

CHAPTER 1

OPINIONS OF SYRIAN FAMILIES LIVING IN TURKEY ABOUT THE EDUCATIONAL PROCESS OF THEIR CHILDREN AT PRIMARY SCHOOL LEVEL

Necla ISIKDOGAN UGURLU¹

Nilay KAYHAN²

INTRODUCTION

Today, there is a rapidly developing migration wave due to reasons such as hunger, famine, and lack of life safety resulting from various social and economic reasons. Countries have been taking necessary precautions, developing policies, and conducting studies against this migration wave experienced in the world in recent years. With these studies, individuals can live independently and, thus, adapt to society more easily when their basic needs, such as health, education, shelter, employment, and economy, are met (Feuerhern, 2013). Syria, which has a border with Turkey, is one of the countries most affected by the war environment and immigrates to different countries. The migration wave from Syria to Turkey has been increasingly continuing due to the ongoing war since 2011. In Turkey, at the beginning of this migration wave, contrary to the efforts to find solutions focused on meeting the temporary basic needs (Emin, 2016; UNICEF, 2015) such as shelter, food, and health,

¹ Assist. Prof. Dr., Zonguldak Bulent Ecevit University Ereğli Faculty of Education, Education for the Mind Handicapped, necla_idogan@hotmail.com,

² Assoc. Prof. Dr., Ege University, Faculty of Education, Department of Education of the Mentally Disabled People, hatice.nilay.kayhan@ege.edu.tr,

the thought that the temporary solutions would not be sufficient and that it was necessary to find permanent solutions and policies emerged. Thus, with the idea that permanent solutions are important instead of temporary and quick solutions, it was aimed to make regulations in the education system and support these regulations with laws. For this, one of the first concrete steps was Law 6458 on Foreigners and International Protection in 2014, which included basic information about the education of children from migrant families, such as the curriculum, methods to be used, and characteristics of teachers (Emin, 2016).

Besides taking some precautions by legal regulations regarding the education of children from migrant families, the family's contribution to education services, school-family cooperation, and mutual information exchange are also important for the quality of education services provided. Because children's parents are their first teachers, and school-family cooperation is effective for academic and social success when they start school, the role of the families in education life is undeniable. In their study, McIntyre, Eckert, Fiese, DiGennaro & Wildenger (2007) emphasized that the quality of school-family cooperation was parallel to academic success, and the family must actively participate in the education services to provide this cooperation. Çelenk (2003), drawing attention to the importance of cooperation between the families of children who continue primary school first grade and the school staff, stated that family support was necessary. School-family cooperation also has an important place in preschool education services in the early childhood period. In many studies conducted on this subject, it was stated that family participation in education services had a great role in children's completing development stages healthily, ensuring their cultural competencies, and generalizing the learned skills as well as academic success (Ma, Shen, Krenn, Hu, & Yuan, 2016; Murray, McFarland-Piazza & Harrison, 2015; Şahin & Kalburan, 2009).

Thus, families may have more detailed information about the education services provided and their children's development, and they can support their children by continuing education services at home. Cooperation and mutual information exchange make an important contribution to the teachers. Thanks to the cooperation, teachers know the family with their cultural, social, economic, and many other features and make the necessary adaptations for the child. Cooperation positively affects aspects such as supporting the family and the child and making gained skills permanent (Murray, McFarland-Piazza & Harrison, 2015).

In studies conducted about migrant families and education; it is emphasized that education should be given to the children and families to provide language skills of the country where they migrated to, and the cultural structure of the countries where the migrant family comes from should be taken into account while giving this education (Wanger, 2013). Many Syrian families have language problems in communication and cooperation with the administrator and teachers in the school as they do not know how to read and write in Turkish; thus, they have difficulty benefiting from education services and choosing a curriculum. Borrell (2011) stated that individuals who migrated to another country had problems with second language acquisition other than their native language, the difficulty in their language skills delayed the children's adaptation to their school and friends. Therefore, these problems negatively affected the acquisition of social skills and a sense of being a member of society. According to AFAD (2014) data, mothers' education levels differ in Syrian families, and it draws attention that 21% of the population is illiterate. It is stated that 35% of the parents are primary school graduates, 20% are secondary school graduates, 10% are high school graduates, and a very low percentage of 6% are university graduates. Families, especially mothers, have an important role in migrant children's school attendance, teacher-family cooperation, language skills

acquisition, generalization in the home environment, and doing homework starting from school enrollment. According to AFAD (2014) data, it is emphasized that the education level of Syrian mothers gradually decreases towards the university level, and a considerable number of individuals are illiterate. It is predicted that the literacy and education levels will increase with the services provided to the mothers and children, and it is aimed to enable mothers to have a more active role in society and provide cooperation and information exchange. Thus, children's adaptation skills will be supported in this direction when the integration of the family into society is easier and faster.

