FOREIGN LANGUAGE TEACHERS' PROFESSIONAL IDENTITY REFLECTIONS RELATED TO TEACHING STUDENTS UNDER TEMPORARY PROTECTION

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ABSTRACT

FOREIGN LANGUAGE TEACHERS' PROFESSIONAL IDENTITY REFLECTIONS RELATED TO TEACHING STUDENTS UNDER TEMPORARY PROTECTION

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The rapid increase in refugee populations in recent years has turned the focus on refugee children and their education. In the last decade, Turkey has hosted a large number of refugees and refugee children. Although there are studies on refugee education in Turkey, professional identity reflections among teachers of refugee students have not been investigated. This study aimed to explore in-service English language teachers' reflections on their professional identities related to teaching Syrian children under temporary protection and their teaching experiences. To this end, a qualitative case study was conducted in five primary school contexts in a city in Turkey. Data was collected with metaphors and semi-structured interviews with twelve participants in a three-month period during the 2022-2023 academic year. The data was examined through a five-phase data analysis process. The findings of the study demonstrated that teachers' identities were affected by various external and internal factors, such as teachers' reasons behind their career choices, personal and professional experiences, beliefs about themselves, being a teacher, and their Syrian learners, emotions and ideas, professional development opportunities, contextual factors, and relations with colleagues and students. Teachers' professional identity

and reflections on self were found to impact their strategies to overcome challenges, seek ways to develop themselves as teachers, provide a quality teaching environment, and English language teaching instruction to children under temporary protection. Within this scope, this study is expected to contribute to future research and teacher training programs.

Keywords: Teacher professional identity, refugee education, children under temporary protection, teaching, in-service English language teachers

ÖZ

GEÇİCİ KORUMA ALTINDAKİ ÖĞRENCİLERİN YABANCI DİL ÖĞRETMENLERİNİN MESLEKİ KİMLİK ALGILARI

TOPLUK, Tuba
Yüksek Lisans, İngiliz Dili Öğretimi Bölümü
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Son yıllarda mülteci nüfusundaki hızlı artış, odağı mülteci çocuklara ve onların eğitimine çevirmiştir. Son on yılda Türkiye büyük bir mülteci ve mülteci çocuk nüfusuna ev sahipliği yapmıştır. Türkiye'de mülteci eğitimi üzerine araştırmalar olmasına rağmen, mülteci öğrencilerin öğretmenlerinin mesleki kimlik yansımaları araştırılmamıştır. Bu çalışma, hizmet içi İngilizce öğretmenlerinin geçici koruma altındaki Suriyeli çocuklara öğretmenlik yapma konusundaki mesleki kimliklerine ve öğretmenlik deneyimlerine ilişkin yansımalarını keşfetmeyi amaçlamıştır. Bu amaçla, Türkiye'nin bir ilindeki beş ilköğretim okulunda nitel bir durum çalışması yürütülmüştür. Veriler, 2022-2023 eğitim-öğretim yılında üç aylık süreçte on iki katılımcı ile metaforlar ve yarı yapılandırılmış görüşmeler kullanılarak toplanmıştır. Veriler, beş aşamalı bir veri analiz süreci ile incelenmiştir. Araştırmanın bulguları, öğretmenlerin kimliklerinin, öğretmenlerin kariyer seçimlerinin ardındaki nedenleri, kişisel ve mesleki deneyimleri, kendileri, öğretmen olma ve Suriyeli öğrenciler hakkındaki inançları, duyguları ve fikirleri, mesleki gelişim fırsatları, bağlamsal faktörler ve meslektaşlar ve öğrencilerle ilişkiler gibi çeşitli iç ve dış faktörlerden etkilendiğini göstermiştir. Öğretmenlerin profesyonel kimlikleri ve benlikleriyle ilgili algılarının, zorlukların üstesinden gelme, kendilerini öğretmen olarak geliştirmenin

yollarını arama, kaliteli bir öğretim ortamı sağlama ve geçici koruma altındaki çocuklara İngilizce öğretimi sunma stratejilerini etkilediği bulunmuştur. Bu kapsamda çalışmanın gelecekte yapılacak araştırmalara ve öğretmen yetiştirme programlarına katkı sağlaması beklenmektedir.

Anahtar Kelimeler: Öğretmen meslek kimliği, mülteci eğitimi, geçici koruma altındaki çocuklar, öğretim, hizmet içi İngilizce öğretmenleri

To my mother and father

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LIST OF ABBREVIATIONS

AFAD	Disaster and Emergency Management Authority
CCTE	Conditional Cash Transfer for Education
DGLLL	Directorate General of Life-Long Learning
EFL	English as a Foreign Language
ELL	English Language and Literature
ELT	English Language Teaching
EMIS	Education Management Information System
ESL	English as a Second Language
IEP	Individualized Educational Plan
IOM	International Organization for Migration
MIDGMM	Ministry of Interior Directorate General of Migration Management
MoNE	Ministry of National Education
PIKTES	Project on Promoting Integration of Syrian Kids into the Turkish Education System
SIT	Social Identity Theory
TESOL	Teaching English to the Speakers of Other Languages
TURKSTAT	Turkish Statistical Institute
UNHCR	United Nations Higher Commissioner for Refugees
UNICEF	United Nations International Children's Emergency Fund
UTP	Under Temporary Protection
YÖBİS	Foreign Students Information Operation System
YÖK	Council of Higher Education
YÖLDS	Foreign Students High School Equivalence Exam
YÖS	Foreign Student Exam

CHAPTER 1

INTRODUCTION

1.0. Presentation

This chapter introduces the foundations of the current study, and it is divided into four sections. In the first section, the background of the study is presented by referring to the statistical information about refugee populations and refugee children's schooling. Then, the statement of problem and the significance of the study are provided. In the fourth section, the purpose of the study is explained by referring to the research questions specified to be investigated to reach the aims of the work. In the final step, the definitions of key terms and concepts are listed and clarified.

1.1. Background to the Study

There has been a significant increase in the number of refugees and asylum seekers in the last decade. According to the statistics provided by the United Nations Higher Commissioner for Refugees (UNHCR), as of the end of June 2022, 103 million people are estimated to have been forcibly displaced, of which 32.5 million are refugees under the mandate of the United Nations High Commissioner for Refugees and United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA), and 4.9 million are asylum seekers (2022b).

Besides all the aspects of meeting the needs of the refugees, educating refugee learners has become one of the main concerns worldwide. It is revealed that children make up 10.1 million of the refugees under UHNCR's mandate (UNHCR, 2021a). However, the school enrollment rates of refugee children are not at the desired level. The statistics provided by the UNHCR (2021b; 2022a) show that around half of all school-aged refugee children, 48 percent, are estimated to remain out of school.

Therefore, there has been growing interest in studying the education of immigrants and refugees in the recent years. Many stakeholders are now offering solutions and opportunities to ensure a quality education for this group, often referred to as the "lost generation."

At the center of the conflicts, Turkey has always had a "gatekeeper role" in the immigration movements. The country has been an important destination for refugees from various countries, yet the most significant influx started after the Syrian civil war broke out in 2011. The data provided by Turkish Statistical Institute (TURKSTAT) show that with a population of more than 85 million, Turkey hosts the highest number of refugees globally (TURKSTAT, 2023). Ministry of Interior Directorate General of Migration Management (MIDGMM) has stated that as of January 2023, a total number of 3.513.776 Syrians live under temporary protection (UTP) in Turkey. The refugee population in the country has increased due to conflicts in different parts of the world and estimates show it to be even higher when refugees from other nationalities are included (Ekin & Yetkin, 2021, p.384). In addition to hosting the world's largest refugee population, Turkey is the country with the largest number of refugee children in the world (United Nations International Children's Emergency Fund [UNICEF], 2022a). As of May 2023, the Mülteciler Derneği (Refugees' Association) reports that 1.625.555 Syrian children aged 0-18 reside in Turkey. The Ministry of National Education's (MoNE) data for the 2021-2022 academic year indicates that 1.124.353 Syrian students are currently enrolled in Turkish schools, with an expected increase when refugees from other nations are considered (MoNE, 2022).

Since the arrival of Syrian refugees in 2011, efforts have been made to educate their children. Initially, they were taken into the camps in the border cities, and temporary education centers (TECs) were established to provide education to the refugee children. Later on, as the number of refugees increased, the lack of infrastructure led the policymakers to quit the idea. Eventually, the long and uncertain education journey that began in TECs ended in August 2016 (MoNE, 2016a) with the news of the full inclusion of Syrian children into the Turkish education system. Despite a notable rise in Syrian children's enrollment in Turkish public schools during the

2016-2017 academic year, challenges continued in the education system and instructional processes (Akyuz et al., 2018, p.8).

There have been various studies carried out in the field of refugee education in Turkey. Most of these studies focus on government policies (e.g. Altinkalp et al., 2022; Culbertson & Constant, 2015; Dryden-Peterson, 2011; Özcan, 2018; Özer et al., 2016; Save the Children, 2015; Seydi, 2014; UNICEF, 2019; Ünlü & Ergül, 2021); the experiences and needs of refugee children (Beltekin, 2016; Karakuş, 2019); the attitudes of the teachers (Ekin & Yetkin, 2021) as well as the challenges the teachers' face during the instructional processes (Çelik & İçduygu, 2019; Celik et al., 2021; Gümüş et al., 2020; Karakuş, 2019; Karsli-Calamak & Kilinc, 2021).

At this point, it is necessary to explore teachers' thoughts beliefs, emotions, and perceptions regarding current practices, as teachers play a significant role in the education system, and studying their approach is essential as they lead instructional processes. Investigating teachers' identity when teaching refugee students is critical as identity influences how a person comprehends themselves, the world around them, and their relations. How teachers see themselves and develop their professional identities directly affects their teaching practices and ultimately affects classroom outcomes.

Although identity is a complex term hard to define, various studies explore the development of teachers' identity by considering the factors of teachers' background and experiences (Day et al., 2006; Zembylas, 2003), teachers' personal life and beliefs (Beauchamp & Thomas, 2009; Day et al., 2006; Farrell, 2011), context (Beauchamp & Thomas, 2009; Beijaard et al., 2000; Flores & Day, 2006; Gee, 2000; Rodgers & Scott, 2008; Varghese et al., 2005), emotions (Beauchamp & Thomas, 2009; Zembylas, 2003), motivation (Garner & Kaplan, 2019), self-efficacy (Day et al., 2006), and finally teacher education (Beauchamp & Thomas, 2009). Teacher identity has a crucial influence on teachers' motivation and commitment to the job, sense of purpose, emotional well-being, and overall effectiveness in the classroom (Hammerness et al., 2005). As a teacher's identity is defined and understood, they can guide the learning of the students (Beauchamp & Thomas, 2009; Beijaard et al., 2000).

This investigation of teachers' identity is critical, especially in the refugee contexts, as positive educational experiences lead to faster and fuller integration into host cultures and improved well-being for refugee children (Fazel & Stein, 2002).

1.2. Statement of Problem

As a result of the mass migration from different countries to Turkey, implementing more effective inclusion practices has gained importance. At this point, it is vital to understand and support teachers who are expected to teach an unknown student profile. When the literature is examined, since teachers often see themselves inadequate in teaching inclusive and refugee education contexts (Celik et al., 2021; Ekin & Yetkin, 2021; Karakuş, 2019), what they do in the classroom, how they understand and interpret the current processes and how these experiences affect their professional identities may only be enlightened by listening to them. However, teacher identity development in the process of teaching refugee learners has not been supported well by research.

Refugee learners bring a wide range of linguistic, academic, social, and psychological needs into the classroom environment. It is the responsibility of the teachers to identify the problems and the needs refugee students have and offer appropriate help. At this point, understanding and exploring teacher identity while teaching Syrian children UTP is essential as teachers' professional identity affects and is affected by the challenges, instructional procedures, and their relations with the students (Reeves, 2018, p.4). Studies have shown that refugee children bring many behavioral and psychological concerns to the classroom contexts due to their traumatic past experiences. These problems include concentration and motivation issues, depression, hoarding, aggressive outbursts, and social withdrawal (Kaya et al., 2021; Szente et al., 2006). Discrimination and bullying against refugee learners are other significant problems found in the studies. In their study, Mthethwa-Sommers and Kisiara (2015) found that refugee children face bullying due to their language, race, country of origin, clothing, and religion in the school context. Similarly, in a study involving 11,000 students, Stuart-Cassel, Bell, and Springer (2011) found that over half of the refugee children experienced bullying at least once per month. Not only peers, but also school administrators and teachers were

responsible for discriminatory actions (Correa-Velez et al., 2010; Kanu, 2008; Karabacak, 2020). It was found that some teachers view their refugee students as "deficient", "inferior", "preliterate", "clannish", and "backwards" (Moinolnolki & Han, 2017, p.4) which leads to discriminatory actions against them. It was seen that discrimination may arise from the personal biases, the content of instruction, classroom practices and discussions (Dryden-Peterson, 2015, p.12). This may be due to teachers' lack of cultural sensitivity or prejudged views about refugee students' backgrounds. Teachers may also be "unseeing" their refugee students through their curriculum, instruction, and pedagogy (Rummens & Sefa Dei, 2010). Therefore, exploring the effects of the challenges on teachers and their identity development may contribute to revealing their attitudes and beliefs about refugee children and the instructional methods they use for this group of learners.

In addition, various studies have shown that teachers felt discomfort, anxiety, and fear while teaching refugee students (Simopoulos & Magos, 2020) due to a lack of knowledge and experience (Atalay et al., 2022; Aydin & Kaya, 2017; Barrett & Berger, 2021; Er & Bayındır, 2015; Kazu & Deniz, 2019; Nagasa, 2014; Tatar & Horenczyk, 2003), and a lack of training opportunities (Hamilton, 2004; MacNevin 2012; Whiteman 2005; Woods 2009). In his study with five teachers, Nagasa (2014) reported that the lack of teacher training led to a lack of cultural sensitivity and trauma-informed teaching and that teachers need to be trained for enhancing multicultural relations, supporting multicultural identity, managing language barriers, trauma-informed teaching. In the Turkish context, Demir-Başaran (2020) found that teachers feel tired and helpless as they are not trained to teach refugee children. Similarly, research indicates that teachers need to receive training to better understand the cultures of refugee learners (Moinolnolki & Han, 2017, p.6) and to develop awareness and sensitivity towards their traumas (Frater-Mathieson, 2004), in order to effectively address the unique needs of these students (Kirk & Cassity, 2007; Naidoo, 2012; Roxas, 2011). In this regard, investigating experiences and identity reflections of teachers while teaching refugee learners can help shed light on their needs and expectations from various stakeholders. Also, this may help to develop training and support programs in which the teachers may recognize and reflect on their own experiences, beliefs, prejudices, and instructional practices.

1.3. Significance of the Study

The importance of the present study stems from the gaps in the field. When the relevant literature is examined, it is seen that there is a lack of research on professional identity investigations of educators teaching refugee students. Although there have been various studies focusing on teacher identity and teaching refugee learners separately, the studies focusing on combining these dimensions are limited. Also, studies examining the relationship between identity and refugee education primarily focus on the identity formation process of refugee students (Bal, 2014; Beauregard et al., 2017; Karam et al., 2020) or the identity development of immigrant or refugee teachers (Adelman, 2019; Yip et al., 2022). In the Turkish context, although refugee learners' identity and teacher identity are examined separately, there is no study on the language teachers' professional identity reflections while teaching students under temporary protection. Considering this gap, this study aims to explore the professional identity reflections of English as a Foreign Language (EFL) teachers while teaching Syrian children under temporary protection in Turkey.

Conducting such a study can have implications for different stakeholders, such as teachers, students, parents, and policymakers. First, exploring language teachers' professional identities may contribute to enhancing classroom procedures. Researchers suggest teachers reflect on their understanding of self, classroom practices, and their teaching (Simopoulos & Magos, 2020) to develop better instructional procedures for refugee children. Such developments may promote refugee children's attendance and well-being, school belonging, and learning (Barrett & Berger, 2021; Kaukko et al., 2022).

Additionally, as education plays a critical role in refugee children's adaptation to the new environment and overcoming the challenges they have (Özel & Altunay-Yılmaz, 2021), exploring teacher identity via attitudes, beliefs, and experiences may contribute to inclusive educational practices and culturally responsive education (Soylu et al., 2020). Also, it may provide information about student-teacher relations and their effect on the processes, as instructional procedures are affected by teachers' understanding of self and professional identity (Nagasa, 2014).

Lastly, studying professional identity may help to improve teachers' professional development opportunities and well-being. Critical reflections on self-examination are essential for teachers to understand how they perceive themselves, their attitudes, beliefs, emotions, and relations with various stakeholders in the instructional procedures. Therefore, examining teachers' backgrounds, life experiences, beliefs, and emotions contributes to their development and willingness to cope with changes and innovations. For instance, Dolapcı and Kavgacı (2020) found that teachers with professional development opportunities to teach refugee learners feel more confident in building relationships with their students, managing cultural differences, and preparing various instructional materials. Therefore, examining teacher identity opens the door to seeking professional development opportunities, leading to better classroom environments.

1.4. Purpose of the Study

As of May 2023, there are over 10.000 registered Syrian under temporary protection (Mülteciler Derneği, 2023) in the city under research. The number is estimated to be even higher when refugees from other countries like Iraq, Afghanistan, and Ukraine are included. This study aims to shed light on the teachers' reflections on their professional identities and experiences related to teaching English to children UTP.

The purpose of this study is to explore English language teachers' reflections on their beliefs, experiences, and professional identities while teaching children UTP in public primary schools in a Turkish city. Additionally, the study aims to provide insights into the state of education for refugee students in public schools. Finally, the researcher expected to provide information on how to improve educational opportunities for in-service and pre-service teachers. The present study aims to answer the following questions:

1. How do English language teachers teaching Syrian children under temporary protection reflect on their professional identity?
2. How do English language teachers reflect on teaching Syrian children under temporary protection in Turkey?

1.5. Definitions of Key Terms and Concepts

Teacher Professional Identity: Teacher professional identity or teacher identity is a complex, multifaceted, and ongoing phenomenon which is affected by historical, contextual, social, psychological, and cultural aspects (Beijaard et al., 2004, p.122).

Refugee Education: Providing educational opportunities and support for individuals who have been defined in the 1951 Convention Relating to the Status of Refugees as someone who "owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it" (UNHCR, 2010, p.14).

Children Under Temporary Protection: This term refers to Syrian children who have been forced to leave their home country due to the civil war to seek asylum in Turkey. Temporary protection is a status provided to Syrian refugees in Article 91 of Law No: 6458 on Foreigners and International Protection" in 2014 and the status is defined as "Temporary protection may be provided for foreigners who have been forced to leave their country, cannot return to the country that they have left, and have arrived at or crossed the borders of Turkey in a mass influx situation seeking immediate and temporary protection" (MIDGMM, 2014a).

Teaching: According to Fenstermacher and Richardson (2005), teaching is a process where teachers interact with their students to convey content. For quality teaching, learners should work willingly in an effort in a supportive context with ample opportunity to learn, and teachers should employ good practices. For good teaching, the content is in accordance with disciplinary standards of adequacy and completeness, and the employed methods are appropriate for students' age and needs and undertaken with the intention of enhancing the students' competence in the content (Fenstermacher & Richardson, 2005, p. 191).

In-service English Language Teachers: The term defines English language teachers who are already teaching in a classroom context.

CHAPTER 2

LITERATURE REVIEW

2.0. Presentation

This section informs the readers about the key terms to understand the identity in general and teacher professional identity with a focus on language teachers. In the second part, teaching refugee students in the world, position of refugees in Turkey, teaching Syrian children under temporary protection in Turkey are covered. Teaching English to refugee children around the world and Turkey are demonstrated. In the fourth part, the theoretical framework, social identity theory is noted. Finally, review of research on language teacher identity, teaching refugees in the world and teaching Syrian children UTP in Turkey as well as teaching English to refugee children in the world and in Turkey are covered.

2.1. Identity

To better understand teacher identity, it is helpful to acknowledge the term *identity*. Identity has become one of the prominent areas of study in various fields, including social sciences. According to some scholars (Akkerman & Meijer, 2011; Beauchamp & Thomas, 2009; Beijaard et al., 2000; Beijaard et al., 2004), a lack of a clear definition of identity in literature led scholars to create various definitions of the term depending on the disciplines and theories they used to investigate the concept.

For instance, Mead (1934) defines identity as an entity created and developed with social experiences and interactions with others (p.135). It is not based on biologically determined factors; on the contrary, it is a concept that continues to develop over time in social environments. For him in such social contexts, people make sense of

other people's roles and actions and learn to control their own behaviors (Beijaard et al., 2004, p.107).

Erikson (1968) defines identity as an entity affected by individual and contextual factors by particularly emphasizing the influence of the environment. For him, together with the biological and psychological stages in people's maturation process, an individual's social interactions with his or her environment contribute to the development of their identity.

For Norton (2000) identity is a person's reflection on themselves and their surroundings as it shows how a person conceptualizes their relationship to the world and how that relationship is built in time and context (p.5)

In many of the definitions, researchers use the concepts of "identity" and "self" interchangeably. Self can be used to refer to both the inner psychological being that is at the center of an individual's experiences and the mechanism that enables a person to think critically and reflectively about themselves and to control their behavior (Leary & Tangney, 2003). As identity is considered to be "a construct of the self" (Fisher et al., 2020, p.3), exploring the self when focusing on identity is critical as it is the way of exposing one's identity. In this regard, Rodgers and Scott (2008, p.739) explain the relationship between self and identity as the following:

> *Self, then, might be thought of as the meaning maker and identity as the meaning made, even as the self and identity evolve and transform over time. The self in its completeness, however, remains unknowable. It is, as Palmer says, an elusive reality "that can be caught only out of the corner of the eye." Still, despite the inevitable discontinuities and change and the intangible nature of self, there is a belief that there exists over time a "Self" that is recognizable and a coherence that allows one to move in the world with a certain confidence. For the purposes of this discussion, then, self will subsume identity(ies) and will be understood as an evolving yet coherent being, that consciously and unconsciously constructs and is constructed, reconstructs and is reconstructed, in interaction with the cultural contexts, institutions, and people with which the self lives, learns, and functions.*

The definitions above illustrate that identity is complex and dynamic; it is in flux and continues to develop over time while interacting with other people in various

contexts. Identity is how people attach different meanings to themselves or the meanings ascribed by other people (Beijaard et al., 2000, p. 750).

2.1.1. Teacher Professional Identity

Being a teacher is complex and dynamic (Karaman, 2010; Karaman & Edling, 2022) work as it requires considering various aspects in the instructional processes and reflecting upon themselves and their classroom practices. In the recent years, language teachers are started to be seen as individuals who have beliefs, values, and theories about learning and teaching rather than being seen as operators who merely apply the techniques developed by the researchers (Yazan, 2018, p.22). For researchers, teachers' lives, beliefs, values, personal and professional experiences construct their identities, and these concepts are a part of their understanding of themselves as teachers, their reflections to become the teacher they want, and their decisions to implement specific practices in their classrooms. Danielewicz (2001, p.10) highlights the importance of teacher identity as

> *Teaching is a complex and delicate act. It demands that teachers analyze the situation, consider the variables of students, texts, knowledge, abilities, and goals to formulate an approach to teaching, and then to carry it out—every day, minute to minute, within the ever-shifting context of the classroom. It requires having empathy for students, a knowledge of one's field, a sense of how learning occurs, the ability to generate a practice out of an idea, and the power to evaluate instantaneously whether it's going well or needs adjusting. Moreover, teaching depends on the teacher's capacity to constantly think ahead, to follow hunches, and usually, on top of all this, to perform convincingly for an audience, sometimes lecturing but always being the leader, directing activities and managing time efficiently. To do all this well, one must inhabit the classroom as if it is the most natural place in the world. One must be tolerant of the bureaucratic and otherwise ethically compromised situation of the teacher within a school. These abilities suggest that teaching demands nothing less than identity to accomplish these tasks; this is more than just playing a role (p.10).*

Similarly, for Kayi-Aydar (2019), in language classrooms, teachers' ideas about themselves, their learners, the activities in language teaching and learning are constructed by the typical behaviors, values, assumptions, and attitudes are ingrained in the classrooms (p.282).

In the literature, researchers have defined the terms "teacher identity" or "teacher professional identity" in various ways, as there is no clear consensus on the definition (Akkerman & Meijer, 2011). It is stated that identity is affected by different aspects such as the self, reflections, emotions, context, discourse, and agency (Beauchamp & Thomas, 2009).

Teachers' ways of seeing themselves through deep reflection (Karaman, 2010) is critical for their understanding of experiences and their teacher identities. Varghese (2006) conceptualizes teacher identity in relation to the reflections of how teachers view themselves, and how they practice their profession in their contexts (p.212). This process involves the teachers looking back at their thoughts, beliefs, and experiences, and looking for the possible orientations for their future practices. Similarly, for Beijaard, Koopman and Schellings (2022) professional identity refers to "how teachers see themselves" (p.2) by asking and answering the questions like "who am I as a teacher?" and "what kind of teacher do I want to be?" (Beijaard & Meijer, 2017). This reflective thinking on their experiences allows teachers to develop and shape their identities throughout their lifetime. For Beijaard, Meijer and Verloop (2004, p.108), these ideas and images of self significantly influence how teachers teach, how they develop as teachers, and how they view changes in the educational system.

In his work, Kelchtermans (1993) defines teacher identity by highlighting the importance of teachers' beliefs, ideas, reflections, and emotions. For him, teacher identity is a professional self which has five interrelated aspects: the self-image, the self-esteem, the job motivation, the task perception, and the future perspective. *Self-image* refers to how teachers describe themselves as teachers. Second, *self- esteem*, refers to the evaluation of self as a teacher. How good teachers see themselves and are seen by others. *Job motivation* refers to how teachers choose their job, stay in the job or leave the job whereas *task perception* refers to the way teachers define their job. Finally, *future perspective* refers to teachers' expectations for the future development of their job (pp. 449-450).

As different definitions are considered, researchers indicate that there are several commonly referred characteristics of teacher identity. For Akkerman and Meijer

(2011), they are the multiplicity of identity, the discontinuity of identity, the social nature of identity (p.308). The first one emphasizes that a teacher has sub-identities which are somehow in harmony. The idea of sub-identities relates to the contexts and relationships that the teachers are in. In these contexts, historical, social, psychological, and cultural aspects contribute to a teacher's perception of self (Beijaard et al., 2004, p.122), leading them to adopt multiple identities. The discontinuity of identity highlights that teacher identity is not fixed, but rather it changes in time and according to the setting. In this regard, Cooper and Olson (1996) say:

> *identity formation is an ongoing process that involves the interpretation and reinterpretation of our experiences as we live through them—suggesting that focusing on transactive relationships rather than linear models might provide a deeper understanding of the multiple 'I's' of teacher identity … teacher identity is continually being informed, formed, and reformed as individuals develop over time and through interaction with others" (as cited in Day et al., 2006, p.607).*

Finally, the last one asserts the importance of social contexts and relations. Context has a vital role in the development and understanding of teacher identity. Each context has its own norms that "inevitably shape our notions of who we perceive ourselves to be and how others perceive us" (Rodgers & Scott, 2008, p. 734). Thus, teachers' past and present experiences at home, at school, and in the larger social environment shapes their lives and professions, and the way they define their professional realities and live their lives is a constant process of personal and contextual interpretation (Goodson & Cole, 1994, p.88). Additionally, in a teaching context, the school environment, the student population, the relations with the colleagues and school administrators (Beauchamp & Thomas, 2009, p.184) affect teachers' identities. Furthermore, institutional conditions including opportunities and challenges (Flores, 2011); cultural differences in the school (Johnson 2003), curriculum, institutional practices, teaching sources and materials and professional development opportunities (Miller, 2009) are some other context-related factors that affect the teacher identity.

Yazan (2018) also identified five characteristics of teacher identity by referring to the effect of language, gender, race, class, religion, nationality, and learners on language

teachers. For him, while defining identity, teacher learning, teacher cognition, teachers' participation in communities of practice, contextual factors, teacher biographies and teacher emotions need to be examined. *Teacher learning* refers to teachers becoming learners in a community where they take part in activities while interacting with their colleagues to theorize teaching practices, reflect on themselves and their instructional processes. *Teacher cognition* refers to "beliefs, knowledge, theories, attitudes, images, assumptions, metaphors, conceptions, perspectives about teaching, teachers, learning, students, subject matter, curricula, materials, instructional activities, self" (Borg, 2003, p. 82) and studying cognition is important to figure out language teachers' self-images, self-conceptions and future orientations as teachers. *Teachers' participation in communities of practice* means teachers' actively taking part in teaching communities as it allows them to interact with the other members of the same community. In such contexts, the language teachers reflect on the tools, and resources they can utilize from. *Contextual factors* constitute the teaching and learning environments at macro and micro levels. Micro contexts refer to the schools and classrooms the teachers teach, whereas macro includes broader levels of educational, cultural, and political environments which impacts "what teachers can and cannot do" (Karaman & Edling, 2022) in an instructional environment. *Teacher biographies* include their family background, education, past experiences, teachers' understanding of their past experiences, and their future goals. Finally, *teacher emotions* resulting from their interactions with their learners, students' parents, and colleagues and how teachers manage their feelings in the teaching context give researchers deeper understanding of language teacher identity.

Other characteristics of teacher identity proposed by Pennington and Richards (2016) in their 'Foundational Competences of Language Teacher Identity'. For them these are language-related identity, disciplinary identity, context-related identity, self-knowledge and awareness, and student-related identity. *Language-related identity* relates to an individual's language proficiency and background. It also emphasizes the teachers to have special skills for communicating with the learners. *Disciplinary identity* focuses on the pedagogic knowledge gained both through experience and formal schooling. Formal schooling provides the teachers both with an expertise in the field, and disciplinary affiliations, contacts, and credentials that can guarantee

financial stability and support a career in language teaching. *Context-related identity* is related to how diverse contexts lead to different potentials for teachers. While favoring conditions (e.g. small class size; rich facilities, resources, and equipment; knowledgeable and helpful administrators; and an effective system of pay, benefits, and teacher recognition) support teachers positively, disfavoring conditions (e.g. large class size; unskilled and unsupportive administrators; inadequate pay, benefits, and reward systems for teachers; inadequate facilities, resources, and equipment) impact them negatively. *Student-related identity* is an aspect of teachers' knowing students both as learners and individuals and facilitating the teaching and learning with this knowledge. Lastly, *self- knowledge and awareness* highlight the importance of knowing one's own talents and weaknesses and how to best teach from this knowledge (pp.11-17).

Therefore, knowing self through personal and professional experiences (Flores & Day, 2006; Sachs, 2005) contributes to teachers' identity. Teachers' personal and professional past experiences as learners, pre-service and in-service teachers shape their beliefs, values, teaching practices and their professional development.

In their study, Flores and Day (2006) explored 14 novice teachers' professional identity development journeys via various instruments for two years. It was found that past experiences, initial teacher training and practice and context form the main factors affecting teacher identity. Past experiences include the effect of personality traits, teachers' histories as learners and positive and negative effects of their former teachers. The second aspect includes extrinsic motivational factors in career choice such as employment opportunities or influence of significant others such as relatives and former teachers. Also, teachers said that there was a huge gap between theory and practice and that their pre-service training was not adequate to teach them how to deal with various challenges in their teaching journeys. Lastly, they found that extrinsic motivational factors such as employment opportunities and influence of 'significant others' such as other teachers and family members, teachers' relations and contextual factors such as school culture, bureaucratic aspects, school rules, lack of support from colleagues and administrators affect teacher identity.

While dealing with these factors “the teachers may be tested against conditions that challenge and conflict with their backgrounds, skills, social memberships, use of language, beliefs, values, knowledge, attitudes and so on. Negotiating these challenges forms part of the dynamic of professional identity development” (Miller, 2009, p.175). Therefore, to understand a teacher’s identity better, besides the external factors, it is of great importance to consider the personal dimensions. For scholars, personal life experiences of the teachers are directly connected to their professional performance and thus there is “unavoidable interrelationships between professional and personal identities” (Day et al., 2006, p. 603). Emotions (Rodgers & Scott, 2008; Van Veen & Sleegers, 2006; Zembylas, 2003), “teachers’ sense of purpose, self-efficacy, motivation, commitment, job satisfaction and effectiveness” (Day et al., 2006, p.601) make up the internal or the personal factors that has influence on the development of teacher identity.

Among aforementioned aspects, emotions are reflected to have the greatest role in teacher’s professional identity. Zembylas (2003) claims that teacher identity and emotions are inextricably linked, and they inform and re-define each other in the process of becoming. As evidence for this, in their study, Beauchamp and Thomas (2009) find that a teacher’s identity may change due to emotions and emotions may also change due to the characteristics of the profession (p.180). Teachers’ emotions and professional philosophies influence how teachers personally navigate, interpret, and resist their working places (O’Connor, 2008, p.118). How teachers feel about themselves and their students affects their professional identities. Teachers' professional identities help them construct their beliefs and relations with their students and make appropriate and affective adjustments in their teaching practices (James-Wilson, 2001; as cited in Day et al., 2006, p. 603).

Another aspect that is closely related to professional identity is agency which is an aspect that shapes and is reshaped by the contextual and cultural aspects (Datnow et al., 1998, p.2; Lasky, 2005, p. 900). Priestley, Biesta and Robinson (2015) define agency as something that a person does rather than having it as a quality, capacity or ability (p. 626). Therefore, agency refers teachers’ abilities to make instructional choice, take actions by having control over the process of teaching. It is important for

the teachers to “feel in control of what and how they learn to teach, based on their own goals, interests, and motivation” (Eteläpelto, et al., 2015). By this way, they may improve their agentic actions that in result affects their overall actions in the educational context. In this regard, it is stated that teachers’ perception of their professional agency fundamentally influences their continual professional learning, including how they improve their work practices and construct their teacher identities in their workplace (Eteläpelto et al., 2015, p. 662).

In her study, Buchanan (2015) explored the effect of context and discourse on teacher agency and its affect to their practices and professional identity. She found that there is a strong relation between the context and teacher agency and teachers’ identity including their personal and professional histories. It was seen that teachers whose identities match with the context showed a ‘stepping up’ in agency meaning they started taking actions. However, when there is a lack of fit between the teachers and the school context, teachers ‘pushed back’, meaning they resisted. Also, she concluded that the school culture and policies influenced teacher agency.

Teacher professional identity refers to the set of beliefs, values, attitudes, and behaviors that the teachers have, which affects their performance, professional activities, and relations with others. Teacher identity is an entity that affects and is affected by different factors. Conceptualizing teacher professional identity is essential as it is at the core of the teaching profession, language learning and teaching, and it plays a significant role in various parts of the instructional processes.

2.2. Teaching Refugees

All children must have equal access to education, the chance to grow and achieve their full potential, and eliminate current imbalances in access and outcomes (UNESCO & UNHCR, 2021, p.14). Education is a human right that all individuals are entitled to reach regardless of race, nationality, ethnic origin, gender, religion, age, and disability. To safeguard this right for refugee children, several declarations have been created by the authorities (see Table 1).

Table 1.
Legal Frameworks for Education of Children

Year	Name of the framework	Stipulations
1948	the Universal Declaration of Human Rights (UDHR)	Article 26 formulates the right to free and compulsory education (1)
1951	Convention Related to the Status of Refugees	Article 22 proposes that refugee children to be treated same as the nationals for elementary education (2)
1966	International Covenant on Economic, Social, and Cultural Rights (ICESCR)	Article 13 states the right to free and compulsory primary education for all. Also, it states that secondary-level education should be accessible (1).
1979	Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)	Articles 10 highlights that there should be no discrimination for men and women in the educational services (3).
1989	United Nations Convention on the Rights of the Child (CRC)	Article 2 highlights non-discrimination with accessibility of education for children with disabilities, gender equality and protection of their ethnicity (1). Article 28 asks for states to offer compulsory and free primary education for all regardless of their status (2 and 3). Article 29 states that education should support children's potential by protecting their cultural identities (1).
2016	New York Declaration for Refugees and Migrants	Article 32 states that all refugee children should access to education and psychological support (2). Article 39 states developing inclusion in education (2).

(Sources: 1: Bourgonje, 2010, pp. 27-29; *2:* Dryden-Peterson, 2011, p.8; p.20; *3:* Richardson et al., 2018)

Schooling is essential, especially for refugee children who left their homes and fled to another country, as it provides them with a way to return to normalcy by healing from past traumas and focusing on their abilities and skills. In their paper, Kirk and Cassity (2007) reveal the importance of education for refugee children as

> *The emerging field of education in emergencies is premised on the fact that education is a right for all children, and for those in situations of crisis and conflict, a right that critically meets short-term and long-term needs. Education – and schooling in particular – can provide physical protection, but also provide cognitive protection in terms of lifesaving information and messages conveyed. Furthermore, education can provide children and youth with important psychosocial supports by re-establishing routines, a sense of normalcy and hope for the future, as well as through positive interaction with peers, with trusting adults and opportunities for expression and exploration of feelings, ideas, hopes and concerns (p.51).*

This right and essentiality to provide a quality education and the research investigating this have gained popularity in the recent years from the perspectives of governments, researchers, NGOs, and other different organizations after the increases in the immigrant mobilities. However, research shows that access to educational opportunities is limited and unbalanced (Dryden-Peterson, 2011) and the implementation of the procedures are not at desired levels in teaching refugee children. The studies also show that refugee learners face multiple challenges in educational contexts, including traumatic experiences caused by migration and the loss of family members (Reed et al., 2012), language barriers, lack of resources and financial constraints including the cost of school supplies and fees, and discrimination, isolation, and unsafe neighborhoods (Moinolnolki & Han, 2017, p.3). The existing literature highlights that refugee communities are generally located in marginalized areas (Mthethwa-Sommers & Kisiara, 2015, p.1; UNHCR, 2012a, p.54) with limited educational infrastructure (Dryden-Peterson, 2015, p.10).

The purpose of eliminating the existing deficiencies necessitates studies to reflect on teaching and teacher perspectives on the subject matter, as in the teaching and learning environment, teachers matter more than any other aspect (UNHCR, 2012b, p.11). Teachers reported that they have to deal with various issues while teaching refugee students. Communication and language-related issues with the learners and

their parents (Dryden-Peterson, 2011; Khansa and Bahous, 2021; Rah et al., 2009; Szente et al., 2006), lack of knowledge and experience to teach refugee background learners (Barrett & Berger, 2021; Nagasa, 2014; Tatar & Horenczyk, 2003), and development opportunities (Hamilton, 2004; MacNevin 2012; Whiteman 2005; Woods 2009), lack of appropriate curriculum, materials, tools, and assessment (Brown et al., 2006; Dryden-Peterson, 2015; Hoot, 2011; MacNevin 2012; Miller et al., 2014; Szente et al., 2006; Woods 2009), problems related to lower academic achievement of the refugee students (Khansa & Bahous, 2021; Sullivan & Simonson, 2016), challenges caused by traumatic experiences and their effect on students' inappropriate behaviors (e.g. anger, aggression, concentration problems) (Blackwell & Melzak, 2000; Kovinthan, 2016; Morgan et al., 2015) are the significant problems the teachers encounter while teaching to refugee learners.

To overcome the challenges mentioned earlier, teachers have a critical role in educating refugee children. Teachers are vital in providing a high-quality education as they engage closely with students and their families, contribute to creating normalcy, and care for students' physical, cognitive, and psychological needs (Kirk & Winthrop, 2007, p. 715; Winthrop & Kirk, 2005). Students from refugee backgrounds have a diverse spectrum of language, literacy, academic, emotional, and social requirements that they bring to the classroom (Miller et al., 2014). Thus, teachers need to observe and detect the challenges and needs of refugee children and give necessary help both in class and school contexts (Strekelova & Hoot, 2008) by providing a safe and welcoming environment where they may develop a sense of belonging. It is noted that teachers' classroom practices, values, attitudes, and beliefs impact refugee students' belonging and connectedness in the school (Cummins, 2000; Kaukko et al., 2022, p. 743; Kovinthan, 2016; MacNevin, 2012) and their negative attitudes may contribute to marginalization, racism, and discrimination against refugee children (Kanu, 2008, p. 935; Stewart, 2012, p. 186).

The studies also draw attention to suggestions for teachers in their classroom implementation processes while teaching refugee learners: (1) the need for training and development opportunities to work with refugee learners (Frater-Mathieson, 2004; MacNevin, 2012), (2) being aware of refugee learners and providing a safe

environment for them to engage (Kaukko et al., 2022; Nagasa, 2014), (3) providing a peer mentoring system (Mthethwa-Sommers & Kisiara, 2015), (4) being proficient in a variety of pedagogies and teaching methods, (MacNevin, 2012), (5) providing both social and academical support for refugee learners in the teaching contexts (Hoot, 2011; MacNevin, 2012), (6) using visuals and body language (Nagasa, 2014), (7) connecting families and schools (Hoot, 2011). Finally, teachers should be critical of their own understanding of teaching practices and experiences by reflecting on their teaching (Miller et al., 2014) and seek opportunities to improve their knowledge of teaching refugee learners.

2.2.1. Refugees in Turkey

This part illustrates laws related to Turkey's answer to asylum seekers and the temporary protection status. Turkey's refugee legislation is based on the 1951 United Nations Convention Relating to the Status of Refugees (Geneva Refugee Convention) and its 1967 Protocol. Because the conflicts and political instabilities in the Middle East have caused thousands of people from Iraq, Iran, and Afghanistan to come to Turkey since the mid-1990s (Hoffmann & Samuk, 2016, p. 6), the government adopted Regulation No. 1994/6169 on "the Procedures and Principles related to Possible Population Movements and Aliens Arriving in Turkey either as Individuals or in Groups Wishing to Seek Asylum either from Turkey or Requesting Residence Permission in order to Seek Asylum From Another Country". Yet, as the 1951 Geneva Convention was not recognizing persons coming from non-European countries as refugees (Leghtas, 2019, p.7), the 1994 regulation in Turkey provided "temporary protection" status until they are accepted as refugees by a third country. After the influx of Syrian refugees to Turkey in 2011, the government regarded them as "guests" without providing a legal term (Şimşek & Çorabatır, 2016, p.111) until the declaration of the "Law on Foreigners and International Protection" in 2013 where they gained the temporary protection status. Therefore, in the present study, the term 'temporary protection' is used instead of 'refugee' to define the Syrians in Turkey.

2.2.1.1. Teaching Syrian Children Under Temporary Protection (UTP) in Turkey

Besides hosting the world's largest refugee population (UNHCR, 2019), Turkey has the highest number of refugee children in the world, as one in six of all child refugees lived in Turkey in 2021 (UNICEF, 2022a). Ministry of National Education of Turkey (2022) documents that in the 2021-2022 education year, there were 1.124.353 school-aged (5-17) children under temporary protection. The high number makes it a big concern for the officials to take action to educate refugee children. UNHCR's (2023) Türkiye Education Sector Achievements data reveals that as of December 2022, there are 855.136 children under temporary protection (UTP) registered to the schools. However, a significant number of refugee children under temporary protection remain out of school due to a lack of awareness about the available services and rights, language obstacles, administrative delays, socio-economic challenges (IOM, 2021, p.16), and bullying (UNICEF, 2021a). These children are at risk of social isolation, child labor, early marriage, and other ways of abuse and exploitation (UNICEF, 2021b, p.2).

From the beginning of their migration, the officials have taken critical actions to provide Syrian children with quality education and avoid the abovementioned risks. As the first Syrian refugees escaping from the civil war entered Turkey in April 2011, it was thought that the duration of the stay would be limited, and the initial mission of the Turkish government was to provide shelter, nourishment, and security to its guests. In this regard, the government opened Temporary Refugee Centers with the help of the Disaster and Emergency Management Authority (AFAD) in May 2011 (AFAD, 2016). In October 2011, Turkey declared an open-door policy for Syrian refugees and introduced a legal framework known as "temporary protection" for Syrians, which eventually led to an increase in the number of migrations from Syria. The fact that Syrians were regarded as "temporary guests" who were expected to return to their country in the near future, the government did not come up with long-term policies (Özcan, 2018) to integrate the refugee children into the Turkish education system.

