

Social studies teachers' experiences with in-class foreign students

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Abstract

In this study, which aims to reveal the experiences of social studies teachers in Turkey with foreign students, a literature review was carried out regarding the subject. The phenomenology model, which is one of the qualitative research methods, was used in the research. The study group of the research consists of 12 social studies teachers. Eight participants were female and four were male. While determining the study group in the research, the easily accessible sampling method, which is one of the purposeful sampling methods, was used. Looking at the results of the research, it was stated that foreign students were more interested in the subjects related to Turkey and culture in the social studies course. Regarding the problems encountered by foreign students, the participants mostly focused on language and culture problems.

Keywords: Turkey, social studies, foreign students, culture;

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1. Introduction

People who immigrate or have to migrate to different countries from their countries for reasons such as war, illness and poverty, to raise their living standards and due to unavoidable reasons, encounter some problems in the countries they go to. Ana (2020) grouped these problems into three categories: academic difficulties (language barrier, differences in learning processes and insufficient working time), cultural difficulties (cultural differences and longing for homeland) and social difficulties (isolation and avoidance of personal boundaries). One of the countries that helps these people and deals with their problems is Turkey.

According to the news of the Crimean News Agency titled 'Migration phenomenon in Turkey was explained at the meeting on migration and integration' dated 17 March 2021, it is stated that there are approximately 5.5 million people from 196 different countries in Turkey, according to the data of the General Directorate of Migration Management (<https://qha.com.tr/haberler/politika/goc-ve-uyum-konulu-toplantida-turkiye-deki-goc-olgusu-anlatildi/310229/>). As can be understood from these data, Turkey is one of the countries that hosts the most people in the world who migrate or take refuge in other countries.

1.1. Conceptual or theoretical framework

With the migration of large numbers of people to Turkey, some problems have arisen. At the forefront is the problem of education. Education can be defined as a process aimed at making people virtuous and mature. The purpose of education is to enable people to develop in a good way (Sisman, 2017). In this respect, many social and humanitarian problems experienced today can be associated with education. Thanks to education, people socialise and adapt to the society they live in.

Social studies course is one of the courses that enables people to socialise. As the name suggests, the social studies course is a course that deals with social issues. Among the special objectives of the social studies course curriculum of the Ministry of National Education published in 2018, the phrase regulates social relationships and develops solutions to the problems it encounters reveals the importance of social studies course.

Taskin and Memisoglu (2019) stated that the social studies course is beneficial for students to transfer the information they learn at school to real life and to follow current events in the society they live in and act consciously. It is known that with the teaching of current events in the social studies course, students better understand the society they live in; establish a stronger connection between yesterday, today and the future; and gain skills such as tolerance, empathy and critical thinking.

Since the social studies course is a course that deals with social and current events due to its structure, it is a course that interacts with many media communication tools such as television, radio, newspaper and magazine because social problems are announced to people through media communication tools. As we mentioned earlier, one of the problems announced by the media communication tools is the migration problem and the problems that foreign students face in the field of education brought by the migration problem.

Social, cultural, political, financial and educational backgrounds and experiences of foreign students are different from each other. Foreign students' adaptation to an environment they do not know and have not experienced before brings language problems to the first place. This problem is followed by social, emotional, moral, economic and educational problems. In order for these students

to be successful in their lives, it is very important that they adapt to the lifestyle, culture and education system of the countries in which they settled (Guclu, 1996).

1.2. Related researches

First of all, we can say that the number of studies on foreign students in the field of education is not enough. We touch on some of these studies that have been carried out in a small number. Sahin and Demirtas (2014) highlighted the economic problems, transportation problem, language problem and accommodation problem regarding the problems of foreign students in their article titled 'Academic success levels of foreign students at universities, the problems they experience and solution suggestions'.

Sariahmetoglu (2019), in his master's thesis titled 'Problems encountered in the adaptation of foreign students to the education system and solution suggestions', stated that the biggest problem faced by teachers and administrators is that foreign students do not speak Turkish. The increase in the number of foreign students, incomplete health check-ups, absenteeism, financial difficulties and drop-out problems were other prominent issues in the research.

