



Evaluation of Turkish Language Teaching within the Scope of PIKTES in Line with Instructor Views: Bursa Province Example ¹

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Abstract

In this study, the evaluations of Turkish teaching in terms of didactic opinions within the scope of PIKTES were discussed. The phenomenology approach, one of the qualitative research designs, was used in the study. 38 Turkish teachers working in the project were interviewed in schools in Osmangazi, Yıldırım, Gürsu and Kestel districts of Bursa, where Syrian students are concentrated, and data were collected with semi-structured interview forms. The data in the interview forms were analyzed through descriptive analysis. As a result of the study, it was seen that the class levels of the project were more regularized under the name of "adaptation classes" as of 2020, that many participants did not express their opinions about the method-technique of the instructors in teaching Turkish as a foreign language and that their knowledge about the method was insufficient. It has been determined that most participants do not have information about the Common European Framework of Reference for Languages (CEFR), which has an international standard, and they do not benefit from this program. In line with these results, suggestions were made to take steps to teach Turkish to foreigners.

Keywords: *Teaching Turkish, teaching Turkish to foreigners, PIKTES*

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Introduction

Internal conflicts around the world, political and economic reasons, etc. situations have revealed migration situations. Türkiye, on the other hand, faced a large wave of migration with the 2011 Syrian civil war (Doğan, 2019). During the Syrian civil war, Syrians flocked to Turkey's borders, and Turkey, faced with a major humanitarian crisis, welcomed millions of immigrants to its country with its "open door" policy. After the intense migration, Syrian immigrants who temporarily stayed in camps and tent cities began to disperse throughout the country and settle in different places over time. Currently, 3 million 325 thousand Syrians have data in the official records at the General Directorate of Migration Management (DGMM, 2023). In this case, the Ministry of Internal Affairs placed Syrians under "temporary protection" status in order to benefit from all human rights on a legal basis. In addition, the situation of children among Syrian guest immigrants has also come to the fore. In the 2022 statistics on Syrians of the General Directorate of Lifelong Learning (HBOGM, 2020), it is stated that there are 1 million 124 thousand 353 Syrian immigrants of educational age in our country. The Ministry of National Education, non-governmental organizations, municipalities, foundations and the EU (European Union) have initiated many studies to ensure that these children under Temporary Protection have the necessary educational opportunities. These children who are exposed to the wave of migration must be productive and contributing, not a threat to their social environment and not involved in crime (İmamoğlu and Çalışkan, 2017). In addition, the acquisition of the "right to education", which is one of the human rights of these children with Syrian refugee status, will play a major role in solving the problems that may occur after the trauma (Serin and Paslı, 2021). As a result, nearly half of the Syrian immigrants in Turkey are children and young individuals (Uzun and Tüm, 2015). This study was conducted to address the effects of the PIKTES project implemented in Bursa, where there is a dense population of Syrians. According to the information obtained from DGMM (2021) statistics, Bursa province (179 thousand people) is in the second position after Istanbul among the provinces with a dense population of Syrians in the Marmara Region. In this regard, although teaching Turkish within the scope of PIKTES is important for the integration of Syrians, teaching Turkish has also been given priority within the scope of the project.

Situation of Syrian Immigrants in Bursa

Bursa is one of the places where the Syrian population is densely populated in Turkey. The place where the Syrians, who stated that they preferred this region due to its historical and socio-cultural similarities, live densely is the Çarşamba district, which includes seven neighborhoods of the Osmangazi district. This district resembles a small Syria. Bursa, which is one of the important places for seasonal labor migration in our country where 25 percent of the labor market is realized through agriculture and is a member of the Marmara Municipalities Union, is one of the agricultural-based industrial centers. Our province of Bursa ranks first among the provinces with the largest share in agriculture together with Balıkesir and Çanakkale at the regional level. In the Marmara Region, where a large part of the industrial enterprises are located (41%), it is the province with the largest population with approximately three million one hundred thousand people after Istanbul and hosts 3.7% of the country's population and 11% of the regional population. According to the data of Bursa Migration Administration, which has been a guest of migration flows especially from the Balkans since the past, in the distribution of Syrians under Temporary Protection according to the first 10 provinces, the first 3 places are Istanbul, Gaziantep and Şanlıurfa, while Bursa, which has 171 thousand 491 Syrians, is in the 7th place (bursadabugün.com, 2024). Workplaces, communication, culture are mostly reflections of the life culture of Syrians (enbursa.com, 2020). According to the data of Provincial Migration Administration as of June 2024, Bursa is in the first two places in the West, together with Istanbul, in terms of places where Syrians live densely.

