



Being the Teacher of Syrian Refugee Students: Teachers' School Experiences

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Abstract

This study aims to focus on the class and school wide experiences of teachers working with Syrian refugee students and to reveal what these experiences indicate in terms of inclusive education. The main hypothesis of the present study is that inclusive education should be reconsidered in terms of teachers' in-service /preservice training, beliefs, attitudes and competencies. Qualitative design was employed in the study since it explored teachers' lived experiences on *refugee student* phenomenon. The sample consisted of 21 teachers who were voluntary to participate and chosen from five schools located in two different districts of Kayseri where refugee population is dense. Data were collected through semi-structured interviews and analyzed through content analysis. The results showed that teachers put into practice actions to boost refugee students' active participation in classroom and reduce discrimination against them. However, the teachers believed that their efforts to provide refugee students with qualified and equal education were not sufficient. They also believed that they were not proficient to train refugee students. As for assessment, the results revealed that differences of refugee students were ignored, and this was caused by lack of legal regulations and knowledge. It was determined that teachers put forth an effort to design social environment in the classroom to include belonging and they had experiences consistent with reactive and preventive approaches. Lastly, it can be said that the main source of occupational motivation for teachers is affection for children. It was suggested that curriculum be designed in a way that it included refugee students, long-running studies be planned, and preservice / in-service trainings be reconsidered contextually.

Keywords

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Introduction

Syrians began to come to Turkey after the civil war broke out in their country in 2011 and they are under temporary protection in the country now. According to Republic of Turkey Ministry of Interior Directorate General of Migration Management, the number of Syrians in this scope is 3,649,750. In addition to this, 99,649 Syrians have a residence permit. 97.6 % of registered Syrians reside in city centers. On the other hand, according to recent statistics the number of school aged children is 1,665,151 (TURKSAM, 2019). 610,278 of these children are registered to public schools or Temporary Education Centers in Turkey. Kayseri is one of the provinces in Turkey with a dense refugee population. The comparison percentage of Syrians with province population is 5,74 % (Directorate General of Migration Management, 2019). Additionally, Kayseri is one of the few places where a Syrian school was opened to satisfy the needs of 690 Syrian children in April 2014 (Kirişçi, 2014). In the province, schooling ratio at primary and elementary level is 96,37 % according to 2018 statistics and the number of refugee students is 10,369 (Ministry of National Education [MoNE], 2019). These statistics are striking in that they point out the high number of refugee students both in Turkey and particularly Kayseri where this study was carried out. The term “*refugee*” in this study refers to individuals who were forced to flee their countries.

The education of Syrian children in Turkey was provided by schools in Temporary Education Centers, NGO's, voluntary Syrians, and local governments until 2014 (Taştan & Çelik, 2017; Uğur, 2019). However, it is essential that as stated in Salamanca Statement (1994) individuals with special needs be able to attend regular schools and these schools adopt inclusive education which centers on the child (Dede, 1996). To this end, a circular issued by Ministry of National Education in 2014 provided refugee children with access to high quality education in public schools. This brought about the necessity for administrators and teachers to think and behave more inclusively for ensuring refugee students' active participation in education. From this necessity, in-service trainings were planned and carried out in order to improve teachers' and administrators' inclusive education practices by increasing their awareness of the issue (MoNE, 2018). Nevertheless, teachers stated that these trainings were not decent because they neither took into consideration their experiences nor valued them enough. On the other hand, studies conducted by Center for Sociology and Education Studies (SEÇBİR) and Education Reform Initiative (ERG) with teachers reveal how important teachers' school experiences are because teachers have a key role in the provision and maintenance of inclusive education. Teachers are those who have a one-to-one relationship with students, plan and teach a lesson, influence school experiences and also are influenced by school experiences (Ayan Ceyhan, 2016).

The fact that refugee children receive education with their peers in public schools in Turkey expanded teachers' duties, roles and responsibilities. These include helping children cope with traumas and school adjustment and also building a positive teacher / parent relation with them (Szente, Hoot, & Taylor, 2006, as cited in Erdem, 2017). However, the classroom atmosphere created by teacher is of critical importance. The ones who value student participation in teaching process and who redesign curriculum, materials, methods and assessment in a way that include adaptations can be considered as inclusive teachers. In inclusive education, diversities are not regarded as a problem but as an opportunity to enrich learning (Mariga, McConkey, & Myezwa, 2014).

The current study investigates teachers' inclusive education experiences with refugee students in terms of interrelated dimensions of teaching (planning, practice, assessment) and components influential on these dimensions (teacher motivation and competencies, communication in the classroom and with parents, and collaboration) and within the framework of inclusive understanding. Thus, it enables to reveal the meaning, importance and format of the process which refers to the significance of the study. The following paragraph briefly explains the concepts handled in this study within the context of inclusive education.

Inclusive education is an approach that seeks to identify and minimize the challenges of learning in schools, to increase students' participation in the learning process and cultural activities and to reduce exclusion taking into consideration the needs of all the students. This approach has a broad structure covering the society and family and is a dynamic process aiming to change attitude, behavior, teaching methods, content and environment (Mariga et al., 2014). In this process, it is of critical importance to know the characteristics of students, not to ignore and underestimate them, and to go on teaching believing the intellectual capacity of students for the success of both teachers and students (Gay, 2002). In studies conducted in Canada and the U.S.A., refugee children's adaptation, age, previous traumas, families, individual resilience were associated with the behaviors of individuals in host communities (Fantino & Colak 2001; McBrien, 2005). Inclusive education programs have a universal design. The principles of universally designed programs are being student-centered and responsive to the needs, eliminating learning barriers and providing all students with access to learning, flexibility, and lastly offering alternatives for individual differences. The objectives of inclusive education may not be limited to the ones in framework program of the country. These objectives can be written flexibly to consider differences and expanded according to student characteristics. This flexibility offers further options to the teachers in terms of content, tools and methods (Arslan, 2017). Teachers can make decisions based on their own knowledge and experience about the order of information they will present, how many examples will be sufficient and the types of exercises that should be done (Karataş Coşkun, 2007). In Turkey, curriculum does not include regulations or changes aiming at different groups except for pupils with special needs. Lack of formal regulation causes inclusive education to be understood and practiced differently among teachers.

Ensuring inclusion in the classroom requires student participation and employing different teaching methods. Drama, educational games, case studies, storytelling, expeditions, collaborative learning, using educational technologies, pair work can improve children's social participation and language skills (Demir Başaran, 2019). Planned activities can be enriched using numbers, pictures, physical movements, social events and music (Demir, 2010). On the other hand, ensuring inclusion requires parent involvement and support. Teachers' encouraging parents to take part actively in the education process may bring about some advantages. By encouraging parents' participation in education process, teachers can receive and provide information about them, thereby improving children's participation in the learning process. However, language stands as a problem for teachers who want to support students psychologically and academically. In addition to this, dealing with students having low academic self-perception can be challenging for teachers (Miller, 2009, as cited in Erdem, 2017).

