THE ADAPTATION OF NEWLY ARRIVED IMMIGRANT STUDENTS TO EDUCATION: EVIDENCE FROM TURKEY

Abstract: In general, it can be said that the problems experienced by immigrant students are due to cultural differences. Language problem arising from cultural differences also raises the problem of adaptation. In the report prepared by the European Commission, there are supports that can be stated as language support, academic support, family participation, intercultural adaptation and peer learning. The research aims to determine the adaptation model implemented by Turkey for newly arrived immigrant students. Within the scope of this research, interviews were held with school administrators and the support provided for newly arrived migrant students was determined, and Turkey-specific adaptation model was tried to be established.

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INTRODUCTION

Individuals relocate within or between countries and begin to live in another society for various reasons. Children also relocate along with their families. The term used in literature for these relocating children is "newly arrived immigrant student" (the Organization for Economic Co-operation and Development – OECD, 2010). Nilsson and Axelsson (2013) state that despite the use of the term "newly arrived immigrant student" for these students who have arrived in their mandatory education age, there actually has been no temporal definition in the national or international domain. Therefore, every person who has migrated from another country and has not attained the age of 18 is referred to as "newly arrived immigrant student."

Immigrant students who have relocated with their families are exposed to a new culture. Students who are exposed to a new culture undergo a range of adaptation processes within the education system. During these adaptation processes, both immigrant students and the new education system to which they strive to adapt need some support. This can either be supporting their academic success or facilitating their social adaptation. Supports provided to immigrant students vary by the receiving country to which they have migrated, and each country works differently for their adaptation to the education system.

Migration is a phenomenon where individuals or communities go from one country to another for various reasons (economic, social, political etc.) (Turk Dil Kurumu -TDK, 2019; Oxford Learner's Dictionary, 2021). Migration can be reviewed in two groups, including within the country or outside country, depending on the causes of migration. Optional migration within the country is called domestic migration, while optional or forced migration out of the country is called emigration (Ozer 2004). Emigration can be grouped according to various factors. In a study, migrants are divided into two groups as voluntary and non-voluntary. Those who are voluntary are divided into immigrants and guests, while those who are not voluntary are divided into refugees and asylees (Sam & Berry, 1995). Turkey has people from all these groups. International exchange students or vacationers who come as guests, immigrants who arrive permanently, refugees or asylees who arrive due to the Syrian war comprise these groups (Sezgin & Yolcu, 2016). At this point, Turkey can be considered a country that has both domestic migration and emigration. Although Turkey has an intrinsic multicultural structure in respect of language, religion and ethnicity, (KONDA, 2006) immigrants arriving from other countries make this structure increasingly diverse. According to the United Nations High Commissioner for Refugees (UNHCR, 2019) data, there are 3.6 million Syrian, 170 thousand Afghan, 142-thousand Iraqi, 39-thousand Iranian, 5-thousand Somalian and 11-thousand and 7-hundred other foreign national immigrants in Turkey. These individuals moved to Turkey from their country for various reasons. When we look at the world in general, according to UNHCR (2019), there are 25.9-million migrants, half of them is under 18 and 7.4-million children are at school age (primary and secondary school).

Such movement of individuals or groups of individuals leads to an interaction between various cultures. This is referred to as acculturation. Acculturation is the psychological and cultural processes or changes people belonging to a particular cultural experience as a result of their interaction with individuals or groups of individuals of another culture (Bilgin, 2003). While individuals experience such changes, all members of a family moving as a group also experience it. Children, as a family member, are exposed to the same psychological and cultural change as immigrants. At this point, the adaptation of foreign national children to the educational environment in this process of change becomes important. The cultural change experienced by a child who begins to live in a new country has an impact on his/her educational process as well as his/her life in the country he/she is moving through. Berry (1999) explains the cultural change of an individual in four different ways. These are the involvement of a person who cannot sustain his/her own culture and fails to interact with the dominant culture in the process of marginalization; the involvement of a person who sustains his/her culture and does not interact with the dominant culture in the process of separation; the involvement of a person who cannot sustain his/her own culture and interacts with the dominant culture in the process of assimilation; and the involvement of a person who sustains his/her own culture and interacts with the dominant culture in the process of integration.

At this point, in terms of the emergence of a multicultural structure and the perception of the resulting diversity as an opportunity, the individual is expected to sustain his/her own culture while interacting with

the dominant culture. Children in the educational process are expected to experience the same as well. Ignoring peoples' traditions, language, mind-set and values, grounded in their culture leads to the concept of lifelong learning's failure, not development (Frąckowiak, 2017). There are efforts to ensure that foreign national children interact with the dominant culture while sustaining their own culture. Each country has its own support for managing the integration process of a newly arrived migrant student.

POSSIBLE SUPPORTS IDENTIFIED BY EUROPEAN COMMISSION

In the process that begins with the involvement of students who migrate from their country to another country for various reasons in the education system of the receiving country, students and their families are provided several supports to achieve cultural integration into and adaptation to the education system. These supports are determined by the educational policies of the receiving country. Possible supports are aimed to contribute to both the academic and social development of the student.

