

Full Length Research Paper

A new group about teaching Turkish to foreigners: Refugees and refugee students

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In today' world for countries, teaching language and communication became an important issue for making these countries' cultures spread and making them powerful and effective in the global world. A way to make Turkey effective and well known is teaching Turkish and Turkish culture refugees are important opputinity for this. This study is one of a unique study in Turkey done about teaching Turkish to temporary staying refugees in Turkey. Aim of this study is describing Turkish situation learning of refugees. At the first phase of this study, a scale developed by researcher with 27 items is used. This scale prepared both in Turkish and Persian and applied to 199 refugees chosen with improbable random sample method. Analyzing of the data is done by two different statistical analyze (arithmetic mean and standard deviation). Second phase of the research is a qualitative research designed in descriptive model For this constructed or semi-constructed questions are prepared and asked the Turkish teachers in whose classes at least one refugee student takes place. Answers are analyzed by content analyzed based on coding. In this study these are found: Refugees have positive attitudes about learning Turkish, they think they have lack Turkish communication skills and learning Turkish is necessary in terms of their socio-economic lives, they want to attend courses to learn Turkish. Also refugee students attend education in formal education institutions and have serious problems about "reading, writing, speaking, listening" skills. This study investigated that: though refugees have positive attitudes about Turkish, they have problems in communicating with Turkish. Thus, they emphasized that learning Turkish will increase the opportunity of refugees about finding a job.

Key words: Refugees, refugee children, teaching Turkish to foreigners.

INTRODUCTION

Refugees are the people who can not benefit from the rights of citizenship within their demand or not of the country they are the citizens of because they are abroad; they are the people who can live economic, psychological and social problems in the countries they have gone because they left their families and friends behind and they live without enough health, education and feeding services. These people are generally leaving their countries because of the reasons like life-threatening, lack of trust and they are searching for safety somewhere (Akyürek, 2007). Turkey is seriously affected by the movements of asylum in various countries as a result of its geo-strategical location that takes place at the intersection of Asian, European and African continents (Güner, 2007). Turkey signed the "Geneva Convention

About the Status of Refugees" that is thought as constitution of refugees in 1951 because of the refugee problem (National Action Plan about Taking Responsibility of European Union' Acquis Asylum and Migration Fields <http://www.wegmgovtr/hizmetilticaasp>, last reached 2010). After the confirmation of this agreement, the problems lived about being scoped by Geneva Convention, 1967 Protocol Related with the Judicial Status of Refugees is accepted in Turkey But, Turkey according to the 7th article of the protocole based on provision of "Reservations and Statements" with the reservation of geographical limitation, like in Geneva Convention accepted applications for asylum in the context of European origin. So, Turkey accepted the asylums as temporary come from somewhere except

Europe and protect their rights based on international agreements until they go to another third country (Ay, 2004). Though Turkey accepted the Geneva Convention with reservation of geography the most of applications of asylum come from except Europe (Countries in Middle East, Asia and Africa continentals) recently (İçduygu, 2004). In this context, during the period from 1995 to June 2005 more than 39000 thousand of asylum applications were done for coming Turkey (4000 to 4500 application average for per year), more than 20000 of them are supplied for temporary protection (Somuncu, 2006) Turkey make these asylums accommodate somewhere else like Canada who are not from Europe with the cooperation of United Nations High Commissioner for Refugees (UNHCR). The asylums whose applications are not accepted go on staying in Turkey illegally or they go to European countries with illegal ways (Kirişçi, 2004). The waiting process of asylums to go somewhere else from Turkey is average 3 to 4 years (Çorabatır, 2008).