Teachers may have insufficient knowledge and experience about refugee students with different backgrounds. For this reason, they often have difficulty meeting their needs. They may also feel weak in the face of school administrators who want them to raise these students' grades but do not provide enough support to them. As a result, the teachers turn to their own experiences and ideas. In other words, they look for the answer in themselves and no longer seek out help from outside. While preparing lesson plans, they rely on their personal teaching approach for classroom management and student relations. They also shape their teaching accordingly. However, teachers' reliance on these personal experiences for guidance can be a problem working with students from groups like refugees whom they have little knowledge about and experience with and also just involved in education system (Roxas, 2010). Thus, studies aiming to understand teachers' personal experiences can be helpful for efforts to increase the quality of the process.

In Turkey, there is a prevalent literature on refugee students' education from teachers' perspective (Arabacı, Başar, Akan, & Göksoy, 2014; Aydın & Kaya, 2019; Dağlıoğlu, Turupçu Doğan, & Basit, 2017; Erdem, 2017; Erden, 2017, 2020; Ereş, 2016; Güngör, 2015; Güngör & Şenel, 2018; Jafari Kuzu, Tonga, & Kışla, 2018; Kardeş & Akman, 2018; Mercan Uzun & Bütün 2016; Özer, Komşuoğlu, & Ateşok, 2016; Sağlam & İlksen Kambur, 2017; Sarıtaş, Şahin, & Çatalbaş, 2016; Seydi, 2013; Taşkın & Erdemli, 2018; Zayimoğlu Öztürk, 2018). Kaysılı, Soylu, and Sever (2019) investigated barriers to the education

of refugee children from the viewpoint of teachers, administrators and parents. Sakız (2016) carried out a study with school administrators working in two different cities located in Southeastern region of Turkey to reveal to what extent the schools in the region are prepared for inclusion. Kirişçi (2014), Seydi (2014), Emin (2016) and Gümüşten (2017) also investigated the phenomena. Sarıcı Bulut et al. (2018) conducted a scale development study to demonstrate inclusive education practices for gifted students. The studies conducted with teachers were mainly carried out in order to get opinions about revealing the problems and employed both quantitative and qualitative methods. This study intended to reveal how teachers interpret inclusive education in the context of refugee students, how they endeavor to reach and support these students with classroom experiences, and their discourses on and activities with them. This study is thought to be unique in that it focuses on teachers' interpretations.

This study aims to focus on experiences of public-school teachers in Kayseri who have refugee students in their classrooms and to reveal implications of these experiences in terms of inclusive education. In accordance with the aim of the present study, following research questions were formed:

1. How do teachers describe their experiences in teaching?
2. How do teachers describe their experiences in classroom management?
3. How do teachers describe their experiences in communication and collaboration with parents?
4. What are the teachers' motivational resources in working with refugee students?
5. What are the self-efficacy perceptions of teachers in working with refugee students?

Method

In this study, it was aimed to gain insights into inclusive education in Kayseri drawing on views and experiences of teachers who are the key actors of inclusive education in the context of refugees. Thus, it was planned and conducted in a qualitative method. This method is sensitive to natural setting, has a holistic perspective, reveals the perceptions of participants and enables the researcher to have an active, involved role (Yıldırım & Şimşek, 2008). This is a phenomenological study since it explores teachers' lived experiences of refugee student. The ultimate aim of phenomenological investigation is to elucidate the essence of lived experience (Patton, 1990). The study aims to reveal how teachers interpret refugee children's education and what they do to reach and support them. In this sense, it has a descriptive methodology.

Sample

The sample consisted of 21 teachers who volunteered to be interviewed. They came from 5 schools located in Eskişehir Bağları and Küçük Mustafa districts of Melikgazi which is one of the first settlements of Syrian refugees in Kayseri. The sample size was decided based on the principle of saturation. The reason why we chose these schools specifically is that they have a higher proportional number of refugee students than the other schools in Kayseri. Thus, it can be said that *density sampling* was employed in the study. This sampling method unearths the phenomenon best and is rich in interest (Miles & Huberman, 1994, as cited in Creswell, 2017). Also, as can be seen in Table 1 the group exhibits diversity.

In Turkey, teachers can have different origins in terms of faculties they graduated (education faculties, arts and science faculty etc.). This diversifies their professional practices and assessment. Thus, the faculty they graduated from was identified and it was found that some of the participants were out of field teachers. Two of them graduated from "*teacher training high school*". The mean tenure of the participants is high which indicates that they have acquired a considerable amount of professional culture. Only two of participating teachers had a graduate degree and one of them had spent his entire career in his current school while the others worked in different regions or schools.

Table 1. Demographics of Sample

Code	Gender	Branch	Tenure (Years)	Experience with refugee students (Years)	Education	Faculty
1M, VA,18	M	Visual Arts (VA)	18	2	Undergraduate	Education
2F, M,13	F	Mathematics (M)	13	5	Undergraduate	Education
3F, S,23	F	Science (S)	23	10	Undergraduate	Education
4F, T,5	F	Turkish (T)	5	3,5	Undergraduate	Education
5F, CT,19	F	Classroom Teacher (CT)	19	4	Undergraduate	Education
6F, CT,19	F	Classroom Teacher (CT)	19	5	Undergraduate	Education
7F, CT,12	F	Classroom Teacher (CT)	12	4	Undergraduate	Education
8M, CT,13	M	Classroom Teacher (CT)	13	4	Graduate	Education
9M, CT,16	M	Classroom Teacher (CT)	16	5	Undergraduate	Education
10M, CT,24	M	Classroom Teacher (CT)	24	5	Undergraduate	Education
11M, CT,28	M	Classroom Teacher (CT)	28	6	Undergraduate	Education
12M, CT,20	M	Classroom Teacher (CT)	20	5	Undergraduate	Technical Education
13M, CT,21	M	Classroom Teacher (CT)	21	1	Undergraduate	Education
14F, En,5	F	English (En)	5	4	Undergraduate	Education
15M, CT,16	M	Classroom Teacher (CT)	16	8	Undergraduate	Education
16F, S,15	F	Sciences (S)	15	8	Undergraduate	Education
17M, SS,24	F	Social Studies (SS)	24	6	Undergraduate	Business Administration
18F, En,7	F	English (En)	7	2	Undergraduate	Education
19F, M,1	F	Mathematics (M)	1	1	Undergraduate	Science and Art
20F, VA,11	F	Mathematics (M)	11	5	Undergraduate	Education
21M, M,11	M	Mathematics (M)	11	5	Graduate	Education

To sum up, the mean tenure of participants is 15 years. There is only one participant with a tenure of less than five years. More than half of the participants are females (n=11). Nearly half of them are classroom teachers (n=10). The mean age of the participants is 38. And lastly, all of them participated an in-service training about inclusive education.