Delen and Ercoskun (2019) stated, in their article titled 'Qualitative investigation of undesirable student behaviours in primary schools with foreign students', that foreign students mostly exhibit undesirable behaviour in verbal lessons. It was stated that they did not understand the lesson as the reason for this. To solve these problems, it is suggested that teachers cooperate with parents and take care of students' problems and participate in activities together. In addition, it was emphasised that while foreign students study in Turkish schools, it increases the academic success of foreign students, while it decreases the academic success of Turkish students.

Ana (2020) stated in her master's thesis, 'Examination of the views of foreign students living in Turkey on the social adaptation process: A qualitative approach', that foreign students experience problems such as frustration, depression, stress and sadness in the social adaptation process. In solving these problems, it was stated that students should get support from their families and other foreign students. In addition, it was emphasised that when foreign students improve their social relationships, their academic success will increase.

1.3. Purpose of the study

This study aims to reveal the experiences of social studies teachers with in-class foreign students. First of all, it was tried to determine the problems that foreign students encounter in the lessons. Afterwards, solutions to these problems were tried to be presented. In this context, answers to the following questions were sought:

- Could you give information about the nationalities of foreign students (which countries they are from)?
- What are your experiences about foreign students' interest in social studies course?
- Which subjects are foreign students more interested in in the social studies course? What are your experiences in this regard?
- What are your experiences about foreign students' relationships with their classmates?
- What are your experiences of foreign students' parents' attitudes towards their children's education?
- What are your experiences regarding the problems you encounter with foreign students?
- What are your experiences in solving the problems you encounter with foreign students?

2. Methodology

In this section, first of all, information about the model used in the research and the model used in the study are given. Afterwards, information is given about the participants included in the study. It is aimed to increase the visibility of the study by tabulating the information about the participants. After the information of the participants is given, the data collection tools used in the study are explained in detail. Finally, explanatory information is given about the collection of data and the analysis of the collected data.

2.1. Research model

The phenomenological design, one of the qualitative research designs, was used in the research. In this research design, it is a matter of examining the cases that are known but cannot comprehend in detail. These phenomena can be perception, experience, situation or event. Although we encounter these phenomena in our daily lives, we cannot fully understand them. The phenomenological design is also a research method used in studies aiming to investigate the phenomena and events that we encounter in daily life but cannot fully understand (Yildirim & Simsek, 2008). Tekindal and Uguz Arsu (2020) see phenomenology as an approach that aims to understand human behaviour and experiences in a multidimensional way. In this approach, the meaning and essence of the facts discussed are explained.

2.2. Participants

Table 1

Personal Information of Social Studies Teachers Participating in the Study

Participants	Gender	Age	Profession Experience Year	City Where He/She Duty
1	Female	26	2	Kastamonu
2	Male	34	8	Usak
3	Female	27	3	Yalova
4	Female	32	7	Usak
5	Female	33	7	Usak
6	Female	29	4	Gaziantep
7	Female	30	5	Usak
8	Female	31	6	Konya
9	Male	38	13	Adana
10	Female	31	8	Adana
11	Male	27	3	Agri
12	Male	33	5	Antalya

The first question of the study is 'Can you give information about the nationalities of foreign students (from which countries)?' and Syria (9) was the most frequent answer to the question,

followed by Afghanistan (2), Azerbaijan (2) and Turkmenistan (2). Palestine (1), Iraq (1), Sweden (1), Libya (1), Egypt (1) and Russia (1) were the least cited answers. Considering the answers given by the social studies teachers participating in the study to the questions in the interview form, it is seen that Syrian students came to Turkey after fleeing the civil war in their country.

