National Education. As of Monday, August 31, 2020, it has started the "Education Program" application for the second term of the 2019-2020 academic year through distance education (MEB, 2020b). While the distance education process continues, it has been decided to start face-to-face education for 1st grade and preschool students

between September 28, 2020 and October 2, 2020, and one day per week (each class is divided into two groups) (MEB, 2020c). In the following process, various decisions were taken for other educational levels. Primary school 1, 2, 3, 4 on October 12, 2020. A total of 12 lesson hours (2 days, 6+6) will be held 2 days a week in 8th grade and middle school 8th grades. In addition, the duration of the lesson hours was planned to be 30 minutes and between lessons (break break) 10 minutes, and it was decided to be implemented (MEB, 2020d).

Finally, considering the increasing number of cases caused by Covid-19 throughout Türkiye, according to the statement made by the Ministry of National Education, public and private primary, secondary and secondary education institutions affiliated to the Ministry of National Education have decided to continue their education activities through distance education between 20 November and 4 January. (AA, 2020). All measures are due to the Covid-19 pandemic, and not only for Turkish citizens, but also for students under temporary protection who continue their education in public and private schools in Türkiye. When we look at the studies conducted with distance education, we see various studies in the literature. Before moving on to these studies, it is useful to first look at the studies on Syrians under temporary protection. In this direction, when we look at the national literature, various studies are seen. In this study;

Aktan and Bilen (2020) described the acquisitions and experiences of Syrian students under temporary protection and Turkish students while they were studying in the same classroom environment. The aim of this study is to reveal what students from different cultures experience during the learning process, especially those who have language problems. At the end of the study, it was revealed that the prominent factors in the interaction of students with each other in the social context were language, socio-economic status and teacher attitudes.

Soyudođan (2022) examined the findings of a screening research we conducted in 2020 to understand the living conditions and mutual relations of locals and Syrian immigrants in Gaziantep. While both Syrians and Gaziantep residents provide valid information on many issues; It turns out that the answers they give to questions about their relationships with

each other contain certain inconsistencies. This article tries to understand first-hand whether such inter-group differences reflected in the surveys are deviations from the statistical distribution or whether they correspond to a certain social phenomenon. According to the findings of the research, it is possible to conclude that the different statements about food exchange between Syrian immigrants and locals living in Gaziantep are actually related to the immigrants' tendency to reflect and even exaggerate the relationships as much as possible, as opposed to an alienating attitude built around masculinity, which obscures the visibility of the relationships between the locals and immigrants. Similarity with this study; the difference is that Syrian immigrant children are marginalized in schools; the aim is to detail the factors affecting the academic success/failure of Syrian children in the field of education and training.

Kiremit and others (2018) the purpose of this research is to get the opinions of teachers about the school adaptation process of Syrian children who continue their education in schools in Türkiye. As a result of the research, the most important problem of Syrian students is their ignorance of the language and peer compatibility; teacher problems were found to be inability to communicate with Syrian students and to participate in the learning process.

Uzun and Bütün (2016), it was determined that the most important problem of Syrian students is that they do not know the language, and in parallel, they have problems in terms of adaptation and interaction. Another literature study; this is the study of Reçber (2014). In this study, Syrians under temporary protection have experienced adaptation problems in Türkiye, the problems they have experienced in their region; othering, language problem, communication, peer interaction and making friends. After all these studies, it is thought that it will be useful for this study to examine how studies are carried out on distance education.

Another study; Dinler and Hacifazlıoğlu (2020) in this research, the experiences of teachers and school administrators regarding the adaptation process of Syrian immigrant students to school were discussed. Considering the findings and conclusion of the study; it has been stated that the main

problems of Syrian migrant children's adaptation to school culture are their ignorance of the language, the problems they experience in social communication and the problems caused by others. It was emphasized that experienced mentors helped teachers, school administrators, Syrian students and parents to solve these problems. After the start of the Covid-19 pandemic, of course, a lot of research has been done. Some of these studies are; Yamamotu and Altun (2020), Coronavirus (Covid-19) and the Unstoppable Rise of Online Education, research was conducted. The general purpose of this research is to conduct distance education in order not to interrupt education in the countries and universities affected by the situation created by the Covid-19 pandemic, and to evaluate the education provided as a result. The method used was a case study design from qualitative studies. As a result; it is envisaged that distance education will be transformed from an alternative method only face-to-face to a system that can be more effective in the future, and the education system will evolve into a fundamental situation as digital learning.

Another study is the work of Yıldırım (2020). In this study; what an Exceptional Distance Learning Experience Taught is built on. The general purpose of this study is to focus on the differences of Covid-19 emergency distance education and teaching activities, and to indicate what to do in education in the light of the findings. As a result; suggestions were made in areas such as online disruptions, screen times, internet ethics.

Another research, by Bozkurt (2020), is "Evaluations on global education before and after the Covid-19 pandemic process: New normalization and new educational paradigms". The main purpose of this research is to examine the reflection of the effects on learning by looking at the effects caused by Covid-19 and to create a perspective on this issue. When the results of the research are examined; firstly, it was emphasized that the Covid-19 pandemic affected the education and training process both directly and indirectly, and in the second case, it was emphasized that new educational strategies should be developed and new educational reforms should be created in order not to interrupt education and training in extraordinary situations such as pandemics, in other words, in order to survive with less damage.

Erdoğan (2017) conducted the study titled Syrians in Türkiye: Social Acceptance and Harmony. This study was conducted by Hacetepe University Migration and Politics Research Center, based on interviews with Syrians and local people outside the camps in six provinces (Gaziantep, Hatay, Kilis, Istanbul, Mersin and Osmaniye), and analysis of media and non-governmental organizations. When the findings are examined; between April 2011 and September 2014, more than 1.5 million Syrians were accepted within the scope of open door and temporary protection policies, approximately four billion dollars were spent and many humanitarian aids was provided. However, it has been observed that concerns and objections have risen among the local population about the permanent possibility of Syrians coming to the fore. Therefore, policy makers need to take the necessary measures. The similarity with this research is the situation of Syrians; the difference is that there is no mention of a policy in terms of social harmony.