Data Collection Technique and Tools

In this study, qualitative data were collected. The data were obtained through semi-structured interviews which are conducted with open ended questions prepared previously, and additional questions can emerge during the interviews (Yıldırım & Şimşek, 2008). The interview questions sought to find out teachers' perceptions and practices of working with refugee students. They were prepared after a rigorous literature review followed by expert content validity procedure. Two of the experts were studying in the field of refugee students' education and they were both involved in teacher trainings on the subject. The third expert works as administrator at a Temporary Education Center in Kayseri. The

interview questions were modified based on the feedback from the experts and they were tested on two teachers which yielded the final versions. Also, following each interview some drill questions were added to the form. The first part of the form included demographic questions and in the second part there were 13 questions in line with the aim of the research and probing questions about them.

Data Collection, Analysis and Interpretation

The official permission was received to collect data. Interviews were conducted in the rooms identified by school principals during spring term of 2018-2019 academic year. Before the interviews, the participants were informed that they would be recorded in order to re-listen, analyze without data loss and cite directly. Thus, their informed consent was obtained. It was also emphasized that the personal information of the participants would be kept confidential and the data would only be used for scientific purposes. Additionally, the researcher took notes to remember the context and relations. The average time of interviews were calculated to be 40 minutes.

The interviews were not limited to the questions in the form and the participants were allowed to add the things that they would like to. These conversations were quite useful since they facilitated a deeper understanding of the participants. It was also observed that the participants were willing to share their ideas and experiences and they expressed themselves openly and clearly. Three of the participants preferred to talk more after turning off the recorder and the researcher took notes during these conversations.

Before the analysis, the first thing done was to transcribe them. To ensure *member check* the recordings were taken back to three randomly selected participants. Additionally, in order to check the consistency, the raw data were reviewed in terms of codes and categories by another colleague who had no contact with the participants, competency enough to audit the interpretations and knowledge of the inquiry method. Data were analyzed through content analysis.

Each interview was analyzed in its own context. Following this step, each question was dealt with individually and code labels were assigned to the texts. These primary codes were listed and simplified (67 codes). The codes on teachers' views and practices of inclusive education were put together under sub-themes and themes (12 sub-themes) which were formed based on data and literature and they were presented in a particular thematic flow in the text. While these analyses were carried through an inductive approach, relevance and authenticity of the results were checked deductively. In this way, the consistency and contradictions within the different views on education of refugee students in Kayseri were displayed. Consistent with qualitative inquiry approach, findings were presented in a blended way with researcher's interpretations and evaluations.

The Role of Researcher

The researcher worked as a teacher in public schools for nine years. In this sense, she is familiar with the environment and conditions of the study. Having experience working with students' whose mother tongue was not Turkish in southeast of Turkey during her early career enabled the researcher to be emphatic to participants. However, she tried to eliminate her own assumptions and bias during the inquiry. Subjectivity and researcher's subjective opinions were included during the interpretations of data. The researcher is currently working as a faculty member at a state university. Her research fields are peace and multicultural education on which she conducted several researches with teachers and prospective teachers.

Results

This study aimed to gain insight into inclusion of public schools in Kayseri in the context of refugee students based on teachers' beliefs, attitudes and practices. Transferability and confirmability were ensured by presenting data from in-depth interviews descriptively and with direct quotations. As for confidentiality, in direct quotations participants were assigned with a specific code based on their participant number, gender, branch, and tenure (for example: 1M, VA, 18). Findings by content analysis were reported based on themes and sub-themes with tables.

Teachers' Experiences of Teaching

One of the phenomena investigated in the study was the teaching process in the classrooms with refugee students. The evidence to explain and understand this phenomenon was obtained through six interview questions directed to teachers. 34 code labels given to texts were converted into categories under sub-categories of (1) *curriculum*, (2) *learning-teaching process*, (3) *teaching materials* and (4) *assessment*. Table 2 was prepared to present sub-themes and codes which serve to explain the phenomena in a holistic manner. The table is followed by paragraphs, interpretations and direct quotations about these interpretations.

Table 2. Codes on Teaching Refugee Students

TEACHING							
Formal Curriculum	n	Learning-Teaching Process	n	Tools	n	Assessment	n
Not useful.	9	Teaching based on level.	5	Using EBA	5	Using conventional tools.	18
Not practicable.	12	Employing student centered methods / techniques.	10	Interactive White Board	5	Regarding refugee student as if successful.	5
Not fair.	12	One to one teaching.	2	Using Mobile Electronic System Integration.	1	Level sensitive assessment	3
Provides a framework and appropriate. Not flexible. Extra-curricular needed.	8	Ensuring latent learning.	1	Worksheet	11	Using subjective criteria. Seeing the practices as unfair.	5
	12	Effort to contact.	1	Textbooks	11	Not knowing differentiated assessment.	12
IEP necessary for refugee students. Program is followed.	2	Departing from the field in teaching.	2	Not using audio-visual materials	5	Practicing differentiated assessment	3
	2	Working with interpreter.	9	Not having access to appropriate resources.	6		
	2	Creating belonging.	2	Students do not have necessary tools	3		
Program is not followed.	11	Utilizing only conventional methods.	7	Textbooks are not up to students' level.	5		
	9	Regarding diversity as challenge.	19				
		Communicating with the student in his / her mother tongue.	2				
		Ignoring the differences.	5				

a) *Formal Curriculum*

The participants were from different branches such as classroom teaching, Turkish, English, mathematics, sciences, visual arts, and social studies. Thus, the findings are limited to curriculum of these branches. More than half of the participating teachers (n=12) stated that curriculum, which governs the teaching process, did not allow flexibility or adaptations and was not fair for all the students. 9 of the participants stated that they did not follow the curriculum strictly since it was not fair considering all the students. However, 11 of the teachers expressed they taught strictly conforming to the curriculum. 2 of the participants (9M, CT16 and 8M, CT13) had experiences consistent with inclusion. They stated that they broadened the curricula by writing the outcomes themselves or made adaptations when it was not sufficient. One of the participants defended that Individualized Education Program (IEP) should be prepared for refugee students just like the ones for students with special needs. Quotations supporting all these interpretations and conclusions in Table 2 are as follows:

Supplementary curriculum is necessary, the traditional one is not sufficient. That's why we develop learning outcomes. (...) with these learning outcomes, we are trying to design a teaching by ourselves. We are also trying to develop materials compatible with the curriculum (9M, CT,16).

We adopt main learning outcomes of Ministry of National Education. We make adaptations of those (8M, CT,13).

Now, to this child (...), I can't teach anything through the current curriculum (3F, S,23).

(...) curriculum, it is for students whose performance is mediocre or above. Thus, low-achievers, inclusive students and refugee students from Syria are having difficulty. I think IEP should be prepared for Syrian students, too. I can say that we progress, but students do not acquire most of the learning outcomes (21M, M,11).

I teach only one subject, sciences. And there is a curriculum that I have to implement to the end. I mostly teach considering students speaking Turkish (16F, S,15).

(...) Following the curriculum means disadvantage for the students behind and ahead of the classroom. When we evaluate each child separately, we certainly progress. However, not all students reach the desired level (10M, SS,24).