Common European Framework of Reference for Languages (CEFR)

The main purpose of the Framework text, which was created to determine the aims and results of foreign language teaching, is to indicate what the expressions can be regarding the use of language

skills in education, social and specialization areas (CEFR, Common European Framework of Reference, 2001). In this context, the framework program text reveals in detail the level at which foreign language learners should know the language for healthy communication in the target language. In addition, this framework text is a general reference source that reveals the levels and competencies required for measurement and evaluation of the achievements of language learners at every stage of their lifelong learning process, and the determined limitations, standards and opportunities of language teaching. Thanks to this framework program, which is a resource to reveal the principles of foreign language teaching, it is aimed to ensure that all citizens of the Council of Europe are in social integration, have high interaction with cultures, and have a consistent multilingual education (Çelik and Başutku, 2020).

CEFR General Objectives (2008, 174):

- To encourage and facilitate cooperation in international educational institutions;
- To create a systematic structure for the mutual validation of language levels/competencies;;
- To support language learners, teachers, course administrators, measurement and evaluation experts and institution administrators in coordinating their work (CEFR: Part 1,4).

Teaching Turkish to Syrian National Students in Turkey

Turkish courses are of great importance for the social integration of Syrians who took refuge in our country due to the Syrian crisis and gained temporary protection status with the circular of the Ministry of Internal Affairs. In this context, there are many centers in our country that aim to teach languages to Syrian individuals: Ministry of National Education (MEB), Public Education Centers, Temporary Education Centers that are temporarily inactive and closed, non-formal courses organized by municipalities, Community Centered Studies of the Turkish Red Crescent, Turkish Cooperation and Coordination Agency Presidency (TIKA), Yunus Emre Institute (YTB), courses organized by non-governmental organizations and voluntary associations, private education and study centers have made significant contributions to Turkish teaching activities . Temporary Education Centers (TECs) started to be closed down over time. However, the closure processes have been completed as of 2021. Before the closure process, GEMs; There are 63 Temporary Training Centers in Hatay, 49 Temporary Training Centers in Gaziantep, 28 Temporary Training Centers in Şanlıurfa and 21 Temporary Training Centers in Adana and Kilis provinces (HBOGM, 2020). The mentioned provinces are the provinces with the highest number of Syrians and Syrian students. Apart from these, TÖMER, which attaches importance to language teaching to Syrian guests, and the Presidency for Turks Abroad and Related Communities, abbreviated as YTB, have carried out studies on teaching Turkish in the camps in cooperation with universities. In addition, YTB organized a Turkish language program with the "Turkish Teaching Project to Syrian Guest Students" within Gaziantep University TÖMER, AFAD and UNICEF (Büyükkiz and Çangal, 2016). Graduates of Turkish language and literature and Turkish teaching departments worked in the mentioned camps. Teachers were appointed by YTB. The teachers involved were taken to a 40-hour in-service training course by Gaziantep University TÖMER. In these courses, teachers were given lessons and practices in the field of teaching Turkish to foreigners. In addition to these training programs, training programs continued to be organized in the interim periods for the candidates who will work in the project (Büyükkiz and Çangal, 2016).