2.3. Data collection tools

For the first time, we came across news about the difficulties faced by refugees on television. This news inspired us to write the article titled 'The experiences of social studies teachers in the classroom with foreign students'. We can count television as the first data collection tool in the research, because the news we saw on television was effective in shaping the subject in our mind. Then, we reached academic journals on the subject in my head in the computer environment and did a literature review on the subject. We used academic journals and computers while searching the literature. After the literature review, we decided to create an interview form to be applied to the participants. We started to write the interview questions with a paper, pencil and eraser in hand. The interview form is another data collection tool that we used. We used the paper, pencil and eraser while writing the interview questions. We applied the prepared interview questions to the participants and recorded their voices on the voice recorder and mobile phone with the permission of the participants. The purpose of recording the answers of the participants is to transfer the opinions and experiences of the participants into the text completely and accurately. We used the mobile phone and voice recorder to record the participants' answers. We transferred the recorded answers to an MS Word file in a computer environment and analysed the research. We also used the calculator to calculate the validity and reliability of the research.

2.4. Data collection

In the research, firstly, the literature on the subject was reviewed. In the literature review, it is possible to collect data from various sources to complete the missing information in the literature regarding the subject investigated (Timmins & McCabe, 2005). During the literature review, information was obtained from domestic and foreign sources related to the subject, and studies that dealt with the subject from different angles were evaluated. After the literature review was carried out, a semi-structured interview form to be applied to the social studies teachers included in the study was prepared. While preparing the interview form, the opinions of three academicians who received expertise in the field of social studies education were consulted on whether the research questions reflected the purpose of the study and whether the number of questions to be asked to the participants was sufficient. The purpose of referring to the views of academicians who received expertise in the field of social studies was to increase the validity and reliability of the research.

2.5. Analysis of the data

The data obtained with the semi-structured interview form were first transferred to a MS Word file on the computer and converted into text, and then these texts were subjected to descriptive analysis using the coding method. The data obtained in the descriptive analysis are summarised and interpreted according to predetermined themes. In the research, the views and experiences of the participants are directly included (Yildirim & Simsek, 2008), and then these direct views and experiences are interpreted. In addition, a consensus was made on the codes with an academician who had a specialisation in the field of social studies education, and the reliability of the study was calculated as 90% according to the reliability formula of Miles and Huberman (1994).

Participants of the study are coded as P.1–12. The answers given by the participants to the questions in the interview form were collected using 54 codes. Later, these codes were associated with each other and this number was reduced to 31. Some of these codes are as follows: Syria, Egypt, Azerbaijan, Sweden, Russia, concerned, Turkey, culture, technology, conscious, unconscious, language problem, cultural problem, healthy communication, understanding, duty and responsibility.

3. Findings

Here, the findings regarding the experiences of the social studies teachers participating in the study with foreign students are included.

3.1. Findings regarding the nationalities of foreign students (which countries they are from)

Table 2

Codes Regarding the Nationalities of Foreign Students (Which Countries They Are From)

Participants	Codes
1	Syria, Egypt
2	Syria, Palestine, Iraq, Libya
3	Sweden
4	Afghanistan
5	Azerbaijan, Syria, Turkmenistan
6	Syria
7	Syria, Azerbaijan, Afghanistan, Turkmenistan
8	Syria
9	Syria
10	Syria
11	Syria
12	Russia

The first question of the study is “Can you give information about the nationalities of foreign students (from which countries)?” Syria (9) was the answer to the question the most. Later, Afghanistan (2), Azerbaijan (2) and Turkmenistan (2) were the most frequently given answers. Palestine (1), Iraq (1), Sweden (1), Libya (1), Egypt (1) and Russia (1) were the least cited answers. Considering the answers given by the social studies teachers participating in the study to the questions in the interview form, it is seen that Syrian students came to Turkey after fleeing the civil war in their country.

3.2. Findings regarding the interest of foreign students in social studies lesson

Table 3

Codes Regarding the Interest of Foreign Students in Social Studies Lesson

Participants	Codes
1	Interested

2	Little interested
3	Interested
4	Interested
5	Interested
6	Interested
7	Little interested
8	Little interested
9	Little interested
10	Little interested
11	Little interested
12	Interested

The second question of the study is 'What are your experiences about the interest of foreign students in social studies lesson?' and while half of the teachers who participated in the study answered 'interested', the other half answered 'little interested'.

Some of the direct quotes of those interested are as follows:

P.1: 'As far as I have observed, foreign students are interested in social studies lesson and its subjects. Especially getting to know Turkey makes them more happy. Since social studies lesson is one of the most important lessons introducing the beauties of our country, it is a lesson aimed at satisfying their curiosity about Turkey, so they love social studies lesson'.