In fact, curriculum is good. It allows you to do lots of activities. However, since we cannot achieve the necessary cooperation between teacher and parents, activities in curriculum cannot be carried out (5F, CT, 19).

b) *Learning-Teaching Process*

Nearly half of the teachers (n=10) stated that they employed a student-centered approach to catch and maintain attention and ensure meaningful learning. It was revealed that classroom teachers needed to use different methods and techniques in teaching more than branch teachers. The fact that classroom teachers teach the same students for four years causes them to feel a higher level of ownership to the class. The narratives of teachers employing student centered approach can be considered as examples consistent with inclusive education. Two of the participants told that they departed from their own field in order to ensure inclusive education. This indicates that they realized inclusive education is not only a practice but also a philosophy. Five of the participants stated that they utilized games which contributed to joining. One of the participants, English teacher (18F, En7) remarked that she did better things with Syrian students, for example she carried out a TUBITAK project with one of Syrian students. Branch teachers, except for English teachers, complained that Syrian students' not knowing Turkish was a barrier to effective teaching. On the other hand, classroom teachers they did not have communication problems with the students from the first grade. Teachers told that they instructed considering the diversity within the classroom and added that these students' level was different from others' in the classroom. They also assigned tasks to them accordingly. Nearly all of the participants (n=19) said that teaching in this school with refugee students was completely different from teaching in schools where

they previously worked and that was a great challenge for them. Especially for branch teachers it was possible to talk about a pressure because of exam centered education and an anxiety of fulfilling curriculum. Some of the narratives indicated that teachers were instructing with traditional methods. Creating a competitive environment, employing direct instruction method, writing on the board and notebook, following the textbooks, ability grouping, delivering worksheets, not using audio-visual materials and memorization are among these methods. It was also revealed that most of the teachers communicated with students who did not know Turkish through an interpreter. Quotations supporting all these interpretations and conclusions are as follows:

I use several methods. Teaching requires drawing students' attention and arousing excitement in them continuously. This is impossible if you always use the same method (16F, S,15).

I used several methods and techniques. I teach alphabet through songs and cartoons. I set out accepting that each student learns differently. I get to know all my students individually. I know, for example how Osman or Mustafa learns. I never discriminate them in the classroom. I try to support their acceptance by assigning important tasks to them (5F, CT,19).

We overcome the challenges through games. We especially play enjoyable and group games. If the group wants to be successful, foreign students have to contribute. Students grasp this over time. We will succeed this together (9M, CT, 16).

For example, we are arranging a charity bazaar next week. I told Syrian students that I was waiting for their famous dessert. We would publicize it, we would see what it was. In the same way, for the week of domestic goods I made the students carry out a research on crops growing there. I feel that I depart from my own field, but I have to do this (18F, En, 7).

I assign first grader level activities to Syrian students. We are third graders, but I assign them first grader activities. I have materials, they write and read these materials. I can say that I have three ability groups, upper, lower, mediocre and the lowest (7F, CT, 12).

I am trying to ensure latent learning by getting them to look at information boards in the classroom (5F, CT, 19).

I say, "Lets learn Arabic all together." I say we will ask our names and tell it in Arabic. I want them to tell their dishes and desserts. We have that Turkish dessert. I am trying to catch them in this way. We chat for about 10-15 minutes. We talk about differences between cultures. I am getting paid. (18F, En, 7).

"Getting them to read books, memorization method, getting them continuously to memorize syllables" In fact, techniques we use for our students (Turkish students), unfortunately, are meaningless for them (refugee students) (13M, CT, 21).

So, it cannot be said that I do something very different, something extraordinary for them. We answer questions on the board or notebook. We do the exercises on the book. While teaching, we have to get help from the ones who know Turkish very well in communication (2F, M, 13).

I am a Turkish teacher. We continuously do exercises on the book, read texts. They naturally cannot participate in any activity. (...) this child falls behind the class (...) I teach every student in the same way (4F, T, 9).

So, I prefer to show and get something done. It is the most effective method. Firstly, I instruct. Then, if they don't understand, I show and get it done. They learn in that way (20F, VA, 11).

c) *Teaching Materials*

Some of the participants (n=10) stated that they used different materials in teaching. Visual materials, EBA and interactive smart boards are the most commonly used ones. Worksheets and textbooks are among the materials used by traditional teachers (n=11). Teachers use textbooks but they think that they are not sufficient in terms of inclusion. Three of the teachers stated that students did not bring their materials with them which negatively affected them. Five of the teachers argued that textbooks, in many respects, were not appropriate to any students' level. Quotations supporting all these interpretations are as follows:

I try to use interactive smart board as much as possible. I try to utilize Education Information Technologies Network (EBA). There are other resources, as well. On interactive smart boards they are more active. For example, even if they do mistakes, they participate. They are physically active (4F, T, 9).

To give information about subway or tram, you explain that they go underground. Discussing train for example. They know it. It is really difficult for them to grasp something going underground. To make it clear I show them city surveillance cameras (5F, CT, 19).

There are not components of their cultures in the textbooks. I find the textbooks inappropriate. In any case, the children feel unfamiliarity (2F, M, 13).

While teaching refugee students, we cannot find resources prepared particularly for them. We have some difficulty just like they do (9M, CT, 16).

The textbooks are not appropriate. Our best supporter is EBA. There are lots of materials in EBA. We support some of our students with materials for different levels and we support others through screen using EBA. (15M, CT, 16).

The font sizes are not appropriate, the sentences are too long. The child forgets the beginning of the sentence due to its length. There are unnecessary details within the texts. As if the textbooks hadn't been audited. (...) There is nothing in the textbooks, the activities finish in just two minutes (8M, CT, 13).

d) *Assessment*

Assessment in inclusive education means monitoring students' progress. Instead of *assessment of learning*, it adopts *assessment for learning* approach (Taneri, 2019). It can be said that nearly all the participants (n=18) carry out summative and result-oriented assessment focusing on accountability and academic skills that can be measured. These participants stated that they did not use differentiated assessment and assess refugee students just like their peers. They also stressed that school administrators did not suggest anything about assessment. The participants stated that assessment methods carried out for refugee students were not fair neither for them nor for others; however, they did not know what to do. Lack of restrictive or guiding texts for inclusive assessment can be the reason of knowledge deficiency. Three of the teachers (n=3) emphasized that they used level sensitive tools to assess students. Refugee students can be assessed through four different methods: formative, summative, formal and informal assessment (Öztürk, Tepetaş Cengiz, Köksal, & İrez, 2017). Some of the participants (n=5) confessed that they assessed refugee students more positively than they deserved, which disturbed them because they thought that it was unfair considering others. Narratives that are told under assessment sub-theme can be summarized as follows:

In assessment, we do not have exams particularly prepared for these students. Should I? I don't know. Is it legal? We do not know (4F, T, 9).

Actually, we were not clearly informed about this. Prepare exams particularly for Syrians students or prepare exams in that way. We do not know exactly. We do not know what to do, in fact (3F, S, 23).

In assessment, all the students take the same exam, unfortunately. There are easy questions that all the students can answer (16F, S, 15).

We ask the same questions in the exam. Assessment is standard. However, these students are allowed to pass the class. The techniques are the same. They do not fail (17M, SS, 24).

