

**Educational Status of Immigrant Students in the Context of Teachers'  
Views**

**Öğretmenlerin Görüşleri Bağlamında Göçmen Öğrencilerin Eğitim Durumu**

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**ABSTRACT**

The purpose of this study is to assess the educational status of immigrant students based on the views of teachers working in schools. This research employs a phenomenological approach within the qualitative research framework. The study group comprises 17 teachers from secondary schools located in the central districts (Karatay, Meram, and Selçuklu) of Konya, Türkiye, during the 2022-2023 academic year. Data was collected using a semi-structured interview form, and the gathered information was analyzed through descriptive and content analysis methods. From the analysis of teachers' views on the current educational status of immigrant students, key areas such as communication, social life, problem-solving, and teacher training emerged. The study findings were compared with relevant literature and similar studies, and the results were explained. In order to carry out and improve the education process more effectively, it is significant to solve the problems of immigrant students, especially in the context of language and culture, and to provide teachers with sufficient and effective training on immigrant students and their education.

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**ÖZET**

Bu araştırmanın amacı, okullarda görevli öğretmenlerin görüşleri doğrultusunda göçmen öğrencilerin eğitim durumunu belirlemektir. Çalışma, nitel araştırma yöntemine dayalı bir olgubilim (fenomenoloji) araştırmasıdır. Araştırmanın çalışma grubunu, 2022-2023 eğitim öğretim yılında Türkiye'nin Konya ilindeki merkez ilçelerde (Karatay, Meram ve Selçuklu) yer alan ortaokullarda görevli 17 öğretmen oluşturmaktadır. Çalışmada veri toplama aracı olarak yarı yapılandırılmış görüşme formu kullanılmıştır. Toplanan veriler betimsel analiz ve içerik analizi yöntemiyle analiz edilmiştir. Öğretmenlerin, göçmen öğrencilerin mevcut eğitim durumuna ilişkin görüşlerinin analizi neticesinde; iletişim, sosyal hayat, sorunların çözümü ve öğretmenlerin aldıkları eğitimler şeklinde alanlar tespit edilmiştir. Çalışma bulguları ilgili literatür ve benzer çalışmalarla karşılaştırılarak sonuçlar açıklanmıştır. Eğitim-öğretim süreçlerinin daha etkin yürütülmesi ve iyileştirilmesi amacıyla göçmen öğrencilerin özellikle dil ve kültür bağlamındaki sorunlarının çözülmesi; ayrıca öğretmenlerin de göçmen öğrenciler ve eğitimlerine ilişkin yeterli ve etkili eğitimlerden geçirilmesi önem arz etmektedir.

**Atıf İçin**

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## INTRODUCTION

Migration is a phenomenon that has existed throughout human history and still continues worldwide; it refers to the movement of people from one place to another for various reasons (Castles & Miller, 2009). In other words, migration can be defined as the geographic displacement of people due to social, economic, political, and natural reasons. People may choose to migrate voluntarily in order to work, seek improved employment prospects, and live a more comfortable life. However, there are also situations where people are compelled to leave their homes due to circumstances beyond their control, such as war, oppression, exile, or natural calamities (Arıcıoğlu & Avcı, 2021). Today, many people still migrate to new places due to economic, social reasons, and especially due to internal conflicts or turmoil (Aydeniz & Sarıkaya, 2021). In the study of Erdogan and Kaya (2015), it is stated that immigrants generally flee from poverty, war, political corruption, oppressive regimes, and poor living conditions. The recent wave of migration has led to different classifications and definitions depending on the status of immigrants. In the current discourse, alongside the concept of migrant, different terms such as refugee, asylum seeker, conditional refugee, temporary protection, and subsidiary protection are being used (Turan & Fansa, 2021). The United Nations defines an immigrant as “an individual who has resided in a foreign country for more than one year, regardless of reasons, voluntary or not, regular or irregular migration routes”. The Turkish Language Association, on the other hand, defines the concept of immigrant as a person who leaves his/her own country to settle in another country (TDK, 2018). Türkiye, with its strategic geographic position as a transit hub or destination country for migration, has been greatly impacted by intense migration, especially following the Arab Spring. Starting from 2011, Türkiye has received a significant number of refugees originating from countries such as Syria, Iraq, Afghanistan, Iran, Pakistan, and other nations (Akkoyunlu Ertan & Ertan, 2017). According to the February-March 2021 report of the United Nations Refugee Agency, there are around 4 million immigrants in Türkiye, including 3.6 million Syrians and others coming from Iraq, Iran, Afghanistan, Pakistan, and various countries (UN Refugee Agency, 2021). Türkiye, the nation hosting the largest number of Syrian refugees globally (Erdoğan, 2020), is witnessing a continuous rise in the number of Syrian students entering its education system. As a result of this increase, various issues have become apparent in the Turkish education system (Kaya, 2020; Özenç & Saat, 2019). Migration, both for individuals and masses, as well as for the communities that receive migrants, necessitates a new form of social relationship (Adıgüzel, 2017). As a result of migration movements, people with different cultural backgrounds were compelled to live together, which brought about various challenges. Education is one of the most prominent issues among these challenges. Therefore, Consequently, it has become crucial to introduce reforms in the education sector to facilitate refugee students' adaptation to their new educational environment (Erdoğan, 2015; Somuncu, 2021).

The increasing international migration movement in Türkiye has made immigrant integration an important subject of study (Dedeoğlu & Gökmen, 2011). In the integration of immigrants, education is given top priority. Understanding the educational situation of migrant students requires a theoretical framework that addresses the challenges they face in adapting to new environments. Social integration theory emphasizes the importance of forming social connections within the host society, which is crucial for the academic and emotional well-being of migrant students (Putnam, 2000). Without adequate social support, these students may experience isolation, negatively impacting their educational outcomes. Cultural adaptation theory explores how individuals adjust to new cultural contexts. Berry (1997) identifies strategies such as assimilation and integration, which are vital for migrant students as they balance their native culture with the new one. Successful adaptation can enhance academic performance and foster a sense of belonging. It is one of the most important research elements of education policies to examine the extent to which immigrant students integrate into the education systems of their new host countries, whether their relative achievements in schools require special attention compared to their local peers, and how recipient countries with diverse immigrant populations cope with relevant challenges (Bahadır, 2021). Türkiye hosts the world's largest displaced Syrian community, and currently, around one and a half million school-aged refugee children necessitate educational interventions (UNHCR, 2018). The education of families and children compelled to flee Syria due

