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Problems Experienced in the Literacy Teaching Process by Foreign Students in the First Grade of Primary School

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Abstract: The aim of this study is to obtain classroom teachers' views on the problems experienced in the literacy process by foreign students in the first grade of primary school, which constitutes an important part of language acquisition. A qualitative research approach has been adopted in the research. The data were obtained using a semi-structured interview form. With the semi-structured interview form created by the researchers, the opinions of the teachers working in the city center of Malatya in Turkey in the 2017-2018 academic year and having foreign students in their class were received. The data collected in line with the opinions of the teachers were analyzed with content analysis. As a result of the data analyzed, the opinions of the teachers were collected under 5 titles; "The problems experienced by foreign students in the process of adaptation to the school", "The problems experienced by foreign students in the stages of the literacy process", "Teacher's problems in the education of foreign students", "Teacher's solutions regarding the problems experienced by foreign students in education", and "System suggestions of teachers for the education of foreign students". Teachers mostly experienced problems in writing during the preparation stage, language-related problems in the perception of the sound, pronunciation problems in reading letters, and comprehension problems in syllable-word-sentence-text creation when starting independent literacy.

Keywords: *Foreign students, literacy teaching, first grade, primary school.*

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Introduction

Education is a process that includes the acquisition of abilities, skills, attitudes, aesthetic sensitivity and positive behavior, especially the cultural values that the individual is born into. Permanence of the change that occurs with the education process in the life of the individual and the ability of the individual to adapt to the change in the world are accepted as the main determinants of today's education systems. The skills gained through the education process make important contributions to the development of the living standards of the individual, as well as the global competitive capacity and democratic development of the countries.

Literature Review

Turkey Qualifications Framework (TQF), the European Qualifications Framework (EQF), designed to be compatible with; it is a national qualifications framework that exhibits all qualification doctrines acquired through general and academic education. The general goal of TQF is to offer a combined structure about relationships such as transition and progress between qualifications of education. In the TQF, there are key competencies such as communication in mother tongue and foreign languages, mathematical and basic competencies in science/technology, social and civil competencies. Mother tongue communication not only needs vocabulary and functional grammar knowledges but also includes the ability to communicate both orally and in writing in various circumstances. Migration is defined as a geographical, social and cultural displacement movement that aims to return or permanent settlement, either individually or together with the family for various reasons (Koçak & Terzi, 2012; Sarıkaya, 2014; Topsakal et al., 2013). There are many reasons why people leave their native lands and migrate to new places. The migration generally includes some problems such as population and economic problems, insufficiency education problems, and wars (Kaştan, 2015). Migrations cause new problems and create adaptation problems in individuals because they are separating from the established culture, a new language, a new culture, and an encounter with a new environment in all

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cases (Kılınc, 2014; Özdemir et al., 2009; Uluocak, 2009). In recent years, especially the war and civil unrest in our neighboring countries have caused people living in these countries to migrate to neighboring countries. There are many individuals who join the education system as a result of migrations. With the inclusive education system in our country, these individuals have also been included in the education system. Inclusive education is justified by United Nations Educational, Scientific and Cultural Organization (UNESCO, 2009) on three separate grounds. Firstly, educational rationale is that inclusive schools develop teaching methods that respond to individual diversity for the benefit of all students. Secondly, social rationale is that inclusive schools that create a positive change of attitude on students studying in these schools; forming the basis for a more just an inclusive society. The last one, economic rationale are those schools that provide education for all students together cost less than a more complex education system with different schools for different student groups.

For these reasons, foreign students also benefit from the inclusive education system. With the participation of foreign students in the Turkish national education system, it has become important to follow their success in the education system. Direct education will enable these individuals to progress smoothly in the education system.

However, it is possible that some problems may occur during this process. In the research of Saritaş et al. (2016), teachers and administrators emphasized that the problem they encountered with foreign students at the initial stage was language differences. Teachers and administrators had difficulties in communicating, understanding and speaking because foreign students were illiterate in Turkish. In this context, solving the language problem of foreign students should be the primary goal. For this purpose, the most important process is the initial literacy process in the first grade Turkish lesson in primary school.

It is very important for foreign nationals to acquire Turkish language skills and to improve their Turkish communication skills in order for these individuals to adapt to the society they currently live in. Turkish lesson in primary school is a priority course that develops the listening, speaking, reading and writing skills of individuals and prepares them for life with these skills. Especially in the first grade of primary school, effectiveness in the literacy process will increase the academic success of individuals in other courses. Effective literacy education is important for individuals to both learn Turkish and use their language in other lessons. In this context, learning of Turkish by foreign students and effective literacy education will provide an opportunity for them to be more successful at the next grade levels and to get to know the society they live in better. Raising successful and compatible foreign nationals will contribute to the national economy and education system.

With the program studies carried out in 2005 in the Turkish education system, the sound-based sentence method was adopted in the initial literacy process. The aim of this method is to start the literacy process from sounds and to create syllables from sounds, words from syllables, and sentences from words after a few sounds are given. Thus, the student will be able to reach the whole by combining the sounds that will not be stuck in the sound. The Ministry of National Education (MoNE, 2019) established the use of this method in 3 stages: preparation for initial reading and writing, starting and progressing in initial reading and writing, independent reading and writing. The initial reading and writing preparation process is the process before the instruction of letters. Here, the student is prepared for the transition to learning sounds in reading and writing, through listening training exercises, developing finger, hand and arm muscles, painting and drawing studies. In the starting and progressing stage in the reading and writing, the first thing is to start with the sounds. The sounds related to the letters are not directly spoken to the student, the student is provided to feel, recognize and distinguish the sound. After the sounds are comprehended, the process of reading and writing the letter begins. When the introduction of the letter is finished, syllables with previously learned letters, words from syllables, and sentences from words are formed and the second stage is completed with the text reading process. The completion of the second stage is completed by teaching all the letters. Afterwards, an independent reading and writing phase is carried out for at least two weeks to improve students' reading and writing and before moving on to texts in Turkish textbooks. Students complete this process by actively structuring what they have learned with their previous knowledge from the beginning to the end of the process, without memorizing it with sound-based initial reading and writing instruction.

It is very important to feel the sounds in the teaching of the letters. In stage of feeling the sound, the teacher tries to make the students perceive the sound of the letter with visuals, videos, sample stories, games. Foreign students not knowing the language and not having sufficient prior knowledge may cause difficulties in this process. Failure to start the process properly will also cause foreign students to have difficulties in the later stages of the process. In this context, knowing the problems experienced by foreign students studying in the Turkish education system during the initial literacy process can enable the process to be reviewed for these students.