It is thought that besides the studies on opinions of the teachers who work in the schools where the migrant children continue (Işıkdoğan-Uğurlu & Kayhan, 2018; Kardeş & Akman, 2018; Mercan & Bütün, 2016), studies in which the opinions of the Syrian families are taken about education services, preparation for a school, and family participation are needed. Based on the fact that family participation and school-family cooperation are important in a child's academic success, social adaptation, and all levels of development in education services, this study aims to investigate the opinions of Syrian families living in Turkey about the school preparation and literacy teaching processes of their children.

For this purpose, answers to the following questions have been sought.

1. What are the opinions of Syrian families about their experiences in preschool and preparation for the school process?
2. What are the opinions of Syrian families about their children's primary school enrollment process?
3. What are Syrian families' experiences in their children's primary school education regarding material, social skills, communication, and language?
4. What are the opinions of Syrian families about school-family cooperation at the primary school level?

MATERIALS AND METHODS

Study Design

This study, which was focused on the opinions of Syrian families living in Turkey about the education process of their children at the primary school level, was conducted using the semi-structured interview technique in the qualitative research method. The interview technique was used as it was aimed to include participants' own experiences and opinions and to obtain in-depth natural data (Creswell, 2015; Yıldırım & Şimşek, 2016).

Sample/Participants

Participants of the study, which was conducted in the spring term of the 2018-2019 academic year, were determined with criterion sampling using the purposive sampling method. 6 (six) families living in the center of Ankara province were included in the study. The following criteria were sought in determining the families: 1) to have a child continuing the first or second grade of primary school, 2) to have migrated from Syria, and 3) to be able to use Turkish enough to communicate in daily life. Besides the criteria determined in this study, an additional criterion to accept conducting interviews with an interpreter was determined to communicate with the families healthily. The parents' comprehension, listening, and speaking skills were taken into account during the interviews (The interpreter provided support when necessary). In determining participant families, the researchers paid attention to giving priority to the places where the majority of Syrian citizens live in Ankara. Firstly, the school administration and teachers we were in cooperation were interviewed, local neighborhood administrators were informed about the study, and the families were reached. In informing the families, the first researcher interviewed the school administrators, classroom teachers, and local administration

unit executives, then informed parents who volunteered to participate in the study individually. Both researchers planned the appropriate time interval for the families regarding the day and time of the interview, and an application calendar was formed for the participation of an Arabic-speaking interpreter. Finally, a guide who knows Arabic-Turkish accompanied the interviews during the data collection process for healthy communication. In the study, based on volunteer participation, providing that the privacy and ethical principles are kept, names of the family members, their place of residence and addresses, information on the school where their children continue, etc. were not included in the study. Lastly, codes such as Parent P1 were used for the participants. The demographic information of the participants is described in Table 1.

When examining Table 1, the frequency of school visits and source of support of 6 participants consisting of 1 father and five mothers show similarity. It is understood that all participants but P5 do not go to school unless they are called from school, and it is needed. It is emphasized that they did not experience a formal problem in the school enrollment of their 1st and 2nd graders; their children can continue to school and learn the language faster and more effectively in the school environment. Parents, stating that there is a supportive environment in terms of language skills in the social cycle and game environment for their children starting from the early period of school, stated that their speaking skills of Turkish are best developed in neighborhood relations.

Data Collection Tool and Application

Firstly, the semi-structured interview form was prepared as a draft for this study. It examines the opinions of Syrian families about their primary school children's preparation for the education process, communication and language skills, peer interaction in

Table 1. Demographic Information of the Participants (n: 6)							
Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7	
	Children		Parents				
	Age	Grade Level	Gender	Employment Status	Frequency of School Visits	Materials used by the child to support literacy skills	Sources he/she thinks he/she receives support most frequently
P1	7	1	Male	Yes/Worker	2-3 times a week	He can speak Turkish but is limited in sufficient comprehension. He learned it at work. He doesn't have difficulty using the language in social life. He finds games, television, and storybooks effective for his child.	Relatives, neighbors
P2	7	1	Female	No	She only went during enrollment, her husband goes to school.	The children learn to speak Turkish at school very quickly, they speak Arabic and Turkish at home. She learns from them. She finds picture cards and television effective.	Immediate family, teachers at the child's school
P3	7	1	Female	No	When they call from school, she goes if needed.	She uses Turkish in neighborhood relations most frequently. She learned it without education but limited. Only the children speak both Turkish, Arabic at home.	Neighbors (who are migrants like her)

