

Multidimensional needs analysis of bilingual primary students learning Turkish as second language

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ABSTRACT This study investigates the current state of teaching Turkish as a second language (TSL) in primary schools and analyzes the linguistic, personal, social, and academic needs of bilingual students. Utilizing a convergent parallel mixed methods design, qualitative data were collected through observations, student products, researcher diaries, and semi-structured interviews with students, teachers, and field experts. Quantitative data were obtained via the “Scale for Determining the Language Skills of Foreign Primary School Students,” developed by the researchers. Findings revealed that students experience difficulties across all Turkish language skill areas, with prominent needs in narration (speaking and writing) and comprehension (listening and reading). Deficiencies were also identified in communication, social integration, grammar, and vocabulary. Moreover, instructional practices often lack alignment with students’ proficiency levels, and most teachers have received no formal training in TSL pedagogy. The results emphasize the necessity of a systematic, multidimensional needs analysis based on CEFR standards, and highlight the study’s contribution through a validated measurement tool and implications for inclusive curriculum development.

Keywords: *Bilingualism, Language needs analysis, Primary school students, Teaching Turkish as a second language*

İki dilli ilkököl öğrencilerinin ikinci dil olarak Türkçe öğrenimine yönelik çok boyutlu ihtiyaç analizi

ÖZ Bu çalışmanın amacı, ilkökullarda Türkçenin ikinci dil olarak öğretiminin mevcut durumunu incelemek ve iki dilli ilkököl öğrencilerinin dilsel, kişisel, sosyal ve akademik ihtiyaçlarını analiz etmektir. Yakınsayan paralel karma yöntem deseniyle yürütülen araştırmada, nitel veriler gözlemler, öğrenci ürünleri, araştırmacı günlükleri ile öğrenciler, öğretmenler ve alan uzmanlarıyla yapılan yarı yapılandırılmış görüşmeler aracılığıyla toplanmıştır. Nicel veriler ise araştırmacılar tarafından geliştirilen “Yabancı Uyruklu İlkokul Öğrencilerinin Dil Becerilerini Belirleme Ölçeği” ile elde edilmiştir. Bulgular, öğrencilerin Türkçe dil becerilerinin tüm alanlarında zorluk yaşadığını; özellikle anlatma (konuşma ve yazma) ile anlama (dinleme ve okuma) becerilerinde belirgin ihtiyaçlar olduğunu ortaya koymuştur. Ayrıca iletişim, toplumsal uyum, dilbilgisi ve kelime dağarcığı (sözcukluğu) gibi dil becerilerinde de yetersizlikler tespit edilmiştir. Öğretim uygulamalarının yoğunlukla öğrencilerin yeterli düzeyleriyle uyumsuz olduğu ve öğretmenlerin büyük bir kısmının ikinci dil olarak Türkçe pedagojisi konusunda herhangi bir resmi eğitim almadığı belirlenmiştir. Sonuçlar, CEFR standartlarına dayalı sistematik ve çok boyutlu bir ihtiyaç analizinin gerekliliğini vurgulamakta; geçerli bir ölçme aracı ile kapsayıcı müfredat geliştirme konusunda çalışmanın katkı sunduğunu göstermektedir.

Anahtar Sözcükler: *Dil ihtiyaç analizi, İki dillilik, İkinci dil olarak Türkçe öğretimi, İlkokul öğrencileri*

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INTRODUCTION

Bilingualism is increasingly recognized worldwide, with a growing body of research underscoring its significance. Although the concept has long been debated and defined in various ways, it is commonly understood as the ability to use two languages effectively (Grosjean, 2006). These languages often include an individual's native tongue and the dominant language of the host country (Luchtenberg, 2002). Beyond its linguistic dimension, bilingualism also functions as a vehicle for cultural identity formation and social integration (García & Wei, 2018). This prompts a key inquiry: regarding the conditions under which an individual may be classified as bilingual?

Despite the diversity in its definitions, bilingualism is commonly conceptualized as effective communication in two languages within social contexts. These often consist of one's native language and the societal language of a host or asylum country (Luchtenberg, 2002). Crucially, bilingualism extends beyond linguistic competence; it also contributes to shaping one's cultural identity and enhancing social integration (García & Wei, 2018). Therefore, defining the specific criteria for bilingualism remains a central concern in the literature.

Traditional views on bilingualism were shaped by Bloomfield's (1933) definition, which required native-like proficiency in both languages to qualify as bilingual (Bloomfield, as cited in Romaine, 1999). This approach emphasized linguistic competence. However, over time, the focus shifted toward the context in which languages are used, highlighting the functionality of bilingualism. Cummins (2000), adopting a contextual perspective, argues that perfect mastery of both languages is not essential; what matters is how the two languages interact to form a coherent linguistic system.

As bilingualism began to be viewed as a cognitive and mental skill (Bialystok, 2001; Cummins, 2000), its benefits became more apparent. Studies have shown that bilingual individuals tend to exhibit greater cognitive flexibility, stronger working memory, higher metalinguistic awareness, and enhanced problem-solving and multitasking abilities compared to monolinguals (Antoniou, 2019; Bialystok, 2001; Bialystok & Martin, 2004; Bialystok et al., 2012). However, more recent research suggests that these cognitive advantages may be modest, task-dependent, and influenced by contextual factors (Grundy, 2020).

The social dimension of bilingualism is equally important. Research adopting social and cultural perspectives emphasizes the extent to which the second language fulfills social and cultural needs. This viewpoint underscores communicative competence. Skutnabb-Kangas (1981) argued that both languages should play meaningful roles in identity, culture, and community. Similarly, Romaine (1999) highlighted the influence of native and societal languages, as well as the communicative strategies used with children. Recent studies by Norton & Toohey (2011) and Creese & Blackledge (2015) demonstrate that language learning is shaped not only by individual factors but also by social power dynamics and identity structures. From this perspective, fostering a sense of belonging among bilingual students is as crucial as supporting their linguistic development.

In Türkiye, bilingualism has gained prominence due to increased migration, particularly since 2011. The integration of refugee and migrant students into the education system has emerged as a pressing issue (Cerna, 2019; Dryden-Peterson, 2016; Kırmızı et al., 2023). In this context, bilingualism often refers to students who, lacking formal education in their native languages (Cerna, 2019), attempt to learn Turkish both as a medium of communication and instruction. As the number of Syrian, Iraqi, Afghan, and African migrants and refugees continues to rise, efforts to teach Turkish have expanded significantly.

In recent years, there has been a shift from teaching Turkish as a foreign language—primarily to adults in Public Education Centers and Turkish Teaching Centers (TÖMER) toward more inclusive approaches such as teaching Turkish as a second language (TSL). This study frames TSL within the context of societal language instruction in primary schools affiliated with the Ministry of National Education. These institutions serve bilingual students who have migrated to or sought asylum in Türkiye for

compulsory reasons.

Educational policies for bilingual students are informed by diverse models both in Türkiye and internationally. These models reflect broader migration policies, language ideologies, and attitudes toward cultural diversity (García & Wei, 2018). A global debate persists over whether newly arrived students should be educated through an immersion model in transitional classes or via a submersion model, where instruction occurs directly in the societal language within mainstream classrooms (Taylor & Sidhu, 2012). The immersion model, commonly implemented in European countries, aims to promote strong bilingual proficiency, supporting both academic and linguistic development while fostering cognitive flexibility over the long term (Thomas & Collier, 2002).

In Türkiye, both submersion and immersion models are practiced. In the submersion model, students receive second language instruction directly in Turkish within mainstream schools. The immersion model involves instruction through transitional programs, language courses, and specialized projects. One notable initiative is the “Project for Supporting Inclusive Education for Kids in the Turkish Education System” (PIKTES) (Turan & Solak, 2023). While most students in PIKTES provinces attend separate classes composed of bilingual peers, many are integrated into mixed classrooms with Turkish students. To further support bilingual students, the Ministry of National Education has implemented several programs, including the Compensatory Education Program (İYEP), adaptation classes, Turkish language courses through Public Education Centers, and in-school support classes. Although many bilingual students, primarily Syrians may eventually return to their home countries, as of the 2024–2025 academic year, 433,304 bilingual students are enrolled in primary schools (Directorate General for Lifelong Learning, 2024).

Research indicates that bilingual students in Turkish primary schools face substantial challenges in listening, reading, writing, and speaking (Kırmızı et al., 2023; Turan & Solak, 2023). These language-related difficulties adversely affect both their academic achievement and social communication (Cummins, 2000). Furthermore, these challenges hinder school adaptation and may lead to behavioral issues (Kırmızı et al., 2023; Özer, 2023). Language barriers often contribute to academic and social exclusion (Block, 2007; Cummins, 2000).

The literature reflects an expanding body of research that seeks to identify the challenges in teaching Turkish to bilingual students and to propose effective strategies. However, many of these studies are limited in scope, often focusing on specific groups such as Syrians or framing the issue within the domain of foreign language instruction. Yet, teaching Turkish as a second language (TSL) entails distinct pedagogical and linguistic dimensions, necessitating updated evaluative frameworks. This study contends that addressing the issue within the framework of second language acquisition for migrant and refugee students can make a substantial contribution to the field.

Effective second language instruction requires a systematic needs analysis to identify learner requirements (Derwing & Munro, 2005; Tollefson & Tsui, 2018). Researchers emphasize the importance of multidimensional needs analysis in capturing the complex learning processes of bilingual students (Long, 2005; West, 2022). This study follows established scientific procedures for program development and categorizes student needs according to the framework proposed by Coleman and Goldenberg (2010), which encompasses linguistic, academic, socio-emotional, and cultural domains (as cited in Durmuş & Okur, 2013). Accordingly, the needs analyses conducted in this study are multidimensional, evidence-based, and aligned with curriculum development principles.

Although numerous studies have explored the linguistic needs of bilingual students, many have relied on the perspectives of a limited range of stakeholders and have not adequately addressed student profiles across different educational levels. This study adopts a multidimensional approach to fill that gap by identifying the Turkish language needs of primary school students in grades one through four, based on insights from students, classroom teachers, and subject-matter experts. The needs analyses were shared and evaluated in a scientific workshop attended by experts from various universities—specializing in

Primary Education, Turkish Language Teaching, and Curriculum Development—as well as scholars from TÖMER. These analyses formed the foundation of the author’s doctoral dissertation and served as a scientific basis for designing an original Turkish language teaching program. The dataset includes a diverse student population, varying in nationality, grade level, Turkish proficiency, and instructional model (immersion or submersion). In this regard, the study offers a more inclusive and needs-based framework for teaching Turkish to bilingual students.

The research was conducted across a broad geographic area and involved a heterogeneous sample in terms of nationality, academic level, and Turkish language proficiency. It incorporated both immersion and submersion instructional models. Data were collected through multiple instruments over an extended period, involving students, educators, and experts from both homogeneous (e.g., PIKTES) and heterogeneous classroom contexts. This comprehensive methodology provides a more holistic perspective than studies relying on a single data source (Sarmini et al., 2020).

A notable contribution of this study is the development of a language skills assessment scale, the first objective tool designed to evaluate Turkish language proficiency among bilingual students (Güngör Yereyikılmaz & Boyacı, 2024). In addition, the study assesses instructional environments, resource adequacy, and teacher competencies. With its process-oriented, field-based, and multi-stakeholder design, this research aims to make a multidimensional contribution to second language education.

The overall aim of this study is to identify both the current instructional practices in Turkish language courses implemented for bilingual students receiving primary education, and the needs of these students in terms of their language skills within the context of teaching Turkish as a second language. In line with this overarching aim, the study seeks to answer the following research questions:

What is the current state of teaching Turkish as a second language in primary schools?
What are the personal and social, linguistic, and academic needs of bilingual primary school students with regard to Turkish language instruction?

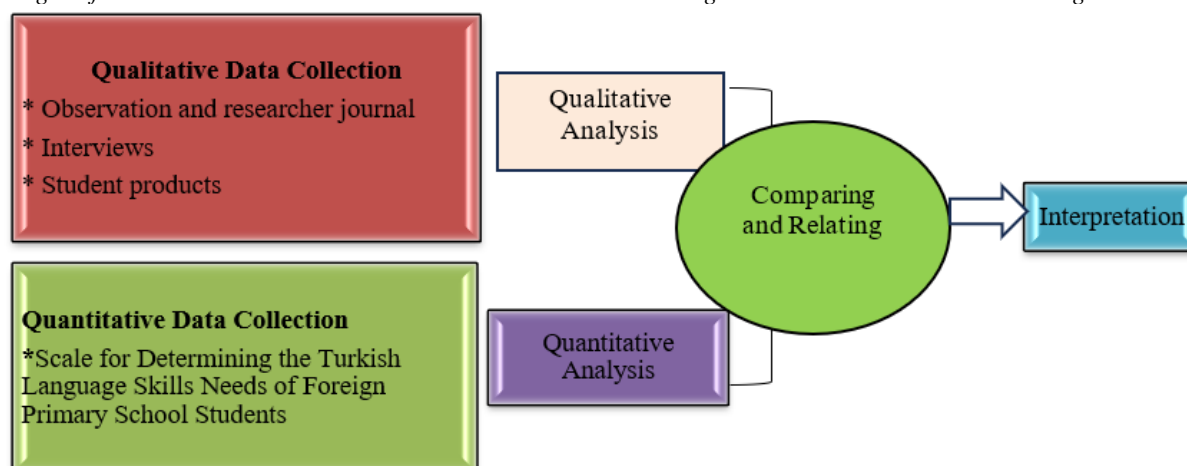
METHODOLOGY

Research Design

Due to the aims and nature of this study, the researchers employed the convergent parallel design, as categorized by Creswell and Plano Clark (2015). This design entails the concurrent collection and analysis of qualitative and quantitative data, granting equal emphasis to both types (Tashakkori & Teddlie, 2009; Creswell & Plano Clark, 2015). It enables researchers to capture rich, detailed responses to research questions while also ensuring generalizability through statistical sampling. To investigate the relatively underexplored issue of classifying the Turkish language needs of primary school students learning Turkish as a second language (TSL), this study utilizes a data-driven convergent parallel mixed methods approach. This design facilitates the systematic identification and examination of both student needs and current instructional practices. The main rationale for selecting this design lies in its capacity to evaluate multiple aspects of the research focus simultaneously, offering an integrated and comprehensive perspective. By integrating quantitative findings with qualitative interpretations, the mixed methods approach offers a holistic understanding of the complex dynamics involved in teaching Turkish as a second language (Creswell & Plano Clark, 2015). Figure 1 presents the stages of the research process, structured in accordance with the principles of the convergent parallel design.