P.5: 'Foreign students have a positive approach to social studies lesson. Social studies lesson attracts their attention because it includes more than one subject. Their motivation towards the lesson is increasing'.

P.12: 'It is not possible for me to distinguish between my foreign students and other students. Because all of them were children who were not unfamiliar with Turkish culture, and I think social studies aroused their interest. They participated in the lesson as much as the other students'.

Some of the direct quotes of those with little interest are as follows:

P.2: 'They are generally of low interest because they cannot understand the lesson. They get distracted quickly. They also distract them by asking questions to the next person because they cannot understand'.

P.8: 'Their interest in social studies lesson is very low. They usually do not have any work or effort related to the lesson other than writing the notes written on the board into their notebooks'.

P.10: 'War, immigration and asylum events have been common in the geography of Turkey. Due to its content, the social studies lesson covers such subjects a lot. The insufficient knowledge of the refugee students in Turkish reduces the interest in our lesson'.

When the answers of the social studies teachers who participated in the study were analysed, it was stated that foreign students were interested in the social studies lesson to get to know Turkey

and the Turkish culture. However, it was emphasised that their interest in social studies lesson decreased due to their insufficient knowledge of the Turkish language.

3.3. Findings regarding which topics are most interested by foreign students in social studies lesson

Table 4

Codes Regarding the Interest of Foreign Students in Social Studies Lesson

Participants	Codes
1	Turkey
2	Culture
3	Turkey
4	Technology
5	Culture
6	Turkey
7	Technology
8	Technology
9	Culture
10	Turkey
11	Turkey
12	Culture

The third question of the study is 'Which subjects are foreign students mostly interested in in social studies? What are your experiences in this matter?' and the teachers participating in the research answered Turkey (5), culture (4) and technology (3).

Some of the direct quotes regarding Turkey are as follows:

P.10: 'The topics that foreign students are most interested in in social studies lesson are: Turkey's physical characteristics, Turkey's climate, Turkey's relations with its neighbours'.

P.11: 'Foreign students have a positive approach to social studies lesson. Social studies lesson attracts their attention because it includes more than one subject. Their motivation towards the lesson is increasing'.

Some of the direct quotes regarding culture are as follows:

P.5: 'Culture subjects draw the attention of the students. They are eager to learn about the differences between cultures and to be aware of the developments in the world'.

P.12: 'They are especially active in cultural matters. In the speeches about Turkish culture, food, folklore and local clothing, they listened with interest to what other students told about our culture and enjoyed comparing them with their own culture'.

Some of the direct quotes regarding technology are as follows:

P.7: 'They are more interested in technological issues. Students are more likely to participate in the lessons in which technology subjects take place'.

When the answers of the social studies teachers who participated in the study were analysed, it was seen that foreign students were more interested in Turkey-related issues. It is stated that the students listen to the subjects of natural and human beauties of Turkey with full attention. The subject of culture is another subject that attracts the attention of foreign students. It was stated that the students obtained information about the culture of Turkey and made comparisons with the cultures of their own countries. Another subject that attracted the attention of the students was the subject of technology. In this context, it was emphasised that the students are curious to be scientists.

3.4. Findings regarding the relationships of foreign students with their classmates

Table 5

Codes Regarding the Relationships of Foreign Students with Their Classmates

Participants	Codes
1	Negative
2	Negative
3	Negative
4	Negative
5	Negative
6	Negative
7	Positive
8	Positive
9	Positive
10	Positive
11	Positive
12	Positive

The fourth question of the research is 'What are your experiences of foreign students' relationships with their in-class friends?' and while half of the teachers participating in the study gave a positive answer to the question, the other half gave a negative answer.

Some of the direct quotes regarding the positive opinions are as follows:

P.9: 'I did not see anyone who had any problems socialising with other students. Since playing games has common aspects, minor problems that may arise were solved thanks to educational games'.