to war and security concerns is not only a basic human right but also essential for their integration into Turkish society (Aytaç, 2021). Following the significant influx of Syrian refugees, Türkiye has focused on social integration and educational initiatives (Duman, 2019). In this context, several circulars were issued through the collaboration of AFAD (Disaster and Emergency Management Authority), YÖK (Council of Higher Education), and the Ministry of National Education. These efforts aimed to address educational challenges, provide training for teachers, organize various activities, and strive for a standardized approach to the education of refugee children (Kayman & Elkatmış, 2021). The Ministry of National Education aimed to establish a legal framework for the education of immigrant children (Aksoy, 2020; Seydi, 2014; Şahin, 2020). The education process for Syrian refugees under temporary protection, which initially started in camps, has gradually continued in schools within the Turkish Education System (Aytaç, 2021). Additionally, the literature includes studies that concentrate on the field of education, which is a fundamental human right, supporting children's development, improving their disadvantaged situation, and evaluating implemented programs (Arıcıoğlu & Avcı, 2021; Demircan, 2019; Dilek & Demiral, 2021; Ereş, 2015; Kayacan & Güneş Koç, 2021; Kolukırık, 2020; Şimşek & Kula, 2018).

Türkiye, which can be described as a country of immigration, has a significant number of migrant children, both registered and unregistered, who are unable to access educational services. Institutions such as the European Union and the United Nations provide necessary support to initiatives aimed at ensuring that all children, including migrant and refugee children, have access to education. In recent years, with the significant increase in the number of migrants and refugees, the number of studies conducted in the field of education has also increased, and different perspectives have started to be considered. With the gradual acquisition of legal permits through temporary migrant status, migrants have settled in the host country, and migrant children have also joined local schools. When necessary conditions were met, the education process for migrant students continued with special programs and educators. In cases where the conditions were not suitable, the flexibility of the implemented program was utilized, and the process continued with the contribution of teachers and families (Uysal, 2022).

Several studies have been conducted on the education of immigrant students in Türkiye, addressing the challenges these students face. The study findings indicate that migrant students encounter various challenges, primarily language and cultural barriers, which have an impact not only on the individual students but also on the entire class and school (Akkaya et al., 2021; Balkar et al., 2016; Başaran, 2020; Gökmen, 2020; Işık, Bahat, Öncüler, and Özdemir, 2021; Toker Poyraz, 2022). In general, language barrier has been identified as one of the main challenges in migrant education (Temur & Özalp, 2022). Migrant children can acquire sufficient speaking skills in their new language within one to two years, but achieving the language proficiency required for academic learning generally takes four to seven years (Hakuta, Butler & Witt, 2000). While ensuring migrant children receive education is crucial, it's equally important not to neglect the needs of teachers who will be instructing these children. Numerous studies in the literature have addressed this issue as well. These studies (Beltekin, 2016; Bourgonje, 2010; Dryden-Peterson, 2015; Kovinthan, 2016; Matthews, 2008; Pastoor, 2015; Yaylacı et al., 2017) have highlighted the importance of teachers' competencies, indicating that teachers in the refugee, migrant, and asylum-seeking group seek to have more knowledge about the education of these children and require professional training in these areas. Furthermore, it is crucial to ensure acceptance and integration into the new society for migrant children (Koçak & Gündüz, 2016). It is not only the responsibility of the individuals who migrated but also the local community to prevent the exclusion of migrant children, avoid social integration issues, foster trust and coexistence between the two communities, and facilitate the inclusion of these children in society (Elsiveyden, 2021; cited in Poyraz, 2022).

When reviewing the literature, it becomes apparent that the education of migrant students has become a significant issue worldwide. Research on the education of migrant students holds great importance in understanding the challenges they face in terms of educational achievement and social integration and identifying the necessary steps to overcome these challenges. Adapting to different education systems in various countries and dealing with cultural differences is a challenging process for migrant students. These students should not only strive for academic

success but also make efforts to adapt socially and culturally to their new country. Therefore, conducting research focused on the education of migrant students and discussing what can be done to ensure their successful education is a highly important and relevant topic. In our study, we preferred to sample teachers who teach immigrant students. The reason for this was that these teachers work directly with immigrant students and closely witness their educational processes. We believed that the views of these teachers would provide a perspective on the educational status of immigrant students. Seeking the perspectives of teachers, who bear a great responsibility in this regard, can shed light on identifying and solving these issues, contributing to the development of programs for the education of migrant students, shaping educational policies, providing guidance to policymakers and decision-makers, and making contributions to the educational literature. In this context, the aim of the study is to assess the educational status of immigrant students in line with the opinions of teachers working in schools. Within the scope of the objective, the opinions of the teachers about the current educational status of immigrant students were described and interpreted.

## Background

Since the Syrian civil war began in 2011, Türkiye has taken in millions of Syrians, offering them "temporary protection" status. This status, established under the Temporary Protection Regulation in 2014, designates Syrians as being under temporary protection rather than refugees, highlighting the legal differences between refugees, asylum seekers, and individuals with temporary protection under international law. In the Migration Terminology Glossary, a migrant is described by the United Nations as someone who has lived in a foreign country for over a year, regardless of the cause, whether the movement is voluntary or forced, and whether the migration routes are legal or illegal. An asylum seeker is an individual seeking refuge in another country to escape persecution or significant danger in their home country, while awaiting a decision on their application for refugee status according to applicable national or international laws. If their application is denied, they must leave the country, and if they lack permission to remain, they may be deported like any other foreigner involved in unlawful or irregular activities. A refugee is defined as an individual who meets the criteria established by the UNHCR and is eligible for United Nations protection, regardless of whether they are in a country that is a party to the 1951 Convention or the 1967 Protocol. This status applies even if the host country does not formally recognize them as a refugee under these legal documents (International Organization for Migration [IOM], 2009). Türkiye has prioritized the education of Syrian students, tackling challenges such as language, cultural adaptation, and social integration. While Syrian students initially attended Temporary Education Centers, most have been integrated into Türkiye's public school system in recent years. As the country hosting the largest number of refugees globally, Türkiye manages this process both nationally and internationally, working with organizations like the European Union to implement policies that support the education and social inclusion of migrants. In this way, the integration of Syrian students into Türkiye's education system serves as both a reflection of the country's migration policies and a response to the broader global refugee crisis.

## METHOD

### Research Design

The present study is phenomenology research, one of the qualitative research methods. In a phenomenological study, researchers try to understand/explain the experiences and the direct experiences of individuals with these experiences in the process (Gedik, 2016). In addition, phenomenology deals with phenomena that we are aware of but do not have an in-depth understanding (Yıldırım & Şimşek, 2016). This approach emphasizes how individuals interpret their experiences and examines how they translate those experiences into personal consciousness, both on an individual level and as shared meaning within a group (Patton, 2018).