Finally; Cao, W., Fank, Z., Hou, G., et al. (2020) called the psychological impact of the Covid-19 pandemic on university students in China. The general aim of this research is the Covid-19 pandemic not only increases the risk of death due to infection, but also brings with it unbearable psychological pressure. Using cluster sampling, a 7-item generalized anxiety disorder scale was applied to the students of the Faculty of Medicine. A positive correlation was found between the delay in academic activities and anxiety disorder. Many more studies have been carried out on the distance education process.

However, no study has been found on temporary protection status students who receive distance education due to Covid-19. In this direction, this research is carried out in order to examine the academic experiences of temporary protection status students in the distance education process in the Covid-19 process from the perspective of the classroom teachers and to find solutions to the negative situations they have lived / are experiencing in this direction. In this direction, answers to the following questions were sought in the study.

Examining the academic experiences they have had with the distance education method during the Covid-19 pandemic from the perspective of classroom teachers;

1. Can you tell us how your dialogue with temporary protection status students went in your first distance education lesson?

2. Could you give information about the participation of Syrian students in the lessons (their behaviors during the lesson)?

3. Can you tell us about your experiences (in academic terms) about the negative situations (academic) experienced by Syrian students during the online participation process ?

4. What kind of activities do you carry out for Syrian children to attend classes?

5. Could you give your opinions and suggestions regarding the solution to the negative situations that refugee children experience during the distance education process?

2. Method

Ethics committee approval was obtained for this study. Ethics committee; Hasan Kalyoncu University Social and Humanity Sciences Ethics Committee Decision; issue number of the ethics committee decision; E--804.01-BABBFCF3; the date was determined as 29.01.2021 and was deemed appropriate. The Covid-19 process and to solve the negative situations they have experienced / are experiencing in this direction case study; it is a distinctive approach used to find answers to scientific questions (Büyükoztürk et al ., 2018). Another definition is; it is defined as a method in which one or more events, environments, programs, social groups or other interrelated systems are examined in depth (McMillan, 2000). In other words, it is an empirical research method that studies a current phenomenon in its own real-life conditions, is used in conditions where the boundaries between the phenomenon and the environmental conditions it is in are not clearly defined, and where more than one evidence or source is available (Yıldırım and Şimşek, 2020, p.289).

2.1. Research Pattern

The design of this research was “Nested single case design”. Nested single-state pattern; there can often be more than one substrate or unit in a single situation. In this case, there will be more than one analysis unit. The important nuance here is; it is related to the fact that a case study considers the relevant situation as a holistic and single unit or that it tends to more than one subunit that may be in a situation (Yıldırım and Şimşek, 2020, p.301). The data in this research was obtained through semi-structured interview techniques. While answering the questions prepared to be asked to the teachers, the semi-structured interview method was applied in order to give answers from a wider framework. In this direction, individual interviews were conducted with the teachers.

2.2. Model of the Research

The sample of this research; maximum variation sampling and criteria sampling techniques will be used among the purposive sampling methods. Purposive sampling is a non-probabilistic, non-neutral sampling approach. Purposeful sampling is defined as an approach that allows in-depth research into situations that are thought to have rich information, depending on the purpose of the research. It is preferred when one or more special cases that meet certain criteria or have certain characteristics are desired to be investigated (Büyüköztürk et al ., 2018, p.92-93; Yıldırım and Şimşek, 2020, p.118). Participants in the study group of purposive sampling will be selected according to certain criteria. According to criterion sampling, the basic understanding is the study of all situations that meet a predetermined set of criteria (Yıldırım & Şimşek, 2020, p.122). In other words, criterion sampling is a sampling method in which units meeting the specified criteria are sampled when observation units consist of people, events, objects or situations with certain qualifications (Büyüköztürk et al ., 2018, p.94). In this direction , the criteria to be sought in the participants to be included in the study group were determined by the researcher . These criteria are; to have at least 5 years of experience in the teaching profession, to teach the class they teach for at least 6 months, to have at least 5 Syrian immigrant students in their class and these students must be attending school. Another used sampling is the maximum variation sampling. Maximum diversity

sampling; it is defined as the determination of different similar situations related to the problem investigated in the universe and the study of these situations (Büyüköztürk et al ., 2018, p.93). Another definition is to create a relatively small sample or study group and to reflect the diversity of individuals who may be a party to the problem studied in this sample (Yıldırım & Şimşek, 2020, p.119). In this study, 1st ,2 .,3. It was provided by being selected among those who taught the 4th and 4th grades.

2.3. Working group

2.3.1. Participants

The universe of the research consists of all classroom teachers working in public and private institutions affiliated to the Ministry of National Education (MEB) in Türkiye. No sampling method was used in the universe of the research. In this study, a participant group study was conducted. In the research, maximum diversity sampling and criteria sampling techniques were used from purposive sampling methods. In this direction, the criteria sought by the researchers in the participants are; to have at least 5 years of experience in the teaching profession, to teach the class they teach for at least 6 months, to have at least 5 Syrian immigrant students in their class and these students must be attending school. In this study, 1st, 2 .,3. It was provided by being selected among those who taught the 4th and 4th grades. In the light of these findings, preliminary interviews were conducted with 14 classroom teachers working in an official primary school affiliated to the Ministry of National Education (MEB) in Gaziantep Şahinbey district. After the interviews, six (6) classroom teachers agreed to participate in the research voluntarily. In this context, this research was conducted with six primary school teachers. With the teachers who agreed to participate in this research voluntarily; first of all, telephone interviews were made, the content and purpose of the study were explained, ethical rules (introducing the participants, the confidentiality of the information, the information provided will not be used other than for scientific purposes, the confidentiality of the participants' identity information, informing about the consent form, the interviews are based on volunteerism , audio recordings will be taken, how long it will take, transcription of speeches to

written media (transcript) feedback, etc.) are explained. The questions to be asked to them consist of two stages; in the first stage, it was explained that there were questions that questioned demographic information, and in the second stage, it consisted of open-ended questions. The teachers who participated in the research were informed that they participated voluntarily, that they had the right to leave the research whenever they wanted, and they were informed again that the interviews would be recorded.