In Turkey education status of refugees is not arranged with private provisions. Addition to this according to the laws in Turkey no one can be deprived from the right of education. Education institutions are opened to everyone no matter what language they speak, which religion they believe, what is their race and sexuality (Ministry of National Education, 1973). Also, according to Geneva Convention signed by Turkey, the countries side of the convention has to supply the same opportunities to the refugees with their own citizens about the basic education (Geneva Convention about the Status of Refugees, 1951). In this context, with a circular prepared by the Turkish Republic General Directorate of Security (2006), primary education opportunities were legally supplied to refugees and asylum seekers children (Law Hand Book of Refugees Children and The Rights of Refugees and Asylum Seekers Children, 2008). Though the refugees who are temporary asylum in Turkey have the right of formal education, their attendance to non-formal education depends on the permission of the governor of the province they live in (Ministry of National Education, 1973). Governors can provide Turkish language education opportunities to refugees with an independent programme, experts who can teach Turkish, adult education centers, etc. In Turkish legislation about education, there is no independent provision about benefiting formal education institutions for refugees; they can attend the lessons in Turkish with Turkish students though they do not know Turkish, but diplomas are not given to them to show that they completed primary and secondary education (Law Handbook of Refugees Children and The Rights of Refugees and Asylum Seekers Children, 2008). Also, the students in Turkey who are the native speakers of Turkish are learning Turkish in same place, context and curriculum with the refugees who learn Turkish as foreign language.

Turkish education as a foreign language has become an important field recently as the result of the interest about

learning Turkish, people from Europe and Turkic Republics (Yaylı and Bayyurt, 2009) As a result of this interest, for teaching Turkish to foreigners both in the country and abroad in Turkey particularly in various universities Turkish Education Centers are opened (Yüce, 2005) The aim of these institutions is teaching Turkish to foreigners by using foreign language teaching techniques But no finding is seen that shows these centers or different institutions work on teaching Turkish to refugees. But when we take into consideration the fact that: there are 18348 of refugees and asylum seekers in Turkey in January 2009 (<http://www.unhcr.org/tr/UserFiles/File/statistics/OCAK09.xls>, 07052010), courses about teaching Turkish and other activities can be thought as a necessity.

Teaching refugees Turkish is going to help them to learn Turkish culture and this will make them to be accommodated in Turkey because while a foreign language is being learned this language' philosophy, logic and culture are also being learned. One of the most effective ways of introducing Turkish people to other nations is teaching Turkish. A nation can introduce its own emotions, ideas, philosophy, etc by teaching their own language. Foreigners who learnt Turkish and Turkish culture can be an ambassador of Turkey and the Turkish nation (Temizyürek, 2007).

In this study, a determination of the attitudes of refugees to Turkish language and revealing the perceptions they have about their communication skills that live in Turkey's Ağrı province and some of them who attend Turkish courses in Adult Education Centers is aimed Then, Turkish learning case of refugee students who attend primary school and the problems they had when learning Turkish is investigated

MATERIALS AND METHODS

At the first phase of this study, the attitudes of refugees who live in Turkey' Ağrı province is revealed by using descriptive method In this part, a five-choiced Likert type scale with 27 items is used which is prepared by reading literature and gathering experts' idea Scale that is prepared both in Turkish and Persian is applied to 199 of refugees who live in Turkey's Ağrı province by using improbable random sample method Analyzing of the data is done by two different statistical analyze (arithmetic mean and standard deviation).

The second phase of this study is a qualitative research designed with descriptive model. Qualitative research is a kind of research method in which the data collecting methods like observation, interview and document analyzes qualitative data collecting methods are used and a qualitative process based on describing the perceptions and events in the natural environments with a realistic and holistic approach (Yıldırım and Şimşek, 2000).

Sample

In this research, sample appropriate with aim method is used sampling appropriate with aim can be described as choosing the people with defined features in the studies that the limitations are determined In this study "attitude scale of refugees who live in Turkey about learning Turkish" is applied to 199 refugees (104 of

them are women; 95 of them men) at different ages between 15 and 50.