## Study Group

The study group comprises 17 teachers from secondary schools located in the central districts (Karatay, Meram, and Selçuklu) of Konya, Türkiye, during the 2022-2023 academic year. The choice of focusing on middle schools is due to the fact that Syrian migrant students tend to adapt to Turkish schools on average during this period, and it is when they have the highest attendance rates. Additionally, the schools located in the neighborhoods where Syrian migrant families/students reside predominantly were selected for the study. In the study, a participant group was formed with the maximum variation sampling method, one of the purposive sampling methods. Maximum diversity sampling aims to guarantee the inclusion of individuals from various backgrounds who might be involved in the issue, in order to capture diverse perspectives and identify significant commonalities (Yıldırım & Şimşek, 2016). In the current study, sample attempt was made to provide by gender, educational status, professional seniority, and branch. Demographic characteristics of participating teachers are presented in Table 1.

Tablo 1. *Characteristics of participating teachers*

Variables		N	%
<b>Gender</b>	Female	10	59
	Male	7	41
<b>Educational Status</b>	Undergraduate	14	82
	Postgraduate	3	18
<b>Professional seniority</b>	1-5 years	4	24
	6-10 years	10	59
	11-15 years	1	5
	16 years and over	2	12
<b>Branch</b>	Physical Education	1	6
	Information Technologies	1	6
	Religious Culture and Ethics	2	12
	Science	3	17
	Visual Arts	1	6
	English	1	6
	Math	3	17
	Psychological Counseling and Guidance	1	6
	Social Studies	1	6
	Turkish	3	18
<b>Total</b>		17	100

## Data Collection Tool

In the research, a personal information questionnaire designed by the researchers was utilized to ascertain the demographic profiles of the teachers. This form enabled the identification of participants' gender, educational status, professional seniority, and branches of the participants. The teachers' perspectives on the current educational situation of immigrant students were gathered using a semi-structured interview format. During the development of the interview form, the existing literature on the topic was reviewed. Subsequently, the opinions of three experts in the respective fields (Turkish language education, measurement and evaluation, educational management) were sought, and necessary adjustments were made based on their feedback. The revised interview form was then subjected to a pilot application. Following the pilot application, further adjustments were made, resulting in the final version of the interview form.

## Data Collection and Analysis

Ethical committee approval and permissions have been obtained for data collection. Before the interviews, participants were informed about the study, and appointments were scheduled for the

interviews to collect data. The interviews were conducted face-to-face in comfortable settings for both the researcher and the participants, and they lasted between 20-25 minutes. The interview data were recorded using an audio recording device and written notes.

The interview data were transcribed into written form in a computer environment. Before analysis, participants' files were assigned codes such as "A, B, C, D, ..." in the study. The data were analyzed using descriptive analysis and content analysis techniques. Content analysis was used to identify themes related to teachers' views on the current educational status of immigrant students in the interviews. After reviewing all the data, the coding process was undertaken. Meanings were extracted from the data sets, and each meaning was assigned a specific code. Codes serve as labels or tags to attribute units of meaning to the descriptive and interpretive information gathered in the study (Miles and Huberman, 2019). In the study, after coding using content analysis, similar codes were merged. From the extensive and piled-up codes, a new list of codes was created. Lastly, codes with similar topics/meanings were grouped under categories and placed under the relevant theme. The descriptive analysis was used to describe the identified codes in the study, and quotations from the interviews were included.

In order to increase the internal validity (credibility) of the current study, the preparation of the interview form involved reviewing the literature and obtaining opinions from relevant experts in the field. In this regard, the interview form was initially drafted, and necessary corrections were made after conducting a pilot study. Additionally, a suitable environment and time were provided to create a comfortable atmosphere for participants to express themselves and gather reliable data. Various researchers conducted the data analysis, and the interpretations and results derived from this analysis were reviewed and confirmed by the participants. To bolster the external validity (transferability) of the study, the procedures and methodologies employed were thoroughly detailed within the research framework.

To improve internal reliability (consistency) in the study, direct quotations from participant statements were included. For reliability assessment, the formula  $\text{Reliability} = \frac{\text{Agreement}}{\text{Agreement} + \text{Disagreement}} \times 100$  was used to evaluate the coding conducted by both researchers (Miles and Huberman, 2019). According to the evaluations conducted, the reliability of the coding performed by the researchers in the examination and analysis of the data was determined to be 94% (percentage of agreement between the coders). For internal consistency, an agreement of at least 80% between coders is expected (Miles and Huberman, 2019; Patton, 2018). Based on the achieved percentage of agreement (94%) in the current study, the data collection instrument is considered reliable.

## FINDINGS

The categories, codes and frequencies under the theme of teachers' views on the current educational status of immigrant students are given in table 2.

Tablo 2. *Teachers' views on the current educational status of immigrant students*

Theme	Categories	Codes	<i>f</i>
Teachers' views on the current educational status of immigrant students	Communication	Language/Linguistics	17
		Behavior	5
		<b>Total</b>	<b>22</b>
	Social life	Culture/Cultural	8
		Integration	7
		Exclusion/Bullying	2
		<b>Total</b>	<b>17</b>
	Problem-solving	Utilizing body language, games, books, visual, and tangible materials	6
		Utilizing an interpreter (through students)	5

	and teachers)	
	<b>Total</b>	<b>11</b>
<b>Teachers' training</b>	The necessity of education	14
	Attending courses and seminars	4
	<b>Total</b>	<b>18</b>

When analyzing the views of teachers regarding the current educational status of immigrant students, four categories were identified as a result. These categories are communication, social life, problem-solving, and teachers' training. In the context of communication, teachers have emphasized the language problem of immigrant students. They specifically mentioned the lack of knowledge, inability to speak Turkish, and the difficulties they face in the learning process. They also mentioned that language problems lead to difficulties in establishing friendships and can contribute to behavioral issues such as aggression. In this regard, it has been stated that in order to overcome both language and behavioral problems, it is necessary for immigrant students to learn Turkish to a sufficient level and use it functionally. Providing language education to immigrant students is seen as crucial. Presented below are teachers' statements expressing their views on the current educational status of immigrant students in terms of communication.