Turkish Educational Materials Taught to Syrians

Since the camps, Istanbul University Language Teaching Set, Gazi University Turkish Teaching Set, and Yunus Emre Institute Yedi İklim Turkish Teaching Sets have been used for Syrian students under temporary protection status (Büyükkiz & Çangal, 2016). In addition, the EBA I am learning Turkish/PIKTES Portal, an internet platform containing various materials, is also used. Currently, in the adaptation classes implemented within the scope of the project, "Turkish Level 1, 2, and 3 books for Foreign Students are used as course materials (Bursa Provincial Directorate of National Education, 2021).

Figure 1

Course materials taught within the scope of PIKTES



PIKTES

The project is an EU-supported work coordinated by the Ministry of National Education under the name of supporting the project of integration of Syrian children into the Turkish education system. This project was granted under the name of the Financial Assistance Program for Refugees in Turkey, whose budget was covered by the European Union's unit operating under the abbreviation name FRIT. It has been implemented in 26 provinces since October 3, 2016, the start date of the project. In December 2018, the second phase of the project started (piktes,2021). The ultimate goal of the FRIT financial program is to provide a budget to the states hosting immigrants (First Annual Report on Financial Assistance for Refugees in Turkey, 2017: 4). In this context, the project with a total financial amount of three billion euros has been approved by the contracts made. This budget continues with the assistance of the European Union and member states (EU Commission, 2017). The aim of PIKTES is to ensure that Syrian children under temporary protection have access to educational opportunities in Turkey and to accelerate their social adaptation. Currently, 3rd grade primary school students benefit from PIKTES under the name of "adaptation classes". In secondary school classes, the "Compensatory Education Program" continues in order to contribute to academic success at school. However, the project continues as PROJECT + Promoting Inclusive Education For Kids In The Turkish Education System as of 2023 (piktes.gov.tr, 2023).

PIKTES Goals, Activities, Expected Outputs:

- Providing Syrian children with educational opportunities within the scope of the project
- Educational activities of Syrian children before the project
- Teaching Turkish to Syrian children within the scope of the project
- Syrian children's language barrier
- Books and course materials used in language teaching within the project
- Evaluation of PIKTES's process of teaching Turkish as a foreign language

Research Question

The aim of the study is to examine the opinions of the teachers working in the project of integration of Syrians in Bursa into the Turkish education system about language teaching and the project within the scope of PIKTES.

Sub-Questions

- 1-Do you approve the class levels created in the schools included in the project?
- 2-What methods and techniques do you use to teach Turkish as a foreign language in the project?

3-Do you have information about the Common European Framework of Reference for Languages (CEFR)? If so, how do you benefit from this framework program in teaching Turkish as a foreign language?

4. Do you find the course equipment (materials) used within the project to be sufficient?

Purpose of the research

The aim of this study is to examine, evaluate and make suggestions about teaching Turkish language to children within the scope of the PIKTES project implemented in Bursa and the main objectives of the project in terms of didactic view.

Significance of Research

Civil wars, conflicts, economic situations, natural disasters, etc. in countries in the world arena. Migration movements from different countries are intensifying day by day. Millions of immigrants who were subjected to internal conflict in Syria, our border neighbor, arrived at our border gates and Turkey took Syrian refugees into its country with its Open Door policy. It has become a necessity for Syrian immigrants who set foot in a new society to learn the language of the society they live in for social adaptation. Southeastern Anatolia Region and some Mediterranean regions; Şanlıurfa, Kilis, Gaziantep, Mardin, Hatay, Mersin etc The majority of the research on the PIKTES project was conducted between 2016-2019. In addition, studies on this project have been conducted in the Southeastern Anatolia Region and the Mediterranean region, where Syrians live densely. However, in the Western region, the place where Syrians live most densely after Istanbul is Bursa. Although the PIKTES project is implemented with dense Syrian students in Bursa, no studies have been conducted in this area. It is distinguished from other studies because it is the first research conducted in Bursa with PIKTES.