Reasons for conducting the research online; there are curfew restrictions caused by the coronavirus (Covid-19), the pandemic continues, and the schools do not provide education due to Covid-19. Demographic information about teachers is given in Table 2.

Table2. *Demographic information about teachers*

Participants	Code name	Age	Profession	Education	Gender	Professional experience
Teacher ₁	Salman	25	Teacher	License	Male	0-5 Years
Teacher ₂	Cem	42	Teacher	License	Male	Over 20 Years
Teacher ₃	Halil	43	Teacher	License	Male	Over 20 Years
Teacher ₄	Tülay	38	Teacher	License	Female	Between 15-20 Years
Teacher ₅	Latif	37	Teacher	License	Male	Between 10-15 Years
Teacher ₆	Fadime	37	Teacher	License	Female	Between 10-15 Years

When Table 2 is examined, it is seen that the teachers are between the ages of 25-43 and have a language degree, their professional experience is one (1) between 0-5 years, two (2) between 10-15 years, one (1) between 15-20 years, 20 years and above. They are two (2) teachers; considering the gender factor, it is seen that there are four (4) men and two (2) women.

2.4. Researchers

The planning of this research, the preparation of the data collection tool, the determination of the participants, the obtaining of permissions, the interviews, the transcription of the interviews, the analysis of the data, the reporting of the analysis results into findings were carried out by a faculty member and a classroom teacher working in the Ministry of National Education. The researcher continues his undergraduate education in classroom teaching, graduate special education department, and doctorate education in special education department. The researcher has 13 years of experience

as a classroom teacher and 4 years of experience in the field of special education at the Ministry of National Education. The coordinator of the research was carried out by a faculty member (having the title of Prof.Dr.). Lecturer; he is the head of the Department of Educational Administration. Plans were made for the research in October within the scope of the 2020 fall semester doctoral course; first of all, literature studies were examined. Afterwards, the researchers conducted with immigrant students during the Coronavirus (Covid-19) process were examined and analyzed comparatively in terms of teachers and students. Researcher; literature review, data collection, data analysis, data transfer to computer environment, writing findings in the light of data analysis results; on the other hand, the faculty member (consultant) took the responsibility of mentoring the research process, obtaining ethical approval , editing the writing and giving feedback. The researcher and lecturer have the necessary course experience and research on qualitative research methods.

2.5. Data collection tool

In this study, data were collected by using the interview technique, which is one of the data collection techniques used in qualitative research, and a semi-structured interview form as data collection tools. semi-structured interview; it is an interview method in which participants can express their feelings and ideas with their own expressions, the questions are open-ended and flexible, and different opinions on the subject can arise during the interview (Merriam, 2013). In this direction, the purpose of the meeting was determined in order to create the interview form, in this sense;

1) The effect of distance education method on the academic studies Syrian students under temporary protection status during the Covid-19 process,

2) Examining the paradigms of immigrant children's lessons in the distance education method in the Covid-19 process,

3) Literature searches were conducted to examine the behaviors of immigrant children during the course of distance education in the Covid-19 process, scientifically and based on evidence.

Afterwards, this form was given its final form by taking the opinions of the academicians who are experts in their field. The interview method, which is one of the basic data collection tools, was used for the types of questions to be prepared. In the remote online interviews, the data were collected with a semi-structured interview form. Semi-structured interview technique; It is the type of interview in which participants can express their thoughts with their own sentences, the questions are open-ended and flexible, and different ideas can arise on the subject during the conversation (Merriam, 2013). The interviews to be held were within the knowledge of the participants, and permission and approval certificates were obtained from the participants. In addition, audio/video recording was taken in order to analyze the interview. The interview form consists of two parts. First part; six (6) questions about the demographics of the participants; The second part consists of open-ended interview questions (five questions) for teachers. In addition, the interviews lasted 40 minutes for each participant.

3. Data Analysis

Content analysis method was used for data analysis in the research. Content analysis is a technique that allows working with indirect methods on determining human behavior and structure (Büyüköztürk ,. et al., 2018). Content analysis is defined as a systematic, repeatable technique in which some words of a text are summarized with smaller content themes with coding based on certain rules (Patton, 2014, p.453; Büyüköztürk ,. et al., 2018). Research; due to the restrictions applied due to the coronavirus (Covid-19) pandemic, it is not possible to hold face-to-face meetings. In this sense, interviews were made with the teachers who agreed to be interviewed via telephone. Before the interviews were held, appointments for the day and time they deemed appropriate were taken from the participants. The teachers who participated in this research were informed in order to conduct the interview in a healthy way, in a suitable environment, in the absence of other individuals and in terms of the telephone being a good place. It was carried out in accordance with the criteria determined in advance on the day of the meeting.

The researcher, on the other hand, followed the same criteria and conducted the interview under suitable conditions (by taking sound recordings in a quiet environment with good phone reception). At the time of the interview, the environment where the interview will take place was made suitable by both the participants (participant statement) and the researcher, and necessary preparations were made. Afterwards, the interview was started, and at the beginning of the interview process, the teachers were reminded of the purpose of the research again, and the necessary approval was obtained for the audio recording. All the teachers participating in the study were asked the same questions in the interview form, respectively. The interviews were completed in 14 days between 06.01.2021 and 20.01.2021. It lasted between 20-22 (total interview time=117 minutes and 21 seconds) minutes on average. Code names were given to each teacher due to ethical rules. After the data were collected, the transcripts of each interview were transferred to word format on the computer and collected in a single file by the researcher. As a result of transcription of all interviews, a total of 35 pages of data were generated. In order to determine the accuracy of the transcripts, they were submitted to expert opinion and reliability calculations were made; the correlation (consistency) of the transcripts and audio recordings of six (6) interviews with each other was examined. After the examination, it was examined whether there was a difference between the transcripts and the audio recordings and it was understood that there was no difference. Content analysis method was used in the analysis of the obtained data; concepts were provided to explain the data. Content analysis; it is the emergence of themes and sub-themes that provide the explanation of the data by reaching the concepts from the data obtained (Yıldırım & Şimşek, 2020). Repeated expressions were determined by reading the obtained data, and coding was created by giving a code to each of them. Then, a coding pool was created by bringing together the codes that have context with each other. From this repository, themes and sub-themes were created. As a result of the analysis of the data, 4 main themes and 25 sub-themes emerged. The codes, themes and sub-themes determined by two experts (researcher and advisor faculty member) were calculated with the formula of Miles and Huberman (1994) (Agreement/Agreement + Disagreement) x 100 in order to calculate the inter-coder reliability data for the themes obtained. As a result of the calculation, a value of .89% was obtained.