*“The biggest challenge I face with immigrant children is their need to learn a different language when they start school. Additionally, due to the presence of cultural differences among students, there are often issues related to adaptation and integration. In order to cope with these challenges, especially during teaching sessions, I try to explain the subject matter in the slowest possible way, relying more on body language and materials.” (A)*

*“The most significant challenge I face is the language problem. The majority of immigrant children still don't know Turkish, which makes it difficult for them to understand what is being taught or read in class. When I speak to a student, they rely on their Turkish-speaking classmates for translation if there is any. In such cases, it becomes nearly impossible to teach the lesson effectively to non-Turkish-speaking immigrant students. Another challenge I experience is the difficulty in fostering harmony and friendship between Turkish students and immigrant students. Their lack of liking and inability to form friendships leads to conflicts even during class.” (B)*

*“The biggest challenge we face when providing education to immigrant children is the language barrier. It is crucial for educators to have at least a moderate level of proficiency in Arabic. Alternatively, it is necessary for refugees and their families to quickly acquire a sufficient level of Turkish language proficiency to be able to communicate their needs and concerns in the country they are living in, which is Türkiye. Due to their inability to communicate with their peers, they become agitated. They can't express themselves, have difficulty understanding lessons, and struggle with a sense of belonging, which leads to aggression. Finding a solution to this issue is truly challenging for us. I try to address the language barrier by using interpreters and strive to get to know and understand them. I emphasize my affection for them and explicitly state that I do not discriminate based on race, especially when addressing any issues related to a sense of belonging.” (D)*

*“Many of the immigrant children do not bring materials, and even if some of them do, they either don't understand the instructions due to their lack of language proficiency or they simply don't care and draw or color whatever they feel like instead of doing the assigned work. I try my best to provide materials within my means. I also show examples to those who are doing different activities to redirect them back to the task at hand.” (E)*

*“Adapting to education and orientation processes can be challenging for immigrant children due to their difficulties in understanding, speaking, writing, and interpreting Turkish. Additionally, the conflicts and disputes between Turkish and Syrian students*

*pose a challenge in finding solutions. Cultural, educational, logical, and physical differences also contribute to these challenges. To address these issues, I focus on raising awareness, creating sensitivity, engaging in cognitive discussions, and prioritizing problem-solving. I utilize programs like PIKTES (Support Program for Students with Additional Language Needs) and direct Turkish language teachers to be aware and mindful of these issues to facilitate resolution.” (I)*

In the context of social life, teachers have stated that immigrant students face challenges in integrating into social life, adapting to the culture and environment. They have also mentioned experiences of exclusion and bullying as a result of these challenges. Among the reasons for these issues, it has been emphasized that the culture is not adequately introduced to everyone, including immigrant students, and that the facilitation of the adaptation process is lacking. Below are the statements of teachers regarding the social life of immigrant students in relation to their current educational status.

*“Due to the majority of immigrant children not knowing or having limited knowledge of Turkish, there can be some disagreements and lack of classroom harmony. Some immigrant children, being in the same class as Turkish students, may exhibit nationalist tendencies and form groups, occasionally leading to conflicts with their peers. Cultural differences also negatively impact the adaptation of immigrant children in the classroom. I try to resolve the issues between Turkish and immigrant children by engaging in conversations and seeking compromise, emphasizing that individuals should not be belittled or excluded based on their race. To address language and cultural barriers, I encourage reading books and impart Turkish culture to immigrant children.” (F)*

*“The most significant educational challenge for immigrant children is language and communication problems. Due to the diverse educational settings where immigrants receive education, such as public schools, Temporary Education Centers (GEM), some private schools, and informal environments, coordination in education becomes challenging. Issues such as irregular school attendance among school-aged children, difficulties in adapting to their peers due to cultural differences, negative attitudes and perceptions of the local community, teachers, students, and administrators towards immigrants emerge as major problems. The perception of immigrant children as cheap labor, inadequate physical infrastructure in schools, low competence levels of teachers in refugee education, and deficiencies in curriculum and teaching materials are additional challenges faced in immigrant education.” (G)*

*“The problems I encounter in the education of immigrant children are as follows: Inability to communicate due to the students and parents not knowing Turkish. Peer bullying (foreign students frequently resort to insults and violence towards each other. Immigrant students find it difficult to adapt due to cultural and linguistic differences. They also do not make sufficient efforts to integrate, and it may be because they prefer to stick with their fellow countrymen due to shared experiences.” (H)*

*“Communicating with immigrant children becomes quite challenging due to their lack of knowledge in Turkish. Consequently, we face difficulties in teaching them ethical rules, cultural values, cleanliness, and moral principles. The inability to teach these rules and values contributes to discipline problems.” (K)*

Teachers have expressed that they have been actively searching for solutions in response to the language and adaptation problems that immigrant students face in their educational processes. In order to improve the quality of education, they have been utilizing non-verbal communication, games, books, visual aids, and tangible materials. Additionally, when necessary, they have been minimizing language and adaptation problems by employing translation assistance from teachers and students. The teachers' statements regarding the solution of these problems in relation to the current educational status of immigrant students are provided below.

*"I have encountered some challenges in providing education to immigrants. Most students have some basic reading and writing skills, but they struggle to comprehend what they read and write. I address this issue by using visuals and videos to support their understanding. However, there are difficulties in communicating with children who do not speak Turkish within the classroom. To overcome this, we facilitate communication by having students who are proficient in Turkish act as translators in the classroom." (C)*

*"Yes. I encounter language problems the most. Confidentiality is an important factor in counseling sessions, and when an interpreter is involved, it compromises confidentiality to some extent. That's why I believe it's important to speak the same language when communicating with immigrant children. I try to solve the language problem by using a fellow student who is proficient in the language or an interpreter whenever I can access one. However, as I mentioned, this can compromise the confidentiality of the counseling sessions. Another issue is cultural differences. Different cultures have different ways of life, and communication problems can arise due to these cultural differences. I try to address this problem by listening to their cultures and experiences from their perspective." (L)*

*"I have problems while providing education to migrant children. These problems stem from the difficulty in communication. These problems include behavioral issues, lack of knowledge of rules, difficulty in understanding instructions, not knowing words or their meanings, pronunciation issues, and students not using Turkish words during lessons. To address these problems, I make use of A1 and A2 level textbooks used for teaching Turkish to foreigners. I use videos, animations, and visuals as teaching aids. I try to encourage every student to speak Turkish during and outside of lessons. I also employ games to teach rules." (P)*

*"I am experiencing a communication problem. I address this issue by using students who have a better command of Turkish as interpreters in the classroom. I also encounter difficulties with cultural customs, traditions, and classroom rules. To address these issues, I try to resolve them by repeatedly explaining that certain behaviors are not appropriate and by demonstrating the correct way through experiential learning." (R)*

Teachers have expressed that they have not received sufficient training, courses, seminars, etc., regarding immigrant students and their education. It is observed that only a limited number of teachers have been provided with such training. It has been emphasized that adequate training, courses, seminars, etc., are necessary not only for teachers but also for immigrant students, especially in terms of language and culture, to ensure a more effective education process for immigrant students. The teachers' statements regarding the training they have received concerning the current educational status of immigrant students are provided below.