Methodology

Research Goal

The aim of this study is to obtain teachers' views on the problems experienced by foreign students in the initial literacy process, which constitutes an important part of language acquisition. In line with this general purpose, answers were sought for the following sub-problems:

1. What are the problems experienced by foreign students during their adaptation to school?
2. What are the problems experienced by foreign students in the steps of the Turkish education system in literacy teaching:
 - Preparation;
 - Phonemic awareness;
 - Graphophonemic correspondence;
 - Creating syllables from sound, words from syllables, sentences and text from words;
 - Switching to independent reading and writing?
3. What problems do teachers experience during this process?
4. How did the teachers find solutions to the problems they experienced?
5. What are the teachers' suggestions on the education of foreign students?

Considering the sub-problems of the research, it is necessary to know the problems experienced in the stages of the initial literacy process in order to direct the literacy process of foreign students. Also the research is important in terms of revealing the problems experienced by foreign students in the literacy process and filling an important gap in solving the question of how to educate these individuals more effectively.

Model

In this study, a qualitative research approach was adopted. The qualitative research approach can be defined as "a study in which qualitative data collection methods such as observation, interview and document analysis are used, and a qualitative process is followed to reveal perceptions and events in a realistic and holistic manner in the dopal environment" (Yıldırım & Şimşek, 2018, p.41). Case study model, one of the qualitative research approaches, was used. Case study is a research method that examines a current phenomenon in its real life environment and is used when the boundaries between the phenomenon and the situation are not clear (Yin, 2003). In this context, with the case study model, in-depth opinions of the teachers about the problems experienced by foreign students in the initial literacy process were tried to be taken.

Sample, Data Collection and Analysis

The research was carried out in the primary school in the city center of Malatya in the spring semester of the 2017-2018 academic year. Participants in the study were first determined using the criterion sampling method, one of the purposeful sampling methods. The criterion used in the criterion sampling method is the classroom teachers who have been working in the first grade of public schools in the city center of Malatya, where foreign students have been in their class since the beginning of the 2017-18 academic year. In the study, other teachers were reached with the snowball sampling method, by making use of the first teachers who were reached with the criterion sampling method. In the snowball sampling method, it can be used when it is difficult to access the universe and there is a lack of information such as the size of the universe (Patton, 2005). Since it would be difficult to reach the creation in the study and a clear number could not be obtained, it was tried to reach the teacher as much as possible with the snowball method. In this context, one-on-one interviews were made with 51 classroom teachers in the first grade. The characteristics of the teachers participating in the study are included in Table 1.

Table 1. Characteristics of research participants

Teacher Code	Gender	Education Status	Seniority	Number of Foreign Students	School Code
T1	Female	Classroom teaching	27	16	M1
T2	Female	Classroom teaching	24	12	M1
T3	Male	Classroom teaching	32	1	M2
T4	Male	Classroom teaching	20	3	M3
T5	Male	Classroom teaching	29	1	M4
T6	Male	Classroom teaching	12	5	M5
T7	Male	Arabic language	21	10	M5
T8	Male	Classroom teaching	18	5	M6
T9	Female	Classroom teaching	19	4	M6
T10	Male	Classroom teaching	27	1	M7
T11	Male	Classroom teaching	14	4	M7
T12	Female	Classroom teaching	10	1	M8
T13	Male	Classroom teaching	39	1	M9
T14	Male	Classroom teaching	37	1	M9

Table 1. Continued

Teacher Code	Gender	Education Status	Seniority	Number of Foreign Students	School Code
T15	Female	Classroom teaching	20	2	M9
T16	Female	Classroom teaching	3	4	M10
T17	Female	Classroom teaching	26	1	M11
T18	Male	Classroom teaching	21	4	M12
T19	Male	Classroom teaching	30	5	M12
T20	Male	Classroom teaching	28	3	M13
T21	Male	Classroom teaching	22	2	M14
T22	Female	Classroom teaching	13	7	M15
T23	Female	Classroom teaching	20	7	M16
T24	Female	Classroom teaching	21	8	M16
T25	Male	Classroom teaching	30	4	M17
T26	Male	Classroom teaching	21	5	M17
T27	Female	Classroom teaching	24	3	M17
T28	Male	Engineering	21	2	M17
T29	Male	Engineering	21	3	M17
T30	Male	Classroom teaching	23	3	M17
T31	Female	Classroom teaching	12	16	M1
T32	Female	Classroom teaching	15	2	M3
T33	Female	Engineering	21	6	M5
T34	Female	Classroom teaching	10	5	M6
T35	Male	Engineering	21	4	M6
T36	Male	Classroom teaching	28	1	M7
T37	Female	Guidance	3	2	M7
T38	Female	Classroom teaching	21	1	M8
T39	Female	Classroom teaching	22	2	M8
T40	Female	Classroom teaching	21	2	M9
T41	Female	Biology	15	2	M9
T42	Female	Classroom teaching	27	3	M11
T43	Female	Classroom teaching	15	2	M10
T44	Female	Classroom teaching	29	2	M10
T45	Female	Classroom teaching	7	4	M5
T46	Female	Classroom teaching	24	2	M12
T47	Female	Classroom teaching	22	1	M18
T48	Male	Classroom teaching	20	2	M15
T49	Male	Classroom teaching	9	9	M16
T50	Female	Classroom teaching	12	13	M17
T51	Female	Chemistry	18	4	M17

When Table 1 is examined, it is seen that 51 classroom teachers were reached in a total of 18 different schools and 28 of these teachers were female and 23 of them were male. The seniority of the teachers is the lowest 3 years and the highest 37 years. Except for 8 teachers, all teachers have received undergraduate education in Primary Education. As seen in Table 1, in order to keep the information of the teachers participating in the research confidential, T1, T2, T3, etc. Codes are given in the form. Although the number of foreign students with the teachers varies, immigrant individuals coming from Syria constitute the population of foreign students. These students are Afghan, Kurdish and Arab origin. Their mother tongue is usually Arabic and Kurdish, not Turkish.

While creating the semi-structured interview form, the relevant literature was scanned first. The pool of questions suitable for the purpose of the research was created by the researchers and presented to the expert opinion. The interview form was finalized in line with the opinions received from two field experts working in TÖMER (Turkish Teaching Center) and four field experts working in the Classroom Teaching Program. In order to test the applicability of the form, 2 teachers were interviewed and the main application was started since there was no problem. The data were analyzed with content analysis. Themes related to the sub-problems of the research and sub-themes related to these themes were formed with the content analysis. In the data collection process, the voluntary participation of the teachers was approved before the interview. For the reliability of the study, data loss was prevented by using a voice recorder and these data were translated into plain text. Afterwards, an expert was asked to listen to the recordings randomly and it was confirmed that the data was spilled correctly. Later, the two researchers started the analysis together, and after the formation of certain themes and sub-themes, they continued the analysis separately. At the end of the analysis, they came together again and the theme and sub-theme contents were combined. In order to increase

the reliability of the study, two field experts (in the field of primary school teaching and Turkish language teaching) were asked about the themes. At the same time, the theme and sub-themes created by making direct quotations from the teachers' opinions in the findings section for validity were supported. In addition, research is ethically appropriate.