Table 1. Demographic Information of the Participants (n: 6) (Devamı)

	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7
P4	8	2	Female	No	She has never gone.	The parents are not good at speaking, understanding, writing, and reading Turkish. The children can speak Turkish in neighborhood games, and parks. She finds the television, written sources, and coursebooks effective.	Migrant relatives
P5	8	2	Female	No	She goes 1-2 times a week. She attends all parents' meetings.	Parents are sufficient in speaking and understanding Turkish. They most frequently use television and coursebooks for literacy education.	Her interaction with teachers, her child's classmates, other parents at the child's school is at a very good level
P6	8	2	Female	No	They went during enrollment. She has 2 children at the same school. She goes if needed.	Parents' level of using Turkish for communication in daily life is not sufficient.	Neighborhood relations, teachers at school.

the school environment, and support process at home. Opinions of 4 experts were received. The experts, 2 of whom conduct studies on special education, language, and speech, and early literacy, and 2 of whom conduct studies on literacy teaching in classroom teaching and children's literature, evaluated the draft form in terms of comprehensibility of the language, participation of the migrant families in social life, quality of social interaction, and support process at home before literacy teaching. Both researchers are graduates of the classroom teaching field and have 7-15 years of classroom teaching experience. They have teaching experience in the multicultural classrooms where the migrant students with special needs continue, and they also have professional experience in strengthening the professional skills of teachers who have international students in their classrooms, school-family-society, supporting academic and social participation of migrant children with special needs conducted by the Ministry of National Education. The revised semi-structured interview form took its final form and included seven demographic and six open-ended questions. In the data collection tool, the parents were asked questions about the age of children, grade level, gender of the parent, employment status, frequency of school visits to their children's schools, sources they prefer to support their children's language skills in Turkish, and the sources of support for their children's education.

To determine their opinions about their children's education at school, questions about preparation and enrollment to school process, whether there is a school change, if so, its reason and their opinions about the process, children's experience in school life before they come to Turkey, their impression about support process for Turkish literacy teaching and communication process with peers and adults in social life, what skills they need in this process, and out-of-school life of their children and supporting their literacy skills were asked. In addition, 20-25 minute

interviews were conducted with 6 participants consisting of 1 father and five mothers; an interpreter whose native language was Arabic attended the interviews for the intelligibility and explanation of the questions, and interviews were completed with voice and written recordings. One participant (P1) did not allow voice recording, the voice was recorded in the interviews conducted with 5 participants, and observation and interview notes were also recorded. Interviews were conducted in the office of the neighborhood administrator, in an appropriate environment for the interviews instead of the participant's residence. To obtain data more effectively in the data collection process with the qualitative research interview technique; the researchers paid attention to the principles of not being directive, not interrupting the participant before he/she completes his/her speech, and making changes in asking the questions following the course of the interview, and giving encouraging and reassuring feedback (Marshall & Rossman, 2016). Six open-ended questions were asked in the interview form; examples of the questions are shown in Table 2.

Table 2: Examples of the questions in the interview form

1. Can you tell us about the school enrollment process for your child/children? (Deciding on which school they will go to, enrollment admission process) From whom and how did you get support in this process?
2. Can you tell us about your child's learning Turkish for literacy?
3. What are the materials which you mostly use in teaching literacy to your children and think effective? From whom do you get support in this process?

Data Analysis

In the data analysis stage, transcription of voice records was conducted. Besides the data consisting of 12 pages, the notes taken

by the researchers and reflections written after the interviews were included in the analysis as additional data. For descriptive and holistic analysis, both researchers read the data documents independently. They focused on the similarities and differences among the answers given to the questions. Content analysis was conducted according to the answers to the questions (Bogdan & Biklen, 2007). Both researchers are experienced in qualitative data analysis. They conducted reporting process together and worked together in the stages of simplifying and combining the data and reaching themes from codes. Main themes and sub-themes were reached as a result of data analysis. Parents' opinions were included directly; thus, it was aimed to provide credibility and validity (Creswell, 2015).