The second phase of the study is done with 11 (4 women and 7 men) Turkish teachers who work at secondary education level in Turkey' Ağrı province and in whose classes there are 13 (10 Afghan and 3 Iranian) refugees teachers who participated in the study worked between 2 and 9 years; 10 of them graduated from license, 1 of them graduated from master.

Data collection tools

At the first phase of the study, the data gathered by the scale with 27 items that is improved for revealing the attitudes of refugees is analyzed with SPSS statistical programme. In scale, the answers about positive items are pointed as follows: The ones at the range of 100 to 180 are as "strongly disagree", the ones at the range of 181 to 260 as "disagree", the ones at the range of 261 to 340 as "undecided", the ones at the range of 341 to 420 as "agree", the ones at the range of 421 to 500 as "strongly agree". In scale, the answers given to negative items (3, 5, 10, 11, 13, 17 and 26 items) are pointed as follows: the ones at the range of 100 to 180 as "strongly agree", the ones at the range of 181 to 260 as "agree", the ones at the range of 261 to 340 as "undecided", the ones at the range of 341 to 420 as "disagree", the ones at the range of 421 to 500 as "strongly disagree". In scale, both Turkish and Persian attitude sentences take place. Because the refugees live in Ağrı province where Afghan Iranian and Persian are. The Persian part of the scale is prepared by the help of an expert who work in Persian Language and Literature Department.

As the result of application the scale to the sample consist of 197 people the Cronbach alpha value about the internal validity of scale is found as 0,70. As Hair et al. (1995) says when Alpha value is more than 070 for both general of the scale and each item we can say that it has the validity needed (Wast and Önder, 2002). The validity of test is found as 088 after "test and re-test".

At the second phase of the study the data gathered by semi-constructed interview. Before interview is done teachers are asked for meeting. For collecting data question forms consist of 5 questions are used from the teachers who responded positive from different gender and seniority. Teachers are wanted to tell their ideas according to the questions.

Analyses of data

"Attitude scale of refugees who live in Turkey about learning Turkish" is answered by 199 of refugees who live in Ağrı for the first phase of research and 2 different statistical analyzes are used (arithmetic mean and standard deviation). These analyzes are done by SPSS for Windows 1500 statistic package programme $p=005$ is accepted as the significance level. The choice number of the scale=5, interval number=5-1=4, interval coefficient = 4:5=0.80.

Five questions prepared by researchers are replied by teachers who have refugee student at least one in their classrooms at the second part of the study, and then the answers analyzed and interpreted by researcher with coding based on the content analysis method.

FINDINGS AND INTERPRETATIONS

Attitudes of refugees in Turkey about learning Turkish

For determining the attitudes of refugees in Turkey about learning Turkish the answer' arithmetic mean and standard deviation are calculated. The answers' arithmetic

means and standard deviations given to the scale about Turkish learning situation of Turkish refugees are given in Table 1.

When Table 1 is investigated about the skills of speaking and listening Turkish "I want to speak Turkish", "I try to understand what is spoken while others speak in Turkish", "I try to find friends who I can speak Turkish with" items are answered as "strongly agree"; "I usually get bored while others speak in Turkish" item is answered as "disagree". Though these findings show that refugees have positive attitudes about talking Turkish, answering "I think that I can speak Turkish very well" item as "undecided" and "I avoid speaking Turkish" item as "strongly agree" can be interpreted as refugees think that they think they have lacks about speaking Turkish. Also answers given to "I listen to Turkish songs for learning Turkish" and "I watch the TV channels that telecast in Turkish for improving my Turkish" items as "strongly agree" can be interpreted as the refugees are in an effort to speak (or learn) Turkish when the items in table about speaking Turkish are investigated, though refugees answered the "In social life I communicate with Turkish citizens in Kurdish more than Turkish" as "agree" it is seen that they answered "communicating in Kurdish in my social life with Turkish citizens more than Turkish block me about learning Turkish better" item as "strongly disagree". These findings show that the refugees live in the places in which Kurdish is spoken in Turkey for speaking Turkish better, permanently speaking Turkish is not necessary and they think that speaking Turkish do not create a block about learning Turkish.