Finding

The findings and comments regarding the findings obtained as a result of the analysis of the data collected with the semi-structured interview form prepared for the purpose and sub-objectives of the research are given below.

Findings and Comments Regarding the Problems Experienced by Foreign Students in the Process of Adaptation to School

According to the opinions obtained from the classroom teachers, there were problems in the adaptation of foreign students to the school. As these problems can be seen at the beginning of the school, there are problems that continue throughout the process. The teachers talked about the problems related to adaptation to school, class and friends as well as adaptation to literacy and readiness. In this context, in line with the opinions of the teachers, the problems experienced in the adaptation process of foreign students to school, including "language, violence, reactions of the Turk, timidity, cultural difference, buying items, using materials, not complying with classroom rules, age difference, cleanliness, mobility, nutrition problem". Themes are shown in Table 2 below.

Table 2. Themes related to the problems experienced by foreign students in their adaptation to school process

Themes	Teacher Codes	f
Language	T1-T2-T3-T5-T6-T7-T8-T9-T11-T12-T14-T15-T16-T17-T18-T19-T21-T22-T25-T26-T29-T30-T31-T34-T35-T36-T40-T42-T44-T45-T46-T48-T49-T50-T51	35
Violence	T1-T5-T7-T13-T15-T17-T18-T19-T22-T31-T33-T38-T40-T45-T50-T51	16
Reactions of the Turk	T1-T11-T12-T14-T37	5
Cultural Difference	T6-T10-T29-T48	4
Cleanliness	T38-T40-T42	3
Timidity	T6-T9-T11-T24-T27-T28-T31-T35-T39	9
Not complying with classroom rules	T7-T17-T51	3
Buying items	T7-T18-T22-T23-T34-T45	6
Mobility	T20-T25-T43	3
Using Materials	T1-T5-T34-T40-T42-T45-T50	7
Age Difference	T1-T2-T19-T31-T34-T49	6
Nutrition Problem	T2-T31-T42	3

According to the opinions of classroom teachers, the biggest problem that foreign students experience in terms of adaptation to school is language. In fact, language has created a huge problem for both teachers and students. The teachers especially emphasized that they do not understand each other with the students and therefore they talked about the communication problem. The views of some teachers who have language problems are as follows: *T1: We had communication problems because they do not speak Turkish. T21: Language problem... It brought many other problems together. Their communication with their friends was stressed because they couldn't communicate.*

Considering the teachers' views on the language problem, they stated that the students' not understanding Turkish delayed their adaptation to the school, their friends, and the classroom, they were also stressed because of their inability to express themselves, and they had difficulties in lessons due to language problems. Because language is shown as the biggest problem, solving the language problem can make it easier for students to adapt to school. Along with the language problem, one of the most voiced problems by teachers is violence. Teachers' views on violence are as follows: *T19: Behavioral disorders... In other words, they are more prone to violence, maybe under the influence of the things they experience or something... The violence continues, one of the siblings with me, brothers and sisters, fights each other... T45: There is violence. While playing games, they prefer fighting games. But I warn them, by saying you have to do this to your friends, they are doing what I tell them...*

Considering the opinions of teachers, foreign students have a problem of violence against both their own environment and Turkish students. According to the teachers' opinions, the fact that foreign students do not know the language and coming out of the war made the student prone to violence. The use of violence by the students especially during the game, shows that the students have a belligerent and violent behavior pattern. Another problem that foreign students experience in adapting to school is the reaction of the Turkish people. According to the teachers' opinions, sometimes families and sometimes Turkish students reacted to the education of these students with Turkish students in the process. While the families behave with prejudice, Turkish students generally distanced themselves from their environment and games. Teacher's view on this theme is as follows: *T1: At first, our Turkish people also found it odd. The*

parents reacted. *The simplest thing was to make them sit next to each other, and after that, of course, they adapted a little with our effort, but still there is the difference, unfortunately, it continues.*

According to teachers, there are reactions of Turkish people towards foreign students. Based on the opinions, it can be seen that especially both parents and Turkish students behave with prejudice. In this process, the biggest responsibility falls on the teacher to maintain the balance in the classroom. Another problem encountered in the process of adaptation to school is timidity. Teachers stated that foreign students are shy. Considering the teachers' views, they stated that the students behave quieter and more timid. The reason for this may be past events they have experienced. These students may not feel comfortable in an unfamiliar environment because they usually come from the war zone and perhaps experience this one-to-one. Psychological support may be the best solution for these students. A teacher about the problems experienced by the students also *"T20: My student who came from Idlib was a bit troubled, at first, he was having problems. I guess he was crying when he came because of the problems he experienced there..."* He gave an opinion in the form. As it can be understood from here, the worries and problems experienced by the students have worn them psychologically and this has reflected on their behavior. One of the problems that foreign students experience during their adaptation to school is not obeying the classroom rules. Teacher's view on this is as follows: *T7: I found differences in their behavior. In other words, it was difficult to comply with the rules, in terms of classroom rules...*

As can be seen from the teacher's opinion, the students do not have a good command of the classroom rules. Most of these students cannot live a regular life. They may have difficulties in adopting classroom rules, especially since they did not go through a preparatory stage in the education system and did not attend the kindergarten class. According to teachers' opinions, one of the problems experienced by foreign students during the adaptation to school process is cultural difference. Especially for these young students to be born, grow up and continue their education in a different culture, it is difficult to keep up with this difference. One of the teachers gave an opinion on this issue: *T29: They also experienced a cultural difficulty, of course, as a new city and a new country in terms of cultural behavior. I also think that since most of these children were born in such a difficult condition from birth, they did not receive family upbringing.*

As the teacher stated, the students grew up in a difficult period. This is reflected in their behavior and makes the adaptation process of the students difficult. The opinions of other teachers are as follows: *T6: In other words, it took a long time for the children to get together with other children. Actually, it was a bit problematic for us to experience both language and culture problems during this process. T48: First of all, we have a cultural difference.*

As stated by the teachers, they are children with culturally different backgrounds. Therefore, it will take time to keep up with this difference. The education of these children is important in terms of closing the differences and keeping up with the society they live in. Growing up of students in a different environment and growing up with material and moral inadequacies also reflects on students' self-care and behavior. Another problem faced by students about this is cleanliness. Regarding the theme of cleanliness, teachers revealed that especially children are insufficient in this regard and their families are indifferent on this issue.