In the preparation stage of data analysis, the data obtained by coding each parent as P1, P2, P6... and based on the opinions of the 6 participants were descriptively analyzed using the N Vivo program. Reliability was based on inter-coder reliability and repeatability, and the result of the inter-coder reliability analysis related to the sub-themes obtained from the opinions of the participants was calculated as %92 using the $\text{Reliability} = [\text{Agreement} / (\text{Agreement} + \text{Disagreement})] \times 100$ formula (Miles & Huberman, 1994). The main theme and the sub-themes obtained from the data analysis are shown in Figure 1.

Findings

As a result of the analysis, participants' opinions were turned into findings in four (4) main themes and 12 sub-themes. The main theme, sub-themes, and participants' opinions on this theme were given below.

In the Family Patterns theme, participants drew attention to the duration of their arrival by migration, the break-up of the family, for example, other parent's staying in Syria, and some of the siblings' living in different provinces; they emphasized the

limitations of these factors on coordinating children's school life, continuing to school, supporting language skills in the family and development of literacy skills. For example, P1 and P6 stated that they did not have any difficulty in the school enrollment process; however, they drew attention that the family has an important role in children's learning of the language. They stated that they receive great support from their relatives' children who went to school earlier and learned Turkish since the language spoken at home is Arabic. P1 stated his opinion: "We did not have any difficulty. Our child's teacher and friends supported us a lot. Our child has Syrian friends in the neighborhood. His/her classmates do not live here. He/she learns a lot from them at school," while P6 emphasized that family life affects children's school and adaptation process by saying, "As we live together with the relatives, they supported him/her. We did not have any problems with the school enrollment. We got out of the school immediately after enrollment. Two of my children stayed in Syria. I thought about how they will be with these children. The children affected". All parents stated that they received great support from their relatives' children who went to school earlier and learned Turkish. Participants stated that they went to school for enrollment of their little child with more confidence if they had older students who enrolled and continue to school, and stated that having an older sibling positively affects the children's attitudes towards school. Thus, they stated they went through the adaptation period more easily (P4-P5-P6).

Readiness Early Education

It draws attention that the parents can support their children's readiness for school and academic and social skills when they can use Turkish for communication at a sufficient level. For example, while school adaptation, social skills, and literacy skills of the migrant students who have just started primary school are affected by factors such as language skills in daily life/games/

district of residence/Turkish friends; P3 emphasized that she is exposed to the language most frequently in neighborhood relations because Turkish is not spoken at home; however, she learned Turkish without any education, and she can understand what she hears. For example, while P5 stated that her children could speak both Arabic and Turkish at home, P4 stated that she is not sufficient in speaking, understanding, writing, and reading Turkish as a migrant parent, and she only communicates with neighbors whose native language is Arabic. P3-P4 stated that they think the children can learn and speak Turkish in neighborhood games and parks, but they are not sufficient in literacy at school like their peers. They stated that the children should use the television and written materials more often and emphasized that the children usually have difficulty understanding written texts in the coursebooks at school. Finally, they emphasized that they do not have experience in areas such as games in the early period and preschool education (all parents).

Peer Relations Out-of-School Life

While all participant parents stated that children could learn Turkish better by communicating with their peers in the school environment, they emphasized that peer relations were more sincere during breaks which included more games and experiences involving movement. For example, P5 said, "...I don't know how he/she solves the problems, but his/her friends support him/her in their lessons without our help. Children learn with games and entertainment. They socialize better at school. There are not any problems". P2-P3-P4 emphasized that their children participated more in the neighborhood games and stated that the children could use Turkish and Arabic together while they were with their peers in out-of-school environments. P2 stated her opinion: "Children play games, speak more. We have neighbors coming from Syria, their children and our children speak Turkish

with their friends at school...”. In this sense, P1-P5, emphasizing the importance of social activities at school, stated that parents’ meetings were also important and they were an opportunity for their children to express themselves and for the teachers to know the parents. On the other hand, P3-P4 stated that their children were unwilling to go to school when their academic success was low, and the most important source of support at home was their older siblings, who continued to school when there was something they did not understand, or they were not able to do homework. The parents emphasized that their children’s number of friends was limited, and they could only make friends with migrant children due to the district of residence. Finally, they stated that social activities at school, neighborhood relations, out-of-school life activities such as sports areas of the municipality, and playgrounds were more entertaining (P2-P3).

Literacy Skills and Digital Materials

Parents stated that both themselves and their children could learn Turkish faster in digital environments and with printed materials and devices such as television; they emphasized that they did not have problems in understanding when they have opportunities like television and computer because they see the visuals and the writing and hear the pronunciation at the same time. P5, stating that the child’s coursebooks were very effective and positive, stated that her child’s teacher and friends were very supportive, and her child could speak and understand Turkish better than his/her parents. Parents stating that their children understood the text by writing thanks to digital materials when they did not understand the texts in the books, stated that the visuals in the books should be comprehensible and clear.