P.11: 'In general, the students seem to have adapted to the classroom and they feel no strangers at all. This situation is of lesson also due to the attitude of other students in the class towards these friends. They can communicate better with mutual understanding and harmony'.

P.12, 'The students have good relations with each other. This situation stems from the fact that the social studies lesson is a human and interaction-oriented lesson due to its nature'.

Some of the direct quotes regarding the negative opinions are as follows:

P.1: 'Foreign students sometimes have difficulty in expressing themselves, their thoughts and their wishes. They have difficulty understanding the lessons. Since their mother tongue is not Turkish, it can be difficult for them to get along with their friends. Since they come from different cultures, it can be difficult for them to adapt here. Since the children are also young, all this inevitably can cause problems among them'.

P.3: 'Turkish students did not want to communicate with the student at first when someone other than themselves came to our class. Students find it difficult to find a common language due to cultural differences. For this reason, conflicts may arise in some cases'.

P.6, 'Their communication with their friends during the lesson is a bit weak. I think the reason for this is the language difference'.

Social studies teachers who expressed positive opinions emphasised the understanding of students towards each other, the techniques used in the lesson, the educational games played in the lesson and the structure of the social studies lesson. Social studies teachers who expressed negative opinions focused on the language problem, the problem of cultural difference and the age problem.

3.5. Findings regarding the attitudes of the families of foreign students towards the education of their children

Table 6

Codes Regarding the Attitudes of Families of Foreign Students Towards the Education of Their Children

Participants	Codes
1	Unconscious
2	It is changing
3	Conscious
4	Unconscious
5	Conscious
6	Conscious
7	It is changing
8	Unconscious
9	It is changing
10	Unconscious
11	It is changing
12	Conscious

The fifth question of the research is 'What are your experiences of foreign students 'parents' attitudes towards their children's education?' and the answers of the social studies teachers who participated in the study were collected in three different codes. These codes are conscious (4), unconscious (4) and it is changing (4).

Some of the direct quotes about consciousness are as follows:

P.5: 'The families of our students want their children to have a better future. That's why they care about their children's lessons at school. I can say that they are very conscious families. I observe that they support their children both financially and morally'.

P.6: 'The attitudes of the families of foreign students towards the education of their children are very relevant. I came across a family profile that constantly struggles with the education of children. They are constantly in contact with teachers'.

Some of the direct quotes about unconsciousness are as follows:

P.1: 'They do not attend parents' meetings. They are very uninterested in the education of children. They do not have any information about whether your child learns in class, whether he is successful or not, whether he has an adjustment problem at school'.

P.10: 'Families of foreign students are generally not interested in their children's education anxiety. There are almost no connections with the teachers and schools who teach their children'.

Some of the direct quotes about 'it is changing' are as follows:

P.2: 'The attitudes of families change depending on the level of education and economic power. Families with low levels of education are not interested in their children's education and have little to do with their children's education. Families with a high level of education, economically prosperous, are very interested in their children's education'.

P.11: 'Some families do not show much interest in their children's education as they have limited means and have difficulties in contributing financially to their children's education. Because some families have good economic conditions, they try to ensure that their children receive a good education. They follow their children's education, their situation in the classroom and their development very well'.

Social studies teachers who responded 'conscious' stated that families want to build a better future for their children, they strive for the education of their children, they are respectful towards teachers and they are in cooperation with the school. Teachers who answered 'unconscious' generally stated that the families do not have a connection with the teachers and the school and the families do not even attend the parents' meetings. Teachers who answered 'Changing' stated that there are differences in the attitudes of families towards the education of their children according to their educational level and financial status.

3.6. Findings regarding the problems of social studies teachers encountered with foreign students

Table 7

Codes Regarding Problems Encountered by Foreign Students

Participants	Codes
1	Language problem
2	Language problem
3	Language problem
4	Language and Culture Problem

5	Language and Culture Problem
6	Culture Problem
7	Language problem
8	Language problem
9	Language problem
10	Irresponsibility and Culture Problem
11	Language and Monetary Problem
12	Culture Problem

The sixth question of the research is ‘What are your experiences regarding the problems you encounter with foreign students?’ and social studies teachers who participated in the research answered language problem, culture problem, language and culture problem, irresponsibility and culture problem and language and monetary problem.