When the items in Table 1 about reading are investigated this is seen: though "I really want to read Turkish texts" item is answered as "strongly agree" "I think that I can read Turkish texts really good" is answered as "undecided". These findings can be interpreted as though refugees have positive attitudes about reading Turkish, they think that they have lacks about reading Turkish. Also the answer given to "I follow the publications like newspapers, journals etc for improving my Turkish skills" as "disagree" can be interpreted as though refugees want to read Turkish they do not effort enough or understand the importance of published materials.

When Table 1 is analyzed this can be seen: "I hate writing in Turkish" item is answered as "strongly disagree", "I can express myself by writing and using Turkish very well" is answered as "disagree". These findings can be commented as refugees think that they have lacks about writing Turkish and these lacks create a big worry about writing in Turkish. Though this refugees answered the item "I really want to write in Turkish" as "strongly agree". This finding can be commented as refugees have a great desire to write in Turkish though the worries they have.

When we go on investigating the table the answers given to items as "strongly agree", "I think knowing Turkish will increase the opportunities about finding job", "I want to spend more time for increasing my knowledge

Table 1. The ideas of refugees in Turkey About Turkish learning situation.

	Scales of Item	\bar{X}	sd	Its value
1	I think that I can speak Turkish very well فکر نمی کنم که ترکی را خوب حرف بزنم	2.37	1.36	Undecided
2	I want to speak Turkish بسیار می خواهم ترکی را بتوانم حرف بزنم	4.68	0.88	Strongly agree
3	I usually get bored while others speak in Turkish غالباً خیلی دلتنگ شوم وقتی که دیگران به ترکی صحبت می کنند	4.13	1.35	Disagree
4	I try to understand what is spoken while others speak in Turkish کوشش کنم بفهمم وقتی که دیگران به ترکی صحبت می کنند	4.40	0.99	Strongly agree
5	I avoid speaking Turkish اجتناب می کنم از سخن گفتن ترکی	1.57	1.27	Strongly agree
6	I think that I can read Turkish texts really good فکر می کنم که متون ترکی را خیلی خوب می خوانم	2.69	1.47	Undecided
7	I really want to read Turkish texts بسیار می خواهم که متون ترکی را می توانم بخوانم	4.48	0.94	Strongly agree
8	I can express myself by writing and using Turkish very well می توانم خودم را به طرز مخطط و به کار کردن ترکی خیلی خوب افاده بکنم	1.99	1.53	Disagree
9	I really want to write in Turkish بسیار می خواهم ترکی را بنویسم	4.55	0.77	Strongly agree
10	I hate writing in Turkish نفرم می دارم از نوشتن ترکی	1.54	1.26	Strongly agree
11	I think Turkish is a language that is hard to learn ترکی یک زبان یاد گرفتن دشوار است	3.07	1.37	Undecided
12	I think knowing Turkish will increase the opportunities about finding job فکر می کنم که بلد بودن ترکی فرصت کار را افزایش خواهد داد	4.68	0.88	Strongly agree
13	Learning Turkish is extremely unnecessary for me یاد گرفتن ترکی برایم خیلی نیابستی است	2.13	1.29	Disagree
14	Turkish is not a language that is hard to learn ترکی یک زبان یاد گرفتن دشوار نیست	3.60	1.15	Agree
15	I want to spend more time for increasing my knowledge about Turkish می خواهم بیشتر زمان صرف کنم تا معلومات ترکی را افزایش بکنم	4.62	0.84	Strongly agree
16	I believe that I can use Turkish in various fields in my life باور می کنم که زبان ترکی را در زندگیم بصورت بسیار به کار خواهم کرد	4.28	1.03	Strongly agree
17	I think trying to learn Turkish is a waste of time for me کوشش فرا گرفتن ترکی برایم	3.61	1.49	Disagree
18	I try to find friends who I can speak Turkish with سعی می کنم همدم دوستان باشم که با آنها می توانم به ترکی صحبت بکنم	4.69	0.76	Strongly agree
19	I think that Turkish lessons/courses are necessary for me to learn Turkish برای یاد گرفتن ترکی درسه یا کورسهای ترکی لازم است	4.15	1.37	Agree
20	I can learn Turkish without taking Turkish courses or lessons بدون گرفتن درس یا کورس ترکی می توانم ترکی را یاد بگیرم	2.21	1.56	Disagree
21	I think that learning Turkish is enjoyable یاد گرفتن ترکی خیلی ذوق زده است	4.43	1.09	Strongly agree
22	I listen to Turkish songs for learning Turkish تا بتوانم ترکی را یاد بگیرم به آوازه های ترکی گوش دهم	4.42	1.01	Strongly agree
23	I follow the publications like newspapers, journals etc for improving my Turkish skills برای پیشرفت ترکی نشریات روزنامه مجله را بیروی کنم	2.16	1.68	Disagree
24	I watch the TV channels that telecast in Turkish for improving my Turkish تا بتوانم ترکی را پیشرفت بکنم برنامه های تلویزونی که با ترکی بخش کننده را تماشا کنم	4.61	0.99	Strongly agree
25	In social life I communicate with Turkish citizens in Kurdish more than Turkish در زندگی اجتماعی با هم وطن ترکی بیشتر با استفاده کردی از ترکی ارتباط بر قرار می کنم	1.83	1.50	Agree