In April 2013, Syrians were granted "Temporary Protection Status" (Kaya & Yılmaz-Eren, 2014, p.33) with the implementation of Law No. 6458 “Law on Foreigners and International Protection”. As part of the law, the General Directorate for Migration Management was established (MIDGMM, 2014a), and Syrian refugees gained legal access to employment, healthcare, education, social assistance, and respect for nonrefoulement (Batalla & Tolay, 2018, p. 4). However, the law was implemented in April 2014 following a 12-month transitional period (ReliefWeb, 2013, p.11).

The educational status of the refugees started to gain mobility after September 2013 as the Ministry of National Education started to make critical decisions one after another (Seydi, 2014, p. 270). Although a significant number of refugees were living in camps, most of them were residing in the cities, and the schooling rates were low, mainly because of a lack of clear regulation related to the formal procedures for the enrollment of the Syrian UTP into the public school system. Thus, in September 2014, MoNE issued Circular No 2014/21 titled “Education Services for Foreigners” (MoNE, 2014) to remove the requirement of having a residence permit to enroll in schools for Syrian UTP. This provided access to education for Syrian children UTP, not only for those residing in the camps but for the ones living in the cities, as well. Legal barriers to Syrian children UTP for school enrollment were eliminated by national legislation by enabling them to participate in educational opportunities at all levels within MoNE educational institutions and building Temporary Education Centers (TECs) (UNICEF, 2019, p. 14).

Temporary Protection Regulation No. 6883 came into force in October 2014 and determined the legal status of Syrians under temporary protection and the legal framework they can benefit from (Özer et al., 2016, pp. 91-92). The regulation made public schools open and official for all Syrian UTP by allowing them to utilize preschool education, K-12, higher education, as well as non-formal education (MIDGMM, 2014b).

In 2015, MoNE decided to gradually integrate Syrian children UTP into Turkish Publics Schools instead of TECs. This intention was tested by integrating pre-school and first-grade Syrian children UTP into Turkish Public Schools in selected pilot

provinces. To accelerate the process of integrating Syrian children UTP into Turkish Public Schools, MoNE started to provide Turkish language courses for all children in TECs and Public Education Centres (PECs). MoNE also implemented remedial education programme (REP) for 3rd and 4th grade elementary school learners which aims to help students compensate for their lack of basic literacy and numeracy skills (UNICEF, 2019, p.15).

In the same year, for the first time, the "2015-2019 Strategic Plan" of MoNE mentioned statements about education for refugees (Coşkun & Emin, 2016a, p. 92). According to this strategic plan, research will be conducted to ensure that these students are integrated into the educational system in order to ensure that refugees or foreigners under temporary protection or anyone else living in the country who needs international protection will receive training while they are in Turkey (MoNE, 2015). In May 2016, with the aim of working more effectively to meet the educational needs of Syrian children UTP in Turkey, the Department of Migration and Emergency Education was established within the Ministry of National Education (MoNE) Directorate General of Life-Long Learning (DGLLL) (MoNE, 2016b) and children UTP were decided to be fully included into the Turkish public schools by implementing Promoting Integration of Syrian Children to the Turkish Education System (PICTES) project.

According to Akar and Kandemir (2022), the initiatives for the transition of Syrian children UTP into the Turkish public school system includes 5 parts: the Temporary Education Centers, PIKTES I and PIKTES II, Cohesion and adaptation classes, and the mainstreaming (p.52) or inclusion to public schools.

Temporary Education Centers (TECs): All non-public schools providing education for Syrian children in and out of refugee camps received accreditation as Temporary Education Centres (TECs) in 2014 to prevent children from losing their mother tongue so that they could continue their education until returning home. TECs are an alternative education context founded with the support of UNICEF, providing primary and/or secondary education to Syrian children UTP (MoNE, 2014). The education is provided in Arabic by applying a modified Syrian national curriculum

(UNICEF, 2015, p.10) developed by the Syrian Commission of Education (World Bank, 2015) under MoNE supervision. Provincial Commissions monitored the centers to conduct specific programs and training, such as teaching 15 hours of Turkish lessons (Şimşek & Çorabatır, 2016, p. 151) and offering vocational training, as well as arranging socio-cultural activities (İçduygu & Şimşek, 2016, p.67). Initially, these facilities were provided with the support of volunteer teachers and NGOs, and no qualifications were sought from the personnel. The MoNE decided to take control of the centers to ensure they run smoothly. The trainers teaching in TECs were decided to be selected directly by the ministry and the administrators were appointed among the Turkish teachers working in public schools (ERG, 2016, p. 48). Also, to track the registration and attendance of the Syrian children UTP, with the support of UNICEF, the "Foreign Students Information Operation System", referred to as YÖBİS, was created. YÖBİS is similar to the Education Management Information System (EMIS), known as e-okul, used in Turkish public schools (UNICEF, 2015, p. 7).

All the attempts were taken to increase the schooling of children UTP, and the scholars highlighted the role of TECs in diversifying the educational opportunities for the target group. Once they were opened, Syrian children UTP had three educational options available, (i) temporary education centers, (ii) public schools, and (iii) Syrian private schools (Coşkun & Emin, 2016a, 2016b). Both TECs and public schools offered free formal education, but Syrians preferred TECs because the learners shared the same language and culture (Ünlü & Ergül 2021, p. 1700). Additionally, having difficulties in adapting to a new curriculum (Turkmen-Sanduvac, 2016, p.5), the attitudes of Turkish teachers and students (İstanbul Bilgi Üniversitesi, 2015, p. 4), Syrian parents' unwillingness to send their children to public schools (Human Rights Watch, 2015), and registering Syrian children in lower grades because of their disrupted learning (Şimşek & Çorabatır, 2016, p. 152) also contributed to the preference for TECs among Syrian children UTP.

Although Temporary Education Centers have been a significant opportunity for the education of Syrian children UTP, there were some major considerations and problems. First, the number of Temporary Education Centers was insufficient to

meet the needs. While TECs were established in all camps, they were only available in some provinces. According to Coşkun and Emin (2016b) there were 425 TECs in 21 provinces; 36 were inside the camps, and 389 were outside (p.19). Although there were few, research showed that many TECs were concerned about paying the facility's rent and utility costs (Save the Children, 2015, p.1). Due to all these limitations, the classes were reported to be highly crowded (Arabacı et al., 2014; Taskin & Erdemli, 2018).

Furthermore, the centers had poor physical conditions. There were restricted transportation options for the students to attend the schools, and the infrastructure and educational resources were limited (Human Rights Watch, 2015). For instance, several researchers reported that the number of teachers was insufficient and that some of the employed teachers had no pedagogic background (Arabacı et al., 2014; Balkar et al., 2016).

Also, researchers highlighted that TECs isolated Syrian children UTP and left them without sufficient administrative backing, effective development of the curriculum, planned instructional processes, and teaching materials (Balkar et al., 2016; Celik et al. 2021, p.4; Gümüş et al., 2020; Kardes & Akman, 2018; Taskın & Erdemli, 2018). Although the teachers applied the modified curriculum, Syrian and Turkish teachers had different approaches (Gurel & Buyuksahin, 2020). As children and Syrian teachers were using Arabic during the instructional processes, Turkish teachers had challenges communicating and conducting their lessons in Turkish (Beyhan & Epcacan, 2018). Additionally, the students had difficulty adapting to the new context, and there was limited parental support (Mavi, 2021, p.420; Usta et al., 2018).

In order to reduce the problems, MoNE obliged the TECs to have a protocol with the Provincial Directorates so that the centers that did not adhere to the legal regulations and meet the criteria would shut down (Akyuz et al., 2018, p.5). Thus, some of the TECs were not accredited by the government because of the low quality of education (Şimşek & Çorabatır, 2016, p.151), and this caused the Syrian children UTP not get

any certificates at the end of the school years, and not have the chance to continue their education.

In addition to all these problems, it was understood that Syrians would stay longer in Turkey. As a consequence of admitting “the risk of creating a marginalized society” (Eryaman & Evran, 2019; as cited in Gümüş et al., 2020, p.4), the Turkish government determined the transition of Syrian children UTP into the Turkish public schools. For this reason, MoNE (2016a) declared that all Syrian children UTP would be fully integrated into the Turkish public schools, and all TECs would be gradually shut down by 2020. From the beginning of the 2016-2017 academic year, all new preschool, elementary, and secondary school students UTP were obliged to enroll in Turkish public schools, and in 2018, TECs started not to accept new students. As a result of this policy, a significant increase was observed in school enrollment rates of children UTP between 2014 and 2018 (Altinkalp et al., 2022, p.97; UNICEF, 2019, pp.14-15).

Promoting Integration of Syrian Kids to the Turkish Education System (PIKTES also known as PICTES): In order to successfully integrate Syrian children UTP into Turkish public schools and to increase their access to quality education, the MoNE implemented the PICTES financed by the European Union under the Financial Assistance Program for Refugees in 26 cities in Turkey (Tuğrul, 2019). The cities with the highest population of Syrians; Adana, Adıyaman, Ankara, Antalya, Batman, Bursa, Çorum, Diyarbakır, Eskişehir, Gaziantep, Hatay, İstanbul, İzmir, Kahramanmaraş, Kayseri, Kilis, Kocaeli, Konya, Malatya, Mardin, Mersin, Osmaniye, Sakarya, Samsun, Sanliurfa, Yalova (PIKTES, 2022) were selected.

The project was introduced in October 2016, started its second phase in December 2018, and was planned to continue until the end of 2021. PICTES aimed to increase the participation of Syrian children to access quality education and increase enrollment rates. The initiatives of PICTES included offering counseling and guidance programs, social activities, Turkish and Arabic language classes, supporting transportation and stationery needs, training school administrators and instructors, offering catch-up and remedial courses, and increasing student

attendance and awareness (General Directorate of Lifelong Learning, 2017; Taştan & Çelik, 2017, p.21). Turkish education and Turkish Language and Literature teachers were recruited to teach Turkish to Syrian children UTP (MoNE, 2016c).

When the first phase of the PICTES ended, the name was replaced with PIKTES (Project on Promoting Integration of Syrian Kids into the Turkish Education System) and continued to be implemented in 26 cities aiming to reach both Turkish and Syrian disadvantaged children (Sarmini et al., 2020, p.2).

Public Schools: Public schools are the most important way of educating children. Besides PIKTES, the Conditional Cash Transfer for Education (CCTE) program was launched in May 2017 to encourage more children to enroll in public schools. This program was a collaboration between the Ministry of Family, Labour, and Social Services, the MoNE, the Turkish Red Crescent, and UNICEF. The CCTE program offers both financial assistance and child protection. Syrian families are supported with monthly payments to support their children's education through cash transfers. However, the students are required to attend school regularly, and those who miss school for more than four days stop receiving the payments. In this condition, these children are offered child protection by specialized teams (AIDA, 2020, p.170). According to UNICEF, 811.181 children benefitted from CCTE (2022b).

With the implementation of these initiatives, there had been an increase in the education of Syrian children in public schools. For the first time, in the 2017-2018 academic education year, the number of the Syrian children UTP registered in public schools exceeded the ones registered in TECs. In this way, the duality in the system has been removed, and the education of Syrian children has been regulated.

Syrian children under temporary protection (UTP) are required to obtain temporary protection identity documents to register for public schools. Those who do not have an ID card may register temporarily as a “guest student” (Hayata Destek, 2020). However, those students cannot receive a diploma in exchange until they prove they formally enroll in the institution.

Syrian pupils are classified into different grade levels either by documenting their previous academic history or attending a placement test prepared by the Provincial Directorate of National Education (Çelik & Erdogan, 2017, pp. 2-3) in the absence of any proof regarding the past educational background of the students.

Thus, Syrian students who want to attend public schools in Turkey can access the same educational opportunities as Turkish students and learn alongside them (Emin, 2016, p. 19). Those who have completed high school and have a diploma from Syria can take the Foreign Students High School Equivalence Exam (YÖLDS) and apply to universities. Upon their graduation from secondary school, Syrian children UTP can take the Foreign Student Exam (Yabancı Öğrenci Sınavı, YÖS) held by each university separately.

2.3. Teaching English to Refugee Children

Teaching English empowers refugee children who have been through socially, culturally, and linguistically challenging journeys. It is acknowledged that learning English is essential for refugees, particularly as a means of gaining access to education, employment, health care, and social networks (Riggs et al., 2012). There are numerous benefits of learning English as a foreign language. These include increasing effective communication skills (Lertola & Mariotti, 2017), getting employment opportunities (Kanno & Varghese, 2010), increasing social network and interaction, and personal and professional benefits (Alefesha & Al-Jamal, 2019, p.117) for refugee children.

In this regard, language teachers have a critical role in shaping how learners perceive the new context, how they understand unfamiliar beliefs, values, and practices, and how they negotiate new social connections (Hawkins & Norton, 2009, p. 32). Language teachers are challenged as the language learning needs of the refugee learners are different from the other learners. In this regard, Szente, Hoot, and Taylor (2006) say that "helping children cope with trauma, supporting the academic adjustment of refugee children, and establishing positive parent/teacher relationships" constitute the major needs of the refugee children and the teachers

should pay attention to focus on these aspects during teaching practices. However, Alhussain (2018) reports that the current English language courses and programs do not meet the needs of refugee children, and the implementation of new strategies for language teaching to refugees is required. To achieve this, the teachers must receive special training and professional learning opportunities to work with refugee children. However, the current literature indicates that the teachers are not trained and not prepared (Nagasa, 2014; Stathopoulou & Dassi, 2020; Yasar & Amac, 2018) to meet the unique language learning needs of refugee children and few English as a Second Language (ESL) teacher-training programs equip prospective teachers for the requirements of these students (Baecher et al., 2019, p. 165).

2.3.1. Teaching English to Syrian Children UTP in Turkey

Teaching English to refugee children is important to facilitate their integration and communication in the teaching contexts. It is especially important in the Turkish context as many refugees do not regard Turkey as their final destination and find the Turkish language unnecessary to learn. Thus, English can be regarded as a common ground for bridging Turkish and Syrian students (Ünal- Gezer, 2019).

EFL teachers' welcoming and encouraging attitudes are important for refugee learners' active participation and the chance to speak up. In Turkey, EFL teachers are challenged by educational, institutional, economic, and social problems such as the lack of knowledge of their refugee students' background, lack of appropriate materials and curriculum, and psychological problems of their refugee learners (Steele, 2017). In order to provide a better education for refugee children, it's important to adopt an inclusive curriculum and provide appropriate materials for them. Schools should celebrate diversity by allowing the refugee children to represent their culture and language and create connections between home and school by integrating families (Ünal-Gezer, 2019), and the EFL teachers should encourage and support their refugee children to become autonomous (Bozkurt & Arslan, 2018).

2.4. Theoretical Framework

2.4.1. Social Identity Theory

Social Identity Theory (SIT) originated in the field of social psychology by Tajfel (1972) and Turner (1975). Social identity is "part of an individual's self-concept which derives from his knowledge of his membership of a social group (or groups) together with the emotional significance attached to that membership" (Tajfel, 1974; as cited in Hansen & Liu, 1997, pp. 567-568). The idea suggests that a person's attitudes, self, or identity are defined by their belonging to social groups, which are relational in power and status (Varghese et al., 2005, p. 25). For Tajfel and Turner (1986), "we enhance the status of the group to which we belong (in-group) and discriminate and hold prejudiced views of the group we do not belong to (out-group)" (Vandeyar et al., 2014, p.5).

In social identity theory, this grouping has three mental processes: social categorization, social identification, and social comparison (McLeod, 2008; Vandeyar et al., 2014). Social categorization is a "means of systematizing and ordering the social environment, particularly with regard to its role as a guide for action and as a reflection of social values" (Turner, 1975, p. 293). It shows that people categorize others and themselves by using their own frames of reference to describe and label groups of people (Whitaker, 2020), define the norms of the groups they belong to, and understand the social environment by conceptualizing the formation and functioning of the self. It is a cognitive classification of the self as being identical (comparable, interchangeable, similar) to one class of stimuli in contrast to another (Turner & Oakes, 1986, p.241). Those who have similar attributes to the group norms are regarded as in-group, whereas individuals with different traits are seen as out-group. In the second phase of this process, social identification, individuals adopt the identity of the belonging group (Vandeyar et al., 2014, p. 6), which allows them to understand how they interpret their positions in various environments and how this interpretation affects their perception of themselves and others. The norm constructions in groups are internalized by individuals and regarded as a part of their social identity (Hogg et al., 2004, p. 249). Individuals tend

to see themselves as similar to the in-group members and different from out-group members both on the personal (unique and individual self) and social (collective self) levels (Spears, 2011).

While social identity refers to the self in terms of the individual's shared similarities with members of a social category in contrast to other social categories, personal identity refers to an individual's distinctiveness that distinguishes him or her from other individuals within a social category (group) (Turner et al., 1994, p. 454). Depending on the social contexts and conditions, personal or a particular social identity may become more salient. In various contexts and situations, a person may identify herself as ‘a woman’, ‘a teacher’, and ‘a mother’. This shows that identity is multi-faceted and dynamic as it evolves with the social structure and personal behaviors in different contexts (Friesen & Besley, 2013, p. 24; Hogg & Abrams, 1988). Individuals may have multiple group memberships, which may refer to their professional, age, gender, class, familial and other identities (McNamara, 1997, p. 564). In this regard, Hogg et al. (2004) indicate that identities may change swiftly in reaction to contextual changes; thus, it is context-dependent, both in terms of which social identities are conspicuous and in terms of the many forms they may take (p.252). Lastly, social comparison refers to an individual’s tendency to compare the belonging group with other groups and maximize this difference to enhance their status (Hogg & Reid, 2006, p.10). This situation constructs justifications for prejudiced and discriminatory behaviors towards out-group members for the individuals (Whitaker, 2020).

After the theoretical background, it is important to justify the importance of SIT in language teaching classes, especially in the context of teaching refugees. Pierce Norton (1995) indicates the importance of SIT in language education as the following:

> *It is through language that a person negotiates a sense of self within and across different sites at different points in time, and it is through language that a person gains access to-or is denied access to-powerful social networks that give learners the opportunity to speak (Heller, 1987). Thus, language is*

> *not conceived of as a neutral medium of communication but is understood with reference to its social meaning (p.13).*

In a similar vein, Miller (1999) highlights the crucial relationship between language and identity in light of empowerment, hearing one's voice, and the continual process of self-realization for minority students (p. 163). Social identity allows us to see how teachers understand and identify themselves and their refugee students and how this affects their behaviors, attitudes, and, eventually, both their and their students' identity construction processes. The theory displays that the social groups the teachers and their students belong to affect the classroom procedures and the loving and caring atmosphere in the language classrooms.

2.5. Review of Research

2.5.1. Research on Teacher Professional Identity in the World

Investigating language teacher identity, which is the focus of the present study, has been a recent research area. According to scholars, studies that focus on teacher identity have increased in the past twenty years, both in English language teaching (ELT) (Miller, 2009; Tsui, 2007) and in teacher education and professional development (Gu & Benson, 2015). In this section, research on in-service language teachers' identity constructions from different parts of the world is listed.

While conducting the literature review, it was found that only one study delves into the development of teacher identity in a refugee education setting. The study, conducted by Jansen (2022) in Greece, aimed to examine how language teachers re/construct their perspectives on the importance of education, their understanding of education, and their position as teachers of refugee students. 8 national and international language teachers who teach either Greek or English to refugee students shared their experiences via narrative interviews. As a result of the findings, four themes emerged: teachers' development, teachers' profile, educating refugees, and vision of refugee education. It was seen that context has a significant impact on teachers' choices and actions in teaching refugee students. These experiences

influence the personal and collective attitudes of teachers and shape their teacher identities, which continue to evolve over time. Also, teachers' perceptions of their roles and actions had an impact on their teacher identities. In this regard, teachers saw themselves as facilitators who were open-minded and flexible. Their enthusiasm for educating minority groups, participating in others' education, and improving their own abilities as teachers for refugees influenced their interactions with students. Additionally, teachers expressed that their pre-service education equipped them with practical skills but failed to adequately prepare them for addressing mental health challenges and language barriers. As a result, they were eager to receive training in teaching refugee learners. The study showed the teachers continued to develop through the challenges they encountered while doing their job. Teachers said they gained confidence and became more knowledgeable in teaching refugee learners as they tried implementing different methods in their lessons. Other aspects that had significant impacts on teachers' personal and professional development were their social networks and the challenges they encountered. Teachers indicated that their identities developed as they exchanged information with other people and learned to respect other cultures through their interactions. As learning a language was viewed to have an empowerment role that can increase learners' integration into society and give them chances for academic success and employment opportunities, teachers prioritized providing a secure and supporting context for refugee learners. Finally, it was found that teachers faced various challenges while teaching refugee learners, which included issues in classroom management, language barriers, cultural differences, temporariness, frequent migration of refugee learners, lack of personnel, lack of support for teachers, and lack of appropriate materials. Nevertheless, it was highlighted that these challenges contributed to teachers' identity re/construction by fostering their skills while conducting their lectures.

Since the number of studies examining the professional identity development of teachers teaching refugee students is few, the studies referred below aim to examine the professional identity formation processes of foreign language teachers who work in various contexts other than refugee classrooms. As one of them, Tsui (2007) conducted a study on the formation of a teacher's professional identity. The focus was on Minfang, an EFL teacher from the People's Republic of China. The study

utilized a narrative inquiry approach and analyzed Minfang's 6-year teaching and learning experiences. The data was obtained from interviews, reflective diaries, and conversations with the participant. The results highlighted the complexity of teacher identity and the struggle between Minfang's multiple identities. The interplay between the reification and negotiation of meanings, institutional expectations, and personal reconstruction of identities influenced Minfang's identity. Initially, Minfang faced marginalization from his peers due to his background and accent, and this othering had an impact on his sense of self-worth and identity. However, his background and personal characteristics pushed him to develop himself to become an instructor in the same university context. The study showed that personal background and relations were crucial elements in identity construction. The study showed that Minfang had to align himself with the expectations of the context and its members to be recognized by the community. It was concluded that professional competency recognized by the community and having the legitimacy of access to practice were the two important sources of identity formation.

In her phenomenological study, Bukor (2015) explored how language teachers' personal, educational, and professional experiences affect their beliefs, perceptions, and interpretations about their teacher identity. The data taken from reflexive autobiographical journaling, a guided visualization activity, and three in-depth interviews with three language teachers were analyzed. The results confirmed that teachers' personal background and relations with people (e.g. mother, teacher) influenced their teacher identity. Also, their beliefs, personality traits, and family relations were found to affect their career choice, teaching practices, philosophy, and, eventually, their teacher identity. Thus, it was suggested that teachers' personal backgrounds and experiences were crucial to investigate their teaching practices and teacher identity.

Karimi and Mofidi (2019) explored teacher identity developments of two EFL teachers, Sina and Sarah, in Iran. They used semi-structured interviews, class observations, and the participants' Instagram pages in the light of activity theory. The study found that Sina and Sarah's past experiences as language learners and teachers had an impact on shaping their identities. They both learned English for

social reasons such as its prestige and the possibility of providing diverse academic and job opportunities. Although the teachers did not start learning English as a personal choice, as they sustained their engagement in the practice of teaching, they developed both their personal and professional identities. In identity development, the context was found to be a significant factor as Sina, for instance, started to adjust his identity according to the different contexts he worked in. Another important aspect of identity was stated to be the communities the participants took part in. Thus, social context and communities shape and are shaped by the people. Lastly, the data showed that teachers' identities were mediated by the contributions of the teachers' past experiences, personal traits, engagement in teaching, contextual and social structures (e.g. family, friends, institution), future expectations, conflicts as a result of multiple identities teachers have, power relations, in-service training and workshops, and technology.

In another study, Song (2016) explored the impact of emotions on teacher identity and instructional practices of secondary school English language teachers in South Korea. Interviews were conducted with five teachers who had returnee students in their classes. It was found that their understanding of themselves and their students varied, which affected their teaching practices and identities. Teachers' cover stories showed that the curriculum was grammar oriented and that the teachers regarded it as a lived experience. It was found that some teachers felt overwhelmed and under pressure due to their students' higher English proficiency levels. This led to a protective dimension of vulnerability where the teachers used cover stories to avoid feelings of inferiority to meet the expectation of the culture of being all-knowing teachers. On the other hand, some teachers embraced open vulnerability where they were challenged with the idea of teacher all-knowing, built confidence to transform themselves, their emotions, views of competence, curriculum, approaches to teaching, and understanding their students. The participants' cover and secret stories revealed that teachers' positive and negative emotions significantly affect classroom practices, their relations with their students, and their identities. Therefore, providing the teachers with the chance to facilitate discussions and reflections on their emotions and feelings in their own social and institutional contexts was significant to understand teacher identity.

2.5.1.1. Research on Teacher Professional Identity in Turkey

There are several studies that explicitly examine the development of professional identity among EFL teachers in Turkey. However, most of the research focuses on the identity development of student-teachers and their beliefs, and this highlights the need for further studies on collaboration, motivation, reflection, and culture (Taner and Karaman, 2013) of in-service teachers. Unlike the majority of the studies in pre-service teacher identity development, this paper concentrates on the identity of in-service language teachers and it provides reviews of the existing literature on the topic.

In one of them, Yeni-Palabıyık (2021) conducted a narrative study on how an EFL teacher, Elif, constructed her identity while teaching at a state school in Turkey. The study involved three semi-structured interviews as well as examining exam papers, Elif's recent curriculum vitae, and a trainee's report written about her. Elif was a motivated teacher paying close attention to her students' needs and interests when designing her courses. She regularly attended projects and teacher training facilities to develop herself. Although she wasn't initially interested in teaching, her experience in practicum courses at university changed her mind. At first, she adopted traditional approaches based on the coursebook materials focusing on grammar, translation, and memorization. However, she eventually realized the inadequacy of these methods, and began participating in different projects and seminars, which developed her teaching skills with new instructional practices and identity. The study showed that Elif's teacher identity was shaped by various factors such as her personal qualities, motherhood, background as a learner, past teachers, academic mentors, and multiple identities. She identified her multiple identities as a teacher, learner, mother, and researcher, and even took on mentoring and teacher training roles.

Yayli (2015) investigated how EFL teachers construct their teacher identities and deal with the issues related to their and their students' multiple identities. The study initially involved a survey questionnaire that focused on various aspects, such as the teachers' attitudes towards learning and teaching English, their past learning

experiences, reasons for pursuing ELT as a career, and their perceptions of graduate studies. The survey also delved into their descriptions of their multiple identities as students and teachers, and their students' multiple identities. Based on the results, the researcher prepared semi-structured interview questions to gather the main data. The results showed that the teachers value teaching and learning English and see it as an investment in themselves. Also, teachers' past learning experiences impacted their identities, as the participants' learning processes influenced them negatively and positively. In the study, it was stated that the participants developed positive attitudes towards teaching after their former teachers' different classroom practices. Also, teachers' practicum experiences had an impact on their future career goals and attitudes towards the English language. The participants stated that job opportunities, the privileges of knowing English, and personal commitment were the main reasons for becoming English teachers. The participants who were ELT graduate program students stated that attending the master's program influenced their professional identities. The teachers said they and their students had multiple identities, mainly concerning ethnicity and religion. Therefore, they developed strategies to manage identity crises by incorporating materials, comparing cultures and religions, and discussing relevant issues.

Bekereci-Şahin and Savaş (2022) focused on the effect of context on language teachers' professional identity. They adopted a qualitative multiple case study design to reveal the professional identity development of rural English language teachers. The data was collected from field notes, metaphors, and semi-structured interviews with 5 EFL teachers working at five different rural schools around Turkey. The metaphors collected from the teachers were gathered under the aspects of "guide," "researcher," "talent," and "caregiver." These showed that EFL teachers adopted different roles to teach a new language to their students. It was noted that teachers' personal and academic background, expectations, beliefs, needs, and instructional practices affected their identities. Teachers said they had other responsibilities than teaching English, and this situation made them need support and guidance for both instructional processes and motivation. Another major finding illustrated that the teaching context had a crucial role in teachers' understanding and defining of self and their teacher identity. Lastly, the participants of the study stated that lack of

materials and resources for the instructional processes, limited access to opportunities for personal and professional development, and lack of collaboration constitute the major context-related handicaps for EFL teachers.

Kimsesiz (2023) also utilized metaphors in addition to emojis to investigate EFL teachers' professional identities. 40 EFL teachers working in different contexts around Turkey participated in the study. Teachers specified metaphors and reasons behind their selections by typing four emojis to reveal their emotions and identities as English teachers. The metaphors were divided into eight categories: 'challenger,' 'craftsperson,' 'inspirer,' 'nurturer,' 'problem solver,' 'traveler', and 'vitality.' It was found that the teachers have multiple identities and personalities, as the participants said they felt like having "two people in one body" or "having a twin". Also, the challenging situations the teachers face were found to impact their identities and change their roles depending on the situation. The category, craftsperson revealed teachers' resemblance of themselves as "an actor/actress," "an ambulance driver," or "a bee that makes honeycomb," meaning the teachers have various roles in their teaching contexts. In the next category, the inspirer highlighted EFL teachers' leading to critical thinking and enlightening teaching practices. The participants of the study saw themselves as "parent" or "mother" while teaching English to their learners, which constituted the nurturer aspect. Also, teachers were found to be problem solvers as language learning was seen as a long and demanding journey that opened the doors to a new world. The teachers were travelers who were on a journey, "flying to unknown places," and their passion for teaching and development as teachers led the vitality category to emerge. Additionally, the shared top four emojis of the participants were found to be positive with smiling facial expressions. Thus, it was concluded that EFL teachers were satisfied with their profession and that their reflected values, ideas, and emotional reactions were significant to their identity construction.

Keskin and Zaimoğlu (2021) studied 200 Turkish EFL teachers' perceptions of professional identity concerning their commitment to personal growth and development, school issues, and student needs. In their mixed study, teachers working at different public schools participated. The results showed that the teachers

were most committed to personal growth and development and cared about their students' needs during the instructional process. It was found that context-related aspects, relations, and beliefs affect teacher identity as the participants showed the slightest commitment to their school issues because of a lack of belonging to their institutions, heavy work conditions, high demand from the administrators, and not having the chance to take part in the decision-making processes. As for personal growth and development, the teachers said they were eager to collaborate and exchange information by following the recent trends in the educational processes. Additionally, the researchers found that teachers' relations with their students affect both their identities as teachers and their students. In this regard, the teachers indicated that they cared for their students both academically and emotionally by prioritizing students' well-being, happiness, needs, differences, and interests and aiming to provide effective instructional environments and planning.

Lastly, Çoşgun and Savaş (2023) explored the professional identity development of English teachers. The study involved 194 participants, including student teachers and novice and experienced English teachers working at various state schools in Turkey. The teachers completed a questionnaire, and interviews were conducted with four participants from each group. The participants indicated that the ideal English teacher possessed characteristics such as professional development, language competency, personal qualities, professional competency, and recognition. Additionally, the study highlighted the significance of teachers' personal qualities, such as effective communication skills and the use of technology. Furthermore, the study revealed that English teachers have fears related to their profession, including language incompetency, lack of enthusiasm, lack of professional development, and a lack of recognition. All three groups of teachers had similar perceptions and ideas about their ideal selves, fears, and possible selves. The study also noted that various external and internal factors influence the development of a teacher's possible self. The external factors included educational factors such as the effect of a former teacher, practicum experiences, and university courses, teaching experiences, institutional forces such as working place, students' attitudes, colleagues, social forces as advantages of knowing a foreign language and professional development

practices, whereas interest in the English language and teaching were found to form internal factors.

2.5.2. Research on Teaching Refugees in the World

When the research is reviewed, it is seen that the studies emphasize the importance of refugee education, practices, and policies adopted in various countries, challenges, needs, and solutions to refugee children's education, and different stakeholders' perceptions about refugee education. As the present study aims to investigate teachers' identity positioning while teaching refugee children, studies related to teachers' teaching practices and experiences are presented. In this regard, the countries with the highest number of refugees or the research that is found to be relevant to the present study are listed.

In their study in Jordan, Khansa and Bahous (2021) conducted a phenomenological study by utilizing semi-structured interviews with 3 teachers who teach Syrian refugee children in public schools. The purpose of the study was to explore the challenges faced by these teachers. It was found that the teachers highlighted the importance of meeting the students' emotional and psychological needs. It was found that the challenges led the teachers to use different instructional practices and materials. The teachers stated that they faced challenges, especially students with low literacy skills, and they developed hands-on activities and visuals and prepared differentiated materials. In addition to the challenges existing in the classroom context, the lack of parental support was also revealed. The study found that teachers' beliefs and perceptions changed as they began teaching refugee children, and positive teacher-student relationship had a good impact on learners' academic and social well-being. It was also seen that teachers' motivation and willingness to improve their job-related skills, the school context, and other teachers' attitudes and behaviors were critical factors for refugee students' successful inclusion and adaptation.

Barrett and Berger (2021) examined how teachers support refugee children who have experienced trauma. They collected the data through semi-structured interviews with

six teachers in Australia. The teachers reported that the refugee children's past experiences, such as witnessing violence, the death of family members, and family separation, caused some behavioral issues in refugee children. Teachers stated that building trust, healthy communication, and caring for the student's well-being is essential to foster a sense of safety and security for refugee children. The researchers revealed various internal and external challenges to the teachers, which influenced them mentally and emotionally. Lack of parental involvement, language-related problems, teachers' lack of professional information related to the target group and dealing with trauma, and factors such as low attendance of the students and uncertainty about the future were found as the most significant challenges the teachers faced. Finally, teachers emphasized that they needed support and training to provide materials, create inclusive environments, and support their students emotionally and psychologically.

In addition to the problems teachers face while teaching refugee children, several studies focus on teachers' perceptions and needs in refugee education. One such study was conducted by Karkouti, Wolsey, Bekele, and Toprak (2021), who adopted a phenomenology approach to explore teachers' perceptions of the social support they require to meet Syrian refugee students' needs in Lebanon. In this regard, they collected the data through semi-structured interviews with 10 teachers. One of the significant findings was that teachers feel stressed because of many factors in the workplace, which negatively affects their performance. They needed emotional support both from their administrators and peers to cope with the challenges. Also, teachers needed informational support and professional development opportunities as they were not prepared to teach refugee students. Results also revealed that the curriculum should be designed for Syrian refugee students as their needs are different from other students, and useful resources and technological aids are needed to accomplish a quality education for them. Lastly, teachers reported not receiving any feedback from administrators, colleagues, or students, which hinders their ability to reflect on their teaching and improve the educational context.

In a similar vein, Simopoulos and Magos (2020) aimed to focus on teachers' perceptions, attitudes, and practices regarding refugee students' integration into

Greek schools and their beliefs on their professional development. They interviewed 60 teachers who had no prior experience and training in teaching this group of learners. The data revealed that the teachers initially felt discomfort, anxiety, and fear, and they were personally and professionally challenged when they first met with refugee children. However, they developed empathy and an urge to support them. The results also showed that the teachers faced significant challenges in terms of the number of students, lack of knowledge and resources, and insufficient interaction within the school community. It was revealed that lack of support left educators feeling insecure and frustrated. Lastly, creating a safe, trusting, and interactive community and careful planning and reflecting on the practices were critical for teachers' personal and professional identity development and effective teaching.

By aiming to illustrate teachers' attitudes and care in an inclusive context, Cohen (2023) conducted a critical ethnography at 7 different sites where Jordanian and Syrian refugee children receive education together. Through observations and interviews with both students and teachers, the data revealed that teachers showed care for their refugee students by building personal relationships and engaging in personal conversations to address their problems. It was found that the teachers provided academic, social, and cultural guidance through a student-centered approach, using games and engaging activities. However, the study also highlighted some limitations of the teachers. According to the researcher, the participants failed to recognize the unique experiences and challenges refugee children face, as the teachers stated that they see no differences between the refugee children and their peers. Lastly, the study illustrated some teachers' prejudicial attitudes towards students. Some teachers expressed concerns about the rise in crime rates and security problems, causing economic problems in the country (e.g. increased rental rates, unemployment, cost of living, and problems with infrastructure), and believed that Syrian families and children do not value education and are only registered in schools to receive money from the government.

2.5.2.1. Research on Teaching Children Under Temporary Protection in Turkey

Currently, public schools are the only means of free formal education offered to children UTP in Turkey. Despite high enrollment rates, there are still numerous challenges that stakeholders, including Syrian students, parents, administrators, and teachers, face in the realm of refugee education. To shed light on various aspects of this issue, multiple studies have been conducted throughout Turkey.

Existing literature on teaching Syrian children under temporary protection includes both theoretical and empirical studies. Studies with a focus on theoretical aspects often center around both meta-analysis (Aytaç, 2021; Kaya et al., 2021; Özel & Altunay-Yılmaz, 2021; Sarıer, 2020; Tunga et al., 2020), and laws, policies, and regulations relevant to refugee and inclusive education (Batalla & Tolay, 2018; Özcan, 2018; Özer et al., 2016; Seydi, 2014; Şimşek & Çorabatır, 2016; Tanrıkulu, 2018; Ünlü & Ergül, 2021). Empirical research explores the experiences of various stakeholders, including teachers, counselors, administrators, Turkish and Syrian students, and parents. However, most of the studies reviewed focused on the experiences of teachers. As the present study aims to figure out the reflections from teachers' perspectives and how the situation of teaching refugee children affects their professional identities, the studies focusing on the educator dimension are referred to be revealed.

In her phenomenological study, Demir-Başaran (2020) investigated the experiences of 21 teachers working with Syrian refugee students in class and school contexts. The study examined their interpretations and implications for inclusive education. The results revealed that there is a need for changes in the curriculum, materials, and assessment practices to enhance diversity. Despite employing various techniques such as integrating visuals, songs, drama, and group work, the teachers faced challenges in teaching refugee students due to language barriers, polarization between Turkish and refugee students, and the tendency of refugee children towards violence. Additionally, the study showed that the teachers had difficulty communicating with parents and stated that the parents were indifferent to their learners' academic lives because of the high number of children they had. Lastly,

teachers revealed that they felt helpless and tired and that their pre-service training was not satisfactory to meet the needs of diverse students.

Similarly, Karabacak (2020) conducted a case study with 34 teachers from state schools at different levels of teaching in K-12 contexts. The study aimed to understand teachers' opinions regarding the education of Syrian students in public schools by exploring their experiences. Data was collected through focus group interviews, semi-structured interviews, and observations. The study revealed that students faced various challenges such as behavioral, academic, adaptation, sociocultural, and inadequate family participation due to economic difficulties and the high number of children in the family. Behavioral problems were found as alienation of students because of discrimination by teachers and students, loneliness, isolation, trauma, and depression. Academic barriers were listed as language-related problems, having no future academic plans, interrupted education, problems with attendance, disruptive behavior in class, lack of preparation, and low participation. It was found that negative relations resulting from the attitudes of peers and teachers and cultural differences significantly affect refugee students' adaptations and classroom climate. The teachers also suggested solutions such as offering extra lessons and courses, enrolling students after they develop their Turkish language skills, and providing psychosocial support and reinforcement for Syrian students, their families, and teachers.

Teachers' experiences and the problems they encounter in the education of Syrian children were studied by Atalay, Kilic, Anilan, Anilan, and Anagun (2022), with 70 primary school teachers (K-4). The scholars used structured interviews to gather data for their descriptive qualitative study, with the aim of identifying the difficulties encountered by teachers while teaching Syrian children. It was concluded that similar to the previous research, language and communication barriers pose a significant challenge for teachers and classroom procedures, leading to students feeling isolated, disengaged from the learning process, and unprepared for class. It was also found that teachers had difficulties in providing refugee children with suitable materials. Moreover, cultural differences and insufficient support from peers and Turkish and

Syrian parents left the teachers alone. Teachers suggested Turkish language teaching as the key solution for all the challenges.

In their study, Soylu, Kaysılı, and Sever (2020) also aimed to examine instructors' experiences working with refugee children through culturally responsive education. Semi-structured interviews were conducted with 14 teachers by adapting a basic interpreting research design. The results showed several challenges the teachers face while teaching refugee children. It was found that traumatic past experiences, lack of security, and economic problems cause behavioral and psychological problems in Syrian children, which negatively impact classroom procedures. Cultural differences between refugee learners and their Turkish peers and teachers, language-related concerns, and adaptation problems were also noted as major challenges for teachers. Additionally, refugee parents' lack of involvement in their students' schooling procedures and their indifference to helping their children with homework were revealed to negatively impact learners' education, academic success, and classroom environment. It was highlighted that the lack of teacher competence to teach in multicultural classes and the lack of resources challenged the educators. Some teachers suggested providing extra training, language, and culture courses for refugee students, while others recommended separate classes for them. Finally, the study reported that refugee students in the class slowed down and complicated the teaching processes for some teachers.

Aydin and Kaya (2017) conducted a qualitative case study to investigate teachers' perspectives on the education of Syrian children in Turkish schools. The study involved semi-structured interviews, observations, and document analysis, with 7 teachers and 1 school principal. It was found that Turkish language skills have a significant impact on refugee students' participation and adaptation. According to the teachers, although their Syrian students were willing to participate in the classroom, their limited Turkish language skills hindered them from active involvement. However, it was revealed that the refugee students with high Turkish proficiency levels participated in the activities well. In addition to the language problems, other major challenges were found to be culture-based issues and psychological and emotional problems because of their traumatic past experiences. The study also

revealed that poor school conditions, lack of psychological support for Syrian children, insufficient resources, inadequately trained teachers in refugee education, and inappropriate curriculum also formed the challenges the teachers experienced while teaching refugee learners.

There are few quantitative studies in literature focusing on the integration of refugee students into the classrooms. In one of them, Dolapcı and Kavgacı (2020) examined the relationship between teachers' perceptions about their attitudes, multicultural self-efficacy, school climate, and education of refugee students through various variables. They found that multicultural self-efficacy, school climate, and in-service training were important in detecting teachers' attitudes towards refugees. It was clear that teachers who received training about refugees had more positive attitudes, prepared better materials, and had a better understanding of differences. Although teachers generally had moderate perceptions about school climate, with satisfaction in supportiveness and collegiality, they also felt restricted due to increased workload. Finally, Alev and Kara (2021) examined the relationship between teachers' cultural intelligence levels and their attitudes towards refugee students. They used a quantitative research method with 386 teachers and utilized different scales. The results indicated that teachers with higher cultural intelligence levels had more positive attitudes towards refugee learners. Therefore, the study suggested that an increase in the metacognitive, cognitive, and motivational sub-dimensions of cultural intelligence positively affected teachers' attitudes towards refugee students.

2.5.3. Research on Teaching English to Refugee Children in the World

In their study conducted in Jordan, Alrawashdeh and Kunt (2022) examined the correlation between English language teachers' preparation and their cultural competency, self-efficacy, and practices while also focusing on the relationship between refugee students' psychological needs and linguistic difficulties, and the teachers' self-efficacy, cultural competency, and practices. The researchers collected information from 112 English language teachers through a questionnaire to gather their views and challenges while teaching English to refugees. The study revealed that teachers did not receive adequate pre-service or in-service training on how to

support refugee children and prepare culturally responsive practices for them, which significantly impacted their self-efficacy, practices, and cultural competency. Therefore, the study suggested that teachers need to be equipped with the necessary skills and knowledge to meet the needs of refugee children. The findings also showed that teachers' self-efficacy influences refugee students' psychological needs and linguistic problems, while their cultural competency affects their needs. Although the teachers in the study did not receive any training on cultural competency, they still felt successful in teaching English to refugee students and were aware of the cultural diversity in their classrooms. It was found that teachers' cultural competency positively affects students' needs and language-related problems. Although the teachers stated that they face challenges in adapting their methods while teaching English to refugee children with different linguistic backgrounds, they still expressed their eagerness to implement new practices. Some teachers preferred separating the classes instead of inclusion, and they also recognized that refugee children have unique psychological needs that affect their language learning and academic success. The researchers concluded that teachers' practices and cultural competency play a crucial role in meeting the psychological needs of refugee students.

