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**Araştırma Makalesi \* Research Article**

## Opinions of Resident Foreign Parents Living in Antalya on The Turkish Learning Process

### Antalya'da Yerleşik Yabancı Ebeveynlerin Türkçe Öğrenme Sürecine İlişkin Görüşleri

**Emre ÇALIŞKAN**

Dr., Ministry of Education  
emre.uygula@gmail.com  
Orcid ID: 0000-0002-6665-7510

**Abstract:** The aim of this study is to examine the views of parents on foreign children's language, school adjustment and social skills by considering the level of certain different skills in the educational environment of foreign children included in the education system. In the research, the qualitative research method depending on the situation pattern was used and the opinions of the parents of 20 foreign children were taken. Interviews were conducted through a semi-structured interview form, and direct quotations were included in the study. Expert opinions on the relevant measurement tool were received and five questions were asked within the scope of the research. The parents of 20 students studying at primary and secondary schools in the city of Antalya were determined according to the criterion sampling method. Content analysis method was used in the analysis of the data. Content analysis; coding of the data, finding the themes, arranging the codes and themes, defining and interpreting the findings took place in four stages. According to the results of the research, the parents stated that the most important factor that negatively affects the language, school adaptation and social skills of foreign students is not knowing Turkish. For this reason, it has been stated that in order to improve the social skills of foreign students, it is necessary to teach Turkish to all foreign students first, and then move on to other skills training.

**Keywords:** Turkish teaching, foreign students, skills, opinions, qualitative research.

**Öz:** Bu çalışmanın amacı, eğitim sistemi içerisinde yer alan yabancı çocukların eğitim ortamlarındaki bazı farklı becerilerin düzeylerini dikkate alarak, yabancı çocukların dil, okula uyum ve sosyal becerilerine ilişkin ebeveynlerin görüşlerini incelemektir. Araştırmada durum desenine dayalı nitel araştırma yöntemi kullanılmış ve 20 yabancı çocuğun ebeveynlerinin görüşleri alınmıştır. Görüşmeler yarı yapılandırılmış görüşme formu aracılığıyla gerçekleştirilmiş olup, araştırmada doğrudan alıntılara yer verilmiştir. Araştırma kapsamında ilgili ölçme aracına ilişkin uzman görüşleri alınmış ve beş soru sorulmuştur. Antalya ilindeki ilkokul ve ortaokullarda öğrenim gören 20 öğrencinin velileri ölçüt örnekleme yöntemine göre belirlenmiştir. Verilerin analizinde içerik analizi yöntemi kullanılmıştır. İçerik analizi; verilerin kodlanması, temaların bulunması, kodların ve temaların düzenlenmesi, bulguların tanımlanması ve yorumlanması dört aşamada gerçekleşmiştir. Araştırma sonuçlarına göre veliler, yabancı öğrencilerin dil, okula uyum ve sosyal becerilerini olumsuz etkileyen en önemli faktörün Türkçe bilmemek olduğunu belirtmiştir. Bu nedenle yabancı öğrencilerin sosyal becerilerinin geliştirilmesi için öncelikle tüm yabancı öğrencilere Türkçe öğretilmesi, daha sonra diğer beceri eğitimlerine geçilmesi gerektiği ifade edilmiştir.

**Anahtar Kelimeler:** Türkçe öğretimi yabancı öğrenciler, yetenekler, fikir, nitel araştırma.

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## INTRODUCTION

Turkey has been a country of immigration for many years due to its strategic and geographical location. Considering that foreign nationals took refuge in our country temporarily until 2018, temporary measures were tried to be produced from accommodation to education; However, the fact that asylum has become permanent as of this date has made it necessary to take rooted and permanent solutions in every field. The migration of people living in different cultures to countries where another culture is experienced due to reasons such as globalization, the desire to live in societies where other cultures are experienced, oppressive governments in their countries, social and political upheavals, natural disasters, terrorism and war causes shocks in the cultural life of both communities (Saritaş, Şahin and Çatalbaş, 2016). When we look at some studies on this subject, problems such as accommodation, finding a job, adapting to society and culture, language and communication gaps are revealed. In addition, the fact that the majority of the immigrant population consists of children in need of education has also included the problem of education among the most important problems (Yavuz and Mızrak, 2016; Kirmayer et al., 2011; Şişmir and Dilmaç, 2018). Considering all these research results and the rapidly increasing number of foreign students in our country, what needs to be done is to ensure the participation of individuals in education and training activities and society and their integration with social life. For this reason, it is thought that it is important to determine the problems that administrators, teachers as well as parents face regarding the education of foreign students, what they do about these problems and the solution suggestions they offer.