The biggest problem a foreign student faces in the receiving country is observed to be language (Nasrin, 2001; Galloway & Jenkins, 2005; Sarıkaya, 2014; Sarıtas, Sahin & Catalbas, 2016; Nayir, 2017; Gungor & Senel, 2018; Taskın & Erdemli, 2018). The research shows that this problem has been experienced in all countries (Nasrin, 2001; Galloway & Jenkins, 2005; Sarıkaya, 2014). The language problems arising from the cultural differences also appear as an adaptation problem. Kultas (2017) showed in his research that the immigrant students were excluded due to the adaptation problem. Academic failure that develops as a result of the language problem also leads to increased adaptation problem (Sarıtas, Sahin & Catalbas, 2016). The language problem also affects the educational process of teachers. Research by Erdem (2017) showed that teachers who had immigrant students in their class had difficulty preparing the course content, determining the appropriate course tools and communicating. In general, these problems can be said to be due to cultural differences. Since students with a different culture use a different language, there are difficulties experienced in the process of adaptation to the local culture, and the students are excluded as they cannot communicate with their teachers and fail academically. This was also revealed by research by Takır and Ozerem (2019). According to the findings in their research, the primary problems experienced by immigrant students are language, cultural differences, failure to show interest in classes and adaptation problems.

The OECD report (2015) prepared on immigrant students also stresses the language problem of these students and shows that there are great differences between students that arrived at an early age and those that arrived at a later age in learning a language. The same report states that the countries provide linguistic support to the students to overcome the language problem along with socio-cultural support. Countries offer various supports for immigrant students not to have any social, cultural and academic differences with their own students. At this point, the European Commission (2013) prepared a report on supports to be provided to newly arrived students. Supports mentioned in this report are summarized below (European Commission, 2013):

Linguistic support: The teaching language used in a school in the receiving country where a student is involved in the process of education is quite important. Poor learning language skills will academically and socially decrease the child's performance. Therefore, before participating in the educational process, or in parallel with the process that begins with the participation in the educational process, it is important to provide linguistic support systematically.

Academic support: Combining the linguistic support and academic support in the country to which the student migrates, determining his/her school level and offering special academic assistance greatly help the students. The student may need different academic support due to the variables, including such as curriculum differences, language problem and the adequacy of past academic knowledge. This support can be offered before participating in the educational process, as a summer school, special education, or in the form of additional study.

Family involvement: Another important way to support immigrant students is to provide support to the family. Communicating with the family, referring them to the courses for the host country's language will both support the immigrant student and motivate the student to stay in school.

Intercultural harmony and peer learning: Cultural harmony in the educational environment is quite important. Various changes such as training teachers on cultural diversity, providing information about other cultures in the school curriculum, students' freedom to wear their own cultural outfit, flexibility in

holiday times would support the intercultural learning. In addition, the interaction between immigrant students and the students of the dominant culture would support the learning of immigrant students. Peer learning can sometimes be more effective than teachers' teaching.

Such supports are those which enable an immigrant student's social and academic development in the receiving country. Such supports, which are described here in a broad sense, have various sub-performance steps. For example, the linguistic support category includes determining the speaking, writing and reading levels of the host country's language. These performance steps are performed in various ways in different countries. This suggests that each country has a different foreign national student policy.

CURRENTLY APPLIED ADAPTATION MODELS IN EUROPE

Supports provided to the newly arrived immigrant students are compiled under various adaptation models. The European Commission (2013) derived some data from the analysis of the educational policies and cases to identify the supports offered by the countries and came up with some adaptation models. These adaptation models show the adaptation of newly arrived immigrant students in the host countries, and are as follows (European Commission 2013):

Comprehensive support model: This model is represented by Denmark and Sweden. According to UNHCR (2019) data, there are 36 thousand immigrants in Denmark and 248 thousand in Sweden. This model includes linguistic support, academic support for newly arrived immigrant students, school-family collaboration, the involvement of immigrant families and support for intercultural learning. The key features of the model are providing ongoing linguistic support in the teaching language, providing education in the mother tongue if there is enough students, providing ongoing linguistic support in the transition to a higher education institution, providing social assistance, seeing inter-cultural education as a thematic field of the local education system and creating a positive school environment.

Non-systematic support model: This model is represented by Italy and Greece. According to UNHCR (2019) data, there are 189 thousand immigrants in Italy and 61 thousand in Greece. This model is characterized by a random approach. This model features the lack of a well-defined policy countrywide or the non-implementation of the defined policy. Therefore, the support provided has multiple parts. There is no language and academic support configured on the national level. In the model, schools take care of their own students and undertake their education.

Compensatory support model: This model is represented by Austria and Belgium. According to UNHCR (2019) data, there are 128 thousand immigrants in Austria and 42 thousand in Belgium. The strengths of the model are providing social assistance and intercultural education. Although these supports seem to be provided, they are not as strong as in the comprehensive support model. There is a collaboration between the families and the school. In the compensatory model, there are accelerated studies to close the gaps in the student before he/she is included in the education system. The model offers compensatory and remedial solutions by focusing on the differences to remedy them.

Integration model: This model is represented by Ireland. According to UNHCR (2019) data, there are 6 thousand immigrants in Ireland. The strengths of the model are academic support, social assistance, collaboration and intercultural education. Newly arrived immigrant students are provided support, which supports, however, stops after a few years. Home-schooling is an important program implemented in this model. Intercultural education is not only included in the curriculum but also encouraged to be used as part of the daily school and life activities.

Centralized entry support model: This model is represented by France and Luxembourg. According to UNHCR (2019) data, there are 368 thousand immigrants in France and 2 thousand in Luxembourg. The strengths of this model are academic support and intercultural education. Academic support is regarded as the driving force and targeted support is offered for under-achieving students. In the model, newly arrived immigrant students are included in the education system early and offered the required supports by monitoring methods.