Figure 1.

Stages of the Research Conducted in Accordance with the Convergent Parallel Mixed Methods Design



As illustrated in Figure 1, qualitative and quantitative data were initially collected and then analyzed separately. For the first sub-objective, which focused on analyzing the current situation, qualitative tools were employed. For the second sub-objective—identifying the personal, social, linguistic, and academic needs of students in the context of teaching Turkish as a second language—qualitative and quantitative data were collected simultaneously. The two datasets were then compared, integrated, and interpreted jointly. While qualitative data enabled an in-depth understanding of participants’ perspectives, the quantitative data offered generalizable insights. Equal emphasis was placed on both methods, with data collection and analysis conducted concurrently.

Participants

A multilevel mixed method sampling strategy (Teddlie & Yu, 2007) was employed to enhance the external validity and transferability of findings. This approach combined probabilistic and purposive sampling techniques across different stages of the study (Yılmaz & Metin, 2014), facilitating rich and multidimensional data collection.

The selected provinces represent diverse regions in Türkiye in terms of immigrant density and demographic composition. This enhances the transferability of findings to varied socio-cultural contexts. Furthermore, the sample size was designed to support the validity and robustness of both qualitative and quantitative analyses. The sample was drawn from public schools in three provinces of Türkiye Eskişehir, Şanlıurfa, and Konya—which differ significantly in terms of immigrant density and demographic characteristics. To ensure the inclusion of diverse refugee and migrant student profiles, maximum variation sampling was employed. This strategy enabled the selection of students from various nationalities, age groups, and linguistic backgrounds, all of whom were enrolled in primary school grades one through four.

For primary school teachers and field experts, criterion sampling was used. Teachers were included if they had at least two students of different nationalities in their classrooms and a minimum of one year of experience in teaching Turkish as a second language (TSL). Field experts were selected based on their academic specialization in areas such as migration, language education, or multicultural education, and held academic titles such as Assistant Professor or Associate Professor, with published work in second or foreign language education.

In total, participants were selected from 15 provinces across Türkiye, each exhibiting diverse socio-demographic profiles. This diversity was intended to enhance both the generalizability and contextual validity of the findings. Comprehensive demographic and background information for each participant group is presented in tabular form. Detailed information about the teachers interviewed in Eskişehir,

Şanlıurfa, and Konya is provided in Table 1.

Table 1.

Personal Information of Teachers Participating in the Interviews

Variables	Categories	N	%
Grade Level	1st grade	13	29,6
	2nd grade	10	22,8
	3rd grade	12	27,2
	4th grade	9	20,4
Bilingual student enrolment	1 to 10	30	68,1
	Over 10	14	31,9
Experiences	Unavailable	35	79,6
	Available	9	20,4
Total		44	100,0

As shown in Table 1, the distribution of grade levels among the interviewed teachers is relatively balanced. The majority reported having between 1–10 bilingual students in their classrooms, and most lacked prior training or experience in teaching Turkish as a second language. In addition to the teachers with whom interviews were conducted, teachers working in primary schools in Eskişehir, Şanlıurfa, Konya, İstanbul, Ankara, Bursa, Bursa, İzmir, Antalya, Diyarbakır, Van, Denizli, Erzurum, Muğla, Rize, Rize, Kütahya provinces and districts were administered “The Scale for Determining the Language Skills Needs of Foreign Primary School Students” and their personal information is shown in Table 2.

Table 2.

Personal Information of the Teachers to Whom the Scale was Applied

Variables	Categories	N	%
Grade Level	1st grade	58	11,2
	2nd grade	182	35,3
	3rd grade	160	31,1
	4th grade	116	22,4
Bilingual student enrolment	1 to 10	263	50,8
	10 to 20	102	19,8
	20 to 30	81	15,5
	30 to 40	52	10
	40 to 50	18	3,5
Experiences	Unavailable	328	63,6
	MoNE Inclusive Education	171	33,1
	PIKTES Education	9	1,8
	TÖMER certificate	8	1,5
Total		516	100,0

Based on Table 2, it is seen that the scale was mostly applied to the 2nd grade teacher in terms of grade level, followed by the 3rd grade, 4th grade and 1st grade teachers respectively. In terms of the number of bilingual students in the classes, it is seen that most of the classes have between 1-10 students, while the PIKTES teachers to whom the scale was applied have between 10-20, 20-30, 30-40 and 40-50 students respectively. It is seen that the majority of the teachers have no experience in teaching TSL. In the selection of the field experts who participated in the interviews, the criterion of having experience and studies on teaching TSL and teaching Turkish as a foreign language was brought and the information about the field experts who participated in the interviews is shown in Table 3.

Table 3.

Personal Information of the Field Experts who Participated in the Interviews

Variables	Categories	N	%
Gender	Female	7	54
	Male	6	46
Title	Assistant Professor	5	38
	Associate Professor	5	38
Department	Professor	3	14
	Turkish as second/foreign language	8	62
	Primary education	5	38
Total		13	100

According to Table 3, the interviewed experts consisted of five assistant professors, five associate professors and three professors working in the field of basic education, mostly Turkish language teaching, at Anadolu, Eskişehir Osmangazi, Muğla Sıtkı Koçman, TED, Hacettepe, Ankara and Sakarya Universities. The personal information of the bilingual students participating in the interviews is shown in Table 4.

Table 4.

Personal Information of the Bilingual Students who Participated in the Interviews

Variables	Categories	N	%
Gender	Female	50	45,4
	Male	60	54,6
City	Şanlıurfa	55	50
	Eskişehir	35	31,9
	Konya	20	18,1
Grade Level	1st grade	15	13,7
	2nd grade	27	24,6
	3rd grade	28	25,4
	4th grade	40	36,3
Student's Nationality	Syrian	41	37,2
	Iraqi	35	31,9
	Afghani	11	10
	Iranian	9	8,1
	Uzbek	6	5,4
	African	5	4,6
	Kyrgyz	3	2,8
Place to learn Turkish	School	98	89,1
	Course	7	6,3
	Family	5	4,6
Duration of being in Türkiye	0-12 month	16	14,5
	1 to 2 years	55	50
	2 to 3 years	30	27,3
	Over 3 years	9	8,2
Aim of being in Türkiye	Obligation	88	80
	Family request	15	13,7
	Loving Türkiye	7	6,3
Aim of learning Turkish	Obligation	83	75,4
	Love of Turkish & desire to learn	15	13,6
	Family request	12	11
Total		110	100,0

According to Table 4, it is seen that the majority of the interviewed students are educated in Şanlıurfa, followed by Eskişehir and Konya respectively, and while there is not a great difference according to the grade levels; it is seen that 4th grade students are more. The majority of the students are Syrian and Iraqi students, followed by Afghan, Iranian, Uzbek, African and Kyrgyz students. It is seen that the majority of the students learnt Turkish at school and the majority of the students have been in Türkiye for 1-2 years in 2017/2018. While the number of students who have been in Türkiye for 3 years or more is 9,

the fact that there are 40 students in the 4th grade shows that these students are in the interim periods or have started school. When the purpose of the students' being in Türkiye is analysed, it is seen that the majority of the students study in Türkiye due to necessity.

Data Collection Tools

Qualitative Dimension

In the qualitative dimension of the research, semi-structured interview, personal information and interview form, student products, researcher diary were used as data collection tools.

Interview. The interview form used in this study was developed in alignment with the research objectives and was structured by considering the specific characteristics of the participant groups. Semi-structured interview forms were designed for three distinct groups: students, primary school teachers, and field experts. During the development process, a comprehensive literature review was conducted, and separate question pools were created for each group. The draft questions were submitted to three academic experts in the field for content validation. Based on their feedback, necessary revisions were made and the wording was finalized. To assess the clarity and applicability of the form, a pilot implementation was conducted in a school with characteristics similar to the target population. This pilot study involved three students, two teachers, and one field expert. Following the pilot, several questions were simplified or revised to better match the participants' age and language proficiency, thus enhancing the overall usability of the form.

To ensure coding consistency during data collection, the researchers conducted preliminary coding trials and established a thematic framework to guide the analysis. This preparatory phase served as a methodological step to strengthen both the structural validity of the interview form and the reliability of the collected data. The interviews began with bilingual primary school students. They were asked five questions about their experiences with the Turkish language course, their process of learning Turkish, and their perceived needs, presented in language appropriate to their comprehension level. Next, primary school teachers were interviewed regarding their experiences teaching Turkish as a second language (TSL), the challenges they encountered, and their observations of students' needs. Field experts were asked to provide evaluations of the current status of TSL instruction in primary schools and their perspectives on student needs. Semi-structured interviews were conducted with all three participant groups in the province of Eskişehir. To gather more diverse perspectives, additional interviews were carried out with teachers and bilingual students from various districts of Konya and Şanlıurfa using the same interview forms.

Researcher Diary. During the data collection process, which spanned an academic year, the first author systematically maintained a researcher diary. This diary included detailed observations of bilingual students in grades one through four, focusing on their classroom interactions, participation in courses, linguistic and pedagogical challenges in the learning process, teacher interventions, and patterns of Turkish language use. The diary went beyond descriptive accounts and incorporated analytical reflections on interview preparation, the dynamics of teacher–student interactions, the classroom environment's potential to support language development, and the relationship between observation findings and other data sources. Observations were conducted using a structured observation form, with each session systematically documented by date, location, participant codes, and duration. To ensure validity and reliability, the diary entries were cross-referenced with interview data and student products to enable data triangulation, and the resulting findings were reviewed by field experts. The researcher also adopted a reflective stance, consistently documenting subjective impressions and ensuring internal consistency and objectivity in data interpretation. Importantly, the researcher diary contributed not only to the qualitative analysis but also directly informed the development of the language skills assessment scale used in the study. Observed student needs, instructional barriers, and language use patterns were key references in constructing the item pool of the scale. Thus, the study offered not only a descriptive analysis but also an original contribution through instrument development.

Student Products. While observations and interviews were conducted in the research setting, student interview forms, personal information forms, students' notebooks, course notes, and information included in the language skills development scale were analyzed as student products. Specifically, student samples related to reading comprehension and writing skills were analyzed using qualitative content analysis. Students' narrative styles, levels of written expression, and text structures were evaluated. These products played a significant role in identifying which language skills required additional support. Moreover, they were analyzed in comparison with the views of teachers and experts, thereby contributing to the concretization of students' needs in the Turkish language course and related language skills.

Quantitative Dimension

The quantitative data collection tools in the study consisted of personal information forms and a scale designed to determine the language skills needs of bilingual primary school students.

Personal Information Form. Personal information forms were used to collect demographic data from participants. The form included questions on participants' demographic characteristics, as well as items aimed at identifying students' needs, such as languages spoken, duration and purpose of their stay in Türkiye, and their goals for learning Turkish.

Scale for Determining the Language Skills Needs of Foreign Primary School Students. To complement the qualitative data obtained for the study's second sub-objective and to provide more detailed insights into students' Turkish language needs, quantitative data were collected using a scale developed by the researchers in 2021 and published in 2024 (Güngör Yereyikılmaz & Boyacı, 2024). The scale development process followed six steps. Sampling included primary school teachers working in schools across 15 provinces and their districts, selected to represent various regions of Türkiye. Initially, the scale was administered to 544 teachers. However, data from 28 teachers were excluded due to noncompliance with predetermined criteria, resulting in a final sample of 516 valid responses. This sample ensured both national representation and psychometric adequacy.

To assess construct validity, the data were normalized and subjected to factor analysis. The Kaiser-Meyer-Olkin (KMO) test value was .76, indicating adequate sampling, while Bartlett's Test of Sphericity (BTS) produced a statistically significant result ($\chi^2 = 7326.94$, $p < .05$; $df = 300$), confirming the data's suitability for exploratory factor analysis (EFA).

According to Guadagnoli and Velicer (1988), at least 300 participants are required for EFA. In this study, 316 of the 516 valid responses were used for EFA, with the remaining 200 used for confirmatory factor analysis (CFA). To assess reliability, item-total correlations and Cronbach's alpha (α) coefficients were calculated. The overall Cronbach's alpha was .88, indicating strong internal consistency. At the factor level, alpha values were .91 for Factor 1, .82 for Factor 2, and .85 for Factor 3. Based on Tabachnick and Fidell (2007), values between .60 and .80 represent good reliability. Therefore, the overall scale and its sub-dimensions demonstrated high internal consistency and reliability. The finalized scale consists of 25 items across three factors, designed in a five-point Likert format with responses ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The score ranges to be taken from the scale and the interpretation of the scores are shown in Table 5.

Table 5.

Descriptive Statistics and Scoring Range of the Language Skills Needs Scale

	N	Item Number	Minimum Score	Maximum Score	Mean (M)	Standard Deviation (SD)
Factor 1: Communication	516	11	11	55	35.80	4.54
Factor 2: Comprehension	516	9	9	45	24.13	3.37
Factor 3: Narration	516	5	5	25	15.05	1.95
Scale as a whole	516	25	25	125	74.97	8.41

As shown in Table 5, the scale, comprising 25 items across three sub-dimensions, was administered to 516 participants. The minimum possible score on the scale is 25, and the maximum is 125. The overall mean score of the participants was 74.97 (SD = 8.41), indicating a moderate level of language skill needs. The first sub-dimension, “communication”, had a mean score of 35.80 out of 55; the second, “comprehension”, had a mean of 24.13 out of 45; and the third, “narration”, had a mean of 15.05 out of 25. In this context, lower scores in the sub-dimensions and the total scale reflect higher levels of student need in language skills, while higher scores indicate lower levels of need. The need for a reliable and context-sensitive assessment tool stemmed from the inadequacy of existing instruments to capture the nuanced needs of bilingual students. Therefore, development was grounded in Common European Framework of Reference for Languages (CEFR) and validated through expert review and piloting.

Based on the theoretical scoring range, the scale scores were categorized into three intervals to interpret students’ level of need: scores between 25–58 indicate high need, 59–91 indicate moderate need, and 92–125 indicate low need. This classification enables a descriptive interpretation of the results and assists in identifying the priority areas for students’ Turkish language development.

The motivation for developing a reliable and context-sensitive assessment tool arose from the limitations of existing instruments in capturing the nuanced needs of bilingual students. Accordingly, the scale was developed with reference to the CEFR, and its content validity was ensured through expert reviews and pilot testing.

Data Analysis

The qualitative data of the study were collected through semi-structured interviews, interview forms, the researcher’s diary, and student products, and were analyzed using content analysis. The analysis of data obtained from semi-structured interviews followed the four stages of content analysis outlined by Yıldırım and Şimşek (2012): (1) coding the data, (2) identifying themes, (3) organizing codes and themes, and (4) defining and interpreting the findings. The analysis was conducted manually by the researchers, with multiple readings performed throughout the coding process to ensure consistency in code generation and theme development.