Method

Model of the Research

The purpose of the study and the research questions are one of the most important factors that reveal which research design should be considered. For this reason, the phenomenology research design, one of the qualitative research techniques suitable for the purpose and questions of the research, was used. Phenomenological research aims to reveal our experiences and the meaning we attribute to these experiences in our world by focusing on the phenomena that we know in daily life but do not have an in-depth detailed understanding of (Yıldırım and Şimsek, 2006) . act . Yilmaz, 2016). This research pattern, called phenomenology, is a research method that uses people's experiences to obtain information about the phenomenon. Although phenomenology has many forms of application, personal experience is a priority in each of them (Kocabıyık, 2015).

Research Group

The working group consists of PIKTES teachers working in schools affiliated with the Ministry of National Education, where the PIKTES project is implemented in Osmangazi, Yıldırım, Gürsu and Kestel districts of Bursa, where Syrian students are concentrated. "Criteria sampling", one of the "purposeful sampling" methods, was determined by the study group of this research. In criterion sampling, observation units in a research can be revealed from individuals, objects, situations or events with certain characteristics. In this context, units equivalent to the criteria set for "sample" can be taken as "sample" (Büyüköztürk, Çakmak, Akgün, Karadeniz, & Demirel, 2018). The criterion used in the selection of participants is that the participants working in schools implementing the PIKTES project in the districts in question should act as Turkish teachers in this project. Additionally, Syrian students must attend Turkish classes . In the schools that implemented the PIKTES project in the districts mentioned in the research, 38 teachers out of 75 in total, including 1 (one) PIKTES teacher, were reached and 38 teachers filled out the forms via semi-structured interview forms and Google Forms. Below are the tables addressing the demographic information of Turkish teachers working within the scope of the project:

Table 1
Participant Information

Gender	f	%
Woman	28	73.7
Male	10	26.3
Total	38	100.0

As shown in Table 1, 38 PIKTES instructors participated in the research. 28 of these instructors are women and the rest are men.

Table 2
Graduation Information of Participants

Section	f	%
Classroom teaching	21	55.3
Turkish teacher	10	26.5
Literature Teaching	5	13.2
Other	2	5.3

In Table 2, Turkish and classroom teaching are seen at higher rates as branches.

Table 3
Duration of Participation in PIKTES

Mission time	f	%
1 year	1	2.6
2 years	1	2.6
3 years	3	7.9
4 years	29	76.3
5 years	4	10.5

As seen in Table 3, the majority of employees working within the scope of the project have 4 years of experience.

Data Collection Tools

A semi-structured interview form was used as a data collection tool in the research. The structured "PIKTES Teacher Interview Form", designed by me as the researcher and final edited by taking 3 expert opinions, was used. Structured interview questions were sent to our 3 expert academicians (Sakarya University, Uludağ University and Çanakkale University Measurement and Evaluation Department), and with the feedback from the academicians, 3 questions were removed from the survey and 6 questions were changed in terms of meaning and clarity. For the reliability and validity of the interview questions, the forms were filled out by 1 social studies teacher and 1 Turkish teacher, and in line with the answers received, it was revealed that the questions in the interview form served the purpose.

Collection of Data

Ethics committee approval and necessary permissions were given for the study from Bursa Provincial Directorate of National Education and Çanakkale Onsekiz Mart University. Data obtained from the research: 38 teachers out of 71 teachers working within PIKTES in Yıldırım, Osmangazi,

Kestel and Gürsu in Bursa in the 2020-2021 academic year filled out the forms on a voluntary basis, and after preliminary reading of the interview forms, the data were arranged and analyzed in digital environment.

Analysis of Data

In this research, descriptive analysis technique was used. Descriptive analysis is a type of qualitative analysis that provides the basis for interpreting data collected with various techniques according to a certain theme content. In this method, direct quotations are often included in order to discuss the opinions of individuals interviewed or observed more objectively. The answers received from PIKTES instructors via the interview form were also examined and subjected to descriptive analysis. The main purpose of descriptive analysis is to present the findings to the reader in the form of summary and comments (Yıldırım & Şimşek, 2013). The participants were coded as PÖ1 (PIKTES Teacher), PÖ2 ,... .PÖ38 and their answers were examined one by one. Demographic information was transferred to tables in the IBM SPSS program.