A study conducted by Cho, Wang, and Christ (2019) with six English language teachers who taught refugees from different countries such as Somalia, Iraq, Bhutan, and Nepal revealed that refugee English learners displayed social-emotional behaviors that hindered their language learning progress. Also, the participants stated that their refugee students lacked awareness of communication, values, norms, and self-awareness. This included a lack of understanding of their personal interests, values, strengths, and depressive and negative attitudes, as well as having difficulties with decision-making and managing their emotions and behaviors. Teachers recommended explicit teaching of both academic content and social-emotional behaviors, as well as spontaneous individualized instruction and creating a positive, supportive, and caring environment with collaboration are key elements for language learning classrooms.

Yasin, Yusuf, and Junita (2018) conducted a qualitative case study with 30 refugee students and 6 mentors. They collected data through observation, video recording, and interviews. The study revealed that the mentors faced challenges in teaching Rohingya refugees. The teachers stated that as some of the students did not know how to read and write in their native language and had not received formal education in their country, the mentors had to teach the alphabet and basic English communication to the learners. Another obstacle was the language; as the mentors and the students did not share a common language, they had difficulty communicating. To overcome this, mentors relied on students with some language proficiency to serve as translators.

Stathopoulou and Dassi (2020) conducted a two-phase quantitative study. The study involved 20 language teachers of refugees in Greece in the first phase and 94 teachers in different European countries in the second phase. The teachers identified several challenges faced when teaching refugee students, including language barriers, students' traumatic experiences, low literacy levels, lack of motivation, lack of school experience, and culture-related issues. Some teachers also highlighted family-related issues and crowded classes. Despite these challenges, teachers still prepared their own materials for refugee learners. Also, teachers' attitudes revealed that they were eager to continue teaching refugee children and improve themselves as teachers in the field of teaching refugee learners. Moreover, the teachers indicated that once they started teaching refugee children, they became more sensitive, and their teaching styles changed. This change was revealed to show parallelism with experience as the teachers who have more years of experience with refugee children showed to change their personal teaching styles more. Teachers recommended that teachers of refugee learners should be "compassionate, patient, and flexible to last-minute changes," they should utilize non-verbal forms of communication such as visual aids and body language. In this regard, creating a respectful and warm environment should be provided with the help of music and art. Teachers also emphasized the importance of easy-to-follow activities and instructions, straightforward rules, encouraging dialogue, and answering questions in detail while being analytical, empathetic, and good listeners.

2.5.3.1. Research on Teaching English to Syrian Children UTP in Turkey

Recent studies conducted in Turkey have indicated that refugee learners perceive English language learning as both enjoyable and crucial (Asmali & Sayın, 2021; Ipek, 2021). Mastering the language is considered an essential step towards achieving success in academic and social life, which may also aid in overcoming post-traumatic stress and returning to normalcy and having better employment opportunities for the learners (Cinkara, 2017).

However, there is a dearth of literature pertaining to EFL teachers' experiences and perspectives when teaching refugee learners in K-12 settings in Turkey. Existing studies focus primarily on the difficulties encountered by EFL teachers when teaching refugee children and their suggestions to overcome the obstacles.

As one of them, Asmali (2017) adopted a qualitative approach to explore the views of 10 Turkish EFL teachers teaching refugee students in different parts of the country in the K-12 contexts. According to the teachers, they were not provided with training to teach refugee children, and the primary difficulty they face is communicating effectively with refugee students. The participants revealed that refugee children attending Turkish schools after their second year, when English is introduced as a subject, struggle with their language abilities and encounter significant difficulties adapting. Also, refugee learners' lack of familiarity with the Latin alphabet due to their use of the Arabic language in their home country was found to hinder them from adapting to the new education system and negatively impact the instructional process. Furthermore, the absence of suitable materials for the refugee children, such as books, and the lack of technological materials, including projectors and smartboards, and the challenges related to evaluating the refugee children were identified as other obstacles. Teachers suggested various ways to enhance the quality of English education for refugee children. It was found that the teachers of the study implemented positive discrimination for the refugee learners by giving them extra points in the exams and giving extra explanations both during the class and exams, as well as simplifying the activities to cater to their needs. The teachers stated that they asked for Turkish students' assistance in connecting with refugee children when they

encountered difficulties in class. However, they emphasized the need for additional Turkish language courses, teaching refugee children in separate classes designed for their needs and language proficiency and employing Syrian English teachers. Teachers also suggested using Total Physical Response (TPR), more visual and digital materials, simplified activities, increased English language class hours, providing counseling opportunities both for the academic and psychological needs of the students and making their students feel a sense of belonging and achievement.

In a qualitative case study conducted by Gözpınar (2019), 18 Turkish EFL teachers and 8 refugee students were examined. The study used various methods such as semi-structured and unstructured interviews, field research, observation, and small group discussions to collect data. The results revealed that the teachers felt unprepared to teach and meet the needs of their refugee students due to a lack of experience and training, and they expressed the need for in-service training. It was seen that the teachers lacked cultural knowledge and needed to improve their intercultural awareness. Teaching refugee children was found to be challenging for the teachers, and it puts too much stress on the teachers, and the fact that their number is few in each class makes the teachers ignore the refugee students. Moreover, the teachers had difficulty following the curriculum and were challenged to find extra time and effort to implement materials specific to the refugee learners. The teachers suggested that through the initiatives of MoNE, teachers from different parts of Turkey should come together and share their knowledge and experience in the field of refugee education. Also, they recommended the development of culturally and socially appropriate materials for refugee children. Lastly, it was concluded that administrators should support and assist teachers in necessary situations. Additionally, there should be efforts to improve the Turkish language proficiency of refugee students.

CHAPTER 3

METHODOLOGY

3.0. Presentation

In this chapter, the characteristics of qualitative inquiry and case study are presented in detail. Additionally, the research settings, a detailed description of the participants, the data collection tools as well as the data analysis procedure are explained. In the end, validity, reliability, the role of the researcher, and the ethical considerations regarding the study are provided.

3.1. Qualitative Inquiry

Qualitative research frames meaning as an individual construct formed by interacting with the world, and qualitative researchers primarily aim to "interpret or make sense of the meaning" individuals attribute to their experiences or the underlying causes of a particular phenomenon (Mayan, 2009, p.11). Likewise, for Meriam and Grenier (2019), how the social and political facets of the context construct how individuals perceive or comprehend the situation, particularly how bigger contextual variables impact how people create their reality (p.4), comprises the scope of a qualitative study. Therefore, the meaning-making or interpretations of the individuals construct the focus on the qualitative inquiry. To do that, qualitative researchers do not limit a phenomenon, but they aim "to break it open, unfasten, or interrupt it so that a description of the phenomenon, in all of its contradictions, messiness, and depth, is (re)presented" (Mayan, 2009, p.11). In this way, researchers gain a deeper insight into the phenomenon being investigated.

Since the present study aims to explore English as a foreign language teachers' ideas, beliefs, and identity perceptions while teaching refugee students, a qualitative case study approach is adopted.

3.2. Case Study

As one of the qualitative research inquiries, case study is an empirical approach that delves deeply into a current occurrence (the "case") and its context, especially when the distinctions between phenomenon and context may not be obvious (Yin, 2018, p. 50). Similarly, Creswell (2013) defines case study as a

> *…qualitative approach in which the investigator explores a real-life, contemporary bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information (e.g. observations, interviews, audiovisual material, and documents and reports), and reports a case description and case themes. The unit of analysis in the case study might be multiple cases (a multisite study) or a single case (a within-site study) (p. 97).*

These definitions show that a case study is a bounded system by time and context, and the researcher gathers the data over an extended period of time utilizing a range of data collection techniques (Creswell and Creswell, 2018).

In case studies, the themes emerge from the participants' narrations and expressions, and proving an aspect or making generalizations are not aimed (Hancock & Algozzine, 2006). Instead, case studies aim to investigate the interpretations of the participants according to their experiences, ideas, and beliefs. Thus, researchers provide a wide investigation and description of the case by considering all the aspects affecting it by asking "how and "what" questions (Yin, 2003). According to the literature, there are shared major characteristics of the case studies. In one of them, Hitchcock and Hughes (1995) note that in a case study:

- There is a focus on rich and vivid description of events within the case.
- A chronological narration of events related to the case is given.
- Descriptions of events and their analysis are incorporated.
- Individual actors or groups of actors, and their understanding of the events make up the focus.
- Specific events related to the case are highlighted.
- The researcher is involved in the case integrally.
- There is an effort to illustrate the richness of the case (p.317).

In the case study design, there are different categorizations. However, the primary distinction is between the single and multiple case designs. According to Yin (2018), there are four types of designs for case studies: single-case (holistic), single-case (embedded), multiple-case (holistic), and multiple-case (embedded) (p.96). In holistic designs, there are no sub-units of the phenomenon, and the entity is examined within a case in a holistic manner. However, in embedded designs, there is a focus on different sub-units of a specific phenomenon. For instance, in an organizational case study, when the organization itself is the main unit, the departments or the individuals might be the smallest (Scholz & Tietje, 2002, p. 10) sub-units under investigation.

The present study examines professional identity reflections of primary school English language teachers focusing on their ideas, beliefs, and experiences in a city in Turkey. Therefore, an embedded single case study design is employed. In this study, the context is a city in Turkey, and the case is primary school English language teachers' professional identity reflections. Inside the case, 12 English language teachers from five different primary schools are included as embedded units of analysis (see Figure 1). The reason behind this choice is to integrate rich analysis to illuminate the case better (Baxter & Jack, 2008, p. 550) by providing various perspectives.

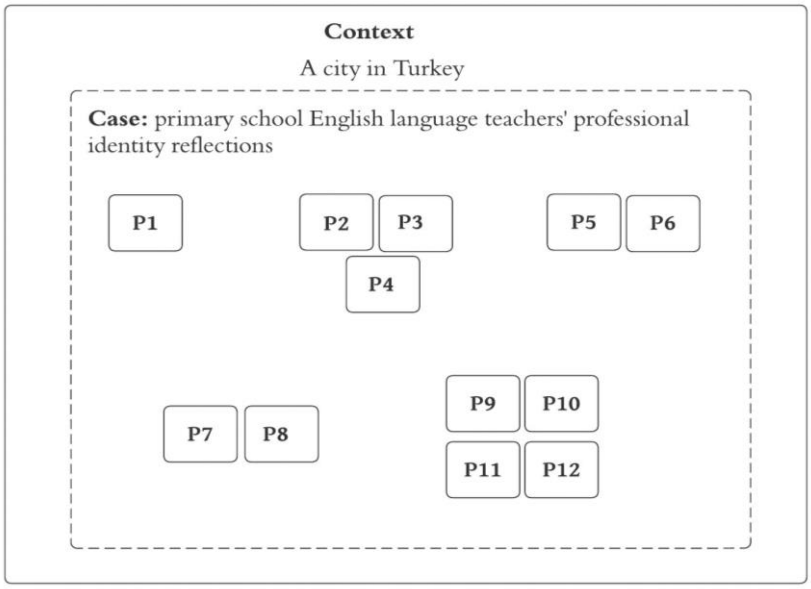

Figure 1.
Embedded Single- Case Design of the Study

3.3. Research Design

3.3.1. Setting

The study was conducted in a city in Turkey. The residents of the city come from different linguistic, religious, and racial backgrounds. This situation has brought the city into a position rich in multilingual and multicultural aspects. Although the exact number of refugees living in the city is not known because of the number of unregistered refugees, the Ministry of Interior Directorate General of Migration Management (2023) reports that there are more than 10 thousand registered Syrians under temporary protection in the city. In addition to the Syrians, other refugee groups are also settled in the city, mainly from Afghanistan, Iraq, and Ukraine.

Data from the Provincial Directorate of National Education reveals that over 1400 Syrian children under temporary protection are enrolled in primary schools across the city center for the 2022-2023 academic year. The data also indicates that while the attendance rate for Syrian children under temporary protection is highest in primary schools, it gradually decreases as they move up to high school in the K-12 contexts. Therefore, the study was conducted at the primary school level because there are more students attending these schools. This allowed for a more thorough examination of the teachers' experiences.

In this direction, in accordance with the purpose of the study, the research was carried out in 5 different primary schools located in four neighborhoods where the Syrians under temporary protection mostly prefer to live in the city. The means of data was obtained from the literature and the Provincial Directorate of National Education. To maintain confidentiality, the name of the city and the schools were not revealed, and the schools as well as the participants were assigned numbers. Below, general information about each school is presented.

School 1: The school is located in the city center, where Syrian refugees mostly reside. There are two buildings and a big garden on the school campus, one of which is new. The data from the school website shows that there are more than seven

hundred students and fifty teachers at the school. As the school is crowded, there is a double-shift procedure. There are approximately 20 Syrian children UTP registered and 2 English language teachers at the school. In the present study, only one of the teachers agreed to participate.

School 2: The school is located in the same neighborhood as School 1. It is one of the oldest schools in the city. On campus, there are two buildings next to each other. There are over one thousand students and fifty teachers at the school, three of whom are EFL teachers. There are two shifts at school and more than sixty Syrian children UTP at school. All three English language teachers agreed to participate in the present study.

School 3: The school neighborhood is another highly chosen spot for Syrian families. As the school building was being rebuilt at the time of the research, the educational activities continued in another school building. There are approximately six hundred students and forty teachers at the school. The number of Syrian children UTP at the school is more than one hundred. In this study, two out of three school English language teachers accepted to become the participants.

School 4: The school is located in a neighborhood highly resided by Syrian families, and it is close to the industrial zone in the city. Inside the campus, there are two separate buildings, one of which is newly built. In the school, there are nearly nine hundred students and seventy teachers. Apart from other groups of refugees, there are more than 120 Syrian children at school. Lastly, among three EFL teachers, 2 of them are the participants of the study.

School 5: The last school is in a neighborhood densely resided by Syrians, and it is close to School 4. It is one of the city's oldest schools and has nearly one thousand learners. As the number of students is high, the school has a double-shift procedure. There are more than one hundred and fifty Syrian children UTP in the school. All 4 EFL teachers at the school took part in the present study.

3.3.2. Participants

In the present study, all the participants were English language teachers working at 5 different primary schools with Syrian children under temporary protection in a city in Turkey. The researcher visited the schools in the neighborhoods where Syrians mostly lived and informed the language teachers about the study. Initially, in 5 different schools, 13 English language teachers volunteered to participate in the study. However, upon one of the participants withdrew at the beginning, the study continued with 12 teachers.

For participant choice, a criterion sampling strategy was utilized by the researcher. Criterion sampling requires participants to meet some determined criterion that is essential for quality (Miles & Huberman, 1994, p.28). For this study, the following criteria were sought: a) teaching English at a primary school in the city, b) teaching Syrian children UTP. There are ten female and two male participants, nine of whom are mid-career and three of whom are experienced teachers. Therefore, gender and years of experience were not the focal points of the study, and they were not taken into consideration during participant selection.

To ensure confidentiality, the names of the participants were not revealed, and each teacher was given a number. The background information about participants was provided in Table 2 below.

Table 2.
Participant Information

The Context	Participant	Age	Educational Background	Years of Experience	Previous Teaching Contexts	Present Context
S1	**P1**	47	BA- ELT MA- Linguistics	25 years	-3 years in middle school -5 years in high school	4 years
S2	**P2**	40	BA- ELT	19 years	-8 years in middle school	11 years
	P3	42	BA-ELT MA- Educational Sciences	20 years	-15 years in vocational high school	5 years
	P4	42	BA-ELIT	20 years	-6 years middle school	14 years

Table 2. (continued)

S3	**P5**	40	BA-ELT	12 years (formal)	-8 years in different middle schools	4 years
	P6	35	BA-ELT	9 years	No previous experience	9 years
S4	**P7**	42	BA-German Language and Literature	18 years	- a high school -10 years in a primary and secondary school	11 years
	P8	39	BA-ELT	17.5 years	-half a year in a school -4.5 years in middle school -4.5 years in middle school in this city -3 years in a primary school	5 years
S5	**P9**	37	BA-ELT	15 years	-1 year in a vocational high school -4 years in a primary school -1.5 years in another primary school -4 years Anatolian religious vocational high school	6 years
	P10	38	BA-ELT	14 years	- vocational high school of health -middle school	3 years
	P11	36	BA-ELT	15 years	-temporary teacher -3 years in a school in the East part of Turkey	11 years
	P12	34	BA- ELT MA-ELT	10 years	-4 years in a middle school	6 years

In addition to the demographic information collected from the participants, the researcher also asked the teachers to complete a metaphor task to gain a deeper understanding of teachers' reflections on their ideas, beliefs about being an English teacher, teacher identity, and teaching Syrian children UTP. The metaphors were collected in Turkish, and participants' answers were translated into English by the researcher. The information gathered from the metaphors was presented below in Table 3.

Table 3.
Metaphors of the Participants

Participants	Metaphor 1	Metaphor 2	Metaphor 3	Metaphor 4	Metaphor 5
P1	a moving car	person helping others to find information	dealing more with difficulties	teaching English to Turkish students	being a teacher
P2	oasis in desert	passport	sitting on the thorn	climbing a wall	having no identity
P3	coffee	Oscar player	a mirror	acting in a new play in each lesson	being same
P4	star in the dark	an international passport	working in the United Nations	climbing a wall	having no identity/ not having an identity
P5	two-legged dictionary	a broken mirror in society	whistling in the wind	putting a bite into your students' mouth	as if they didn't exist
P6	stepchild	being a mom / dad	harbor to shelter	getting blood out of a stone	Turkish nation
P7	window opening to different worlds	a suitcase carrying the influences of the languages he/she learned	being umbrella against bad weather	being a colorful umbrella in rainy, gloomy weather	being a host, guide
P8	a guide	a key opening door to new worlds	having more burden on our shoulders	helping those in a foreign land	same as always
P9	a productive tree	colorful trees	smelling different flowers	smelling different flowers	a play dough
P10	a guide	having an envied profession	walking on an unknown road	tripping over and gathering strength once more	a divided road
P11	beyond a mother	mother	being conscientious	teaching your child to speak	neutral
P12	a bamboo tree	as kind and patient as a mother	almost always being patient	whistling in the wind most of the time	having more difficulty

Participant 1:

P1 is from a small town near the city where the study was conducted. He is 47 years old. He graduated from one of the prominent universities in Turkey. At university, he studied English Language Teaching. Upon his graduation, he completed a master's degree. At the time of the research, he was continuing his second master's degree. He chose to become an English teacher in order to improve his language skills and fulfill his dream of moving to Australia with his fiancé. Due to personal matters, he could not travel to Australia, stayed in the country, and started teaching English at state schools. He started his career working in a middle school for 3 years in another city highly populated by Syrians due to its closeness to the border. Then, he transferred to work at a high school in the same city for 18 years. During these years, he also worked as a school administrator for some time. With 25 years of teaching experience at state schools, he has been working at School 1 for the past 4 years. He came to his present context because of his father's illness. His statements and metaphors show that he loves to be an English teacher and sees it as a way of development. Although he highlighted the challenging aspect of teaching children UTP, he sees all the students as equal as he defined teaching English to children UTP as *teaching English to Turkish students*. Also, it is clear from the last metaphor that he does not take up a different identity and teacher role according to different learners.

Participant 2:

P2 is 40 years old. She is from the city where the study was conducted and lived here until her university entrance. She obtained her bachelor's degree from a renowned university in Turkey, majoring in English Language Teaching. When asked about her career choice, she explained that she wanted to become an English teacher because she had a great passion for the language during her high school days and had a remarkable memory. Her English teacher recognized her success in the subject and encouraged her to pursue a career in teaching. Consequently, she transferred to the language department at her high school. She started working as an English teacher in 2004 and has a 19-year of experience. Upon her graduation from university, she got

prepared for the teacher appointment exams to be an English teacher at state schools. After a year, she was appointed by the MoNE and sent to a middle school where she worked for 8 years. The school was located in a rural area, and the students there had low academic levels and motivation, making it a challenging teaching experience. Many of the students were not interested in learning English and did not study, which made her feel like an ineffective teacher. Seeking a change, she moved to her current workplace, School 2, because she loves working with children. Moreover, her own kids were also studying there, which made it a convenient choice. Currently, she continues to work at the same school as her children. After coming to this school, she stated that she had more regular teaching experience as it was easier for her to teach and control the outcomes of the students. She is generally quite satisfied with being an English teacher. She thinks she makes the students love English and, in her classes, she generally has a peaceful atmosphere. These statements are also clear from her metaphors as for her, being an English teacher is like an *oasis in desert*. However, it is clear that she has great difficulties teaching children UTP as she uses metaphors like *sitting on the thorn* and *climbing a wall*.

Participant 3:

P3 is 42. She held her undergraduate degree in the ELT department. She completed her master's degree in the Educational Sciences department, and she plans to continue her academic career. After her disagreement with her mathematics teacher during her high school preparatory year, she decided to be an English teacher. As she could not get on well with her teacher, she started hating mathematics and tried to find a way to escape from it. She said this situation affected her whole life as a student and a teacher, as she thought teachers greatly impact students' lives. For her, teachers and students reflect each other's attitudes like a *mirror*. As she thought she was good at English and had fun learning it, she chose to be an English teacher. With 20 years of teaching experience, she began her career at a vocational high school, where she dedicated 15 years of her professional life. She came to her present context, S2, 5 years ago as it offers a double shift; in this way, she can look after her kid. In her previous context, she had challenging times because she had no time for herself as she was busy during the day and had to stay in the school dormitory at

night. Therefore, she is quite satisfied with being an English teacher at this primary school. She thinks kids transmit great joy and energy, which heals her soul. She thinks her students love English, and they come to class prepared, making her love what she does and motivating her. Similarly, in metaphors, she defines being an English teacher as a *coffee* that gives warmth and energy. She said she sees no difference between her students; however, she had a challenging time being a teacher of children UTP as she thinks it is like *acting in a new play in each lesson*.

Participant 4:

P4 is 42 years old. She graduated from English Language and Literature department. Initially, she stated she did not plan to be an English teacher, yet her family wanted her to choose this profession. She has been teaching English for 20 years. She started teaching in the same school context, S2, at the middle school level. Then, she transferred to the primary school level to be in the same place as her daughter 14 years ago. For P4, being an English teacher is leading the students as she used the metaphor *star in the dark*. Her statements and metaphors showed that she had difficulties in teaching children UTP and that she had difficulties defining her identity as a teacher.

Participant 5:

P5 is 40. She is from a nearby city, to the context of the study. She completed her studies in the ELT department, attending the school for two years in person and two years online. While studying at university, she started working as a teacher in 2003. Although she was planning to be a tourist guide, she became an English teacher after her family's encouragement. In high school, she decided to study in the language department as she was not good at science subjects, yet she was one of the best students in the English class. She was appointed in 2011 by the MoNE to different cities close to the Syrian border in the southeast of Turkey. In her previous teaching contexts, she worked in middle schools and had challenging times as she was new as a full-time English teacher, her students were working out of school, not attending the lessons, and their families were not supporting their children. Afterward, due to

her husband's job, she transferred to this city in 2019 and wanted to work in a primary school context. She said she loved English and being an English teacher. However, she stated that English teachers are not appreciated by others, which is also clear from her metaphor *a broken mirror in society*. She also highlighted the difficulty of teaching children UTP by saying *whistling in the wind* and *putting a bite into your students' mouth*. In her statements and her metaphor, she said she acts *as if they* (the children UTP) *didn't exist* in the class.

Participant 6:

P6 is 35. As a student, she studied in primary, secondary, and high schools in the city where the study was conducted. Then, she earned her bachelor's degree from the ELT department. Her unsuccess in the science field led her to choose English language teaching as a profession. She started teaching 9 years ago and was appointed to the present school context by the MoNE. She had challenging times in her first years in this school, as she did not know how to control the class, and it was tough to teach a totally new language to young students. She is satisfied with her profession and loves English and being an English teacher. Although she saw being an English teacher as a *stepchild*, she defined her identity as being a caregiver, like *being a mom/dad.* Similarly, although she had challenges in teaching children UTP, she saw her role as *a harbor to shelter* for them.

Participant 7:

P7 is 42. He studied in primary, secondary, and high schools in the same city where the study was conducted. At university, he graduated from the German Language Teaching Department. At first, he wanted to study Turkish Language and Literature at university, but as the graduates of this department had difficulty in employment, he decided to be an English teacher. He said he was good at verbal sciences and did well on the university entrance exam. While he was not particularly passionate about learning a foreign language, his main objective was to start a full-time job and support himself financially. He began his career as an English teacher in a high school, where he primarily focused on teaching grammar. Eventually, he transitioned

to teaching in both primary and middle school settings for a total of 10 years. He taught at a middle school for 7 years, during which he focused less on grammar and speaking practice compared to teaching in high school. He was forced to switch schools when primary and middle schools were separated 11 years ago and had to select a new one. He chose to work at this school, S4, because it was close to his house. He found teaching at this level satisfying and loved to be an English teacher. He had positive emotions and ideas about being a teacher and teaching children UTP. For him, being an English teacher is like a *window opening to different worlds* and teaching children UTP is like *being umbrella against bad weather* and *being a colorful umbrella in rainy, gloomy weather*.

Participant 8:

P8 is 39. She graduated from an Anatolian high school and earned her BA degree from the ELT department in one of the prominent state universities in Turkey in 2006. Upon graduation, she went abroad for some time to improve her English skills and attended training prepared for ELT teachers. After being inspired by her high school English teacher, she had a strong desire to become an English teacher herself. She expressed her love for the language and her admiration for her English teacher. In 2006, she worked as a temporary teacher in a small school in the East part of Turkey for half a year. Then, she went to another city and worked in a middle school for 4,5 years. Afterwards, she moved to the city of the present study and worked in a middle school for 3 years. Then, she transferred to a primary school, where she worked for another 3 years. She started working in the present school context in 2018. She is happy to be a teacher as she loves English and teaching. For her, an English teacher is like *a guide* and *a key opening door to new worlds*. Although her metaphors and expressions showed she had challenges in teaching children UTP, she expressed that she did not have any difference in her role to teach children UTP as she said her identity is the same.

Participant 9:

P9 is 37. She earned her degree from the ELT department. She discovered her passion for teaching English in middle school, where her success in the subject was

noticed by her teacher. Encouraged to pursue her potential, she decided to become an English teacher with the support of her family. Though she initially considered a career in translation, her experience in the English department in high school solidified her decision. She has 15 years of teaching experience as she started teaching in 2008. She began her teaching career at a vocational high school and remained there for a year before moving to a primary school, where she taught for four years. After that, she transferred to a primary school in the city center and worked there for one and a half years. Later, she taught at a religious vocational high school for four years before moving on to her current context, S5, as a teacher 6 years ago. She decided to stop teaching high school students because she found it challenging, but she thoroughly enjoyed teaching English to primary school children and found it to be a rewarding experience. She has felt happier and more satisfied in the last 7 years of her career. To her, being an English teacher is akin to a *productive tree*. She viewed teaching children UTP as a positive experience by using the metaphor of *smelling different flowers*. However, she recognized that her identity was tested in the classroom setting, likening it to *play dough* that can be molded into any form.

Participant 10:

P10 is 38 years old. She is a graduate of the ELT department at one of the famous universities in Turkey. While at Anatolian teacher training high school, she decided to pursue a career as an English teacher. She developed a fondness for English after meeting her teacher in high school. She believes her teacher had a profound impact on her life, and they still keep in touch to this day. She started her career in a medical-vocational high school 14 years ago. She faced difficulties while teaching English as the students were uninterested in learning and unwilling to pay attention during the lessons. Later on, she taught in a middle school environment where she was assigned to teach students who had lower academic abilities. These students were already aware of the discrimination they faced due to their lower performance, which made them rebellious. As a result, she encountered significant challenges in managing the classroom. Three years ago, she joined her current school when her husband, who is a soldier, was appointed to the area. Teaching in a primary school

setting brings her great happiness and satisfaction. According to her, the students' love for English is due to her efforts, and their enthusiasm and positive attitudes towards her motivate her. Although she had positive ideas related to her profession and herself, she expressed the challenge of teaching children UTP and being the teacher of children UTP as *walking on an unknown road* and *tripping over and gathering strength once more*. This situation affected her beliefs about her identity as she defined it as *a divided road*.

Participant 11:

P11 is 36. She is a graduate of ELT from one of the prominent state universities in Turkey. During her preparatory year in high school, she made the decision to pursue a career that would align with her family's interests. At first, she started teaching as a temporary staff in the West part of Turkey. In 2008, she was assigned to work in a city located in the eastern region of the country, and she spent three years there. Then, 11 years ago, she transferred to her present school in the city. She is satisfied to be an English teacher. However, she has difficulty in classroom management and being understood by the students due to her voice. She sees an English teacher *beyond a mother*. In her expressions and metaphors, she described teaching children UTP by referring to *being conscientious*. She sees her students as her children by saying teaching English to children UTP is like *teaching your child to speak.*

Participant 12:

P12 is 34 years old. Upon her graduation from the ELT department, she completed her master's degree in ELT in 2016. The reason she became an English teacher was because of her inspiring high school English teacher, who had a positive attitude towards students. In 2013, she began her career in the same city where the study was conducted. The MoNE appointed her to teach at a middle school in a village where the students had different mother tongues and were not familiar with the Turkish language. During her time there, she faced difficulties in teaching due to the language barrier and the students' lack of motivation to learn English. The students' poor performance also led to questions about the teachers' efforts from the

administrators and the provincial directorate of national education. After working there for 4 years, in 2017, she transferred to her present school as it is situated in the city center and has prestige. Although sometimes she feels her efforts to teach English are in vain, she loves teaching and is satisfied to be an English teacher. For her, the identity of an English teacher is *as kind and patient as a mother*. She described teaching English to children UTP as *whistling in the wind most of the time*, which affected her teacher identity as *having more difficulty*.

3.4. Data Collection Tools

One of the essential elements of a qualitative case study is the collection of data from many sources, as it increases the credibility of the research (Wellington, 2000). In qualitative research, the data is collected with a range of data collection techniques in a systematic way (Stake, 1995). For this research, a metaphor task and two semi-structured interviews were used to gather data. The main data collection tools were the semi-structured interviews conducted during the study. Initially, the data collection instruments were piloted with an EFL teacher working at a primary school in a city where Syrian children UTP are registered. The pilot study was conducted in February 2023, and it allowed the researcher to change or delete some of the words in the interview questions to make a clearer understanding.

The data collection procedure of the study started in March 2023 and ended in the first week of May 2023. At first, the participants were asked to complete a metaphor task to gain deeper insights into their hidden feelings and ideas about being an English teacher and teaching children under temporary protection. Subsequently, they participated in the first interview, reflecting on their personal, academic, and professional backgrounds, as well as their perspectives and sentiments towards their teaching context, colleagues, and students. The first interview also enquired about the participants' professional development. After that, the participants attended a second semi-structured interview, which focused on teachers' experiences and feelings of teaching, the approaches they adopted to deal with the challenges, perceptions of identities as well as their suggestions and future expectations from different stakeholders. By conducting two semi-structured interviews, it was aimed

for the teachers to explain and elaborate more on their responses to the metaphor questions they had completed. The data collection timeline and the objectives of each instrument are summarized in Table 4 below:

Table 4.
Data Collection Timeline

Data Collection Tool	Timeline-Beginning	Timeline-Ending	Purpose
Metaphors	Early March 2023	Early March 2023	• Gaining a deeper understanding of the teachers • Teachers' feelings and ideas about their identities, and teaching Syrian children UTP
1st Semi-structured Interview	March 2023	Mid-April 2023	• Detailed personal, academic, and professional background information of the teachers. • Teachers' descriptions and feelings towards their teaching context, colleagues, and students • Teachers' professional development opportunities and suggestions
2nd Semi-Structured Interview	Mid-April 2023	First week of May 2023	• Teachers' experiences and feelings about teaching • Teachers' methods, strategies, and approaches to deal with the challenges • Teachers' perceptions of identities • Teachers' suggestions and future expectations from different stakeholders

3.4.1. Metaphors

Besides other data collection techniques, metaphors have started to be used to acquire insights into teachers' perceptions (Seferoğlu et al., 2009, p.324). There are different definitions and ideas related to metaphors. According to Shaw and Mahlios (2008), metaphors are "analogic devices that lie beneath the service of a person's

awareness and serve as a cognitive device for learning new information, concepts, and skills, and as a means for framing and defining experience in order to achieve meaning about one's life" (p. 5). For Lakoff and Johnson (1980), metaphors are not only linguistic devices that are the product of one's imagination, but instead, they are a way of revealing how we perceive, think, and act (p. 454), and their essence is to reveal "one kind of thing or experience in terms of another" (p. 455). In his paper, Carpenter (2008) highlights that "Metaphors can serve as a powerful strategy to portray complex realities (Miles & Huberman, 1994), illuminating aspects of phenomena not previously noticed (Lakoff & Johnson, 1980), and adding depth of meaning to understanding (Kangas et al., 1998)." (p. 275).

Metaphors are essential tools to unearth teachers' values, principles (Gillis & Johnson, 2002, p.37), and "hidden beliefs" (Munby & Russel, 1989) about teaching and learning. Thus, they help researchers conceptualize how the teachers perceive themselves, their work, the instructional contexts, and their learners.

In the present study, the researcher collected metaphors from 12 English language teachers of Syrian children UTP. The metaphors were gathered in March 2023. The purpose of the metaphor task is to uncover the hidden feelings and ideas about teaching and being a teacher of Syrian children UTP and to gain a deeper understanding of the participants involved. In this regard, 5 metaphors were prepared (see Appendix B). In the metaphors, questions 3 and 5 were adapted from Şahin (2021)'s doctoral dissertation and modified to fit the purpose and context of the present study. The researcher's permission was obtained. Questions 1, 2, and 4 were prepared by the researcher by reviewing the existing literature. To delve deeper into the thoughts of the teachers and their responses to the metaphor task, the study utilized semi-structured interviews as its main tool.

3.4.2. Semi-Structured Interviews

In qualitative research, finding and presenting multiple perspectives on the issue is what researchers want to achieve, and an interview is the primary route to these multiple realities (Stake, 1995, p.64). Interviews enable the participants,

interviewers, or interviewees, the chance to talk about their interpretations of the world and to convey how they see things from their own perspectives (Cohen et al., 2007, p. 349). Interviewing leads the researchers to resolve participants' experiences and their meaning-making out of these experiences (Seidman, 2006) by revealing individuals' various life experiences, values, ideas, attitudes, perceptions, and feelings.

According to Merriam, "interviewing is necessary when we cannot observe behavior, feelings, or how people interpret the world around them" (2009, p.88). It is a tool that enables the use of spoken, non-verbal, and auditory multisensory channels (Cohen et al., 2007, p. 349).

Traditionally, there are three types of interviews: structured, semi-structured, and unstructured or focused interviews (May & Perry, 2022, p. 144). Structured interviews are conducted by the questions asked to all the participants in the same order and style, and there is little room for flexibility. In general, the main goal of such interviews is to gather similar data from a large number of participants (Edwards & Holland, 2013, p.3). On the contrary, in unstructured interviews, there are no pre-determined questions by the researcher, and the participants are flexible to answer the questions according to their own points of view. In semi-structured interviews, the researcher directs specific questions, and depending on the situation, for a deeper understanding, further questions may also be asked. Semi-structured interviews ensure flexibility and open frameworks for qualitative researchers. For Edwards and Holland (2013), semi-structured and unstructured interviews provide qualitative researchers with flexible and open frameworks (pp. 2-3).

According to Jennifer Mason, the following features need to exist in all qualitative and semi-structured interviews commonly: (i) the interactional exchange of dialogue (between two or more people), (ii) a respectively informal style, (iii) a thematic, topic-centered, biographical or narrative approach in which the researcher has themes, issues or topics to focus with a flexible structure, (iv) the idea that knowledge is situated and context-bounded (2002, p.62).

In the scope of the present study, the researcher conducted 2 semi-structured interviews during the 2022- 2023 education year with 12 English language teachers teaching Syrian children under temporary protection in primary school contexts. The aims of the interview questions align with the research questions as both aim to explore teachers' identity reflections while teaching children UTP and their experiences of teaching children UTP. In the first semi-structured interviews (See Appendix D), demographic questions related to the background of the teachers, their relations with their colleagues, school principals, parents, and students, their experiences with refugee background learners, and their ideas about the teaching context and feelings were aimed to be studied. In the second semi-structured interview (See Appendix F), teachers' reflections about self, their teaching, learning, and identities, their beliefs about teaching refugee background learners and themselves, their professional development opportunities, and their needs and suggestions are aimed to be illustrated.

In both interview protocols, several questions were adopted from a previous study, and necessary changes were made according to the scope of the present research. In this regard, in the first semi-structured interview protocol, questions 1, 2, 3, 4, 5, 6, 11, 27, 30, and 37 and the second interview, questions 1, 4, 8, 9, 10, 11, 12, 13, 15, 17, 19, 22, 23, 26, 27, 29,30, and 31 were adopted from Şahin (2021)'s doctoral dissertation. The researcher's consent was obtained to adapt these questions. Other questions were prepared by the researcher by considering the literature, and all the questions were reviewed by the supervisor. The questions were prepared and conducted in Turkish to maximize the participation, understanding, and comfort of the participants. The researcher conducted the initial round of semi-structured interviews from March 2023 to mid-April 2023. The second round of interviews took place from mid-April 2023 to the first week of May 2023. All the interviews were recorded, and verbatim transcriptions were done by the researcher.

Table 5.
Duration of the Interviews

Participant	Duration of the 1st Semi-Structured Interview	Duration of the 2nd Semi-Structured Interview	Total Duration of 2 Interviews	TOTAL
P1	28 min.	41 min.	69 min.	873 min.
P2	26 min.	36 min.	62 min.	
P3	35 min.	27 min.	62 min.	
P4	21 min.	27 min.	48 min.	
P5	31 min.	69 min.	100 min.	
P6	26 min.	33 min.	59 min.	
P7	60 min.	71 min.	131 min.	
P8	29 min.	34 min.	63 min.	
P9	31 min.	43 min.	74 min.	
P10	32 min.	30 min.	62 min.	
P11	21 min.	44 min.	65 min.	
P12	37 min.	41 min.	78 min.	

3.5. Data Analysis

In qualitative research, data analysis makes meaning and explanations of the data from the participants' points of view while recognizing the patterns, categories, themes, and regularities to determine what the data are about, why they are important, and what types of things may be said about them (Hitchcock & Hughes, 1995, p. 295). It entails the processes of data selection and organization (Cohen et al., 2007, p.461), exploration to reduce the data into themes, drawing conclusions (Miles & Huberman, 1994), and representation of the data in tables, figures, or discussions (Creswell, 2013, p. 180).

In the present study, the researcher used Yin's (2016) five phases of analysis: 1) Compiling, 2) Disassembling, 3) Reassembling (and Arraying), 4) Interpreting, and 5) Concluding.

Phase 1: Compiling

For compiling, the researcher gathers the collected data collected in a systematic way. The proper organization of this step is important for the analysis of the data.

During this phase, the researcher also converts the audio files into text by computer or hand (Bazeley, 2013; as cited in Creswell & Poth). Here, the compiled data at hand may be regarded as a database for the researcher (Yin, 2016, p. 186).

Phase 2: Disassembling

During this part of the analysis, the database is divided into smaller pieces or units for further investigation. The researcher looks for smaller pieces in the data and codes or categories in them. Yin (2016) suggests that the researcher might repeat this procedure several times as it is a trial-and-error process (p. 186) in which the codes are tested and refined. For Huberman and Miles (2014), it is suggested that the researcher determine the frequencies of the codes that appear from the data to reveal the frequency of occurrence.

Phase 3: Reassembling (and Arraying)

After deciding on the codes, the researcher tries to create themes by merging the related disassembled items. These rearrangements of the codes, which result in themes, can be illustrated by graphic lists or matrices (Yin, 2016, p. 187). Again, phases 2 (disassembling) and 3 (reassembling) may be repeated several times.

Phase 4: Interpreting

In this phase, the researcher uses the reassembled material and creates a new narrative. Here, the researcher may go back to compiling, disassembling, and reassembling stages to provide various interpretations for the data. Researchers may utilize various approaches for interpretation. The researcher of the present study used thick descriptions of the settings and participants for the interpretations.

Phase 5: Concluding

In the final step, the researcher concludes the study by considering the stages of compiling, disassembling, reassembling, and interpreting. This stage is “recursive

and iterative" (Yin, 2016, p. 187); therefore, it is not possible for the researcher to select a linear sequence to complete the process.

In the current study, the researcher used the five phases. In the compiling stage, upon the completion of the data collection process, the researcher started the analysis of the data collection instruments. To do this, semi-structured interviews were transcribed verbatim from the audio recordings, and all the metaphors were typed on a word document to keep the whole data organized. In the disassembling stage, the researcher read the transcriptions several times and assigned codes. In the present study, the researcher used inductive reasoning and descriptive coding (summarizing the data according to the topic). During the coding process, the researcher utilized MAXQDA for better data analysis. In the third stage, the researcher started looking for common patterns between the codes to create thematic categories after the coding process. At this step, themes and sub-themes were noted and checked several times. For the interpreting, the researcher interpreted the data by considering the literature and the research questions. Finally, in the concluding part, the researcher presented the results of the study.

In the study, the data was collected in Turkish. At the end of the analysis, the researcher translated the selected excerpts into English to illustrate in the findings section. The primary purpose of the whole analysis process in the present study was to explore, explain and interpret the professional identity reflections of English language teachers teaching Syrian children UTP in the primary school contexts.

3.6. Validity and Reliability

Trusting the research and its results is vital for professionals and the participants of the study. Researchers should pay attention to checking and reflecting on the processes of data conceptualization, collection, analysis, interpretation, and presentation to make sure the validation and reliability of the study. Creswell (2013) defines validity as "an attempt to assess the "accuracy" of the findings, as best described by the researcher and the participants" (2013, pp.259-250). For Lincoln, Lynham, and Guba (2011), "validity is an ethical relationship with research

participants through such standards as positioning themselves, having discourses, encouraging voices and being self-reflective" (as cited in Creswell, 2013, p. 249). To ensure validity, Creswell and Poth (2018) suggested nine following strategies:

- Corroborating evidence through triangulation of multiple data sources
- Discovering negative case analysis or disconfirming evidence
- Clarifying researcher bias or engaging in reflexivity
- Member checking or seeking participant feedback
- Prolonged engagement and persistent observation in the field
- Collaborating with participants
- Enabling external audits
- Generating a rich, thick description
- Having a peer review or debriefing of the data and research process (pp.340-343).

Creswell (2013) suggests that qualitative researchers should be able to meet at least two of them in their studies.

Reliability defines consistency and stability over time and across methodologies and researchers (Miles & Huberman, 1994, p. 278). For Thomas and Magilvy (2011), reliability can be achieved by (i) clearly stating the purpose of the study; (ii) defining the reasons for why and how the participants were selected; (iii) defining the time needed for the data collection and how it was collected; (iv) explaining the data analysis process; (v) providing the discussion and the interpretations of the findings; and (vi) presenting the credibility techniques adopted (p.153).

In the present study, the researcher was able to address corroborating evidence through triangulation, member checking or seeking participant feedback, clarifying researcher bias, engaging in reflexivity, and generating rich, thick descriptions. This study used triangulation by collecting data from metaphors and two semi-structured interviews. For member-checking, the researcher sent the participants the verbatim transcriptions of the interviews and asked them to provide feedback. The rationale

behind this was to minimize the researcher's bias. Through member checking, the researcher aimed to make sure that she interpreted the data correctly. Lastly, thick descriptions were provided by rich explanations of the research, the context, and the participants.

3.7. Position of the Researcher

As the researcher analyzes, interprets, and justifies the research, it is essential to state the bias the researcher may have during this process.

I graduated from the ELT department and have been working as an English language teacher in various high school settings for four years. In 2020, I was appointed by the Ministry of National Education to work as an English language teacher in a state religious vocational high school. As Arabic language courses are offered in religious vocational high schools, it is the target of many refugee students. Therefore, I have many students from refugee backgrounds. As a novice teacher who was not particularly trained to teach students from diverse backgrounds, I have faced many challenges. Therefore, I consistently search for opportunities to improve as a teacher and create a more inclusive and equitable classroom environment for my students. As my students have interrupted educational backgrounds and their command of the Turkish language was not good, I looked for chances to assist them in every part of their education journey by observing their behaviors, the challenges, and possible opportunities to figure out their experiences and needs. In my classes, I started to pair my students with Turkish friends, and I brought English-Turkish-Arabic resources to the classes. I made sure to check my students' comprehension and provide extra assistance outside of class time.