There are differentiated exams peculiar to students within IEP, a standard exam for others. We also assign a project work and it is also added to their grade. Project works are from the topics in curriculum (14F, En, 5).

Unfortunately, I grade them high enough to pass. I do not have criterion (20F, VA, 11).

One of the participants, a math teacher with an experience of 13 years, stated that they had to prefer multiple-choice questions which increased the possibility for students to get a higher grade by chance.

It is actually a very extensive issue. For example, I do not assess my Syrian students math skills in the same way I do for my Turkish students. I assess students individually. I do this particularly for Syrian students. (9M, CT, 16).

A classroom teacher stated that when they planned to assess students' level sensitively, their workload increased a lot. "We use differentiated exams for students with different levels. Thus, sometimes teacher cannot leave the classroom. It seems to me that it will never end."He added. (15M, CT, 16).

Teachers' Experiences of Classroom Management

Another phenomena that the current study focuses on is teachers', working with refugee students, experiences of classroom management. Evidence to have a deeper insight into phenomena came from two sources. The first one was the narratives particularly on two interview questions about the classroom management. The second one was the remarkable points on the phenomena from all narratives. 15 code labels assigned to texts were categorized under the sub-themes of (1) *physical environment*, (2) *relations*, (3) *behaviors* and (4) *time*. Table 3 presents these sub-themes and codes in a holistic way. The table is followed by interpretations and quotations supporting them.

Table 3. Codes and Sub-themes on Classroom Management

CLASSROOM MANAGEMENT							
Physical setting	n	Relations	n	Behaviors	n	Time	n
Seating arrangement (Syrian-Turkish)	12	Conflicts between refugee students and others	16	Reward and punishment	12	Using teaching time effectively	5
Letting them sit next to whomever they wish.	4	Not having a common language	9	Requesting to transfer students to another class	6	Using teaching time ineffectively	12
Seating arrangement depending on the method	3	Negative attitude towards refugee students	7	Complaining to the school administration	4	Absenteeism	4
Not using noticeboards	4	Setting and following the rules	6	Making an official report	8		
Using noticeboards	5	Respect and sharing responsibilities for communication	2	Talking to parents	9		
Density of refugee student population	8			Solving out the problem with Turkish students	2		

Teachers mentioned sitting arrangement, using noticeboards in the classroom, the number of refugee students in the classroom under the sub-theme of physical setting. Teachers, who work at double-shifts schools, stated that they did not have their own classrooms so they could not use the noticeboards and walls as they wish, and they tried to discipline the class through a mixed seating arrangement in which Turkish and Syrian students sit with each other. Some of the teachers told that they did not intervene in sitting arrangement. On the other hand, there were teachers (n=3) who decided the seating arrangement depending on the method used in teaching. Some teachers said that they communicated with refugee students through another one speaking Turkish. They emphasized that prejudices were the underlying causes of problems in the classroom. Some of the teachers stated that they were fed up with the chaos in the classroom and pointed out the polarization between the two groups. They also added that the refugee students were prone to violence and afraid of that they could give harm others in the classroom. Some of the participants (n=12) explained that they turned to reward and punishment. Reward and punishment are strategies used in reactive classroom management (Başar, 1999). The teachers who seated Syrian and Turkish students together used this reactive classroom management strategy in order to prevent potential problems. Both of them are among conventional classroom management methods. Some teachers stated that they did not have classroom rules and students behaved as they wished. The teachers complained that they were helpless. Inclusive education requires both developmental and holistic models. It can be said that two English teachers and three classroom teachers adopted contemporary classroom management methods up to inclusive education. Classroom teachers stated that from time to time they shifted seating arrangement since it was more democratic. That teachers facing discipline problems tries to solve out the problem individually is appropriate to inclusive practices. A number of teachers explained that they were trying to solve the problems with Turkish students by persuading them. On the other hand, some teachers reported the problem to the school administration, requested to transfer the student to another class, made an official report when they faced problems. Teachers claimed that class time was not sufficient mostly and they could not use the given time effectively because of discipline problems. Quotations supporting aforementioned findings are as follows:

I teach 5th and 6th grades. In my own class, I appointed a Syrian as class president. To another Syrian I assigned some tasks. In this way, students learn to respect to each other and communicate with each other (18F, E, 7).

I use reward and punishment. They always work in my class. There are some rules that I dictate. We establish other rules all together. (...) While forming groups, we mix up the students and put Syrian students into groups equally. We create a mixture. (9M, CT, 16).

First of all, the child should feel comfortable, talk and relax in the classroom. (...) For example, I have a different seating arrangement in the classroom (...) I shift it every week. (...) I think every student has the right to be in front desk and close to his / her teacher. (5F, CT, 19).

I don't keep on at Syrian students very much. I don't want to discipline them as I do for my Turkish students. (...) I never let them come together because they start talking Arabic when they do, and I don't understand. I force them to spend time with Turkish students (20F, VA, 11).

When there is a problem, we make official report and we invite their parent to school. We talk to parents. When necessary, we transfer student to another class (2F, M, 13).

(...) They are prone to violence. (...) We try to separate them. Why? Putting them together did not work. Class rules are not written, you know they don't do that in any classroom (3F, S, 23).

To ensure discipline we can shift the seating, contact their parents to talk about their parents. The only thing that you can do is getting Syrian and Turkish students to sit together (16F, S, 15).

In a 40 minutes lesson, we allocate 5 or 10 minutes to Syrian, inclusion, or to successful students each. So, here we have problems that arise from student-student relation rather than teacher-

student relation. That two different cultures can't accept each other is in question. You know, local people can't accept the other culture, either. They approach it with prejudice (21M, M, 11).

Some teachers come and say that there are five Syrian students in this classroom, and I have difficulty in controlling them. They complain that students don't listen to lesson (1M, VA, 18).

They are outnumbered in the class. We don't feel comfortable. Actually, each of them has a distinct character and needs. We want to allocate a reasonable time for each one, but we can't. This yields some unfavorable outcomes. In a 40-minute lesson, allocating 5 minutes to each group is not sufficient for that specific lesson (15M, CT, 16).

I need to spend a lot of time on this. Take length in math for example. If I have four lessons for this subject, I should have the flexibility to extend it to eight lessons. When this is the case, all the students in the classroom can practice measurement. Even if he does not understand our language, he / she can observe what we do there and adapt it to the real life. We don't have enough time for this (6F, CT, 19).

Kiriřçi (2014) suggested that the content and methodology of education in public schools are quite sensitive to politicization originating from rage / discomfort and sectarianism which are triggered by the civil war in Syria so that it should be monitored closely. This is supported by the narratives of a social studies teacher, who is also a school principal, and he refers to his own solutions to prevent it:

I am quite sensitive about this. Absolutely and surely, every single student knows that when a Syrian and Turkish student fight, there are strict sanctions. This has to be the case because children can make it an international problem. When the things grow serious, they wait each other to square accounts after school (17M, SS, 24).

I don't feel like doing anything. I think that it is enough to fulfill the curriculum. I am tired of life (12M, CT, 20).