Issues such as not adopting classroom rules and cleanliness may indicate that students' self-care and upbringing style is different or inadequate. In this sense, it will be up to the classroom teacher to gain these responsibilities. If there is no one to be a role model for the students in the family, this can be done with the teacher and other friends at school. In this system, there were two kinds of regulations seen in the schools attended. One is foreign student starting school for the first time from the 1st grade, and the other is starting the class appropriate for his age. The schools in both systems were interviewed. During this process, the teachers mentioned that there were different age groups in their classrooms. While there is a certain age group for Turkish students, this age group changes for foreign students. Therefore, this has brought different problems with it. Teachers' views on this subject are as follows: *T1: For example, I have two siblings, one of them is 8 years old and the other is 6 years old ... The difference is that the older one learned to read and write a little more quickly, but the younger one faced a lot of difficulty... T19: One was 11 years old, the other one was 9 years old... Because they are older, they oppress those (Turks). For example, they want different games for them, so ours are different.*

As can be seen from the teachers' opinions, in addition to the fact that there are students who need to take kindergarten education in the very young age group, children who need to be in higher classes are educated in the first grade. This causes older children to oppress young children, the level of readiness of young children to lack, and to have problems in perception. In this context, it seems more appropriate to pass this process with a single application. In addition, the fact that the kindergarten class is paid may prevent foreign students from attending here. A financial support for the kindergarten can contribute to teachers meeting students whose readiness is completed in primary school. Another problem encountered in foreign students is buying goods. Under the theme of buying things, especially the teachers stated that the students wanted to take the belongings of their friends or to constantly demand items. The opinion of the teacher is as follows: *T34: There is taking the belongings of friends due to poverty.*

Informing students about buying things, examining the financial problems and anxieties experienced by students and solving these problems with different practices can reduce students' such behaviors. It is observed that students have problems with the use of materials as well as buying things. Considering the teachers' opinions, there are problems such as students' inability to own their own notebooks and pens, lack of materials to the school, not using the materials properly and damaging them. While the teachers talked about violence and shyness, they also talked about the mobility

problem of foreign students. Teacher's view on this theme is as follows: *T25: The most important difference between these children and our children (Turks) is that they are very spoiled. So the word stop has no meaning in them. They were brought up like that, they saw it that way from their families, naturally...*

When the opinion of the teacher is examined, it is seen that this mobility turns into mischief behavior. This may be due to the wrong upbringing of students. Families also receiving support and psychological help in this process can help in solving students' behaviors. Another student adjustment problem is the nutritional problem. Considering the opinion of the teacher, the nutritional problem also originates from the family. The indifference of the families makes it difficult for the student to adapt to the school. In this context, starting work by educating the family can provide great convenience in solving student problems.

Findings and Comments Regarding the Problems Foreign Students Experienced in the Stages of the Literacy Process

Teachers' views on the problems experienced by foreign students in the literacy stage has been examined under 5 headings; "preparation", "feeling and recognizing the sound", "reading and writing the letter", "syllables from sounds, words from syllables, creating sentences from words and creating texts", and "independently passing to reading and writing".

Table 3. Themes related to the problems foreign students experience in the stages of the literacy process

Stages	Themes	Teacher Code	f
Problems During Preparation	Writing Direction	T1-T7-T10-T18-T19-T26-T29-T31-T33-T50	10
	Coloring / Drawing Worksheets	T2-T14-T18-T33-T35	5
	Pencil Holding	T2-T25-T34-T51	4
Problems in the Sound Sensing Stage	Language	T3-T6-T12-T21-T23-T51	6
Problems in Reading and Writing the Letter	Pronunciation Problem in Reading Letter	T1-T2-T3-T6-T7-T8-T9-T10-T15-T16-T18-T19-T23-T24-T25-T28-T29-T30-T31-T33-T34-T36-T37-T38-T45-T47-T51	27
	Capital Word Problem	T13-T23-T35	3
	The Problem of Writing in the Arabic Alphabet	T7	1
Problems in Making Syllables from Sounds, Words from Syllables Making Sentences from Words and Text	Understanding the problem	T6-T10-T11-T12-T16-T20-T21-T22-T23-T24-T29-T31-T32-T42-T43-T45-T48-T51	18
	Inability to combine	T46-47-T50-T51	4
	Open Syllable	T47	1
Problems in the Independent Literacy Stage	Understanding the Problem	T1-T2-T4-T7-T10-T15-T18-T23-T24-T27-T28-T29-T30-T33-T35-T36-T39-T42-T47	19
	The Problem of Independent Literacy	T2-T3-T5-T11-T13-T14-T16-T18-T19-T20-T22-T25-T26-T27-T29-T30-T31-T33-T34-T40-T43-T45-T46-T50-T51	25

Problems during preparation: The problems experienced by foreign students in the literacy process are classified in accordance with the stages of the literacy process. In this context, firstly, the problems in the preparatory phase were discussed. Problems in the preparation phase were examined under three themes: writing direction, painting/line work and holding the pencil. In the literacy process, students are expected to be holding a pencil, doing coloring/drawing to write letters, using a notebook or reading a book before they start learning the letters. Teacher's view about the problems experienced by foreign students regarding the direction of writing in this process is as follows: *T18: There was an incident of writing backwards... They went to the Syrian life center, learned Arabic there, came to us, and we had a lot of trouble there while teaching Turkish prose.*

Considering the teacher's opinion, it is seen that all the problems regarding the writing direction are caused by foreign students' writing from right to left. Foreign students in the classes come from refugee students and most of them are from Syria. The mother tongue of these students is Arabic. Therefore, they may have difficulties in writing due to their native language. This problem may disappear with more activity and work.

Considering the opinions of the teachers, there were problems in fitting the line, between the lines, and going on the line. Some students also had difficulty holding a pencil for line work. When teachers' views on the theme of holding the pencil are examined, it is seen that students have problems due to their age or lack of physical readiness. In this context, it is a great deficiency that students start the first grade before they are ready to read and write. Although some teachers stated that they had problems in the preparation stage, most of the teachers stated that students who do not

have age problems in terms of readiness and whose physical development is suitable for the first grade do not have problems in the preparation stage in general.

Problems in the Sound Sensing Stage: The second stage regarding the problems experienced by foreign students in the literacy process is feeling the voice. Language is the main problem that teachers point out in the perception of the voice. According to the teachers' views, students cannot feel the voice caused by the language problem, cannot illustrate, or associate with other concepts. An example for this can be given with "T23: We say 'l' of leeks, for example, the child does not know leek.". As can be seen in the teacher's opinion, the student's lack of knowledge of Turkish causes them not to understand the examples given while teaching the voice and to be unable to associate it with the voice.

Problems in Reading and Writing the Letter: The problems of foreign students in the literacy and reading and writing stages of the literacy process were examined under three themes "pronunciation, large writing, and Arabic alphabet". First of all, due to their own mother tongue problem, the problem most frequently mentioned by the teachers was the problem of pronunciation. Teacher's view on this is as follows: T7: *There is no equivalent of "Ç" in Arabic. "P" has no counterpart. You don't have a "G". You don't have a "J". There are no such letters in Arabic. Since they don't have these... They can't make out these letters anyway. Need to feel. In other words, they learn in a way which should not be learned. It is necessary to dwell on these a little more...*

Most of the teachers who gave their opinions about the student problems regarding the literacy stage of the literacy process stated that they had problems with the students' pronunciation of vowels. In addition, foreign students experience difficulties in pronouncing letters that are not in the alphabet of their mother tongue. When pronouncing the letters, there is a stiffness in the pronunciation due to the larynx structures. Considering the opinions of the teachers, it is seen that there is often trouble in reading the letter. However, 3 teachers stated that a problem such as capitalization was encountered in the writing of the letter. And also a teacher, "T7: *At the point of writing letters, for example, he writes Arabic letters in some places. He uses the Arabic alphabet. Some of them write letters in reverse. Suppose you write d to b. They also have trouble with non-Arabic letters*" emphasized that the student had difficulties in writing due to the alphabet of his native language.