Thus, I consider myself an insider because I have been working at a state school as an English teacher and have had numerous students from refugee backgrounds. Having faced similar experiences while working with diverse learners, I established a good relationship with the participants during our meetings and empathized with their experiences.

3.8. Ethical Considerations

In order to ensure ethical considerations, the researcher sought approval from the Human Subjects Ethics Committee at Middle East Technical University (see Appendix A) and The Ministry of National Education. After receiving the approval, the researcher reached out to participants and provided informed consent forms outlining the study's objective and data collection procedures (see Appendix H). Participants were informed that their voices would be recorded during interviews and that the data would be used for academic purposes only, with their identities and contexts remaining anonymous. To protect participants' confidentiality and anonymity, each participant was assigned a number. Once the data collection was complete, the participants were provided with debriefing forms.

CHAPTER 4

FINDINGS

4.0. Presentation

This chapter presents the results of the data analysis of two semi-structured interviews were illustrated according to the research questions.

4.1. How do English language teachers teaching Syrian children under temporary protection reflect on their professional identity?

In line with this research questions four themes emerged from the analysis of data: (1) “everyone has a teacher who influences their life”, (2) “you will learn to live with them”, (3) “we are… on a path we do not know”, (4) “you became a cat when you were a lion”.

4.1.1. “everyone has a teacher who influences their life”

In order to understand language teachers’ reflections on their identities while teaching children UTP, at first, their stories of becoming English teachers should be examined by considering the reasons behind their career choice, their teaching experiences, and their reflections on the characteristics of an English language teacher.

4.1.1.1. Career Choice

The reflections of the participants indicated that there are different reasons behind the participants’ career choice, and their answers are listed with the frequency in Table 6 below.

Table 6.
Career Choice Criteria

Career Choice Criteria	Frequency
Loving kids	1
Earning money	1
Going abroad	1
Family related	5
Participants' teachers	7
Loving English	4
Escaping from other subjects	2
Aptitude	3

It was found that during their career choice process, the participants were primarily influenced by other people, such as former teachers and family members. Specifically, it was seen that the participants were influenced by their former teachers whom they encountered when they were learners. In this regard, several participants indicated that they became teachers due to their former teachers' behaviors, attitudes and encouragement. P10 expressed the impact of teachers on students and her journey to become an English teacher as:

> *I studied at teacher training high school. I had already decided to become a teacher, but English was not a subject I loved. As I already mentioned, everyone has a teacher who influences their life, it was my English teacher. I am still meeting him/her. That's it. It started from scratch and continued until now. Glad I became one (English teacher).*
>
> *(P10, Interview 1)*

Some of the participants stated that their abilities in learning a foreign language were first realized by their teachers, and then they were motivated to choose English language teaching as their future career. As one of them, P2 became an English teacher after her teachers' encouragement upon her success:

> *I loved English at high school. My memory was also good. I could memorize words well. Then, my English teacher encouraged me by saying "You can be an English teacher. Why don't you consider that?". After that I transferred to the language department. When I saw that I was successful in the language department, I decided to become an English teacher.*
>
> *(P2, Interview 1)*

While most participants reported that their teachers had a positive influence on their career choices, some shared a different experience. It was found that the negative attitudes of former teachers led some participants to choose the English department. In this regard, P3 explained that she chose to become an English teacher due to the problems she had with her Mathematics teacher saying:

> *I made my decision because of the mathematics teacher I met in school's preparatory class. While until that moment, mathematics was always much easier than other subjects in my education life, suddenly started staying away from it. This has been a good lesson for me. I have set a principle that if a student likes his/her teacher, he/she will always do his/her best to succeed in that lesson. So, I thought I was good at English and that I could work in this field with much more pleasure, I turned my direction towards English language teaching. It is a field without mathematics. It was like that when we were getting prepared for the exam (university entrance exam). I chose it because it was a field where we would not have any mathematics lessons. Glad I chose it. Now I love teaching English.*
>
> *(P3, Interview 1)*

The family effect on career choice was also expressed frequently by some of the participants. In this regard, P4 said: "*My family wanted it. It was at their request. Being an English teacher was not something in my mind*".

Similarly, P11 decided her career with her family: "*Deciding to be an English teacher… after 4th grade, we went to Anatolian high school. At 5th grade, I studied preparatory school. Then, we decided to do it with my family. After that we tried so hard to be an English teacher*".

External factors such as going abroad, escaping from other subjects, and employment opportunities were also found to impact teachers' professional choices. For instance, P1 chose to be an English teacher to improve his language skills so that he could go abroad:

> *I was engaged. I was planning to go to Australia. That is why I chose to become an English teacher. It was to improve my English. So that was my choice. That is why I chose it. Then, as my conditions were not suitable….*
>
> *(P1, Interview 1)*

Earning money and being employed was the only criterion for P7. Although he had not initially intended to become an English teacher, he chose this profession to be employed easily. Therefore, he studied German Language and Literature to be appointed by the MoNE. He explained himself as:

> *I mean, all I really wanted was the Turkish literature department. But unfortunately, my elder brothers or sisters who graduated from the literature (department) could not be appointed (as teachers). I thought that the closest department would be English, German or French. At that time, I was very, very good at verbal sciences. It was enough for us to solve a few questions in the foreign language exam. During the years we entered (university), if you solved 3 questions in foreign language test, you could pass directly. So, I decided like that. In other words, the main aim was to jump into life as soon as possible rather than learning a language.*
>
> *(P7, Interview 1)*

P6, who chose English teaching as an escape from other subjects, explained the reason behind her career choice as: "*In fact, I first turned to this field because I was not good at numerical skills. But then I realized that I really like English. And that's how I started*".

Internal factors such as loving the language, having an aptitude for learning the language, and loving to work with kids motivated some teachers to become English teachers. In this regard, four participants chose to become an English teacher as they loved the English language and/or they were good at English lessons (*f:*3). One of the teachers, P9, listed her reasons for choosing her profession as her aptitude for teaching, her love for English, and her enjoyment of working with children as the following:

> *First of all, my aptitude for language learning, we started to take English lessons when I was in secondary school. I noticed it (her aptitude) with my teacher. I loved learning English. At that time, I wanted to become a translator, it was in my mind. Then, I decided to become a teacher at high school. I thought I loved children. This is how I chose the ELT department. Actually, my family also supported me.*
>
> *(P9, Interview 1)*

Overall, it was noticed that while some of the participants chose English willingly for their love and aptitude, the majority of the teachers were influenced by their parents and/or teachers. Additionally, external factors like going abroad, financial gain, being employed, and escaping from other subjects at school also impacted the participants' decision to become English teachers.

4.1.1.2. Teaching Experiences

Another sub-theme that emerged from the participants' reflections was their teaching experiences. It was found that the participants taught English in various teaching contexts, such as rural areas and border cities, across primary, secondary, and high school levels. Some of the teachers worked as part-time teachers until their appointment. Also, one of the teachers indicated that he worked as a school administrator. It was found that the challenges faced by the teachers, such as socioeconomic conditions of the neighborhood, lack of resources, lack of parental involvement, students' and their parents' negative attitudes towards school and the English lessons, lack of participation, school administrators' negative attitudes and distance from the city center, had a personal and professional impact on the participants, influencing their thoughts about teaching and being a teacher. In some cases, this situation caused the teachers to change their teaching environments and move to their present contexts. In this regard, P10 said that her challenging past experiences led to a change in her teaching context, and now she feels happier and more satisfied working with children:

> *Before here, I have worked in both high school and middle school. Now, I work in a primary school. I worked in a high school, a health vocational high school. Since it was a vocational high school, English and other culture related courses were not cared. There were vocational courses in the first plan. We had a course that was not taken into consideration because it would not come out in the university exam. I was having some trouble in that sense. Unfortunately, in middle school, I went to a class with lower achievers. As I always have to change my school because of my husband's work, they gave the best classes to the teachers whom they already knew and who had been already there, and the students also knew this. As they already know, they make themselves even more rebellious. Frankly, I had difficulties in terms of class control, since (they were saying) "We were already marginalized." "We already cannot do anything.". Especially in the 8th grade, I had the most*

> *difficulty in classroom management. But I also know the reason, it was because the children were aware that they were being discriminated. But I am in primary school right now. It is the most satisfying place in terms of profession...*
>
> *(P10, Interview 1)*

Also, before starting at their current schools, some teachers (*f*:3) had experiences with diverse learners, such as multilingual students, inclusive learners, and children UTP. As one of them, before moving to this city because of his father's illness, P1 worked in a city close to the Syrian border, where refugee families have highly populated. There, he worked both as an English teacher and school administrator. He expressed that he had quite challenging times, which greatly affected him by contributing to him both personally and professionally. He explained himself as:

> *For example, I am aware that my determination to cope with difficulties has increased. Before... I came here from the border city, we worked with many Syrians. There were so many of them at the high school level. There, the situations were a lot more difficult, they don't exist here. I don't see anything here. There is a lot of trouble there. Lots of problems. Especially in certain places, in certain schools... We encounter the phenomenon of ghettoization. We worked in certain places, in environments where it was impossible to even go out at certain hours. So, we have no problems here, in that sense. But I'm telling you, for example, working there, not in here... We have problems caused by them, which is not normally the case. For example, our students are generally like that... OK, there is grouping, but it is on a small scale. For example, there, there are very large groupings like the Syrian student group, Turkish student group, there was larger groupings (there). We can say that those situations improved my ability to cope with difficulties or my patience. I have become more patient.*
>
> *(P1, Interview 1)*

Besides their experiences with children UTP in their different contexts, some participants also shared their past experiences with children UTP in their current schools. The issues that the teachers faced with the students affected them emotionally, personally, and professionally. For instance, P7 shared that his experiences with the children UTP who had come to Turkey at the beginning of the civil war. His quote showed that his relations with his students affected him a lot emotionally:

Let me tell you something, for example, we had one student named Aisha. This Aisha student would return to Syria. At that time, it was during a holiday. She had insisted (to her parents) that "I would not go without seeing my teacher". Anyway, of course, when she says "my teacher", they directly think of her class teacher. They called the teacher somewhere from the group. They call and say "My teacher, she is going to talk to you". Aisha starts talking but she doesn't talk more. She says "It is not the teacher". They ask her which teacher she wants. She says "English teacher". Anyway, they called my number from another teacher or something like that. One day, I was called like this. I understood that it was a Syrian friend (on the phone). He said "Teacher, I.. give.. phone". He gave the phone to Aisha. Aisha said "My teacher!". I said "Aisha!", it was Aisha because I know her voice. She said "Teacher, I am going". I said "Where are you going?" she said "We go from the country." (with tears in his eyes) I was just like this at that time. I am so sorry. So this affected me a lot. It was very nice.

(P7, Interview 1)

It was seen that the teachers did not always have positive experiences with children UTP. When asked to share a memorable moment, P12 said:

Well, at that time, I was pregnant. There was a child, the child was constantly speaking, speaking in his own language. He was cursing me. I never forget him. There were seven or eight Syrians in a classroom, they were all supporting each other. Then he started crying in class. He didn't do anything else. I was angry, he was crying. At that time, I forgot the Turkish students totally. At that moment, there were brooms and shovels to clean the classroom. He started chasing me with brooms and shovels. I never forget him. I never forget the school administrator's cruelty as well. Instead of being by my side, he supported that student.

(P12, Interview 2)

It was found that all but one participant worked in various teaching contexts and levels as English teachers before starting to teach in their present schools. The teachers' reflections showed that their positive and negative past experiences affected them personally and professionally. Some teachers were found to become more patient, understanding, and determined to teach all the learners, whereas some teachers faced difficulties, and were emotionally challenged. These were found to shape teachers' perceptions related to their learners and their understanding of their teaching and being a teacher.

4.1.1.3. Characteristics of an English language teacher

One approach to comprehending a teacher's professional identity is analyzing their view of an ideal teacher. Regarding this matter, the participants were asked to reflect on the characteristics of an English language teacher, and their answers created this sub-theme. The participants stated that an English language teacher should possess certain personal and professional qualities. Below in Table 7, participants' reflections were illustrated.

Table 7.
Characteristics of an English Language Teacher

Characteristics of an English Language Teacher	Frequency
Having good communication skills	5
Active/dynamic	2
Creative/innovative	7
Planned	2
Accepting differences	2
Humanist	1
Fair	2
Guide	1
Patient	2
Loving	3
Social	1
Conscientious	1
Having pedagogical knowledge	5
Use various activities and methods	6
Being competent in language skills	5
Teaching according to learner profile	4

The most frequent aspect was found to be creative/innovative. For the participants, an English language teacher should be creative enough to attract all the students' attention and motivate them to participate in the classes actively.

Another frequent aspect was using various activities and methods such as games, visuals, songs, and different exercises in the lessons. For teachers using various activities is important, especially with young learners, as they easily lose their

attention and become uninterested. Also, it was found that it is important to implement different exercises to enhance the integration of children UTP as their language abilities and academic success were lower than other students. This aspect is also found to be related to teaching according to learner profiles. Some teachers stated that teachers should know about their learners' background and their academic levels so that they can adjust the classroom practices for them:

> *Which qualities? First of all, (an English teacher) should be a bit patient. He/She should think of what they (children UTP) have experienced, like 'How did they come?' 'What do they lack?', we should know such things. We have to get down to their level.*
>
> *(P4, Interview 2)*

Similarly, for P7, an English teacher should be a colorful person who knows how to teach his/her students by knowing the learners' needs and interests:

> *My teacher, I think an English teacher is like a spring as a season. He/she is colorful. An English teacher must be colorful. He/She should really be colorful. Unfortunately, we often do not see this in our classroom teachers. It should be suitable for all levels, if you are going to a high school, "What are high school students interested in? What are the interests? What was on the agenda at that time? What are the children of that age interested in?", he/she needs to know these. If you're going to the middle school level, you need to be full of ideas related to them. If you're going to the primary school level, "What do they play? How do they pass their time?". At this point, you need to fill yourself up. Your hardware must be very good; think of it as a computer. Your work should be very very good, like this, like that, that's it. If you do this, whatever you do, you will do an excellent job. Don't expect anything from others when you're empty. First, do things like bringing them closer, attracting their attention, making the lesson attractive to their interests, and then the child comes anyway. Oh, of course, the individual (differences) are very important here. Why? For example, I sing a song and some children get bored. I open the video, and we find the middle way. When I teach, most of the students get bored, but few of them join the lesson. Here, too, we always call it methods and techniques in our education system. It is necessary to spread those method techniques throughout the course, throughout the 40 minutes of the lecture. You will watch the video, you will listen to the song, if necessary, you will go out and dance with the children, you will play the game, but you will also teach your lesson. So, when you do it that way, there is no problem. I think we need to be like this.*
>
> *(P7, Interview 2)*

To use different activities in the class, the teachers should have good pedagogical knowledge. This is also related to knowing how to transmit knowledge to the learners as teachers' pedagogic knowledge includes the subject matter and learning how to teach and transmit the information to the students:

> *At first, a teacher should have a good pedagogic knowledge. He/She should be able to adjust the activities, exercises according to the level of the students. He/She should have such qualities. Pedagogic knowledge is important. Also, it is not only about pedagogic knowledge. They should also have the characteristics of being a teacher. I mean, maybe you know something but cannot transfer it on to the children. I think these two are very important.*
>
> *(P8, Interview 2)*

As the teachers have multilingual and multicultural students in their classes, some teachers said that an English teacher should accept the differences or be open to differences by treating them equally. This is also linked to being humanist and fair to all the learners during the instructional processes. In this regard, P9 said:

> *Like, as we are foreign language teacher, I think like, we have to be a bit more open to the differences, we should be more accepting for those students. We have to be a bit more open to different cultures. At least, we have to be more open to learn about them.*
>
> *(P9, Interview 2)*

Similarly, P3 said: "*An English teacher should be humanist, equal, fair, loving, loving his/her job, and always be planned and prepared*".

4.1.2. "you will learn to live with them"

Besides participants' journeys to become language teachers, their reflections on their professional identity while teaching children UTP should be explored. In this regard, 2 sub-themes emerged from the data. These revealed their beliefs about themselves as language teachers, their reflections on being the teacher of children UTP, and their professional development journeys.

4.1.2.1. Beliefs in Self

When participants were asked to reflect on how they see themselves as English language teachers, it was found that they generally had positive beliefs as they saw themselves as quite successful and experienced (*f:*4) and competent (*f:*5) teachers. Additionally, some of them said that they are active, funny, and full of love (*f:*2), patient (*f:*4), innovative (*f:*4), planned and prepared (*f:*3), open to cultural differences (*f:*3), and have good communication skills (*f:*7).

It was seen that as teachers see themselves as more experienced, they feel more confident, prepared, and knowledgeable. Also, the participants said that as they gained more experience, they became confident in implementing various methods and techniques and became sure of their students' achievement:

> *How do I see myself? As years passed by, I became more experienced, more understanding, more patient, more loving. I see myself like this. That is why I am happy. I am teaching a lot better now when compared to my first years of teaching.*
>
> *(P9, Interview 2)*

> *At first, it is like, you do not come ready. As you may also know, you have an internship, but you do not come to the class ready. I think you should work as an intern for one or two years near a teacher by being paid to learn how it is taught, how it is done. Then, you become alone and learn day by day… Now, I feel like I know it all, I know what to do.*
>
> *(P11, Interview 2)*

It was seen that teachers' beliefs in themselves affect their teaching practices. P11 continued that as she saw herself as an experienced and competent teacher who tried to teach every child, she sometimes faced troubles:

> *I try to teach everyone. Sometimes there are complaints. They come from both parents and students. "Let my child go, because of this, he doesn't want to come." They say "He will learn this much, my teacher, leave him alone", "He says he doesn't want to learn, leave him, let him go." they say. Even the parents say this to me.*
>
> *(P11, Interview 2)*

Some participants stated that as they have been teaching English to children in primary school context, although they feel competent to teach in primary school context, they do not feel competent enough to teach English to the students who have better proficiency levels:

> *I mean, my teacher, I definitely and definitely feel very competent in the place where I am in primary school. I have no problems with language, teaching, getting feedback, and reinforcement. But if I was at middle school and high school, I'd probably be in the middle, in the middle school context and maybe worse in high school, I think.*
>
> *(P7, Interview 2)*

However, there were also teachers (*f:*2) who do not find themselves competent enough and 1 participant described herself as being challenged:

> *I mean, I do not see myself as a very successful… teacher.. who can teach everything to the children. I don't think I'm competent enough either. But I try to do my best. For children, I mean, I don't want to steal their time, I don't want to waste their time during the lesson. This is how I try to teach.*
>
> *(P5, Interview 2)*

Although most of the teachers had positive beliefs about themselves, when their beliefs related to their competencies to teach children UTP was asked, half of the participants (*f:*6) saw themselves as not competent and successful enough to teach their Syrian learners, and this situation had a negative impact on their instructional processes. As one of them, P5 did not feel good enough, and said she was not successful in classroom management:

> *...Because I don't think I am a very good teacher. I don't think like "I teach them very well, I have taught them these objectives, and these gains", but since I started, even if I can't teach him/her, I should not make the child hate it. If he/she didn't learn it from me, maybe he/she'll get it from his/her secondary school teacher, maybe he/she'll learn it and love it. Maybe he/she will choose it as a profession. Just because I think like this, I try not to upset or offend children. I get angry, maybe they are taking advantage of my calmness. So maybe I have discipline problems in class. But I have had such a thought ever since I started…*
>
> *(P5, Interview 1)*

4.1.2.2. Professional Development Opportunities

It was clearly seen from teachers' excerpts that lack of training and professional development opportunities before and during teaching practices forms the main reason behind teachers' beliefs of lack of competence. All the teachers (*f:*12) stated that they did not receive pre-service training to teach refugee students or diverse learners. Similarly, eleven teachers said that they were not offered any in-service training while teaching children UTP.

In the interview, P2 shared how lack of training created challenges for her by saying: "*And this is actually what brought the problems. If I had received training about these, maybe we wouldn't have had the problems. I could have been prepared".*
Similarly, P10 said:

> *I think we should have trained, a seminar (about it). (We were like) fish out of water with no idea about it. So are the students, and so are the teachers. They put us in an environment without knowing who to teach what and how. So, I don't think it was a good thing.*
>
> *(P10, Interview 1)*

Only one of the teachers (P5) stated that she had an online seminar offered by the MoNE about this issue when she was getting prepared for an examination of Teaching Career Ladder System for teachers who have ten or more years of experience. However, she expressed that she was not satisfied with the training:

> *I just took it while I was studying for the mastery exam. At that time, I understood as one of our teachers was teaching it, he gave us a lecture which in summary was that they (children UTP) won't go, you will learn to live with them. So that's the education here…*
>
> *(P5, Interview 1)*

4.1.3. "we are… on a path we do not know"

The third theme that emerged in relation to the first research question was teachers' emotions and ideas regarding teaching English to children UTP. Participants'

responses were categorized into two sub-themes: teachers' emotions while teaching children UTP and their ideas before and after teaching them.

4.1.3.1. Teachers' Emotions

It was found that teachers' emotions were affected by various internal and external factors, and they significantly impacted their personal and professional identity. By considering the participants' excerpts, the emotions reflected by the participants are illustrated in Table 8 below.

Table 8.
Teachers' Emotions Related to Teaching Children UTP

Teachers' Emotions	Frequency
Happiness	6
Disturbance	1
Disappointment	3
Feeling lonely	3
Not feeling ready	6
Fear	3
Motivation	5
Confusion/dilemma	8
Being challenged/hardship	12
Sadness	3

It was seen that students' attitudes to school and English lessons, behaviors in the classroom, the lack of teacher training, perceptions on self, beliefs in being an English teacher, relations with the students and communication significantly impacted teachers' emotions. It was clear that teachers mostly uttered negative emotions related to teaching children UTP. Analysis of the participants' reflections illustrated that teachers did not feel ready and were afraid of teaching Syrian children. Also, all the participants stated they were challenged while teaching children UTP, and eight teachers expressed their confusion during their instructional processes:

> *And as I said, we understood this. It is very easy to communicate with people who speak our own language and know our mother tongue, but we are really*

at zero with people who do not. In other words, we are like people who are just starting to talk. Unfortunately. You know, a technological device enters our lives. You can't learn without poking around. So you have to poke around. And for that, it takes the perfect time. This is not possible either. So how could it be? Now every class has at least one teacher. We have at least one such student. Some classes have three or five. Which one will you reach now? Let's try to reach them, our students get bored this time. Even if you try to hold the glass, it must be cut somewhere, that is, it breaks. It's hard, sir. That's definitely difficult.

(P7, Interview 1)

They don't know our language; we don't know their language. They are on a path they do not know, and we are trying to guide them on the path they do not know, on a path that we do not know. I do not know how it's going to be. It's a really challenging situation and they don't have continuity anyway. In other words, they are absent most of the time and the already broken bond in one place, does not come together.

(P10, Interview 1)

I thought it would be difficult and that's what happened. Really. It's a little difficult, of course. It's hard for them too. He/She came from a different country, he/she has different knowledge, there is a different culture. I knew it would be difficult, in fact, it was.

(P12, Interview 2)

It was also found that participants' positive emotions generally result from their learners' willingness to participate, their positive attitudes to English lessons and their success. In this regard, P6 said: "*You know, even if they learn a word, it is a great happiness for me, for example, this is my source of motivation".*

Similarly, P11 said, as children UTP already know Arabic and Turkish, teaching them English is her source of motivation and happiness as English is the third language that the students are learning:

I get very happy when I see them learning. It's nice to teach the others as well, but it's their third language now. They are getting more advanced. That's why I get even happier.

(P11, Interview 1)

Some participants felt that children UTP need love and affection, and they expect to be understood by others. That is why rewarding the students with little presents or

showing them the care make them happy, which in return, makes the teachers feel happy:

> *For example, I really liked the way children respond to you as soon as you make them feel valued. No matter how hard we try to understand the conditions under which they live, we are actually not aware of it. Under which conditions they live, what they are. You can see the gratitude and love in that child's eyes, even when you give them simply a candy, a small candy when he/she knows the question. If you make them feel love, they will also make you feel love. And they strive to be more engaged and more successful to a point. Then, other conditions get in front of you whether they will be successful or not, but I believe that you can be much more successful if you give them, the children, importance and make them feel your love*.
>
> (P1, Interview 2)

> *Let me tell you this, my teacher. I am definitely, definitely, more satisfied to work with Syrian students. I just said it. When you plant a tree, it's the flower and fruit that makes you happy. Now, our children are a little bit luckier than them. Why? Because they are in their own country. Why? Because their families are near them. Many did not see the war. Many have not experienced such difficulties. They do not live elsewhere. They do not have to communicate with people whose language they did not know. They don't have such problems. But the others, they have extra, extra problems. So they are like that... believe me you see that you are more useful. Now think about it, you took a healthy person, you had him/her have a check-up. Also, you had a sick person have a check-up and you told her/his illness. And you found the solution to his/her illness. Which would make you happier?*
>
> (P7, Interview 1)

> *Even in the smallest thing. Even with a little smile, you can get immediate feedback. I mean this is something really precious. When you show a little love and say "Well done", and when you pat her head, he/she gives you great feedback. These are really nice aspects for me, for the students.*
>
> (P6, Interview 2)

4.1.3.2. Teachers' Ideas

In addition to emotions, the participants were also asked to share their ideas as they started to teach children UTP. In this regard, eleven participants said that before teaching children UTP, they did not have any information about this particular group of learners. Therefore, they did not have prejudice, or any idea related to Syrian children, and they had question marks in their minds:

No. I mean, we did not know what to do because we did not see our students. I didn't know either. That's how we learned to live with them. So of course, we didn't know how it would be. I had no idea how I would do.

(P9, Interview 1)

I had no idea. In English books or in movies, we always saw Korean, Indian, Japanese students learning English in the same class, but I had no idea what it was like.

(P3, Interview 2)

I mean, in order for there to be an idea, it is necessary to first come face to face with that problem. I mean, if someone says from there, like, you will face something like this, they tell you but you don't understand unless it happens to you. As they say "Bring me someone who fell off a donkey, she/he will understand my plight". So now, you cannot come up with any solutions unless you encounter that problem. You can't see your shortcomings. You can't see your strengths. No way you can. That's why we can say, in terms of an idea, we did not have an idea. But, the belief, the belief, that everybody should learn. Everyone should be educated. There is absolutely no individual uneducated. I had such a belief. I don't know whether it's right.

(P7, Interview 2)

I mean, frankly, I did not know if I could explain. "Can I achieve this?", "Can I teach or show?" I didn't know. I wasn't prejudiced, but I didn't have any information about them either.

(P9, Interview 2)

Five participants said that as they regard education as a human right and do not see any difference among human beings and that their job is to teach children without discriminating against them, their ideas related to teaching children UTP have never changed and remained the same: "*No. All are equal to me. All children, they are all innocent. Their races don't matter"* (P3). Similarly, P12 said: "*No. Everyone should definitely get an education. I am so clear about this. Everyone should get it".*

Also, other participants expressed their ideas related to the matter as:

It hasn't changed at all. There is no change. And as I say, I look at the things from a humanist dimension. Whether it is a Syrian child under temporary protection, whether it is an Afghan child, it is a Turkish child or a child of another ethnic identity. After all, a child is a child... or a teenager is a teenager. The problems that all of them experience in certain processes are the same. So I can say that there has been no change.

(P1, Interview 1)

It did not affect (me). I mean "What is it like to go on a road with them?" "How will we continue?" "How will they do?", it was something like that. This is our job; we will do it. Whether it's here, whether they are here or not, or something else. I am going to do this job. I will teach children something.

(P5, Interview 2)

On the other hand, several participants reflected on how their ideas changed, either positively or negatively. Although the teachers had no information about Syrian children's backgrounds and how to teach them, they searched for ways and strategies to integrate their newcomers into the classroom and provide them with quality education. From the excerpts of the participants, it is clear that at the beginning of the integration of Syrian children, the teachers felt confused and shocked, and they did not know how to conduct their instructional processes. However, they later sought ways to support their students despite the challenges:

I can say that my thoughts about teaching have changed like this. At first, I really approached with such a prejudice or rather, let me say, fearfully, not prejudice. Because I was going to teach a lesson to a person from a different culture for the first time. It was my first time meeting this person. And we never knew what was going to happen. They came suddenly, you know. It was a sudden process. I'm talking about the first time they came. They were put into classes as two or three people. You know, they were astonished, and we were also shocked. We didn't know what to do, we didn't know how to teach. I am speaking for those first students, for example, they never knew a single word of Turkish. Frankly, I made mistakes because we didn't know what to do. And by saying "What can I do for the lesson? I cannot do anything", I left them alone. I am talking about the first year. Then, you realize that something can actually be done. At the very least, they can be included in the lesson little by little. I think it added something to me in this respect, so we just shouldn't leave students to their fate.

(P6, Interview 1)

So first of all, you become ignorant. After that, you slowly get used to it. But it really is you know the saying "fish out of water". Like this everything you know, drops to zero. The things you saw at school, university, the techniques, the classroom management, the teaching to students, the ability to enter the student's life. All of this goes to zero. Why? Because there is no channel. That channel does not exist. It's broken. So imagine you have the internet on your computer. Break that cable that carries the internet, it's done. There is no signal. Really. The signal goes like that. If it comes after that, it is good. But it takes effort for that too.

(P7, Interview 1)

Participants said seeing Syrian children's progress in terms of academic and social inclusion motivated them to teach other learners:

> *So, as I said, I saw that they can learn, too. If the child, the student creates a bond with you, if he/she likes you, if he/she has a little interest in language, and if you, as we see the children once a week in the classroom anyway, if you caress his/her head, ask what he does, look at his/her notebook, book, he/she also sees that he/she is being taken care of, and there becomes a progress. And this, seeing this, is a nice change for me.*
>
> *(P9, Interview 2)*

In addition to the students' success, another participant emphasized the influence of her personality in her aim to reach all children UTP:

> *"No, I don't know how to do it... the class is crowded anyway, they came too, you don't know, they don't know, I can't communicate... you don't have that much time". At that time, there were thirty, thirty-five, forty people in my classes. You feel like it is okay if you don't do anything. But later on, your conscience doesn't leave you, if you have a conscience, it catches you from somewhere. So you get started somehow. When you see it is happening in one person, you say later that you cannot leave the other person. "Let's see if it happens in this one, as well?" You have to look at them all. So you are not only responsible for the student who holds onto you, but for every student sitting there. And you're going to go and grab him/ her. You will check if it works.*
>
> *(P11, Interview 2)*

Unlike the tendency of being motivated to teach children UTP, P4 touched upon a negative idea change on her after starting to teach Syrians. For her, children UTP have behavioral problems which negatively affect the instructional processes. Therefore, her ideas related to teaching children UTP evolved in a negative direction:

> *Sometimes when they have such problems, as I said, I saw the tendency of violence in some students. Of course, it affected me negatively. I had some students who needed a certain psychological help.*
>
> *(P4, Interview 2)*

When teachers' current beliefs related to children UTP were asked, six participants stated their negative beliefs towards Syrian children UTP. The participants said they believe that Syrian children do not know their responsibilities, they do not have any

expectations and motivation, they have behavioral problems, and they create problems in the instructional processes:

> *At school, the students we have the most trouble with are foreign nationals, especially Syrians. I mean they talk less; they are shier and (they are the) students who know less about their responsibilities. I am not saying for all. Most of them are. Those students do not bring their books, they do not bring their notebooks, their homework is not checked by their families. They are more relaxed. There is a bit of a disconnection between us because they never speak in the class.*
>
> *(P2, Interview 1)*

> *Actually, I had no idea or belief. But over time, I saw that we could not teach anything to the students who do not want to learn. So, at first, I didn't have any negative thoughts. But in general, our Syrian children unfortunately do not want to learn. So, we can't teach. We can't do anything if they don't want to. I saw it.*
>
> *(P8, Interview 2)*

Some participants believed that their Syrian learners need attention and love:

> *…sometimes they come and hug, this means that these children need affection, or they feel a lot of things. Suddenly, someone comes and hugs you in an unexpected moment. For us, it is something related to motherhood. In primary school, children come and hug, they ask you something, they tell you something. They say they love you so much. They come so suddenly and hug. I think they also need compassion. Also, it is something like, as they have so many siblings, they do not get (attention). Their need for love is not met. Somethings go on, for those who fall out of the hustle and bustle of life, things like love, respect, they come later. First things are shelter, first things are nutrition. I think those children are also deprived of these.*
>
> *(P5, Interview 2)*

4.1.4. “you became a cat when you were a lion”

The analysis of the interviews illustrated that opportunities and challenges, as well as the relations with other stakeholders in the present context, significantly impact teachers. In this regard, the participants reflected on their context-related experiences by also referring to their communication with colleagues, school administrators, and students.

4.1.4.1. Influence of the Context

When their experiences in the present contexts were asked, it was seen that participants mostly reflected on the opportunities they faced in their current teaching environments. All the participants mentioned that the present context contributed to their personal and professional development. Six participants said their present context and experience teaching primary school children taught them to be more patient. In this regard, P1 stated that working with children in this school contributed to him by saying:

> *I can say that I have developed my patience even more here. At the beginning of my career, I had always worked with older children until coming here. The child (there) asks a question if you answer maybe he/she asks a second one. Yet this school is not like that. Same question, same class, different students, maybe 10 times, 15 times. "Teacher, when does the bell ring?", "We have 10 minutes", "Teacher, will we use a red pen?". When I heard this question 10-15 times in a lesson, I learned to be patient in this school. Being patient is highly important. You need to be a little more patient.*
>
> *(P1, Interview 1)*

Similarly, other participants reflected on the change they saw themselves after starting to teach young learners. For P6, she developed her patience, and her beliefs and ideas evolved. She compared who she was and who she is as:

> *Since I started my career here, I graduated and came here directly without knowing anything about the profession, I developed myself by trial and error. As we are still students, we are still at the beginning of the road. Of course, our current ideas may change a lot in the upcoming years. But most importantly, I learned to be patient a little more. At first, I was the one overreacting to try to control the class by shouting. But now, I realize that I am a little calmer. Rather than shouting them like this, I am trying to control the class by drawing their attention in different directions. I think I have changed.*
>
> *(P6, Interview 2)*

In addition to patience, P10 reflected on how her experiences contributed to her empathizing with children and understanding how they think and learn:

> *… as I said, I worked here, in a primary school for the first time. It is probably the same in other primary schools across the country. It taught me to empathize with how children think, and how they learn.*
>
> *(P10, Interview 1)*

Some participants noted that besides working with young learners, having students from diverse linguistic, cultural, and socioeconomic backgrounds contributed to their personal and professional selves a lot as they learned how to address different individuals. P6 expressed her experience as follows:

> *I mean, at this school, there are different children from different backgrounds. In fact, children come from very different levels in terms of socioeconomic status and cultural aspects. That is why you can better decide how to behave since there are children from different backgrounds.*
>
> *(P6, Interview 1)*

The same experience was shared by P11. She said: "*Of course, you develop a lot. You start to communicate with people from all walks of life. Each time, you feel that you are developing*". She added that working with diverse learners contributed to her as a teacher and a mother:

> *In a similar vein, in here, we have learned how to communicate with Afghan students, students under temporary protection. We have learned to share their challenges. If I were not in this school, as they are most around here, if I were in a school close to my house, there would not be this many children under temporary protection. I could not show them as an example for my kids, I could not say how they try to learn like this.*
>
> *(P11, Interview 2)*

Some participants mentioned that working with children in their current context motivated them to develop new methods and seek opportunities to develop themselves:

> *What did I learn? I learned to develop activities during the lessons. "How should I teach the lesson?", "How should I do it?". (I developed) new methods for vocabulary memorization. I developed my own methods.*
>
> *(P4, Interview 2)*

In a similar vein, P7 stated that as he did not receive any training and did not have prior experience teaching children UTP, this context made him realize his shortcomings which developed him personally and professionally by saying:

> *Of course, it had a positive impact. So sometimes it's nice to know that you don't know anything. In other words, in the past there was a booming P7, and then now there is a silent P7. So, you became a cat when you were a lion. It's nice to see that too. And according to this, (I developed) new methods, new techniques. By saying to myself "Look, there are also points where you can't solve the problems", I searched for different ways. Of course, that is, it affected me perfectly.*
>
> *(P7, Interview 2)*

On the other hand, the participants also reflected on the challenges they faced in their present teaching contexts. It was found that context-related problems impact the instructional procedures, students, and teachers personally and professionally. Five participants indicated that the lack of physical facilities in their present contexts negatively affected their classroom practices and professional development. In School 4, P7 said they did not have a separate class designed for English lessons. Therefore, he could not implement his lessons effectively as he had to prepare his materials earlier and carry them to each class he taught:

> *We don't have a class. For example, in each school I go to, I say "Let's prepare a language laboratory". But unfortunately, this has never been appreciated and never practiced. Not having a classroom is a huge problem. For so many years, I carried my speaker and laptop with me. For so many years! I mean, I took that bag, brought it, took it back, brought it again. However, if I had a classroom, I would decorate that class so well, with a sound system, and a smart board. I think this is our biggest challenge. It really is.*
>
> *(P7, Interview 2)*

In addition to the lack of a separate English class, another context-related physical problem was the lack of technical and technological tools such as smart boards, computers, and speakers. Some teachers indicated that they do not have smart boards in their schools, whereas some others said they had recently had them. This prevented them from integrating all language skills and visualizations in classroom activities, which is necessary for teaching young learners and children UTP. P6 and

P12 revealed the difficulty they faced in teaching English without sufficient technological tools as:

> *We are experiencing some difficulties since the physical conditions are not very sufficient and (it is) technologically insufficient. Because you know that English is something which is based on visual and auditory. We are having some problems with these issues. It is new, new that our smartboards have arrived.*
>
> *(P6, Interview 1)*

> *Also, until this time, I mean, until the last 2-3 months, we did not have a smart board. We were not provided with technological possibilities. In fact, although the school is in the city center, it is a very good school, a very well-established school, but there were not many opportunities. These were also a little difficult for us. Although we have a smart board now, it is connected, but it should have been much earlier. We could watch videos; we could listen to songs from YouTube. I think our lessons would have been much better.*
>
> *(P12, Interview 1)*

Although teachers touched upon the negative effects of the lack of opportunities in the contexts on their instructional processes and themselves as teachers, some participants found it as a means of professional development. For instance, for P6, the lack of technological tools taught her to deal with difficulties more and contributed to her as a teacher:

> *So, it taught me to deal with difficulties. I have worked in this school for 9 years, 9 years with no technological facilities. And now, I think that I can express myself very easily in a school with smart boards. Because I think that if I can teach with phones, tablets, and speakers…, even under difficult conditions, without any smart board, without any visuals; in an environment where there is a smart board, I think I can teach children very well. I think this gave me something very positive. I managed to overcome this in such a difficult environment.*
>
> *(P6, Interview 2)*

Other major contextual challenges found from the analysis of the interviews were related to the problems caused by the neighborhood in the schools located (*f:*2), students' low academic success (*f:*2), and lack of parental involvement (*f:*2). Some teachers said that their schools, despite being in the city center, are located in underdeveloped neighborhoods where low-income groups reside. In this regard, P8 said: "*As I said, our neighborhood is in a region with cheap houses. Since the*

Syrians are generally a group whose financial means are not very good, they rented houses here". Her statements showed that the neighborhood and the socioeconomic limitations have negative influences on the instructional processes, learners, and teachers as they have increased workload:

> *In this region, there are children of people living in financial difficulties. It is necessary to be extremely creative when teaching English to them. There are students who can't get colored cardboard while doing an activity. That's why I have to prepare most of my activities, most of the materials on my own.*
>
> *(P8, Interview 1)*

Similarly, P7 said his school is located in an area with constant migration, which affects all parts of the instructional processes. He mentioned that frequent student changes make it difficult for teachers to manage the classroom, and the school rules are negatively affected by newcomers' different behaviors:

> *Now, our school is like this, in a neighborhood that receives migration. You know, in the neighborhoods that receive migration, constantly a student leaves and a student comes. There is no continuation. For example, we started with x, we started with our x student, with him/her, it doesn't work. Most of the time, our students, we meet our students in the second grade, and he/she doesn't come in the third grade. It's like we meet at two, three, lose him/her at four. There is a constant migration. Naturally, this migration has negative effects. For example, I hear this more from the classroom teachers. Why? Because they have a rule, they have classroom management rules. He says, for example, when a student comes from outside, he comes with all the bad habits from there. "I taught them the habit of raising hands, he (the newcomer) ignores it".*
>
> *(P7, Interview 1)*

P1 added his similar experience: "*It's just because of the environment. It is because the parents are from a slightly lower income group than the parent profile... (we have) some problems with parents*".

Participants also talked about their students' low academic achievement and lack of parental involvement. According to P9, these situations mostly occur with children under temporary protection. She explained the challenges of teaching in a neighborhood where children UTP reside as the following:

> *On the other hand, we have difficulties in communicating with children from these foreign countries who do not speak Turkish, because we cannot reach their families, because we cannot get family support and child support. Apart from that, there are minor problems that can happen in every school…*
>
> *(P9, Interview 1)*

In a different context, School 2, P2 experienced the same issue:

> *Teaching at this school… It is just, we have some classes with a bit lower level. Therefore, it is difficult to be the teacher of the students in that class because the parents…, when you want to take your students to a certain academic level, you sometimes have conflicts with the parents.*
>
> *(P2, Interview 1)*

4.1.4.2. Teachers' Relations

The last sub-theme that emerged from the analysis of the interview data linked to the first research question of the study was teachers' relations with their colleagues, administrators, and students. Also, this sub-theme revealed the influence of these relations on teachers' personal and professional lives and their performances as language teachers. Participants in the study reported both positive and negative relationships with colleagues and administrators in their school contexts. Nine participants reported good relationships with other teachers, while five reported good relationships with school administrators. In this regard, the participants said their relationships with colleagues and administrators positively impact their personal and professional growth. They said they frequently consult with other teachers for instructional materials and teaching strategies and rely on their colleagues and administrators for support in overcoming teaching challenges.

One of them, P6, stated that when she graduated from university, she started teaching in her present context and was not feeling ready to teach students. However, her colleagues, who were more experienced than her, helped P6 develop personally and professionally, creating a family-like community. Her experiences were presented below with two excerpts from her interview as: "*Usually because they're all older than me. Most, not all. Usually, we have a relationship like a brother or sister. And they are very helpful*".