4. Results

In this part of the research, the opinions of classroom teachers who are Syrians under temporary protection students are described in order to examine their academic experiences with the distance education method during the Covid-19 epidemic process and to solve the negative situations they have experienced / are experiencing in this direction. In Table 3, in the distance education method of classroom teachers with immigrant students during the Covid-19 process; these findings, which show the negativities they see in the academic sense with their own perspectives and the solutions to these negativities, are included. The findings in the table form a source for the main themes and sub-themes of the research.

Table 3. *Experiences of Migrant Children in the Distance Education Process*

Experiences	Participants
Negativities in the Educational Field	
Inability to understand the topics covered in the lectures	T ₁ , T ₂ , T ₃ , T ₄ , T ₅ , T ₆
Failure to fulfill activities and responsibilities	T ₂ , T ₅ , T ₆
Not understanding the Turkish lesson	T ₁ , T ₂ , T ₃ , T ₄ , T ₆
Not understanding the math lesson	T ₅
Difficulty understanding social studies / life / science lessons	T ₁ , T ₂ , T ₃ , T ₄ , T ₅ , T ₆
Being reluctant in classes	T ₁ , T ₂ , T ₄ , T ₅
Failure to ensure continuity in class participation	T ₂ , T ₃ , T ₅ , T ₆
Problematic Behaviors Experienced During Online Education	
Listening in an undisciplined position (such as lying down, eating, looking outside, etc.) while listening to the lecture	T ₁ , T ₂ , T ₃ , T ₄ , T ₅ , T ₆
Using phrases that sabotage the lesson (singing, often asking for time) during the lesson.	T ₁ , T ₂ , T ₄ , T ₆
Texting on the "chat" button, scribbling on the virtual screen, using emojis during the lesson.	T ₁ , T ₂ , T ₃ , T ₅ , T ₆
Inability to attend online classes regularly	T ₂ , T ₃ , T ₄ , T ₆
Technical Inadequacies Experienced in the Context of Participating in Online Education	
Insufficient resources (tablet, mobile phone, computer, television) to enable online participation	T ₁ , T ₂ , T ₃ , T ₄ , T ₅ , T ₆

Insufficient internet network	T ₁ , T ₂ , T ₃ , T ₄ , T ₅ , T ₆
Lack of knowledge about the use of technical tools	T ₁ , T ₂ , T ₃ , T ₄ , T ₅ , T ₆
Parent Attitudes During Online Education (live lesson process)	
Parent's intervention in the lesson	T ₅ , T ₆
Inability of parents to help their child due to language problems	T ₁ , T ₂ , T ₃ , T ₄ , T ₅ , T ₆
Support Channels During Online Training (live lesson process)	
Traceability of TRT EBA Tv	T ₆
Giving responsibility and activity and providing feedback via Whatsapp	T ₁ , T ₂ , T ₃ , T ₄ , T ₅ , T ₆
Activities that Increase the Functionality of Lessons During Online Education	
Conducting student-participated (online) activities in physical education and game lessons	T ₁ , T ₆
Preferring narrated videos for some subjects in mathematics lesson	T ₆
Watching audio and visual story and fairy tale videos for Turkish lesson	T ₅ , T ₆
Creating a product with simple materials for a painting lesson	T ₁ , T ₆
Suitability of Home Environment for Distance Education	
Sharing the lecture room with other family members	T ₁ , T ₂ , T ₃ , T ₄ , T ₅ , T ₆
Having the television on during the lesson	T ₁ , T ₂ , T ₃ , T ₄ , T ₅ , T ₆
Distraction of younger siblings (watching cartoons on tablet, crying and shouting)	T ₁ , T ₂ , T ₃ , T ₄ , T ₅ , T ₆
large family	T ₁ , T ₂ , T ₃ , T ₄ , T ₅ , T ₆
Recommendations and Policies for Online Development	
Providing language education for refugee children in early childhood	T ₁ , T ₂ , T ₃ , T ₄ , T ₅ , T ₆
Providing technical tools to enable communication and interaction	T ₁ , T ₂ , T ₃ , T ₄ , T ₅ , T ₆
Providing support to improve the socio-economic level of the family	T ₁ , T ₂ , T ₃ , T ₄ , T ₅ , T ₆
Providing interpreter support	T ₁ , T ₂ , T ₃ , T ₄ , T ₆
Preparation of a diluted curriculum for Syrian students	T ₆
Providing online language training for Syrian families on certain days of the week	T ₆

In Table 3, the answers given to the open-ended questions in the demographic information form prepared for the research were analyzed. According to these answers, primary school teachers stated that they mostly needed the support of technical inadequacies in the context of participating in online education during the distance education process. They also stated that they need support for the convenience of the home environment for online education. Teachers stated that most children (Syrians under temporary protection children) have problems with expressive and receptive language in the distance education process. In addition to these; they stated that the attitudes of parents during online education (live lesson process), problematic behaviors experienced during online education, and the negativities experienced in the field of instruction adversely affect the functions of distance education. Classroom teachers stated that they do various activities to increase the efficiency of teaching in distance education despite all the negativities. In the research, the answers given by the classroom teachers to the questions in the information form prepared in order to examine the academic experiences of the under temporary protection status students during the distance education process in the Covid-19 process and to find solutions to the negative situations they have experienced / are experiencing in this direction; described in eight (8) main themes and thirty-two (32) sub-themes. Each main theme and sub-themes created in the context of that theme are given together in tables in line with the statements of the classroom teachers.