Teachers' Experiences of Communication and Collaboration with Parents

The study also investigated how teachers communicate and collaborate with refugee students' parents. The teachers were asked what they were doing to encourage parent participation and what they expected from parents. Their responses to these questions cleared up the phenomena. In Table 4, the codes on the phenomena are presented.

Table 4. Codes on Communication and Collaboration with Parents

Communication	n	Collaboration	n
There is communication (parent-teacher conferences, charity fair, ceremony, interpreter and sign language)	9	There is collaboration (supplying materials, enhancing academic achievement, working out problems)	9
Lack of communication (language deficiency, parents' indifference, teacher's reluctance)	12	There is no collaboration.	12

Some of participants (n=9) stated that they communicated with parents through an interpreter, but this was not satisfactory. Syrian interpreters and bilingual children help teachers. On the other hand, there were teachers (n=12) who remarked that they had no communication with parents, parents did not attend even parent-teacher conferences, and this made the problems more compelling. The teachers who could communicate with parents stated that they could do it through parent-teacher conferences, charity fairs or ceremonies held at school. However, they added that the rate of parent attendance to the conferences was low and this was caused by the high number of children they had. One of the teachers said that s/he could communicate with parents only through sign language. It was determined that classroom teachers were supported more by parents in meeting classroom needs and they struggled

more to increase parent attendance to the conferences. It was also emphasized that parents whose students had relatively higher academic achievement contacted more with the school. The views of the participants can be summarized as follows:

A few of my Syrian parents are really concerned. To increase parent attendance, I imitated one of my colleagues. Once a week, I get my parents to make pie or cake. Syrian parents made much better than some of Turkish ones. Their children became so happy that you should have seen the proud reflected on their face. I was very touched, as well. I said, "We forget that they are only human" (7F, CT, 12).

We have parents who are in good financial standing. Thanks to their support, we satisfy the needs of students who are poorer, and, in this way, all the students set out with the same materials. (...) For example, last year every Wednesday two of parents cooked something and brought to classroom. So, students did not have to bring food with them. Syrians often bring juice or milk but one of them brought fried dough. (5F, CT, 19).

We have parent-teacher conferences held particularly for Syrian parents. We have a Syrian interpreter. We communicate through him. I speak and he interprets. But this is not satisfactory. I don't think I am thoroughly understood. (16F, S, 15).

If we ignore parents or try to get our own way, we always end up as losers. (...) Some parents are concerned about what is going on in the classroom because there are certain groups they dislike. There are Syrian students. There are some other ethnic groups they dislike. There are Kurdish, Turkish and Alevites. This is the picture of our country. To ensure collaboration we organized charity fairs at school. We organize conferences. Since this is a double-shift school, we arrive early. So, we have the chance to talk to parents outside every day (8M, CT, 13).

Considering the classes, the achievers are the ones which facilitate involvement of parents. I think that I am weak in parent involvement. I can't say that I get the parents involved in education process much. I can't do this. Probably because I am easy spirited (10M, CT, 24).

On the phone, I tell the parent only students' name and the parent replies telling his / her own name. The only thing I can understand is it is the mother or father of the student (4F, T, 5).

A classroom teacher, teaching the first graders, stated that s/he had worked in a setting which displayed diversity. According to him / her, financial situation was not an influential factor on student in the classroom. "Eventually, they all have 50 pennies with them." the participant added. "Cognitively, they are not different at this age, as well." "They all have the same pen holding skill, for example." "But we have the main problem because we cannot communicate with the parents, there is no way for us to reach them." said the participant. Lastly, she/ he emphasized that it was not possible to solve some problems with the student.

Teachers' Motivational Sources in Working with Refugee Students

Since this study aims to analyze schools and classrooms in which there are refugee students based on teachers' views and experiences, the motivational sources holds a significance. Inclusion in education is closely associated with beliefs, attitudes and motivation of the teachers. Teachers were asked the following questions: "What are the best aspects of working with refugee students and the most important motivational sources for you working with them?" The responses also helped us understand their school and classroom wide practices.

Table 5. Codes on Motivational Sources

Motivational sources	n
Conscience	12
Love for children	7
Cultural contact	5
Being useful	4
Achievement	5

Teachers are mostly motivated by conscience (n=12), love for children (n=7), cultural contact (n=5) and being useful (n=4). Conscience, one of the emotional triggers and based on pity and sadness (Türk, 2018), plays an important role in enhancing participants' motivation. One of the participants disclosed his belief that contact with cultural differences would eliminate prejudices over time. Their statements are as follows:

When you think that these students are victims and innocent, the compassion you feel for them becomes even more (17M, SS, 24).

I learn a lot about their culture. I sometimes get out of my field. I like culture more. I like cultural interaction (18F, En, 7).

Sometimes, when you just caress them, they become so happy that..., have such a big smile that..., they love you so much that... (...) It is easy to communicate with these children...they expect love...They look into your eyes. This is the best thing about working with these students. (4F, T, 5).

When these students are loved by us, they self-disclose. The important point for me is the mutual love. (21M, M, 11).

The progress of the child from a different culture gives more pleasure. Their progress is much more valuable and pleasant in terms of motivation (16F, S, 15).

Perceptions of Self-Efficacy

To reveal teachers' perceptions of self-efficacy in working with refugee students, the participants were asked the following question: "How comfortable do you feel yourself working with refugee students?" They stated that they were often helpless, tired and worthless (n=13). Two of the teachers frankly expressed that they expected privilege. The codes are presented in Table 6 below.

Table 6. Codes on Perceptions of Self-Efficacy

Perception of self-efficacy	n
Efficient	3
Less efficient (hopeful, optimistic)	5
Inefficient (helpless, tired, worthless)	13

Drawing on the interviews, it can be said that teachers are prone to act according to underlying philosophy of current education system and its practices. One of the participants' self-criticism and criticism of others was remarkable. The teacher remarked that teachers tended to take the easy way out, they wanted to be understood immediately and were intolerant to problems. Another one told that he worked with Kurdish students in Eastern Anatolia Region and made a comparison. Two of the teachers emphasized that the preservice training they underwent was not satisfactory to bring in diversity-management skills. It was also revealed that graduating from teacher training high school enhanced self-efficacy. Quotations below support these interpretations:

So, as a teacher I really feel remorse. (...) But, in any way I can't reach those students. (2F, M, 13).

To be frank, If I was asked, I wouldn't like. So, I would like to work with a more standardized class. But there is nothing we are able to do. We have to cope with this. Did we get used to? Yes, we did. (...) We have difficulty. Additionally, knowing and practicing they are different. Theory is simple but practicing is quite difficult. This is my opinion (10M, CT, 24).

I don't think that 98 % of the teachers tolerated foreign students. You know teachers always take the easy way out. They want to be understood immediately. When he faces a difficulty, the teacher begins to grumble (1M, VA, 18).

Quite difficult. Of course, difficult. Nobody can say it is easy. (...) The problems exhaust you. You know, incompetence annoys you a little. I am a teacher and if I am not helpful in any way, of course this certainly annoys me (1M, VA, 18).

Of course, I am not much competent. Perhaps, a school counselor can do far better things. (3F, SS, 23).