*"I did not receive training. It is certainly necessary to provide training to teachers in this regard. I believe that through training, the problems can be reduced to some extent." (A)*

*"I haven't received any training specifically on the education of immigrant children. From a teacher's perspective, I don't believe such training is necessary. I think every teacher has sufficient knowledge in this regard. Perhaps seminars or courses could be provided to teachers who will teach a language to foreign students. Foreign students should be encouraged in terms of adaptation (language, cultural adaptation). The fact that foreigners live in certain neighborhoods makes adaptation more difficult. They don't feel obligated to learn the language or adapt." (H)*

*"I haven't received any education on this matter. It is important, in my opinion, to provide Turkish language education to immigrants in all subjects. If we want them to be well-prepared for the future and if we want to be beneficial to them, it may be*

*important from the perspective of teachers, but it will be more effective for them to receive education themselves.” (I)*

*“Yes, there is. During the second semester of the 2021-2022 academic year, I received a 5-day "Exposure Therapy Training" within the scope of PIKTES, with approximately 6 hours of training each day. It was very productive for me. I believe that increasing the availability of such training is necessary.” (L)*

*“I attended the "Turkish Language Teaching Seminar for Foreigners" conducted within the scope of PIKTES. I believe that such courses would be beneficial for all my colleagues.” (M)*

*“I have not received any specific training in this regard. However, I strongly believe that it is necessary for us to receive such training. During our undergraduate education, we were trained to educate students who speak the same language and share the same culture as us. However, immigrant students have different needs. Acquiring training on how to provide education tailored to these needs would be beneficial for both enhancing the effectiveness of teaching and learning, and improving classroom management.” (N)*

## DISCUSSION and CONCLUSION

This study aimed to assess the educational status of immigrant students based on the views of teachers working in schools. The data collected from interviews with teachers underwent descriptive analysis, and the results were outlined. The examination of teachers' perspectives on the educational status of immigrant students led to the identification of four distinct categories. These categories are communication, social life, problem-solving, and teachers' training. In this part of the research, the findings were juxtaposed with comparable studies and pertinent literature, and the outcomes of the study were elucidated.

The study revealed that one of the main findings is that teachers face the biggest challenge in communication with immigrant students, specifically related to language or linguistic issues. In the study, teachers particularly emphasized the problems related to immigrant students' lack of knowledge, inability to speak Turkish, and difficulties in the language learning process. The findings of the study align with the results of previous research conducted by Aydeniz & Sarıkaya (2021), Aydın & Kaya (2019), Kayman & Elkatmış (2021), Poyraz (2022), Sarier (2020), and Temiz (2020). In their studies, Aydeniz and Sarıkaya (2021) particularly emphasized the lack of a common or sufficient language as the most highlighted linguistic problem. This issue can make it difficult for students to communicate and achieve social integration both in school and in their social lives. According to the study conducted by Kayman and Elkatmış (2021), the teachers in the study group emphasized that the insufficient knowledge of Turkish among immigrant students poses significant language challenges. They struggle to communicate with both teachers and fellow students, and their only chance to converse is during Turkish-language lessons. These findings indicate that immigrant students face language barriers due to limited opportunities to learn Turkish, a low number of Turkish-speaking individuals in their surroundings, and the necessity to learn different language structures and vocabulary from their native languages. As a result, these language challenges can lead to lower academic performance or even decisions to interrupt their education.

Behavioral challenges represent one of the communication-related issues faced by immigrant students in the study. Teachers have noted that language difficulties can contribute to specific behavioral issues during communication. These findings align with those of previous studies conducted by Arslan and Ergül (2021), Demir, Özdemir, and Köse (2020), Koşar and Aslan (2020), Songür and Olgun (2020). Arslan and Ergül (2021) noted in their research that refugee students who struggle to actively engage in lessons and encounter feelings of inadequacy encounter challenges in adapting to the classroom atmosphere, interacting with peers, navigating the social

environment, and adhering to school regulations. The bored refugee student in the classroom may exhibit disruptive behavior that disrupts the lesson. Moreover, refugee students who exhibit negative behavior or withdraw may encounter challenges in communicating with their peers because of cultural disparities. This can lead to a sense of failure in their studies and a loss of interest in the lesson. In the study conducted by Demir, Özdemir, and Köse (2020), it was mentioned that with the participation of Syrian students in education, discipline problems such as violence, dress code issues, lying, property damage, and tardiness emerged in schools. These issues such as dress code problems, tardiness, and lying may arise due to students not understanding school rules or experiencing stress during the process of adaptation. In addition, according to the research conducted by Songür and Olgun (2020), 80% of teachers emphasized that Syrian-origin students have a higher tendency towards violence, and they may exhibit behavioral problems such as bullying, rule-breaking, and using profanity. These behavioral issues may stem from the negative conditions, traumas, or migration experiences that Syrian students have encountered in the past.

The research highlights two primary challenges confronted by immigrant students in the realm of social life, namely, cultural differences and integration issues. This finding is consistent with previous research on the difficulties experienced by teachers with immigrant students (Apak & Acar, 2020; Arslan, Bozgeyik & Alanyacıoğlu, 2016; Ereş, 2015; Ergün, 2022) regarding cultural/cultural and integration problems as significant issues. These studies also highlight the challenges faced by Syrian students in adapting to the education system (attendance, discipline, low achievement, learning difficulties, negatively affecting class performance, etc.), language and communication difficulties (inability to express oneself, reading and writing delays), and certain psychosocial problems (tendencies towards violence, trauma, etc.) (Arslan & Ergül, 2021). These challenges often stem from the difficult migration experiences of Syrian students, adapting to a foreign culture, learning a new language, and the negative experiences they have encountered in conflict zones. These experiences can adversely affect students' learning processes and hinder their adaptation. Arslan, Bozgeyik, and Alanyacıoğlu (2016) found in their study that there are cultural and lifestyle differences between immigrants and the host population, which can hinder social integration. Experiencing culture shock can also make the integration process more challenging for immigrants. Therefore, being aware of cultural differences and showing mutual understanding and respect are essential factors in the adaptation process for immigrants. In conclusion, the cultural and adaptation issues faced by immigrant students can result in academic underachievement, social isolation, low self-esteem, and psychological problems.