Models created from this data derived as a result of the analysis of 15 countries in Europe are not stationary and vary based on the practices of the countries. The most efficient and successful one of the models is suggested to be the comprehensive support model. The report also mentions the importance and success of

the local systems adapted to the newly arrived immigrant students (European Commission, 2013). Supports and adaptation models provided by the countries are presented in Table 1:

Table 1 Supports and Adaptation Models Provided by the Countries

	Comprehensive support model	Non-systematic support model	Compensatory support model	Integration model	Centralized entry support model
Linguistic support	X		X		X
Academic support	X		X	X	X
School-family collaboration	X		X	X	
Family Involvement:	X				
Right to equal education	X			X	
Lack of a clear policy		X			
Multi-part support		X			
Random support		X			
Social support			X	X	
Filling the gaps of differences			X		
Intercultural educational practices				X	X
Monitoring and system inclusion					X

Table 1 shows the elements the adaptation models focus on, as well as a comparison between the adaptation models. While based on their policies and practices, it is possible to see which country falls under which model, countries sometimes create their own models.

For Turkey, there has been no study done on the adaptation model for the newly arrived immigrant students. No research has been found which determines the efforts focusing on the newly arrived immigrant students. Therefore, the present research is important in that it contributes to the relevant literature. However, the problem of the present research is that education policies implemented in Turkey and current school practices are not known. As part of the research, interviews were held with the school administrators to determine the implementations aimed at the newly arrived immigrant students as well as the adaptation model implemented by Turkey. Thereunder, the research aims to determine the adaptation model implemented by Turkey for newly arrived immigrant students. For this purpose, answers to the following questions were sought.

1. What are the supports provided by Turkey to the newly arrived immigrant students?

2. Which adaptation model is implemented in Turkey in line with the supports provided to the newly arrived immigrant students?

METHOD

RESEARCH DESIGN

The research was modelled as a case study in qualitative method. Qualitative research is a holistic approach that interprets the natural environment of the subject being researched (Guba & Lincoln, 1994) and combines different disciplines (Merriam & Grenier, 2019). In qualitative research, it is tried to attach importance to understanding and to be understood in relation to the cases (Robson, 2017). In order to determine the adaptation model based on the types of support implemented to the newly arrived immigrant students, school practices and how they are carried out must be known. Therefore, the case study method was preferred as it fits the purpose of the research. The research design is a holistic multiple-case design. This design includes multiple cases, each of which is analysed and compared (Yıldırım & Simsek ,2013). The research analyses the various types of support in themselves to determine the support model implemented for the newly arrived immigrant students. The case focused by the research is the adaptation model implemented for the newly arrived immigrant students.

STUDY GROUP

The study group of the research is 12 school administrators working at schools 2019-2020 academic year in the central districts of Denizli that have newly arrived immigrant students. The characteristic that the participants "having newly arrived immigrant students at their school" was taken as a criterion by the researchers. Therefore, criterion sampling was used in the research. Criterion sampling is the study of all

cases meeting a series of criteria. Criterion can be determined by the researcher, or the criteria list can be created (Mertens, 2010). The number of foreign students in study group varies between 1% and 5%. Information on the participants is presented in Table 2.

Table 2 Participant Information

	Seniority	Position	Educational Level	Type of School
Participant 1	16-20	Assistant Principal	Postgraduate (Cont.)	Primary school
Participant 2	21+	Principal	Graduate	Primary school
Participant 3	21+	Principal	Graduate	Primary school
Participant 4	16–20	Assistant Principal	Graduate	Middle school
Participant 5	16–20	Assistant Principal	Postgraduate (Cont.)	Middle school
Participant 6	16–20	Assistant Principal	Postgraduate (Cont.)	Middle school
Participant 7	11–15	Principal	Postgraduate (Cont.)	Middle school
Participant 8	11–15	Assistant Principal	Graduate	Middle school
Participant 9	16–20	Assistant Principal	Postgraduate (Cont.)	High School
Participant 10	21+	Principal	Postgraduate (Cont.)	High School
Participant 11	11–15	Principal	Postgraduate (Cont.)	High School
Participant 12	16–20	Assistant Principal	Graduate	High School

Table 2 shows that the seniority of the three participants is between 11 and 15 years, that of six between 16 and 20 years and that of three more than 21 years. Five of the participants are principals, seven are assistant principals, and five of them have a graduate degree and seven of them continue their postgraduate study. Three of the participants work at a primary school, five at a middle school and four at a high school. All participants work at different schools.

DATA COLLECTION TOOL

In creating the data collection tool, the literature was first reviewed, and no research was found on adaptation models for newly arrived immigrant students in Turkey. Later, adaptation models determined by the European Commission (2013) were reviewed and analysed in respect of the types of support provided. By preparing at least two questions for each support, a total of 30 questions form was created. In order to identify the availability of the support provided, a section including "Yes", "No" and "Somewhat" was created in the form. In case of a "Yes" and "Somewhat" response in the response section, an open-ended question is provided to obtain a detailed insight on how the support is provided. The first section of the form includes questions about the demographic variables of the study group (length of service, position, educational level etc.). The prepared form was sent to two language specialists and five subject-matter specialists. In line with the feedback received, one item was excluded, and seven items were revised. This way, the form's content validity was achieved. The 29-item form so derived was implemented to determine the availability of the supports provided. For example, "Do you provide native language education support to newly arrived migrant students?", "Do you ensure that the families of newly arrived migrant students participate in the educational process?", "Can you work to improve the academic achievement of newly arrived migrant students in your school?".