I don't have training on inclusive education (13M, CT, 21).

In such places, differentiated teaching is an obligation. The ones who do not differentiate suffer the consequences. The students fall behind because the teacher can't teach. It is quite difficult to do this with the training that you receive at university (8M, CT, 13).

I felt as if they brought a huge mountain and put it on my back. I never felt such helpless and incompetent. I felt like as if I wasn't a teacher for 15 years (16F, S, 15).

Teachers need colleagues with whom they can share their practices, experiences and knowledge. A classroom teacher with 15 years' experience explained what s/he did and the progress during the process as follows:

There is no limit to learning. Yeah, I think I know a lot, but I also believe that I have a lot to learn. Sometimes I consider myself incompetent. Thus, I like talking to my colleagues. For example, about the last exam I talked to at least four of them and then we decided (5F, CT, 19).

I am so easy. I have a TUBITAK project, snap word dictionary. I am working on the project with a Syrian student, named Süleyman. I am really pleased. I enjoy working with them. I did not have any trouble. I enjoy working with Syrian students more than Turkish ones (18F, E, 7).

The most important factors to ensure inclusion are teachers' beliefs and attitudes. One of the participants stated that teachers with positive attitudes towards their profession could be useful and competent in ensuring inclusion. He added that teachers could help these students by showing special interest to them. Another teacher emphasized that teachers' attitude in the classroom determines students' attitudes towards refugees and pointed out the importance of readiness to solve the problems.

Are you willing to solve the problems? This is very important. If you really are, you solve them. The more troubles you face with, the more experience he gains in his profession. The more powerful he feels himself. I feel competent because I previously worked with Zaza and Turkish students in Eastern Anatolia Region. The languages were different. Most of the students did not know Turkish (9M, CT, 16).

Another teacher stated that s/he took part in a training on inclusive education. However, the teacher emphasized that s/he wanted to be valued, the training should involve practical knowledge rather than just theory. He added that the success of the trainings could not go beyond the quality of trainer.

No matter how well-prepared a plan is, it can be as successful as its practitioner. If we don't get the teachers to comprehend this philosophy, it is difficult. It should be explained very thoroughly to the teachers. It can't be achieved only through trainings. We are not competent, we are helpless (8M, CT, 13).

Discussion

This study sought to focus on teachers' school and class wide experiences working with refugee students and gain insight into the implications of these experiences in terms of inclusive education without being concerned about representation and generalization. Although this study does not claim to bring in a holistic explanation by uncovering discrepancies between teachers' experiences and authentic inclusive education practices, it offered some clues about trends in and orientations to inclusive education through its own discourse.

The first research question that the current study sought to answer was what the experiences of teachers in instruction were. Four sub-themes emerged on the phenomena. These are formal curriculum, learning-teaching process, materials and assessment. It was found that two of the participants made adaptations of outcomes in the curriculum while planning instruction. Thus, they thought that they could respond to students' needs better. More than half of the teachers claimed that the curriculum was not flexible. In a report focusing on teachers' needs in Turkey by Ayan Ceyhan (2016) it was stated that to ensure a more effective communication between teachers and students, teachers required flexibility in the implementation of curriculum. Forlin, Chambers, Loreman, Deppeler, and Sharma (2013) rendered that the teaching in classroom should be diversified, universal design practices should be allowed for in learning, information technologies should be employed and IEP should be prepared in order to improve the inclusive education in schools of Australia. It was discovered that most of the participants arrived at a consensus on ineffectiveness and unfairness of the curriculum and that it should allow adaptations. However, they thought that they should adhere to curriculum, but this created an inequality. This finding was supported by previous literature suggesting that the curriculum did not satisfy refugee students' needs (Aydın & Kaya, 2019; Erdem, 2017) and a new curriculum was an obligation (Kardeş & Akman, 2018). Similarly, Ereş (2016) suggested that it was not sufficient to solve the problems. In a study by Çırak Kurt (2017) teachers used "*Kaf Mountain*" and "*a dress randomly cut out*" metaphors for the curriculum and they thought it was not realistic. Sakız (2016) reported that school administrators also think that the programs are not flexible enough for individuals with different needs. On the other hand, the adoption of Kurdish and Arabic as elective courses in 2012 in Turkey can be regarded as a positive step towards an education respectful to diversities.

Most of the participants stated that instruction in classes with refugee students was far more challenging than instruction in their previous classes. It was also discovered that teachers who had previous experience of working in environments including diversity were more diligent than those who did not. This result is supported by the results pointed out by Erden (2020). The narratives of teachers graduating from teachers training high schools and classroom teaching departments of education faculties suggested that they expended energy on ensuring effective learning experience for all students. On the other hand, it was revealed that participants utilized songs, games, drama, group-work, lived experiences to ensure refugee students' participation and initiate communication with them. The teachers also attached importance to equalizing class level. Narratives of the teachers indicated that they imitated some of their colleagues' activities. Drawing on this, it can be concluded that teachers contribute to pervasion of solutions through mutual learning. Jafari Kuzu et al. (2018) reported that while some teachers employed student centered instruction, others did not. There is a prevalent literature suggesting that teaching considering the average level is not useful and differentiated instruction enhances students' academic achievement, attitude and motivation (Rose, 2017; Pham, 2012; Pozas, Letzel, & Schneider, 2019). A study conducted in the U.S.A reports that teachers who adopt

differentiated teaching will have a relatively higher job satisfaction than their colleagues (Dixon, Yssel, McConnell, & Hardin, 2014).

Narratives of a few participants indicated that they intended to employ traditional instruction methods and they did not exert to ensure inclusion. Some teachers' self-criticism pointed out that they acted in a way supporting an accelerated philosophy of education that does not go beyond transferring the content of curriculum to the students which is consistent with previous literature (Ayan Ceyhan, 2016). Based on this, it was thought these teachers assumed that their teaching method was convenient for all the students and course subjects and would ensure a faster and easier learning. As a consequence, they were not in search of a different method. It was discovered that those teachers identified an average level and instructed accordingly. In a study carried out in the U.S.A., Kuklinski and Weinstein (2000) reported that teachers adopting differentiated instruction had more consistent expectations of their students.

Direct instruction, memorization, Socratic method of teaching, using audio-visual materials, exam centered teaching and competitive learning are among the practices of aforementioned teachers. Erdem (2017) found that teachers tried to integrate refugee students into their classes without differentiation. It was revealed that nearly all of the teachers communicated with refugee students through another one knowing Turkish and very few of them allowed students to use their mother tongue in the classroom.

The teachers criticized textbooks for not including adaptations and added that they could not recommend different sources or materials because of financial and legal reasons. It was discovered that some teachers used EBA and interactive smart board to reach students while some others taught only through textbooks. Erdem (2017) and Kardeş and Akman (2018) put forward consistent findings indicating teachers in Turkey mostly use textbooks designed for Turkish students but the teachers also accepted that it was cruel to force these books to refugee students.