Some of the direct quotes on language problem are as follows:

P.3: ‘These students have difficulties especially in exams. They have trouble understanding and interpreting questions. Since they do not have a good command of the Turkish language, they have difficulties in making sentences and expressing themselves’.

P.7: ‘The biggest problem I face in the first place is lack of communication. I am having a communication problem because we do not understand each other’s languages’.

Some of the direct quotes on culture problem are as follows:

P.6: ‘I had difficulties regarding our culture regarding the problems we encounter with foreign students. Because these students had no knowledge of our culture while other students had little knowledge. Our holidays, our food, our traditions, etc., I had a hard time giving the subjects’.

Some of the direct quotes on language and culture problem are as follows:

P.4: ‘First of all, these students have language problems. They experience communication problems when they meet their friends for the first time. Thus, they display an introverted attitude. The second problem is the cultural difference. They cannot immediately adapt to social life and lesson’.

Some of the direct quotes on irresponsibility and culture problem are as follows:

P.10: ‘The psychological distress caused by the different cultures has negatively affected the lives of students. In addition, foreign students have little sense of responsibility. The most basic problems are not doing homework, not bringing lesson materials, being indifferent to the lesson, avoiding responsibility and absenteeism’.

Some of the direct quotes on language and material problem are as follows:

P.11: ‘Some foreign students have problems with the language when they first arrive and have difficulty in adapting to the environment. But most of them get over this situation quickly with the

help of their friends. Some students have difficulties due to financial insufficiency. This problem experienced by their families also affects them negatively’.

Social studies teachers focused more on the language problems related to the problems faced by foreign students. This problem was followed by the problems of culture, irresponsibility and material.

3.7. Findings regarding the solutions of problems encountered by social studies teachers with foreign students

Table 8

Codes Regarding the Solutions of Problems Encountered by Foreign Students

Participants	Codes
1	To be insightful
2	Providing counseling support
3	Creating a common language
4	Creating a common language
5	Doing in-lesson activitie
6	Doing in-lesson activitie
7	Healthy communication
8	Healthy communication
9	Healthy communication
10	To be insightful
11	Giving duty and responsibility
12	Giving duty and responsibility

The last question of the research is ‘What are your experiences in solving the problems you encounter with foreign students?’ and social studies teachers who participated in the research question answered healthy communication (3), understanding (2), creating a common language (2), doing activities in the class (2), giving duties and responsibilities (2) and providing guidance support (1).

Direct quote regarding the healthy communication response is as follows:

P.9: ‘If there are students who have problems in the lesson, I focus on solving the students’ problems by talking to these students. I deal with them personally’.

Direct quote regarding the response of being insightful is as follows:

P.1: ‘I try to behave with the students as kindly as possible and to communicate with them in positive ways. I try to empathise and understand my students. I try to say that it is not a problem for him to be from a different nationality and show that I love and value him like my other students’.

Direct quote regarding the answer to creating a common language is as follows:

P.3: 'Since the biggest problem experienced by foreign students is the language problem, I have mostly tried to solve this problem by speaking in English. I tried to explain and help him to interpret the question in the exams'.

Direct quote regarding the answer to making in-class activities is as follows:

P.6: 'I tried to concretise and give the abstract issues related to the solution of the problems you encounter with foreign students. For example, I used the role-playing technique while describing the duties of the governor, district governor, mayor and mukhtar. While applying this technique, I also assigned a task to the students'.

Direct quote regarding the answer to giving duty and responsibility is as follows:

P.11: 'I create certain groups of friends in the classroom for students who have problems in adapting to the environment and try to warm them to the classroom environment. I try to gain foreign students and make them feel belonging to the class by giving them certain responsibilities and duties'.

Direct quote regarding the answer to providing guidance support is as follows:

P.2: 'Close attention and guidance support to students who think they are excluded is very important. If guidance support is provided to such students, success in education increases and students adapt to their schools'.