DATA COLLECTION

Schools in the central districts of Denizli where immigrant students attend, were identified, and the administrators of these schools were contacted and interviewed. The prepared form was administered to the participants who were asked whether the performance indicators were implemented based on the types of support. The participants responded to these questions as "Yes", "Somewhat" or "No." For questions responded as "Yes" or "Somewhat", it was asked how the support was provided to determine the manner of implementation.

DATA ANALYSIS

In the analysis, the participants were first grouped by school type. Responses in the primary school type were first analysed, followed by those in middle school and high school types, respectively. Responses of the participants were analysed to identify the availability of the support. Thus, it was determined using the performance indicators based on type of support whether the support was implemented. Later, the views of the participants who responded as "Yes" or "Somewhat" were descriptively analysed to determine how the support is implemented. Data obtained in a descriptive analysis is summarized and interpreted according to pre-defined themes. Data may be arranged by the themes derived from the questions. In this study, each of the supports mentioned in the form was taken as a theme and the opinions of the participants were interpreted under these themes. In descriptive analysis, participant views are demonstrated by direct quotations in a striking way (Ekiz, 2013). During the descriptive analysis, quoted views were marked and identified. The interpretation of the findings was supported by the participant views to achieve more reliable research.

VALIDITY AND RELIABILITY

In qualitative research, validity and reliability is quite important. A low number of participants may lead to thinking that there might be validity and reliability problems. In qualitative research, differently from quantitative research, it would rather be more accurate to mention about credibility and the accuracy of the results instead of validity and reliability (Baskale 2016). Validity and reliability are fulfilled by credibility, transferability, dependability and confirmability (Shenton, 2004). For the credibility of the research, diversification, participant control and comparison with previous research findings were used. Diversification is the use of data collection tools, methods and comments together (Denzin & Lincoln, 2005). Also, in the present research, in order to determine the supports provided to the newly arrived immigrant students, a case determination form was used followed by open-ended questions asked to determine how the identified supports are provided. The participants' voluntary participation in the research was ensured, and the participants were told that they could withdraw from the research at any time. In addition, the participants could control the data.

The research findings were compared with the previous research findings to determine the similarities and differences. Direct quotations were used for the transferability of the research. For the consistency of the research, the entire research process and participants were defined in detail. Information of the participants were given by keeping their names confidential and assigning each one a number. For the confirmability of the research, all data collected was kept and checked by a different researcher. With all the above, the research validity and reliability was achieved.

THE ROLE AND NEUTRALITY OF THE RESEARCHERS

Prejudices and personal opinions on the research subject were not included in the research. Complete neutrality was maintained during the data collection, and participants' views were collected in writing to ensure that they were not negatively influenced. Questions that would identify the research participants were avoided and the participants' words were directly quoted.

FINDINGS

Responses about types of support implemented were analysed separately by school type (Y=Yes, S=Somewhat, N=No) as the adaptation models implemented to the newly arrived immigrant students may vary by school type.

FINDINGS ON SUPPORTS PROVIDED TO NEWLY ARRIVED IMMIGRANT STUDENTS AT PRIMARY SCHOOL LEVEL

School administrator views on the supports provided to newly arrived immigrant students at primary school level are presented in Table 3.

Table 3 Views on Supports Provided to Newly Arrived Immigrant Students at Primary School Level

Type of Support	P1	P2	P3
Linguistic Support (LS)			
Support in Mother Tongue	Y	N	N
Turkish learning support	S	S	Y
Support for Communicating in Mother Tongue	Y	N	N
Academic Support (AS)			
Determining past academic level	N	N	Y
Placing in a class appropriate for academic skills	N	N	N
Monitoring academic performance	S	Y	Y
School-Family Collaboration (SFC)			
Willing to attend school	Y	N	Y
School introduction support to families	S	N	Y
Support of informing families about school facilities	N	N	Y
Family Involvement (FI)			
Participation of families in the educational process	S	N	Y
Effective communication with families	S	N	N
Right to Equal Education (REE)			
Providing a positive school environment	S	N	Y
Exercising the right to education equally like other students	Y	N	Y
Intercultural educational-professional development support to teachers	Y	N	N
A Clear Policy (CP)			
Existence of an articulated policy by MONE	Y	S	Y
MONE's providing legal support	S	N	Y
MONE's providing financial support	N	N	N
Multiple-Part Support (MPS)			
School's willingness to improve academic success	S	N	Y
Participation in education with no academic support	S	N	Y
Random Support (RS)			
School-specific planning on involvement in education	S	N	Y
Working to prevent any prejudiced behaviour among teachers and students	Y	S	Y
Social Support (SS)			
Ensuring adaptation to the out-of-school environment	N	S	Y
Working to prevent in-class exclusion	Y	S	Y
Filling the Gaps of Differences (FGD)			
Working to determine the differences	N	N	N
Willingness to solve the problems arising from cultural differences	S	N	Y
Intercultural Educational Practices (IEP)			
Working to raise teacher awareness	S	S	N
Working to raise the awareness of other students	N	S	N
Education sensitive to cultural values	N	N	N
Monitoring and System Inclusion (MSI)			
Working to monitor and evaluate the development and progress in the education system	S	N	Y

According to Table 3, the types of support at primary school level are school-family collaboration, right to equal education, a clear policy, multiple-part support, random support, social support, monitoring and system inclusion; the types of support not provided at primary school level are linguistic support, academic support, family involvement, filling the gaps of differences, intercultural educational practices. Participant responses to how the supports are provided are presented below:

"… *Our school does not have an orientation class. Participant students receive Turkish language education here…*" (P3, LS)

"…*Immigrant students and other students participate in the same activities in and out of the class and in the same educational process, having equal rights. Class teachers arrange these…*" (P1, REE)

"*...We warn during the meetings that newly arrived immigrant students should not be treated with prejudice and should be facilitated, as necessary. We ask class teachers to make inclusive conversations with the immigrant students…*" (P2,SS)

According to the above views and responses, practices toward immigrant students depend on the practices of the class teachers (P1), and school-wide practices toward immigrant students are limited to

opening a school orientation class (P3) and a Turkish language course. In addition, works are just limited to providing information (P2).