4.1. Main Theme: Negativities in the Educational Field

Table 4. *Negativities in the Educational Field*

Main Theme	Child Theme
Negativities in the Educational Field	Inability to understand the topics covered in the lectures
	Failure to fulfill activities and responsibilities
	Not understanding the Turkish lesson
	Not understanding the math lesson
	Difficulty understanding social studies / life / science lessons
	Being reluctant in classes
	Failure to ensure continuity in class participation

In the first theme, classroom teachers said that during the epidem-

ic process, serious negative situations occurred in the educational field of immigrant children who did not speak Turkish; they stated that they could not understand the subjects covered in the lessons, attend the classes reluctantly, not be able to maintain the continuity of attendance, and not be able to understand the main lessons (Turkish, mathematics, social studies, life studies and science).

Teacher₁: “Teacher, we did not understand the homework you sent, we do not know Turkish. There are those who say that they cannot do it.” he stated. In the sub-theme of the main courses, it was stated that the immigrant students did not understand the Turkish lesson, science and social studies lessons; they stated that they relatively understood the mathematics course (four operations topics).

Teacher₃: “Children like math the most from the basic lessons, and they don’t have any problems with the four operations. However, once the problem part is involved, they can’t do it. Because he has comprehension problems. “He stated. Another participant,

Teacher₅: “I can say that mathematics is the easiest lesson for Syrian children to understand and do. Since it is numerical data, it is a course that can be supported by visuals. The most difficult lessons, from easy to difficult, are Turkish-science-social studies. They find it very difficult to understand the social sciences course because: all that is explained is abstract expressions, the fact that the children do not know the language makes it difficult to understand. For example, the subject of the War of Independence in the social sciences course; At least 25-30 pages are explained and all are theoretical, for example, there are historical figures. You must first have information about those historical people, in order for them to understand the plot of the event. That’s why it is very difficult for Syrian children to understand this lesson. “ Another sub-theme of the research is described in Table 5 .

4.2. Main Theme: Problematic Behaviors Experienced During Online Education

Table 5. *Problematic Behaviors Experienced During Online Education*

Main Theme	Child Theme
Problematic Behaviors Experienced During Online Education	Listening in an undisciplined position (such as lying down, eating, looking outside, etc.) while listening to the lecture
	Using phrases that sabotage the lesson (singing, often asking for time) during the lesson.
	“chat” button, scribbling on the virtual screen, using emoji during the lesson .
	Inability to attend online classes regularly

Behaviors experienced during the distance education process of Syrian children (online) ; listening to the lesson in an undisciplined position (such as lying down, eating something, looking outside, etc.) while listening to the lesson, using expressions that sabotage the lesson (singing, asking the time frequently) during the lesson, texting on the “chat” button during the lesson, scribbling on the virtual screen.

Teacher₆: “ emoji , ignoring the online lesson hours, listening to the lesson in an undisciplined position (such as lying down, eating something, looking outside, etc.)“ : However, sometimes we open the camera to motivate students’ participation in the lesson, I do not know involuntarily, but Syrian children lie down and listen to the lesson like watching cartoon videos, I saw that not only Syrian children but also children of our local citizens listen to the lesson in the same way . I meet; but when the time comes I am writing e-warnings on Whatsapp in an appropriate language . He expressed his thoughts. Based on these considerations, it is understood that there is a disciplinary problem at the point of participation in live lessons in distance education. Similarly, teachers stated that some Syrian students exhibited sabotaging behaviors during the lesson.

Teacher₂: The participants who expressed their thoughts on this sub-theme: “ I see that some parents are involved in the lesson from behind. In addition, since they usually attend the lesson on the phone, they have been messaging each other during the lesson, sending emoji symbols and sometimes humming Arabic songs. However, these situations are also common among Turkish students. Of course, in order to ensure discipline

in the lesson, I receive the necessary warnings on Whatsapp in an appropriate language. “He expressed his thoughts. Based on this thought, the following comments can be made. It is understood that both Turkish and Syrian students used the distance education platform for the first time for entertainment purposes. Of course, this situation creates negative situations in the teaching of the lessons. Another sub-theme, “Failure to attend on-line classes regularly” has emerged. They stated that this sub-theme is the sub-title that teachers complain about the most. Accordingly, participant

Teacher₆: “ In order to enable students to participate in the live lesson, I shared the lesson hours in the parent group on the Whatsapp platform the day before. I called my students who did not attend the lesson and interviewed their parents. We talked about the reasons for not attending the course; many parents have one phone at home; but they said there was more than one student. Some parents also said that the area they live in is not suitable for the internet network. Therefore, while some of the students attended the lesson regularly, some of them could not provide continuity in their participation.” he stated. When this view is examined, the status of Syrian students not attending classes; it is understood that it is due to the lack of devices and the inadequacy of the internet infrastructure.

4.3. Main Theme: Technical Inadequacies Experienced in the Context of Participating in Online Education

Table 6. *Technical Inadequacies Experienced in the Context of Participating in Online Education*

Main Theme	Child Theme
Technical Inadequacies Experienced in the Context of Participating in Online Education	Insufficient resources (tablet, mobile phone, computer, television) to enable online participation
	Insufficient internet network
	Lack of information on the use of technical tools (Eba, Zoom, Google meet, Skype)

When table 6 is examined, the technical deficiencies experienced by Syrian children during distance education(online); lack of resources (tablets, mobile phones, computers, televisions) that will enable online participation, lack of internet network, lack of information about the use of

technical tools, and finally, the functionality of the platforms used online (Eba, Zoom, Google meet, Skype) and information and use at the point of use. Experience is described under four (4) sub-themes, namely inadequacy. The first of these sub-themes was “The lack of resources (tablet, mobile phone, computer, television) that will enable online participation”, one of the participants,

Teacher₅: “ The main problem is the lack of tools (tablets, phones and computers), and we also experience the lack of internet network intensely, “ he said. Another participant related to the same theme,

Teacher₂: “ First of all, we gave the Eba passwords to the parents over Whatsapp, and explained how to enter EBA step by step. However, most of our students could not attend the lesson because of the insufficient infrastructure in the places where they live and technical inadequacies (lack of tablets, telephone, computer and internet) “. Based on these expressions; it is understood that device support should be provided in order for Syrian children to participate in distance education. The problems of Syrian children will be understood more clearly when the participants' views on another sub-theme, “the inadequacy of the Internet network”, are examined.