She added:

> *Because when I was first appointed, and came to this school, they helped me a lot. I came here without really knowing anything. And I learned a lot, both in terms of teaching and humanity. So, I am quite satisfied.*
>
> *(P6, Interview 1)*

Similar positive relations were experienced by P2:

> *Our school environment is very nice. You know, we have respect in this school. Our colleagues have created an atmosphere of sincerity since I have been working here for 8 years now. We can share many things with everyone, with friends, like the activities we will do in the lesson or if we have any other problems with our class, our teachers in our school can guide us because they are older than us. They become a guide for us. Therefore, I am very happy to work at this school.*
>
> (P2, Interview 1)

During her interviews, P5 stated that she felt lonely and confused when she started teaching in her present context. However, she stated that after meeting with her colleagues, she felt better as she could find the chance to consult somebody while having difficulties teaching young learners. Initially, she felt insufficient and blamed herself because of the low achievement of the learners, but she felt better after sharing the situation with colleagues and learning more about the learner profile in the present context:

> *At first, I didn't know. My friend, P6, told me that she was having challenging times as the children did not understand her. I came to a class when I first came, it was a class with low achievers…The students did not understand anything, they did not listen to me at all. I was standing in front of them, making an effort to teach, but the students did not understand. Also, they were too slow. Then, my friend said that they were already too slow, they were sleeping in the class, they were writing slowly. You know, seeing that it is not just about me, not related to me. Because you say to yourself "Is it about me?", "Why am I not able to teach them?", "I cannot teach." Then your friends who have already taught that class come and say, and you say "Okay, it's not about me!" because otherwise you feel insufficient.*
>
> *(P5, Interview 2)*

Having positive relations with school administrators was also found to be effective for the teachers. It was seen that teachers need their administrators' help and support, especially while teaching children UTP, as they face various challenges related to classroom management and school rules:

> *As long as we share with them, the administrators do as much as they can. They cannot know everything. As long as we share with them, they support us. They help us with whatever we need to do.*
>
> *(P11, Interview 2)*

On the contrary, some participants shared negative experiences with their colleagues and administrators. Some teachers stated that although they would like to improve their relations with other teachers and consult them while having difficulties in their contexts, they do not get their help. This was reflected to affect them personally and professionally, leading to feelings of loneliness and being challenged. For example, P10 mentioned that as the colleagues in her context did not collaborate much, this led to confusion in the teaching process, as each teacher taught their own lectures differently:

> *Actually, I would like to talk to them. Here, the relations are a bit problematic. We are four people, but we hardly see each other. All of us have a few hours to teach and we teach in different buildings, on different days of the week. The things we must share with each other, the things we must talk about, we do them according to ourselves, individually. For example, I mostly play games with students, they say "I don't play games with students." Actually, we don't communicate much. I told them about this a couple of times, but there was no answer back.*
>
> *(P10, Interview 2)*

Similarly, P7 said that although he wanted to exchange ideas with his colleagues and other English teachers working in the city center, he had never had a sharing community. For him, English teachers, in general, are not interested in sharing their experiences, which has had a negative effect on him as he always wanted to create a community where he could share his experiences and learn from his colleagues. He expressed his feelings about this issue as:

> *Well, unfortunately, we have such a problem especially with English teachers. I mean, when compared to class teachers, we are actually a lot better. But still,*

we do not share information with each other. Unfortunately, we have such a problem. A couple of years ago, we did something, in the year I was appointed, we had a meeting of English teachers, and I went there. It was the place where I was first appointed. I mean, during those days, there was nothing like an internship. There was not something like WhatsApp at that time. I said "Let's open a platform on the computer" for English teachers from all schools in this city. "We can upload information, documents, cut and stick activities". Then, the teachers looked at me. They said, "You think too utopian". I said "Why, why not?". They said "No, sir. What are talking about? How can it be possible?"…… Even in our school right now, we were four people, now we are three. I say to my friends "Friends, now there are WhatsApp groups. Let's upload our work, activities here. Anyone can take it and use it as they want". But we are really, really stingy when it comes to exchanging information.

(P7, Interview 1)

Likewise, another participant shared that due to lack of communication and not receiving enough support from the school administrators made her feel lonely and challenged:

> *Let me talk about myself. I don't think that the administrators support us. When we have a problem with the parents, the school administrators are never there for us. I see this as a great challenge.*
>
> *(P12, Interview 1)*

Lastly, teachers' reflections on their relations with the students were found to be influential on them. Eight teachers stated that they have good relations with all their students regardless of their backgrounds and academic success. However, four participants shared that they have good relationships only with the students interested and participated in their lessons.

Some teachers indicated that the love and affection that they show to the learners affect the students' attitudes and behaviors positively. Similarly, positive feedback from the learners affected teachers' perceptions, beliefs, and attitudes to the students and had an impact on the instructional procedures. In this regard, P3 stated the mutual love and affection for her students by saying: "*I love all of my students. I think that most of them also love their English teachers. It's like a mirror; they reflect what they see, whatever I reflect (to them), they reflect the same to me…*".

Some teachers also shared instances of problems in relationships with their learners, especially with children UTP. It might be related to language barriers and cultural differences. For instance, P2 stated that even if she wanted to reach all the students, sometimes she failed as some of the children UTP were not interested in the instructional processes:

> *It continues as it is with the students who participate. Because they learned Turkish, they participate in the lessons and do their homework. The others, on the other hand, as they do not bring their materials, and books, keep quiet all the time. No matter how much I try to integrate them, they are not interested. In general, they are quiet, they sit and go like that.*
>
> *(P2, Interview 1)*

Excerpts from different participants showed that teachers' experiences and challenges in the teaching environments as well as their relations with their colleagues and students have significant influences on teachers both personally and professionally. Language teachers reported that while contextual opportunities increased their productivity and motivation for professional development and instructional diversification, context-related challenges restricted their teaching abilities and classroom practices. However, there were also examples in which challenges contributed to the teachers seeking alternatives to overcome the obstacles. Furthermore, teachers emphasized the importance of having good relationships with colleagues and students. They expressed that they felt lonely, confused and challenged when they did not receive support from their colleagues and administrators by highlighting the importance of creating a sharing community.

4.2. How do English language teachers reflect on teaching Syrian children under temporary protection in Turkey?

Two themes emerged from the analysis in line with this research question: (1) language teaching experiences, (2) language teachers' needs, suggestions, and expectations.

4.2.1. Language teaching experiences

This theme emerged from language teachers' reflections on their teaching practices for children under temporary protection. Under this theme, challenges and opportunities to teach children UTP, different instructional techniques, methods, and approaches used by the teachers, the influence of the family on students' education, and changes in children UTP's integration from past to present are illustrated.

4.2.1.1. Challenges to teach English to children UTP

While teaching children under temporary protection, language teachers faced various challenges. Below, in Table 9, challenges faced by language teachers while teaching children UTP are presented.

Table 9.
Challenges Teachers Face While Teaching Children UTP

Challenges	Frequency
No family support	12
Attendance	8
Trauma	4
Policies	7
Economic	10
Materials	10
Discrimination	7
Behavior	12
Age	9
Academic	9
Participation	9
Language	12
Cultural differences	11

When the excerpts and the codes were analyzed, it was found that language teachers often encounter challenges such as language-related problems, receiving no family support, and behavioral problems while teaching English to children UTP.

Language-related problems are regarded as the basis of all the challenges teachers faced when teaching children UTP, as all the participants repeatedly mentioned

language and communication restrictions and how they were linked to other challenges. Teachers indicated that as they did not share a common language with their learners and parents, it was more challenging for them to support their learners, provide them with quality instruction and include parents in the educational procedures. Teachers indicated that these challenges affected their motivation negatively and disrupted the instructional procedures. In this regard, P3 faced communication issues with her students and their parents. As she had to explain some topics and exercises in Turkish for the learners to understand, she struggled to find a way to integrate children UTP, which resulted in the students losing interest in the lessons and affecting her motivation:

> *Now we can't cooperate with the parents. This is a big problem. When we can't explain everything, we want to do or want to say in English, we can sometimes make explanations in our mother tongue in the classroom. Because the pictures and things in the book are sometimes not enough to understand what to do there (in the activity). Since they don't know Turkish, we cannot explain it in Turkish either. However, some things can be done by showing. Well, if the student's motivation is low, as I said, it also affects my motivation.*
>
> *(P3, Interview 1)*

Similarly, P5 shared her challenging experiences as the following:

> *For example, there is someone around us, people do not see or hear, but you are constantly trying to teach him/her something, to show something. So, you can't do anything, so you can't succeed. Language is like that, you know, it's a functional thing. As they learned it, Turkish, and some of them started to learn it... The first years were more difficult.*
>
> *(P5, Interview 1)*

P12 stated that children UTP deliberately refused to learn and speak Turkish and did not want to communicate with her. In such a situation, she had to provide individualized instructions to the students by paying closer attention to them. However, this brought other challenges as Turkish students were left alone during class time, and she could not accomplish the classroom management:

> *Because they always speak in their own language. He/She also refuses to speak Turkish. In fact, there is no communication, no common language. We*

are unable to communicate. This inevitably disrupts the classroom climate. It breaks my authority. It causes me to leave the rest of the class and take care of them. That's also a problem.

(P12, Interview 2)

Also, teachers indicated that the lack of communication resulting from learners' low Turkish language proficiency levels decreased children UTP's chances for expressing themselves and sharing their needs and ideas. According to the teachers, this situation led children UTP to show more aggressive behaviors, become more silent and uninterested in the lesson, face discrimination from their teachers and peers, get lonely, and eventually drop out of school. P6 stated that when the children UTP do not know Turkish well, they are excluded by their peers, which causes them to create groupings with other refugee background learners:

Frankly, let me tell you this, there are groupings with their own groups. Because there are groupings, Turkish students exclude them. Thus, conflicts begin among each other. He/She becomes aggressive as he/she cannot express himself/herself. He/She gets more aggressive as the child cannot explain what he/she wants to say. When the other party does not understand, they have huge problems with peers. Actually, this varies from class to class, though. Not every class is like this. I can say in some classes, it is like this.

(P6, Interview 1)

P1 proposed that once language and communication problems were solved, there would be no barriers to the academic success of children UTP. He added that in the education of children UTP, the focus should be primarily on their Turkish language learning and ways of adapting to Turkish culture and school contexts:

Let me categorize it this way. If the child... ...has enough language to understand what is being said... ...there is no difference from our Turkish students. But as I say, being able to express oneself.....because when he/she can't express himself/herself, when the child doesn't understand... ...after a point, as he/she has a little patience, a little patience left, and this child gets bored. That's why I say even before... ...teaching a (foreign) language, their proper adaptation should be managed…After all, they live in Turkey. They have to be given (taught) the mother tongue, Turkish, somehow. The child should have a minimum of understanding.

(P1, Interview 1)

Likewise, P6 stated that when her learners know Turkish, she can communicate with them easily and teach her lessons better:

> *We do not have any problems with children who come from Syria but speak Turkish. At least if we can get along, I try to include him/her in the lesson more. But the child who comes without knowing the language cannot express himself/herself. I can't understand him/her as I don't know Arabic. He/She can't understand me as he/she doesn't know either Turkish or English. So, we have a disconnection. It's a very difficult process, for both sides.*
>
> *(P6, Interview 1)*

Some teachers stated that the children UTP who adapted to the new environment and improved their Turkish language skills developed better communication with their peers and teachers. This situation was found to significantly impact their social and academic lives by strengthening inclusion and allowing the instructional procedures to be implemented smoothly.

Another frequently referred challenge, receiving no family support (*f:*12), left the teachers alone in their journeys to educate children under temporary protection. Teachers often could not contact their students' parents and had to handle any issues that arose on their own, even in urgent situations. All the participants stated that children UTP's parents did not attend the parent-teacher meetings, and most of the time, they were not reached even during emergencies:

> *To one of our students, a student under temporary protection, harmed (one of our student's) eye. We had to reach his family. At that time, the incident was reported to the police, they went to the hospital and so on. The family couldn't be reached because the phone number written was wrong. I don't know how it is written in Syria. I guess they don't know Turkish well either. It's misspelled, we were calling them, we were trying to find them, but they couldn't be reached. The incident was reported to the police, we had to reach him/her, we needed to reach the parent, we could not reach him/her in any way. Then, we found a Turkish neighbor. The neighbor went and told him/her. As I already said, most of them always have a little baby. Usually, every family has one. They are usually very crowded. Because of that he/she can't leave the baby anyway. There are so many kids already. You find it very difficult to reach his family. Except for one or two, I've been here for so many years, over five years, except for two good students, two good parents, I couldn't see a parent of any of the Syrian students, I couldn't see that they take care of their children, I couldn't see anything.*
>
> *(P12, Interview 1)*

Some teachers stated that even if they could reach the refugee parents, they could not communicate with them due to language barriers or cultural differences:

I don't remember seeing them too much at parent meetings. There was not much participation. For example, there are some of them who write in the group. There is someone in the group. He/She writes to Google Translate or something. There, we answer whatever he asks, as far as we understand. It's obvious from what they write that there are some adaptation problems. But we answer as best we can.

(P4, Interview 1)

Here it is a little more challenging. Especially the parents of the students under temporary protection... like... ...especially those in this school, maybe those in other schools may be a little different, but... ...(here, they are) a little more conservative, conservative... so you don't have much of a relationship. In fact, since you can't establish a relationship... except for one or two students... ...you don't usually have such a dialogue with their families. They aren't coming. We cannot reach them. When we call, when there is a problem... they don't do anything, they don't respond…

(P1, Interview 1)

Although the teachers thought they were left alone in the instructional procedures and challenged due to the lack of parental involvement, they empathized with the Syrian parents. According to the teachers, the problems the families face in their daily lives, such as economic challenges, employment issues, and struggle to adapt to a new environment, form the major restrictions behind their reasons for lack of involvement in their children's educational processes. For instance, P7 said that as the parents had other problems to deal with in their lives, he tried to solve all the issues with his students. However, sometimes he had to charge the students to take on the role of translator and message carrier between their family and school:

There are good ones, and there are bad ones. I mean, we always come to the same place. There is no problem in our dialogue. But more often we already communicate with children rather than parents. I mean, they are the intermediaries, the translators, whatever you call them as. That way we have more communication. Because parents are further away from learning Turkish, unfortunately. Also, it is a little difficult, of course. Unfortunately, after a certain age, nothing happens. There are those who know very well. There are those who learn very well. How should I say? It is something like, if we should say a percentage, seventy percent is more negative, unfortunately, more negative. Because there is something like this, you have left your country, you went to another country, you have adaptation problems, you have other problems, you cannot find a house, you can't settle in or things like that. Their minds are full of ideas. They are already busy with many other things. When they leave the child, they seem to have left a burden. Then, they leave and try to solve the other problems in their own

lives. At that point, I don't say much to them anyway, I don't mind. They have big problems. In other words, they leave the child as I said. They leave them at the door. They never even look back. They go to solve problems in their own lives. That's why we have more dialogue with the children than with our Syrian children's or foreign children's parents. As I said, there are many negative points with parents. Unfortunately, a lot. It is also normal. I cannot say anything.

(P7, Interview 1)

Another highlighted challenge by all the participants was learners' behavioral problems. All teachers said that some children UTP have a tendency of displaying unfavorable behaviors such as disobeying the school rules, showing violence against other students, aggression, grouping with other children UTP, stealing, and swearing. All the teachers said that this issue affected the whole instructional procedures, the relations between the peers and their teachers and caused struggles for the language teachers:

It is not only in terms of lessons, there are many behavioral problems. Frankly, we also experience such problems as fighting, getting together during breaks and hitting other children and opposing them.

(P8, Interview 1)

Likewise, for P10, children UTP's aggressive behaviors resulting from their past experiences disrupted the school environment significantly:

With their peers, I don't know, because of the effect of the war, they were ill-tempered. Especially last year, when I was on duty in the garden or when we were going out as a class, (they were saying) "My teacher, he/she is pushing us", "My teacher, he/she is hitting us". I wonder if it's because they feel left out. I say to the children, "Integrate them into your games, take them near you". But I also see what they are doing. They see hitting as a show of strength and I think they feel so strong in that way. Because we have been through these events a lot. There are still people (parents) who do things because of this, there are those who complain, there are the parents who come and complain about it. So, they have an unnecessary irritability on them.

(P10, Interview 1)

Another aspect linked to the effect of past experiences on children UTP was trauma (*f:*4). Although some teachers believed that children UTP started getting used to the

context and culture, some participants still reflected the effect of the traumatic experiences on their students:

> *So, I just did a fire drill at school. This has affected me a lot there. At that moment, I got really upset when I saw that a student was terrified, he/she started crying and saying, "They will come to us again" because of the sound of fire (alarm), and "Bombs will explode on us", I was very upset as the student felt the same emotions again. Really, how bad it is for someone to go through something like a war. What a bad effect it has on these children. I mean, at that moment, he/ she cried so much, the thought of "They are going to kill us" really affected me.*
>
> *(P2, Interview 1)*

Additionally, teachers (*f*:10) stated that refugee families have economic challenges which negatively impact their children's academic involvement and success. Due to financial constraints, the students could not buy the needed materials and stationery supplies and reach the internet. Also, as parents were always busy, they did not have time to help their learners with homework:

> *Here I think their stationery supplies are missing. Since they don't have internet at home, they don't have a chance to connect to the internet like their peers, or like their parents to support them, let's watch this video, let's do this exercise. Their chance to practice is missing.*
>
> *(P3, Interview 2)*

Some teachers said although their students have the needed materials, they did not bring them into the classroom and preferred not to participate in the activities:

> *In fact, they already have notebooks and books, which we call materials. You know, maybe if there was an English class, we could have posters and flash cards for each unit. They wouldn't need to take them by themselves. But as I say, not every word has a flash card. For example, we prepare word cards ourselves, mostly with children. I say "Let's cut the colored cardboards in circles and write the words, write their Turkish behind and study". But we have children who don't even do that. Most of them don't even bring books, notebooks.*
>
> *(P8, Interview 2)*

Teachers were challenged when students did not come prepared with their materials and did not participate in classroom activities. In this regard, P3 stated that when her

students did not bring their materials, in order to conduct her lessons successfully, she asked their peers to share the materials, or sometimes she bought the stationaries for her those students:

> *If I have ten Syrian students, two of them have notebooks, books and pencils, but eight of them do not have crayons or scissors. In order to make English more fun, as smartboards are also new, I bring more photocopied activities. Those kids stay a little bit like if we have commonly used materials in the class, we use them. Or I say "Let's share with our friend". So that they can do too. I give gifts to some of them in my own way. I say "Use it". But it happens that we cannot reach all of them.*
>
> *(P3, Interview 1)*

A major problem stated under the category of economic challenge was child labor. Most teachers said that children UTP work in various jobs outside of school. Therefore, they always feel tired and sleepy during class time and have problems attending school regularly. Additionally, working out of school negatively affected their psychological well-being and behaviors. According to teachers, instead of sending the children to school, parents of children UTP encouraged their kids to work, which affected the whole schooling process:

> *They (The parents) don't care about the kids. If we can keep the kid here during school hours, it is good. As soon as he goes out, they take the child and make him work. They give him a handkerchief, socks, there were such families like that. Unfortunately, the child is tired in class, always tired. He always puts his head on the desk. Why? He starts working the moment he leaves school. His family behaves that way. Unfortunately, we can't do anything, it is their own children, their own choices.*
>
> *(P3, Interview 1)*

P3 continued to express the situation of her learners as the following:

> *My child (student), who was selling handkerchiefs after school, didn't even know Turkish. He wanted to study Turkish in his English class as his teacher had given him such an assignment, yeah. Even while he was doing it, the boy couldn't do it from exhaustion. If there is an enjoyable game in the meantime, if it catches his interest, which is really rare, he joins. Of course, I feel sad when that happens. Yes, he falls behind his peers, and no child deserves it.*
>
> *(P3, Interview 1)*

Similar situation was experienced by other teachers. It was seen that when children UTP work outside the school, it affects their personality, behaviors, psychology, and academic life. P9 touched upon the negative effects of working on children's psychological and academic development as the following:

> *It affects their development very badly. Children are falling behind (their peers), they cannot get an education. Or if they come to school one day, they go around for three days (they don't come to school). In other words, apart from academia, it affects them negatively psychologically, and it also affects them morally. For instance, suddenly, my husband took a photo of a child and brought it to me by saying "Isn't this child in your school?" He was in the cafe, the people in the cafe were 20-30-40 years old. He (the child) was sitting among men. You know, he went there to sell something and sat down. They were chatting there. Maybe something unpleasant could happen there, as well. That's why this affects children so badly.*
>
> *(P9, Interview 2)*

Besides the mentioned aspects, some teachers indicated that children UTP do not do their homework and revise what they have learned at school. In some cases, these learners eventually drop out of school:

> *For example, our students work out of the school. Yes. I know that our 4th grade children, who are older than their classmates, work. There was one last year. He was very good, his English. But after the class, he was working in industry with his father. Since he was in the 4th grade, he had a lot to learn. Since the child does not study, as there is nothing like revision at home, gradually, he stayed away from the lessons. Unfortunately, our child did not come to school after that.*
>
> *(P8, Interview 1)*

As stated above, school dropouts were commonly encountered by participants, mainly due to child labor. However, other reasons behind it were unclear to the teachers. It was understood from the participants' excerpts that the lack of parental involvement and the lack of background knowledge about children UTP caused the schools to lose track of observing learners' attendance and their reasons behind school dropouts:

> *But they always don't come. They are going to Syria. Or they are moving their houses. I don't know. For example, there are students who have come (to school) for a month in the first semester since the schools opened, but did*

not come in the following, and started coming back again now. There is a student I saw for the first time this week in the second semester who came to school for one month in the first semester. They give so many breaks. What's going on in between, I don't know either.

(P10, Interview 1)

P11 stated that as children UTP did not regularly attend the lessons, and the school and the classroom teachers were not informed about the reasons behind this; she had to grade a student whom she had never seen before:

There are also some that don't continue coming (to school). For example, when I grade (the students), I sometimes ask his/her teacher like "Who is this this?", even if it is few, but I have seen it a few times.

(P11, Interview 2)

Since the teachers did not know the reasons behind the dropouts, they formulated their own conjectures. According to P9, children UTP might be leaving the school due to not being accepted by their Turkish peers because of the lack of communication and children UTP's behavioral problems and their failure in the adaptation process:

Reasons for absenteeism… Now, you know, absenteeism has been left to students during this pandemic. After the earthquake, it was left to the students again. Almost all families, that is, most families who do not intend to educate (their children), take the child directly (from the school). Because I see children selling chocolate in the market, I see them polishing shoes or doing other things. Some are like this. It is said that some of them returned to their country after this, especially after the earthquake. I think 60-60 thousand Syrians have returned, but we still have them registered here. So maybe there is something in between that hasn't been resolved. Although it (the student) appears on the list. Some of them probably don't want to come to school, the kids who don't accept it, who fight all the time. Children who could not get themselves accepted in the classroom or accepted in the school do not want to come.

(P9, Interview 1)

The participants said children UTP were not accepted by other students and faced discriminatory actions from their peers and teachers due to various reasons. It was found that children UTP's behavioral problems, grouping with other refugee background learners, the lack of communication due to not sharing a common

language, refusing to speak Turkish, and cultural differences form the significant reasons for this act:

> *Unfortunately, most of them have serious problems. They always speak in their own language. In fact, they even speak their own language during breaks. They do not speak Turkish, which inevitably causes our Turkish students to exclude them. Also, because they are mostly not positive in their relations with their peers, because they cause problems, sometimes this can be either stealing an eraser or pencil or hitting a friend, hitting hard. That's why, Turkish students do not accept them, unfortunately. To be frank, there is a marginalization.*
>
> *(P12, Interview 1)*

Furthermore, some participants highlighted that teachers' beliefs, ideas, and behaviors significantly impact Turkish students' attitudes towards their Syrian peers. For the participants, primary school teachers greatly influenced learners' identity development, including their beliefs and ideas, and the students reflected their class teachers' actions. Teachers' discriminatory actions against children UTP led Turkish children to imitate their teachers and increase their discriminatory acts against their peers. Also, as children UTP became aware of the discrimination, they kept quiet and showed no interest in the lessons:

> *There are some students who have different situations with their classroom teachers and are constantly ignored as they are not participating in the lesson. He/She never tries to understand what is taught in the class. When the teacher ignores him/her, the child develops the same behavior for English. "Somehow this teacher will ignore me, I will pretend like I am not here". he/she says. But if the teacher did not separate him from the others, if he treated all of them equally, the child expects the same thing in my lesson, saying that this time, the child says, "The English teacher will also treat me equally" and he/she expects the same from my lesson, too. This situation seems a little bit dependent on people.*
>
> *(P3, Interview 1)*

Another problem that emerged from the analysis was the academic challenges of children UTP. Teachers said that students' uninterest in school and lessons, the lack of practice and revision, not doing homework, literacy-related issues, and problems related to differences between Turkish and Arabic alphabets greatly impact students' academic success:

Now, we are having a little difficulty because they do not bring books, notebooks and materials. Secondly, they do not listen to the lecture persistently. They don't want to listen. I'm also having a difficulty here, but the real challenge is... I'm teaching here, in the meantime, he/she goes (home) and never repeats it. When there is no repetition in the house, whatever he/she learned here remains here, he/she forgets it and it is gone. Yes, there is something in the background, okay, he/she knows how to count, he/she knows the colors, but English is not just about that. He/She needs to learn other things. We cannot teach those new things. Whatever he/she learned (in the past), it stays. Unfortunately, for four years, we teach English here for three years. Most of what we taught in three years is forgotten. Whatever he/she has learned in preschool remains. But a lot is being taught. It's almost like we're teaching "do" "does" until they graduate in these four years. We have such a good curriculum, but most of them do not know it unfortunately.

(P12, Interview 1)

Since most of them are illiterate, they read other things, texts, syllable books in the corner. Or they chat. This is how they spend their time during the lessons.

(P5, Interview 1)

We are having a lot of trouble with the alphabet. For example, they use the Arabic alphabet. That's why this alphabet is a big problem for them when they are learning English or Turkish. That's why they have a big problem in writing. For example, that's why in third grade, the only thing I want from them is to at least copy the board onto the notebook in the same way, practice writing the letters. Otherwise, we can't do much more than that.

(P6, Interview 1)

For P8, most of the children UTP showed no interest in the lessons. She said that although some students learned how to read and write as they did not know the Turkish language well, they could not become successful:

But most of them are quiet, they sit during the lesson, they bring books and notebooks, but they have nothing to do with the lesson. I mean, with most of the students, they always learn to read and write until the fourth grade. In other words, they have problems with reading and writing. Yeah. We even had a girl in second grade this year. The girl came in the first grade, learned how to read and write. Her teacher gives an example, he says "H-A-I-R", "hair". He asks, "What does hair mean, my girl?" but she doesn't know. After a while, she doesn't participate in the lesson either. I mean, she is totally leaving the course. They do not want to learn the language too much. They mostly play with Syrian children during the breaks. They don't want to join the Turks too much because they are too many in our school. We have such a problem.

(P8, Interview 1)

Participants also stated that there are policy-related matters in the educational processes of children UTP. It was found from the analysis that there are no clearly specified policies related to the learners, their backgrounds, and their current status. The lack of information on learners' backgrounds, academic histories, families, and specific policies related to their status, along with no criteria for school registration, classroom arrangements, and students' failure or upgrading, as well as the absence of materials and curriculum prepared for refugee students, were the noteworthy policy-related issues faced by teachers when teaching English to children UTP:

> *For example, the child comes directly to 4th grade. I mean, he/she comes directly to 2nd grade. Wherever he comes from, or he/she may or may not be enrolled in another school. Maybe he/she is a newcomer, I don't know if he/she has attended the 2nd grade or if he/she is at the 3rd grade, I don't know.*
>
> *(P11, Interview 2)*

> *That's how it is, kids aren't very successful. Also, when they are successful, we write something, what was I going to say? We write "It should be improved", but then, they are not good again. After that, that semester passes like that, even though there is not much development in the second semester, in a way they pass, because this is valid for both our children and all of them, for example, even when the student comes to school for one day, the child does not fail the class, or with the parent's approval (they pass), because they will fail the other way. That's how the years go by.*
>
> *(P5, Interview 2)*

An essential aspect under the category of policy-related issues was the age problem. 9 participants said that there are children UTP who attended school earlier or later than the average school-going age. It was understood from the excerpts that families send their children to school earlier so that they can attend with their older relatives and feel protected. Also, some students attend school later due to various reasons, including disruptive schooling and migration. Teachers said this problem negatively impacted their integration, peer acceptance, and learning as children UTP show behavioral problems by swearing and showing aggression towards younger students. It also affected teachers' classroom management, classroom practices, and building successful relationships with the learners. Regarding this matter, P12 shared her experiences and ideas about the possible reasons behind children UTP's late registration.

Below, P12 said that in Turkey, K-12 education is mandatory, and families who do not enroll their children in school are penalized. For her, although the Syrian families initially rejected sending their kids to school, once they were fined, they coercively registered their children to the schools; that was why there are children UTP who attended the school later than they should:

> *Yes, yes. For example, at the age of 7, at the age of 10, he started school at the age of 10. The family is so uninterested that they didn't send him to school. They are probably sending him because they were fined. Since he is 10 years old, there is also peer bullying this time. Of course, there is also serious peer bullying. Peer bullying is done because he is huge and bigger than them. As I told you, he's cursing during the lesson, I don't understand, there was one merciful guy, he does the same to his friends too. That merciful student says, "He swears at you, didn't you understand it?". There is also peer bullying. It is obvious. Yes, most of them are older or something.*
>
> *(P12, Interview 2)*

However, opposite ideas were also found by some teachers. According to them, although this age gap negatively affected the peer acceptance and school adaptation of children UTP, it might be good for their academic success:

> *For example, right now there is a student from the class I just left… there is a student who is older. When he is older, his perception is further ahead, he gets distracted more quickly. I can say that he is in the same level as our students. His Turkish is also good, but his being older affects his situation, in a way, in terms of perception. But they are not excluded from other children in terms of communication. He is big, so there is another one in the other building, she looks like a mother next to her friends. She is almost 14 years old. During the breaks, one of our teachers thought she was a parent when he first saw her, but they are our students.*
>
> *(P10, Interview 2)*

4.2.1.2. Opportunities to teach English to children UTP

Although the teachers mostly shared the challenges, there were also some positive aspects experienced by the teachers when teaching English to children UTP. These are illustrated as the opportunities the teachers find while teaching children UTP in Table 10. According to the teachers, children UTP's successful academic

background, knowing more than one language, and language aptitude formed the opportunities as these aspects made the teaching process easier for the teachers.

Table 10.
Opportunities Teachers Find While Teaching Children UTP

Opportunities	Frequency
Successful academic background	6
Knowing more than one language	5
Language aptitude	9

Six teachers stated that learners' previous academic background affected their success in English language learning and provided a smoother instructional procedure for the teachers. It was found that when children UTP received education in their home country before they migrated to Turkey, they had basic literacy skills and knew some nouns in the English language. Therefore, their academic success and proficiency in the English language were better than the rest of the class:

> *We get along really well with some of them. Because they have learned English in their own country. I don't know, they are very good. They get it right away. I don't see much trouble, especially in the students we take from the lower classes. This year, for example, I have one among my second graders. There are four. All four are really good. And I think it's because of this. Since they have been in Turkey for a long time, they have adapted a little more. But when I came to this school seven years ago, I think about my students then and now. I had more difficulty then. The more they learn a language, the more they adapt to us, the more we adapt to their presence, the more comfortable we become. But other than that, of course, we have difficulties.*
>
> *(P9, Interview 1)*

> *Now, if there is a basis, which I saw as well, for example, in Syria, her mother was an English teacher. They really do amazingly well in class. There are those -th sounds that need to be pronounced from your teeth. The girl did it even better than me. She had already learned it when she was little. The mother was also an English teacher there. For example, she pronounced the words, the -th words which should be pronounced with teeth better than me and her mom came and asked. She said, "It should be pronounced like this". We also write the pronunciations (of the words). That's how the word is written, that's how it's pronounced. Generally, the parents of Turkish students pronounce them as I write. But she says "You make them pronounce like this", "You say -t, but it is not pronounced like this" and something like that.*

"Shouldn't that -th sound come from the teeth!", her mother scolded me once like that. I said "You are right, but when we teach Turkish students, we don't do that". Seriously, if there is some basis, in some of them there is. But I speak for the majority. It is very difficult to teach because they come without a background. But they have an advantage because they are bilingual, and sometimes they may have learned numbers, colors, and basic English before the Turks. Almost half of them know these. I mean, he/she knows how to count, he/she knows the colors. They know the things they need to know, "What's your name?", they come by already knowing this. This is actually something good.

(P12, Interview 1)

P2 noted that besides her learners' own academic background, Syrian parents' support, educational level, and knowing the English language were important contributors to their children UTP's success:

So, I find them a bit better in terms of pronunciation since they are from different languages. Because they can pronounce the words more easily. If they are older, their father already knows a little bit of English. They are teaching them. In their country, they have a little more apt towards English. They are better. But if he/she is younger, if he/she has learned (English) here for the first time, they don't study hard. So, if they learned some English in Syria, they tend to be quicker. That is, because children or their families are at least interested, because they are children. Now, the family also follows the homework we assign to them, (the family follows) whether he/she does the homework, he/she learns or not. It is easier to learn when they do the homework, we give them. But, for example, we can't get any feedback from students who never speak or never attend the lesson.

(P2, Interview 1)

Additionally, five participants said that knowing more than one language created ease for teachers while teaching English to children UTP as they think being multilingual contributes to learners' success in learning a new language. For instance, although P3 accepted the individual differences among the learners, together with being multilingual, having an apt, and learning English at a young age contributed to children UTP's success in acquiring the English language easily:

I mean, as I said, generally, for English, they have an apt. They are learning a new language, Turkish in addition to Arabic, huh huh. And because it's before puberty, it's easy for them to acquire a second language. Of course, there are those who are the opposite, unfortunately, it depends on the people.

(P3, Interview 1)

P7 agreed that teaching English to children UTP was easier, and these learners succeeded better than their peers as they are multilingual. Also, he thought that as they started living in Turkey, they easily learned the Turkish language, as for him, language can be best learned in an inner circle country. Then, he added that as the learners could improve their Turkish language skills and already knew Arabic, they could quickly learn another language, English:

> *Ease to (teach them)? As I just said, now they are in our country, and they are trying to learn the Turkish language. People who are trying to learn the Turkish language, or I mean, people who try to learn a language, have an easier time learning a different language. Why? Because as we crawl although we are the graduates of English (department), we have to go to England or America…. Seriously, a language can be learned where it is lived, where it comes to life. It really is. Now that it is easier for them to learn Turkish. And this thing happens with all of us, they say "How quickly they learned?" Of course, they did, why? Because you live. He/She has to communicate with you. There is this obligation. I think that the fact that they have to learn Turkish makes it easier for them to learn English. And we also have very successful students.*
>
> *(P7, Interview 1)*

Lastly, it was seen that the teachers found teaching English to children UTP easy thanks to the students' language aptitude. The majority of the participants (*f:*9) reflected that learners' aptitude made it easier for them to learn a new language, and it was stated to be easier and more comfortable for the participants to teach English to some children UTP. Additionally, teachers said their learners' success, motivation, attitudes towards school and English lessons, and enthusiasm to improve their English language skills positively impact the instructional processes. Also, it was specified that these aspects form the greatest motivation for the teachers when teaching English to children UTP.

P3 shared that although she did not know the reason behind the success of children UTP in learning English, she attributed it to their aptitude and enthusiasm. She thought that learners' success and feeling of accomplishment contributed to their confidence, willingness, and motivation to learn more:

> *There is an aptitude for the language, some of them are really enthusiastic. They come by knowing the numbers and colors better than their peers, let me talk about the second grade. I don't know whether they come by watching it at home, but the child has something like "I know this". As he/she knows, he/she likes to do activities and play games more. He/She becomes more enthusiastic.*
>
> *(P3, Interview 1)*

Similarly, P9 also referred to her learners' language aptitude and their ability to learn the English language. She said their ability is a lot more evident in their pronunciation skills as the following:

> *What are the opportunities? I noticed that some of them have the language apt. As I told you, their pronunciation is good. Their pronunciation is really good. Those who are interested speak really well. So, I think they have language aptitude for pronunciation. I think most of them have language aptitude if they study, of course, if they try. I think these are the opportunities.*
>
> *(P9, Interview 1)*

Another participant, P10, said both the academic background and learners' language aptitude might be reasons behind their success. However, as the learners did not bring their materials to the class, did not participate in the activities, and did not come to school regularly, they could not develop their abilities. Therefore, this situation affected their academic life and the teaching of the teachers negatively:

> *As I said, they have language aptitude. From what age do they learn English courses there, or from which school they come from?, I mean maybe there is a private school system there, among those who came here. I think some of that basis, background exists. For example, English is taught in kindergartens, as well. I wonder if some of them came from such an environment. I don't have a hard time teaching English. They are trying to do things quickly. I think they grasp the language more quickly, but as I said, because they don't come all the time. For example, I see (him/her) in one lesson, then a month passes. I see him/her again in another lesson. And they don't bring any books when they come. But the books are already given by us to the children. They don't bring. They cannot get into a regular system.*
>
> *(P10, Interview 1)*

Another teacher said that although there were gaps in terms of proficiency levels between his Turkish and Syrian learners, as the latter arrived later and had disruptive schooling experiences, their aptitude helped close this gap quickly:

So, at this point, there is a level difference, of course, if a student comes from Syria to the 4th grade (directly), there is a difference. Why? Because you taught your own students in the 2nd grade, you taught (them) in the 3rd grade, you will teach in 4th grade. But that student has just arrived from Syria and he/she will learn English in your class for the first time. Well, of course there will be a challenge here. There will be differences, of course, the level difference will be too much. But Syrians also have such a talent. They have the ability for language (learning). They have language aptitude. Most of them are able to close the level gap. They can really close the gap.

(P7, Interview 2)

4.2.1.3. Different approaches to teaching English to children UTP

Another sub-theme identified from the excerpts of the participants was different instructional techniques, methods, and approaches employed by the teachers. This aspect also included teachers' strategies for lesson planning and evaluation for their lectures.

In the first step, language teachers' lesson planning strategies when teaching English to children UTP were investigated. It was found that six teachers stated that they did not prepare or use a different lesson plan specifically designed for children UTP. On the contrary, when teachers' excerpts were analyzed closely, it was found that 8 teachers indicated planning their lessons according to the proficiency level and academic abilities of children UTP. This might mean that although the teachers did not have a ready plan specific for children UTP, they paid attention to these aspects during their classroom practices. Teachers who planned lessons based on children UTP stated that they prepared a simpler, clearer, and more understandable lesson plan with fewer words and summaries for their students.

P6 said that she planned her lessons by paying attention to individual needs and abilities. For her, as some Syrian learners were at the same English proficiency level as their Turkish peers, she used the same existing plan for all the students in the class. However, she eliminated some of the objectives and planned a simpler lesson for those with lower academic success:

> *Sometimes those who have taken English lessons in their own country and come here and do it (English) much better than the Turks. These are exceptions, of course, but there are some very good ones. I apply them the same program as normal Turks. In the previous years, they were gathered in one classroom. Of course, they are in every class, but most were in one class. For example, the same program has never been implemented with that class as other classes. If there were 10 words that they had to learn, I was teaching 5 words to the other class, but the words they might encounter the most. Instead of doing the exercises in these texts, I try to teach things with songs and games.*
>
> *(P6, Interview 2)*

Similarly, P1 planned his lessons by paying attention to the needs of his learners. He shared that children UTP and their Turkish peers who are low achievers need extra time and individual guidance. Therefore, he spared some time for these learners to explain the subject clearly and check for their understanding:

> *I definitely pay attention to the planning of the process. Because in the classroom where there are students under temporary protection, I dedicate a five-minute special to those children. Our lessons are 40- 35 minutes. I definitely leave my 5 minutes for Syrian students, students with a slightly lower success rate and intermediate level, and Syrian students, after I complete the activities in the lesson. I go and sit next to them. I definitely spare those five minutes for that planning. It takes five minutes, I sit next to the children. I teach individually, I teach it one-on-one, or I ask them to come to my desk. Let's see Ali, Ayşe, Ahmet, whatever, come. I ask a question, if it's likely that they cannot do it, I teach them individually. I always pay attention to the planning of these in class. Especially if there is such a student, and I'm sure there are in every class.*
>
> *(P1, Interview 2)*

Two participants said that they use an individualized education program, a specialized instruction program prepared for inclusive learners. Teachers stated they have inclusive learners in their classrooms with minor mental retardation or learning disabilities. Thus, they created more straightforward and concise plans for these students, which they also use for children UTP due to their lower academic achievement. One of the language teachers who use the Individualized Educational Plan (IEP) for children UTP explained her method by saying: "*As I apply the IEP plan, I also apply the activities of the students to whom I apply the IEP plan, if necessary, according to their level*".

During their instructional processes, the participants reflected that they use various approaches, techniques, and methods to teach English to children UTP. Below, in Table 11, they are presented with the frequencies.

Table 11.
Different Approaches to Teaching English to Children UTP

Different Approaches	Frequency
Games	9
Listening	9
Visuals/Visualization	9
Using L1	3
Individualized teaching	3
Repetition	4
Peer teaching	4
Total Physical Response (TPR)	3
Motivating students	9
Integrating all the learners	1
Changing activities frequently	3
Using technological apps	2

Teachers used different methods, techniques, and approaches to integrate their learners into the instructional processes to attract their learners' attention, raise interest, and improve their understanding. It was seen that the teachers integrated various language skills and methods into different activities. They mostly preferred to use various games, listening activities such as songs and videos, and visuals (posters, flashcards, drawings, coloring activities, puppets), and they used different strategies to motivate their learners to build confidence and increase their participation. Participants also stated that although they also use ready materials, they mostly prefer to prepare their own games, exercises, and worksheets to teach English to their learners.

P8 expressed the different strategies, including demonstration, and TPR, she used to teach her young learners as the following:

> *Since my subject is English and I teach it in primary schools, I try to make the lessons as interesting as possible. Even though they don't know, for example,*

right now, at the 2nd grades, we have a unit called "At the Playground". Swing, Slide… I take the children in front of the board and explain them with their movements in the form of a game. I make them run, I make them jump, I make movements like I'm swinging. They join it much better; they play together.

(P8, Interview 1)

Another language teacher, P1, expressed his discovery of the significance of games for academic success and social integration, especially for classes with children who have UTP after starting to teach in the primary school context. He highlighted "the unifying power of the games" where all the children take part regardless of their race, language, and culture as:

Definitely. Before I came here, as I told you I was working in high school. I worked in a high school for 18 years. One of the things I realized the most when I came here after 18 years, especially the power of games, activities. We were using them at high school, as well but they were fewer. For example, I realized very well the unifying power of the game, its power to increase children's motivation. I wasn't aware of how important such activities are here. I realized much better that we can use them as tools to overcome the communication problems between them and other children. As I said, I used to work in high school. I had a lot of Syrian students, we can even say that most of the schools were full of Syrian students. But for that age group, they can't include things like games in the lessons much. Because we may encounter approaches like "My teacher, are we children?", "Can it work like this?" But here, for example, games are like glue, it strengthens the relationship between children under temporary protection and Turkish students. I actually use them a lot. Actually, I said I don't have many students, we have something between 15-20. I usually use this thing for them.

(P1, Interview 2)

Some teachers also integrated listening activities into their lessons. However, as there were limited opportunities in some of the schools, the teachers could not use technological items to open songs or the listening exercises. P8 explained how the difficulty she experienced because of the limited resources contributed to her search for alternative ways:

…I wish we had the opportunity to use them too. For example, we cannot open audio, songs, etc. directly. But if I've been teaching parts of the body, I have a song about it. I'll either sing it myself or have them sing it. We have WhatsApp groups right now, it's very nice. I sent them, they listen to it a lot at home. It is directly affected by the opportunities in the school.