Another challenge encountered by immigrant students in the social context, as highlighted in the study, is the problem of exclusion or bullying. These findings align with the results of studies conducted by Bozkaya (2021), Işık, Bahat, Öncüler, and Özdemir (2021), Saklan and Karakütük (2022), Songür and Olgun (2020), and Toker Poyraz (2022). Saklan and Karakütük (2022) found that some Syrian students experience discrimination due to factors such as their speaking style or cultural differences, leading to feelings of sadness and inadequacy. Similarly, one of the significant problems expressed by immigrant students in their social lives is being treated with prejudice (15.14%) and facing discrimination (7.3%). Furthermore, 61.08% of immigrant students have indicated that they experience discrimination at times (Işık, Bahat, Öncüler & Özdemir, 2021). In addition, Songür and Olgun (2020) emphasized that 80% of teachers reported a higher tendency for violent behavior among Syrian-origin students, including bullying, rule-breaking, and the use of offensive language. These findings suggest that cultural differences and language barriers can lead to discrimination and exclusion in the school environment for Syrian students. It highlights the need for the education system to be more sensitive to multiculturalism and diversity, and to take steps to increase awareness. This situation can also decrease students' self-confidence and self-esteem, hindering their success in school.

It can be stated that the solutions suggested by teachers for the issues in refugee education show similarities with the findings of studies conducted by Avcı (2019), Aydeniz and Sarıkaya (2021), Aytaç (2021), Bal, Cavkaytar, Artar and Uluyol (2021), Bozkaya (2021), Eroğlu, Topal and Çalışkan (2021), Gür, Dumancı, Gümüştas, Toprak and Ateş (2022), Kaya and Akgün (2016),

Kayman and Elkatmış (2020), Kendir and Güneyli (2021), Sarier (2020), Temur and Özalp (2022). In the study conducted by Temur and Özalp (2022), teachers who have refugee students in their classrooms were asked to provide solution suggestions for the problems experienced by these students. The main suggestions of teachers for the education of these students include opening special classes only for refugee students, conducting activities to involve parents in the education process, providing language education first, and improving living conditions. However, opening special classes exclusively for refugee students can make their integration into society more difficult and increase the feeling of discrimination. Instead, it would be more beneficial for teachers to understand the needs of students with different cultural and linguistic backgrounds and adapt the education programs accordingly. Gür, Dumancı, Gümüştas, Toprak, and Ateş (2022) also offer recommendations for families, children, and teachers involved in the educational journey of Syrian refugee children. Language classes and literacy courses can be provided to families, and language and Turkish activities can be increased for children. Assigning children to different classes can also be effective. These methods can enhance students' language skills and adaptation, thereby increasing their success in the education process. However, sufficient resources, personnel, and coordination are necessary for the implementation of these methods.

The results of this study align with findings from other research studies (Aktaş Salman, 2018; Aykırı, 2017; Başarır, 2020; Erden, 2020; Garcia & Jensen, 2009; Ladson-Billings, 1995; Levent & Çayak, 2017; Lucas, Villegas & Freedson-Gonzalez, 2008; Sağlam ve Kalbur, 2017; Thomas & Collier, 2002; Yavuz & Mızrak, 2016; Yenilmez ve Çöplü, 2019) in terms of the findings related to teachers' education. These studies emphasize that teachers do not receive sufficient education regarding immigrant students and their needs, and they need more support in this regard. Yenilmez and Çöplü (2019) study indicates that teachers' education does not specifically address the needs of immigrant students, while Aktaş Salman (2018) study highlights that teachers feel unprepared and isolated in this process, and they require more support, knowledge, experience, and resource sharing. Aykırı (2017) study reveals that teachers do not receive pre-service or in-service training specifically focused on Syrian students. In addition, Ladson-Billings (1995) emphasizes the need for teachers to understand the cultural differences of immigrant students and be trained on how to integrate these differences into the educational process. The findings of the study by Lucas, Villegas, and Freedson-Gonzalez (2008) support the idea that teachers should develop effective instructional strategies to meet the language needs of immigrant students and be trained to understand their cultural differences. In Süleyman Göksoy's study, issues such as the uncertainty of the Ministry of National Education's educational policies for refugee students and the workload on teachers are discussed. Göksoy (2020) emphasizes the need for training and support for teachers. These trainings can help teachers enhance their intercultural communication skills, understand language differences, develop effective instructional strategies to meet students' learning needs, and increase their sensitivity to the learning requirements and cultural differences of immigrant students, thereby contributing to improving student success.

As a result, several recommendations can be made for the successful continuation of immigrant students' educational lives. Firstly, the education systems should provide special programs and resources for immigrant students. These programs should be designed according to students' cultures and language needs, and different teaching strategies should be employed to meet their educational needs. Secondly, to support the educational processes of immigrant students, Turkish language teaching programs and translation services should be provided for families. Additionally, educational seminars should be organized for immigrant families to inform them about the Turkish education system. Additionally, students' families should be invited to participate in school activities and meetings, and school administrators should encourage their increased involvement in the educational process. Lastly, it is necessary to provide training for teachers involved in the education of immigrant students to enhance their sensitivity towards cultural differences and language needs. Teachers can facilitate students' learning processes by employing appropriate strategies to understand different cultures and improve their language skills. The implementation of these recommendations can contribute to the successful continuation of immigrant students' educational lives. Additionally, it should be noted that our study is limited to 20 teachers in middle schools located in the central districts of Konya (Karatay, Meram, and Selçuklu). Therefore, the

generalizability of the results is limited, and it is important to consider differences among different types of schools or school levels. Furthermore, including the perspectives of students and parents from different cities and educational levels, in addition to the views of teachers, would contribute to a deeper and more comprehensive understanding of the situation regarding immigrant students' education.

### Ethical Declaration

All guidelines stipulated in the "Directive for Scientific Research and Publication Ethics in Higher Education Institutions" have been meticulously adhered to, and none of the actions delineated as "Contrary to Scientific Research and Publication Ethics" in the second section of the Directive have been undertaken. Approval from the Ethics Committee (documented in a letter from the Selcuk University Rectorate Faculty of Education Dean's Scientific Ethics Evaluation Board dated 20.04.2023 and labeled as E-16343714-605.02-506570) was obtained to carry out this study.

### Author Contribution Rates

The authors contributed equally to the study.

### Conflict Statement

The authors have disclosed no conflicts of interest.