Reliability of the analysis was strengthened through cross-checking and comparing coding decisions between researchers, and necessary revisions were made based on mutual agreement. After transcribing the audio recordings, data were coded using identifiers for experts (E), teachers (T), and students (S). Categories were derived from the codes, followed by the identification of main themes and sub-themes. The themes developed by the researchers and an external field expert were reviewed, and inter-coder reliability was calculated using Miles and Huberman’s (1994) formula for consensus and disagreement. The resulting agreement rate was 91%, indicating reliable data. The finalized main and sub-themes were defined and interpreted in the findings section in relation to the research sub-objectives.

For the analysis of quantitative data, SPSS 22 and Lisrel 8.7 software were used for confirmatory factor analysis. Initially, normality tests were conducted by examining skewness and kurtosis coefficients. Within the scope of factor analyses, exploratory factor analysis (EFA), confirmatory factor analysis (CFA), and Cronbach’s alpha internal consistency coefficient analyses were carried out. As the data were found not to follow a normal distribution, non-parametric tests such as the Kruskal-Wallis H and Mann-Whitney U tests were used (Güngör Yereyikılmaz & Boyacı, 2024).

Validity and Reliability

Content and construct validity criteria, reliability analyses, normality tests and internal consistency coefficients were calculated for the scale used to determine the language skills needs of bilingual primary school students, which was the quantitative data collection tool of the study. Qualitative data analysis was carried out by two researchers, and thematic consensus was achieved through external expert review. Inter-coder reliability was calculated using Miles and Huberman's (1994) formula, yielding a rate of 91%. For quantitative data, the KMO value was .76, Bartlett's test was statistically significant, and Cronbach's alpha was .88. These results indicate strong validity and reliability of the scale. In order to ensure the validity and reliability of the qualitative data, the criteria of "credibility", "transferability", "consistency" and "confirmability" defined by Lincoln and Guba (2000). Within the scope of the "credibility" criterion, strategies suggested by Creswell and Poth (2016) such as "triangulation, member control, in-depth description, use of richness, spending long time in the field, peer review and use of external moderators" were adopted. Data diversity was ensured through triangulation by using different data collection tools.

Data analysis was carried out by two researchers and three field experts were consulted for peer review in the analysis of both qualitative and quantitative data to increase validity. The duration of the research was kept long and continuous contact with the research setting and participants was maintained through observations, researcher diaries and interviews. For in-depth description, demographic information and the characteristics of the research setting and participants were described in detail. An independent external consultant with expertise in second language teaching and assessment and evaluation was involved in the study to provide additional supervision. The consultant reviewed the development of the data collection instruments, evaluated the analysis process, and provided feedback on the reliability and validity of the findings. As a result of the resulting consultant analyses and reports, the data were cross-checked to ensure the accuracy and integrity of the research process. Finally, with regard to the "consistency" and "confirmability" criteria, field experts were consulted during the data collection and analysis stages to confirm the consistency of the results.

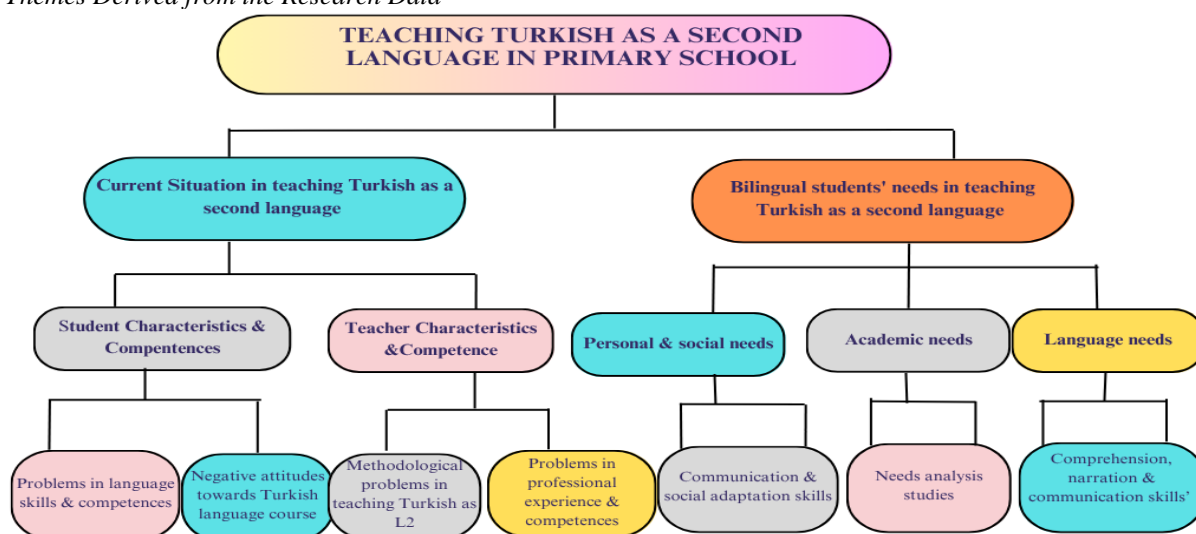
Ethical Issues

An ethics committee approval and research permission were obtained prior to the implementation of the Turkish language course for primary school grades 1–4 and the conduct of interviews with teachers and students (Anadolu University Social Sciences and Humanities Scientific Research and Publication Ethics Committee, 20/06/2018 - 11938658). During the collection of data through interviews, scale development, student products, and the researcher's diary, care was taken not to disrupt the course flow in the research environment and to avoid causing discomfort to students and teachers. All participants were fully informed about the purpose of the study, confidentiality principles, and voluntary participation. Age-appropriate consent forms were prepared for students, and written consent was obtained from their parents. Anonymity was strictly maintained throughout the data handling process. The personal information of participants was kept confidential, and privacy was ensured. The data collected were not shared with any individuals or institutions outside the scope of the research.

FINDINGS

This section presents the findings and interpretations based on the questions aligned with the study's general and sub-objectives. Qualitative data were interpreted through main and sub-themes, supported by tables and figures. Quantitative data findings were presented in tables. All data collection tools were analyzed collectively. The main and sub-themes were developed and are illustrated in Figure 2.

Figure 2.
Themes Derived from the Research Data

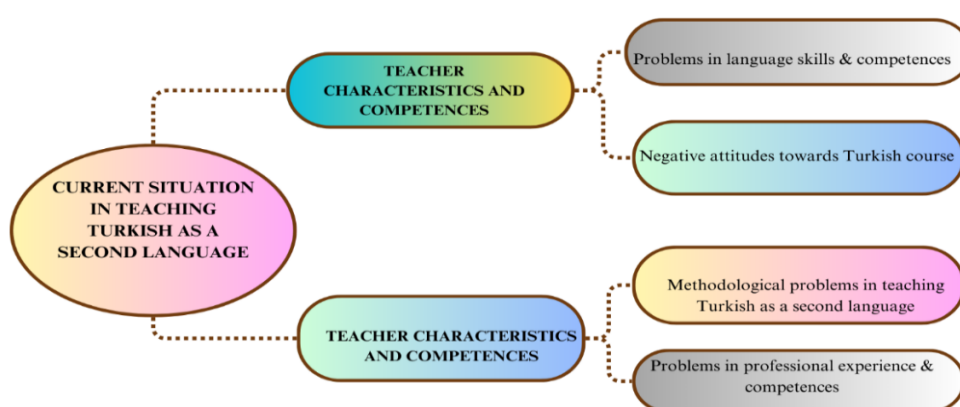


As illustrated in Figure 2, the main themes of the study are: (1) “the current situation in teaching Turkish as a second language” and (2) “bilingual students’ needs for the Turkish language course”. The findings related to the sub-themes under these main themes are presented below.

Findings on the Current Situation in Teaching Turkish as a Second Language (TSL)

In this section, based on the first sub-objective of the study -“What is the current situation regarding the teaching of TSL in primary schools?” - various qualitative data collection methods were employed. Observations were conducted in primary school classrooms (Grades 1 to 4), a researcher diary was maintained, student products were analyzed, and semi-structured interviews were carried out with bilingual students, teachers, and field experts. Additionally, interview forms were administered to both students and teachers. The data collected were analyzed through content analysis, and the findings are presented in Figure 3.

Figure 3.
Findings on the Current Situation in Teaching TSL



As illustrated in Figure 3, the current teaching context is analyzed in terms of “student characteristics and competences” and “teacher characteristics and competences”. Below, we discuss findings related to each category.

Findings Regarding Student Characteristics and Competences

Within the scope of this main theme, which addresses the current status of teaching Turkish as a second language (TSL), the focus was on students' Turkish language skills and competences. These were analyzed under two sub-themes: (1) *"problems in language skills"* and (2) *"competences and negative attitudes towards the Turkish language course"*.

Problems in Language Skills and Competences

While the language skills and competences of bilingual students were analysed within the scope of comprehension (listening, reading), narration (speaking and writing) skills, the situation in their ability to communicate with the community language Turkish was also considered. During the interviews, students were asked to complete a personal information form in order to observe their Turkish reading and writing abilities and to assess their language levels according to the Common European Framework of Reference for Languages (CEFR).

The CEFR descriptor "Can fill in an uncomplicated form with personal details such as name, nationality, and marital status" was used as a reference. Based on this, students' performance in form-filling was analyzed to infer their reading and writing skills. The results regarding their ability to complete this form are presented in Table 6.

Table 6.
Students' Form-Filling Skills

Grade Level	Adequate	Limited	Inadequate
1st grade	8	12	3
2nd grade	7	16	3
3rd grade	2	22	6
4th grade	2	20	9
Total	17	70	23

As shown in Table 6, only 17 out of 110 students were able to complete the form accurately with minimal errors. Seventy students provided incomplete or limited responses, while 23 students-most of whom were in the upper grades-were unable to fill out the form at all. These results indicate that a significant portion of the students struggle with basic literacy skills, particularly in reading and writing. Interestingly, some students in Grades 3 and 4 demonstrated lower literacy levels than their peers in earlier grades. This discrepancy appears to stem not only from language-related challenges but also from disruptions in educational continuity. These findings underscore the need for targeted and remedial language support programs. This interpretation is further supported by an entry in the researcher's diary:

"While interviewing Syrian, Iraqi, and Kyrgyz students, I noticed that they struggled to complete the personal information forms. According to their teachers, six out of seven of these students had enrolled in school mid-year; only the Kyrgyz student, who had been in the same class since grade 1, had received consistent Turkish language instruction. This student was able to fill in both the personal and interview forms legibly, clearly, and meaningfully, and spoke fluently during the interview. In contrast, the remaining students' writing was illegible, disorganized, and incomprehensible. They struggled with line placement, syllable segmentation, and word construction, and found it difficult to understand and respond to the questions." (Researcher's Diary)

Simultaneously, interviews with field experts and classroom teachers corroborated these findings. Field expert E13 stated, "Children who begin school in the upper grades without prior knowledge of Turkish face even greater difficulties as they advance in their education. These children are not only unfamiliar with reading and writing but are also expected to meet academic standards designed for native Turkish speakers. This makes it extremely difficult for them to develop both comprehension and narration skills." Such insights reveal that the curriculum presupposes a baseline level of literacy and

comprehension, which newly arrived students often lack. This misalignment between student readiness and curriculum expectations highlights the urgent need for specialized support. Samples of language skills of students who start school in the intermediate periods while filling out the personal information form are shown in Figure 4.

Figure 4.

A Sample of Students' Skills in Completing the Personal Information Form

Ad-Soyadı:	HAYRİ (A)			
Cinsiyet:	Kız <input checked="" type="radio"/>	Erkek <input checked="" type="radio"/>		
Sınıf:	1 <input checked="" type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
Hangi ülkeden geldin?				
Hangi dilleri konuşabilirsin?	Süryaniye (20)			

Ad-Soyadı:	COŞKUN			
Cinsiyet:	Kız <input type="radio"/>	Erkek <input checked="" type="radio"/>		
Sınıf:	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input checked="" type="radio"/>
Hangi ülkeden geldin?	Süryaniye geldim			
Hangi dilleri konuşabilirsin?				
Türkçeyi nerede öğrendin?	Okul <input checked="" type="radio"/>	Kurs <input type="radio"/>	Aile <input type="radio"/>	Diğer <input type="radio"/>
Ne kadar süredir Türkçe öğreniyorsun?	0-12 ay <input checked="" type="radio"/>	1-2 yıl <input type="radio"/>	2-3 yıl <input type="radio"/>	3 yıl ve üstü <input type="radio"/>

Ad-Soyadı:	NOLYA NADE			
Cinsiyet:	Kız <input type="radio"/>	Erkek <input type="radio"/>		
Sınıf:	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input checked="" type="radio"/>
Hangi ülkeden geldin?	Süryaniye geldim			
Hangi dilleri konuşabilirsin?	Süryaniye			

As shown in Figure 4, several students experienced difficulties writing basic personal details such as their name, nationality, and spoken languages. The forms often included irrelevant, incorrect, or nonsensical entries, reinforcing the observation that many students lack foundational literacy skills.

T11, a second-grade instructor, commented on the struggles faced by one of her students who had entered school without prior literacy training:

"The child can speak reasonably well but has a limited vocabulary... Since the student started attending this year, he is still not literate. While he can communicate using learned patterns from daily life, his comprehension and writing skills remain extremely limited." (T11)

Limited vocabulary and literacy hinder students' ability to express themselves in class, even when they possess basic speaking skills.

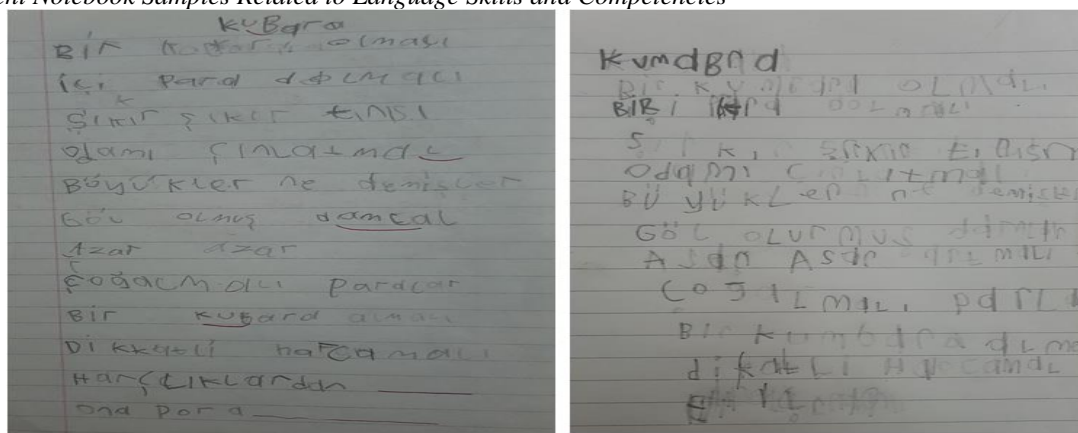
Following her interaction with this student, the researcher noted in her diary:

"During my interview with Abbas, an Iraqi student, he was able to respond to questions slowly and with limited vocabulary. However, when asked to write basic personal details such as his name, nationality, and age, he demonstrated very limited literacy skills." (Researcher's Diary).