According to the data of the Ministry of National Education (MEB) General Directorate of Lifelong Learning, the number of foreign students of education age in the 2020-2021 academic year is expressed as 1.197.124 (MEB, 2022). 19 thousand 750 of this number receive education services in schools in Antalya province. It is seen that the number of foreign students in 24 different schools is between 55% and 10%. This situation in schools reveals how important a specific study and planning is. When the literature is examined, foreign children; It is seen that there are studies on their academic experience, language development, adaptation to school (Aykut, 2019), participation in education (Ndiyuje & Rao, 2018). Considering the level of social skills of foreign children included in the education system, it is important to examine the parents' views on the social skills of foreign children in this study.

## METHOD

### Model of the Research

Since the aim of the study was to examine the views of parents on the social skills of foreign children, a case-based qualitative research method was used. In the situation design, factors related to a situation are investigated with a holistic approach and focus on how they affect the relevant situation and how they are affected by the relevant situation (Yıldırım & Şimşek, 2018). In this study, within the scope of the situation pattern, the views of 20 parents on the social skills of foreign children were taken.

### Working Group

The 20 parents whose opinions were taken within the scope of the research were determined on the basis of voluntariness according to the criterion sampling method. According to the criterion sampling method, participants are determined according to predetermined criteria (Yıldırım & Şimşek, 2018). In this study, while determining the views of parents on the social skills of foreign children, parents with foreign children were determined as criteria.

### Data Collection Tools

As a result of examining the relevant literature in the data collection tool created by the researcher, questions about some skills of foreign children were prepared. Expert opinions were taken about the appropriateness of the questions in the relevant measurement tool and ten questions prepared within the scope of the research were deemed appropriate.

### Data Collection

20 foreign national parents who have students in central primary schools in Antalya province were determined according to the criterion sampling method and standardized open-ended interviews were conducted with the determined people via telephone. Each interviewee was asked these questions in the same style and in the same order (Patton, 1987). Audio recordings were taken during the interviews with the permission of the participants.

### Analysis of Data, Validity and Reliability

Content analysis method was used in the analysis of the data. The main purpose of content analysis is to reach concepts and relationships that can explain the collected data. For this purpose, content analysis; Coding of data; It takes place in four stages: finding the themes, organizing the codes and themes, defining and interpreting the findings. In order to ensure the validity and reliability of the study, first of all, detailed explanations about the teachers participating in the research were included in order to ensure external reliability, and to ensure internal reliability, the data was coded separately by two different coders, one of which was the researcher. The =consensus/ (consensus+disagreement) suggested by Miles and Huberman (1994) was used to calculate the percentage of agreement among the coders, and the reliability of the study was calculated as 94%. This result shows that the reliability of the coding is sufficient (Miles & Huberman, 1994). In order to increase the internal validity of the research, the data were constantly reviewed, and to increase the external validity, detailed explanations about the research processes were included.

## FINDINGS

### Views of the Parents on the Relationship of Foreign Children with their Friends and Teachers

**Table 1.** *Relations of foreign children with their friends and teachers*

Social relations	Code	f
Relationships with other students are limited.	(V7,9,12,15,20)	5
He has a good relationship with the teacher.	(V3,11,14)	3
He has a good relationship with his friends.	(V3,11,14)	3
In their relationship, first timid, then better.	(V1,5,13,18,19)	5
He is constantly arguing with his friends.	V4	1

When Table 1 is examined, it can be said that the social relations of foreign students are weak. However, opinions were expressed that students approach their teachers and friends more and develop better relations when they start learning Turkish. The opinions of the parents on the subject are as follows:

*"He cannot openly express any of his problems. He has a friend in the class... He only communicates with her, not much contact with the others. Doesn't play too many games. Inevitably, there is shyness."* (V12).

*"He doesn't speak at all. Other children do not communicate either. He doesn't make an effort to play."*(V20).

*"As they learn Turkish and begin to understand what they are talking about, they want to communicate."*(V19).