(P8, Interview 2)

Participants also highlighted the importance of visuals or visualization, especially while teaching children UTP. As the teachers and children UTP did not share a common language, the participants stated they had challenging times while expressing themselves and teaching their learners. Below, P9 shared her experience with one of her Syrian students. She stated that although it took her some time to express the word "pigeon" to her student, the challenging situation was solved by a picture of the animal as the following:

> *As I said, for the majority of them, we do it by showing it concretely. Or, for example, when I was teaching the animals, there was an animal, one of the bird species, it was a pigeon or what. I couldn't teach the child. I couldn't express myself, I said "pigeon". Of course, the idea of a pigeon doesn't occur in his mind, nothing comes to his mind. When I say "bird" he knows that it is a bird, but he doesn't know what kind of a bird it is. This child was in my mind. Then, he brought the pictures of birds, and cut them into small pieces of paper. I showed him, "this is a pigeon". I had such a memory.*
>
> *(P9, Interview 2)*

P7 also used visualization in his lessons. He stated that while teaching vocabulary items, he asked the students to draw pictures of the words instead of writing the term:

> *The parent came one day, he said, "My teacher, you don't give much homework". I said "How?" He said "My teacher, the child comes to the house, he/she doesn't write anything". By the way, our student is at 2nd grade. I said "I don't work with words", "I mean I don't work with writing", I said "I work with drawings". He said "How so?", I said "I don't know if you talked to your daughter but I asked them to buy a drawing notebook, I always do like this in the 2nd grade". He said "What is that, my teacher?" I said "Now, we are learning vocabulary, not sentences, questions. How will I teach them? By writing?". He said "Yes, my teacher. You will teach it just like that". I said "No, it will not work. I ask them to draw its picture. For instance, if I teach table, I teach it to the child. He/she draws a beautiful table, he/she draws it himself/herself, and paints it. He writes 'table' under it, and it's over. That's it".*
>
> *(P7, Interview 1)*

Another frequent approach was motivating students to take part in the instructional processes. Teachers tried to motivate their learners by encouraging expressions, giving them chances to feel successful by asking them simpler questions or giving them stars and gifts. Also, the teachers said that as they work with young learners,

their attention span and motivation may decrease quickly. Therefore, some teachers tried integrating as many activities and games as possible to enhance their students' inspiration, enthusiasm, and willingness to participate. Below, teachers' excerpts illustrate their ways of motivating children UTP:

> *For example, I have a Syrian student in one of our classrooms. I think I have a student in that class who doesn't know how to read and write very well. I follow him/her constantly. For example, he/she has trouble writing words, he/she has trouble understanding them. You know, I'm constantly looking at him/her, if he/she hasn't written it, I write it in his/her book. I repeat after that. Or I say "You do it" for him/her to join. Here I try to encourage him/her to (participate in the) class by asking him/her simple questions.*
>
> *(P2, Interview 1)*

> *Even when I think about it right now, I feel like… for example, I had a student, he wasn't attending many classes, he started to become active and do something like this lately. I was very happy. I have always tried to support him. For the slightest thing, I immediately give them a star or something. Whether they do or not. (I do) so that they will want to do it again.*
>
> *(P4, Interview 1)*

> *…..so I show them that I love them, or if they have accomplished something, I make them honored like this, it is not like let me do this for Syrians, there is no such thing, but as I said, with what I have, with the students in my hand, by mutual effort. Exactly! For example, some of them are very good. I would never say, I would never get their rights, I would never do that, whatever I need to teach, I teach. For instance, he/she says my mom taught me this word, I say "Well done", I say to my students, take him/her as a good example, whether it is another student (children UTP) or not I say "Well done".*
>
> *(P5, Interview 2)*

Four participants emphasized another significant approach, peer teaching during English lessons. Teachers used peer teaching in ways; they either asked assistance from Turkish students whom they observed to be helpful to their Syrian friends or other children UTP who performed better academically. As teachers indicated that they could not spare some time for individual instructions and checking for children UTP's progress, peer teaching was a helpful method. P2 shared how she applied peer teaching in her classes by saying: "*Or I match them with others; for example, with a Turkish student to help them write, I am trying to include them in lessons by raising him/her to repeat the words*".

Besides employing peer teaching, P5 used her gestures and facial expressions while teaching children UTP:

> *They were also a little more difficult at first. We were trying to explain it with our facial expressions, we were trying to explain it with visuals. You know, when we go to a foreign country where we don't know the language, or when we meet a tourist, we act with our facial expressions, or we show the things. I was trying to explain it that way, I was trying to show it. Or how can I say, like, when the children were doing something, if anyone knows Turkish better, because some of them are always ahead, I used to make them teach their friends. I was saying "You teach them", this is called peer teaching.*
>
> *(P5, Interview 2)*

It was also found that some of the teachers utilized the students' mother tongues (Turkish and Arabic) during their teaching. According to the participants, using the learners' mother tongues made it easier to teach their lessons. For them, using the Arabic sentences they had learned before coming to the class strengthened their relationships with the children UTP as the learners felt more relaxed. Also, some teachers said that when they used Arabic sentences to address children UTP, they got positive feedback from the learners as they thought they created a bond with them. Once the students felt the connection and realized they were valued, they developed positive attitudes and behaviors, such as loving their teachers and English lessons and participating in the activities. All these influenced learners' academic success and adaptation.

Teachers' excerpts showed their use of Turkish and Arabic in the lessons and their reflections:

> *At first, I said, "What can I do about it"? Then, when I said something in their language, I knew several before, I saw that it was very useful. I saw how I made them feel like I came from their country. And I've done the same thing to all of them and have never failed. I always had a close relationship with that child, and then he/she started talking….*
>
> *(P11, Interview 2)*

> *I get involved with them very well at that point, our Syrian students. Because he/she sees it there directly, it is like, sometimes he/she, a Syrian, says it in Arabic right away, I say it in English, then we add Turkish to it. So, we use three languages at the same time. We learn a little from him/her, they learn*

from us. We try to do it like that. I also try to use finger puppets or hand puppets, I try to use them. It is especially beautiful in "the animals" unit. For example, I make them listen to their (animals) sounds. They ask, "What is this?", "What is this in your language?", they say what it is in their language.

(P7, Interview 2)

Furthermore, some teachers mentioned that they strive to engage every student in their lessons and also try to vary their activities to prevent boredom and capture their students' attention. Teachers also used technological applications such as WhatsApp and Google Translate during their instructional processes and while communicating with the students and parents.

Finally, for their evaluation stage, participants stated that as there are no exams for the assessment of primary school learners, they prepare an in-class assessment scale in which they evaluate the learners as "should be developed", "good" or "very good" by looking at various criteria they specify. All the teachers stated that they evaluate their learners' understanding with question-and-answer sessions, homework assignments, during in-class activities by observations.

However, some teachers noted that they do not have any criteria for their learners and try to evaluate their understanding only by observing.

P7 discussed challenges in evaluating children UTP due to criteria not meeting all students' needs. He said there should be revisions in the criteria, as the existing ones were prepared according to the Turkish learners. According to him, the new criteria should equally address the needs of both children UTP and Turkish students. He shared his own evaluation process as the following:

We have in-class criteria, like whether the student brought his/ her book", he/she brought his/her notebook, he/she did the homework, he/she did the homework carefully, he/she answered the questions. There are too many criteria. Now we have a problem. Some of our friends, our class teacher friends, do not give them books because they come from Syria. They do not give them the English books. How should I call it? Should I call it as a misunderstanding or a wrong practice? After all, he/she is also learning. He/she will learn. Of course, he/she will have a book. That kid will feel left

out when you don't give him/her that book. When you give the book, he/she will realize that he/she is equal to you, he/she will feel that he/she is valuable. Of course, we have a lot of books. We go and bring it and put it on the table. It doesn't matter if he/she studies or not. We have determined the criteria according to our own students. This child doesn't know the book much. He didn't understand what the book was for. They came from the war, they are tired, they are tired. They have collapsed emotionally. Now, when evaluate them, how will you evaluate them? You cannot equate that child with your own child, with a child who has never had any trouble, with a child who has no deficiency. It is not possible. You cannot apply the same criteria to him/her. Of course, we have problems there. And I'm already doing something like at the bottom of my Excel file, I write their names. I write other criteria for them. For example, if there are 10 criteria for our children, I reduce it to 5 for them. I write more general criteria rather than specific and difficult. I'm evaluating them accordingly.

(P7, Interview 2)

4.2.1.4. Influence of the family on teaching children UTP

Influence of the family on teaching English to children UTP was one of the most frequently referred categories by the participants. In this regard, twelve participants stated refugee families significantly affect their learners' success, behaviors, relations with their peers and teachers, and adaptation to the school and the new environment. Teachers of the present study attributed their students' academic success and failure to their families' attitudes towards their children, their children's education, and their new environment. It was seen from the excerpts that when teachers had the opportunities to communicate with their learners' parents and when parents had positive attitudes towards school and education, the challenges the teachers faced decreased.

The impact of refugee children on their students were reflected by some of the teachers as the following:

Family is very important. As I said, if the family is not interested, if the family is not reachable, learning Turkish, learning English, if there is no thought of learning and education, you cannot be very useful. If you can't do, it's up to a point because they don't teach him/her at home, send him/her to work, and so on. But if the family wants it, it moves forward easily.

(P11, Interview 1)

Similarly, P3 shared one of her experiences in which the positive influence of the family on children's development was clearly seen:

> *I had an Afghan student. He had graduated in 4th grade. In that child's family, his mother was always helping him with English. Because he said, "I am studying with my mother". He was ahead of the class, as he had plenty of repetition opportunities because he was supported at home. This year, he has a brother/sister again, I'm teaching in his/her class too. It is the same. He/she regularly brings his/her book and notebook every week, just like his/her peers. He/she does the homework when I assign and completes the photocopies eagerly in class. In other words, the regular discipline they receive from the family really reflects on the children.*
>
> *(P3, Interview 1)*

On the contrary, P10 shared the influence of the parents' attitudes towards their children's learning a new language, Turkish, and their fear of being assimilated due to their students' learning:

> *Also, the advice of the classroom teachers to the parents was to turn on the TV so that they (children) can learn Turkish. And it is even easier for kids to learn. Some of them do not want them to be assimilated. In other words, they do not want to adapt to Turkey, and they continue to stay here. I don't know how it will work like this, but they are having difficulties in that regard.*
>
> *(P10, Interview 1)*

Lastly, three participants stated that Turkish parents also significantly impact the teaching and learning processes and their children's relations with their peers. P12 said that as Turkish parents did not want their children to communicate with their Syrian peers, the tension created marginalization, which negatively impacted the teaching environment:

> *I think both our families, the families there and their families should be sensitive about their connection with each other. I mean, maybe our families say, "Don't talk to Syrians too much if they attack you and beat you, don't approach them". Inevitably, there is marginalization, a separation. You know, our families should also be sensitive in this regard.*
>
> *(P12, Interview 1)*

4.2.1.5. Changes in children UTP's integration from past to present

The final category found from teachers' reflections is related to the changes in children UTP's education journeys and adaptations. In this regard, the participants reflected on the changes in both themselves as teachers and their Syrian learners. Concerning teachers' reflections on changes in themselves, eight participants stated that from the beginning of the experiences of teaching children UTP, they observed that they started getting used to their learners better, which led them to create better relations with the students. Also, as the teachers experienced, they started developing various strategies to overcome the challenges they faced while teaching English to the learners, which had positive impacts on their teaching and instructional procedures. Furthermore, teachers stated that children UTP started adapting to their teachers, peers, school environment, and rules, which had positive reflections on their academic progressions:

> *So, as I said at the beginning, I think these children have adapted a little more, at least in my 7 years of experience. I think they adapted to here better. So we adapted (to them), and they adapted (to us).*
>
> *(P9, Interview 2)*

> *In other words, they did not do anything about the Syrian students. At first, let me talk about the students, they always kept themselves at the back. They don't keep themselves at the back anymore, they are more active, they try to participate. It had such an impact on children, in a positive way. On me, frankly, we didn't know about them. "How are the Syrians?", "How are the students?", "What do they know?", "What do they not know?", "What did they come with?". At least we have an idea about them, how we should treat them. Some children have caused us to form prejudices. Because students are always fighting, always hitting. But some of them are not like that, there are students who come and snuggle like cats. So, I can say that our prejudices have been broken.*
>
> *(P10, Interview 2)*

> *Let me tell you about the first ones, they were shocked by the country's change, they were quiet, the first ones that arrived. Later in the lesson, we managed to talk to them, but as they saw what they could do, when they saw your warmth towards them, they came closer to us. But now they are not like that. They are not so timid, coward, now.*
>
> *(P11, Interview 2)*

P2 said that learners' progression in Turkish language accelerated their adaptation and communication:

> *I mean, it was a difficult process when they first came, of course. You know, I had a lot of prejudice like "I won't be able to communicate with them at all", "I don't know what to teach", "what will I teach", "How will I say", "I don't know their language". Over time, as they learned Turkish, of course, there was also a cultural change. They also moved into our culture a little bit more. Then they corrected their Turkish. Now, Turkish is spoken at (their) home as well. That's why when we started to understand each other, what we were saying, a better relationship was established between us.*
>
> *(P2, Interview 2)*

P1 observed the changes in his students even in one academic year, and he felt his joy as:

> *For example, when I take an academic year as a process from beginning to end. At the end of the year, I realize that the same student is much more comfortable, more initiative, able to express himself/herself more easily, and can explain his/her existing problems and needs you in a more comfortable way. There are such children, they are more initiative in my class. For example, let's say at the beginning of the year, I didn't realize, I couldn't let him/her speak. While the child does not say anything, towards the end of the term, in the second term of the year, he/ she says, "My teacher, you didn't let me speak", "My teacher, pick me up too", "My teacher, you forgot me". There are children who are starting to express themselves. This is more important for me. The child who can express himself, the child who seeks his/her right, will not be oppressed tomorrow. He/she will be able to pursue his/her rights.*
>
> *(P1, Interview 2)*

4.2.2. Language teachers' needs, suggestions, and expectations

The final theme that emerged from the participants' interviews was their needs, suggestions, and expectations related to teaching English to children UTP and refugee education.

4.2.2.1. Language teachers' needs

Nine teachers stated that they need in-service training to teach English to children UTP. The participants stated that they need the training to develop their

communication skills (*f:*8), learn about new methods, techniques, and approaches to teaching English to speakers of other languages (TESOL) (*f:*4), get informed about their learners' culture and language (*f:*4), and improve empathy skills (*f:*3). Also, teachers said they need to be trained to improve their problem-solving skills and technology use, and that they need extra course hours special to teach children UTP.
In the excerpt below, P1 highlighted the need for communication training as the following:

> *Definitely one of the most basic needs is communication training. When you cannot communicate, no matter what you do, no matter how well you teach the lesson, no matter how well the child understands, after a while you see that you cannot get the image of what you have given. This is why we need to communicate, "What should I do to establish a good bond with that child"? Sometimes I say like.. Actually, I worked in a border city for some time. I also worked with Syrian students; I don't claim that I know very well but I actually know Arabic a bit. As you are going…. I saw how important the family is, especially when I was working with children under temporary protection. When you try to communicate with those families, for example, you can see a positive development in the children whose families you communicated with. But when you cannot communicate, no matter how much the child loves you, no matter how active he is, no matter how actively he participates… Because when the child goes out, he goes into another world. Maybe he has to work. Maybe the needs of the house are on that child's back. You don't know. Therefore, it is necessary to establish that communication. You have to be aware of their needs. And if there's anything we can do about supplying what they need, we somehow…, if there is nothing we can do, the authorities should somehow support us…*
>
> *(P1, Interview 1)*

In addition to the need for training, teachers also stated that they need other people to consult. For the participants, they could be other teachers who also experienced teaching children UTP and/or people who are experts in the field of refugee education. In this way, they can share their experiences and learn about how to develop themselves as teachers.

In this regard, P12 shared her recent experiences in an in-service training she attended and her need to have people to consult with:

> *In fact, I think every teacher should have a master's degree. It doesn't matter if it is with or without thesis. Designing materials with successful teachers in*

the field, creating the classroom climate, or "What should we do when such a crisis breaks out?", there should be something like a platform all teachers can come together. I, personally, would be very happy if something like this happened. You probably had these PDC meetings too. It was actually going well….

(P12, Interview 2)

Some participants (*f:*5) stated that they need a separate class specifically designed for the English lessons:

As I just said English class, there could have been one. There was once. When I was working in middle school, we had branch classes. When our principal opened the classroom, I bought a mini projector for the classroom. We sometimes hung up the posters we bought to the classroom. We prepared the events and displayed them on our walls. So when kids enters such a place, an English clas, he/she will learn English or repeat things he/she forgot. These are important things. Unfortunately, we do not have such opportunities. Maybe you're seeing it online right now. There are many beautiful ready-made printed materials, regarding the weather conditions. They do it in English. But the costs are high. Some school principals afford it. Unfortunately, we do not have such support. Maybe because of the location of our school. Yes. To do this, of course, financial support is required. In my previous school, we prepared the stairs of the school.. (we wrote) English texts, unit by unit. There are texts attached to the stairs. We prepared it ourselves and printed and attached them. It had been nice. Sometimes, pictures about whatever unit I'm in is on the floor where the 4th grades are. I prepared them myself. We use that corridor by painting, drawing, etc. But unfortunately we don't have any other opportunities.

(P8, Interview 2)

Also, nine teachers stated that they need materials. The teachers said although they were provided with the books and workbooks by the MoNE, these materials should be developed, and varied especially according to the aims of teaching English to children UTP:

My teacher, we already had problems with our books. I mentioned you earlier. The visuals of our books need to be changed from the drawings. I mean, they need to be a photograph, it has to be alive, it has to be. I wish they could send posters with our books. In each unit we already give certain topics, we give certain words. For example, if our poster remains, it is very simple. You are teaching the parts of the body; we have a skeleton (give us a skeleton). We can use it if we want. Let us have a man, let us have a lady. And let us place his/her organs, like here's hands and feet or something. Such materials would be perfect. Especially, it is an absolute requirement for our

foreign students, foreign children. Other than that, maybe we may have flash cards. Again, for example, this is our biggest problem. Let our books have songs or listening texts by foreigners, I mean, if it is in English, let English people do it. Turkish… a Turkish cannot speak like an English. It is not possible. In other words, let our listening exercises be of better quality. And if we can, we can add videos to the listening exercises.

(P7, Interview 2)

Eleven teachers also reflected the need for materials for their children UTP. For the teachers, these materials should include cultural aspects:

Yes, it's different. Maybe an extra thing could be given to teach them about Turkey so that they could get to know us and learn about our culture, that is, a book could be given. In other words, it is something that teaches foreigners our language and culture.

(P2, Interview 2)

4.2.2.2. Language teachers' suggestions

When language teachers' suggestions were analyzed, it was found that the suggestions included suggestions for pre-service teachers and their education, in-service teachers and their education, and suggestions for the orientation of children UTP.

Suggestions for pre-service teachers included learning about students and their background (*f:*4), being patient (*f:*3), loving kids and making them love the lesson (*f:*8), treating all the children equally and not discriminating (*f:*4), and learning about different techniques (*f:*5). Also, teachers suggested that pre-service teachers should improve themselves in the field of teaching diverse learners, and to make their learners believe in themselves through motivation.

… Development. They have to develop. You have to be innovative. I think that they should try to learn about the people they will be dealing with, their state, behavior, life, values, important things, red lines, or things like that. We've already talked about patience. They definitely need to be patient. They need to have an excellent understanding. Because now you are encountering a whole new culture. What is valuable to you may be worthless to them. What is so precious to them may mean nothing to you. They must be in research. In

other words, what are these people like, how do they live, what do they care about, what is important, what is unimportant? You need to know this…

(P7, Interview 2)

Another participant suggested pre-service teachers to leave all their prejudices behind and treat all the children equally by saying:

My advice is to leave all their thoughts out of the classroom and enter the classroom like that. Because there are negative thoughts, you know, against refugee students. I hear this a lot from people around me and my teacher friends. "They came and caused problems for us", "We have to deal with them". On the one hand, they are right, I agree with them. The classes are already crowded, I am saying this for a classroom teachers which is very difficult to manage. We go maybe two hours in a week. Of course, it is difficult for a classroom teacher, that is, it is definitely difficult to teach a child how to write who does not know anything or even the language. But I mean….. I honestly think it shouldn't be like that. I think that these new teachers should leave everything, their prejudices outside the door.

(P6, Interview 2)

Participants also expressed some suggestions for pre-service teacher education, including developing their communication skills (*f:*5), learning about multicultural education (*f:*5), learning different techniques and methods (*f:*3), and receiving training to teach traumatized children (*f:*2).

P12 reflected the need for receiving a multicultural education for EFL teachers as:

They started to be like one of us. We also need to learn their culture. We have differences. We need to know the places there. We should be provided with a multicultural education. I had an undergraduate course, but we just got the British culture and that was it. But it wasn't supposed to be like that. After all, you're going to be an English teacher, and you may have to address different nations, people from different nations. I think you have to master their culture too. I think there must be a culture-related lesson, which we call as multicultural. All students must take it. This is our reality. Students under temporary protection are now our reality. As I said, it wasn't there when I graduated, but now it is. Now graduates must start in schools by accepting this…

(P12, Interview 1)

Suggestions for in-service teachers include integrating refugee families into their children's education (*f:*11), loving kids and making them love their teachers and

English lessons (*f:*4), treating them equally and integrating all of them into the lessons (*f:*5), learning about their students' background, cultures, and language (*f:*6), and being patient and understanding (*f:*4).

For P3, when teachers loved their learners and approached them positively, the students also showed affection towards their teachers and their lessons:

> *I recommend them to be equal, fair and full of love... The same way they approach every child with love, without any discrimination. I think that if the student loves his/her teacher, he/she will do the best to succeed in that lesson…*
>
> *(P3, Interview 1)*

According to P11, learning a couple of words in students' native language created a bond between the teachers and the students. Therefore, she suggested in-service teachers learn basic words in Arabic and show their connection and care to their children UTP:

> *You definitely need to make them feel close to you. In some way, from someone, from a cousin, from a friend from Syria, (learn) an Arabic word (like) "Ahlaan wa sahlaan". You have to make them feel that you have a connection with them, that you have close relations with them.*
>
> *(P11, Interview 2)*

Teachers suggested that in-service teachers need to be trained to learn about different techniques, methods, and strategies for teaching English to speakers of other languages (TESOL) (*f:*5), they should learn children UTP's culture and language (*f:*7), improve their communication skills (*f:*4). Additionally, teachers suggested that in-service teacher training should include psychological support for teachers (*f:*2) while teaching children UTP.

Lastly, teachers' suggestions for children UTP's orientation to their schools and classrooms are illustrated in Table 12 below.

Table 12.
Teachers' Suggestions for Children UTP's Orientation

Suggestions for Orientation	Frequency
Separating children UTP from each other	2
Refugee parent involvement	3
Improving literacy	3
Separate class	3
Peer support	5
Games	3
Including other teachers	5
Giving responsibility	2
Language teaching (Turkish)	4
Learning Arabic	1
Turkish parent involvement	1
Teaching Turkish culture	1
Employing Syrian teachers	1

The most frequent suggestion was including all the teachers for children UTP's orientation. Five teachers suggested that all teachers, including classroom teachers and school counselors, come together to track their children UTP's educational processes by exchanging information and developing strategies.

P7 suggested that teachers should come together to develop connections between Turkish and refugee families to integrate families more into the education of their students:

> *After that, my teacher, home visits. For example, I wish our class teachers would always make it a habit. They should visit them first as a group or class. This could also be during class time. If we go out and visit our teacher, A, let's go out and visit our B teacher or friend. It's like if we go out and visit our friend C from the class. I mean, home visits are very nice. Apart from that, also to make families brothers/sisters with each other. So there was once something like, there was "Kardeş Okul Projesi" (brother/sister school projects). The schools who are slightly better in terms of economic conditions were becoming brother/sister schools with schools in poor conditions. And they used to buy gifts, books and some other things and visit them. Doing the same to families in schools, I mean connecting student A's family with student B's family, letting them come together and talk about their problems, and bringing the class together to find solutions.*
>
> *(P7, Interview 1)*

It was found that the majority of the teachers proposed different suggestions to enhance the inclusion of the learners; however, three of the teachers wanted children UTP's exclusion from the regular classes:

> *Actually, I'm always thinking of something. That is, if they were in a (separate) classroom, we could teach accordingly, help them more and if the class size was few if possible. In other words, it would be very different to deal with seven or eight people like this…*
>
> *(P4, Interview 1)*

4.2.2.3. Language teachers' expectations

Teachers' expectations from policymakers and researchers were: providing children UTP with extra courses (*f:*6), teaching Turkish and literacy skills (*f:*2), specific and concrete political steps from the authorities in terms of the academic procedures (*f:*2), suggestions for improvements for the integration, offering extra materials which include Turkish language and culture teaching in different languages (e.g. Turkish, Arabic, English), and creating separate classrooms for refugee background learners.

One participant described the training courses for children UTP as:

> *Training may be in the summer, maybe in the semester holidays. There are courses like this, they do offer them, but I don't know if it's enough. They may be a more planned course, it may be with the direction of teaching the Turkish language to them, it may be related to reading books, it may be telling (stories), for example. But I think it would be much better if it were something like cushions, toys, books, cards, rather than a classroom environment, not on a course basis. It's like a training place. It could be something more fun, more like a training house than teaching.*
>
> *(P11, Interview 2)*

P1 stated that policymakers should have more planned applications for educating children UTP, their families and the teachers who will teach diverse learners in the future:

> *What can be improved? People are like water, as they say, they take the shape of the container they enter. In the process, these people will also take*

the shape of the Turkish pot they are in as long as they stay in Turkey. But what can be done in this process? What can be done until they become like us or we become like them? Efforts can be made to ensure their integration. They will also work on this. In order for teachers to work more consciously, will there be seminars or courses in various topics, I don't know, things like that. As I told you, they threw us into a pool, they wanted us to swim. We entered the pool, tried to swim. But putting a person who has been taught to swim in that pool may have more successful results. How to work with them, how to behave, what are the cultural differences, what are the problems these people experience? There are many differences between the approach of a person who knows more about these and the approach of someone who does not know them at all. So, this could be it.

(P1, Interview 2)

CHAPTER 5

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0. Presentation

This chapter includes four sections. First, the findings illustrated in the previous chapter are discussed according to research questions and existing literature. In the second part, key points are presented in the conclusion. Then, some implications are illustrated. Lastly, limitations to the study and recommendations for future research are provided.

5.1. Discussion

The present qualitative case study addressed two research questions to investigate foreign language teachers' reflections on their professional identities while teaching English to children under temporary protection in public primary schools in a city in Turkey. In this regard, the first research question addressed how English language teachers of Syrian children UTP reflect on their professional identity. The second research question explored how English language teachers reflect on teaching Syrian children under temporary protection by referring to the needs and suggestions. In this regard, 6 themes emerged from the data under two research questions.

In response to the first research question, four themes were identified: "everyone has a teacher who influences their life", "you will learn to live with them", "we are… on a path we do not know", "you became a cat when you were a lion".

Within the first theme, data from 12 participants revealed three sub-themes: career choice, teaching experiences, and the characteristics of English language teachers.

The first sub-theme indicated that teachers have various reasons behind their career choices. It was seen that former teachers and/or family members have the greatest influence on teachers' decisions. Participants' remarks showed that they were influenced by their former teachers' encouragement, guidance, behaviors, and positive and negative attitudes while choosing English language teaching as their professions. The impact of former teachers and family members as role models is in accord with the relevant literature (Beijaard et al., 2000; Flores & Day, 2006; Yayli, 2015) as scholars highlight that teachers' positive and negative memories of their former teachers influence their career choices and frame their understanding of teaching and themselves as teachers. In addition to these, the participants chose to become English teachers due to their personality traits and abilities, including their aptitude, loving English, and success, as well as for better opportunities such as going abroad and financial gains. Therefore, it was seen that both internal and external factors contributed to participants' decisions to become English language teachers. Similar reasons were discovered in previous studies for choosing teaching as a career (Baltacı, 2019; Bukor, 2015; Coşgun & Savaş, 2023; Karimi & Mofidi, 2019).

The second sub-theme, teaching experience, revealed that teachers' past teaching experiences shape their perceptions of teaching as a profession, being a teacher, and how to implement their instructional processes by also influencing their relations with their students. Context-related challenges and opportunities, school level, and the relationships with different stakeholders such as parents, colleagues, administrators, and students were found to significantly impact teachers' personal and professional development. Teachers were found to take action by considering their teaching experiences. In a similar vein, other researchers illustrated the effect of professional experiences on teachers' professional identity development in various studies (Karimi & Mofidi, 2019; Leeferink et al., 2015; Sachs, 2001, 2005; Yazan, 2018). As one of them, in her meta-synthesis study, Izadinia (2013) identified four categories that influence teacher identity: the communities they are involved in, teachers' reflections, contextual aspects, and prior experiences. According to her, reflecting on past experiences enables teachers to gain insight into their own teaching practices and professional growth.

Lastly, participants' beliefs and reflections revealed that the ideal English language teacher should possess diverse personal and professional characteristics. However, it was found both from the interviews and metaphors that the participants highlight more personal characteristics, such as *having good communication skills*, being *humanist, loving, innovative, accepting differences, and* being *patient,* than professional ones, including field expertise such as having pedagogical knowledge, being *good at different language skills, using various activities, and* teaching according to the learner profile. Similar results were also found in metaphors as teachers mostly referred to personal traits of English teachers, such as being a *guide* and *beyond a mother,* meaning showing affection to the learners. In this regard, the findings are consistent with similar studies conducted in different contexts (Borg, 2006; Brosh, 1996; Shishavan & Sadeghi, 2009). In a study conducted in Iran, Shishavan and Sadeghi (2009) illustrated that language teachers should have different professional (e.g. assigning homework, creating group work, having a well-prepared lesson plan, checking students' understanding, being competent in four language skills, pedagogy knowledge and using various teaching techniques and methods) and personal characteristics (e.g. being patient, caring for students, loving, and being creative).

The second theme, "you will learn to live with them", consisted of two sub-themes: teachers' beliefs in themselves as language teachers, including their self-reflections, and teachers' professional development journeys for teaching children UTP. In the present study, the majority of the participants had positive reflections on their professional selves. In this regard, the teachers reflected that they see themselves as s*uccessful, experienced, competent, patient, innovative, planned and prepared, open to cultural differences, having good communication skills, and active, funny,* and *full of love.* On the other hand, some participants shared their negative beliefs such as being *not competent enough* and *being challenged.* It was seen that having experience through the years and working with diverse learners impact teachers' beliefs in themselves. Teachers' positive and negative beliefs significantly influence their relations with their students and their classroom implementations. When teachers had positive beliefs as being professionals, they paid attention to implementing new methods in their lessons and integrating all the learners into the

process. Similarly, Chant (2009) and Sternberg et al. (2014) found that teachers' beliefs about themselves influence their personal and professional growth and their implementation of curricular changes and classroom practices.

However, teachers' beliefs in themselves changed when they were asked to reflect on being the English language teachers of children UTP. The results showed that half of the teachers did not see themselves as competent or successful enough to teach refugee children. This is because the teachers reported not receiving enough pre-service and in-service training about teaching refugee learners and that they were not informed about the background of children UTP.

It was seen that teachers' beliefs in themselves as language teachers affected both their teaching and relations with their students and parents. When teachers had positive beliefs in themselves as language instructors, they were more likely to utilize various teaching methods to fully integrate their students in the learning process and build strong relationships with them and their parents. However, as some teachers did not find themselves *good enough*, they expressed the problems in building relationships with the students, classroom management, and instructional procedures, which also affected their professional development and identity. Similar emphasis is also made by other scholars (Beauchamp & Thomas, 2009; Beijaard & Meijer, 2017; Day et al., 2006; Sachs, 2001; Yazan, 2018). For instance, for Beijaard, Koopman, and Schellings (2022), self-reflections allow teachers to see their teaching competencies, what they need to improve, how they see themselves as teachers, and whether their expectations of an ideal teacher and themselves correspond. Therefore, reflections contribute to their performance, personal and professional development, and teacher identity.

Teachers' reflections indicated that the lack of professional development opportunities in the pre-service and in-service phases caused teachers to feel insufficient. None of the teachers during their undergraduate studies and none but one of the teachers during their in-service journeys had professional development training to teach children UTP. This was found to negatively affect teachers' beliefs and emotions for teaching children UTP, self-efficacy, teaching practices, relations

with their colleagues, administrators, and learners, and professional identity. Teachers had challenging times in developing materials, classroom management, building communication with refugee learners and their parents, and helping children UTP's successful inclusion and adaptation to the new environment. Also, as the teachers lacked background information about this group of learners, they sometimes contributed to discriminatory actions in their classes. The results of various studies also show that the lack of professional development opportunities negatively impact the whole instructional processes (Alrawashdeh & Kunt, 2022; Aydin & Kaya, 2017; Demir-Başaran, 2020; Kanu, 2008; Kovinthan, 2016; Nagasa, 2014; Simopoulos & Magos, 2020; Soylu et al., 2020; Tatar and Horenczyk, 2003). The literature shows that when they do not receive enough training, teachers have difficulty in meeting the needs of refugee/immigrant children, overcome educational challenges and develop negative emotions.

As for the third theme, “we are… on a path we do not know”, teachers' emotions and ideas related to teaching English to children UTP were found. It was seen that teachers mostly had negative emotions such as being challenged, confused, not feeling ready, disappointed, feeling lonely, scared, sad, and disturbed during their teaching processes to Syrian children. Similar findings were obvious from teachers’ metaphors as they defined teaching children UTP as *sitting on the thorn*, *whistling in the wind*, and *walking on an unknown road*. On the other hand, the participants in both interviews and metaphors expressed experiencing positive emotions such as happiness, motivation, patience, and trust. It can be concluded that inadequate preparation and lack of support from others caused teachers to feel negative emotions while dealing with diverse learners. However, as teachers gained experience and observed their students' progress and willingness to participate in the lessons, they felt motivated and happy (Demir-Başaran, 2020; Karkouti et al., 2021; Simopoulos & Magos, 2020). It was clear that teachers' emotions had a significant impact on their learners, classroom practices, and their relations with different stakeholders. As teachers felt tired, insecure, frustrated, and helpless while teaching children UTP, they stated that they could not see themselves as successful in implementing different activities to meet the needs of children UTP, and they failed in classroom management. Likewise, Winograd (2003), Zembylas (2003), O’Connor (2008), and

Schutz and Lee (2014) highlighted the significance of teacher emotions in shaping teacher identity which has influences on teacher-student relations and classroom practices. They posit that emotions are central to teacher identity and that teachers' identities influence and are influenced by their actions and emotions.

The second sub-theme showed teachers' ideas before, during, and after teaching English to children UTP. Initially, teachers had lots of questions in their minds as they did not experience teaching this group of learners earlier and did not know anything about the learner profile. Also, as the teachers did not get enough training, they could not predict the possible issues and get prepared. Therefore, their ideas changed and developed as they started teaching English and building relationships with children UTP and their parents. It was found that teachers' beliefs about diverse learners, refugees, attitudes towards education, their first experiences, and the challenges they encountered had a considerable impact on them. Teachers said they tried to find solutions to the problems they encountered and searched for different techniques and methods to help their learners develop academically and socially. It was clear that students' interest in the lessons, attitudes, and social and academic success changed teachers' ideas in a positive direction. However, some teachers indicated that their ideas did not change as they did not see any differences between Turkish and Syrian children. Similar findings in Cohen's (2023) study showed that this situation could be attributed to one of the limitations of the teachers as they do not recognize the unique needs, experiences, and problems their refugee learners go through.

The last theme that emerged under the first research question was the influence of context and relations on teacher identity. Contextual opportunities and challenges, as well as teachers' relationships with colleagues and students, had an impact on their instructional processes, personal and professional development, and teacher identity. Teachers' experiences in their present contexts contributed to their personal development as teachers became more patient, increased their empathy, and learned to understand kids better. This also had professional benefits, with teachers learning how to communicate and teach diverse learners, developing techniques and methods for refugee children, and seeking ways to develop themselves. Additionally, their

experiences in present contexts allowed the teachers to reflect upon themselves, their teaching, the materials, and the curriculum. The lack of resources, physical facilities (e.g. technological tools), neighborhood challenges, constant migration, socioeconomic problems, students' low academic success, and lack of parental involvement formed the challenges teachers encountered in their current school contexts. These challenges had a negative impact on instructional procedures, teachers, and learners. However, they also provided an opportunity for teachers to develop both personally and professionally and seek alternative classroom practices. The influence of context on teacher identity is a frequently highlighted aspect in different studies (Beijaard et al., 2000; Bunchanan, 2015; Gee, 2000; Flores & Day, 2006; Varghese et al., 2005). Kelchtermans (2009) stated that contextual aspects, including the physical and institutional such as the learner profile, the number of students in the class, the school's location as well as social and cultural interactions, impact teachers' identity development and identity. Similarly, Flores (2001) found that contextual conditions such as classroom and school setting, school culture, location of the school, working atmosphere, lack of resources, and interaction between the members of the school have a powerful effect on teachers' understanding and practicing their profession as well as their identity. Therefore, these aspects affect teachers' choices and decisions in their context.

Teachers' relations with other teachers, school administrators, and students were found to impact the whole instructional procedures and teachers' well-being and identity. While some teachers had good relations with all the stakeholders and were happy in the contexts, some teachers shared the opposite. When teachers had positive relations with others, they could consult each other about the challenges they face and develop different instructional materials and techniques to teach their learners. However, when they did not have good relations in the school context, teachers felt lonely, confused, challenged, and had hardship in developing solutions to the problems they encountered. Similar findings are also seen in the relevant literature (Akkerman & Meijer, 2011; Cross, 2017; Danielewicz, 2001; Meijer & Verloop, 2004; Reeves, 2018; Rodgers & Scott, 2008; Yazan, 2018). For instance, Cohen (2010) shared that teachers' professional identity negotiations in collaborative exchanges construct the key actors in their professional identity development. In a

similar vein, Nazari and De Costa (2022) found that when teachers are given the chance for professional socialization and collegial engagement, it enhances their agency. In this regard, teachers handle classroom challenges more effectively, adopt various techniques and methods to handle the problematic situations they encounter, and they decide on their role as teachers.

Furthermore, most of the participants shared that they have good relations with all the students regardless of their backgrounds and academic success, and some teachers said they have good relations only with those interested in English lessons. It was clear that teachers' relations with the students and student engagement in classroom activities significantly affect teaching processes. Teachers who failed to build relationships with all Syrian students, regardless of their success and participation, could not fully engage them in instructional procedures, resulting in some students being left behind. In this regard, Sutton and Wheatley (2003) discovered that when students actively participated in lessons and responded, teachers developed more positive emotions, which ultimately impacted their relationships with students and classroom practices. Other scholars, Wang and Du (2014) found in an intercultural context that teacher-student relations are culture- and context-bound. They affect teachers' beliefs related to teaching and instructional practices and shape their professional identities. It was found that when there are cultural mismatches between the learners and the teachers, teachers face challenges and dilemmas which lead them to develop different strategies to handle teacher-student relations and impact various aspects of their professional identity. Similarly, in the present study, cultural differences between teachers and Syrian parents damaged the communication between home and school leaving teachers alone at different stages of the instructional processes.

Two themes emerged in line with the second research question: language teaching experiences and language teachers' needs, suggestions, and expectations. Under the language teaching experiences, five sub-themes were found: challenges to teach English to children UTP, opportunities to teach English to children UTP, different approaches to teaching English children UTP, the influence of the family on teaching children UTP, and changes in children UTP's integration from past to present.

Teachers shared various challenges they face while teaching English to children UTP. Language-related problems were found to have the biggest impact on teachers, students, Turkish and refugee parents, and instructional processes. The communication breakdowns resulting from not sharing a common language caused children UTP to show more aggressive behaviors, become more silent, lonely, and uninterested, face discrimination from various stakeholders, and drop out of school. Similarly, various studies highlighted that language-related problems form one of the major issues experienced by the teachers which significantly impact the whole educational processes of refugee learners (Başar et al., 2018; Culbertson & Constant, 2015; Dryden-Peterson, 2015; Szente et al., 2006). It was seen that when children UTP have a good Turkish language proficiency, they can build better relations with peers and teachers, and this contributed to the success of the instructional processes.

Lack of parental involvement caused teachers to feel challenged as they were alone in the educational procedures. According to the teachers, language limitations, economic conditions and cultural differences were the main reasons behind parents' unwillingness to take part in their children's education. Cultural differences between teachers, refugee children and their parents and Turkish students were found to impact the quality of education. In this regard, Cureton (2020) reported that cultural differences between families and the new environment are a major reason for refugee parents' lack of school involvement, which is consistent with findings from other scholars (Barrett & Berger, 2021; Celik et al., 2021; Nagasa, 2014; Taylor & Sidhu, 2012).

As another challenge, the effect of the traumatic experiences on learners and behavioral problems such as aggression, violence, grouping with other children UTP, stealing, swearing, and violating the school rules were frequently experienced by the participants. Other researchers such as Blackwell & Melzak, (2000), Jansen (2022), Karabacak (2020) also found that teachers face various behavioral problems when teaching refugee learners. This situation has negative impacts on teachers, other students, and the whole educational procedures.

Economic issues such as lack of school materials, internet access, child labor, as well as academic challenges, including children UTP's lack of language proficiency, literacy-related issues, and the differences between the Turkish and Arabic alphabet, impacted teachers, learners, and instructional practices. Children UTP's attendance-related issues (absenteeism) and lack of participation in classroom practices were also found to negatively affect the teaching practices. Policy-related matters such as having no information about learners' backgrounds, academic histories, and families, no specific policies related to their status, no criteria for school registration, classroom arrangements, students' failure or upgrading, and lack of materials and curriculum prepared for refugee students. Among these, age-related problems were found to be critical. Teachers reported that Syrian children attend school at different times than their peers, and the reasons for this are unknown to both teachers and school administrators (Çelik & Erdogan, 2017; Örücü et al., 2021; Soylu et al., 2020).

The last issue found was teachers' reflections on the discrimination against children UTP both by their teachers, peers, and parents of their Turkish peers. Other studies (Betancourt et al., 2015; Reed et al., 2012; Seker & Sirkeci, 2015) in similar contexts also revealed the same problem. For instance, Yiğit, Şanli, and Gökalp (2021) discovered that discriminatory behaviors from Turkish peers, families, and teachers present a significant challenge for Syrian children adapting to their school environment and building relationships with various stakeholders. Similarly, Kubilay and Akbaşlı's (2021) findings from teachers, children UTP, and their parents showed that teachers discriminate against their learners by having low expectations. Additionally, Turkish students psychologically abuse their refugee peers by underestimating and mocking and rejecting collaborative learning by not accepting to share the same desks with their Syrian peers, rejecting to be in the same group as them, and rejecting to help them.

Another sub-theme showed the opportunities the teachers indicate while teaching English to children UTP. It was concluded that some teachers believe children UTP have a better aptitude for learning another language. Thus, when given their basic needs, they outperformed other students. Also, knowing more than one language, or

being multilingual, contributed to children UTP learning English quickly. Lastly, it was seen that learners' academic background, uninterrupted schooling, and their parents' education level and attitudes towards school positively affect learners' success and allow a smoother teaching experience for the English language teachers.

Teachers approached their lesson planning, instructional processes, and evaluation stages differently, as there was no specific curriculum and objectives for children UTP. It was seen that while some teachers prepared lesson plans for Syrian children in which they paid attention to the learners' needs and proficiency levels, some others did not have different plans. Similar to the results of Asmali (2017), some of the teachers of the present study also designed their lessons by having simpler and clearer objectives and including summaries and further explanations. They paid attention to spare extra time for their learners, and some others used IEP for children UTP. In their study, Miller, Windle, and Yazdanpanah (2014) investigated the lesson-planning strategies of teachers in Australia while teaching English to refugee learners with low-literacy skills. They found that teachers used various techniques to design their lessons. Teachers identified their learners' proficiency levels by observing them, and they decided on the objectives by simplifications. It was clear that teachers found it too difficult to plan their lessons as they had diverse learners with diverse competencies, had a heavy workload, and did not have enough time and materials. Therefore, some teachers could not design differentiated instructions for their refugee learners.

In the practice stage, teachers utilized various approaches, methods, and techniques to integrate different language skills while teaching English to their learners. They used games, listening activities, visuals, repetition, peer teaching, using L1 (both Arabic and Turkish), individualized teaching, and TPR. Also, teachers said that as their learners are young, they lose their attention and interest easily; they try to change their activities frequently to motivate their learners. They added that using learners' mother tongues strengthened their relationships with the children UTP and increased their feeling of belonging by positively affecting their participation and adaptation. Teachers also utilized technological apps such as Google Translate and WhatsApp to communicate with the learners and their parents and tried to integrate

all the learners while teaching English in the classrooms. Teachers paid attention to motivating their learners; praising and gifting were frequently used to encourage students' participation. Similar strategies were adopted by other language teachers in existing studies (Asmali, 2017; Asmali & Sayın, 2021; Cho et al., 2019; Steele, 2017; Ünal-Gezer, 2019). In this regard, Badawi (2021) suggested several competencies in the Refugee Responsive Teaching Model for English language classes where refugee children are taught: (1) including cultural aspects of refugee learners (e.g. habits, traditions, food, language) while teaching different language skills, (2) teaching emotions while practicing vocabulary and communication skills, (3) facilitating peer relations with various activities (e.g. games, group-works), (4) celebrating diversity by providing equal opportunities to all learners to express themselves, (5) creating a comfortable classroom environment, (6) integrating technology into the EFL classroom, (7) using art (visuals and listening) such as songs, drawings, pictures, (8) meeting psychological needs of refugee learners and being aware of their traumas (p.32).

The evaluation was found to be a challenging stage for the teachers because there were no exams at the primary school level, and the teachers had difficulty understanding their learners' understanding. Some teachers were found to use in-class criteria that they prepared on their own by considering the needs and academic level of their learners; as for them, the existing criteria were not suitable for children UTP. However, it was also seen that some teachers did not use any specific evaluation for Syrian children, and they preferred observation as the only means of checking for understanding.