These challenges were also evident in students' attempts to transcribe a short poem into their notebooks, as shown in Figure 5.

Figure 5.

Student Notebook Samples Related to Language Skills and Competencies



In Figure 5, errors in spelling, punctuation, spacing, vocabulary use, and sentence structure are evident. This supports the view that bilingual students face substantial difficulties in basic writing conventions. T14, whose students had been with her since the first grade, noted: *“Although my students have acquired basic reading and writing skills over time, their abilities to comprehend texts and express themselves remain weak. They have not adequately developed these higher-level language skills.”* This shows that even with basic literacy, students lack deeper comprehension and narration skills. Without these abilities, they can't follow instructions or participate effectively, revealing a critical gap in current instruction.

Field expert E8 commented on the contrast between native and bilingual students:

“Turkish students generally acquire listening and speaking skills informally before school. Although they may face some regional variations, these are typically resolved quickly. In contrast, foreign students lack this pre-academic exposure, which significantly impairs their listening and speaking abilities.” And T39 added: “Reading and writing comprehension are extremely problematic. Without understanding, the child cannot follow instructions, communicate, or respond appropriately. They essentially become like ‘deaf-mutes’ in the classroom.” (E8)

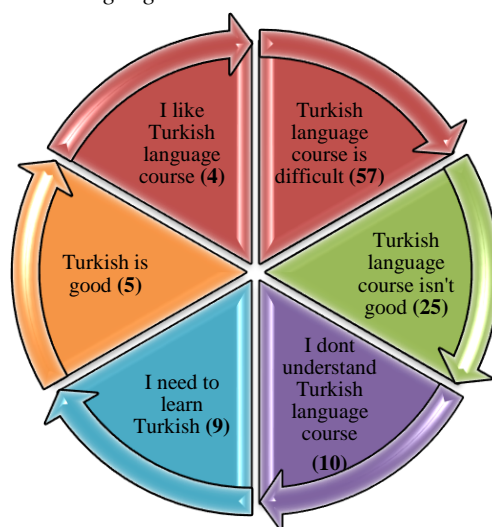
Collectively, the data demonstrate that most bilingual students experience serious deficiencies in all areas of Turkish language proficiency, particularly in reading, writing, comprehension, narration, and communication. Many students were unable to complete simple forms or respond to interview questions. Errors in spelling, sentence construction, punctuation, and layout were common across student work samples. These findings were supported by teacher and expert interviews, as well as observational data from the researcher's diary. Students particularly struggled with narration and comprehension skills which aligns with findings from previous studies emphasizing the fragility of communicative competence among refugee children (Sarmini et al., 2020; Zayimoğlu Öztürk, 2021). Moreover, there was a consensus that students had not adequately acquired grammar and vocabulary skills, which is consistent with the issues highlighted by Moralı (2018) and Karakoç et al. (2024) regarding similar student populations.

Negative Attitudes Towards the Turkish Language Course

Within the overarching theme of student characteristics and competencies, the data also revealed that a considerable number of students held negative attitudes toward the course. This sub-theme is presented through both student and teacher perspectives. In the semi-structured interviews conducted with students, they were asked the question, “What are your thoughts about the Turkish language course?” The responses obtained are summarized in Figure 6.

Figure 6.

Student Opinions towards the Turkish Language Course



As shown in Figure 6, the majority of students expressed that they found the course to be difficult. Many reported difficulties in understanding the content, which led to low levels of participation and motivation. A smaller subset acknowledged the importance of learning Turkish and expressed a desire to improve, while a few students indicated that they enjoyed the course. Overall, these findings suggest that negative attitudes toward the Turkish language course are prevalent among bilingual students and are likely rooted in their insufficient language proficiency.

T6 provided the following insight into this issue: *“When students have difficulties with language skills, they are unable to complete assignments or participate in class activities. As a result, their motivation for Turkish language learning declines.”* This shows that language skill deficits directly reduce students’ motivation and engagement. Their negative attitude likely results from struggle, not disinterest. E5 also commented on the interplay between proficiency and attitude: *“Language skills and positive attitudes cannot be developed without a foundational level of language proficiency and cognitive competence.”* Additionally, E7 remarked on students’ lack of motivation:

“Some students are not motivated to learn Turkish. This is particularly true for those who see their stay in Türkiye as temporary or who anticipate relocating to another country. In such cases, students often question the utility of learning Turkish and develop negative attitudes.” (E7)

The data indicate that resistance to Turkish language instruction is largely shaped by students’ limited proficiency. *“This limitation impairs their ability to engage with the course material, which manifests as low motivation—as noted by S14 who said, “I don’t like Turkish. I don’t understand anything.” and by Teacher T6 who stated that “students stop participating once they feel linguistically left behind.”*

Interviews revealed that many students characterized the Turkish language course as challenging and unappealing, using statements such as *“Turkish is not a nice subject.”* While a few students described the course as fun and acknowledged its necessity, others based their evaluations solely on their level of comprehension, suggesting that those who struggled the most tended to perceive the course more negatively. Taken together, these findings imply that foundational language deficits are a key barrier to the development of positive attitudes toward Turkish language learning.

Teacher Characteristics and Competencies

Under this main theme, teacher characteristics and competencies were discussed within the scope of the subthemes “methodological problems in teaching TSL” and “problems in professional experience and

competencies” and interpreted under subheadings.

Methodological Problems in Teaching Turkish as a Second Language

This sub-theme encompasses the instructional challenges observed in teaching TSL—an area that requires approaches, curricula, course design, and classroom applications that differ from those used in teaching Turkish as a mother tongue. The data indicate that both teachers and experts perceive significant inadequacies in this area. E4 noted: *“In schools affiliated with the MoNE, Turkish is often taught to foreign students using the same methods applied to native speakers. However, if these students are learning Turkish as a second language, the instruction should be appropriately differentiated.”*

Teacher perspectives mirrored those of the experts. T2 stated: *“Our current education system is not designed for teaching Turkish to these students. As teachers, we are often uncertain about what kind of instruction we should provide.”* T12, who works under the PIKTES framework, emphasized the importance of targeted support:

“Unlike in other primary schools, we offer supplementary instruction in Turkish. This is crucial for our students. Nevertheless, even within the scope of this project, we face major challenges in teaching Turkish effectively. We need training in second language instruction.” (T12)

These perspectives collectively illustrate a systemic mismatch between the curricular tools, instructional methods, and the linguistic profiles of bilingual students. Teachers reported that the materials currently in use do not account for learners’ varying language backgrounds. Furthermore, most teachers lack formal training in second language pedagogy, which limits their ability to tailor instruction to the needs of bilingual learners. The evidence suggests a critical need for both structural reforms and teacher capacity-building in the field of TSL instruction.

Problems in Professional Experience and Competencies

This sub-theme addresses the observed deficiencies in teachers’ professional experience and their competencies related to second language instruction. Field expert E6 highlighted this issue explicitly:

“All teachers should receive specialized training to work with bilingual students. While some attend in-service training programs, many do not. I am unsure what kind of training is provided in schools, but my impression is that teachers feel helpless—they do not know what to do with these children, and as a result, often do nothing.” (E6)

To evaluate teacher competencies more concretely, participants were asked whether they implemented any instructional practices tailored to bilingual students with language difficulties. Their responses are presented in Table 7.

Table 7.
Teachers’ Views on Applications for TSL

Response	f
I do not implement any practices for bilingual students	28
I attempt limited practices when time allows	10
I implement strategies specifically for second language learners	6
Total	44

According to Table 7, the majority of teachers reported implementing no specific practices for second language instruction. Only a small number made limited attempts, while even fewer applied dedicated strategies for supporting bilingual learners. Observational notes from the researcher’s diary supported these findings:

“Many of the teachers who reported limited or no tailored practices believed that foreign students should be educated in separate classrooms or schools. During interviews, these teachers frequently expressed frustration, confusion, and anxiety about how to teach these students. Most seemed unsure of what educational strategies to use and how to proceed.” (Researcher’s Diary)

Interestingly, all the teachers who reported applying specific second language teaching practices were those who worked within the PIKTES project and had received (MoNE) training. One such, T14, described her approach:

“Initially, we faced serious challenges. To support students, we relied heavily on visual aids, textbook illustrations, and even gestures. For example, I would show a picture of a school and then say the word aloud, asking the student to repeat it. It was a slow but necessary process.” (T14)

Teachers were also asked to elaborate on the course content, materials, teaching methods, and assessment techniques they used. Table 8 presents an overview of the instructional materials reported by teachers.

Table 8.
Course Materials/Products Used by Teachers in TSL

Course Materials/Products	f
Only the textbook	38
Self-developed instructional materials	14
Oral and written literary materials	14
Digital tools (e.g., videos, animations)	3
Book sets	1
Total	70

As seen in Table 8, the majority of teachers relied solely on the standard textbook. Only a minority supplemented their instruction with teacher-developed or literary materials. The use of digital tools or comprehensive book sets was very limited. Table 9 presents data on the teaching methods and techniques used.

Table 9.
Teaching Methods and Techniques Employed

Teaching Methods and Techniques	f
Traditional methods (lecture, problem-solving)	73
Traditional methods (question-answer, brainstorming)	43
Educational games and drama	31
Individualized teaching activities	8
Computer based instruction	4
Out-of-class techniques (e.g., observation)	9
Total	168

Teachers predominantly reported using traditional methods such as lecture and question-answer. While some employed educational games and drama, these approaches—which are particularly effective in second language acquisition—were underutilized. Computer-based and individualized teaching methods were rare. Assessment practices are summarized in Table 10.

Table 10.

Assessment and Evaluation Techniques in TSL

Assessment Method / Technique	f
Traditional tests (e.g., multiple choice, essays)	60
Drama-based assessment	11
Interview-based assessment	9
Performance evaluation	8
Peer evaluation	7
Observation	6
Concept maps	5
Portfolios	4
Self-evaluation	3
Project-based assessment	2
Total	161

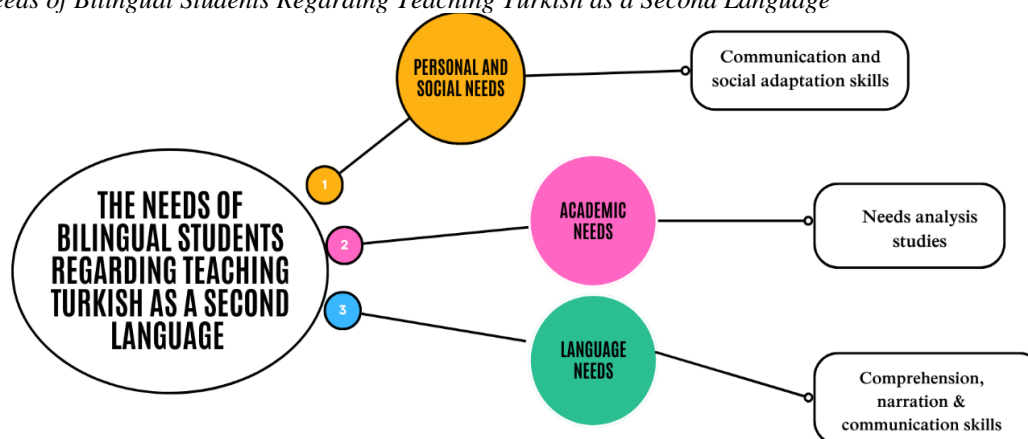
The data in Table 10 reveal that traditional assessment tools dominate classroom practices. Although some teachers reported using alternative methods such as performance evaluation, drama, and observation, these approaches remain underused despite their documented effectiveness in second language contexts. Teachers also emphasized that the majority of them had not received specialized training in teaching Turkish as a second language, relying instead on general monolingual pedagogies. This is consistent with the concerns raised by Durmuş and Okur (2013) and Demir Başaran (2021), who identified the lack of pedagogical preparation for teachers in second language settings as a key barrier to effective instruction.

Findings Regarding the Needs of Bilingual Students in the Turkish Language Courses

In accordance with the second sub-objective of the study—namely, “What are the personal, social, linguistic, and academic needs of bilingual primary school students regarding Turkish language instruction?”—qualitative and quantitative data were collected concurrently. Semi-structured interviews were conducted with teachers, students, and field experts. Additionally, interview forms were administered, a researcher diary was maintained, and student products were analyzed. The qualitative data were processed through content analysis. After this, the “Scale for Determining the Language Skills Needs of Foreign Primary School Students” was applied to teachers to provide a quantitative evaluation of the students’ Turkish language needs, aligning with the CEFR proficiency levels. The findings are organized thematically and illustrated in Figure 7.

Figure 7.

The Needs of Bilingual Students Regarding Teaching Turkish as a Second Language



Based on the data presented in Figure 7, bilingual students’ needs in the context of TSL instruction are categorized under three main themes: (1) personal and social needs, including communication and social integration; (2) academic needs, centered around systematic needs analysis; and (3) language needs,

which encompass comprehension, narration, and communication skills. Each theme is explored in the subsections below.

Findings Regarding Personal and Social Needs

The qualitative findings regarding students' needs highlighted personal and social dimensions, particularly communication and social adaptation. These factors are seen as prerequisites for the development of a sense of belonging and successful integration into both school and broader societal settings.

Communication and Adaptation to Society

Communication skills serve not only as linguistic capabilities but also as essential components of students' personal and social development. The ability to communicate effectively in Turkish is crucial for fostering school engagement, peer interaction, and overall integration into society. E2 emphasized this point: *"In my view, students need to adapt to school, be accepted by their peers and teachers, and feel comfortable both in and out of the school environment."* E7 elaborated:

"The need to feel a sense of belonging—whether to a society, a school, a peer group, or a teacher—is intrinsically tied to language. Students must be able to use the language and communicate in order to feel confident. Participating in class activities, games, or conversations is integral to building communication skills and integrating into school life." (E7)

These perspectives demonstrate that the development of communication skills is foundational not only to academic success but also to students' psychological well-being and social adjustment. Therefore, language instruction should address both linguistic and emotional-social needs in an integrated manner. Findings highlighted that students required enhanced communicative support and social-emotional assistance. Students expressed a desire for more structured opportunities to practice speaking in both classroom and informal settings, reflecting the literature's emphasis on language proficiency as a facilitator of social integration (Sarmini et al., 2020; Zayımoğlu Öztürk, 2021).