Teacher₂ of these participants : “The internet was not healthy , there were occasional disconnections. In addition, at the parent meeting I held online before, I learned from their families that the internet quota used by many students is limited. For this reason , when the internet quotas of Syrian students were full , their attendance to the classes was not regular. “He stated. Based on this idea, it is understood that one of the components that most affect the course enrollment of Syrian students is the inadequacy of the internet infrastructure and the limited access to the internet. The problems of Syrian children will be understood more clearly when the views of the participants on the other sub-theme, “Lack of knowledge about the use of technical tools” are examined.

Teacher₃ of these participants: “We were not able to ensure the participation of under temporary protection status students in our first lesson.

They could not understand EBA, they could not understand Zoom, they could not establish the Zoom network because they did not know English. We did not have much trouble with the under temporary protection status students who are Turkmen. Because these groups (Turkmen) knew the language, they were able to understand the instructions we gave and download the necessary communication channels to the relevant technological devices (tablets, phones and computers). “Another main theme and sub-themes of the research are described in the sixth table.

4.4.I Main Theme: Parent Attitudes During Online Education (live lesson process)

Table7. *Parent Attitudes During Online Education (live lesson process)*

Main Theme	Child Theme
Parent Attitudes During Online Education (live lesson process)	Parent’s intervention in the lesson
	Inability of parents to help their child due to language problems

When Table 7 is examined, the problems experienced due to parent attitudes during the distance education process of Syrian children are separated according to the main theme and sub-themes in order to give a more detailed meaning. Accordingly, the main theme is parent attitudes during online education (live lesson process), sub-themes; it was stated that the parent intervened in the lesson, the parent interrupted the lesson during the lesson and expressed their complaints about their child, and the parent could not help their child due to the language problem. The first of these sub-themes is related to the sub-theme “Parent’s intervention in the lesson”.

Teacher₆: “When I give the Syrian children a voice to answer questions, I see that the parents of some children are involved in the lesson. They answer instead of the children. In this case, I cannot fully evaluate whether the children understand the lesson or not. “The point that draws attention in this sub-theme is that the behaviors of the parents during the lesson negatively affect the learning of the children. Another sub-theme; regarding this sub-theme, “Parent’s inability to help their child due to language problems”, participant

Teacher₄: “With the transition to distance education, this student was crying in every lesson. I contacted the parent, the answer I got from the parent was that his child cried because he did not understand the language because he did not know the language. In the next lesson, the child’s mother attended the lesson with her child and I solved this problem. “The following comment can be made in this sub-theme; it is understood that knowing a language is a very important factor in both communication and academic success. Another main theme and sub-themes of the research are described in the seventh table.

4.5.II. Main theme: Support Channels During Online Training (live lesson process)

Table 8. *Support Channels During Online Training (live lesson process)*

Main Theme	Child Theme
Support Channels During Online Training (live lesson process)	Traceability of TRT EBA Tv
	Giving responsibility and activity and providing feedback via Whatsapp

When Table 8 is examined, it has been divided into a main theme and three sub-themes in order to describe in detail the effectiveness of support channels in the distance education process (online) of Syrian children. Accordingly, the main theme is; During Online Training (live lesson process), Support Channels , sub-themes; watchability of TRT EBA TV, providing responsibility and activity via Whatsapp, providing feedback, and sharing pictures and video links supporting the course content. The first of these sub-themes, “The watchability of TRT EBA TV”, is one of the participants,

Teacher₆: “Both Syrian and Turkish children stated that they did not watch TRT EBA TV after the live classes started.” he thought. It is understood that the functionality of TRT EBA TV decreased with the start of live lessons. Another sub-theme is “Giving responsibility and activity and providing feedback via Whatsapp”, participant;

Teacher₂: “We were able to reach our students about their homework and other work through Whatsapp. And we received their feedback. We followed the lessons via Whatsapp channel. In the same way, we took pictures of the children’s work and sent it to them by filling them through the same channel (Whatsapp)“ .

It is defined under the name of activities that increase the effectiveness of the lessons during online education, which is another main theme. Descriptions related to this theme are given in Table 9.

4.6. Main Theme: Activities that Increase the Functionality of Lessons During Online Education

Table 9. *Activities that Increase the Functionality of Lessons During Online Education*

Main Theme	Child Theme
Activities that Increase the Functionality of Lessons During Online Education	Conducting student-participated (online) activities in physical education and game lessons
	Preferring narrated videos for some subjects in mathematics lesson
	Watching audio and visual story and fairy tale videos for Turkish lesson
	Creating a product with simple materials for a painting lesson

When Table 9 is examined, different methods and techniques have been applied in various lessons in order to ensure effective participation of both Syrian and Turkish children in the distance education process (online) lessons. In order to describe the effectiveness of these methods in detail, they are shown as a main theme and four sub-themes. Accordingly, the main theme is activities sub-themes that increase the functionality of the lessons during online education; doing activities with student participation (online) in physical education and game lessons, in music lessons; watching visual and audio videos, preferring narrated videos for some subjects in mathematics lesson, watching videos of audio and visual stories and fairy tales for Turkish lessons, and creating products with simple materials for painting lessons. The first of these sub-themes is “Performing student-participated (online) activities in physical education and game lessons”, one of the participants,

Teacher₁ : “My teacher, you know, the Ministry of National Education did not consider it appropriate to have cameras on all the time in classes. It has issued a circular about it. I think such a decision has been taken to protect family privacy. However, I have cameras open in classes where we will do handicrafts. We play games especially in “physical education and game class”. These games are like who am I? Hangman, name city, etc. Thus, children attend classes with more motivation.” The meaning that comes out of this is interpreted as the meaning of doing various activities in the lessons in order to ensure the participation of Syrian children who do not speak the language. Another sub-theme is “Preferring narrated videos for some subjects in the mathematics lesson, watching the audio and visual stories and fairy tale videos for the Turkish lesson, and creating a product with simple materials for the visual arts lesson” participant,