Validity and Reliability

Before the interview questions were given to the participants, they were applied to 1 social studies teacher and 1 Turkish teacher and the answers received were examined. As a result of the examination, it was seen that the interview questions were clear and understandable, in line with the answers given to the questions.

Research and Publication Ethical Principles

Care was taken to comply with all the rules specified in the "Higher Education Institutions Scientific Research and Publication Ethics Directive". None of the actions specified under the second part of the directive, "Actions Contrary to Scientific Research and Publication Ethics", have been taken.

Ethics

Research permission was obtained for the research with the approval of Çanakkale Onsekiz Mart University ethics committee (E-84026528- 050.01.04-2200043559) and the approval of Bursa Provincial Directorate of National Education (86896125-605.01- E.18036474).Scientific Research and Publication Ethics Directive" were followed. None of the actions mentioned under the title of "Actions Contrary to Scientific Research and Publication Ethics", which is the second part of the directive, have been carried out.

Findings

In this section, the data in the forms of 38 PIKTES teachers (PÖ) are presented in tables according to the order of the questions:

Findings for the First Research Question

“Do you find the grade levels created in schools within the scope of the project appropriate?”
The answers given by the participants to the question are shown in Table 4.

Table 4

Participants' responses to the question "Do you find the class levels created in schools within the scope of the project appropriate?"

<i>Opinion</i>	<i>f</i>	<i>%</i>
Yes	22	57.9
No	16	42.1
Total	38	100

When Table 4 is examined, more than half of the teachers participating in the research find the class levels created within the scope of the project appropriate; It showed that the remaining 42.1% of participants did not find these grade levels appropriate. 22 teachers, who found their grade levels appropriate, were open to developments in the field and improved themselves through in-service training. Since 6 teachers who responded negatively were working in paid status, they did not receive any training in the field, and the other 10 teachers did not receive sufficient in-service training.

Findings for the Second Research Question

Participants' responses to the question "What methods and techniques do you use in teaching Turkish in the project?"

When this research question was examined, it was revealed that most teachers did not express an opinion about the method in teaching Turkish as a foreign language or did not have any knowledge about the method. In addition, technically, it was seen that many different techniques were used within the scope of the project. In this context, the opinions expressed by the teachers who participated in the research are as follows:

- PÖ1 (PIKTES Tutorial): "Drama, game, reading-comprehension, question-answer..."*
- PÖ3: "Audio-linguistic method, comparative method, cognitive method, grammatical translation method, communicative method, suggestion method, content-centered method."*
- PÖ4: "Show and don't make others do it. I use the listening and watching activity."*
- PÖ5: "Drama, role playing, showing and making others do it."*
- PÖ6: "It's application-oriented, it's a computer right now."*
- PÖ8: "Drama, cooperative learning, brainstorming, etc."*
- PÖ9: "At first, we make a presentation, then when they start to find out and express themselves, we move on to the research method."*
- PÖ10: "Direct language teaching method, audio linguistic method."*
- PÖ11: "Question and answer, simulation and drama."*
- PÖ12: "Lecture, demonstration, drama, presentation."*
- PÖ13: "All methods: case study, discussion, project, problem solving, demonstration."*
- PÖ14: "I use the audio-visual method more."*
- PÖ15: "Direct method, Eclectic method from time to time depending on the situation."*
- PÖ16: "Question and answer, explanation, demonstration."*
- PÖ17: "Creative drama, demonstration, question and answer, learning through discovery."*
- PÖ18: "Traditional."*
- PÖ20: "Reading Method. Verbal Approach and Situational Language Teaching. Audio-Linguistic Method. Audio-Visual Method."*
- PÖ21: "Don't tell, show and don't make someone do it."*
- PÖ23: "Karma."*
- PÖ24: "Drama, question and answer, brainstorming, showing and doing, silent reading aloud, observation, etc."*
- PÖ25: "Show and don't make others do it, question and answer."*
- PÖ27: "Word concept teaching, dictation practice, drama are the ones I use most."*

PÖ30: "I generally try to teach speaking lessons with games."