It has been discovered that parents' beliefs, attitudes, and behaviors significantly impact academic success, behavior, relationships with teachers and peers, and adaptation of children UTP. According to the language teachers, parents' perceptions and attitudes towards their students' educational processes affect the learners' success and failure. Teachers shared that most parents were not involved in the educational processes, which leaves the teachers alone in all phases of refugee education. However, when the teachers got the chance to interact with their learners' parents and received positive feedback, English teaching and learning processes were

affected positively. The lack of refugee families' involvement in educational practices was illustrated in various other studies (Arnot & Pinson, 2005; Cureton, 2020; Gonzalez et al., 2013; Karaagac et al., 2022). In their study, Zengin and Ataş-Akdemir (2020) also found that parents are not involved in their learners' educational processes, they do not attend parent-teacher meetings, do not pay attention to their children's success and adaptation, and they do not help their children in their homework.

In the present study, teachers shared several reasons for parents' lack of involvement, including low socioeconomic status, limited Turkish language skills, and plans to return to their home country. Similar to the findings of Celik et al (2021), and Taştan and Çelik (2017), some teachers of the present study said that the fear of losing their language and culture by being assimilated was one of the significant reasons behind Syrian parents' active participation of their children' education. It was seen that this situation negatively affects the educational processes as lack of parental involvement caused other issues on refugee children such as low academic success, misbehaviors, integration-related issues, lack of motivation and participation, and not getting prepared for the lessons. Teachers' experiences revealed that lack of parental involvement and the challenges brought by it negatively influence their ideas, emotions, and English language teaching.

In addition to Syrian parents, Turkish parents were also found to influence the instructional processes and the integration and adaptation of children UTP into the classroom environment, as the teachers said Turkish parents lead marginalization and discrimination against children UTP by not letting Turkish students communicate with their peers. Likewise, according to Sakız (2016), Sarıtaş et al. (2016), and Yiğit et al. (2021), Turkish parents greatly influence the instructional processes and Syrian children's school adaptation through their discriminatory actions.

The findings of the last sub-theme, changes in children UTP's involvement from past to present, showed that there were positive changes in the teaching experiences of teachers of children UTP. Teachers indicated changes both in themselves and their Syrian learners. It was found that as teachers gained experience in teaching children

UTP and developed themselves personally and professionally, they started adapting to the existence of children UTP more, seeking different approaches, methods, and techniques to teach English and develop various strategies to overcome the challenges they face. In this regard, Jansen (2022) illustrated that teachers acquire confidence and expertise in their abilities to teach refugee students through experience, which subsequently impacts their implementation of various methods. Teachers also shared the changes they observed related to Syrian learners. According to the teachers, their students started getting used to their teachers, peers, school environments, rules, and culture and developed their language skills. Therefore, there have been positive changes in their education processes compared to the past.

The last theme showed language teachers' needs, suggestions, and expectations related to the education of children UTP. As it is presented in its name, three sub-themes emerged under this theme: language teachers' needs, suggestions, and expectations.

Teachers reflected that they need professional development opportunities and experienced and knowledgeable people to consult the challenges they encounter while teaching refugee learners. Additionally, they stated that there is a need for improvements in the physical conditions of the schools, and teaching materials to provide a quality education for the students. Nine teachers stated their need for in-service training to improve their communication skills to appeal to children UTP, learn new techniques, methods, and approaches for TESOL, get informed about their learners' language and culture, improve their empathy and problem-solving skills, learn how to integrate technology into the lessons, and extra course hours to teach children UTP. In various contexts all around the world, researchers reported that there is a lack of effective professional development for teachers of refugee children, and there is an essential need for training opportunities for them (Culbertson & Constant, 2015; Dryden-Peterson, 2015; Gözpinar, 2021; Henderson & Ambroso, 2018; Kazu & Deniz, 2019; Kirk & Cassity, 2007; Nagasa, 2014; Naidoo, 2012; Nicolai & Triplehorn, 2003; Roxas, 2011). Also, it was found that teachers need people who have the same experiences as themselves and/or expertise in the field of refugee education. They shared their need to talk about their experiences, challenges

and learn about how to improve themselves as teachers of children UTP. It was found that teachers need improvements in their schools' physical conditions and separate classes designed for English lessons. Lastly, materials specifically designed for teachers to teach English to children UTP, and materials designed for children UTP were found as the needs of the language teachers.

For the second sub-theme, language teachers' suggestions for pre-service teachers, pre-service teacher education, in-service teachers, in-service teacher education, and suggestions for orientation of children UTP were listed.

Language teachers suggested that pre-service teachers should love all the children by treating them equally and also make the learners love English lessons. Participants suggested that teacher candidates improve by learning various techniques to teach English, treating all children equally and avoiding discrimination, learning about students' backgrounds, and being patient. They also suggested learning how to teach diverse learners and motivating them.

Teachers suggested that undergraduate programs that educate language teacher candidates should include courses where teachers may become competent to teach children UTP. In this respect, lectures on developing teachers' communication skills with learners with whom they do not share a common language and multicultural education were found to be essential. Additionally, different TESOL techniques, methods, and strategies, and learning how to teach and approach traumatized children were suggested for pre-service training.

Language teachers' suggestions for in-service teachers included integrating refugee parents/families into their children's educational processes, learning about their students' languages and cultures, treating all the students equally and integrating them into the classroom practices, loving children, and making them love their teachers and English lessons, and lastly being patient and understanding. It was concluded that when the teachers approach their students by showing affection and creating positive relations with the learners by using their native language or loving them, students also showed positive reactions and strengthened their bond with their

teachers, which also had positive reflections in their adaptation, inclusion, and academic success.

In-service teacher education courses should focus on refugee students' culture and language, various TESOL techniques, methods, and strategies, enhancing teachers' communication skills with children UTP, and psychological support for the teachers. Similarly, in her study in Prince Edward Island, MacNevin (2012) concluded that teachers requested to be trained on how to teach traumatized learners, how to integrate them into classroom practices, how to teach them basic literacy skills, and being informed about students' backgrounds.

Lastly, suggestions for the orientation of children UTP showed that Turkish peers' support is crucial for Syrian children's inclusion in schools. All teachers should take part in exchanging information and experiences related to children UTP to offer better inclusion of children UTP. Additionally, findings showed that children UTP should be taught Turkish language and culture, and their literacy skills should be improved; teachers should integrate different games to enhance the interaction between the learners, and Turkish and Syrian parents should be involved in the educational practices. Teachers were suggested to learn basic Arabic words and expressions to motivate their learners and to build connections with children UTP. Also, employing Syrian teachers and giving more responsibilities to children UTP were offered to be helpful for successful inclusion and orientation. In a similar vein, in their study, Montero, Ibrahim, Loomis, and Newmaster (2012) suggested that allowing refugee children to be involved in the procedures and engage in leadership roles facilitates their school engagement. To do these, teachers may motivate the learners to act according to their skills and abilities. Lastly, some of the teachers suggested having separate classes for refugee children, or during the classroom activities, they suggested the teachers separate children UTP from each other to prevent groupings and misbehaviors and to enhance inclusion and adaptation.

The findings of the final sub-theme, language teachers' expectations from researchers and policymakers were offering extra courses for children UTP (such as basic literacy skills and Turkish language), academic procedure adjustments, and

improvements in integration processes involving various stakeholders (e.g. students, teachers, Turkish and Syrian parents). Authorities were also expected to provide extra materials for children UTP, including culture and language teaching. Materials specifically designed for refugee children to teach them language and cultural aspects were expected from other teachers in various research (Gözpinar, 2019; Stathopoulou and Dassi, 2020; Ünal- Gezer, 2019), as well. In this regard, Gözpınar (2018) suggested that the materials should include the home and host cultures of the refugee learners integrated into various language teaching skills. Lastly, creating separate classrooms which could be designed according to the needs of children UTP was expected by the teachers.

5.2. Conclusion

The present qualitative case study addressed English as a foreign language teachers' professional identity reflections related to teaching children under temporary protection at five public primary school contexts in a city in Turkey. The study aimed to explore English language teachers' reflections on their beliefs, experiences, and professional identities while teaching English to Syrian children under temporary protection. Additionally, the current state of education for Syrian children under temporary protection in public schools was aimed to be illustrated through language teachers' reflections. The last purpose was to explore teachers' needs and suggestions for educational opportunities for teacher candidates and in-service teachers.

Within this scope, two research questions were addressed. The first research question aimed to explore how language teachers of teaching Syrian children under temporary protection reflect on their professional teacher identities. The second research question aimed to investigate how English language teachers reflect on teaching Syrian children under temporary protection.

The study was carried out in five different public primary schools in a city in Turkey where children UTP receive education. Twelve English as a foreign language teachers participated in the study. The data was collected through a metaphor task and two semi-structured interviews between March and May 2023 during the 2022-

2023 academic year. The data was analyzed according to Yin (2016)'s five phases of analysis, and themes were identified accordingly. As a result, the following conclusions were unveiled.

First, it was found that teachers' career choices, teaching experiences, and beliefs on being an English teacher affected their personal and professional identities. Various external and internal factors affected teachers' career choices, including the impact of participants' former teachers and families, loving English, having a language aptitude, escaping from other subjects, loving kids, earning money, and going abroad. Additionally, teachers' good and bad previous teaching experiences impacted their personal and professional development. Previous experiences with children UTP also affected teachers emotionally, personally, and professionally and shaped their ideas for teaching and being an English teacher. Lastly, teachers' reflections on the characteristics of an English language teacher showed that both personal and professional qualities were needed. However, personal characteristics such as having good communication skills, being active/dynamic, creative/innovative, accepting differences, humanist, fair, guiding, loving, social, conscientious, and showing affection were found to be outweighed professional ones, such as using various activities and methods while teaching English and being good at different language skills.

Second, how teachers see themselves as English language teachers, their emotions, feelings, and ideas, as well as the context-related opportunities and challenges, and their relations with colleagues and students were found to shape their professional identities as the teachers of children UTP. Teachers' reflections on themselves as EFL teachers showed that while the majority of the teachers had positive ideas about themselves, a few of them did not find themselves competent enough as EFL teachers. However, when the teachers reflected upon themselves as teachers of children UTP, half of the teachers saw themselves as incompetent and unsuccessful. It was seen that teachers' ideas and beliefs about themselves as teachers have a significant impact on their instructional practices and their relations with their students. It was found that lack of training to teach children UTP and diverse learners was the major reason behind teachers' beliefs of lacking competence. It was also

found that teachers mostly reflected their negative emotions and feelings like disturbance, disappointment, feeling lonely, not feeling ready, fear, confusion/dilemma, being challenged/hardship, and sadness while teaching English to children UTP. It was found that lack of training, not having information about children UTP, and the challenges they face caused teachers to have negative feelings and emotions. The teachers also had positive emotions and ideas such as happiness, motivation, and providing education for all the children. The positive aspects were found to be affected by learners' positive attitudes, active participation, social inclusion, and academic success, as well as teachers' personality and beliefs on teaching. Context-related opportunities such as teaching kids and diverse learners and challenges like lack of resources, technological tools, materials, problems related to the neighborhood, students' low academic success, and lack of parental involvement were seen to contribute to the teachers' personal and professional development by allowing them to become more patient and motivated to seek for development opportunities, develop new methods and strategies to teach diverse students and reflect them themselves as teachers by critically thinking about their strengths and weaknesses. It was found that teachers' relations with other teachers, administrators, and students affect their personal and professional identity as well as their performance. When teachers have positive relations, they consult others for instructional materials, different methods, techniques, and approaches, and they help each other to overcome the challenges faced in the school context. It was also found that when teachers did not have good relations with their colleagues, they felt lonely, confused, and challenged. Teachers' relations with the students were found to affect teachers' attitudes and classroom practices, as well as students' integration into the classroom context and attitudes to their teachers and peers.

Third, teachers' experiences while teaching English to children UTP showed that the challenges and opportunities they face during the instructional processes shape their strategies for conducting their lessons by implementing various strategies in the planning, practicing, and assessment stages. It was found that teachers face many challenges and have some opportunities while teaching English to children UTP. Language and communication problems, behavioral problems, lack of family support, cultural differences, material-related challenges, and economic matters were

found to form the major problems for teachers while teaching English to children UTP. Additionally, lack of participation during classroom practices, academic challenges and low success, absenteeism, policy-related issues including participation of older or younger children UTP into the classrooms, having no information about learners' background, their academic histories, and families, lack of specific policies related to their status, having no criteria for school registration, classroom arrangements, and students' failure or upgrading, and lack of materials and curriculum prepared for refugee students, discrimination by the teachers, peers and Turkish parents, and trauma were found to impact the instructional processes. The findings showed that language and communication problems have the largest share in the academic inclusion of children UTP as the inability to express themselves brings along other challenges such as showing aggressive behaviors, becoming lonely, silent, and uninterested in school, facing discrimination from peers and teachers and drop out of school. Another important conclusion found under the category of economic challenges was child labor. It was found that children UTP had to work in various places, which created problems as children always felt tired and sleepy, which also affected their psychological and academic development. As for the opportunities for teachers, the children UTP who attended school in the home country showed better performance in terms of lessons, and teachers see it as an opportunity while teaching English to them. Also, for teachers, as children UTP are multilingual, they have an ease in learning a new language, English. Lastly, teachers thought children UTP have a tendency or aptitude for learning a new language such as English. It was found that learners' success, motivation, and enthusiasm for the lessons positively impact the teachers and classroom practices. Teachers used a variety of approaches in their planning, practice, and evaluation stages for teaching children UTP. They paid attention to planning their lessons simpler and clearer, and some use the IEP for children UTP. During the practice stage, they emphasized the importance of games, listening activities, visualizations, and motivation, especially in teaching children UTP. Additionally, it was found that teachers use L1, repetition, peer teaching, individualized teaching, TPR, changing activities frequently, technological apps, and integrating all the learners. However, contextual restrictions caused challenges for the instructional processes, and teachers searched for alternatives. The evaluation was found to be challenging as the assessment criteria

did not match the needs and realities of children UTP. Therefore, some of the teachers were found to observe the students or specify extra criteria for children UTP.

Fourth, findings showed that families were considered to significantly impact students' academic success, behaviors, adaptation, and relations with peers and teachers. Families' attitudes towards their children and education, the host culture and language, and school affected children UTP's educational involvement significantly. It was clear that building successful home and school connections eases teaching processes for teachers and contributes to children's both academic and social inclusion. In addition to Syrian, Turkish parents were also found to have an impact as their discriminatory actions and sayings influenced Turkish students' attitudes and relations with children UTP.

Fifth, teachers need professional development opportunities through pre-service and in-service training where they can develop their communication and problem-solving skills, learn different TESOL methods, techniques, and approaches, improve their technology use, be informed about their learners' culture and language, and develop their empathy skills. Also, the need for extra course hours to teach children UTP, having a sharing community, and having English classrooms were found. It was seen that the materials provided for English lessons by MoNE were not sufficient for children UTP. Therefore, both the teachers and children UTP need materials with cultural and linguistic elements. Teachers suggested pre-service and in-service teachers develop themselves both personally and professionally to teach children UTP to provide them with a fair and quality education. The teachers need to know their learners' languages and cultures and provide inclusive environments for their adaptations with classroom practices and including various stakeholders. Finally, teachers expect researchers and politicians to provide additional courses and materials for refugee children, make adjustments to academic procedures, carry out integration studies involving various stakeholders, and create separate classrooms by considering the needs of Syrian children.

5.3. Practical Implications and Recommendations

The findings of the present study and the existing literature provide some implications for teachers, teacher educators, researchers, and policy- makers.

1. The findings from the participants revealed that these English language teachers perceive a lack of pre-service teacher training to work with children UTP in Turkey. This situation led these teachers to feel anxious, confused, and not ready when teaching children UTP. Therefore, it is of great importance to diversify the professional development opportunities pre-service teachers by giving place to the real-life experiences of in-service teachers and extending their knowledge in various teaching contexts and student profiles. In this regard, phe pre-service teacher training may include providing information about students' culture, language, and education system of their home countries, how to approach the students with traumatic experiences, different TESOL methods, approaches, and techniques for children with disruptive educational backgrounds and diverse learners, and how to motivate learners to take part in the educational processes.
2. It was seen that language teachers of the children UTP report a lack of in-service training and inability to pursue professional development opportunities to enrich their knowledge of teaching children UTP. There is a need for training and professional development opportunities for in-service language teachers. Therefore, in-service training, including various TESOL techniques, methods, strategies, learners' academic and personal backgrounds, and learners' culture and language, may be provided. Also, workshops may be organized with people who have experience of teaching refugee learners, learners with different cultural and linguistic backgrounds, as well as experts in the field. Additionally, teachers may be provided with psychological support while teaching children UTP.
3. It was seen that teachers do not take an active role in their own professional development. Therefore, they need to take the initiative to build professional learning communities where they may exchange ideas and experiences with other educators who are knowledgeable and experienced in refugee

education. Such communities may help teachers improve their practices, overcome challenges, give them more chances to share their ideas, empower them to feel agency in teaching in refugee contexts and increase their awareness.

4. Teachers' reflection showed that the school neighborhoods where the refugee families reside lack opportunities, physical facilities, and lack social events to provide quality education and increase social adaptation. Therefore, improvements in the physical conditions of the schools, such as providing visuals, posters, technological tools, classes designed for English lessons, and seminars and social and cultural activities for both the teachers and the students may be implemented.
5. It was discovered that while the materials provided by the Ministry of National Education cater to the needs of Turkish students, children with UTP are not given access to materials that could be useful in meeting their unique needs. Therefore, it is suggested that the policymakers and the Ministry of National Education organize materials specifically designed for children UTP and distribute them in regions and schools where the majority of the refugees reside. It was suggested that the materials might include Turkish culture or language teaching materials such as reading texts, audio recordings, and visuals with descriptions in Turkish, Arabic, and English.
6. Based on the participants' responses, the Ministry of National Education in Turkey should publish preparatory language education books for children UTP that include Arabic, Turkish, and English explanations.
7. According to the suggestions of the participants, it was found that it may be practical to provide children UTP with extra courses and language preparation programs in addition to the formal schooling to enhance their academic success.
8. The results of this study showed that, in this particular context, refugee parents did not actively participate in the education process of their children. The teachers of the present study expressed that they have communication problems with refugee families resulting from lack of Turkish language skills and that they cannot reach the parents in urgent situations. Therefore, training

opportunities and projects may be developed to enhance refugee families' inclusion in the education processes of their children.

9. Teachers stated that they face policy-related challenges while teaching children UTP. Therefore, political adjustments may be implemented about providing the schools and teachers with learners and their families' personal and academic histories, the present status of the learners regarding their temporary protection, controlling the criteria for learners' school registration processes suitable for their age and academic readiness, and their upgrading. Additionally, policies regarding child labor and its effect should be controlled and monitored more carefully.

5.4. Limitations to the Study and Recommendations for Future Research Directions

There are several limitations in the present study. Investigation of the limitations may help during the data interpretation process as well as provide insights for future research.

1. Due to time constraints, the present study could explore only a part of teachers' experiences while teaching children under temporary protection. Future research can utilize a longitudinal approach to investigate teachers' professional identity reflections and their experiences.
2. The present case study investigated the reflections of twelve EFL teachers in five different public primary schools in a city in Turkey. Future research can be conducted in different cases by implementing a multiple case study design to reveal various aspects of teaching children UTP and its impact on teachers' professional identity.
3. In this study, the researcher collected data with metaphors and semi-structured interviews with the participants individually. Future research can integrate focus group interviews, observations, and field notes to explore teachers' reflections on their experiences with children UTP.
4. In future studies, the researchers may increase the diversity in the number of participants by integrating various stakeholders such as students, school

administrators, and parents to gain a holistic view of the experiences of children UTP and their teachers.

5. When the existing literature was explored, it was revealed that although the number of studies focusing separately on teacher professional identity, refugee education, and teaching children under temporary protection is high, the number of studies focusing on the combination of these aspects is found to be low both in Turkey and in the world. Therefore, concentrating on studies in this field will be beneficial for the enrichment of literature.
6. It was found that the studies focusing on the experiences of language learning journeys of children UTP were limited. Future research may focus on identifying the language learning procedures of children UTP and their identity development.

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APPENDICES

A. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
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Konu: Değerlendirme Sonucu 27 OCAK 2023

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Prof. Dr. A. Cendel KARAMAN

Danışmanlığını yürüttüğünüz Tuba TOPLULUK'un ***"Geçici Koruma Altındaki Öğrencilerin İngilizce Öğretmenlerinin Mesleki Kimlik Algıları"*** başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek **601-ODTUİAEK-2022** protokol numarası ile onaylanmıştır.

Bilgilerinize saygılarımla sunarım.

Prof. Dr. Sibel KAZAK BERUMENT
Başkan

Prof.Dr. I.Semih AKÇOMAK
Üye

Doç. Dr. Ali Emre Turgut
Üye

Dr. Öğretim Üyesi Şerife SEVİNÇ
Üye

Dr. Öğretim Üyesi Murat Perit ÇAKIR
Üye

Dr. Öğretim Üyesi Süreyya ÖZCAN KABASAKAL
Üye

Dr. Öğretim Üyesi Müge GÜNDÜZ
Üye

B. METAPHOR TASK IN TURKISH

Bu metafor çalışmasında, 3. ve 5. sorular Şahin'in (2021) doktora tezinden uyarlanmış ve mevcut çalışmanın amaç ve bağlamına uyacak şekilde değiştirilmiştir. Bu soruların uyarlanması için araştırmacının onayı alınmıştır.

Lütfen aşağıdaki cümleleri doldurunuz.

1. İngilizce öğretmeni …….. gibidir.
2. Bir İngilizce öğretmeninin kimliği …… gibidir.
3. Geçici koruma altındaki öğrencilerin öğretmeni olmak…….. gibidir.
4. Geçici koruma altındaki öğrencilere İngilizce öğretmek ……. gibidir.
5. Geçici koruma altındaki öğrencilere öğretmenlik yaparken mesleki kimliğim …….gibidir.

C. METAPHOR TASK IN ENGLISH

In this metaphor task, questions 3 and 5 were adapted from Şahin's (2021) doctoral dissertation and modified to fit the purpose and context of the present study. The researchers' consent was obtained to adapt these questions.

Please complete the sentences below.

1. English language teacher is like…
2. Identity of an English language teacher is like…
3. Being the teacher of children under temporary protection is like …
4. Teaching English to children under temporary protection is like…
5. My professional teacher identity when teaching to children under temporary protection is like…

D. 1st INTERVIEW PROTOCOL IN TURKISH

NOT: Bu yarı-yapılandırılmış görüşme protokolünde, 1, 2, 3, 4, 5, 6, 11, 27, 30 ve 37. soru Şahin'in (2021) doktora tezinden uyarlanmış ve mevcut çalışmanın amaç ve bağlamına uyacak şekilde değiştirilmiştir. Bu soruların uyarlanması için araştırmacının onayı alınmıştır. Bu çalışmada yürütülen görüşmeler yarı yapılandırılmış görüşme olduğundan aşağıda belirtilen sorular araştırmacılar tarafından değiştirilebilir veya görüşme esnasında ortaya çıkan sorular eklenebilir.

1. Eğitim geçmişiniz ile ilgili bilgi verebilir misiniz?
2. İngilizce öğretmeni olmaya nasıl karar verdiniz?
3. Önceki öğretmenlik deneyimleriniz hakkında bilgi verebilir misiniz?
4. İngilizce öğretmenliği yapmaktan memnun musunuz?
5. Bu okulda çalışmaya neden ve nasıl başladınız?
6. Ne zamandır bu okulda çalışıyorsunuz?
7. İş arkadaşlarınızla nasıl bir ilişkiniz var?
8. Bu okulda öğretmenlik yapmaktan memnun musunuz? Neden?
9. Sizce bu okulda öğretmenlik yapmanın ne gibi zorlukları var?
10. Sizce bu okulda öğretmenlik yapmanın ne gibi kazançları var?
11. Başka bir okulda çalışmayı düşünüyor musunuz?
12. Yabancı uyruklu öğrencilere öğretmenlik yapmakla ilgili düşünceleriniz nelerdir?
13. Geçici koruma altındaki öğrencilere öğretmenlik yapmakla ilgili düşünceleriniz nelerdir?
14. Sınıflarınızda geçici koruma altında olan öğrencileriniz var mı?

15. Geçici koruma altında olan kaç öğrenciniz var?
16. Geçici koruma altındaki öğrencilerinizle ilişkileriniz nasıl? Örnek vererek açıklayabilir misiniz?
17. Geçici koruma altındaki öğrencilerinizin ebeveynleriyle ilişkileriniz nasıl? Örnek vererek açıklayabilir misiniz?
18. Geçici koruma altındaki öğrencilerinizin akranlarıyla ilişkileri hakkında ne düşünüyorsunuz? Örnek vererek açıklayabilir misiniz?
19. Geçici koruma altındaki öğrencilerinizin diğer öğretmenleriyle ilişkileri hakkında neler düşünüyorsunuz? Örnek vererek açıklayabilir misiniz?
20. Geçici koruma altındaki öğrencilere İngilizce öğretirken nasıl hissediyorsunuz?
21. Geçici koruma altındaki öğrencilere İngilizce öğretmenin kolaylıkları nelerdir? Örnek vererek açıklayabilir misiniz?
22. Geçici koruma altındaki öğrencilere İngilizce öğretmenin zorlukları nelerdir? Örnek vererek açıklayabilir misiniz?
23. Geçici koruma altındaki öğrencilere İngilizce öğretmede karşılaştığınız problemler nelerdir? Örnek vererek açıklayabilir misiniz?
24. Geçici koruma altındaki öğrencilerin okullarına daha iyi kaynaşmasının sağlanması için neler yapılmasını önerirsiniz? Örnek vererek açıklayabilir misiniz?
25. Geçici koruma altındaki öğrencilerin sınıflarına daha iyi kaynaşmasının sağlanması için neler yapılmasını önerirsiniz? Örnek vererek açıklayabilir misiniz?
26. Geçici koruma altındaki öğrencilerinizin İngilizce derslerine olan tutumları hakkında ne düşünüyorsunuz?

27. Geçici koruma altındaki öğrencilerinizin ailelerinin, öğrencilerin akademik ve kişisel gelişimlerine nasıl etkilerinin olduğunu düşünüyorsunuz? Örnek vererek açıklayabilir misiniz?
28. Geçici koruma altındaki öğrencilere İngilizce öğretirken motivasyonunuz nedir?
29. Geçici koruma altındaki öğrencilere İngilizce öğretmenin mesleki gelişinizi nasıl etkilediğini düşünüyorsunuz? Örnek vererek açıklayabilir misiniz?
30. Geçici koruma altındaki öğrencilere İngilizce öğretmeye ilk başladığınızdan bu yana öğretmenlik hakkındaki düşünceleriniz değişti mi? Değiştiyse hangi boyutlarda değişiklik oldu?
31. Geçici koruma altındaki öğrencilere İngilizce öğretmeye başladığınızda kendinizi ne kadar hazır hissediyordunuz?
32. Geçici koruma altındaki öğrencilere İngilizce öğretmeye başlamadan önce alanla ilgili herhangi bir eğitim aldınız mı?
33. Bu konuda lisans düzeyinde öğretmen eğitimine nelerin dahil edilmesini istersiniz?
34. Geçici koruma altındaki öğrencilere İngilizce öğretirken alanla ilgili meslek içi eğitim aldınız mı?
35. Bu konuda öğretmenlerin meslek içi eğitimine nelerin dahil edilmesini istersiniz?
36. Sizce geçici koruma altındaki öğrencilere İngilizce öğreten öğretmenlerin nasıl bir eğitime ihtiyaçları var?
37. Gelecekte geçici koruma altındaki öğrencilere İngilizce öğretecek öğretmenlere neler önerirsiniz?

E. 1st INTERVIEW PROTOCOL IN ENGLISH

Note: In this semi-structured interview protocol, questions 1, 2, 3, 4, 5, 6, 11, 27, 30, and 37 were adapted from Şahin's (2021) doctoral dissertation and modified to fit the purpose and context of the present study. The researchers' consent was obtained to adapt these questions. Since the interviews conducted in this study are semi-structured interviews, the following questions can be changed by the researchers, or questions that arise during the interview can be added.

1. Could you give information about your educational background?
2. How did you decide to become an English teacher?
3. Could you give information about your previous teaching experiences?
4. Are you satisfied to work as an English teacher?
5. How and when did you start working in this school?
6. How long have you been working in this school?
7. How is your relationship with your colleagues?
8. Are you satisfied to work in this school? Why?
9. What are the challenges of teaching in this school?
10. What are the opportunities of working in this school?
11. Do you think of working in another school?
12. What are your ideas about teaching foreign students?
13. What are your ideas about teaching children under temporary protection?
14. Do you have students under temporary protection in your classes?
15. How many students do you have under temporary protection?

16. How is your relationship with your students under temporary protection? Could you explain it with an example?
17. How is your relationship with the parents of your students under temporary protection? Could you explain it with an example?
18. What do you think about the relationship between your students under temporary protection and their peers? Could you explain it with an example?
19. What do you think about the relationship between your students under temporary protection and their teachers? Could you explain it with an example?
20. How do you feel about teaching your students under temporary protection?
21. What are the benefits/opportunities of teaching English to students under temporary protection? Could you explain it with an example?
22. What are the challenges of teaching English to students under temporary protection? Could you explain it with an example?
23. What are the problems you encounter in teaching English to students under temporary protection? Could you explain it with an example?
24. What would you suggest doing to ensure that students under temporary protection integrate better with their schools? Could you explain it with an example?
25. What would you suggest doing to ensure that students under temporary protection integrate better with their classes? Could you explain it with an example?
26. What do you think about the attitudes of your students under temporary protection towards English lessons?

27. How do you think the families of your students under temporary protection affect their academic and personal development? Could you explain it with an example?
28. What is your motivation to teach English to your students under temporary protection?
29. How do you think teaching English to students under temporary protection affect your Professional development? Could you explain it with an example?
30. Have your thoughts on teaching changed since you first started teaching English to students under temporary protection? If so, what dimensions have changed?
31. How ready did you feel when you started teaching English to students under temporary protection?
32. Did you receive pre-service training before teaching English to students under temporary protection?
33. What would you suggest including in pre-service teacher training on this subject?
34. Did you receive in-service training while teaching English to students under temporary protection?
35. What would you suggest including in in-service teacher training on this subject?
36. What kind of training do you think teachers who teach English to students under temporary protection need?
37. What would you suggest to teachers who will teach English to students under temporary protection in the future?

F. 2nd INTERVIEW PROTOCOL IN TURKISH

NOT: Bu yarı-yapılandırılmış görüşme protokolünde, questions 1, 4, 8, 9, 10, 11, 12, 13, 15, 17, 19, 22, 23, 26, 27, 29, 30 ve 31. soru Şahin'in (2021) doktora tezinden uyarlanmış ve mevcut çalışmanın amaç ve bağlamına uyacak şekilde değiştirilmiştir. Bu soruların uyarlanması için araştırmacının onayı alınmıştır. Bu çalışmada yürütülen görüşmeler yarı yapılandırılmış görüşme olduğundan aşağıda belirtilen sorular araştırmacılar tarafından değiştirilebilir veya görüşme esnasında ortaya çıkan sorular eklenebilir.

1. İngilizce öğretmeni olarak kendinizi nasıl görüyorsunuz?
    a. Çalıştığınız okulda İngilizce öğretmeni olarak neler öğrendiniz? Örnek vererek açıklayabilir misiniz?
    b. Geçici koruma altındaki öğrencilere İngilizce öğretmenliği yaparken neler öğrendiniz? Örnek vererek açıklayabilir misiniz?
2. Sizce İngilizce öğretmeninin özellikleri nelerdir?
3. Geçici koruma altındaki öğrencilere İngilizce öğretmek için öğretmenlerin hangi özelliklere sahip olması gerekir? Örnek vererek açıklayabilir misiniz?
4. Geçici koruma altındaki öğrencilere öğretmenlik yaparken hangi becerilere ihtiyaç duyulmaktadır? Örnek vererek açıklayabilir misiniz?
5. Geçici koruma altındaki öğrencilere öğretmenlik yaparken hangi becerilerin geliştirilmesi gerekmektedir? Örnek vererek açıklayabilir misiniz?
6. Geçici koruma altındaki öğrencilere İngilizce öğretirken nasıl bir ders planı hazırlarsınız? Örnek vererek açıklayabilir misiniz?

7. Geçici koruma altındaki öğrencilerin İngilizce derslerini değerlendirirken karşılaştığınız problemler nelerdir? Örnek vererek açıklayabilir misiniz?
8. Geçici koruma altındaki öğrencilere öğretmenlik yapmakla ilgili en çok sevdiğiniz şey nedir?
9. Geçici koruma altındaki öğrencilere öğretmenlik yaparken ihtiyaç duyduğunuz özel beceriler nelerdir? Örnek vererek açıklayabilir misiniz?
10. Bir İngilizce öğretmeni olarak güçlü yanlarınız nelerdir? Örnek vererek açıklayabilir misiniz?
11. Bir İngilizce öğretmeni olarak zayıf yönleriniz nelerdir? Örnek vererek açıklayabilir misiniz?
12. Mevcut durumda mülteci öğrencilere öğretmenlik yapmak eğitim öğretim hakkındaki düşüncelerinizi etkiledi mi? Nasıl? Örnek vererek açıklayabilir misiniz?
13. Sizce dil öğretimini etkili ve başarılı yapan şeyler nelerdir? Sizce bu faktörler mesleki gelişiminizi nasıl etkilemektedir? Örnek vererek açıklayabilir misiniz?
14. Sizce mevcut okulunuzdaki deneyimlerinizin kişisel gelişiminize etkileri oldu mu? Nasıl? Örnek vererek açıklayabilir misiniz?
15. Sizce mevcut okulunuzdaki deneyimlerinizin mesleki gelişiminize etkileri oldu mu? Nasıl? Örnek vererek açıklayabilir misiniz?
16. Geçici koruma altındaki öğrencilere öğretmenlik yaptığınız süreci düşündüğünüzde ne tür değişiklikleri gözlemliyorsunuz? Örnek vererek açıklayabilir misiniz?

17. Geçici koruma altındaki öğrencilere öğretmenlik yaparken geliştirdiğiniz öğretim metod, yöntem ve becerileri var mı? Varsa neler? Örnek vererek açıklayabilir misiniz?
18. Geçici koruma altındaki öğrencilere İngilizce öğretiminde derslerinizi planlarken nelere dikkat ediyorsunuz? Örnek vererek açıklayabilir misiniz?
19. Kendi öğretim sürecinizi nasıl değerlendiriyorsunuz?
20. Mesleki gelişiminiz için neler yapıyorsunuz?
    a. Mesleki gelişiminizi sağlamak için danışabildiğiniz yerler var mı?
21. Geçici koruma altındaki öğrencilere öğretmenlik yaparken herhangi bir eğitim imkânı sunuldu mu?
22. Geçici koruma altındaki öğrencilere öğretmenlik yaparken size yeterli materyallerin sağlandığını düşünüyor musunuz?
    a. Ne gibi olanaklara veya materyallere ihtiyacınız olduğunu düşünüyorsunuz? Örnek vererek açıklayabilir misiniz?
    b. Millî Eğitim Bakanlığı tarafından sağlanan kitapları yeterli buluyor musunuz?
23. Geçici koruma altındaki öğrencilere yeterli materyallerin sağlandığını düşünüyor musunuz?
    a. Mülteci öğrencilerinizin ne gibi olanaklara veya materyallere ihtiyacının olduğunu düşünüyorsunuz? Örnek vererek açıklayabilir misiniz?
24. Geçici koruma altındaki öğrencilere öğretmenlik yapmadan önce bu konuyla alakalı düşünce ve inançlarınız nelerdi? Örnek vererek açıklayabilir misiniz?
25. Geçici koruma altındaki öğrencilere öğretmenlik yapmaya başladıktan sonra bu konuyla alakalı düşünce ve inançlarınız nelerdi? Örnek vererek açıklayabilir misiniz?

26. Geçici koruma altındaki öğrencilere öğretmenlik yapmaya başladıktan sonra düşünce ve inançlarınızda değişiklik oldu mu? Olduysa hangi yönleriyle değişiklikler oldu?
27. Geçici koruma altındaki öğrencilere öğretmenlik yapacak olan meslek öncesi öğretmenlerine tavsiyeleriniz nelerdir?
28. Geçici koruma altındaki öğrencilere İngilizce öğretmenliği yapacak olan öğretmenlerin bir eğitim alması gerektiğini düşünüyorsunuz?
29. İngilizce öğretmeni olarak gelecekteki mesleki kimliğinizi nasıl tanımlarsınız?
30. Geçici koruma altındaki öğrencilerin İngilizce öğretmeni olarak gelecekteki mesleki kimliğinizi nasıl tanımlarsınız?
31. İngilizce öğretmeni olarak gelecekte kendinizi nerede görüyorsunuz?
32. Gelecekte geçici koruma altındaki öğrencilerin eğitimi alanının nasıl geliştirilmesi gerektiğini düşünüyorsunuz?

G. 2nd INTERVIEW PROTOCOL IN ENGLISH

Note: In this semi-structured interview protocol, questions 1, 4, 8, 9, 10, 11, 12, 13, 15, 17, 19, 22, 23, 26, 27, 29,30, and 31 were adopted from Şahin's (2021) doctoral dissertation and modified to fit the purpose and context of the present study. The researcher's consent was obtained to adapt these questions. Since the interviews conducted in this study are semi-structured interviews, the following questions can be changed by the researchers, or questions that arise during the interview can be added.

1. How do you see yourself as an English teacher?
    a. What did you learn as an English teacher at your school? Could you explain it with an example?
    b. What did you learn while teaching English to students under temporary protection? Could you explain it with an example?
2. What do you think are the characteristics of an English teacher?
3. What characteristics should teachers have in order to teach English to students under temporary protection? Could you explain it with an example?
4. What skills are needed when teaching students under temporary protection? Could you explain it with an example?
5. What skills need to be developed when teaching students under temporary protection? Could you explain it with an example?
6. How do you prepare a lesson plan when teaching English to students under temporary protection? Could you explain it with an example?

7. What are the problems you encounter while evaluating the English lessons of students under temporary protection? Could you explain it with an example?
8. What do you like most about teaching students under temporary protection?
9. What special skills do you need when teaching students under temporary protection? Could you explain it with an example?
10. What are your strengths as an English teacher? Could you explain it with an example?
11. What are your weaknesses as an English teacher? Could you explain it with an example?
12. Has teaching students under temporary protection affected your ideas about teaching and education? How? Could you explain it with an example?
13. What do you think makes language teaching effective and successful? How do you think these factors affect your professional development? Could you explain it with an example?
14. Do you think your experiences at your current school have had an impact on your personal development? How? Could you explain it with an example?
15. Do you think your experiences at your current school have had an impact on your professional development? How? Could you explain it with an example?
16. What kind of changes do you observe when you think about your process of teaching students under temporary protection? Could you explain it with an example?
17. Do you have any teaching methods, methods and skills that you have developed while teaching students under temporary protection? If so, what are they? Could you explain it with an example?

18. What do you pay attention to when planning your lessons in teaching English to students under temporary protection? Could you explain it with an example?
19. How do you evaluate your own teaching process?
20. What are you doing for your professional development?
    a. Are there places you can consult to ensure your professional development?
21. Were you offered any training opportunities while teaching students under temporary protection?
22. Do you think you are provided with adequate materials when teaching students under temporary protection?
    a. What kind of materials do you think you need? Could you explain it with an example?
    b. Do you find the books provided by the Ministry of National Education sufficient?
23. Do you think that adequate materials are provided to students under temporary protection?
    a. What facilities or materials do you think your refugee students need? Could you explain it with an example?
24. What were your thoughts and beliefs about this subject before teaching students under temporary protection? Could you explain it with an example?
25. What were your thoughts and beliefs about this subject after you started teaching students under temporary protection? Could you explain it with an example?

26. Have your thoughts and beliefs changed after you started teaching students under temporary protection? If so, in what aspects have there been changes?
27. What are your suggestions to pre-service teachers who will teach students under temporary protection?
28. Do you think that teachers who will teach English to students under temporary protection should receive a training?
29. How would you describe your future professional identity as an English teacher?
30. How would you describe your future professional identity as an English teacher of students under temporary protection?
31. Where do you see yourself in the future as an English teacher?
32. How do you think the field of education of students under temporary protection should be improved in the future?

H. INFORMED CONSENT FORM

This study was carried out by Middle East Technical University English Language Teaching Graduate Program student Tuba Topluk within the scope of the master's thesis under the supervision of Prof. Dr. Abdullah Cendel Karaman. The purpose of this form is to inform you about the research and to obtain your consent for your voluntary participation.

The Purpose of the Study

The purpose of this study is to investigate the reflections and evaluations of teachers' professional identity developments when teaching English to children under temporary protection in a province of Turkey.

The Procedure of the Study

If you agree to participate in the study, you will be asked to fill out a metaphor task, which will take approximately 30 minutes, and participate in two interviews, each of which will take approximately 60 minutes. The interviews will take place at a time you and the researcher agreed upon. These interviews will be audio-recorded for later analysis, and the recordings will be stored on a password-protected computer. During the interviews, you will be asked questions about your teaching experience, the education of students under temporary protection, and your teacher identity. In addition to the right to skip any question you do not wish to answer, you also have the right to withdraw completely from the research at any time. In such a case, it will be sufficient to tell your request to the researcher.

Useful Information about Participation in the Study

Participation in this study is completely voluntary. The data obtained as a result of the metaphors and interviews will be kept safe and will be accessible only to the researcher. Your data will only be used for scientific purposes. While sharing the results of the research, pseudonyms will be used instead of your real names, thus preventing the dangers that the participants may face.

For Further Information:

Thank you for your participation. For further information about the study, you can contact English Language Education graduate student Tuba Topluk ( ) or Prof. Dr. Abdullah Cendel Karaman ( ).

I have read the information above and participated in this study completely voluntarily.

Name Surname: Date: …../……/…… Signature:

I. DEBRIEFING FORM

Dear participant,

First of all, thank you for participating in our study.

This research was conducted by Middle East Technical University English Language Teaching Master's Program student Tuba Topluk under the supervision of Prof. Dr. Abdullah Cendel Karaman.

The Purpose of the Study

The purpose of this study was to investigate the reflections and evaluations of teachers' professional identity developments when teaching English to children under temporary protection in a province of Turkey.

The Procedure of the Study

In accordance with the above-mentioned purposes, you were first asked to fill out a metaphor task, which lasted approximately 30 minutes, and then to participate in two interviews, each lasting approximately 60 minutes. The aim of this study was to investigate the experiences of English language teachers teaching children under temporary protection, the education of these students, and how teachers' reflected on their professional identity development. It is expected that the results obtained from the metaphor task and interviews will contribute to the issues of teacher education, teacher identity, and education of students under temporary protection status.

The data obtained as a result of the metaphor task and interviews will be kept safe and will be accessible only to the researcher. Your data will only be used for scientific purposes. While sharing the results of the research, pseudonyms will be used instead of your real names, thus preventing the dangers that the participants may face.

For Further Information:

Thank you for your participation. For further information about the study, you can contact English Language Education graduate student Tuba Topluk ( ) or Prof. Dr. Abdullah Cendel Karaman ( ).