FINDINGS ON SUPPORTS PROVIDED TO NEWLY ARRIVED IMMIGRANT STUDENTS AT MIDDLE SCHOOL LEVEL

School administrator views on the supports provided to newly arrived immigrant students at the middle school level are presented in Table 4.

Table 4 Views on Supports Provided to Newly Arrived Immigrant Students at Middle School Level

Type of Support	P4	P5	P6	P7	P8
Linguistic Support (LS)					
Support in Mother Tongue	Y	S	N	Y	N
Turkish learning support	S	N	Y	Y	N
Support for Communicating in Mother Tongue	S	N	N	N	N
Academic Support (AS)					
Determining past academic level	S	N	Y	N	N
Placing in a class appropriate for academic skills	N	N	S	N	N
Monitoring academic performance	Y	Y	Y	N	N
School-Family Collaboration (SFC)					
Willing to attend school	Y	N	Y	N	Y
School introduction support to families	Y	N	S	S	N
Support of informing families about school facilities	N	N	Y	N	N
Family Involvement (FI)					
Participation of families in the educational process	N	N	N	N	N
Effective communication with families	S	N	S	N	N
Right to Equal Education (REE)					
Providing a positive school environment	Y	N	Y	Y	N
Exercising the right to education equally like other students	Y	N	Y	N	Y
Intercultural educational-professional development support to teachers	Y	N	S	N	N
A Clear Policy (CP)					
Existence of an articulated policy by MONE	S	N	Y	Y	Y
MONE's providing legal support	Y	N	Y	Y	S
MONE's providing financial support	N	N	N	N	N
Multiple-Part Support (MPS)					
School's willingness to improve academic success	S	N	S	N	N
Participation in education with no academic support	S	N	Y	N	S
Random Support (RS)					
School-specific planning on involvement in education	Y	N	S	N	N
Working to prevent any prejudiced behaviour among teachers and students	Y	N	Y	N	N
Social Support (SS)					
Ensuring adaptation to the out-of-school environment	Y	N	N	N	N
Working to prevent in-class exclusion	Y	N	S	Y	S
Filling the Gaps of Differences (FGD)					
Working to determine the differences	S	N	N	S	N
Willingness to solve the problems arising from cultural differences	S	N	N	Y	S
Intercultural Educational Practices (IEP)					
Working to raise teacher awareness	S	N	S	N	S
Working to raise the awareness of other students	S	N	N	N	S
Education sensitive to cultural values	Y	N	Y	N	N
Monitoring and System Inclusion (MSI)					
Working to monitor and evaluate the development and progress in the education system	Y	N	S	N	N

According to Table 4, the types of support at middle school level are school-family collaboration, right to equal education, a clear policy, filling the gaps of differences, and the types of support not provided at middle school level are academic support, family involvement, multiple-part support, random support, social support, intercultural educational practices, monitoring and system inclusion. Participant responses to how the supports are provided are presented below:

"...*We apply a placement test to students enrolling in the school. Students that score below 60 are directed to the orientation class. We also test them there at certain intervals. For students who are directly included in the class, we pay attention that they have someone from their own country...*" (P5, LS)

"We provide information to parents coming for registration. For this, we sometimes even look for an interpreter. We recommend them stopping by at school occasionally to take advantage of all the facilities like other students..." (P6, FI)

"... *The school's counselling service and class counsellors are working to ensure that immigrant students do not get prejudiced treatment and feel comfortable in and out of the classroom. Counselling service regularly works to raise student and teacher awareness...*" (P7, REE)

"…*We try to manage it within the school as the MoNE does not provide the required financial and moral support. We direct teachers to in-service training to integrate the immigrant students into the society. Here, I think that the entire burden is on the teachers teaching the classes ...*" (P4, IEP)

"...I don't think that the students in the orientation class have the right to equal education. Students whose level increases have the right to equal education when they move to the other classes. Schools with fewer students do not open orientation classes..." (P6, REE)

According to the above views and responses, there are again differences of practices between the schools. At middle school level, class counsellors and counselling service generally carry out the relevant work (P7), there are orientation classes and Turkish language courses opened at schools for linguistic support, students are taken to other classes (P5), and efforts are limited to the teacher and counselling service efforts.

FINDINGS ON SUPPORTS PROVIDED TO NEWLY ARRIVED IMMIGRANT STUDENTS AT HIGH SCHOOL LEVEL

School administrator views on the supports provided to newly arrived immigrant students at high school level are presented in Table 5.