Problems in Making Syllables from Sounds, Words from Syllables, and Making Sentences from Words and Text: According to the teachers' views, the most common problem experienced by foreign students during the process of creating syllables from sounds, words from syllables, sentences from words and creating texts is the problem of understanding. Apart from that, they have problems in uniting and open syllable themes. Regarding the problem of comprehension, teacher gave his opinion as follows: T11: *For example, when they read "pen" but they don't know Turkish, they don't know that it is a pen, they say the pen and pass it ... For example, let's say the sound "se-da" let's say "da-se". They don't know that Seda is a name, it means something.*

When the opinion of the teacher was examined, they stated that the students were able to recognize and vocalize sounds in some way, but they had difficulties in combining sounds and making syllables, especially when creating words from syllables. Their lack of vocabulary, lack of knowledge of the language, and the fact that the word they were to combine did not mean anything in their minds caused difficulties in this process. Language, which is the biggest problem faced by students and teachers, also confronts students in learning how to read and write. For this reason, it may be more appropriate for students to study primarily for learning Turkish. Another problem is the inability to join. The main source of failure to combine may be the problem of interpretation. However, the teachers expressed these views as the students' inability to combine structures in forming syllables, words from syllables, and sentences from words. In this context, teachers can diversify students' activities in terms of combining structures.

Problems in the Independent Literacy Stage: Foreign students also experience problems in the independent literacy phase. According to the teachers' views, the problems encountered in this process are the problem of interpretation and the inability to pass independently to literacy. Although the student can make syllables from sounds, words from syllables, sentences from words or can read what he sees in the previous stage in the comprehension problem, the student cannot make sense of what he reads when he switches to independent reading and writing. Teacher's view on this is as follows: T18: *He can read but there is a problem in understanding what he reads.*

As seen in the teacher's opinions, the student can read but cannot make sense. The transition to independent reading and writing is essentially the ability of the student to read and write on his own, to describe what he/has has read, and to express his/her feelings and thoughts by writing. In this context, it can be said that this process is not fully completed for foreign students. In addition, according to teachers' opinions, many students are unable to read and write anyway. The views on this are as follows: T30: *Those who followed their daily work regularly and ensured continuity were advanced and they started to read very easily, but there was a little behind with a little slow and language disadvantage. One person remained, and still has not passed.*

As teachers stated in their opinions, there are foreign students who can read and write in their classrooms, as well as many students who cannot proceed to this process.

Findings and Comments Regarding Teacher's Problems of Foreign Students in Education

Teachers, as well as students, experience problems during the education of foreign students. In line with the teachers' opinions, the problems experienced by the teachers were examined under 5 themes: "family support, language, absentees, inefficiency, and inability to provide authority / non-obedience".

Table 4. Themes related to teacher problems in the education of foreign students

Themes	Teacher Codes	f
Family Support	T1-T2-T7-T8-T9-T11-T13-T15-T16-T18-T20-T22-T23-T28-T30-T31-T33-T34-T36-T37-T41-T45-T46-T48-T49	25
Language	T1-T6-T8-T10-T15-T21-T23-T28-T33-T34-T42-T43-T44-T46-T49-T51	16
Absentees	T7-T13-T16-T18-T19-T31-T35-T38-T46	9
Inefficiency	T1-T14-T31-T32-T38-T46	6
inability to provide authority/non-obedience	T7-T16-T25-T26-T42	5

When the problems experienced by foreign students in the literacy process of the classroom teachers were examined, it was found that the teachers had the most problems in getting family support. Teachers' views on this are as follows: *T1: Family is very important, so I had two or three parents' meetings. I could not bring them to the parents meeting. One or two people came rarely. He is also trying to communicate by translator, he looks at you confused, because he does not understand you. T33: No repetition at home. There is no family at home. The family does not speak Turkish either...*

When teachers' opinions were examined, issues such as the families of foreign students not speaking Turkish, not following their children as parents or guardians, not supporting the student in the literacy process, not being able to successfully establish a school-family teacher triangle, and parents' indifferences are the problems teachers experience about their families. According to the teachers' opinions, the literacy process and the student's adaptation to the school are difficult because there is no family support. In this context, subjects related to the family education of foreign nationals can also be included in the education system. Language was the biggest problem that foreign students had during their adaptation to school. During this process, teachers also stated that they had problems with language. After the family support theme, the language theme became the most emphasized opinion in the problems experienced by the teachers. Regarding this, teachers have expressed the following opinion: *T15: I could not communicate, they could not understand me. I mean, we couldn't get along because I don't know Arabic, and they don't know Turkish either. Only this was the problem, there wasn't any other problems.*

Teachers' inability to communicate with foreign students, not understanding each other, not communicating with families, and not being able to express themselves are among the language problems they experience in line with the teachers' opinions. In this context, since the beginning of the process starting the education of foreign nationals without addressing the language issue emphasized causes problems for both sides. Another problem emphasized by teachers is the problem of absentees. Many teachers stated whether foreign students were enrolled, absent for a long time or started school late.

Another problem faced by teachers is productivity. Teachers stated that foreign students are struggling a lot in the literacy process, but they feel inefficient and inadequate because they cannot get the results of their efforts. Conducting activities to increase the motivation of teachers and providing the knowledge and skills that will help teachers in this process can enable teachers to overcome this process easily. The last of the teacher problems experienced by foreign students in the literacy process is the inability to provide authority / not obeying. Teacher's view on this theme is as follows: *T7: At the point of not obeying the class rules... you're telling them to stop, they don't. You're telling to sit, they don't...*

The teachers stated that the students did not obey the rules during the process of adapting to the school, they had a mobile structure and were prone to violence. These problems of the students cause teachers to have problems such as not being able to provide authority and not to listen.

Findings and Comments on Solving the Problems of Foreign Students in Education

Regarding the problems encountered in the education of foreign students, teachers have proposed solutions under two themes: "solutions for the general process" and "solutions for the literacy process".