J. LIST OF INITIAL CODES

Academic challenges
Accepting differences
Active/dynamic
Age
Age-related challenges
Assessment
Attendance-related challenges
Audio
Bad effect of refugees on Professional development
Bad relations with refugee students in present context
Behavioral challenges
Being happy to be a teacher
Being multilingual
Being with kids as an opportunity in the present context
Beliefs related to refugee students' peers
Caring learners' academic level
Caring learners' background
Challenged
Challenges due to low academic success
Challenges in present context
Challenges in teaching English
Challenges related to being with kids
Challenges related to refugees
Challenging previous teaching
Changes in refugees
Changing activities frequently
Choosing context due to loving kids
Communication skills
Communication-related challenges
Competence
Confusion
Conscientious
Convenience of the present context
Creative/innovative
Cultural differences
Different activities
Dilemma
Disappointment/ in vain
Discrimination
Dissatisfaction satisfaction from job
Disturbed
Drawing
Earning money
Economic challenges
Education needs of in-service teachers
Education needs of pre-service teachers
Effect of refugees on classroom management
Effect of refugees on teacher development
Effect of refugees on teaching
Effect of teachers on students
Effect of Turkish parents on refugee students
Effect of Turkish parents on Turkish students
Emotions related to learning English
Emotions related to refugee students
Emotions related to students
Emotions related to teaching English to refugee learners
Escaping from other lessons
Expectations from others
Expectations on self
Experiences in present context
Fair
Family- related reasons for present context
Family-related requests
Fear
Feeling lonely
Feeling ready
Future
Games
Going abroad
Going to school in Syria
Good effect of refugees on Professional development
Good relations with refugee students in present context

Guide
Happiness
Hardship
Having an aptitude
Having more time in the present context
Having motivation
Having no different approach
Having no in-service training
Having no pre-service training
Having pedagogical knowledge
Humanist
Idea changes while teaching refugees
Ideas after teaching refugees
Ideas before teaching refugees
Inadequate pre-service education
Individual differences among refugee learners
Instructional challenges
Integrating all students
Language aptitude of refugee children
Language-related challenges
Lesson planning
Limited time
Listening
Loving
Loving children
Loving English
Material challenges
Material needs of refugee students
Material related needs of in-service teachers
Material-related challenges
Motivating refugee students
Motivating refugee students
Motivation of refugee students
Needs of in-service teachers
Needs of pre-service teachers
Needs of pre-service teachers
Needs of refugees
Negative ideas after teaching refugees
Negative ideas before teaching refugees
Negative relations with administrators in present context
Negative relations with colleagues in present context
Negative teacher perceptions on self
Neighborhood related challenges
No challenge in present context
No effect of refugees on Professional development
No idea changes
No motivation
No motivation of refugee students
No need for teacher education/training
No parental involvement
No satisfaction in previous experience
No satisfaction in previous teaching
Not feeling ready
Not having information about refugee students
Number of refugees
One-to-one teaching
Parent- related challenges
Partial satisfaction from job
Participants' teachers
Participation-related challenges
Past education
Patience
Patient
Peer teaching
Perceptions of society
Personal Background
Personal background
Personal development
Personal life
Planned
Policy challenges
Positive ideas after teaching refugees
Positive ideas before teaching refugees
Positive relations with administrators in present context
Positive relations with colleagues in present context
Positive relations with students in present context
Positive teacher perceptions on self
Present context
Previous Professional development opportunities
Previous teaching experiences
Previous teaching experiences with refugee learners
Professional background
Professional development opportunities

Professional development opportunities in the present context
Reasons for context choice
Refugee related needs of in-service teachers
Refugee students' attitudes
Refugee students' attitudes to English
Refugee students' attitudes to school
Refugee students' failure
Refugee students' relations with other refugee learners
Refugee students' relations with other teachers
Refugee students' relations with peers
Refugee students' success
Relations with refugee students
Repetition
Sadness
Satisfaction from job
Satisfaction in present context
Satisfaction in previous teaching
Self-evaluation
Self-reflection/critic
Skill needs of in-service teachers
Social
Songs
Students' emotions
Suggestions for employing Syrian teachers
Suggestions for improving literacy
Suggestions for inclusion
Suggestions for in-service teacher education
Suggestions for in-service teachers
Suggestions for integrating games
Suggestions for involving all the teachers
Suggestions for language
Suggestions for learning culture
Suggestions for learning language
Suggestions for orientation
Suggestions for peer support
Suggestions for pre-service teacher education
suggestions for pre-service teachers
Suggestions for refugee parent involvement
Suggestions for responsibility
Suggestions for separate class
Suggestions for separating refugee students
Suggestions for teaching Turkish culture
Suggestions for Turkish parent involvement
Teacher beliefs about self-efficacy
Teacher beliefs on being an English teacher
Teacher beliefs on materials
Teacher beliefs on self
Teacher beliefs on teaching
Teacher beliefs on teaching refugees
Teacher beliefs related to refugee students
Teacher beliefs related to refugee students vs their peers
Teacher beliefs related to refugees
Teacher beliefs related to Turkish students
Teacher motivation
Teacher perceptions on self
Teachers' attitudes to refugee students
Teachers' attitudes to Turkish students
Teaching Turkish to refugee students
Technological apps
Time as an opportunity in the present context
TPR
Trauma-related challenges
Using Arabic in the lesson
Using Turkish in the lesson
Visualization
Workload
Years of experience in present context

K. TURKISH SUMMARY / TÜRKÇE ÖZET

GEÇİCİ KORUMA ALTINDAKİ ÖĞRENCİLERİN YABANCI DİL ÖĞRETMENLERİNİN MESLEKİ KİMLİK ALGILARI

GİRİŞ

Son yıllarda göç ve sığınma olaylarında ciddi bir artış görülmüştür. Birleşmiş Milletler Mülteciler Yüksek Komiserliği (UNHCR) istatistiklerine göre, Haziran 2022 sonu itibariyle, 103 milyondan fazla insanın yerinden edildiği, bunun 32.5 milyonunun Birleşmiş Milletler Mülteciler Yüksek Komiserliği ve Birleşmiş Milletler Yakın Doğu'daki Filistinli Mültecilere Yardım ve Çalışma Ajansı'nın (UNRWA) yetkisi altında bulunan mülteci grubu ve 4.9 milyonunun da sığınmacı olduğu tahmin edilmektedir (2022b). Bu nedenle, mülteci eğitimi dünya çapında temel sorunlardan biri haline gelmiş, göçmenler ve mülteci eğitimi ile ilgili çalışmalar son yıllarda popülerlik kazanmıştır.

Çatışmaların merkezinde yer alan Türkiye, göç hareketlerinde her zaman "bekçi rolü" üstlenmiştir. Ülke, çeşitli coğrafyalardan gelen mülteciler için önemli bir destinasyon olmuştur ancak en önemli akın 2011'de Suriye iç savaşının patlak vermesiyle başlamıştır. Türkiye İstatistik Kurumu (TÜİK) tarafından sağlanan verilere göre, 85 milyondan fazla nüfusu ile Türkiye, dünyada en fazla mülteciye ev sahipliği yapan ülkedir (TÜİK, 2023). İçişleri Bakanlığı Göç İdaresi Genel Müdürlüğü (GİGM), Ocak 2023 itibariyle Türkiye'de geçici koruma statüsünde 3.513.776 Suriyelinin bulunduğunu açıklamıştır. Türkiye, dünyanın en büyük mülteci nüfusuna ev sahipliği yapmanın yanı sıra, dünyada en fazla sayıda mülteci çocuğa sahip ülkedir (Birleşmiş Milletler Uluslararası Çocuklara Acil Yardım Fonu [UNICEF], 2022a). Mülteciler Derneği (2023), Mayıs 2023 itibariyle 0-18 yaş arası 1.625.555 Suriyeli çocuğun Türkiye'de ikamet ettiğini bildirmiştir. Millî Eğitim

Bakanlığı'nın (MEB) 2021-2022 akademik yılına ilişkin verileri, mevcut durumda 1.124.353 Suriyeli öğrencinin Türk okullarına kayıtlı olduğunu göstermiştir (MoNE, 2022). Ülkeye gelen mülteci sayısının, dünyanın farklı yerlerinde devam eden savaş ve çatışmalardan sonra daha da artmış olduğu tahmin edilmektedir (Ekin & Yetkin, 2021, s.384).

Türkiye'de mülteci eğitimi alanında yürütülen çeşitli çalışmalar bulunmaktadır. Bu çalışmaların çoğu devlet politikalarına (Altinkalp vd., 2022; Culbertson & Constant, 2015; Dryden-Peterson, 2011; Özcan, 2018; Özer vd., 2016; Save the Children, 2015; Seydi, 2014; UNICEF, 2019; Ünlü & Ergül, 2021;); mülteci çocukların deneyimleri ve ihtiyaçlarına (Beltekin, 2016; Karakuş, 2019); öğretmen tutumlarına (Ekin & Yetkin, 2021) ve öğretmenlerin öğretim süreçlerinde karşılaştıkları zorluklara (Çelik & İçduygu, 2019; Celik vd., 2021; Gümüş vd., 2020; Karakuş, 2019; Karsli-Calamak & Kilinc, 2021) odaklanmaktadır.

Öğretmenler eğitim-öğretim süreçlerinin temel parçasını oluşturduğundan, mevcut uygulamaları daha iyi anlayabilmek için öğretmenlerin inanç, düşünce, duygu ve algılarının keşfedilmesi gerekmektedir. Bu da öğretmenlerin mesleki kimliklerini incelemekle mümkündür. Kimlik; kişinin kendisini, etrafındaki dünyayı ve ilişkilerini nasıl kavradığını şekillendirdiği için mültecilere eğitim veren öğretmenlerin mesleki kimlik algılarını araştırmak önem arz etmektedir. Öğretmenlerin kendilerini nasıl gördükleri ve mesleki kimliklerinin gelişimi, öğretim uygulamalarını ve öğrenme çıktılarını etkilemektedir.

Kimlik, tanımlaması zor ve karmaşık bir terim olmasına rağmen çeşitli çalışmalar, öğretmenlerin geçmiş ve deneyimlerini (Day vd., 2006; Zembylas, 2003), kişisel yaşam ve inançlarını (Beauchamp & Thomas, 2009; Day vd., 2006; Farrell, 2011), bağlamı (Beauchamp & Thomas, 2009; Beijaard vd., 2000; Flores & Day, 2006; Gee, 2000; Rodgers & Scott, 2008; Varghese vd., 2005), duygularını (Beauchamp & Thomas, 2009; Zembylas, 2003), motivasyonlarını (Garner & Kaplan, 2019), öz yeterlik (Day vd., 2016) algılarını ve öğretmen eğitimini (Beauchamp & Thomas, 2009) göz önünde bulundurarak mesleki kimlik gelişimini araştırmaktadır.

Öğretmen kimliği, öğretmenlerin motivasyonu ve işine bağlılığı, amaç duygusu, duygusal esenliği ve sınıftaki genel etkinliği üzerinde çok önemli bir etkiye sahiptir (Hammerness vd., 2005). Bu nedenle öğretmen kimliğinin tanımlanıp anlaşılmasının, öğrencilerin öğrenmesine rehberlik edebileceği (Beauchamp & Thomas, 2009; Beijaard vd., 2000) ifade edilmiştir. Mülteci öğrenciler, sınıf ortamına çok çeşitli dilbilimsel, akademik, sosyal ve psikolojik ihtiyaçlar getirmektedir. Mülteci öğrencilerin sorunlarını ve ihtiyaçlarını tespit etmek ve onlara uygun yardımı sunmak öğretmenlerin sorumluluğundadır. Bu noktada, Suriyeli çocuklara öğretmenlik yapan dil öğretmenlerinin kimliğini anlamak ve keşfetmek önemlidir, çünkü öğretmenlerin mesleki kimliği, öğretim prosedürlerini ve öğrencilerle olan ilişkilerini etkiler ve bunlardan etkilenir (Reeves, 2018, s.4).

Bu çalışma, Türkiye'nin bir şehrinde bulunan ilkokullarda çalışan ve geçici koruma altındaki Suriyeli öğrencilere öğretmenlik yapan İngilizce öğretmenlerinin inançları, deneyimleri ve mesleki kimlikleri hakkındaki düşüncelerini keşfetmeyi amaçlamaktadır. Ayrıca çalışma, devlet okullarında eğitim gören mülteci öğrencilerin mevcut eğitim-öğretim durumu hakkında bilgi vermeyi amaçlamaktadır. Son olarak, araştırmacının hizmet öncesi ve hizmet içi öğretmenleri için eğitim fırsatlarının nasıl iyileştirilebileceği konusunda bilgi sağlaması beklenmektedir. Bu kapsamda mevcut çalışma aşağıdaki soruları cevaplamayı amaçlamaktadır:

1. Geçici koruma altındaki Suriyeli çocuklara eğitim veren İngilizce öğretmenleri mesleki kimliklerini nasıl tanımlamaktadır?
2. İngilizce öğretmenleri, geçici koruma altındaki Suriyeli öğrencilere öğretimde bulunmayı nasıl tanımlamaktadır?

YÖNTEM

Bu çalışma, Türkiye'deki bir şehirde ilkokul kademesinde görev yapan İngilizce öğretmenlerinin fikirlerine, inançlarına ve deneyimlerine odaklanarak mesleki kimlik yansıtmalarını incelemektedir. Bu nedenle gömülü durum çalışması deseni kullanılmıştır. Bu çalışmada bağlam, Türkiye'de bir şehirdir ve ilköğretim İngilizce öğretmenlerinin mesleki kimlik yansımaları örnek olaydır. Durumun içinde, beş farklı ilköğretim okulundan 12 İngilizce öğretmeni gömülü analiz birimleri olarak

çalışmaya dahil edilmiştir. Bu seçimin arkasındaki sebep, çeşitli bakış açıları sağlayarak, durumun daha iyi aydınlatılmasında derin analizler elde etmektir (Baxter & Jack, 2008, s. 550).

Araştırmanın yürütüldüğü şehrin sakinleri farklı dil, din ve ırk tabanlarından gelmektedir. Bu durum, şehri çok dillilik ve çok kültürlülük bakımından zengin bir konuma getirmiştir. Şehirde aynı zamanda mülteci gruplar da yaşamaktadır. Kayıtsız mültecilerin olması sebebiyle şehirde yaşayan mültecilerin sayısı kesin olarak bilinmemektedir. Ancak, İçişleri Bakanlığı Göç İdaresi Genel Müdürlüğü (2023), şehirde geçici koruma altında 10 binden fazla kayıtlı Suriyeli olduğunu bildirmektedir. Suriyelilerin yanı sıra başta Afganistan, Irak ve Ukrayna olmak üzere başka mülteci grupları da yaşamaktadır. İl Milli Eğitim Müdürlüğü'nün verilerine göre, 2022-2023 eğitim-öğretim yılında geçici koruma altında bulunan 1400'ün üzerinde Suriyeli çocuk, şehir merkezindeki ilköğretim okullarına kayıtlıdır. Veriler ayrıca, geçici koruma sağlanan Suriyeli çocukların okula devam oranının, K-12 bağlamlarında, ilkokullarda en yüksek düzeyde olduğunu ve liseye yükseldikçe kademeli olarak düştüğünü göstermektedir. Bu okullara devam eden öğrenci sayısı daha fazla olduğundan çalışma ilkokul düzeyinde yapılmıştır. Bu durumun, öğretmenlerin deneyimlerinin daha kapsamlı bir şekilde incelenmesine olanak tanıyacağı düşünülmüştür.

Bu doğrultuda katılımcılar, araştırmanın amacına uygun olarak, geçici koruma altındaki Suriyelilerin kentte yoğunlukla yaşadıkları dört mahallede bulunan beş farklı ilköğretim okulundan seçilmiştir. Bu veriler literatürden ve İl Milli Eğitim Müdürlüğü'nden elde edilmiştir. Gizliliği korumak amacıyla, şehrin ve okulların adı açıklanmamış ve katılımcıların sorulara verdikleri yanıtlar kendilerine verilen numaralarla aktarılmıştır. Katılımcı seçimi için araştırmacı tarafından ölçüt örnekleme stratejisi kullanılmıştır. Ölçüt örnekleme, katılımcıların belirlenmiş bazı ölçütleri karşılamalarını gerektirir (Miles & Huberman, 1994, s.28). Bu çalışma için şu kriterler aranmıştır: a) ilde bir ilköğretim okulunda İngilizce öğretmenliği yapmak, b) geçici koruma altındaki Suriyeli çocuklara ders vermek. Çalışmada on kadın ve iki erkek katılımcı bulunmaktadır. Katılımcıların dokuzu kariyerinin

ortasında iken üçü deneyimlidir. Bu nedenle cinsiyet ve deneyim yılı çalışmanın odak noktası olmayıp katılımcı seçiminde dikkate alınmamıştır.

Nitel araştırmalarda veriler, çeşitli veri toplama teknikleriyle sistematik bir şekilde toplanır (Stake, 1995). Bu araştırmada veri toplamak için metafor soruları ve iki yarı yapılandırılmış görüşme kullanılmıştır. Araştırmanın temel veri toplama aracı, yarı yapılandırılmış görüşmelerdir. Çalışmanın veri toplama süreci Mart 2023'te başlamış ve Mayıs 2023'ün ilk haftasında sona ermiştir. Araştırmacı, öncelikle katılımcılar hakkında daha ayrıntılı bilgi sahibi olabilmek ve onların geçici koruma altındaki öğrencilere yönelik duygu ve düşüncelerini derinlemesine inceleyebilmek amacıyla onlara metafor soruları yöneltmiştir. Ardından, ilk yarı yapılandırılmış görüşmeler gerçekleştirilerek İngilizce öğretmenlerinin kişisel, akademik ve profesyonel geçmişleri, mesleki gelişimleri ile öğretim bağlamlarına, meslektaşlarına ve öğrencilerine yönelik bakış açıları ve duyguları incelenmiştir. Daha sonra katılımcılar, öğretmenlik deneyimleri ve duygularına, zorluklarla başa çıkmak için benimsedikleri yaklaşımlara, kimlik algılarına ve ayrıca önerilerine ve farklı paydaşlardan beklentilerine odaklanan ikinci bir yarı yapılandırılmış görüşmeye katılmışlardır. Veri toplama araçlarında katılımcılara yöneltilen soruların bazıları Şahin'in (2021) doktora tezinden uyarlanmış ve mevcut çalışmanın amaç ve bağlamına uyacak şekilde değiştirilmiştir. Bu soruların uyarlanması için araştırmacının onayı alınmıştır.

Mevcut çalışmada, Yin (2016) tarafından oluşturulan beş aşamalı analitik yöntem uygulanmıştır. Bu doğrultuda araştırmacı, öncelikle veri toplama sürecini tamamlamış ve ardından veri toplama araçlarının analizine başlamıştır. Bunu yapmak için, yarı yapılandırılmış görüşmelerden elde edilen ses kayıtları kelimesi kelimesine deşifre edilmiş ve tüm verilerin düzenli tutulması için toplanan metaforlar bir word belgesinde bir araya getirilmiştir. Toplanan verilen sonucunda 12 katılımcının her birinden 5'er metafor ve toplamda 24 görüşmeden 873 dakikalık veri çıkmıştır. Araştırmacı, transkripsiyonları birkaç kez okumuş ve verilere kodlar vermiştir. Bu çalışmada, araştırmacı tümevarımsal akıl yürütme ve betimsel kodlama (verileri konuya göre özetleme) kullanmıştır. Kodlama sürecinde, araştırmacı daha iyi veri analizi sağlayabilmek adına MAXQDA'yi kullanmıştır. Kodlamanın ardından

araştırmacı, tematik kategoriler oluşturmak için kodlar arasında ortak kalıplar aramaya başlamıştır. Bu aşamada temalar ve alt temalar not edilmiş ve birkaç kez kontrol edilmiştir. Dördüncü aşamada araştırmacı, literatürü ve araştırma sorularını dikkate alarak verileri yorumlamıştır. Son olarak, araştırmacı çalışmanın sonuçlarını sunmuştur.

Araştırmada, veriler Türkçe olarak toplanmıştır. Analizin sonunda araştırmacı, bulgular bölümünde örneklemek üzere seçilen alıntıları İngilizce'ye çevirmiştir. Bu çalışmadaki tüm analiz sürecinin birincil amacı, ilkokul bağlamlarında geçici koruma altındaki Suriyeli çocuklara İngilizce öğreten yabancı dil öğretmenlerinin mesleki kimlik yansıtmalarını keşfetmek, açıklamak ve yorumlamaktır.

BULGULAR, TARTIŞMA VE SONUÇ

Mevcut nitel durum çalışması, Türkiye'de bir şehirdeki devlet ilkokullarında geçici koruma altındaki çocuklara İngilizce öğreten yabancı dil öğretmenlerinin mesleki kimlikleri üzerindeki yansıtmalarını araştırmak amacıyla iki araştırma sorusunu ele almıştır. Bu bağlamda, ilk araştırma sorusu geçici koruma altındaki Suriyeli çocukların İngilizce öğretmenlerinin mesleki kimliklerini nasıl tanımladıklarına yöneliktir. İkinci araştırma sorusu, öğretmenlerin yaşadıkları zorluklara, ihtiyaçlara ve önerilere atıfta bulunarak, İngilizce öğretmenlerinin geçici koruma altındaki Suriyeli öğrencilere öğretimlerini nasıl tanımladıklarını araştırmıştır.

Birinci araştırma sorusuna karşılık olarak dört tema ortaya çıkmıştır. Birinci tema öğretmenlerin kariyer seçimlerinin, mesleki deneyimlerinin ve kendilerinin ideal bir İngilizce öğretmenin özellikleri hakkındaki düşüncelerinin mesleki kimliklerini şekillendirdiği bulunmuştur. Kariyer seçimlerinde çoğu katılımcının kendi öğretmenlerinin olumlu ve olumsuz davranış, tutum ve ailelerinin teşviklerinden etkilenerek İngilizce öğretmeni olmaya karar verdikleri görülmüştür. Buna ek olarak, bu çalışma, katılımcıların kişilik özellikleri ve yetenekleri, İngilizceyi sevmeleri ve dil öğrenmedeki başarıları dahil olmak üzere kişilik özellikleri ve yeteneklerinin yanı sıra yurtdışına gitmek ve finansal kazançlar gibi daha iyi fırsatlar nedeniyle İngilizce öğretmeni olmaya karar verdiklerini göstermiştir. Bu nedenle, katılımcıların İngilizce öğretmeni olma kararlarında hem iç hem de dış faktörlerin etkili olduğu literatürle

uyumlu şekilde bulunmuştur (Baltacı, 2019; Bukor, 2015; Coşgun & Savaş, 2023; Karimi & Mofidi, 2019). Katılımcıların mesleki deneyimlerine bakıldığında, öğretmenlerin bir meslek olarak öğretmenlik algılarının ve öğretim süreçlerinin önemli ölçüde bağlamsal zorluklar ve fırsatlar, okul düzeyi ve veliler, meslektaşlar, yöneticiler ve öğrenciler gibi paydaşlarla olan ilişkileri tarafından şekillendiği bulunmuştur. Mevcut çalışmadaki öğretmenler ideal bir İngilizce öğretmeninin çeşitli kişisel ve mesleki özelliklere sahip olması gerektiğini savunmuşlardır. Bu doğrultuda, iyi iletişim kurma becerisine sahip olmak, hümanist olmak, sevgi dolu olmak, yenilikçi olmak, farklılıkları kabul etmek ve sabırlı olmak gibi kişisel özelliklerin, yeterli alan bilgisine sahip olmak, farklı dil becerilerinde iyi olmak, farklı aktiviteler kullanmak ve dersi öğrenci profiline göre işlemek gibi mesleki özelliklerden daha fazla vurgulandığı öne çıkmıştır.

İkinci tema, katılımcıların kendilerine olan inançları, öz yansıtmaları ve mesleki gelişim yolculuklarının geçici koruma altındaki öğrencilerin öğretmeni olarak mesleki kimliklerine etkilerini göstermiştir. Katılımcıların büyük çoğunluğu bir İngilizce öğretmeni olarak kendilerini başarılı, deneyimli, yetkin, sabırlı, yenilikçi, planlı ve hazırlıklı, kültürel farklılıklara açık, iletişim becerileri güçlü, aktif, eğlenceli, başarılı, deneyimli, yetenekli gibi olumlu inançlara sahip şekilde değerlendirseler de öğretmenlerin yarısı mülteci öğrencilere İngilizce öğretirken kendilerini yeterli ve başarılı bulmadıklarını ifade etmişlerdir. Öğretmenlerin sahip olduğu bu inancın öğretimlerini, öğrenci ve velilerle ilişkilerini, sınıf yönetimini, sınıf etkinliklerini ve sonuç olarak mesleki gelişimi ile kimliğini etkilediği bulunmuştur. Benzer sonuçlar, yapılan diğer çalışmalarda da mevcuttur (Beauchamp & Thomas, 2009; Beijaard & Meijer, 2017; Celik vd., 2021; Day vd., 2006; Ekin & Yetkin, 2021; Karakuş, 2019; Sachs, 2001; Yazan, 2018). Öğretmenlerin kendilerini yetkin ve başarılı bulmamalarının en önemli sebebinin hizmet öncesi ve hizmet içi aşamalarda mülteci eğitimi konusunda mesleki gelişim imkanlarının olmamasından kaynaklandığı bulunmuştur. Katılımcıların hiçbiri lisans düzeyinde mülteci eğitimi konusunda eğitim almamışken bu konuda hizmet içi eğitimlerden faydalanan sadece bir katılımcının olduğu görülmüştür. Bu durumun, öğretmenlerin inançlarını, geçici koruma altındaki çocukların öğretimine yönelik duygularını, öz-yeterliğini, öğretim uygulamalarını, meslektaşları, yöneticileri ve öğrencilerle ilişkilerini ve profesyonel

kimliğini olumsuz etkilediği bulunmuştur. Ayrıca öğretmenlerin materyal geliştirme, sınıf yönetimi, öğrenciler ve velilerle iletişim kurma ve geçici koruma altındaki öğrencilerin eğitim-öğretim sürecine başarılı bir şekilde entegre edilmesi ve yeni ortama uyum sağlamasına yardımcı olma konusunda zorlandıkları bulunmuştur. Ayrıca, öğretmenlerin bu öğrenci grubu hakkında bilgi sahibi olmadıklarından, bazen sınıflarında ayrımcı eylemlerde bulundukları sonucuna ulaşılmıştır. Öğretmenlerle yapılan çalışmalar, mülteci ve göçmen çocukların ihtiyaçlarını karşılamaya yönelik hizmet öncesi ve hizmet içi eğitim ve gelişim fırsatlarının olmamasının öğretmenlerin öğrenci ihtiyaçlarını karşılama konusunda zorlandıkları ve bu durumun öğretmen duygularını olumsuz yönde etkilediğini göstermiştir (Alrawashdeh & Kunt, 2022; Aydin & Kaya, 2017; Demir-Başaran, 2020; Kanu, 2008; Kovinthan, 2016; Nagasa, 2014; Simopoulos & Magos, 2020; Soylu vd., 2020; Tatar & Horenczyk, 2003).

Üçüncü tema, öğretmenlerin duygu ve düşüncelerinin mesleki kimlikleri üzerindeki etkilerini göstermiştir. Katılımcıların, geçici koruma altındaki öğrencilere öğretmenlik yaparken genellikle olumsuz duygulara sahip oldukları görülmüştür. Bu doğrultuda katılımcılar, zorlandıklarını, kafalarının karıştığını, kendilerini hazır hissetmediklerini, hayal kırıklığına uğradıklarını, yalnız hissettiklerini, korktuklarını, üzüldüklerini ve rahatsız hissettiklerini ifade etmişlerdir. Aynı şekilde öğretmenler *diken üstünde oturmak, boşa kürek çekmek, deveye hendek atlatmak, bilmediğin yolda yürümek* gibi metaforlarla yaşadıkları zorlukları ifade etmişlerdir. Öğretmenlerin duygularının, öğrenciler, sınıf uygulamaları ve farklı paydaşlarla ilişkiler üzerinde önemli bir etkisi olduğu sonucu ortaya çıkmıştır. Öğretmenler, geçici koruma altındaki Suriyeli öğrencilere ders anlatırken olumsuz duygulara sahip olduklarından kendilerini yeterli ve başarılı görmemiş ve sınıf yönetimini sağlayamadıklarını ifade etmişlerdir. Duyguların yanı sıra, öğretmenlerin düşüncelerinin de mesleki kimlikleri ve sınıf uygulamalarında etkili olduğu bulunmuştur. Öğretmenlerin daha önce mülteci öğrencilere eğitim vermemiş olması ve bu öğrenci profili hakkında bilgilendirilmemiş olmaları kafalarında birçok soru işareti oluşturmuştur. Öğretmenlerin mülteci öğrenciler hakkındaki inançları, eğitime karşı tutumları, deneyimleri ve yaşadıkları zorluklar, geçici koruma altındaki Suriyeli öğrencilere öğretime yönelik fikirlerini de etkilemiştir. Aynı zamanda, öğrencilerin

derse olan ilgisi, tutumları, sosyal uyumları ve akademik başarıları öğretmenlerin fikirlerini olumlu yönde geliştirmiştir. Fakat, çalışmadaki bazı öğretmenler, geçici koruma altında bulunan Suriyeli öğrenciler ile Türk öğrenciler arasında bir fark görmediklerini belirterek fikirlerinde herhangi bir değişikliğin olmadığını ifade etmişlerdir. Cohen'e (2023) göre, bu durum öğretmenlerin mülteci öğrencilerin yaşadıkları eşsiz deneyimleri, sorunları ve özel ihtiyaçlarını fark edemediklerinden bu bir öğretmen sınırlılığı olarak ifade edilmiştir.

Dördüncü tema, bağlamsal fırsatlar ve zorlukların ve öğretmenlerin meslektaşları, okul idarecileri ve öğrencilerle olan ilişkilerinin; öğretim süreçleri, öğretmenlerin kişisel ve mesleki gelişimi ve mesleki kimlikleri üzerinde oldukça etkili olduğunu göstermiştir. Öğretmenler çalışma ortamlarında daha sabırlı olmayı öğrendiklerini, empati becerilerini geliştirdiklerini ve çocukları daha iyi anladıklarını ifade ederek bağlamın kişisel gelişimleri üzerinde etkili olduğunu belirtmişlerdir. Çok dilli ve çok kültürlü öğrencilerle iletişim kurmanın, mülteci öğrencilerin eğitim süreçlerine farklı yöntem ve teknikleri entegre etmenin ve ayrıca mesleki gelişime yönelik çalışmalar yapmanın öğretmenlerin mesleki kimliğini de şekillendirdiği görülmüştür. Öğretmenlerin okul bağlamındaki deneyimleri; kendileri, öğretimleri, müfredat ve kullandıkları materyaller üzerine yansıtmalarda bulunmalarına olanak sağlamıştır. Kaynak eksikliği, fiziksel imkansızlıklar (örneğin, teknolojik araçların eksikliği), okulun bulunduğu mahalleden kaynaklı sorunlar, sürekli göç, sosyoekonomik sorunlar, öğrencilerin düşük akademik başarısı ve ebeveynlerin öğrencilerin eğitimine katılmaması, öğretmenlerin mevcut okul bağlamlarında karşılaştığı zorlukları oluşturduğu bulunmuştur. Bu zorlukların öğretim süreci ile öğretmen ve öğrenciler üzerinde olumsuz etkiye sebep olmasına karşın öğretmenlere hem kişisel hem de mesleki açıdan gelişme ve alternatif sınıf uygulamaları arama fırsatı da sağladığı belirlenmiştir. Bağlamın öğretmen kimliği üzerindeki etkisi, farklı çalışmalarda sıklıkla vurgulanan bir husustur (Beijaard vd., 2000; Bunchanan, 2015; Flores & Day, 2006; Gee, 2000; Varghese vd., 2005). Ayrıca, öğretmenlerin diğer öğretmenlerle, okul yöneticileriyle ve öğrencilerle olan ilişkilerinin, tüm öğretim süreçlerini, öğretmenlerin refahını ve kimliğini etkilediği bulunmuştur. Bazı öğretmenler tüm paydaşlarla iyi ilişkilere sahipken ve çalıştıkları okullarda mutluyken, bazı öğretmenlerin aksini ifade ettiği görülmüştür. Öğretmenlerin

çalışma arkadaşlarıyla olumlu ilişkilere sahip olduklarında, karşılaştıkları zorluklar hakkında birbirlerine danışabildiği ve birlikte farklı öğretim materyalleri ve teknikleri geliştirebildikleri sonucuna ulaşılmıştır. Ancak, öğretmenlerin okul ortamında iyi ilişkilere sahip olmadıklarında, kendilerini yalnız, zorlanmış hissettikleri ve karşılaştıkları sorunlara çözüm geliştirmede zorluk yaşadıkları görülmüştür. Ayrıca katılımcıların çoğu bütün öğrencilerle, bir kısmı da İngilizce derslerine ilgili olan öğrencilerle iyi ilişkiler kurduklarını belirtmişlerdir. Öğretmenlerin öğrencilerle ilişkileri ve öğrencilerin derse aktif katılımının öğretim üzerinde oldukça etkili olduğu, geçici koruma altındaki Suriyeli öğrencilerle iyi iletişim kuramayan öğretmenlerin, onları öğretim sürecine katmada sorun yaşadıkları ve bu durumun bazı öğrencilerin akranlarının gerisinde kalmalarına neden olduğu görülmüştür.

İkinci araştırma sorusuna yönelik olarak iki tema ortaya çıkmıştır. Bunlardan ilki öğretmenlerin geçici koruma altındaki Suriyeli öğrencilere İngilizce öğretirken karşılaştıkları zorlukların, fırsatların, uyguladıkları farklı öğretim yöntemlerinin, ailenin öğrencilerin üzerindeki etkisinin ve geçmişten günümüze Suriyeli öğrencilerin entegrasyonunda görülen değişikliklerin ve bunların öğretmen kimliği, öğrenciler ve öğretim süreci üzerindeki etkisini göstermektedir. Öğretmenler, Suriyeli öğrencilere İngilizce öğretirken dil sorunları, iletişim kopuklukları, ebeveyn katılımdaki eksiklikler, kültürel farklılıklar, travma, davranış problemleri, ekonomik sorunlar, çocuk işçiliği, akademik başarısızlık, devamsızlık, derse katılmama, politika ile ilgili sorunlar ve ayrımcılık başta olmak üzere pek çok sorunla karşılaşmışlardır. Çalışma sonucunda, dil ve iletişim problemlerinin diğer sorunların temelini oluşturduğu bulunmuştur. Öğretmenler ortak bir dili paylaşmamanın geçici koruma altındaki Suriyeli çocukların daha agresif davranışlar sergilemesine, daha sessiz, yalnız ve ilgisiz olmalarına, çeşitli paydaşlar tarafından ayrımcılığa maruz kalmalarına ve okulu bırakmalarına neden olduğunu belirtmişlerdir. Benzer bulgular diğer araştırmacılar tarafından da vurgulanmıştır (Başar vd., 2018; Culbertson & Constant, 2015; Dryden-Peterson, 2015; Szente vd., 2006). Bunların yanı sıra öğretmenler, geçici koruma altındaki Suriyeli öğrencilere İngilizce öğretmede yaşadıkları fırsatları da ifade etmişlerdir. Bu doğrultuda katılımcılar, Suriyeli öğrencilerin dil öğrenme yeteneğine sahip olduklarını ve özellikle kelimelerin doğru

telaffuz edilmesinde akranlarından daha başarılı olduklarını söylemişlerdir. Ayrıca Suriyeli öğrencilerin çoğunun birden fazla dil biliyor olmasının (çok dillilik), yeni bir dil edinimini kolaylaştırdığı belirtilmiştir. Son olarak da geçici koruma altındaki öğrencilerin akademik geçmişlerinin, kendi ülkelerinde aldıkları kesintisiz eğitimin öğretmenlerin İngilizce öğretimini kolaylaştırdığını göstermiştir. Öğretmenlerin geçici koruma altındaki Suriyeli öğrencilere İngilizce öğretirken bu öğrenci profiline yönelik uygun müfredat ve kazanımların olmaması sebebiyle farklı ders planlama, öğretim ve değerlendirme süreçleri uyguladıkları bulunmuştur. Bazı öğretmenler ders planlamada kazanımları basitleştirme, özetleme, birebir öğretim gibi teknikleri dikkate alsalar da bazı öğretmenler, Suriyeli öğrencilere yönelik ayrı bir planlama yapmadıklarını belirtmişlerdir. Öğretmenler, ders işlenişi sırasında oyunlar, dinleme etkinlikleri, görseller, tekrar, akran öğretimi, anadil kullanımı (Arapça ve Türkçe), bireyselleştirilmiş öğretim ve TPR kullanmışlardır. Ayrıca bazıları, öğrencilerin küçük olması sebebiyle dikkat ve ilgilerini kolayca kaybettiklerini, bu nedenle onları motive etmek için etkinliklerini sık sık değiştirmeye çalıştıklarını belirtmişlerdir. Öğrencilerin ana dillerini kullanmanın öğretmenlerin Suriyeli çocuklarla ilişkilerini güçlendirdiğini, bunun öğrencilerin katılımlarını ve uyumlarını olumlu etkileyerek aidiyet duygularını artırdığını eklemişlerdir. Bir kısım öğretmenlerin, öğrenciler ve velilerle iletişim kurmak için Google Çeviri ve WhatsApp gibi teknolojik uygulamaları da kullanarak bütün öğrencileri İngilizce derslerine entegre etmeye çalışmışlardır. Mevcut çalışmalarda diğer dil öğretmenleri tarafından da benzer stratejiler benimsenmiştir (Asmali, 2017; Asmali & Sayın, 2021; Cho vd., 2019; Steele, 2017; Ünal Gezer, 2019). Son olarak, ilkokul düzeyinde sınav olmaması sebebiyle öğretmenlerin geçici koruma altındaki öğrencilerini değerlendirirken zorlandıklarını, bazı öğretmenlerin Suriyeli çocuklara özel sınıf içi değerlendirme ölçeği hazırladıkları bazılarının ise sadece gözleme dayanarak öğrencilerin gelişimini izledikleri bulunmuştur. Ayrıca Türk ve Suriyeli ebeveynlerin inanç, tutum ve davranışlarının geçici koruma altındaki öğrencilerin akademik başarısı, davranışları, öğretmen ve akranlarıyla ilişkileri ve uyumunu oldukça etkilediği bulunmuştur. Öğretmenler, çoğu mülteci ailenin eğitim süreçlerine dahil olmadığını ve bu durumun öğretmenleri mülteci eğitiminin tüm aşamalarında yalnız bıraktığını ifade etmişlerdir. Mülteci ailelerin eğitim uygulamalarına katılım eksikliği çeşitli başka araştırmalarda da ifade edilmiştir (Arnot & Pinson, 2005; Cureton, 2020; Gonzalez

vd., 2013; Karaağaç vd., 2022). Son olarak öğretmenler, Suriyeli öğrencilerin entegrasyonu sürecinde kendileri ve geçici koruma altındaki öğrenciler üzerinde bazı değişiklikler gördüklerini ifade etmişlerdir. Bu konuda, öğretmenler deneyim kazandıkça ve kendilerini kişisel ve profesyonel olarak geliştirdikçe; mülteci öğrencilerine daha çok alıştıkları, farklı İngilizce öğretim yöntem ve tekniklerini araştırarak uyguladıkları ve karşılaştıkları zorlukların üstesinden gelmek için çeşitli stratejiler geliştirdikleri görülmüştür. Benzer şekilde Jansen (2022), öğretmenlerin mülteci eğitimi konusunda deneyim sahibi oldukça kendilerine daha çok güvendikleri ve alanda daha çok uzmanlık kazandıkları bulunmuş ve bunun öğretmenlerin sınıf içinde farklı teknik ve yöntemler kullanmalarına katkıda bulunduğunu göstermiştir. Ayrıca, Suriyeli öğrenciler de geçmişe göre öğretmenlerine, akranlarına, okul ortamına, okul kurallarına ve kültüre alışmaya başlamış ve dil becerilerini geliştirmişlerdir, bu da eğitim süreçlerinde olumlu değişimler oluşturmuştur.

Son tema, yabancı dil öğretmenlerinin ihtiyaçlarını, önerilerini ve beklentilerini ortaya çıkarmıştır. Buna göre, öğretmenlerin geçici koruma altındaki Suriyeli öğrencilere eğitim vermekle ilgili hizmet içi eğitime, alanla ilgili deneyimli ve bilgi sahibi insanlarla bilgi alışverişi yapmaya, okulların fiziki durumlarının düzeltilmesine ve kendilerine mülteci eğitimine yönelik materyaller sağlanmasına ihtiyaçlarının olduğu bulunmuştur. Mülteci çocukların öğretmenlerinin, eğitim fırsatlarına olan ihtiyaçları farklı çalışmalarda birçok kez vurgulanmıştır (Culbertson & Constant, 2015; Dryden-Peterson, 2015; Gözpinar, 2021; Henderson & Ambroso, 2018; Kazu & Deniz, 2019; Kirk & Cassity, 2007; Nagasa, 2014; Naidoo, 2012; Nicolai & Triplehorn, 2003; Roxas, 2011). Katılımcılar, hizmet öncesi ve hizmet içi İngilizce öğretmenlerine ve Suriyeli öğrencilerin oryantasyonuna dair önerilerde bulunmuşlardır. Hizmet öncesi ve hizmet içi öğretmenlere yapılan öneriler: öğretmenlerin bütün öğrencileri sevmesi, hepsine eşit davranması, öğrencilere İngilizceyi sevdirmeleri, kendilerini mülteci eğitimi konusunda geliştirmeleri, mülteci aileleri çocuklarının eğitim sürecine dahil etmeleri, öğrencilerin dillerini ve kültürlerini öğrenmeye çalışmaları, anlayışlı ve sabırlı olmaları olarak sıralanmıştır. Öğretmenler, lisans düzeyi ve hizmet içi eğitimlere, mülteci eğitimi konusunun dahil edilmesi ve öğretmenlerin iletişim, çok kültürlülük, travma ile başa çıkma, Suriyeli

çocukların dil ve kültürlerinin öğrenilmesi ve farklı TESOL teknik, yöntem ve stratejileri konularında mesleki gelişimlerinin sağlanması önerilmiştir. Ayrıca öğretmenlere psikolojik destek sağlanması gerektiği vurgulanmıştır. Suriyeli öğrencilerin oryantasyonunda, Türk akranların desteğinin sağlanması, tüm öğretmenlerin ortak çalışması, öğrencilere Türk dili ve kültürünün öğretilmesi, okuryazarlık becerilerinin geliştirilmesi, motivasyon, öğretmenlerin temel Arapça kelime ve kalıpları öğrenmesi, Suriyeli öğretmenlerin istihdam edilmesi ve mülteci öğrencilere daha çok sorumluluk verilmesi önerilmiştir. Ayrıca öğretmenlerden bazıları mülteci çocuklar için ayrı sınıflar oluşturulmasını ve/veya sınıf etkinlikleri sırasında, gruplaşmaları ve istenmeyen davranışları önlemek ve kaynaştırma ve uyumu artırmak için öğretmenlere mülteci çocukları birbirinden ayırmayı önermişlerdir. Son olarak, öğretmenler araştırmacı ve politikacılardan mülteci çocuklara yönelik ek kurslar ve materyaller sağlamalarını, politik prosedürlerden düzenlemeler yapmalarını, çeşitli paydaşları içeren entegrasyon çalışmaları yürütmelerini ve Suriyeli çocukların ihtiyaçlarına uygun tasarlanmış ayrı sınıfların oluşturulmasını beklemektedirler.

Mevcut çalışmada bulgular bazı sınırlılıklar bulundurarak gelecekteki çalışmalara önerilerde bulunmaktadır. Öncelikle, zaman kısıtlamaları, mevcut çalışmanın veri toplama sürecini kısıtlamıştır. Fakat yapılacak yeni çalışmalarda öğretmenlerin deneyimlerini daha ayrıntılı incelemek için boylamsal bir çalışma yürütülebilir. Mevcut çalışmada veriler metafor ve yarı yapılandırılmış görüşmelerle toplanmıştır. Çalışmaya odak grup görüşmeleri, gözlem ve alan notları gibi farklı veri toplama araçları dahil edilebilir. Araştırmacı farklı paydaşları araştırmaya dahil ederek katılımcı çeşitliliğini artırabilir ve böylece konuyla alakalı daha bütüncül bakış açısı kazanabilir. Literatürde, öğretmen mesleki kimliği, mülteci eğitimi, geçici koruma altındaki öğrencilere öğretim gibi konular ayrı ayrı incelenmiş olsa da mülteci öğrencilerin öğretmenlerinin mesleki kimliğinin incelenmesi konusunda yeterince çalışma olmadığından bu alana yönelik saha çalışmaları yapılabilir. Son olarak da geçici koruma altındaki öğrencilerin dil öğrenimi ve kimlik oluşumları konularında çalışmalar yürütülerek literatüre katkı sağlanabilir.

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