According to Table 5, at high school level, the types of support are school-family collaboration, family involvement, equal right to education, social support, and the types of support not provided at high school level are linguistic support, academic support, a clear policy, multiple-part support, random support, filling the gaps of differences, intercultural educational practices, monitoring and system inclusion. Participant responses to how the supports are provided are presented below:

"...Students are placed in a class appropriate for their level after the registration. If they do not speak Turkish, they are placed into the orientation class. We provide information about the school to the parents at their request. We provide information. In case of absenteeism, we talk to the family..." (P9, FI)

"...*At the meetings, the immigrant student matter is always discussed. We provide information. We work for their adaptation through the efforts of teachers and class counsellors...*" (P11, SS)

"...All students already have an equal right. Particularly class counsellors and class teachers provide information and guidance to ensure that these students are not excluded. Those who cannot speak Turkish are sent to *** high school..." (P10, REE)

According to the above views and responses, the orientation classes at schools are considered a ministerial policy and implemented at the schools. Schools without orientation classes send students to other classes (P10). Families are advised about attendance to school and introduced the school, and their involvement is encouraged (P9). Counsellors and class teachers strive to ensure that immigrant students do not have difficulty in their social life (P11).

Table 5 Views on Supports Provided to Newly Arrived Immigrant Students at High School Level

Type of Support	P9	P10	P11	P12
Linguistic Support (LS)				
Support in Mother Tongue	N	N	N	N
Turkish learning support	N	N	N	N
Support for Communicating in Mother Tongue	S	Y	Y	N
Academic Support (AS)				
Determining past academic level	N	N	N	N
Placing in a class appropriate for academic skills	Y	N	Y	N
Monitoring academic performance	N	N	Y	N
School-Family Collaboration (SFC)				
Willing to attend school	S	Y	Y	N
School introduction support to families	Y	Y	Y	N
Support of informing families about school facilities	N	Y	Y	N
Family Involvement (FI)				
Participation of families in the education process	Y	S	Y	N
Effective communication with families	S	N	Y	N
Right to Equal Education (REE)				
Providing a positive school environment	S	S	S	N
Exercising the right to education equally like other students	Y	S	S	S
Intercultural educational-professional development support to teachers	N	N	N	N
A Clear Policy (CP)				
Existence of an articulated policy by MoNE	Y	Y	S	N
MONE's providing legal support	N	N	S	N
MONE's providing financial support	N	N	N	N
Multiple-Part Support (MPS)				
School's willingness to improve academic success	N	N	N	N
Participation in education with no academic support	N	N	S	N
Random Support (RS)				
School-specific planning on involvement in education	N	N	S	N
Working to prevent any prejudiced behaviour among teachers and students	S	S	Y	N
Social Support (SS)				
Ensuring adaptation to the out-of-school environment	N	N	S	N
Working to prevent in-class exclusion	Y	S	Y	N
Filling the Gaps of Differences (FGD)				
Working to determine the differences	N	N	Y	N
Willingness to solve the problems arising from cultural differences	S	N	S	N
Intercultural Educational Practices (IEP)				
Working to raise teacher awareness	S	S	Y	N
Working to raise the awareness of other students	S	N	N	N
Education sensitive to cultural values	S	N	S	N
Monitoring and System Inclusion (MSI)				
Working to monitor and evaluate the development and progress in the education system	Y	N	S	N

DISCUSSION

Immigrant students in Turkey participate in education to gain some universal values and face a few challenges while doing so. Supports implemented for immigrant students involved in education are aimed to eliminating these problems faced by the students. Some of these supports vary by school and are provided under the guidance of the ministry. When we generalize these efforts toward immigrant students across the country, an adaptation model is derived for the immigrant students. Although the present research does not intend to make a generalization, it may still describe the implemented adaptation model at a basic level.

According to the research data, linguistic support, school-family collaboration support, right to equal education support, random support and social support are provided across all school types. These supports are opening an orientation class, providing Turkish language education, keeping families informed about the school and watching the attendance, ensuring that immigrant students have equal rights to participate in all activities as other students, not excluding immigrant students from the social environment, not treating them with prejudice and ensuring their adaptation to the school environment. In such case, during the process that begins with the enrolment of the immigrants' students with the school, students are placed into the grade-appropriate for their level, they are placed into the orientation class if they do not speak Turkish,

ensuring their adaptation to the social environment and ensuring their social connection with other students in their class. Families of immigrant students are informed about the school and education system and are constantly kept informed about school attendance and problems. Monitoring and control are conducted by counsellors and class teachers for the socialization of immigrant students.

The relevant literature includes a few studies on immigrant students. The research by Boru and Boyacı (2016) on students and teachers showed that students did not have adequate Turkish skills, that families had financial problems, that students were excluded by their friends because they were foreigners, and that they were not provided any guidance while participating in education. The findings derived from teachers were that immigrant students posed risks and should receive Turkish language education and that there was no collaboration with parents. Erdem's (2017) research in Afyonkarahisar found that class teachers considered the language challenges faced by immigrant students a major problem. Supports provided to immigrant students show that linguistic support, students and family information support, family involvement support are provided. Especially, creating orientation classes and providing Turkish language support to immigrant students are the supports provided under the guidance of the ministry. At this point, supports develop and evolve based on the needs of the immigrant students as well as the identified shortcomings over time.

Sakız's (2016) research on school administrators that work in the South Anatolia Region provinces that receive the highest number of immigrants found that there were challenges regarding the socialization of the immigrant students, that there was no family involvement and that there was no school-family collaboration. Supports implemented to overcome these challenges show that support is available to ensure the family involvement and that class counsellor and school counsellors work to ensure their socialization. Similarly, research by Nayir (2019) shows that school administrators need linguistic and specialized support as well as social and financial support during the education of immigrant students.