Findings Regarding Academic Needs

The academic needs of students were another major area highlighted by the participants. These needs were discussed within the sub-theme of systematic needs analysis, particularly regarding the alignment of instruction with the CEFR framework and students' cognitive, emotional, and educational profiles.

Needs Analysis Studies

Field expert E5 emphasized that an accurate understanding of students' needs is essential for designing effective instruction: *"To ensure that students can express their needs and desires, we must understand their developmental stages, cognitive and emotional characteristics, and their expectations in terms of adaptation, self-expression, and learning. Needs assessments should align with the CEFR framework."* E7 added:

"Students vary significantly in their individual characteristics, duration of language exposure, and existing language levels. One student may have just arrived and speak no Turkish; another may have limited proficiency; yet another may be relatively fluent. These factors must be diagnosed through systematic needs assessment, and instruction should be tailored accordingly." (E7)

From an academic standpoint, both teachers and students agreed on the need to restructure Turkish language instruction to better reflect learners' actual proficiency levels. Teachers advocated for diagnostic assessments and the formation of level-based classrooms. This recommendation aligns with the CEFR framework and scholarly work emphasizing the importance of needs analysis and level-

appropriate curricula in second language instruction (North & Piccardo, 2016; West, 2022). The data clearly indicate that a systematic and personalized approach to needs analysis is essential for the effective teaching of Turkish as a second language. Aligning these assessments with CEFR standards ensures both validity and applicability.

Findings Regarding Language Needs

Students' language needs were explored in depth using both qualitative and quantitative data. The language domains most frequently cited by participants include comprehension (listening and reading), narration (speaking and writing), and general communication skills.

Comprehension, Narration and Communication Skills

Students were asked two key questions in the interviews: "Which Turkish language skill do you find most difficult?" and "Which skill(s) do you need the most help with?" Their responses are shown in Table 11.

Table 11.

Students' Perceived Language Needs in TSL Instruction

Language Skill	f
Speaking	32
Writing	23
Reading	20
Listening	14
All language skills	8
Vocabulary	8
No need	5
Total	110

According to Table 11, speaking ($f = 32$) was the most frequently reported area of difficulty, followed by writing ($f = 23$), reading ($f = 20$), and listening ($f = 14$). A small number of students mentioned vocabulary and overall skill development, while only five reported no specific needs. These qualitative findings were reinforced by entries in the researcher's diary:

"Both the oral and written components of the interviews posed difficulties for the majority of students. Many appeared nervous and had trouble understanding the questions. Their responses were often limited to single words. Even writing basic personal details proved challenging. When I asked them to read a consent form aloud, only three students—one Kyrgyz, one Turkmen, and one Iranian—were able to do so." (Researcher's Diary)

Teachers were also asked to identify the language skills their students struggled with the most. Their responses are shown in Table 12.

Table 12.

Teachers' Perceptions of Students' Language Needs

Language Skill	f
Speaking	38
Writing	31
Grammar	29
Vocabulary	27
Reading	26
Listening	24
All language skills	22
Total	197

Table 12 shows that teachers reported speaking (38) and writing (31) as the skills needed most, followed

by grammar (29), vocabulary (27), reading (26), listening (24), and “all language skills” (22), out of 197 responses. Comparing Tables 11 and 12 shows that both students and teachers highlight speaking and writing as critical needs. The alignment between student and teacher reports underscores that speaking difficulties are a prominent concern in both the interview data and the survey data. The convergence between student and teacher perceptions—particularly around speaking and writing—strengthens the validity of the needs assessment. Both groups emphasized narration skills over receptive ones, aligning with CEFR’s framework, which classifies spoken production as more cognitively demanding. This overlap suggests targeted interventions should prioritize active use of Turkish.

In both groups, reading was seen as a more pressing need than listening, suggesting comprehension remains a challenge. For example, the researcher attempted to elicit basic communicative routines (e.g., asking about days of the week, greetings) from students, but none had mastered even simple A1-level phrases. This situation appears in the researcher’s diary as follows:

“During the interviews, in terms of the expected goals and life skills in the course and taking into consideration the classes of the students, the interviews were conducted by creating an environment where the students could use these phrases in order to determine whether the students had acquired the competencies of ‘Can ask and tell the day, time and date’, ‘Can use some simple greeting phrases’, ‘Can say yes, no, sorry, please, thank you, excuse me’, which are stated in the Framework Programme as indicators of whether the students are before/after A1 level and communication skills, ‘Yes, no, sorry, please, thank you, excuse me.’ In order to determine whether the students have acquired these competences, interviews were conducted by creating an environment where students could use these patterns; for example, questions such as “What day is today?”, “How are you?”, “What time does school start/end?”, “What time is it?” were verbally directed to the students; but it was observed that the students lacked these competencies.” (Researcher’s Diary)

When the teachers’ opinions about the students’ communication skills are analysed; T3 stated that *“Students have needs such as communicating, participating in the course and cooperating. These needs need to be met and language teaching should be done to provide students with Turkish proficiency.”* while T9 expressed the necessity of teaching for language proficiency in a similar way as follows, *“Firstly, I think that the child needs to be able to express his/her needs and understand what is explained to him/her at a basic level...”* And E12 added that *“Strong speaking abilities are essential for social integration. These comments highlight the need for targeted instruction in practical oral communication and comprehension skills to help bilingual students participate effectively in both class and society.”*

To validate and triangulate the qualitative findings, the “Scale for Determining the Language Skills Needs of Foreign Primary School Students” was administered to classroom teachers. The scale was specifically designed to assess bilingual students’ competencies in communication, comprehension, and narration skills, as defined by CEFR proficiency statements. Descriptive statistics for the three sub-dimensions and the overall scale are presented in Table 13.

Table 13.
Descriptive Statistics for Bilingual Students’ Turkish Language Needs

Dimension	N	\bar{X}	S	Minimum-Maximum Values
Communication	516	35.80	4.54	22-45
Comprehension	516	24.13	3.37	14-35
Narration	516	15.05	1.95	9-21
Total scale	516	74.97	8.41	45-99

According to Table 13, the data show that, on average, students scored moderately in communication and comprehension, while their performance in narration was comparatively lower. The total mean score of 74.97 suggests a moderate overall level of language need. However, the lower mean in narration ($M = 15.05$) indicates a pronounced deficiency in speaking and writing skills. These findings support the qualitative results, which also identified narration as the area where students most struggle. The relatively low mean score in narration aligns with both qualitative data (student writing samples, teacher

interviews) and CEFR descriptors. Narration, which includes both written and oral expression, requires not just vocabulary but structured syntax and coherence—areas where bilingual students struggle the most. This further justifies narrative skill development as a curriculum priority. Consequently both qualitative and quantitative data revealed that narration skills were identified as the most urgent areas of need. Students consistently requested more opportunities to speak, and teachers confirmed that students lacked confidence and competence in producing spoken and written language. These observations are echoed in studies by Turan and Solak (2023) and Kırmızı et al. (2023), which found that bilingual students exhibit the most pronounced difficulties in expressive skills.

To explore whether these needs varied across different grade levels, a Kruskal-Wallis H test was conducted. The results are presented in Table 14.

Table 14.
Differences in Language Needs by Grade Level

Dimension	Grade Level	N	Rank Average	X ²	sd	p	Source of Difference
Communication	1st grade	58	285.91	6.430	3	.092	-
	2nd grade	182	270.18				
	3rd grade	160	237.13				
	4th grade	116	255.95				
Comprehension	1st grade	58	307.84	31.914	3	.000*	1>3
	2nd grade	182	293.11				1>4
	3rd grade	160	215.28				2>3
	4th grade	116	239.14				2>4
Narration	1st grade	58	292.41	11.650	3	.009*	2>3
	2nd grade	182	278.32				
	3rd grade	160	236.49				
	4th grade	116	240.80				
Total Scale	1st grade	58	297.47	16.751	3	.001*	1>3
	2nd grade	182	281.77				1>4
	3rd grade	160	225.79				2>3
	4th grade	116	247.61				2>4

According to Table 14, the results reveal statistically significant differences across grade levels, particularly in comprehension, narration, and total scores. First and second-grade students exhibited significantly fewer needs than those in third and fourth grades. This trend may reflect educational discontinuity among older students, many of whom entered the school system mid-cycle and missed early foundational instruction. Similar findings are noted in the literature (Kırmızı et al., 2023), which highlight the compounding effect of interrupted schooling on language acquisition.

Additionally, the Kruskal-Wallis H test was conducted to determine whether students' nationalities were associated with differences in language needs. Results are displayed in Table 15.

Table 15.

Differences in Language Needs by Student Nationality

Dimension	Nationality	N	Rank Average	X ²	sd	p
Communication	Syrian	332	256.93	11.862	10	.294
	Iranian	73	265.38			
	Uzbek	1	122.50			
	Kyrgyz	10	238.60			
	Afghan	32	242.94			
	African	15	206.13			
	Somalian	14	252.14			
	Turkoman	22	263.11			
	European	6	391.58			
	American	10	346.20			
	Russian	1	208.00			
Comprehension	Syrian	332	258.33	8.253	10	.604
	Iranian	73	249.65			
	Uzbek	1	149.50			
	Kyrgyz	10	302.20			
	Afghan	32	223.84			
	African	15	214.77			
	Somalian	14	301.96			
	Turkoman	22	294.36			
	European	6	289.25			
	American	10	308.60			
	Russian	1	267.50			
Narration	Syrian	332	262.62	8.271	10	.602
	Iranian	73	240.58			
	Uzbek	1	80.50			
	Kyrgyz	10	301.10			
	Afghan	32	253.28			
	African	15	194.43			
	Somalian	14	274.14			
	Turkoman	22	253.14			
	European	6	294.58			
	American	10	299.45			
	Russian	1	353.00			
Scale Total	Syrian	332	257.46	10.536	10	.395
	Iranian	73	263.48			
	Uzbek	1	101.00			
	Kyrgyz	10	277.55			
	Afghan	32	233.02			
	African	15	194.10			
	Somalian	14	265.25			
	Turkoman	22	271.43			
	European	6	349.25			
	American	10	339.95			
	Russian	1	250.00			

Based on Table 15, it was found that the language needs of the students did not show a significant difference in terms of the whole scale [$X^2=10.536$; $p>.05$], communication [$X^2=11.862$; $p>.05$], comprehension [$X^2=8.253$; $p>.05$] and narration [$X^2=8.271$; $p>.05$] dimensions in terms of student nationalities. The analysis showed no statistically significant differences in language needs based on nationality, indicating that challenges in Turkish language acquisition are common across different linguistic and cultural backgrounds. This finding is supported by Cerna (2019), who emphasized the role of prior education and language exposure over national origin in second language outcomes.

The quantitative data affirm and extend the qualitative findings, confirming that bilingual students exhibit substantial needs in comprehension and narration, particularly in speaking and writing. These

needs were most pronounced among students in grades (3rd and 4th grades). Grammar and vocabulary emerged as additional concerns, although they were less frequently reported by students themselves. The absence of significant differences by nationality underscores that language acquisition challenges are systemic and not limited to specific groups. These insights underscore the need for comprehensive, level-based, and skill-specific interventions that address the full spectrum of bilingual students' linguistic and educational needs. Overall, the findings suggest that primary-level Turkish language instruction for bilingual students remains insufficiently tailored to their diverse linguistic and academic profiles. As Cummins (2000) argued, language proficiency is foundational not only to academic success but also to social integration.

DISCUSSION

The current study aimed to examine the existing conditions of teaching Turkish as a second language (TSL) in primary schools and to identify the linguistic, academic, social, and personal needs of bilingual students. The discussion presented here synthesizes both the qualitative and quantitative findings, situating them within the broader body of research on second language acquisition (SLA), teaching Turkish as a second language (TSL), bilingual education, and migration studies.

Analyses of the current state of TSL instruction in primary schools reveal that students often fail to acquire essential L2 skills, such as comprehension, narration, grammar, vocabulary, and communication at an adequate level. Krashen (1981) argued that comprehensible input is essential for L2 development, a claim supported by subsequent empirical studies highlighting the importance of input exposure (Ellis, 2008; Gass & Selinker, 2008). More recent research further supports the view that bilingual learners' limited exposure to the societal language impedes the development of core skills such as speaking and writing (Kırmızı et al., 2023; Zayimoğlu Öztürk, 2021).

This study concludes that students experienced difficulties in communication skills and were unable to communicate effectively with teachers and peers. Similarly, Marlia et al. (2023) and Atibrata et al. (2024) state that EFL learners often feel anxious when communicating, which can prevent them from actively participating in English language classes. This aligns with recent studies emphasizing how affective factors such as classroom anxiety and identity insecurity impair language performance and classroom participation, particularly among refugee and migrant children (Fandrem et al., 2024; Jasemi & Gottardo, 2023). In contrast to the findings of the present study, Turan and Fansa (2021) concluded that students did not have difficulty speaking Turkish and attempted to speak it whenever possible. These contradictory findings in the literature may stem from differences in sample characteristics, such as length of exposure to Turkish or age at migration. For instance, newly arrived students in the present study, especially those enrolled during interim periods were found to have significant gaps in foundational literacy and oral narration, likely due to limited and interrupted schooling (Block, 2007; Thomas & Collier, 2002). Such differences may be explained by variables including study group characteristics, reasons for living in Türkiye, duration of stay, and level of adaptation to both society and school.

In the present study, it was found that students, particularly those who started school in interim periods, experienced difficulties in grammar and vocabulary skills due to limited exposure to Turkish. This finding aligns with the views of prominent researchers such as Cummins (2000) and Ellis (2008), who emphasize that insufficient linguistic input in second language acquisition negatively affects core language competencies. As a reflection of this, it was observed that students whose first languages are based on the Arabic alphabet faced significant challenges in pronouncing certain Turkish letters and frequently made orthographic errors. Similarly, Moralı (2018), and Kırmızı et al. (2023) reported that differences in alphabet systems lead to pronunciation issues, particularly with non-equivalent sounds, resulting in incorrect articulation, omission, or elision of letters. Hamdalo et al. (2023) explain this phenomenon by highlighting the influence of phonological competence developed in a learner's first

language (L1) on the comprehension and production processes in the second language (L2). The interaction between the L1 and L2 phonological systems can hinder accurate production in the target language, thereby reducing communicative effectiveness. In this context, the findings of the study suggest that both alphabetic differences and limited language exposure jointly pose cognitive and communicative challenges for bilingual learners. Therefore, it is essential to provide these students with rich and consistent exposure to Turkish and to implement instructional strategies that take cross-linguistic influences into account. This study contributes to the literature by offering concrete examples of L1-L2 interaction and emphasizing the importance of continuous and rich input in Turkish.