PÖ31: "Drama, brainstorming, question and answer, show and don't show."

PÖ33: "I use direct narration, drama, question and answer, mind map, fishbone and many other methods and techniques."

PÖ34: "Lecture, demonstration, discovery, question-answer, individual study, group teaching."

PÖ35, "We use constructivist approach techniques more."

PÖ36, "Learning by doing drama and music, which mostly requires student activity, is very effective."

Findings for the Third Research Question

"Do you know about the Common European Framework of Reference for Languages (CEFR)? If so, do you benefit from this framework program in teaching Turkish as a foreign language?" The answers given by the participants to the question are shown in Table 5.

Table 5

Participants' responses to the question "Do you know the Common European Framework of Reference for Languages (CEFR)? If so, do you benefit from this framework program in teaching Turkish as a foreign language?"

Opinion	f	%
Yes	23	60.5
No	15	39.5
Total	38	one hundred

When Table 5 is examined, it is revealed that 23 of the participants stated that they had information about CEFR, while the other 15 participants did not have information about this framework program.

If so, do you benefit from this framework program in teaching Turkish as a foreign language?" The answers given by the participants to the question are shown in Table 6.

Table 6

Participants' responses to the question "If so, do you benefit from this framework program in teaching Turkish as a foreign language?"

Opinion	f	%
Yes	21	55.3
No	17	44.7
Total	38	one hundred

When Table 6 is examined, the rate of those who have knowledge about the Common European Framework of Reference for Languages (CEFR) and state that they benefit from this framework program is found to be 55.3 percent.

Findings for the Fourth Research Question

"Do you find the materials used within the scope of the project sufficient?" The answers given by the participants to the question are shown in Table 7.

Table 7

Participants' responses to the question "Do you find the materials used in the project sufficient?"

<i>Opinion</i>	<i>f</i>	<i>%</i>
Yes, materials are sufficient	15	39.5
No, materials are insufficient	23	60.5
Total	38	100

According to Table 7, 15 of the participants found the materials used within the scope of the project sufficient, while 23 people, constituting the majority, found the materials used inadequate and stated that they used other materials of their own quality. The opinions of some participants who stated that the materials were insufficient were as follows;

PÖ21 said, "No. "I think more kinds of materials should be used."

PÖ16, "No, the materials need to be diversified for each child and each lesson."

PÖ24 said, "No. More materials should be developed for teaching Turkish to foreigners."

PÖ25 said, "No. First of all, our classes are adequately equipped for language learning. not."

PÖ33 said, "No. "There have been developments over the last four years, but different materials can be developed."

PÖ26, "No, I think we need more visual materials and story books."

PÖ8 said, "I produce most of it myself, the materials provided by the project are insufficient. "Some of them do not reach us."

PÖ27 said, "No, we can access these with our own means. More emphasis can be given to help with different materials."

PÖ9 said, "No. There is incredibly little material at the primary school level on Turkish for foreigners. We can even say no. It is possible to show a tendency towards this issue."

PÖ19 said, "What needs to be done is already obvious. I don't have any suggestions. I think these will be implemented over time. Because the project has progressed much further than it did at the beginning. We learn together and grow together. The only problem is that we are the ones in charge of the work. I wish our opinions were taken into consideration, such as whether it is appropriate to do this or that, how do you think it should be done, etc. I am sure that a much more efficient training would be provided. Because the path of the mind is the same."

Discussion, Conclusion and Recommendations

The research was reached as a result of the opinions of 38 teachers working within PIKTES, which is implemented in schools where Syrian students are concentrated in the central districts of Bursa. The attendance of Syrians in schools where PIKTES is implemented may vary. Do you find the grade levels created within the scope of the project appropriate? 57.9% of the participants answered the question "Yes, I find it appropriate." he said. It was stated that the project was previously implemented at the secondary and secondary school levels, but as of this year 2020, it continues at the primary school level within the scope of adaptation classes. In a similar study, it was stated that Syrian children receiving education in the same class contributed to their faster adaptation to the school environment (Ergen & Şahin, 2019). It was also stated that the Syrian children in question should be separated according to their age groups . A study conducted by Yılmaz (2020) concluded that Syrian students studying in a separate classroom with their peers can provide a more comfortable environment in the language learning process. According to the research of Yalap and Ünsal (2019), separating classes according to age groups and paying attention to age differences in activities were emphasized as an important issue . It was revealed that teachers mostly did not express clear opinions