Table 5. Themes related to teacher's solutions for the problems experienced by foreign students in education

Solutions for General Process			Solutions for the Literacy Process		
Sub Themes	Teacher Codes	f	Sub Themes	Teacher Codes	f
Seating arrangement	Ö1-Ö23-Ö31-Ö33-Ö34	5	Video / Visual	Ö8-Ö17-Ö18-Ö19-Ö22-Ö23-Ö31-Ö43-Ö45	9
Interpreter	Ö1-Ö4-Ö6-Ö15-Ö22-Ö23-Ö26-Ö36-Ö39-Ö42-Ö44-Ö49-Ö51	13	Working separately with the student	Ö9-Ö18-Ö32-Ö37-Ö38-Ö44-Ö48-Ö50	8
Love/Affection	Ö4-Ö15-Ö27	3	Support Class	Ö29-Ö30-Ö33-Ö43-Ö45	5
Individual Occupation	Ö7-Ö34	2	Activity	Ö18-Ö21-Ö29-Ö31	4
Activity	Ö8-Ö17-Ö51	3	Peer Support	Ö23-Ö33-Ö39	3
Family Support	Ö17	1	Level Groups	Ö26	1
Peer Support	Ö17-Ö23-Ö34	3	Making Explanation	Ö28	1
Home visit	Ö33	1	Speaking In Turkish	Ö48	1

Suggestions for General Process: The first of the themes related to teacher solutions to the problems experienced by foreign students in education is the solution suggestions for the general process. There are 8 sub-themes in the theme of general solution suggestions: seating arrangement, interpreter, love, individual occupation, activity, family support, peer support, home visit. The sub-theme that is most emphasized among the teachers' solution suggestions for the general process is the sub-theme of the interpreter. The main reason for emphasizing this sub-theme is that students mostly experience language problems and teachers express the most language problems after family support. Teachers' opinions regarding the interpreter solution proposal produced for the language problem are as follows: *T1: Apart from us, teachers who are assigned to foreign nationals work on the language problem in our school... T15: We started to have it translated from other classes (students).*

When teachers' opinions are examined, it is seen that they receive support from support teachers and foreign students who speak Turkish to solve the problem experienced in the language. In addition, teachers who knew the language of foreign students sometimes tried to find a solution to this process by speaking in their language. Teacher's view on the sub-theme of seating is as follows: *T23: For example, I never kept them apart, I sat them all mixed up.*

Considering the views of the teachers, it is seen that foreign students try not to sit with these students together in the seating arrangement, but Turkish students sit next to them. It can be said that it is a suitable method for both supporting the language development of students and accelerating the adaptation process. Teachers emphasized the sub-theme of love/affection as a solution to the problems of foreign students' being timid, staying away from Turkish students, and not being able to keep up with the environment. *T27: I loved the children, they opened with love... At first, I said "what to do" because the child was shy, but then we did not have any problems when the child showed interest and joy.*

In the sub-theme of the activity under the title of solution suggestions for the general process, there are activities that increase the adaptation of foreign students to school and communication with their friends. The view on this is as follows: *T8: Children play games with their friends, they speak Turkish while playing games, they listen, they are attentive, they came to a foreign place, and they want to learn quickly...*

Considering the teachers' opinions in the activity sub theme under the theme of solution suggestions for the general process, playing games is a solution developed for students' language problem. The use of the game in schools can make it easier for teachers to manage the process, as it supports the cohesion and cohesion of students. In addition to the activity, another solution suggestion that supports the adaptation of foreign students to the school and integration with Turkish students is peer support. Especially the peer support of Turkish students facilitates the adaptation of foreign students. A teacher on this *"T23: For example, I have never kept them apart, I have seated them all mixed up. I said to my children (Turks) that they are absolutely no different from you, even you will play with them, you will speak Turkish, you will teach them Turkish, and they played"*, he gave his opinion in the form.

Suggestions for the Literacy Process: Under the theme of solution suggestions for the literacy process, it consists of 8 sub-themes: video / visual, separate work with the student, support class, activity, peer support, level groups, making explanations and speaking in Turkish. The most emphasized sub-theme in this theme is video/visual. Teacher's view on the video/visual sub-theme is as follows: *T45: I worked with visuals especially for them. I show the boy a picture of an owl, he doesn't understand without knowing that his name is an owl. First, I explain the owl, if necessary, I find it in Arabic or Kurdish and say it. They even confuse "b" with "d". I paint a picture of a baby and a dinosaur so that they don't mix it up. While reading the book, he looks at it and is still confusing it. Something that can be adjusted with this picture, the visual.*

Another solution that teachers use most, apart from video/visuals, is to work separately with the student. Working separately with the student is important in terms of taking into account the individual differences of each student and eliminating the students' individual deficiencies.

In schools where foreign students are concentrated, classes that support the language skills and classroom lessons of these students have been established. These support classes have become a place where teachers find solutions to their problems in the literacy process. A teacher on this "T33: *They did not know Turkish at all. We had a Turkish teacher and gave them a lesson. Concepts and stuff. It benefitted a lot.* He has expressed his opinion. Considering the opinions of teachers, the existence of support classes is a great help for classroom teachers. Teachers also emphasized the importance of these classes in terms of developing language skills and teaching concepts in the literacy process.

The activity, which is used as a solution proposal for the general process, is also used in the literacy process. While the game facilitated the adaptation to the school in the general process, it also facilitated the literacy process of the students in this process. Teachers' views on this are as follows: T31: *I made it concrete. I included them in the game. I did not exclude. They learn very well with activity...*

Peer support, which is used as a solution suggestion for the general process, is also used for the literacy process like games. According to teachers' opinions, it is important to have foreign students seated next to students who are successful in the literacy process and to get peer support from them in order to accelerate literacy.

A teacher tries to facilitate the literacy process in his/her classroom by creating level groups. "T26: *Like a unified class, for example, I create groups. For example, the weak people also write sentences and sometimes I would assign homework one by one, just because they could not read...*" The teacher's explanation was created with a focus on eliminating the deficiencies of the students with different activities such as the combined classroom practice of level groups. In addition, making explanations and speaking Turkish are other solution suggestions used. While the teacher who makes a statement takes care of the students' feeling of belonging to the class and expressing themselves, the teacher who makes the Turkish-speaking strives for the students to express themselves without using their own language.

Findings and Comments on the System Suggestions of Teachers for the Education of Foreign Students

Teachers made suggestions for the system regarding the education of foreign students. Teachers' views on this system are grouped under 8 themes as "separate education, combined education, preparatory class, supportive education, family education, teacher education, equal distribution, distribution by age".