In line with the principle of integrating language skills, this study suggests that students' difficulties in various language domains are interconnected. Notably, deficiencies in communication skills are often attributed to challenges in adapting to societal and educational environments. Kırmızı et al. (2023) identified issues among students in areas such as social integration, communication, reading comprehension, speaking, writing, and vocabulary. These findings align with the current research, indicating that both alphabetic differences and limited language exposure collectively pose cognitive and communicative challenges for bilingual learners. Jasemi and Gottardo (2023) emphasized the link between social adaptation and reading comprehension skills. Their study on Iranian students learning English as a community language found that refugee students face more significant challenges in English language skills compared to immigrants, primarily due to migration-related traumas, educational disruptions, and socioeconomic hardships. Similarly, Hammoud (2025) highlighted that students encountering greater difficulties in the integration process also struggle with language acquisition. The present study extends these findings by connecting such deficits to observable classroom behaviors and student outputs, demonstrating a direct relationship between early educational continuity and language proficiency.

Yıldız (2024) aimed to assess the development of Turkish as a Second Language (TSL) among bilingual Syrian students. The study concluded that achievements in writing and reading comprehension skills are interrelated. It was observed that while initial literacy activities and commencing school during standard periods positively influenced reading and writing skills, these alone were insufficient to achieve desired outcomes across all language domains. Starting school during standard periods refers to students beginning from the first grade and participating in initial literacy activities. A similar conclusion was drawn by Sirin and Rogers-Sirin (2015), who noted that interrupted schooling negatively impacts cognitive and linguistic competencies in second language acquisition.

Language proficiency also influences students' attitudes toward coursework. Those with inadequate language skills often develop negative perceptions of the course, potentially leading to adverse behaviors and exclusion from their Turkish peers. This phenomenon was observed in Demir Başaran's (2021) study, which reported that in mixed classrooms of bilingual and Turkish students, language deficiencies could lead to social exclusion. Similarly, Zayimoğlu Öztürk (2021) found that communication problems resulted in students being marginalized. These findings underscore the importance of second language mastery in facilitating students' adaptation to school and community life. In this context, it is seen that second language mastery is an important factor in ensuring students' adaptation to school and community life. Susar Kırmızı et al. (2020) stated that students' attitudes towards the course are related to the fact that students receive pre-school education and that these students have positive attitudes towards the course because they know the place of literacy in their lives and the necessity of learning to read and write. In this study, no inference can be made about the effect of this situation since there was no focus on the students' pre-school education and there were no opinions in this direction in the teachers' opinions; however, in the light of the literature and as stated in Öğretir Özçelik and Kurt Yahşi's study (2025) bilingual children can achieve academic success in many areas, especially literacy skills, by supporting their language needs in pre-school education institutions. In this context, it can be inferred that preschool education provided to students can be important in developing positive attitudes towards the course.

The findings of this study reveal that students with lower levels of language proficiency exhibit lower

motivation towards the course. This result aligns with previous research highlighting the reciprocal relationship between language competence and learner motivation. For instance, Dunn and Iwaniec (2022) demonstrated that as English language learners' proficiency increases, so does their motivation, along with their confidence and participation in class. Similarly, Moralı (2018) and Polat (2019) noted that motivation deficiencies in students learning Turkish as a foreign language often lead to negative classroom behaviors, including resistance and even aggression. Amin et al. (2023) argued that shortcomings in basic skills such as pronunciation and vocabulary can negatively affect motivation, but inclusive education approaches may enhance learners' confidence in these areas. In addition, Ushioda (2020) emphasized that when learners can associate their language development with meaningful social goals, their motivation becomes more intrinsic and lasting. This perspective is consistent with the motivational dynamics model of Dörnyei and Ryan (2015), which posits that learners' self-efficacy and envisioned future selves significantly shape their motivation. Although this study did not directly investigate the IYEP (Remedial Education Program in Primary Schools), the literature points to its role in reducing motivational deficits. For example, Sarıdoğan (2019) found that students who participated in IYEP developed more positive attitudes toward Turkish language course. Likewise, Gürol and Gül (2021) reported that IYEP made positive contributions to the academic and social development of disadvantaged students. These findings support the notion that structured programs such as Turkish support the courses can enhance motivation by strengthening language proficiency. Therefore, integrating motivational components into such language support interventions emerges as a critical pedagogical implication for improving the academic success of bilingual learners.

Current analyses reveal methodological challenges in TSL teaching, including insufficient teacher experience and pedagogical knowledge, with a preference for traditional methods. Similar findings were reported by Uğurlugen (2019) and Kırmızı et al. (2023), who concluded that teachers' experience in teaching Turkish as a second language remains inadequate. Emphasizing teachers' pivotal role in integrating Syrian students, Eranlı and Kasalak (2024) noted that despite teachers' positive impact, their professional competencies in refugee bilingual education are limited. This suggests shortcomings in differentiated instruction in TSL. Contrarily, Uğurlugen (2019) reported frequent use of authentic materials by teachers, a difference possibly stemming from sample variation; while the present study included teachers from both PIKTES and other schools, Uğurlugen's study involved only PIKTES teachers, many of whom were trained and certified in TSL. Especially in heterogeneous classrooms, where students differ in nationality, language, and Turkish proficiency, the awareness and experience of teachers delivering both first language and TSL instruction are critical. Özcan and Sallabaş (2024) found that less experienced teachers face higher burnout, negatively affecting teaching. Studies on interaction in L2 education highlight the need for student-centered, flexible, and responsive teaching. Bailey (2005) stresses the communicative approach and interactive, task-based learning. Supporting this, Mendenhall et al. (2017) show that experienced teachers and responsive curricula enhance linguistic and socio-emotional development. Similarly, Özmen Yağız and Alemdağ (2025) argue that effective instruction requires attention to individual learner differences. Together, these findings underscore the need for communication-based, adaptable, and learner-sensitive approaches in TSL.

This study concludes that bilingual students require communication and adaptation skills to integrate into school and society, addressing their personal and social needs in Turkish language education. These skills, particularly communication, are essential for successful integration in both academic and social settings. Similar results were reported by Kırmızı et al. (2023); Özer (2023) found that adaptation issues may even outweigh language problems, though in another study, Özer (2023) argued adaptation follows language issues. In this study, communication and adaptation were evaluated holistically without prioritizing one over the other. It was concluded that both are critically important, though no comparison was made regarding which is more urgent. Unlike these findings, Turan and Solak (2023) reported that bilingual students in adaptation classes post-2020 adjusted quickly to school and peer relations. This discrepancy may stem from the differing time periods of the studies, suggesting that over time, bilingual students' integration into Turkish society has improved.

Regarding students' linguistic needs, the study identifies deficiencies in comprehension, narration,

communication, grammar, and vocabulary, consistent with findings from current analyses. Qualitative data highlight narration, especially speaking and writing, as the most prominent need. Students demonstrated limited vocabulary, gave short responses, struggled with verbal expression and social interaction, and showed weak speaking skills. Writing issues included difficulty forming grammatically correct sentences, choosing appropriate words, and expressing ideas coherently. Although narration skills stood out qualitatively, the language needs assessment scale showed slightly lower scores in narration than in other areas. This discrepancy may be explained by factors such as teachers' experience, students' interrupted education, nationality, reasons for migration, and attitudes toward the course. Narration needs were more pronounced in upper grades (3rd–4th), likely due to age-based placement, lack of early literacy in Turkish, and educational gaps. In contrast, Yıldız (2024) found that secondary school students performed better in writing than primary students, attributing this to their focus on narration skills during work life. The difference may stem from this study's exclusion of secondary students, preventing level-based comparisons.

Consistent with literature (Cummins, 2000; Gass & Selinker, 2008; Turan & Fansa, 2021; Uğurlugelen, 2019), this study also highlights narrative skill needs. However, Bialystok (2009) argues that cognitive advantages in narration vary based on the quality and frequency of language input in bilingual environments, suggesting students are not inherently disadvantaged in this area. This variation, also supported by Bialystok (2011), may stem from factors such as language use intensity, environmental context (Grosjean, 2010), adequacy of input at school and in society (Ellis, 2008), and structural differences between L1 and the target language (DeKeyser, 2007). Similarly, Alaraj (2024) found that limited vocabulary, insufficient practice, and low exposure negatively affect speaking fluency in bilingual university students. While this study identified comprehension as the second most critical need after narration, Koda (2005) and Ke et al. (2023) suggest comprehension develops earlier, resulting in fewer deficits. These differences may again relate to language use intensity, input adequacy, and linguistic structure. This study also found that comprehension needs increase in higher grades, as with narration. Interestingly, Yıldız (2024) reported that fourth graders outperformed eighth graders in reading comprehension. Thus, the present findings on comprehension needs by grade level align with prior research.

CONCLUSION

This study aims to examine the current state of Turkish as a Second Language (TSL) instruction at the primary school level in Türkiye and to identify the linguistic, personal, social, and academic needs of bilingual students. Findings related to the study's first sub-goal reveal that students face significant challenges in language skills and competencies within current instructional practices at primary schools. Many students struggle with basic communication tasks and exhibit deficiencies in core language skills such as comprehension, expression, grammar, and vocabulary. These shortcomings are particularly evident in vocabulary acquisition and grammatical competence. Such deficiencies hinder academic development and negatively impact students' participation in classroom and school life, indicating a strong need for support. Linguistic deficiencies are associated with negative attitudes toward lessons, difficulties in adapting to school and social life, resistance to learning Turkish, low motivation, disruptive classroom behavior, and ultimately, low academic achievement. This situation aligns with national studies by Karakoç et al. (2024), Özer (2023), Kırmızı et al. (2023), and Gürol and Gül (2021), which demonstrate that migrant and refugee students in Türkiye face persistent difficulties in literacy skills, classroom behavior, and motivation.

Teacher perspectives also highlight that these linguistic deficiencies restrict classroom interaction. Participants noted that Syrian students, in particular, struggle with literacy processes due to encountering the Latin alphabet for the first time and face significant difficulties in written expression due to their limited vocabulary. In contrast, speaking skills were observed to develop more rapidly due to social necessities. This finding parallels studies by Alaraj (2024) and Marlia et al. (2023), which focus on

speaking challenges among English language learners.

An examination of teacher qualifications and instructional practices reveals methodological issues in TSL instruction. The majority of participating teachers lack specialized training in this field and display evident deficiencies in pedagogical knowledge. Instruction is often planned as if for native speakers, leading to significant practical challenges. Most teachers rely on traditional methods and fail to develop innovative approaches in terms of materials, teaching techniques, and assessment strategies. Instruction is predominantly grammar-centered, standard materials are used, and there is a significant lack of differentiated assessment tools tailored to second language learners. These findings are supported by Demir Başaran (2021), who highlights inadequacies in teacher competencies for refugee students, and Turan and Fansa (2021), who point to the absence of structured TSL pedagogy training. Similarly, Moralı (2018) and Susar Kırmızı et al. (2020) draw attention to the lack of early literacy support for non-native speakers. Teachers' reluctance to adopt innovative approaches in materials, methods, and assessment strategies limits their capacity to meet student needs. This issue is also emphasized in international studies on the educational integration of migrant students, such as Cerna (2019) and Taylor & Sidhu (2012).

Regarding the study's second sub-goal, an examination of bilingual students' needs in Turkish language classes revealed a range of personal and social needs during their adaptation to school and society. The need to develop effective communication skills to manage daily life tasks and interactions emerged as a key concern. Accordingly, a comprehensive needs analysis should be conducted at the beginning of Turkish instruction, and instructional goals should be aligned with the descriptors of the Common European Framework of Reference for Languages (CEFR). Participants emphasized the importance of adapting instructional planning and assessment processes in line with CEFR criteria. The CEFR-based needs analysis framework employed in this study aligns with the literature and empirical findings and supports the validity and applicability of the framework in bilingual education contexts. These results are consistent with international research such as North and Piccardo (2016) and national initiatives like Öğretim Özçelik and Kurt Yahşi (2025), which focus on CEFR-aligned planning.

According to students, their linguistic needs were primarily ranked as speaking, writing, reading, listening, all language skills, and vocabulary knowledge. Similarly, teachers identified students' primary areas of need as narration skills (speaking and writing), followed by grammar, vocabulary, reading, and listening. Qualitative data (student work and researcher journals) emphasized narration skills, while the language needs scale highlighted the need for communicative competence. Needs related to narration skills became more pronounced in higher grade levels such as 3rd and 4th grades. Likewise, comprehension skills such as listening and reading were found to be more necessary at upper grade levels. This finding is consistent with Cummins' (2000) interdependence hypothesis and is supported by studies such as Güngör Yereyikılmaz & Boyacı (2024) and Kırmızı et al. (2023), which reveal that bilingual students in higher grades experience greater difficulties in comprehension and writing due to delayed literacy development and disrupted educational trajectories.

Although no statistically significant differences were found in language needs based on students' nationalities, the fact that the majority are in Türkiye due to forced migration and have experienced interrupted educational histories clearly impacts their learning processes. This finding confirms the impact of forced migration and interrupted education on academic risk as emphasized in both national and international studies by Dryden-Peterson (2016), Hammoud (2025), Sarmini et al. (2020), and Zayimoğlu Öztürk (2021). Overall, students need support not only in basic language skills but also in higher-order cognitive and social skills such as communication, self-expression, and interpretation. Teachers' perspectives reveal that linguistic deficiencies directly affect classroom interaction and academic performance. These findings support Cummins' (2000) theory of academic language proficiency.

In conclusion, the target level of language skill development in primary school Turkish instruction has not been fully achieved, and all identified areas of deficiency require support. Identifying student needs

and adapting instruction accordingly is of critical importance. This study provides a comprehensive and multidimensional perspective on TSL instruction for bilingual primary school students in Türkiye. By utilizing a mixed-methods design and including a wide sample of students, teachers, and field experts from diverse regions and nationalities, it offers a significant contribution to the field.