### Parents' Opinions on the Compliance of Foreign Children with School Rules

**Table 2.** *Adaptation behaviors of foreign children*

Ability to follow rules	Code	f
Sleeping.	(V2,3,4,6,7,8,9,12,13)	9
He learned over time.	(V5,11,14,15)	4
It doesn't fit.	(V10,16,17,18)	4
There are individual differences.	(V1,19,20)	3

When Table 2 is examined, most of the parents stated that foreign students obey the rules. It was stated that some students did not know the classroom and school rules at first, but learned over time. Some parents stated that if the classroom and school rules are adequately explained, these students will definitely follow the rules. A parent stated that his other foreign students did not follow the rules. Some of the parents' opinions on the subject are as follows:

*"I think foreign children sleep more. I also look at other foreign children and observe them... According to many Turkish students, they come to class on time."(V7).*

*"Very I think we are more disciplined... Because that was the training we received before, the rules were quite strict."(V2).*

*"They don't follow the rules. While some families pay a lot of attention, some families do not pay attention at all."(V10).*

### Parents' Opinions on the Studies Done at School to Develop the Social Skills of Foreign Children

**Table 3.** *Opinions on studies on increasing the social skills of foreign students*

Social skills development activities	Code	f
I don't find enough	(V1,3,6,7,8,9,11,13,14)	9
I find it sufficient	(V2,4,12,16,17,18)	6
they are trying to	(V10,15,19,20)	4
nothing is done	V5	1

When Table 3 is examined, it is seen that most of the parents think that they do not include any studies aimed at improving the social skills of foreign students. The parents stated that the same activities and activities they practiced with the other students in the class were also made for foreign students, and there was no special application. The opinions of parents and teachers on the subject are as follows:

*" They try to include it in everything, but there is no separate activity."(V1).*

*"Many activity tasks are given for more interaction."(V4).*

*"There are activities for each student. I think it is thought that this situation is a normal development process and will be overcome in time and there will be fusion" V9).*

### Parent Suggestions Regarding Increasing Social Skills of Foreign Children

**Table 4.** *Suggestions of parents for increasing the social skills of foreign students*

Suggestions to increase social skills	Code	f
Turkish should be taught.	(V1,4,6,7,10,11,16,18)	8
The family must be educated.	(V2,3,5,7,10,14,19)	7
Before the school comes, a separate education should be given.	(V5,7,11,20)	4
Various courses should be opened.	(V1,T15)	2
The environment in which they live should be introduced.	V10	1
Guidance must be given first.	V10	1
A sense of belonging should be gained and inclusiveness should be ensured.	V1	1
Other institutions should be involved in the process.	V12	1

When Table 4 is examined, most of the parents stated that in order to increase the social skills of foreign students, Turkish should be taught to these students first. For this reason, it was stated that these students should be prepared for the normal education process by giving education in separate classes. In addition, it was stated that various development courses could be opened and students could be socialized. Some parents stated that students should gain a sense of belonging and integrate them

with the society. It has been suggested that other institutions should take an active role in the education process of foreign students. Some of the parents' views on the subject are as follows:

*"For teaching Turkish, first of all, foreign students should be trained."(V10).*

*"They can study in other classes until they learn Turkish. I believe that they will be successful after they develop their language skills and learn about Turkey, and after giving the necessary information about life and school to both the family and the child."(V7).*

## DISCUSSION AND CONCLUSION

There are opinions that foreign students have limited relations with their friends and teachers. However, it was stated that they established relationships with foreign students like themselves. Similarly, in the study conducted by İzol (2019), it was concluded that foreign students establish relationships with their friends from their own culture. Here, the cultural structure and the fact that the students live in similar living conditions may be effective in their closeness to each other. Because these students can be students who are together outside of school, such as neighbors or relatives.

Whether a person can express himself or not depends on the language he speaks. Most of the parents stated that foreign students also have problems in expressing themselves. The reason for this is that they do not know the language and the students are shy. In the research conducted by İzol (2019) regarding this finding, it is stated that studies should be carried out primarily to solve the language problem. It is stated by the teachers that some students make an effort to express themselves, but some students are completely indifferent to this situation. At this point, the reason for individual differences among students is shown as family and the country they come from.

Parents made various suggestions to increase the social skills of foreign students. Among these suggestions, the most frequently mentioned one is to ensure that foreign students learn Turkish before they come to school. Similarly, Ndijuye and Rao (2018) suggested that foreign students should be given pre-school education in their studies. Teachers stated the language problem as the most important problem. There are opinions that foreign students should be included in the education system, who have achieved a certain level of adaptation to the society by providing adequate education beforehand. In fact, it is among the opinions that it is not enough to be content with only the student, and that a certain education should be given to the family of the student.

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