Teacher₅ regarding these sub-themes: “Syrian children mostly study social sciences. They find it difficult to understand the lesson because all of the lectures are abstract expressions, there is no common history and they do not speak the language, making it difficult to understand the lesson. For example, when I explained the subject of the (social sciences) War of Independence, the subject of this lesson is at least 25-30 pages. All pages are all theoretical, for example, there are historical people. You must first have information about those historical people in order to understand the plot of the event. That’s why this course is very difficult for Syrian children to understand. Since we have limited time, I also use historical documentaries to increase the intelligibility of this story. I explain with the slides I prepared Greek.” he stated. Because of this thought, the following comments can be made; can benefit from documentaries so that abstract lessons can be understood by children of foreign origin. Another participant

Teacher₆ : “In the life studies lesson, instead of giving examples from their own life or close environment, they make comments based on visuals.” he stated. In this case, the following can be understood; children cannot express themselves because they do not know the language. However, they want to actively participate in the lessons, in this case it is understood that they use the examples and tips in the books. Another main theme of the research is “The suitability of home environments for distance education . “ . Descriptions related to this theme are given in Table 9.

4.7. Main Theme: Suitability of Home Environment for Distance Education

Table 10. *Suitability of Home Environment for Distance Education*

Main Theme	Child Theme
Suitability of Home Environment for Distance Education	Sharing the lecture room with other family members
	Having the television on during the lesson
	Distraction of younger siblings (watching cartoons on tablet, crying and shouting)
	large family

It is understood that the suitability of home environments for the distance education process is important in order to ensure that both Syrian and Turkish children participate effectively in the distance education process (online) lessons. For this reason, in order to obtain detailed information about the effects of the home environment used in the distance education process, it has been described as a main theme and four sub-themes. Accordingly, the main theme is; suitability of home environment for distance education , sub-themes; sharing the room where the lesson is held with other family members, having the television on during the lesson; distractions from younger siblings (watching cartoons on a tablet, crying and shouting) and family crowding. The first of these sub-themes is “sharing the room where the lessons are held with other family members”, one of the participants about the sub-theme,

Teacher₁: “Since they have so many siblings, Syrian students in my class have great difficulties in attending classes. One class is taught by itself, another is taught by a brother. Due to this, there are constant breakouts. He enters the last 10 minutes of the lesson and enters the last 5 minutes of the lesson. Sometimes he comes to class days later. That’s why we encounter academic failures as a result. ” Another participant,

Teacher₅: “I don’t see any problem in understanding behavior; but when I turn the microphones on, there is a lot of noise. Because their families are quite large, there is a lot of noise from the back. They are crowded and gather together, so there is a lot of noise from the back.” Another par-

participant expressed his thoughts. opinion **Teacher₄**: “We continue to work on reading and listening in 1st grade. While doing this, I have the microphones turned off. That’s when I make the kids hung up on reading and asking if they understand what they’re listening to. At that time, I hear voices shouting in the back (in the child’s house). I attribute this situation to this; Syrian families are very crowded and they live in one room.” Finally, participant,

Teacher₆: “Sometimes I turn off the camera, then I ask questions to the child, but there is no answer. I also have the microphones turned off while I’m teaching. When I turn on the microphones, there are loud noises from the back, the parents talking in Arabic and the children shouting too much. In this case, it becomes more difficult for children to understand the lesson. ”

Summaries; the fact that Syrian families are crowded, have economic difficulties and have a different cultural structure has negative reflections on the education of their children. “Recommendations and Policies for the Development of Online Education”, which is the last main theme of the research. “. Descriptions related to this theme are given in Table 11.

4.8. Main Theme: Recommendations and Policies for the Development of Online Education

Table 11. *Recommendations and Policies for the Development of Online Education*

Main Theme	Child Theme
Recommendations and Policies for the Development of Online Education	Providing language education for under temporary protection status children in early childhood
	Providing technical tools to enable communication and interaction
	Providing support to improve the socio-economic level of the family
	Providing interpreter support
	Preparation of a diluted curriculum for Syrian students
	Providing online language training for Syrian families on certain days of the week

When Table 11 is examined, it is necessary to develop education policies to ensure effective participation of both Syrian and Turkish children in distance education (online) lessons. In this theme, various suggestions were described in line with the feedback received from the participants. This last stage; shown as one main theme and six sub-themes. Accordingly, the main theme is; recommendations and policies for the development of online education , sub-themes; providing language education for temporary protection status children in early childhood, providing technical tools to ensure communication and interaction, providing support to improve the socio-economic level of the family, providing interpreter support, preparing a diluted curriculum for Syrian students, and finally, online language education on certain days of the week for Syrian families. Giving the participants' views on these sub-themes are described as follows:

Teacher₁: "Syrian children should receive language education at a young age, in other words, in early childhood. In other words, kindergarten should be entirely aimed at language education for Syrian children." he stated. Another participant,

Teacher₂: "Turkish language course can be organized for both students and their parents on communication." he suggested. Another participant,

Teacher₄: "There was peer support in face-to-face education, so that peer interaction was a problem in communication, but this situation disappeared in distance education. My suggestion at this point is that we do not organize games and activities that will increase children's communication with each other in live lessons." Another participant suggested that,

Teacher₄: "Teacher's guide books for under temporary protection status students can be developed, in other words the curriculum can be enriched." Ensuring the participation of teachers who are not all teachers in some courses (in Turkish)," he offered.

In summary; it is understood from the feedback from the participants that necessary education policies should be developed in both face-to-face and distance education in order for Syrian children to be integrated into the Turkish education system.