The original needs analysis scale developed within the scope of this research represents the first tool capable of objectively evaluating the Turkish language skills of bilingual students at the primary school level. As the first validated TSL needs analysis instrument in the Turkish educational context, this scale contributes both to classroom planning and to the development of evidence-based language policies. Findings demonstrate that as grade level increases, students' needs for both narration (speaking and writing) and receptive (listening and reading) skills increase. This trend aligns with Cummins' (2000) theory of academic language proficiency and needs analysis studies conducted by West (2022) and Long (2005). Moreover, these findings will inform curriculum and material development in TSL instruction. The study's limitation lies in the collection of quantitative data from teachers due to students' low literacy levels. Adapting the scale for student use may yield different and more direct findings regarding language needs. This recommendation is in line with the calls of Yıldız (2024) and Uğurlugelen (2019) for incorporating student voice and direct performance measurement into TSL research.

In summary, the deficiencies in Turkish language skills among bilingual students stem not only from individual but also pedagogical and structural factors. Therefore, education policies, teacher training programs, and classroom practices must be restructured with an inclusive approach. Future initiatives should prioritize early intervention, differentiated instruction, and institutionalized teacher training programs as prerequisites for building a sustainable and equitable TSL instructional framework. This study contributes to TSL instruction at both theoretical and practical levels. Analyzing student needs in alignment with CEFR criteria, restructuring instructional goals, and planning inclusive in-service training programs for teachers are essential steps for effective TSL instruction. The developed scale provides an evidence-based foundation for both instructional design and policy-making processes.

Suggestions

Based on the findings of the study, several recommendations are presented for teachers and schools, policy makers and universities, as well as researchers:

Increasing Linguistic Input: Priority should be given to listening, both prepared and spontaneous speaking, and individual writing activities. Students should be consistently and meaningfully exposed to Turkish through communication-oriented activities within and beyond the school environment.

Focusing on Narration Skills: Structured programs aimed at developing speaking and writing skills should be implemented, and student progress in these areas should be systematically monitored using clear performance indicators.

Supporting Social Integration and Communication Skills: Instructional materials that facilitate cultural transmission—such as age-appropriate texts, children's songs, and traditional games—should be integrated into the curriculum. Additionally, students should be encouraged to engage in various social activities to strengthen their interaction with the host community.

Enhancing Phonological Awareness and Pronunciation: Pronunciation activities, especially those targeting vowel sounds, should be increased. Instruction should include structured exercises that promote phonological awareness as part of the broader language curriculum.

Expanding Access to Early Childhood Education: Preparatory language programs should be expanded during early childhood, which constitutes a critical period for second language development.

Implementing Inclusive and Differentiated Educational Practices: Second language instruction should

be delivered within an inclusive framework, employing teaching strategies that are responsive to students' individual needs and learning profiles.

Strengthening Psychosocial Support Mechanisms: School counseling services and peer support systems should be reinforced to provide a secure learning environment and to enhance students' self-efficacy and emotional well-being.

Developing Culturally Responsive Materials: Curricular content should be enriched with visual, auditory, and authentic materials such as posters, brochures, and leaflets that reflect students' lived experiences and sociocultural backgrounds.

Employing Effective Instructional Methods: Instruction should be supported by pedagogical strategies such as simplified language, visual aids, storytelling, peer learning, drama-based activities, and the integration of digital tools. Collaborative group work should also be encouraged to foster cooperative learning environments.

Utilizing Language Proficiency Assessment Tools: Students' linguistic needs should be systematically identified through diagnostic tools aligned with the Common European Framework of Reference for Languages (CEFR), and their development should be monitored throughout the academic year.

Monitoring and Enhancing Support Programs: The effectiveness of educational support programs such as IYEP should be regularly assessed, and evidence-based best practices should be disseminated for broader and more effective implementation.

Advancing Teacher Training and Professional Development: In-service training should be strengthened in areas such as bilingualism, intercultural competence, and differentiated instruction. At the pre-service level, academic and pedagogical training for TSL instruction should be provided in a coordinated and research-informed manner.

Raising Awareness Among School Administrators: Targeted training programs should be designed to enhance school administrators' awareness and responsiveness to the specific needs of bilingual learners.

Promoting Research on Bilingualism: Action research and mixed-method studies should be encouraged to identify effective instructional practices for improving bilingual students' language competencies and overall academic achievement.

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TÜRKÇE GENİŞLETİLMİŞ ÖZET

İki dillilik olgusu, araştırmacıların uzun yıllardır çalıştığı ve farklı yaklaşımlarla farklı tanımlar yaptığı bir kavram olmuştur. Grosjean (2006) iki dilliliği, iki dili kullanma yeteneği ve yeterliliği olarak ifade etmektedir. Bu dillerden biri ana dili, diğeri yabancı dil olabilirken; göç/mülteci edilen toplum dili de ikinci dili ifade edebilmektedir. İki dillilikle ilgili geleneksel yaklaşımlarda iki dilde yeterliklerinin de mükemmel düzeyde olması beklenirken; zamanla “iletişim becerisi” odak haline gelmiş ve ikinci dilde iletişim kurabilecek düzeyde yeterlikler bireyin iki dilli sayılmasında kabul görmüştür.

İki dillilik ile ilgili tanımları “bilişsel yeterlilikler” bağlamda ele alan araştırmacılar, iki dilli bireylerin esnekliklerinin, çalışma belleği kapasitesinin ve metalinguistik farkındalık, problem çözme, çoklu görevleri yerine getirme gibi yeteneklerinin tek dilli çocuklara göre daha yüksek olduğunu (Antoniou, 2019; Bialystok, 2001; Bialystok & Martin, 2004; Bialystok, vd., 2012) savunmaktadır. Bununla birlikte, daha güncel araştırmalarda iki dilliliğin bilişsel performans üzerinde küçük olumlu etkileri olduğu ve bunun da sadece belirli koşullar altında, belirli görevler ve gruplar için geçerli olduğu (Grundy, 2020) belirtilmektedir.

İki dilliliğin toplumsal boyutu da önemli bir değerlendirme kriteri olmaktadır ve “toplumsal ve kültürel perspektifler” ile ilgili araştırmalarda, bireyin iki dilli olarak görülebilmesi için ikinci dilin kültürel ya da sosyal ihtiyaçlara ne ölçüde hizmet ettiği önem kazanmaktadır. Daha güncel araştırmalarda ise Norton ve Toohey (2011) ve Creese ve Blackledge (2015) dilin sadece bireysel bir edinim süreci olmadığını, aynı zamanda toplumsal güç ilişkileri ve kimliklerle şekillendiğini belirtmektedir. Bu yaklaşımda, iki dilli öğrencilerin topluma aidiyet geliştirmelerini desteklemenin, dil gelişimi kadar önemli olduğu vurgulanmaktadır.

Türkiye özelinde değerlendirildiğinde, iki dillilik olgusu göçle birlikte daha belirgin hale gelmiş ve iki dillilik eğilimleri, yeni boyutlar kazanmıştır. Özellikle 2011 yılı sonrası artan göç hareketleri sonucunda mülteci ve göçmen öğrencilerle birlikte yeni iki dilli grupların eğitim sistemine entegrasyonu önemli bir konu haline gelmiştir (Cerna, 2019; Dryden-Peterson, 2016; Kırmızı vd., 2023). Bu yıllardan itibaren Türkiye’de “iki dillilik” genellikle kendi ana dillerinde sistematik bir eğitim alamayan (Cerna, 2019) eğitim hayatları yarıda kalan ve dolayısıyla toplum dili olan Türkçeyi hem iletişim dili hem de eğitim dili olarak edinmeye çalışan göçmen ve mülteci öğrencileri tanımlarken kullanılan bir kavram halini almıştır.

İki dilli öğrencilerin artışı ile birlikte Türkçe öğretimi faaliyetlerine hız verilmiştir. Özellikle yetişkinlere Halk Eğitim Merkezleri ve Türkçe öğretim merkezlerinde (TÖMER) gerçekleştirilen yabancı dil olarak Türkçe öğretiminden kapsayıcı eğitime ve ikinci dil olarak Türkçe öğretim sürecine geçiş başlamıştır. Bu çalışmada, ikinci dil (L2) olarak Türkçenin öğretimi; özellikle zorunlu nedenlerle Türkiye’ye göç veya iltica eden iki dilli öğrencilere, Millî Eğitim Bakanlığı’na bağlı ilkokullarda verilen toplum dili öğretimi bağlamında ele alınmıştır.

Türkiye’deki ilkokullarda öğrenim gören iki dilli öğrencilerin özellikle dinleme-anlama, okuma-anlama, yazma ve konuşma becerilerinde önemli güçlükler yaşadıklarını (Kırmızı vd., 2023; Turan & Solak, 2023) belirtilmektedir. Dil becerilerindeki eksikliklerin sosyal iletişim ve akademik başarı üzerinde olumsuz etkiler yarattığı (Cummins, 2000) vurgulanmaktadır. Bununla birlikte, dil becerilerinde yaşanan sorunların, öğrencilerin topluma ve okula uyumunu zorlaştırdığı ve okulda disiplin sorunları yarattığı (Kırmızı, vd., 2023; Özer, 2023) ifade edilmektedir. Ayrıca bu öğrencilerin çoğu zaman dil bariyerleri nedeniyle akademik ve sosyal dışlanmaya maruz kaldığı (Block, 2007; Cummins, 2000) belirtilmektedir.

Alanyazında iki dilli öğrencilere Türkçe öğretiminde yaşanan sorunların ve sorun yaşanan dil becerilerinin belirlenmeye ve çözüm önerileri üretilmeye çalışıldığı görülmektedir. Ancak çalışmaların pek çoğunun “Suriyelilere/göçmenlere/mültecilere Türkçe öğretimi” ve “yabancı dil olarak Türkçe

öğretimi” gibi farklı metodolojilerle ele alındığını söylemek mümkün olacaktır. Bu çalışmada ise iki dillilik ve ikinci dil öğretimi arasındaki ilişkinin irdelenmesi, mülteci/göçmen öğrencilerine yönelik Türkçe öğretim faaliyetlerinin ikinci dil olarak Türkçe öğretimi kapsamında ele alınmasının alan açısından önemli olabileceği düşünülmektedir. Literatürde belirtildiği üzere, ikinci dil öğretiminde öğrenci ihtiyaçlarının bilimsel temelli ihtiyaç analizi süreci ile belirlenmesi gerekmektedir (Derwing & Munro, 2005; Long, 2005; Tollefson & Tsui, 2018; West, 2022). Bu çalışmada, program geliştirme açısından ihtiyaç analizinde bulunması gereken bilimsel süreçlere göre çok boyutlu, çok paydaşlı ve yansız bir şekilde gerçekleştirilmiştir ve Coleman ve Goldenberg’ in (2010) “dilsel”, “akademik”, “sosyal ve duygusal” ve “kültürel” ihtiyaçlar sınıflandırması (akt. Durmuş & Okur, 2013) temel alınmıştır.

Alanyazında, iki dilli öğrencilere Türkçe öğretiminde karşılaşılan sorunlara ve bu öğrencilerin dilsel ihtiyaçlarına yönelik çeşitli araştırmalar yapılmıştır. Ancak mevcut çalışmaların büyük bölümü, sınırlı sayıda paydaşın görüşlerine dayanmakta ve farklı düzeylerdeki öğrenci profillerini yeterince kapsamamaktadır. Bu araştırma, söz konusu boşluğu doldurmak amacıyla, ilkokul 1-4. sınıf düzeyinde eğitim gören iki dilli öğrencilerin Türkçe ihtiyaçlarını, öğrenciler, sınıf öğretmenleri ve alan uzmanlarının görüşleri doğrultusunda belirlemeye yönelik çok boyutlu bir yaklaşım benimsemektedir. Araştırma sürecinde elde edilen ihtiyaç analizleri; farklı üniversitelerden Sınıf Eğitimi, Türkçe Öğretimi, Program Geliştirme alanlarında uzman akademisyenler ile TÖMER uzmanlarının katılımıyla düzenlenen bilimsel bir çalışmada paylaşılmış ve değerlendirilmiştir. Bu analizler, yazar tarafından yürütülen doktora tezinin de temelini oluşturarak, özgün bir Türkçe öğretim programı tasarımı için bilimsel bir zemin oluşturmuştur. Araştırmanın veri seti; hem daldırma hem de batırma modeli kapsamında eğitim alan, farklı uyruklara ve sınıf düzeylerine sahip, Türkçe dil yeterlikleri ve ihtiyaçları çeşitlilik gösteren zengin bir öğrenci profiline dayanmaktadır. Bu yönüyle çalışma, iki dilli öğrencilere yönelik Türkçe öğretimi bağlamında daha kapsayıcı ve ihtiyaç temelli bir yaklaşım sunmaktadır.

Araştırmanın özgün katkılardan biri de araştırmacılar tarafından geliştirilen dil becerilerini belirleme ölçeğidir. Bu ölçme aracı, iki dilli öğrencilerin Türkçe dil yeterliliklerini nesnel biçimde değerlendirmeye olanak sağlayan ilk yapılandırılmış araçlardan biridir. Ayrıca öğretim ortamlarının niteliği, materyal yeterliliği ve öğretmen yeterlikleri de araştırmanın odağında yer almaktadır. Bu bütüncül bakış açısı, araştırmanın yalnızca bir ihtiyaç tespiti çalışması olmanın ötesine geçerek, öğretim ortamlarını geliştirmeye dönük öneriler sunmasına olanak tanımaktadır.

Sonuç olarak, çalışma; sürece odaklı, saha temelli ve çok paydaşlı yapısı ile iki dilli öğrencilere yönelik Türkçe öğretimi alanında önemli ve özgün bir katkı sunmakta, mevcut uygulamaların gözden geçirilmesi ve geliştirilmesine yönelik güçlü bir temel oluşturmuştur. Bu kapsamda araştırmanın genel amacı, ilkokullarda öğrenim gören iki dilli öğrencilerin ikinci dil olarak Türkçe öğrenimine yönelik olarak yürütülen Türkçe derslerine ilişkin uygulamaların ve bu öğrencilerin dil becerileri bağlamındaki ihtiyaçlarının belirlenmesidir. Bu genel amaç doğrultusunda araştırmada aşağıdaki sorulara yanıt aranmıştır:

İlkokullarda ikinci dil olarak Türkçe öğrenimine yönelik mevcut durum nasıldır?

İki dilli ilkokul öğrencilerinin Türkçe dersine yönelik kişisel ve sosyal, dilsel ve akademik ihtiyaçları nelerdir?