According to the results, teachers lacked knowledge in assessment, and they discussed their own practices in terms of appropriateness. In Turkey, relevant regulations' not addressing cultural sensitivity, equity, universality, differentiation of measurement tools which ensure inclusion (Taneri, 2019) can be considered as the reason for teachers' lack of knowledge and practices. Within the scope of current study, it was discovered that mostly traditional methods of assessment and evaluation were employed and very few teachers used differentiated methods considering refugee students' academic level and background. These findings are supported by Aydın and Kaya (2019). The teachers also complained that refugee students were allowed to pass no matter what their grades were, or academic achievement level was which could be regarded as an injustice to others. Their expressions indicate that they let these students pass unwillingly. These are also consistent with suggestions by Roxas (2010) mentioned in the introduction. Similarly, Aydın and Kaya (2019) suggested that teachers' expectations of Syrian students were not as high as those of others and they tolerated their failure. Intra-class contradictions were also reflected in teachers' expressions. It was concluded that multiple-choice questions, one of the traditional methods, were preferred since they allow for success brought by chance. Additionally, in national literature a need for training on assessment is emphasized (Erdem, 2017).

According to participants, hasty enrollment of refugee students' to the same classes with their peers without considering their cognitive level created a challenge for them. Karaca and Doğan (2014)

referred to the same problem in their study on refugee students. The researchers stated that it was wrong to accept the students to classes hastily without criterion for getting to know and assess them.

A few of the participants reported that they maintained discipline in classroom collaborating with students and established the rules together. On the other hand, a great number of teachers complained that they did not have rules and students behaved freely and they were helpless to act against this. It was also discovered that when problems emerged in class or school, teachers tried to solve them only talking to Turkish students. Additionally, according to the results, all the participants employed reward and punishment to get the students to follow the rules. Some of the participants reported that to maintain classroom management they paired Turkish and Syrian students in seating arrangement while others emphasized that this would cause more discomfort.

Another problem reported by the participants was indifference of parents because they did not know Turkish and had too many children. They added that Turkish parents had negative attitudes towards refugee students. In the U.S.A. Tran and Birman (2019) and in Turkey Aydın and Kaya (2019) reported that teachers thought that parents and students had similar values. Mercan Uzun and Bütün (2016) reported that parents had negative attitudes towards refugees which in turn affected their children and teachers did not accept these students like Turkish ones. Akkan, Deniz, and Ertan (2011) pointed out the pressure of non-Gypsy parents on Gypsy students. On the other hand, Aktaş Salman (2018) stated that prejudices of adults were sometimes reflected in communication within the classroom.

UNESCO (2005) emphasized the importance of parent attitudes and reported that negative ones could be turned into positive. In this study teachers stated that Turkish parents were feeling discomfort because they thought that refugees caused higher rent charges, lower wages etc. and because of aids provided for them which was also stated in some other studies in literature (EDAM, 2014; Karasu, 2016; Kaypak & Bimay, 2016; Kirişçi, 2014).

Gay (2002) pointed out the importance of teacher competency to design learning environments for students from different cultures. Forlin et al. (2013), on the other hand, stated that this competency could be ensured by in-service trainings provided for teachers. It was discovered that all the participants of this study received in-service training on inclusive education. However, teachers mostly feeling helpless and incompetence also underlined that they believed attending in-service trainings was not adequate to overcome this challenge. According to Erden (2013), pedagogic incompetence can trigger the feeling of helplessness which hinders teachers' self-development in designing effective learning-teaching environments. It is clear that although in-service training is an essential component of ensuring inclusive education in schools, it is not sufficient by itself. This is also supported by national literature. According to Ayan Ceyhan (2016), teachers emphasized the helplessness brought by the lack of a support mechanism. Aktaş Salman (2018), on the other hand, stated that teachers were caught unprepared, needed more support and collaboration about refugee students. They criticized seminars offered by Ministry of National Education in for the scheduling and being announced.

Participants believed that they could do nothing for refugee students. Additionally, they thought they lacked support about the path they should follow for refugee students. Regarding Syrian refugees as guests is a common perception in social settings in Turkey (Erden, 2013). According to Kirişçi (2014), most of Syrian children, who can receive education in Turkey, are educated based on the idea that they will return to their homeland sooner or later. This can be considered as the reason for teachers' showing relatively less effort for Syrian students. In a similar vein, some teachers do not have

high academic expectations of these students and struggle much to teach Turkish those students (Erden, 2013; Döner, Özkara, & Kahveci, 2013).

That the teachers having prior experience of working with students from different ethnicities put less emphasis on challenges was another point unearthed by this study. In this respect, According to Erden (2013) teachers at public schools did not have pedagogic competence to manage diversities in their classes and prior experiences alleviated the problems. It is unquestionable that teachers should be able to work in multi-cultural environments, should respect to differences and have the skill to teach in such classes. Preservice teachers are not educated for multi-cultural environments in Turkey. The studies also showed that they had negative attitudes towards refugee students (Topkaya & Akdağ, 2016). This is an indication of that future holds some potential risks in terms of refugee students' adaptation to schools. Dixon et al. (2014) states that teacher education programs should provide prospective teachers with the ability to analyze goals, to constantly assess student needs and readiness levels, to make adaptations in teaching with their interests and related data. Thus, The *National Council for Accreditation of Teacher Education [NCATE]* in the U.S.A. recognizes Experience of Working with Diverse Populations (with different languages, religion, ethnicity, socio-economic background, sexual orientation etc.) as one of the main standards in teacher education (NCATE, 2008).

Suggestions

The first thing to be suggested is conducting long-term studies. Teachers can be provided with school-based program development proficiency. With the collaboration of Syrian and Turkish teachers, social and academic activities appealing to all student groups can be prepared. A material collection within the easy access of teachers can be created including movies, visuals, texts. To ensure an understanding of assessment sensitive to equity culture and which is complementary and differentiated and a motivation to implement such a method, practice-based education can be designed for teachers. Studies to make the parents be aware of the fact that assurance of high-quality education depends on the parent involvement can be carried out. Nation-wide campaigns emphasizing the importance of parent-school collaboration can be launched through media and other means of communication.

The understanding of inclusive education can be incorporated into pre-service teacher education. Having courses, workshops and training schools reflecting the diversity may help. Teachers should be provided with the opportunity of self-reflection and in that way steps can be taken to solve teacher generated problems. To this end, they can be encouraged to take part in learning communities in which they can share their experiences and exchange knowledge. Trainings conducted by MoNE and Nongovernmental Organizations (NGO) can be supported with workshops which strengthens teachers' inclusive education perspective. Activities bringing Syrian and Turkish teachers together can be carried out for communication and mutual learning. Collaboration between schools and universities can be encouraged for widespread and permanent solutions. To design the whole school and communication network within the school considering inclusion will clearly encourage teachers in terms of inclusive education. Everyday life at schools embodying inclusive practices of teachers stands as a research field to be investigated.

This study was conducted analyzing the data obtained through in-depth interviews. The researchers can conduct studies supported by observations. On the other hand, studies with teachers from different regions of Turkey can be carried out. Collective events such as conferences, symposiums and workshops can be held nationwide.

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