Social studies teachers are focused more on establishing a healthy communication and common language towards solving the problems encountered by foreign students. It was stated that both teachers and Turkish students' understanding towards foreign students will have a positive effect on the solution of the problems encountered. In addition, it was stated that assigning duties and responsibilities to foreign students during the lessons and performing in-class activities with them will enable foreign students to enjoy the lessons. Finally, it was emphasised that providing guidance/support to foreign students is important for their adaptation to their schools.

4. Discussion

When looking at the studies conducted with foreign students, it is seen that similar results have been revealed. Sahin and Demirtas (2014) highlighted the economic and language problems related to the problems of foreign students in their article titled 'Academic achievement levels of foreign students in universities, their problems and solution suggestions'. Saritas et al. (2016) focused on the language, behaviour and cooperation problems of school administrators and teachers in their article titled 'Problems faced with foreign students in primary schools'. Basaran Alagoz and Geckil (2017) mentioned the problems faced by foreign students in their study titled 'Examination of the problems of foreign university students: Konya provincial exam'. These problems are listed as not being able to understand Turkish, not getting used to foods and not being able to adapt to social life. He stated that there should be a multi-actor approach to the solution of the aforementioned problems. Sariahmetoglu (2019) stated in his master's thesis titled 'Problems encountered in the adaptation of foreign students to the education system and their solution suggestions' that foreign students not knowing Turkish is the biggest problem faced by teachers and administrators. The increase in the number of foreign students, absenteeism of students, financial difficulties and dropout problems were other issues emphasised in the study. Kart and Simsek (2019) in their study titled 'Is Multicultural Education Possible?' stated that it is not possible to evaluate different cultures equally in all areas because every culture has its own history, religion, language, customs and traditions in education. They stated that it would not be possible to talk about a multicultural education unless these features are fully taught. Delen and Ercoskun (2019) stated in their article titled 'The qualitative

investigation of the undesirable student behaviours in the primary schools where there are foreign students' that foreign students mostly exhibit undesirable behaviours in verbal lessons. Takir and Ozerem (2019) emphasised in their article titled 'The problems of immigrant foreign students in school environment' that there are cultural differences, adaptation problems, language, not being interested in the lesson and disconnecting from teaching among foreign students. Ana (2020) stated in her master's thesis titled 'Examining views of international students on social adjustment in Turkey: A qualitative approach' that foreign students experience problems such as disappointment, depression, stress and sadness in the social adaptation process.

In this study, the teachers mostly focused on the language problem related to the problems faced by foreign students. This problem was followed by cultural problems, irresponsibility and financial problems.

With regard to the solution of these problems, Delen and Ercoskun (2019) put into words cooperation with parents and joint activities among students. Ana (2020) emphasised the establishment of a common language infrastructure and peer support.

5. Conclusion

In this study, teachers focused more on the language problem related to the problems encountered by foreign students. This problem was followed by the problems of culture, irresponsibility and material.

In our study, it was stated that to eliminate these problems, students' understanding towards each other, the techniques used in the lesson and the educational games played in the lesson could have a positive effect. In addition to these factors, the importance of healthy communication and creating a common language, being understanding towards foreign students, assigning duties and responsibilities to foreign students in lessons and providing guidance support to foreign students was emphasised.

In addition, in this study, it was stated that foreign students were mostly interested in issues related to Turkey and culture in social studies lesson. It has been stated that while some of the families of foreign students are conscious about the education of their children, some of them are unconscious. It was emphasised that the education level and financial status of foreign national families were effective in the emergence of this situation.

6. Recommendations

Based on the findings, the following suggestions have been made:

- State aid can be provided to foreign students in need of financial assistance.
- Orientation training can be given to foreign students.
- To increase the efficiency of foreign students in their lessons, the number of educational games in lessons can be increased.
- By assigning duties and responsibilities to foreign students in the lessons, foreign students can participate in the lessons more actively.
- A separate simplified curriculum can be prepared for foreign students.
- Educational seminars can be organised for the families of foreign students.
- Foreign students and their families can be given detailed information about Turkish culture.

- Training seminars can be given to teachers and Turkish students on how to approach foreign students.
- Studies similar to this subject can be handled from different angles and more detailed research can be conducted.

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