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### Uzun Öz

Alanyazın incelendiğinde göçmen öğrencilerin eğitimi, dünya genelinde önemli bir konu haline gelmiştir. Göçmen öğrencilerin eğitimi üzerine yapılan araştırmalar, bu öğrencilerin eğitim başarısı ve sosyal uyum açısından karşılaştıkları zorlukları anlamak ve bu zorlukların üstesinden gelmek için gerekli adımları belirlemek açısından büyük önem taşımaktadır. Göçmen öğrencilerin, farklı ülkelerdeki eğitim sistemlerine uyum sağlamaları ve kültürel farklılıklarla başa çıkmaları zorlu bir süreçtir. Bu öğrenciler, sadece akademik başarıya ulaşmak için değil, aynı zamanda yeni bir ülkede sosyal ve kültürel olarak uyum sağlamak için de çaba sarf etmelidirler. Bu nedenle, göçmen öğrencilerin eğitimine odaklanan araştırmalar yapmak ve bu öğrencilerin başarılı bir şekilde eğitim almaları için neler yapılabileceğini tartışmak çalışılması gereken son derece önemli ve güncel bir konudur. Bu konuda büyük sorumluluğa sahip öğretmenlerin görüşlerine başvurulması bu sorunların tespit edilip çözüm bulunmasına ışık tutabilecek, göçmen öğrencilerin eğitime yönelik programların oluşturulmasına, eğitim politikalarının belirlenmesine, politikacılara ve karar alıcılara yol gösterebilecek, ayrıca eğitim alanyazınına katkıda bulunabilecektir. Bu bağlamda araştırmanın amacı, okullarda görevli öğretmenlerin görüşleri doğrultusunda göçmen öğrencilerin eğitim durumunu belirlemektir. Amaç kapsamında öğretmenlerden göçmen öğrencilerin mevcut eğitim durumuna ilişkin görüşleri betimlenmiş ve yorumlanmıştır. Mevcut çalışma, nitel araştırma yöntemlerinden olgubilim (fenomenoloji) araştırmasıdır. Bir olgubilim çalışmasında, araştırmacılar yaşantıları ve bireylerin bu yaşantılarla doğrudan elde ettikleri tecrübeleri süreç içerisinde anlamaya/açıklamaya çalışır (Gedik, 2016). Araştırmanın çalışma grubunu, 2022-2023 eğitim öğretim yılında Türkiye'nin Konya ilindeki merkez ilçelerde (Karatay, Meram ve Selçuklu) yer alan ortaokullarda görevli 17 öğretmen oluşturmaktadır. Özellikle ortaokulların temel alınmasının nedeni, Suriyeli göçmen öğrencilerin hem Türkiye'deki okullara ortalama uyum sağladıkları hem de öğrenimlerine en sağlıklı ve en fazla devam ettikleri bir dönem olmasıdır. Ayrıca çalışmada Suriyeli göçmen ailelerin/öğrencilerin en yoğun yaşadıkları mahallelerdeki okullar esas alınmıştır. Çalışmada amaçlı örnekleme yöntemlerinden maksimum çeşitlilik örnekleme yöntemi ile katılımcı grup oluşturulmuştur. Maksimum çeşitlilik örneklemesinde amaç, problemin tarafı olabilecek her kesimden temsilcinin örnekleme katılımını sağlamak, farklı çeşitlilikleri belgelemek ve önemli genel geçer bazı kalıpları betimlemektir (Yıldırım ve Şimşek, 2016). Çalışmada öğretmenlerin demografik özelliklerini belirlemek amacıyla araştırmacıların oluşturduğu kişisel bilgi formu kullanılmıştır. Bu form ile katılımcıların cinsiyet, eğitim durumu, mesleki kıdem ve branşları belirlenmiştir. Öğretmenlerin göçmen öğrencilerin mevcut eğitim durumuna ilişkin görüşlerine yarı yapılandırılmış görüşme formu aracılığıyla başvurulmuştur. Görüşmeler öncesi katılımcılar, çalışmaya ilişkin bilgilendirilmiş ve veri toplamak amacıyla yapılacak görüşme için katılımcılardan randevu alınmıştır. Görüşmeler, yüz yüze ve araştırmacı ile katılımcının rahat edebileceği ortamlarda 20-25 dakika arasında gerçekleştirilmiştir. Görüşme verileri, ses kayıt cihazı/yazı ile