Table 6. Themes regarding the system suggestions of teachers for the education of foreign students

Themes	Teacher codes	f
Seperate Education	T10-T11-T13-T14-T20-T21-T22-T25-T31-T34-T35-T37-T40-T44-T45-T46-T49-T51	18
Combined Education	T1-T2-T3-T5-T8-T9-T15-T17-T20-T27-T28-T30-T48	13
Prepareatory Class	T1-T4-T7-T12-T16-T18-T19-T23-T29-T32-T33	11
Supportive Education	T2-T5-T6-T36-T38-T47-T51	7
Family Education	T7-T45	2
Teacher Education	T5	1
Equal Distributon	T26-T35	2
Distribution By Age	T26	1

Under the heading of teachers' system suggestions for the education of foreign students, the most emphasized opinion is separate education. Considering that teachers teach reading and writing within this system and that they are a part of this system, each teacher has suggested a system that facilitates their own work due to the problems they have experienced. The teachers, who emphasized that there should be separate training, also gave their opinions as follows: T11: *I think it would be better if they learn in a separate school, at least the first grade. They get very oppressed here. Because others grab it and take it, they stay behind.* T20: *In a special class, applying a separate method and techniques, applying slow techniques rather than faster...*

The views of the teachers, who argue that there should be separate education, are divided into a separate class or a separate school. But the main idea is that these students should be educated within themselves. The biggest reason for this is that foreign students do not complete their language development and therefore difficulties are experienced in the literacy process. Most of the teachers might not have advocated separate education if they had been included in this system as students who mastered Turkish. There have been teachers who recommended combined education as well as teachers who emphasized separate education. The view of this teacher is as follows: T8: *Combined education is better if they are going to study here... So I think it will be faster in terms of both literacy and adaptation, friends, learning Turkish, reading Turkish, speaking Turkish, literacy in combined education, it will be faster.*

Considering the opinions of the teachers who advocate combined education, it is that foreign students will be able to adapt to the society and the Turks with this system and will facilitate their language learning. Combined education can facilitate unity. The preparatory class sub-theme, which is in the middle of those who offer combined education and those who offer separate education, is that these students should be included in combined education after having a separate education class to improve their language skills. In the sub-theme of the preparatory class, the teachers stated that they found it more appropriate for the students to be in the classes combined after they knew Turkish. Thus, the adaptation and success of students in the literacy process or in other classes will increase.

One of the system suggestions of the teachers regarding the system is support training. Although support classes are a method used in the education of foreign students, they are not included in every school. Teachers who recommend this system emphasize that even if it is combined education, the problems of students in the process can be solved with support classes. These support classes facilitate the teacher's job. Teacher's view on this is as follows: *T36: There should be support classes. First grade students needs a separate support class.*

Family is also very important in the education of foreign students. For this reason, both teachers suggested that families should also get education. A teacher on the parent education sub-theme "*T7: Families should also go through education and training. Not just students. So we teach Turkish here, if the child goes there and speaks Arabic, of course he will not be able to progress if he doesn't speak Turkish*", he gave his opinion in the form. It can be said that having families who speak Turkish in the education of foreign students families will affect the process positively. Two teachers who gave their opinions about the system suggested an equal distribution. Teachers who make this suggestion are especially in favor of the equal distribution of foreign nationals in schools and classrooms. In addition to the teachers who want an even distribution in numbers, there is also a teacher who recommends distribution according to age. In addition to the fact that there are foreign students distributed in classes according to age in schools, there is also a practice that starts all foreign nationals who go to school for the first time from the first grade. In this context, the lack of a common practice and the positive and negative aspects of both practices cause difficulties for teachers.

Discussion

Güngör and Şenel (2018) took into account the opinions of teachers and students in their articles in which they investigated the problems encountered in the education of foreign primary school students and their solution suggestions. As a result of the data, they determined sub-themes such as "Language and culture difference", "Basic language skills", "Understanding", "Expressing and commenting", "Falling behind the program" and "Academic failure" under the main theme of the problems experienced by foreign students in their education.

The teachers, who especially mentioned the language and violence problems of foreign students, also expressed the problems of timidity, cultural difference, and the use of materials. In their research, Güngör and Şenel (2018) concluded that when primary school children encounter a different culture and education system and they have problems in expressing themselves, communicating with their friends and teachers, understanding the lessons and fail academically when compared to their peers. In this respect, the results of the studies overlap. Similar results are also available in the studies of Şimşir and Dilmaç (2018). According to the results, the social problems encountered in terms of foreign students; exclusion, failure to obey the rules, fighting and violence, and not socializing with Turkish students and establishing friendships with foreign students. Social problems faced by Turkish students are jealousy, quarreling, and violence and they are not being able to get along with their foreign friends and befriend Turkish students. Immigrant children, who do not know how to communicate with their peers at school may experience loneliness and exclusion. These children with low self-esteem may feel isolated from other children at school.

Gagné and et al. (2017) discussed the teaching of refugees and professional development for teachers. Their article shows the problems of teaching the foreigners in first stage of education, teacher education and professional development for practicing teachers. As a result, they compared and contrast their studies obtained by working with different teacher groups to promote flexibility and language learning among war affected and foreign children. Timm (2016) studied the concretion of refugees into the Germany's educational system, centering on Syrian refugees and K-12 schooling. The article is based on the integration cultural pluralism instead of assimilation and shows the benefits of multicultural education. The initiative of the article was to break down the reluctance among a majority of Americans to accept Syrian refugees. The results shows that the immigrants were externalized from the most of the Americans. However, a little percentage showed empathy towards the refugees (Campbell III, 2017). The article shows ways to provide quality education to the Syrian refugee children in the UK. In conclusion, teaching the local language, a warm welcome from the locals, supporting the family in their intregation process, strengthens the home-school partnership (Madziva & Thondhlana, 2017). In the another study, drawings of the Syrian and Palestinian children refugees living in Turkey was compared with the Turkish children's drawings, based on the theme of the war-and-migration. Their drawings showed major differences regarding the theme, colors, symbols, emotions, composition, and drawing techniques from eachothers (Oztabak, 2020).

In addition, in Kuzu Jafari et al. (2018) studies, teachers, Syrian students, not being able to learn Turkish and not communicate with their classmates; social problems such as exclusion by friends, inability to adapt; They expressed

that they thought they were experiencing problems arising from cultural differences, families' not speaking Turkish, and economic problems. The most important problem teachers face in the education of foreign students is language and family support. In addition, students' absentees, inefficiency and lack of authority are among the problems faced by teachers. Şimsir and Dilmaç (2018) identified the main language and communication problems faced by foreign students as not understanding Turkish, not communicating with Turkish friends, and teachers' inability to communicate with family. In addition, the main language and communication problems faced by Turkish students are the inability to understand their foreign friends and their unwillingness to communicate with their foreign friends. Sarıtaş et al. (2016) also stated that according to the statements of teachers who have foreign students in their study, Syrian children can exhibit violent, aggressive and sexually inappropriate behaviors. These behaviors negatively affect school and classroom discipline and order. Classroom teachers have found different solutions to this problem. Teachers who took care of these students personally, visited their homes and made private conversations with them, had effective results. Ignition or the method of reward and punishment was also used as a solution.