P1-P3-P6 stated that the parents of migrant children had limited communication with teachers and school administrators regarding language competence. For example, P1 said that he went

to school, P6 said "... His/her Turkish is better. I haven't learned yet. When he/she has a problem, he/she asks me for help..." and emphasized the parents' language competence was a factor that affected social participation.

In conclusion, migrant families stated opinions about the education process of their children who continue primary school in four main themes. In the first theme, which is family patterns, they stated opinions about attitudes of the family towards school, language spoken at home, time of starting/continuing school, and in-family support. In the second theme of the study, readiness early education, families stated opinions about the importance of language skills, adaptation to school, social skills, and development of literacy skills. Parents, mentioning the importance of early education services in academic success, stated that they did not have knowledge and experience in subjects such as game activities in the early period. In the third theme, peer relations out-of-school life; they drew attention to their children's participation in social activities. They stated that peer interaction increased language skills, language skills were developed in a natural context, and social and cultural characteristics were shared. The last theme of the study is related to literacy skills and digital materials. Families drew attention to the importance of visual and auditory materials in acquiring literacy skills; they stated that the children's comprehension skills increased, and they participated with more pleasure.

Discussion, Conclusion, and Suggestions

Findings regarding the education services provided to the migrant families' children who continue primary school gather around four main themes: family patterns, readiness for early education, peer relations out-of-school life, and literacy skills and digital materials. Regarding the family patterns, it was stated that the children with broken family structure due to migration had

difficulty in various areas such as starting school, adaptation, and attendance; besides, they also had difficulty in academic skills due to all these reasons. Contrary to these difficulties, families, stating that they did not have any difficulties in the school enrollment process, expressed that necessary convenience was provided in reaching education services. Parallel to study findings, studies stated that migrant families could not benefit from education services for a long time because of the war in their countries, and it was stated that the education gap would grow rapidly unless this situation was supported as soon as possible (Seydi, 2014). In the placement of Syrian families who come to our country to the Turkish schools, Provincial Directorates of National Education evaluate the educational needs of the children according to the education services they had received before they came and their characteristics and decide on the appropriate classrooms and school environments where the children will be placed (Seydi, 2014). MEB [MoNE] (2014). As stated by the families who expressed their opinions, they enroll their children in different educational institutions to benefit from education services as soon as possible.

When looking at the families' opinions about readiness for early education services, it draws attention that they emphasize the importance of language, and if there is someone who knows Turkish in the family, it contributes to their children's benefits from education services. For early education, families, glad that their children are included in social environments, stated that peer interaction would contribute to language skills and game activities, and TV programs will enable this. The early childhood period has a critical importance for the children's adaptation activities and language skills, and it is seen that the children who are supported during this period are healthier and more adaptable. Thus, it is suggested to include narration studies, concrete materials, picture cards, and games that will support literacy skills

as a teaching tool (Piştav Akmeşe, 2019; Piştav Akmeşe, Başkan Çelikli, 2021). It is seen that although the children who came to Turkey with migration are immediately enrolled in schools and admitted to the education system, regulations regarding the adaptation processes of the children have not been completed yet. It is necessary to conduct studies about the language acquisition of the children whose native language is different and those in the middle grades, compensation for the losses, and eliminating differences between programs. Thus, the children can adapt to the classroom in which he/she starts. It is seen that these children who are enrolled in the middle classes in state schools do not attend school due to language problems (Emin, 2016). Families, emphasizing that the main problem for their children is language skills, stated that language skills are necessary for both their children and themselves in terms of communication skills. Besides, it is emphasized that the group which adapts to the school most easily and learns Turkish most easily is the lower grades (Human Rights Watch, 2015). Thus, it is important to give preparation and language courses to support the children's language skills starting from the early childhood period. It is seen in the study that some families take their children to the parks, groceries, etc., starting from early childhood and support their interaction with peers and development in terms of language skills. It is seen that the situation is different for the children who started state schools at older ages and have problems adapting to the lessons and their peers. The adaptation problems are based on the insufficiency in language skills and they experience problems in understanding the lesson and social involvement with their friends.