kaydedilmiştir. Görüşme veriler, bilgisayar ortamında yazıya geçirilmiştir. Çalışmada veriler analiz edilmeden önce katılımcı dosyalarına “A, B, C, D, ...” şeklinde kodlar verilmiştir. Çalışmada veriler, betimsel analiz ve içerik analizi tekniğiyle analiz edilmiştir. Bu çalışmada okullarda görevli öğretmenlerin görüşleri doğrultusunda göçmen öğrencilerin eğitimin durumunu belirlemek amaçlanmıştır. Öğretmenler ile yapılan çalışmada elde edilen veriler betimsel analize tabi tutulmuş ve bulgular ortaya konmuştur. Öğretmenlerin göçmen öğrencilerin eğitim durumuna ilişkin görüşlerinin analizi neticesinde 4 kategori oluşmuştur. Bu kategoriler sırasıyla; iletişim, sosyal hayat, sorunların çözümü ve öğretmenlerin aldıkları eğitimler şeklindedir. Çalışmanın bu bölümünde elde edilen bulgular benzer çalışmalar ve ilgili literatür ile karşılaştırılarak çalışmanın sonuçları ortaya konulmuştur. Çalışma kapsamında ulaşılan temel sonuçlardan biri, öğretmenlerin göçmen öğrencilerle iletişim bağlamında karşılaştıkları en büyük problem dil/dilsel problemidir. Çalışmada öğretmenler, göçmen öğrencilerin Türkçeyi bilmeme, konuşamama ve öğrenme süreçlerindeki problemleri özellikle belirtmişlerdir. Çalışmanın bulguları Aydeniz & Sarıkaya (2021), Aydın & Kaya (2019), Kayman & Elkatmış (2021), Poyraz (2022), Sarier, (2020), Temiz (2020) tarafından yapılan araştırmaların sonuçlarıyla paralellik göstermektedir. Göçmen öğrencilerin, farklı bir ülkenin eğitim sistemiyle karşılaşması da öğrenme sürecini etkileyebilir. Göçmen öğrencilerin Türkçeyi yeterince bilmemeleri, akademik başarılarına da olumsuz etki edebilir. Bir alanda eğitim alacak kadar Türkçe bilinmemesi, mülteci öğrencilerin eğitimini sekteye uğratmaktadır (Agcadağ Çelik, 2019). Bu sorunun başlıca nedenleri Suriyeli öğrenciler arasındaki etnik köken farklılıkları ve Türk öğrencilerle entegrasyon ve iletişimdir (Bircan & Sunata, 2015; Kılıç & Gökçe, 2018; Şeker, 2020). Çalışmada göçmen öğrencilerin iletişim bağlamında karşılaştıkları diğer bir sorun ise davranış problemleridir. Öğretmenler dil hususunda yaşanan sorunların iletişimde birtakım davranışsal problemleri de ortaya çıkardıklarını ifade etmiştir. Çalışmanın bulguları Arslan ve Ergül (2021), Demir, Özdemir ve Köse (2020), Koşar ve Aslan (2020), Sarpkaya (2005), Songür ve Olgun (2020) tarafından yapılan araştırmaların bulguları ile benzerlik göstermektedir. Çalışmada göçmen öğrencilerin sosyal hayat bağlamında karşılaştıkları en büyük iki sorun kültür/kültürel ve uyum sorunudur. Göçmenler buldukları yerden başka bir yere göç ettiklerinde göç yaşantıları sonucunda ortaya çıkan döngüler her ne kadar travmatik olsa da göçmenlerin gittikleri yerde kabul görülmeleri ve gittikleri yerin kültürüne ve sosyal yapısına uyum sağlamaları da son derece önemlidir (Ergün, 2022). Öğretmenlerin göçmen öğrenciler ile yaşadıkları sorunlar üzerine yapılan araştırmalarda (Apak & Acar, 2020; Arslan, Bozgeyik & Alanyacıoğlu, 2016; Ereş, 2015; Ergün, 2022) kültür/kültürel ve uyum sorunlarının en önemli sorunlardan biri olduğu sonucu bu araştırma ile benzerlik göstermektedir. Çalışmada göçmen öğrencilerin sosyal hayat bağlamında karşılaştıkları diğer bir sorun ise dışlanma/zorbalık sorunudur. Çalışmanın bulguları Bozkaya (2021), Ergün (2020), Işık, Bahat, Öncüler ve Özdemir (2021), Saklan ve Karakütük (2022), Songür ve Olgun (2020), Toker Poyraz (2022) tarafından yapılan araştırmaların sonuçlarıyla paralellik göstermektedir. Eğitim sürecinde sınıfta göçmen öğrenci bulunan öğretmenlerin fikirlerinin ve ihtiyaçlarının öğrenilmesi çok önemlidir. Akademik başarı yanında sosyal ve duygusal açıdan göçmen öğrencilerin gereksinimlerinin karşılanması da çok önemlidir (Kendir & Güneylü 2021). Öğretmenlerin mülteci eğitiminde karşılaştıkları sorunlara çözümleri üretmeleri Avcı (2019), Aydeniz ve Sarıkaya (2021), Aytaç (2021), Bal, Cavkaytar, Artar ve Uluyol (2021), Bozkaya (2021), Eroğlu, Topal ve Çalışkan (2021), Gür, Dumancı, Gümüştaş, Toprak ve Ateş (2022), Kaya ve Akgün (2016), Kayman ve Elkatmış (2020), Kendir ve Güneylü (2021), Sarier (2020), Temur ve Özalp (2022) tarafından yapılan çalışmaların önerileriyle doğrudan ya da dolaylı olarak benzerlik gösterdiği söylenebilir. Gerçekleştirilen/gerçekleştirilecek hizmetler, göçmen öğrencilerin travmalarını azaltarak, uyum sürecinde destek sağlayarak ve akademik başarılarını artırarak, genel olarak öğrencilerin refahını artırmaya yardımcı olabilir. Ancak, bu hizmetlerin etkin bir şekilde kullanılabilmesi için, okullarda yeterli sayıda ve nitelikli personel bulunması, eğitim almış psikolog ve danışmanların istihdam edilmesi ve bu hizmetlerin göçmen öğrencilere özel olarak uyarlanması gerekmektedir. Bu şekilde, göçmen öğrencilerin psiko-sosyal sorunlarına daha etkin bir şekilde müdahale edilerek, uyum sürecinde destek sağlanabilir. Öğretmenlerin aldıkları eğitimler bağlamında; öğretmenler, göçmen öğrenciler ve eğitimleri hakkında yeterli derecede kurs, seminer vb. eğitimler almadıklarını belirtmişlerdir. Sınırlı sayıda öğretmene bu tür eğitimler verildiği görülmektedir. Göçmen öğrenciler ve eğitimleri hakkında yeterli derecede kurs, seminer vb. eğitimlerin de özellikle göçmen öğrencilerin eğitim-

öğretim süreçlerinin daha verimli geçmesi için gerekli olduğu ifade edilmiştir. Ayrıca sadece öğretmenler değil, göçmen öğrencilere de özellikle dil ve kültür konusunda yeterli eğitimlerin verilmesi gerektiği vurgulanmıştır. Sonuç olarak, göçmen öğrencilerin eğitim hayatlarına daha başarılı bir şekilde devam edebilmeleri için, birkaç öneri sunulabilir. Öncelikle, eğitim sistemleri, göçmen öğrencilere özel programlar ve kaynaklar sağlamalıdır. Bu programlar, öğrencilerin kültürleri ve dil ihtiyaçlarına uygun olarak tasarlanmalı ve öğrencilerin eğitim ihtiyaçlarını karşılamak için farklı öğretim stratejileri kullanılmalıdır. İkinci olarak, okullar, göçmen öğrencilerin aileleriyle aktif olarak iletişim kurmalıdır. Bu, öğrencilerin ailelerinin kültürlerini anlamalarına ve öğrencilerin eğitimine daha fazla katılım sağlamalarına yardımcı olabilir. Ayrıca, öğrencilerin aileleri, okullarda yapılan etkinliklere ve toplantılara davet edilmeli ve okul yönetimi, ailelerin eğitim sürecinde daha fazla yer almaları için onları teşvik etmelidir. Son olarak, göçmen öğrencilerin eğitiminde görev alan öğretmenlerin, kültürel farklılıklara ve dil ihtiyaçlarına duyarlılık göstermeleri için eğitilmeleri gerekmektedir. Öğretmenler, farklı kültürleri anlamak ve öğrencilerin dil becerilerini geliştirmek için uygun stratejileri kullanarak öğrencilerin öğrenim süreçlerini kolaylaştırabilirler. Bu önerilerin uygulanması, göçmen öğrencilerin eğitim hayatlarına daha başarılı bir şekilde devam etmelerine yardımcı olabilir. Buna ek olarak, çalışmamız Konya merkez ilçelerde (Karatay, Meram ve Selçuklu) yer alan ortaokullardaki 20 öğretmenle sınırlıdır. Bu nedenle sonuçlar genelleştirilebilirlik açısından kısıtlıdır, farklı okul türleri veya okul türleri arasındaki farklılıkların da ele alınması gerekmektedir ve farklı şehirlerdeki öğretmenlerin görüşlerini yansıtmayabilir. Ayrıca çalışmada sadece öğretmenlerin görüşleri ele alınmıştır, farklı illerde ve kademelerdeki öğrenci ve veli görüşlerine de başvurularak araştırmaların yapılması göçmen öğrencilerin eğitim hayatına ilişkin durumunun derinlemesine ve ayrıntılı olarak anlaşılmasına katkı sağlayacaktır.