Table 1. Contd.

26	Communicating in Kurdish in my social life with Turkish citizens more than Turkish block me about learning Turkish better ر زندگی اجتماعی با هم وطن ترکی بیشتر با استفاده کردی از ترکی ارتباط برقرار کردن خوبتر یاد گرفتن ترکی را جلوگیری می کند	1.57	1.29	Strongly disagree
27	I learn Turkish because I live in Turkey whether I want or not بخاطر اینکه در ترکیه زندگی کنم چه بخواهم چه نخواهم ترکی را یاد می گیرم	4.79	0.49	Strongly agree

about Turkish", "I believe that I can use Turkish in various fields in my life" and "I think that learning Turkish is enjoyable" show that they have positive attitudes about learning Turkish. Also "strongly agree" answer given to "I learn Turkish because I live in Turkey whether I want or not" item can be interpreted as refugees learn Turkish because they live in Turkey even they don't attend any educational environment.

When Table 1 is investigated this can be seen; refugees in Turkey have answered the items about the difficulty level of Turkish like. "Turkish is not a language that is hard to learn" as "agree" and "I think Turkish is a language that is hard to learn" as "undecided". This situation that seems like a dilemma can be commented as refugees hesitate about whether Turkish is a difficult language to learn or not and they would think whether they attend courses in which Turkish is taught (with the effect that: They live in an environment Turkish is spoken) they will think that Turkish is not a difficult language to learn "Agree" answer given to "I think that Turkish lessons/courses are necessary for me to learn Turkish" and "disagree" answer given to "I can learn Turkish without taking Turkish courses or lessons" can be interpreted as Turkish can be learned easily by refugees.

When we go on investigating the table "learning Turkish is extremely unnecessary for me" and "I think trying to learn Turkish is a waste of time for me" items are answered as "disagree" This finding can be commented as refugees want to learn Turkish and they have positive attitudes about Turkish.

Findings gathered from interviews

At the second phase of the study done with the interview technique, teachers who were in charge of the classes comprising refugee children in Ağrı were asked about the situation of the refugee children towards Turkish reading, listening, talking and writing skills. From the answers given, the problems encountered by the refugee students about the communication skills can be determined subsequently.