about the methods used in teaching Turkish as a foreign language or did not have knowledge on this subject. At the same time, it was observed that different techniques were used within the scope of the project. It is understood that most of the participants did not express clear opinions about which methods and techniques they applied in their lessons. 19 participants were identified who used drama, role playing, demonstration and game techniques.

How to teach any language is an important issue in order to contribute positively to the learning process. In this context, teaching methods play an important role. Knowing the methods of teaching Turkish to foreigners can have a positive impact on the language learning process (Göçer, 2020). In a similar study, it was emphasized that it is important to determine the correct method in the process of implementing language teaching stages according to a certain plan (Barin, 2004). Likewise, in teaching foreign languages to children throughout France; It has been observed that separate methods and techniques are used for children in different age groups (Anşın, 2006). Memiş and Erdem (2013) pointed out the importance of the method in language teaching and stated:

"The method in language teaching has the quality of quickly transporting the individual to the goals of teaching. The methods used at this stage have mostly been created by eliminating the deficiencies arising from previous methods, and in the process of developing these methods, methods that can be alternatives to foreign language teaching methods have been revealed. However, the abundance of teaching methods has also led to problems regarding which methods would be better to use in teaching. It is necessary to realize the qualities and deficiencies of the methods used in this regard (Memiş & Erdem, 2013). The Common European Framework of Reference for Languages (CEFR) is used to measure the level of language proficiency and determine language skills. This program is used to define the language levels of learners. 60.5% of PIKTES instructors who participated in the research stated that they were aware of this framework program, and 55.3% stated that they benefited from this program. It was determined that the remaining teachers did not have information about this framework program. In a study by Sözer and Pilanci (2021), it was determined that 75% of teachers teaching Turkish to foreigners were not aware of the mentioned framework program. The Common European Framework of Reference for Languages is important in that it addresses the language learning process in a communicative context and provides a student-centered approach. This text will support progress in this field by systematically guiding teachers working in the field of language teaching (Korkmaz, 2016). The lack of a universal attitude in teaching Turkish to foreigners leads to the application of different approaches, content and models in Turkish teaching programs and textbooks. The ADOCP Text, which is implemented by the EU, candidate countries and non-EU countries, has the potential to eliminate confusion in foreign language teaching (Kara, 2011). The educational materials used within the scope of the project are diverse, and the participating teachers include computers, smart board applications, textbooks, posters, videos, audio. He uses various materials such as recordings, cartoons, language cards, story books and dictionaries in his lessons. Similar studies have emphasized that material diversity plays an important role in language teaching. A study concluded that the use of materials in foreign language teaching contributes to making the subject more understandable (Tiryaki & Oğraş, 2020). The use of materials in foreign language teaching is an important element that increases success. Information technologies have contributed to significant developments in the type and features of course materials (Temizyürek & Birinci, 2016). The use of authentic materials not produced for language teaching purposes can also be used effectively in the language teaching process (Temizyürek & Birinci, 2016). In a research conducted with 30 teachers working in the PIKTES project, many deficiencies in the use of textbooks were identified and it was determined that they were not suitable for the student level (Biçer & Kılıç, 2020). In this context, it can be said that PIKTES teachers in Bursa resorting to different resources other than course materials is beneficial in eliminating the deficiencies arising from textbooks. In a similar study, it was found that Turkish teachers used some in-class techniques such as debate, improvisation, drama, smart boards, text books, and text books in addition to textbooks. It has been determined that they generally benefit from genres and visual materials (Göçer & Akgül, 2019). However, according to another study, it was concluded that materials such as information technologies are not used sufficiently (Birinci, 2020). According to a study conducted by Biçer and Demir (2021)

on teachers teaching Turkish to Syrians in Kilis, language skills, due to some deficiencies in the use of materials, especially listening skills are not developed sufficiently. Significant deficiencies in material use have also been identified in other language skills. It was concluded that the variety of materials in Turkish teaching is beneficial in the language teaching phase. According to another similar study, it was determined that there were deficiencies in educational materials, especially technological materials, in schools where Syrians were present (Emin ME 2016).