Saglam and Ilksen-Kanbur (2017) found in their research on class teachers that teachers did not feel competent about immigrant students and had no professional development plan. Supports implemented show that school administrators do not implement any support for teachers' professional development.

Gungor and Senel (2018) found in their research with teachers and students that students had difficulty making friends, were academically unsuccessful and that they had challenges communicating with the families of immigrant students. Supports show that there is no academic support available, that class counsellor is tasked with their integration and that family involvement support is provided for the involvement of the families.

A publication by Eres (2015) drew attention to the challenges had in the education of immigrant students and the management of the educational differences of the immigrant children in Turkey. The publication also mentions the importance of cultural difference-conscious education for the cultural differences emerging from the gathering of different students. The supports show that the schools do not provide a cultural-value conscious education. Regarding the management of the differences, student and teacher awareness is ensured, with which school counsellors and class counsellors are tasked.

The research by Basar, Akan and Ciftci (2018) on teachers working at schools with various socio-economic levels aimed to explore the challenges faced by refugee students in in-class learning found that measures toward refugee students were blocked because of the lack of applicable regulations. The supports show that the Ministry of National Education does not provide any financial and legal support, and however, has a specific policy. The finding of the existence of a specific policy is derived from the fact that there are orientation classes. Similarly, the present research has derived the same findings as the other studies of the language problem, parent communication problem, and inefficient use of school resources. According to the comparison of the implemented supports, there are orientation classes and Turkish language courses opened for the language problem, there is a parent communication problem, and parents and students are informed about the school facilities.

The research by Yurdakul and Tok (2018) on teachers to explore the teachers' metaphoric perception of refugee/immigrant students showed that teachers supported the harmonization education, however that the language problem, orientation training for cultural programs should be given priority, and that in-class activity should be increased. The supports show that in-service training such as inclusive training are

regarded as a ministerial policy and supported. However, the opinion that the ministerial policy is supported only in respect of these activities contradicts with other studies. In the research, teachers expect various supports from the ministry including both curriculum and in-class activities and state that not only students but also their families should be provided language courses.

The research by Buyukdag, Gulper and Celikceken (2019) on immigrant students to measure their emotional distance to the Turkish students found that their emotional distance decreased as they were exposed to Turkish publications, and if their satisfaction with the education increased, and increased if the immigrant population was higher. Accordingly, the research draws attention to the importance of harmonization and the avoidance of exclusion. The supports show that class teachers and class counsellors and school counselling services are tasked with this. The support aimed to reduce the emotional distance of foreign students to Turkish students is conducted by teachers.

In the research by Altunay and Dede (2019) on school administrators to explore the inter-school cooperation in the education of immigrant students, school administrators reported their views as that there was disorganized cooperation between schools, that information on and solutions for the problems experienced by immigrant students were inadequate, and that the only solution offered for the solution of the problems was the language courses. The supports show that there is no specific work performed at the school. School administrators strive to solve the language problem within the school, eliminate the exclusion problem through class counsellors, counselling service or class teachers, and to ensure the adaptation of the foreign students. Similarly, research by Nayir (2019) shows that language support is the primary support needed by school administrators the most in the education of immigrant students

Isiguzel and Baldik (2019) compared the language support provided by various countries and Turkey and concluded that language support should be provided comprehensively. The research, which includes the teacher characteristics, practices and cultural differences as well as language teaching, recommended that all schools should conduct the same practices. It, however, found that the schools implemented the orientation classes and provided Turkish language training.

Similar findings are found in foreign literature. The research by Richter (2015) as part of his graduate thesis on students, teachers and administrators in Germany found that language was an important factor in welcoming immigrant students into classes and ensuring a social integration in the class, which, in turn, improved the student motivation. Nilsson and Axelsson (2013) also derived a similar finding in their research. According to their research findings, immigrant students must feel socially and pedagogically comfortable to achieve academic success. This is possible only by having enough language skills and communication. The graduate thesis prepared by Djabanor (2016) on students and teachers found that language teaching was important for immigrant students to feel emotionally and psychologically well and that immigrant students who could speak the local language were able to socialize more easily. The supports show that for the social integration of immigrant students, those who cannot speak the local language are directed to orientation classes for language learning. At this point the practices in Turkey and those abroad are similar.

The research recommends various supports and what is needed and how the implementation should be. However, the support models provided show which supports are implemented and how these supports are conducted. The research conducted so far has largely drawn attention to the language teaching and the need for immigration students to learn language. They also draw attention to in-class socialization for the adaptation of students. At this point, they recommend raising teacher and student awareness and taking measures to prevent social exclusion. Studies investigating immigrant students together with their families draw attention to school-family collaboration and recommend ensuring the involvement of families. In addition, they recommend educational practices sensitive to cultural values to ensure the involvement of immigrant students in in-classroom education. Other common recommendations are the participation in various in-service trainings such as inclusive training, harmonization training, multiculturalism training or cultural-value conscious training of teachers who have the most effective role in the education of immigrant students.

The support models implemented show that they vary at primary, middle and high school levels. The main reason for this is that the student needs change by age. The reason for not providing linguistic support to

immigrant students at the primary school level is that the language education is easily provided by the class teachers. Due to the importance of school-family collaboration, immigrant students are treated in the same manner at the primary school level and receive an education with the right to equal education with the other students. Immigrant students studying with other students can adapt socially as they participate in in-classroom activities. However, it supports change by class as each class has a different teacher. This brings about the random support. Since it is important for class teachers to ensure that students at primary school level progress well in the education system, immigrant students are provided the monitoring and system inclusion support.