Examining the problems experienced by foreign students in the stages of the literacy process, teachers mostly experienced problems in writing during the preparation stage, language-related problems in the perception of the sound, pronunciation problems in reading letters, comprehension problems in syllable-word-sentence-text creation, comprehension problems when starting independent literacy, and independently. They talked about the problem of being unable to read and write. Cığerci and Yıldırım (2020), in their study, where they obtained the opinions of the classroom teachers with Syrian students in their class, about the initial literacy process, they expressed the problems arising from Syrian students' reading/pronunciation, word meaning relationship, writing/spelling, speech and language differences. They stated that these problems arise from the differences between the native language and the target language such as grammar, syntax, semantics, and spelling. In this respect, it can be stated that the results of the research are consistent in terms of grammar. Özenç and Saat (2019) reached similar conclusions. Looking at the problems faced by classroom teachers in the education of Syrian students in their research, In the category of problems arising from communication, incorrect vocalization of letters, letter swallowing, different language structure, writing errors codes have emerged, while a code of not making sense of words was written in the category of culture difference. Morali (2018) found in study that there were some problems arising from the target language in teaching Turkish as a foreign language to Syrian refugee children. When these problems are considered, it has been observed that the problems in pronunciation come to the fore, and children have difficulties in vowel-consonant letters as a reflection of the alphabet difference between Arabic and Turkish. This finding reveals that language, in other words Turkish, is a problem for children. In this respect, it is seen that there are similar results in the literature. Boylu and Işık (2019) stated that the most difficult issue for teachers when teaching Turkish is grammar. Other results of their research: The opinions of teachers on Turkish word pronunciation, which is another issue faced by Syrian children in the process of learning Turkish, is that they cannot vocalize "a, b, ç, ğ, ö, ü". While four out of six teachers in four language skills in Turkish were unsuccessful in writing the class, two were found to be successful in writing the class. Teachers explained that this problem is due to the difference in language structure.

In the study of Aykırı (2017), it was observed that most of the classroom teachers had a positive relationship with Syrian students and that they established this positive communication with empathy skills and the value of love/affection. Another result of the research is that the main reason for negative relationships is language factor. It is observed that teachers do not have any problems other than language problems with Syrian students and they establish positive relationships. It gives the impression that these teachers have a positive attitude towards Syrian students.

Regarding the problems encountered in the education of foreign students, teachers have produced solutions for both the general process and the literacy process. While interpreting was the most emphasized for the general process, using video and visuals for the literacy process and separate working solutions with students were mentioned. Koçoğlu and Yanpar Yelken (2018) stated in their research that the most important problem teachers' face in the process of gaining Turkish language skills to Syrian students is about communication, and that this problem is defined by the teachers as not having enough dialogue with Syrian students and not understanding what each other are saying. The overlapping of the results of the research is that some teachers argue that they use teacher/student translator to overcome these problems and that measures should be taken to ensure the continuity of this. Cığerci and Yıldırım (2020) in students' countries, psychological problems stemming from the war that has been going on since 2011, problems arising from the age and level differences of Syrian students in class compared to other students, and problems caused by negative situations such as indifference and lack of effort by Syrian students towards school, class and lessons. They reached the conclusion that they lived. Similar results of this study were expressed as a result of the findings.

The system suggestions made by the teachers for the education of foreign students are mostly grouped under two opposite titles on the separate education of foreign students and the co-education of foreign students with other students. In addition, the importance of the preparatory class and supportive education classes was also mentioned. Bulut et al. (2018) stated in their study that it is difficult for teachers to operate education processes and create a harmonious classroom climate even if they try to reach refugee students who have adaptation problems. In this context, the main solution to the problem that both teachers and students experience in Turkish lessons is to provide Turkish

proficiency (course, preparatory class, etc.) before attending the class appropriate for the level of refugee students. The results of this study also coincide with the project and it is seen that the course supports the preparatory education.

On the average, from the findings they obtained from Ergen and Şahin (2019) research; teachers agree "little" with the view that Syrian students have competencies in basic skills related to language and mathematics. In addition, as a result, they stated that teachers think that on average school and parent resources and supports are not sufficient. It is one of the results of their research that Syrian students have a lot of adaptation problems, classroom teachers mostly agree that Syrian students use mutual violence among themselves, with Turkish students, and make friends among themselves. Teachers participating in the research; mostly agrees with the suggestions for Syrian students to receive education in separate classes, to be included in other classes after mainstreaming, for older ones to receive education in separate classes, for parents to be educated in parents and to provide resources for schools.

Conclusion

In the research, it was examined the teachers' opinions on the problems experienced by foreign students in the initial literacy process and the opinions of the teachers as a result of the analysis of the data were collected. The opinions of the teachers can be mainly grouped as problems in the process of adaptation to the school of foreign students, problems in the literacy process foreign students, teachers' problems in the education, teacher solutions for the problems of foreign students in education, and system suggestions of teachers for the education of foreign students. Writing problem during the preparation stage, language-related problems in the perception of the sound, pronunciation problems in reading letters, and comprehension problems in syllable-word-sentence-text creation when starting independent literacy were mostly experienced by teachers.

Recommendations

Some recommendations can be made in line with the findings of the research. Foreign students who will attend primary school may be specifically determined and attended by the state compulsory to attend kindergarten. Thus, the student's readiness to primary school can be ensured. In addition, students' problems in Turkish can be solved in that year. Only a small part of the Syrian children and youth living outside the camps in Turkey can take education. These war victims are also referred to as the "lost generation" (Akpınar, 2017). In order to gain these students, the awareness of the society can be raised. Social projects can be developed to gain mutual tolerance and understanding

In-service training can be provided for teachers to have information about the education of foreign students for the problems experienced by foreign students in the process of adaptation to the school, which is one of our sub-titles.

As a second sub-titles, for the problems experienced by foreign students in the stages of the literacy process, we recommend that a control system can be introduced where foreign students can look at their muscle development such as holding a pencil, language skills such as knowing Turkish, and social skills such as communicating in different environments before starting primary school. Thus, the problems experienced by teachers in the basal reading and writing process can be eliminated.

As a third, for teacher's problems in the education of foreign students, it is important for teachers to be able to communicate with the families of foreign students. In this regard, school directorates can make assignments on this issue. Follow-up of families can be provided by both the government and the school administration, and families can also be trained.

Finally, as teacher's solutions regarding the problems experienced by foreign students in education, guidance services can be provided to deal with students' problems such as violence and communication problems. In particular, school guidance services can work on this issue. Teachers can be communicate with school guidance services and principal of school.

Limitations

This research was carried out by considering the variables of Malatya, 51 classroom teachers having foreign students in Malatya. The scope of the study is to obtain teachers' views on the problems experienced in the literacy process by foreign students in the first grade of primary school, which constitutes an important part of language acquisition. It can be eliminated, and the scope of the study can be expanded through a larger sample and various other classes also. This research was conducted by taking the opinions of teachers in a qualitative dimension. Opinions of foreign students and families can also be taken. Apart from the qualitative approach, the research can be expanded with much more participation in the quantitative dimension.

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Authorship Contribution Statement

B. Kasa Ayten: Literature review, design method, data acquisition, data analysis, writing paper, editing/reviewing. A. Ates: Literature review, design method, data acquisition, data analysis, writing paper, editing/reviewing.

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