Karma araştırma desenlerinden yakınsayan paralel desen benimsenen araştırmanın nitel verileri gözlem ve araştırmacı günlüğü, görüşme (y.yapılandırılmış ve görüşme formu) ve öğrenci ürünleri ile toplanırken; nicel veriler ise kişisel bilgi formu ve yabancı uyruklu ilkokul öğrencilerinin Türkçe dil becerileri ihtiyaçlarını belirleme ölçeği ile toplanmıştır. Nitel veriler içerik analizi ile çözümlenirken; nicel verilerinin analizinde ise SPSS 22 ve doğrulayıcı faktör analizi için Lisrel 8.7 programları kullanılmıştır. Veri toplama araçlarının geçerlik ve güvenirliği kapsamında kullanılan ölçek için güvenirlik analizleri normallik testleri ve iç tutarlılık katsayıları hesaplanırken; nitel verilerin geçerlik ve güvenirliğini sağlamak amacıyla ise Denzin ve Lincoln (1994) tarafından belirlenen “inandırıcılık” “aktarılabirlik” “tutarlık” ve “teyit edilebilirlik” ölçütlerinden faydalanılmıştır.

Bu araştırmada, Türkiye’de ilkokul düzeyinde gerçekleştirilen ikinci dil olarak Türkçe öğretiminin mevcut durumu ve iki dilli öğrencilerin Türkçe öğrenimine yönelik dilsel, kişisel, sosyal ve akademik ihtiyaçları belirlemeye çalışılmıştır. Araştırmanın birinci alt amacı kapsamında, ilkokullarda ikinci dil olarak Türkçe öğrenimine yönelik mevcut duruma yönelik elde edilen bulgulardan hareketle öğrencilerin “dil becerileri ve yeterliklerinde sorunlar” olduğu, öğrencilerin basit iletişim becerilerini yerine getiremediği, anlama, anlatma becerileri ile birlikte dilbilgisi ve sözcük bilgisi becerilerini yeterli ölçüde edinemediği görülmüştür. Ayrıca, kelime bilgisi ve dilbilgisi becerilerinde de zorluklar kaydedilmiştir. Öğrenciler temel iletişim becerilerini yerine getirmekte zorlanmış ve dilbilgisi, kelime bilgisi, anlama ve ifade becerilerini yeterince edinememiştir. Dil becerilerinde tespit edilen bu eksiklikler ve sorunlar aynı zamanda öğrencilerin bu becerilere ihtiyaçlarının da olduğunu gösterirken; bu sorunlar, öğrencilerin Türkçe dersine yönelik olumsuz tutumları, okul ve toplum yaşamına uyum güçlükleri, Türkçe öğrenimine direnç gösterme ve düşük motivasyon, sınıf ortamında olumsuz davranış gösterme ve sonuç olarak da düşük ve yetersiz akademik başarı ile ilişkilendirilebilmektedir.

İkinci dil olarak Türkçe öğrenimine yönelik mevcut durum analizlerinde öğretmen özellikleri ve yeterlikleri ile elde edilen bulgular, ikinci dil olarak Türkçe öğreniminde metodolojik sorunlar yaşandığını ortaya koymaktadır. Öğretmenlerin mesleki deneyim ve yeterlikleri kapsamında ise öğretmenlerin önemli bir kısmının ikinci dil olarak Türkçe öğrenimine yönelik özel bir eğitim almadığı ve pedagojik anlamda yeterli donanıma sahip olmadığı belirlenmiştir. Sürecin ana dili olarak Türkçe öğrenimine yönelik olarak gerçekleştirildiği ve bu durumun öğrenim süreçlerinde yöntemsel ve uygulamaya dönük sorunların yaşanmasına neden olduğu, öğretmenlerin ders materyali, öğrenme-öğretme ve ölçme-değerlendirme yöntem-teknikleri açısından geleneksel yaklaşımları tercih ettiği belirlenmiştir. Bu kapsamda, öğretmenlerin ikinci dil olarak Türkçe öğreniminde alana ve hedefe yönelik mesleki gelişim ve desteğe ihtiyaç duyduğunu söylemek mümkündür.

Araştırmanın ikinci alt amacı olan iki dilli öğrencilerin Türkçe dersine yönelik ihtiyaçları doğrultusunda öğrencilerin kişisel ve sosyal ihtiyaçlarının topluma ve okula uyum sağlayabilme ve öğrencilerin günlük işlerini kolaylıkla gerçekleştirebilmeleri için iletişim kurma ve topluma uyum ihtiyaçlarının olduğu sonucuna ulaşılmıştır. İkinci dil olarak Türkçe öğreniminde akademik ihtiyaçların ihtiyaç analizi-gereksinim belirleme çalışmalarının olduğu ve Türkçe öğrenimi sürecinin başında gereksinim belirleme çalışmalarının yapılması, bu çalışmaların da CEFR’ de belirlenen dil yeterliklerine göre gerçekleştirilmesi gerektiği sonucuna ulaşılmıştır. Gereksinim belirleme çalışmalarında akademik ihtiyaçların, CEFR’ belirtilen dil yeterlik tanımlayıcılarına uygun olarak kapsamlı ihtiyaç analizleri ve değerlendirmelerinin yapılmasının önemi katılımcılar tarafından da dile getirilirken; çalışmada CEFR temel alınarak geliştirilen ölçek ve öğrenci ürünlerinin değerlendirilmesi, alanyazın ve elde edilen bulgularla örtüşmektedir.

Öğrencilerin bakış açısına göre dil ihtiyaçlarının sırasıyla konuşma, yazma, okuma, dinleme, tüm dil becerileri ve sözcük bilgisi olduğu görülmüşken; benzer şekilde, öğretmenler de dil ihtiyaçlarının en çok anlatma (konuşma ve yazma) becerilerinde olduğunu; sırasıyla dilbilgisi, sözcük bilgisi, okuma, dinleme ve tüm dil becerilerinde öğrencilerin desteklenmeye ihtiyaç duyduğunu belirtmiştir. Öğrenci ürünleri ve araştırma günlüğünde de öğrenci ihtiyaçlarının anlatma becerisinde yoğunlaştığı görülmüşken; nitel bulgulardan farklı olarak dil becerilerini belirleme ölçeğinde dil ihtiyaçlarının ağırlıklı olarak iletişim becerilerine yoğunlaştığını göstermiştir. Nitel bulgularla eşgüdümlü olarak ise öğrencilerin anlatma becerileri ihtiyaçlarının olduğu ve özellikle, üst sınıflarında (3. ve 4. sınıflar), öğrencilerin anlatma becerileri ihtiyaçlarının alt sınıflara (1. ve 2. sınıflar) göre daha fazla olduğu görülmüştür. Aynı durum, anlama becerilerinde de geçerli olmuş ve üst sınıflarda öğrenim gören öğrencilerin dinleme ve okuma becerilerindeki ihtiyaçlarının alt sınıflardaki öğrencilere göre daha fazla olduğu sonucuna ulaşılmıştır. Bu durum, nitel bulgularda öğretmenler tarafından dile getirilen ara dönemlerde okula başlama, “kesintili okullaşma” durumu ile ilişkilendirilirken; aynı zamanda öğrencilerin Türkçe ilk okuma yazma sürecinden geçmemesi de bu durumun nedenlerinden olabilecektir.

Özellikle ikinci dil ve toplum dili öğreniminde yapılacak ihtiyaç analizlerinde, öğrenenlerin uyukları, ülkede bulunma, dil öğrenme hedefleri önemli bir belirleyici olabilmektedir. Öğrencilerin pek çoğunun

mülteci statüsünde olması ve Türkiye’de bulunmalarının zorunlu nedenlerden kaynaklanması nedeni ile sadece öğrenci uyruklarına odaklanılmış ve ölçekte öğrencilerin uyruklarının, dil ihtiyaçlarında etkili olup olmadığı incelenmiş; ancak öğrenci uyruklarının istatistiksel olarak anlamlı bir farklılık göstermediği sonucuna ulaşılmıştır. Sonuç olarak araştırmanın sonuçları, öğrencilerin yalnızca temel dil becerileri açısından değil; aynı zamanda iletişim kurma, kendini ifade etme ve anlamlandırma gibi yüksek düzeyde bilişsel ve sosyal becerilerde de desteğe ihtiyaç duyduğunu göstermiştir. Öğretmen görüşleri de öğrencilerin dil becerilerindeki yetersizliklerin, sınıf içi etkileşimleri ve ders başarısını doğrudan etkilediğini desteklemektedir. Bu bulgular, Cummins’in (2000) akademik ve sosyal entegrasyon için dil yeterliliğinin önemini vurgulayan karşılıklı bağımlılık hipotezini desteklemektedir.

Sonuç olarak ilkokullarda ikinci dil olarak Türkçe öğretiminde geliştirilmesi hedeflenen dil becerilerinde yeterince gelişme sağlanamadığı, sorun yaşanan bu becerilerden tümüne ihtiyaç duyulduğu söylenebilirken; öğrencilerin dil ihtiyaçlarının belirlenerek öğretimin bu ihtiyaçlara göre şekillendirilmesi önemli görülmektedir. Bu çalışma, ülkemizde iki dilli ilkokul öğrencilerine ikinci dil olarak Türkçe öğretimi konusunda çok boyutlu ve kapsayıcı bir yaklaşım sunmaktadır. Farklı coğrafi bölgelerden ve çeşitli uyruklardan geniş bir örneklem ile öğrenci, öğretmen ve alan uzmanı görüşlerini bir araya getiren karma yöntemli tasarımının alanyazına önemli katkılar sağlayacağı umulmaktadır. Araştırmada kullanılan özgün ihtiyaç analiz ölçeği, iki dilli ilkokul öğrencilerinin Türkçe dil becerilerini nesnel biçimde ölçebilen ilk araç olma özelliği taşımaktadır. Ayrıca araştırma sonuçlarının, ilkokullarda Türkçenin ikinci dil olarak öğretimi için program ve materyal geliştirme süreçlerine rehberlik edebileceği söylenebilir. Araştırmanın sınırlılığı olarak nicel verilerin, öğrencilerin okuryazarlık düzeyleri yeterli olmadığı için öğretmenlerden elde edilmesi görülmekte, ölçeğin öğrencilere uyarlanması ile dil becerilerindeki ihtiyaçlara yönelik farklı sonuçlar elde edilebileceği düşünülmektedir.

Özetle bu çalışma, iki dilli öğrencilerin Türkçe dil becerilerindeki yetersizliklerin sadece bireysel değil, aynı zamanda pedagojik ve yapısal faktörlerle de ilişkili olduğunu ortaya koymaktadır. Bu bağlamda eğitim politikalarının, öğretmen eğitim programlarının ve sınıf içi uygulamaların kapsayıcı bir yaklaşımla yeniden yapılandırılması gerekmektedir. Araştırma bulguları doğrultusunda, Türkiye’de ilkokul düzeyinde öğrenim gören iki dilli öğrencilerin Türkçe dil yeterliklerini geliştirmek ve akademik bütünleşmelerini desteklemek amacıyla aşağıdaki öneriler sunulmaktadır:

Dilsel girdiyi artırma: Dinleme, hazırlıklı/hazırlıksız konuşma ve bireysel yazma etkinliklerine öncelik verilmeli; öğrenciler okul içi ve dışı iletişim temelli etkinliklerle Türkçeye sürekli ve nitelikli biçimde maruz bırakılabilir.

Anlatım becerilerine odaklanma: Konuşma ve yazma becerilerini geliştirmeye yönelik yapılandırılmış programlar uygulanmalı, bu alanlardaki gelişim sistematik biçimde izlenebilir.

Toplumsal uyum ve iletişim becerisi desteği: Kültürel aktarımı destekleyici ders içerikleri (metinler, çocuk şarkıları, geleneksel oyunlar) kullanılmalı; öğrencilerin yerel toplumla etkileşimini artırmak amacıyla çeşitli sosyal etkinliklere katılımları teşvik edilmelidir.

Fonolojik farkındalık ve sesletim: Özellikle ünlü harf telaffuzlarına yönelik sesletim etkinlikleri artırılmalı; fonolojik farkındalık geliştiren yapılandırılmış uygulamalara yer verilmelidir.

Okul öncesi eğitimin yaygınlaştırılması: Dil gelişimi açısından kritik öneme sahip okul öncesi dönemde, ikinci dile hazırlayıcı nitelikte programlar yaygınlaştırılmalıdır.

Kapsayıcı ve farklılaştırılmış eğitim uygulamaları: İkinci dil öğretimi kapsayıcı bir yaklaşımla yürütülmeli; öğrencilerin bireysel farklılıklarına uygun öğretim stratejileri uygulanmalıdır.

Psikososyal destek mekanizmalarının güçlendirilmesi: Okul rehberlik hizmetleri ve akran destek sistemleri güçlendirilerek güvenli bir öğrenme ortamı oluşturulmalı, öğrencilerin öz yeterlik duyguları

desteklenmelidir.

Kültürel olarak duyarlı materyal geliştirme: Öğrencilerin yaşantılarına uygun görsel, işitsel ve otantik materyaller (afiş, broşür, poster vb.) ile ders içerikleri zenginleştirilmelidir.

Öğretim sürecinde etkin yöntemler kullanma: Basitleştirilmiş dil, görseller, hikâyeleştirme, akran desteği, drama ve dijital araçlar gibi yöntemlerle süreç desteklenmeli, işbirlikli öğrenmeye dayalı grup çalışmaları yaygınlaştırılmalıdır.

Dil düzeyini belirlemeye yönelik ölçme-değerlendirme araçları: CEFR uyumlu tanılama araçları ile öğrencilerin dil ihtiyaçları sistematik şekilde belirlenmeli, gelişim süreçleri yıl boyunca izlenmelidir.

Destek programlarının izlenmesi ve geliştirilmesi: İYEP gibi programların etkinliği düzenli olarak değerlendirilerek iyi uygulamaların yaygınlaştırılması sağlanmalıdır.

Öğretmen eğitimi ve mesleki gelişim: İki dillilik, kültürel farkındalık ve farklılaştırılmış öğretim konularında hizmet içi eğitimler yaygınlaştırılmalı; üniversite düzeyinde ikinci dil olarak Türkçe öğretimine yönelik alan bilgisi ve öğretim bilgisi eşgüdümlü olarak sunulmalıdır.

Okul yöneticilerinin farkındalığının artırılması: İki dilli öğrencilerin ihtiyaçlarına yönelik yönetimsel düzeyde farkındalık kazandıracak eğitimler planlanmalıdır.

İki dillilik üzerine araştırmaların artırılması: Dil becerilerine yönelik etkili uygulamaları belirlemeye dönük eylem araştırmaları ve karma desenli çalışmalar yaygınlaştırılmalıdır.