At the middle school level, orientation classes are opened as the Turkish language teachers lack enough training in language teaching and students with poor Turkish language skills are taught Turkish by primary school teachers. At schools that do not have enough number of students to create a class, students are referred to the near-by schools or Public Education Centres. In addition, there is school-family collaboration support provided for student absenteeism and the efficient use of school facilities. As in primary schools, students attend classes together with other students, benefiting from the right to equal education. In order to eliminate student needs arising from various cultural differences, various trainings are provided to retain students within the education system.

As for high school level, students are observed to quit school to participate in the workforce or for other reasons, and those who are academically successful continue their education, and no linguistic support is provided in case of no need. Collaboration with the families of immigrant students is also available at this level, and there are efforts to prevent students from leaving the education system for reasons such as absenteeism, social inadaptability. At this school level, immigration students also participate in the same activities with other students, benefiting from the right to equal education.

The supports in general show that the linguistic support, school-family collaboration, the support for right to equal education and social support are available, while there is no support country-wide due to the lack of a clear policy. According to the data, students in need are directed to a language course, there is a continuous communication between class counsellors and families of immigrant students, immigration students receive education and participate in in-class and out-of-class activities together with other students, thus benefiting from the right to equal education, class counsellors or counselling services are tasked with ensuring that immigrant students are not excluded, teachers and other students are kept aware of the differences of immigrant students, and teachers are supported to attend in-service training such as inclusive training. However, all the above are provided individually by schools and there is no financial and legal support applicable to all from the ministry.

Reports published by various organizations on the supports provided by countries for migrant students' state that other countries provide more comprehensive support than Turkey. The report by the National Institute of Economic and Social Research (2019) states that migrant students have a wide range of differences and such differences, therefore, will lead to challenges in the implementation of a specific program. The report also states that language learning would significantly facilitate the social and cultural integration of the students and that family involvement improves student performance. The report also mentions the importance of the peer learning and raising the awareness of teachers of being sensitive to cultural differences. The Eurydice (2019) report also mentions the importance of taking all the needs of immigrant students, helping students' career planning through inter-cultural education and increasing school enrolment rates. It draws attention to the importance for the future of the society of protecting the rights of immigrant students by necessary legal regulations and helping them establish a future in the receiving country by knowing their entire background. The OECD (2015) report compares the achievements of first-generation and second-generation migrants and shows the impact of the language barrier on socialization and academic success. According to the report, the language problem must first be eliminated to significantly facilitate the lives of migrant students. The NESET (2017) report states that extra supports must be available to ensure the continuity of migrant students in education and that shortcomings must be eliminated by monitoring their movement within the education system. According to the report, considering that immigrant students are not likely to demonstrate the required academic success even if there is no language problem, the availability of additional academic support is important. When these

reports and the findings herein are compared, immigrant students in Turkey have also come from various countries and differ widely, and therefore, there is no specific program implemented. However, considering the importance of the language problem, there are language orientation classes opened to solve their language problems. Despite the above, students' academic process is not monitored and there are no additional supports available to remedy their academic deficiencies. The availability of communication between families and school appears as a significant contribution to the student socialization. In addition, protecting the legal rights of students and raising the awareness of teachers through various training are also a benefit for immigrant students.

CONCLUSION AND RECOMMENDATIONS

The findings show that the support model implemented in Turkey does not fall under any of the support models defined by the European Commission (2013). This is quite a normal situation, and the relevant report also states that new support models may be created, or support models may be revised. Therefore, a new support model must be created for an adaptation model that does not fall under any support model. In creating a new support model, the supports implemented must be considered to name this model, which name must describe the support model implemented.

The supports implemented in Turkey include language learning, ensuring social adaptation, family involvement in the educational process and ensuring students' access to the right to equal education. These supports are those that focus on the social adaptation of students and their families. The adaptation model may, therefore, be named "*Socialization Model*." This model recommendation is based on the findings and could be re-named if the supports implemented change or fall under a model defined by the European Commission (2013).

The socialization model is a model for Turkey, focusing on ensuring social adaptation. In this model, although there is no clear policy country-wide, there are practices in place at schools individually. This model's important future is ensuring the social adaptation and integration into the society of students and their families. This model helps immigrant families, and their children socialize without problems and learn the local culture while living their cultural values and easily adapt to this culture. This way, immigrant families and students could be easily integrated into everywhere in Turkey. The academic success of immigrant students may vary because the supports are specific to each school. Similarly, it may also vary depending on the language learning process of the students, and the time the student spends learning the language may vary their integration period. With the Socialization Model, immigrant students and their families stay in touch with the school and the society, are offered linguistic support to make their life easier during their time in Turkey, their legal rights and responsibilities are protected, and the students can continue their academic life together with the local students.

The present study attempts to explore the adaptation model applicable to the education of newly arrived immigrant students. The limitation of the study is that it has been conducted in one province. In order to define the adaptation model more clearly, supports implemented in different locations can be identified by similar studies. The support models implemented may vary by region, the number of immigrant students or school type, so it will contribute to relevant studies if they are examined in terms of various features. Supports implemented at higher education and pre-school level can also be investigated. In addition, studies related to the end of 2019 were examined in the research. Recent studies can also be examined, and model recommendations can be developed.

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