In 2016, the first implementation date of the project, PIKTES classes within the scope of high school and secondary school were not suitable for age and grade levels, but after 2020, the project started to be implemented in primary school 3rd grades under the name of adaptation classes and PIKTES teachers stated that they found the adaptation classes appropriate. Scientific studies have also supported the fact that 3rd grade age groups learn the language faster and adapt to the environment quickly with adaptation classes. It has been revealed that most teachers do not express their opinions about the method in teaching Turkish as a foreign language or do not have any knowledge about the method. In addition, technically, it was seen that many different techniques were used within the scope of the project. This situation may lead to the thought that the theoretical background of the teachers working on the project is insufficient and that it will cause various disruptions in practices. Because the teachers are teaching Turkish within the framework of the MEB Turkish curriculum program in terms of their field of graduation, and without knowing the language teaching methods, their approach in the MEB Turkish lessons causes them to exhibit this while teaching the language to Syrian children in the PIKTES project. The Common European Framework of Reference for Languages, which is used to measure the level of language proficiency and define language skills. It has been determined from (CEFR) that the majority of the instructors working in the PIKTES project are not aware of this standard and even those who know this framework program do not use this information in practice. This shows that there is no standard approach to determining students' language levels in project outputs. At this stage, it means that if Syrians under temporary protection seek asylum in Europe or other countries in the future, clear information about their Turkish language skills will not be available in the European Language Portfolio . Implementation of this framework program within the scope of the project can help to have a standard in determining what language level children should have. The educational materials used in the project are diverse by the participating teachers. PIKTES teachers use various materials such as computers, smart board applications, textbooks, posters, videos, audio recordings, cartoons, language cards, story books and dictionaries in their lessons. In addition, it has been determined that the level books provided by PIKTES are used in practice and the lessons are taught using various materials (language cards, short films, educational games, etc.). This shows that PIKTES has a forward-looking vision to increase Syrian children's access to education and ensure that they receive a quality education.

Suggestions

Suggestions for making a positive contribution to the PIKTES process and for the project to progress efficiently:

In the provinces and districts where the PIKTES project of the Ministry of National Education is implemented , periodic meetings should be held with the project employees on a district basis and feedback should be provided, missing issues should be discussed and solutions should be provided with weekly in-service trainings, and the continuation of the project should be ensured with new approaches. (For example , deficiencies such as the majority of teachers have no knowledge of foreign language teaching methods and do not benefit from the Common European Framework of Reference for Languages have emerged. PIKTES project coordinators contact TÖMER, Yunus Emre Institute and Provincial and District Directorates of National Education to ask teachers about approaches and teaching methods according to grade levels. Organizing workshops, courses, seminars, etc. related to techniques will contribute significantly to the development of the project.

Organizing courses/workshops/seminars on the Common European Framework of Reference for Languages (CEFR) in in-service training for PIKTES instructors, especially in a practical way, will enable instructors to use this framework program as a more efficient resource.

Research and Publication Ethics

In this study, all rules specified within the scope of the "Higher Education Institutions Scientific Research and Publication Ethics Directive" were followed. None of the actions mentioned under the title of "Actions Contrary to Scientific Research and Publication Ethics", which is the second part of the directive, have been carried out.

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Ethical Declaration and Committee Approval

Research permission was obtained for the research with the approval of Çanakkale Onsekiz Mart University ethics committee (E-84026528- 050.01.04-2200043559) and the approval of Bursa Provincial Directorate of National Education (86896125-605.01- E.18036474).

Proportion of the Author Contribution

The entire study was conducted by the author.