Regarding peer relations out-of-school life, families mentioned the importance of peer communication activities out-of-school for social and language skills. However, thinking that the district where they live consists mostly of migrant families, the children who cannot spend much time with their

peers with different cultural and language characteristics have social interaction limitations in the development of language skills due to the limited number of friends. One of the most important problems experienced by Syrian families is related to the education of their children. Children and families experience difficulty in communication in education services due to the limitations in language skills and face some difficulties in social life because of the differences in language, culture, and lifestyle. Especially these problems experienced in language skills and economic life negatively affect the success of the children in school life and social life (Orhan & Şenyücel Güngör, 2015). Families, expressing opinions about literacy skills and digital materials, mentioned the importance of educational materials with visual/audio content such as coursebooks, visual materials, computers, and TVs in the acquisition of academic skills. They said that the children's comprehension skills were developed with these materials, and they went to school more willingly, thanks to these materials. Families, drawing attention that the parts that cannot be understood due to the language difference can be more easily acquired with digital materials, stated that they receive support regarding language skills thanks to their children. With the development of digital technology, computers entered school environments and homes, and children started to use these technologies from an early age. The literature supports the outcomes of the study. Digital materials contribute significantly to children's learning skills related to getting attention, directing, learning, and organizing information (Huang et al., 2012). Many families support that using digital materials in education is entertaining and effective. Families who migrate to different places around the world experience economic problems, problems in benefiting from education services in a qualified way, problems in health and support services, and political problems. Adapting families who come through migration to the societies in which

they live becomes easier with the supply of job opportunities, education services, and economic support services which will enable them to meet their individual needs independently (Feuerherm, 2013). Regarding the adaptation of Syrian families to society, it is seen that courses are opened to support language skills in Turkey. Non-governmental organizations (NGOs) give multi-directional courses to support families. Thus, it is aimed that they come together with the society they live in through social activities and find solutions to their problems.

In our country, the education of Syrian children has developed and continued more systematically every passing year, and the schooling rate of these children has increased. Educational services continue in formal schools by giving Turkish education (Seydi, 2014). However, there has been an apparent increase in the number of students who receive education services in formal state schools in recent years (General Directorate of Migration Management, 2017). In the literature, it is seen that the difficulties experienced are related to the factors such as being deprived of educational services due to negativities, duration, loss of the year, not knowing the language of the country where they migrate to, and having economic problems (Choi & Nguyen, 2009). Thus, these difficulties may cause children to pull away from education services and may also lead to a decrease in willingness to learn. Family attitudes and expectations are also important in education services. The family can support the child if they believe in the importance of education services. Besides, it can be seen that sufficient importance is not given to education services when the family's socioeconomic status is not sufficient in the country where they migrate, they have to work continuously, and they need children's support. Besides needing the children's support, it is seen that they cannot adequately support the children because they work hard. In addition, language differences and cultural characteristics are important factors in the adaptation period

(Suarez-Orozco, 2000). Moreover, it is seen that opportunities are offered to migrant families and their children in Turkey within the framework of every individual's right to education principle. Despite the opportunities provided in various areas, such as participation in educational services and enrollment in state schools and universities, it is seen that the participation of the children and cooperation with the family are not at the expected levels and there are problems. This can mainly result from the fact that children have to work due to economic problems and especially children in upper grades have difficulty in language acquisition (Human Rights Watch, 2015).

In conclusion, in light of the findings obtained, one of the important difficulties faced by migrant families is experienced in the education field. Communication, language, and social skills must have been acquired for the education services to be conducted healthily. Migrant families have to deal with various factors such as their problems in their own country, anxiety about coming to a new place, language, cultural differences, and economic problems. Thus, this situation prevents them from participating in education services and establishing cooperation. It is seen that children may have difficulty transferring past knowledge into the schools they have just started, adapting, and academic skills and have problems such as pulling away from the school or not receiving education services appropriate for their expectations in the following period. When looking in terms of families, they have difficulty cooperating with the school due to communication and language problems and do not have much information about the education services provided to their children. In light of these findings, regulations taking a) effect of early education services on language skills, b) language acquisition in social environments, c) the effect of peer support on literacy skills can be suggested for future research regarding migrant children. The following suggestions can be developed for

today's practices: a) Social adaptation skills of migrant families can be supported by public and social institutions. b) Awareness can be increased to widespread preschool education services. c) Peer support and active participation of the families in education services can be provided. d) School-family cooperation can be provided, and the number of activities regarding the school adaptation skills of the families can be increased. e) Social environments can be enriched for providing Turkish language skills to both families and children and for the development of language skills; Visual and audio materials can be included in the education environments; children's games can be used both in education and social environments.

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