According to the findings of this study, teachers in whose classes' refugee students take place think that refugee students live serious problems about reading in Turkish and understanding them. About the reading skills of these

students, a teacher in whose classroom two refugee students take place thinks that "these students do not know the Latin alphabet, though they try to learn they live problems about combining letters, they cannot attribute the activities about text studies because they cannot understand what they wrote" Another teacher in whose class a refugee student at 7th class level stated that "This student have learned Latin alphabet but his/her understanding Turkish skills have not improved they can not understand the text though they can read". About this subject a teacher told that: "school activities improve the speaking skills of refugee students, but because they do not know the Turkish alphabet with Latin roots during the reading activities they lost the interest and they turn to their own world". Not to know the alphabet of the language that is read can create such problems. So taking these students to a first reading and writing courses which is prepared for the people from abroad can be thought as a necessity.

Another teacher about refugee children' Turkish reading told that: "He observes that refugee children want to learn how to read in Turkish more than he guesses, but giving these children Turkish lesson books written for foreigners rather than the ones given to Turkish students might be more appropriate". One of different teacher said that about the different reading materials: "Waiting the same efficiency from these students about reading skills with Turkish students will be wrong, so by presenting different reading tools we should gain them Turkish reading skills". One man teacher signed to a different dimension of reading situation of refugee students and states that: "He makes them read the books appropriate for 2nd or 3rd class level, not for 6th class level, but this situation create some self confidence problems".

According to the findings of the study, teachers who attributed to this study think that refugee children are partly inadequate about understanding, interpreting and evaluating what they listen. When we compare the findings about listening skills students are better about listening when we compare with reading, speaking and writing skills. A teacher who gives lessons to 8th grade classes thinks about this topic; "She observes that these students try to listen and understand what is told but they can not understand especially lesson subjects". Three of teachers who participated said that "They observe that listening skills of these students improve by listening to their friends in daily life, this shows that whether they are

supported they can learn Turkish effectively". A teacher said that: "Coming to school and sharing the same social environments with Turkish students develop the listening in Turkish skills, though repeating once or twice they understand what is told but they are inadequate about telling what they want to say, whether these students attend to Turkish courses with school they would learn Turkish very well.

According to the findings of the study, teachers attributed to this study live problems about communicating; sharing information and experiences they have, telling the feelings, ideas, dreams and observations. A man teacher who worked with the students from 7th class tells these about the speaking skills: "They use body language or showing items and they understand nothing from all that teachers try to explain". One female teachers stated that: "These children have different pronounce, most of their mothers speak in Persian though they know how to speak in Turkish, they prefer to speak in Kurdish in social life or break times, these cases affect them negatively about learning Turkish" Two of teachers told the followings about this topic: "Refugees do not understand the language of the teacher, so giving these students Turkish lessons in the courses by Turkish teachers who know Persian". And a teacher said "He feels like task of teaching to these children Turkish everyone except teachers. Students learn Turkish not in lessons, teaching Turkish to students is so hard whether he is interested with refugee students he neglects the Turkish students. Because of there is no independent programme or lesson material interesting with refugee children become really difficult."

One of woman teachers stated that about teaching refugees Turkish: "No private effort is necessary for teaching Turkish to refugees because they are already learning it in social life". It is naturel that Turkish is not taught with a private effort to refugees or though it is taught a few they learn it in social life in a certain level. According to a study done, whether the staying time of refugees increases learning Turkish level also increases refugees who stay in Ağrı province of Turkey more than a year can learn Turkish as much as supplying basic needs (Kaya and Kocaman, 2010).

According to the findings of the study, teachers who attributed this study think that refugee students have problem about writing texts which take place in Turkish lesson books and the ones about daily life. One male teacher who gives lessons to 6th classes stated that: "Refugee students can gain the skill of writing with Latin alphabet but, these students mix the Latin alphabet with Arab language. Two teachers said that, "Skill level of these students about reading, talking and listening in Turkish is too bad, so they can not make them do writing activities". About this topic two teachers said that: "We cannot make them write in Turkish, because they can not think in Turkish". And a teacher stated that "for making

them do writing activities teaching them writing and reading previously out of lesson".