5. Conclusion, Discussion and Recommendations

The general purpose of this research; this study was carried out in order to examine the academic experiences they had with the distance education method during the Covid-19 epidemic process from the perspective of classroom teachers who are Syrians under temporary protection students, and to find solutions to the negative situations they have experienced / are experiencing in this direction. For this purpose, at the end of the interviews with the classroom teachers, they were gathered under eight (8) main themes and thirty-two (32) sub-themes. It is seen that the first of these themes is “negativeness in the educational field”. The general thought is in line with the data obtained from the findings in this theme and its sub-themes; it is understood that immigrant (Syrian) children who do not know the Turkish language during the pandemic experience serious negative situations in the educational field during the distance education process. It is said that the main reason for this is not knowing and understanding the Turkish language. In this sense, it is seen that there are cases of not being able to grasp the topics covered in the lessons, attending the lessons reluctantly, not being able to continue the course participation, not being able to understand the main courses (Turkish, mathematics, social studies, life studies and science). When the literature is examined; it is understood that families prefer to use their mother tongue in order to maintain their own culture, and this situation is based on national and international minority rights law (United Nations, European Union, Council of Europe and Lausanne Treaty; Kaboğlu, 2002). Therefore, children who speak their mother tongue in the family naturally have difficulties in understanding and speaking the language of the country they live in.

The reflection of this situation on education results in negativity and failure in the academic context. Similar situations Tamer and Erdem (2017); it can be seen in Kultas (2017); Gazeller (2014) studies. In the findings of the master's thesis named “The effects of migration on education and educational administration”, Nar (2008); it has been found that individuals speaking different languages in the family will have a negative impact on learning and speaking the language of the country they live in. It is understood that the finding of the Nar (2008) study is in line with the findings of this study.

The second theme, which is another, is “Problematic behaviors experienced during online training.” The findings of this theme were found that some Syrian children lie down during the online lesson, listen to the lesson, sing Arabic songs, text in the chat section and do not provide continuity in attendance. It is understood from the literature that similar results emerged in the face-to-face education process. In the studies of Özdemir (2016) and Gibson (1987); immigrants, in other words, under temporary protection status children stated that they came to school late, that they had adaptation problems and exhibited undisciplined behaviors. A similar study, Kultas (2017), one of the master’s thesis findings named “Educational problems of Syrians under temporary protection status who have reached the age of education in Türkiye”; it was observed that Syrian students could not adapt to schools due to language and cultural differences, and they found that they exhibited problem behaviors due to this. It has been seen that a similar situation occurs in distance education, which is one of the important findings of this study.

The third theme of the research is “Technical deficiencies experienced in the context of participating in online education.” The findings of this theme were expressed by the teachers that the most common problems expressed by the students were the lack of technological devices and the inability to access the internet. When the literature is examined, it is understood that this situation is compatible with studies that give similar results. Among them, Dikmen and Bahçeci (2020), in their study named “Strategies of universities in the pandemic process for distance education”; they stated that the most common problems in distance education are access to the internet, internet disconnections and lack of devices. Therefore, it is understood that this study is in parallel with the findings. When the fourth, fifth, sixth, seventh and eighth themes of the research are examined; it is understood that temporary protection status, that is, temporary protection status of children, is one of the groups most affected by distance education. In this context, most of the main findings related to these themes are explained in the findings section. Prominent among these findings; parental attitudes, teachers’ organization of interesting activities to ensure the participation of Syrian children in the lesson, the large number of Syrian

families, economic inadequacies, socio-cultural differences and the Turkish Ministry of National Education's ability to implement education policies that need to be developed regarding immigrants. When these findings are compared with the findings of other studies in the literature, they show similarities. These studies; however, the studies conducted with Syrian immigrants in the literature consist of the outputs realized in the face-to-face education environment.

The part that makes this research original; to provide information about the academic status of Syrian immigrants in the distance education process. In this sense, it is thought that it will contribute to the literature. In this context, when the findings of the study named "Instructional problems and solution proposals experienced by classroom teachers with under temporary protection status students in their classrooms" are analyzed by Erdem (2017); it was revealed that Syrian students could not make matches because they did not know the Turkish language exactly, they could not make questions based on understanding because they did not know the meanings of words, and they could not understand proverbs and idioms. For this reason, they stated that teachers contribute to children's learning by applying visual presentations, drama activities, games and other methods and techniques in the lessons. It is understood that this study is in parallel with the findings. In another study, Tamer (2017) findings of the study named "The situation of Syrian children under temporary protection in public schools"; they stated that since Syrian children do not know the Turkish language, they have educational problems and that teachers apply various methods and techniques to overcome these problems, and they especially benefit from visual themes. Another study is Dryden-Peterson (2015). The findings of this study; it has been found that when necessary instructional adaptations are made and a simplified curriculum is prepared and implemented in line with the adaptations, Syrian students gain the necessary learning acquisitions and can follow the education programs. These findings turned out to be consistent with the results of this study.

When Erdoğan (2017), Sunata and Yıldız (2018) and other studies are examined; it has been revealed that the Turkish State provides all necessary assistance to Syrian citizens under temporary protection in terms of

both economic and social adaptation. In addition, all necessary measures have been taken to ensure that children under temporary protection benefit from the necessary education and training in Turkish schools. Undoubtedly, due to both language and cultural differences, Syrian children lack the academic skills to compete with local students; however, the Turkish State provides the necessary support to close this gap. The literature also supports this study at this point.

In summary; The negative situations experienced by Syrian students in the academic sense during the distance education process have emerged. It is understood that especially the Syrian children do not know the language, the problem of not being able to access the internet, the problem of lack of devices (tablets, computers and mobile phones), the problems caused by the economic problems of the families and the crowded families are the components that cause negative situations.

Suggestions; in the light of the findings of this research, suggestions that can help both Syrian families and researchers who will conduct research on immigrants are presented. According to this; 1) An educational environment of their own should be provided during the live lesson participation, 2) technical tools such as telephone, tablet, etc. must be provided, 3) families should also be informed about the importance of participation in live lessons (translated in their own language). 4) For the solution of the language problem, to ensure that the instructors who have a good command of Arabic and Turkish attend some, if not all, courses (Turkish). 5) Teacher's guide books for Syrians under temporary protection status students can be developed, in other words, the curriculum can be enriched.

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