As the result of the study, refugee students cannot read the Turkish books at the level of 6, 7, and 8th class level and whether they can read they cannot understand. Presenting same reading materials and activities to refugees same with Turkish students, create a barrier about reading in Turkish; they can not read in Turkish, students can not attribute to writing activities. Also participants think that refugees are inadequate about speaking in Turkish in temrs of information and skills. Also in this study these results are found: Whether the time that students stay in Turkey increases, they can learn Turkish at a certain level by communicating with Turkish people in social life skill of listening develops more than other skills.

CONCLUSION AND SUGGESTIONS

In our era, the importance of communication and teaching language grows on a daily basis. How much of a language is adopted by the culture of that nation grows as well. This can make that nation active and powerful in global world. The way of making Turkey effective in permanantly grooving and changing world is making Turkish and Turkish culture more (Gedik, 2009). In this sense, teaching Turkish to the refugees who come to Turkey will contribute to introduce and generalize our culture. Refugees stay in Turkey can be seen as an opportunity to spread our culture because they stay in places where Turkish is spoken. Though this in this study is investigated: Refugees stay in Turkey is inadequate about communicating in Turkish in terms of four basic Turkish skills. The result gathered from this study as refugees want to learn Turkish at and they have positive attitudes about learning Turkish can be interpreted as Turkish can be taught to refugees by little efforts Another thing can be said as the result of the study is that: Refugees want to take courses for learning Turkish and they think learning Turkish is necessary.

Turkish teaching curriculum that is applied in secondary schools is constructed on four basic fields called "listening, speaking, reading and writing". These learning fields are handled in a holtistic approach and they are related both itself and other skill fields inside of programme preparing process. Aim of this association is falciating the process of learning the language, using it effectively and constructing the information (Köse, 2005). Basic aim of teaching Turkish to foreigners is making the student understand the things spoken and understand the things written by reading and listening and improving the skills of speaking and writing in the wanted language (Akarçay, 2002; Gücün, 2002; Gedik, 2009). However, the refugee students who attended secondary schools in Ağrı province of Turkey had problems about listening, speaking, reading and writing skills, and these problems

were the cause of why they could not adapt to social life. In this study the thing revealed that: these refugee students who attend secondary school in Ağrı province of Turkey have problem about listening, speaking, reading and writing skills and these problems cause to problems about adapting to social life. They stress on that: learning Turkish is really important for them to find job. Refugees need to know Turkish to participate to work life with the job. According to this study the base of the problem is, not to interest with refugee students though they need special interest, trying to educate these students with same curriculum prepared for Turkish students, using the technics of teaching native language not foreign language. The most important reason for these problems about learning Turkish is that refugee children were directed to education institutions without having knowledge of the language; whereas, most countries that they migrate to supply pre-education to the refugee children before starting to get education for a better adaptation (Somuncu, 2006). Another thing investigated in this study is this: because of refugee children are communicating directly with Turkish children and the social life goes on in Turkish they are learnin Turkish in a certain level.

For minimizing the problems that refugees live about reading, speaking, writing and listening in Turkish taking such measures might work: Constructing Turkish teaching centers in necessary places and benefiting from these places, improving special lesson metarials for refugee students prepared in two language for refugees, supplying education in service or before service for Turkish teachers that work in adult education centers about teaching Turkish to foreigners, creating a curriculum for refugees with special aims for refugee children, encourage the refugee children' families about using Turkish at home by supplyışng them education to learn Turkish in Turkish teaching centers. For closer relationship with public, Turkish language courses for refugees can be arranged with the support and the oppurtunities of universities, other education institutions, adult education centers and non-governmental organizations (Güner, 2007).

To refugees not only in Turkey but also in all countries they defected without coercion and with respect to their native language teaching the language of the country they live in would make the adaptation to country easier and decrease the problems they live about education.

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