



Improving Social Integration Processes of Refugee Students through Differentiated Social Studies Teaching

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Abstract

Increasing diversity and sharp heterogeneous stratification in today's classrooms increase the need for differentiation of teaching processes. Differentiated instruction has become more important, especially with the recent educational changes due to the impact of migration. Accordingly, the current study aims to improve the social adaptation process of refugee students through differentiated instructional practices in social studies course. In the study, which was conducted using the action research method, researcher's diary, semi-structured interviews, sociometry form and field notes were used as data collection tools. In this direction, the focus of the study was five refugee students and the context of the study was the classroom environment in which refugee students continued their education. In this process, content, environment, product and process were differentiated within the scope of the social studies course; interest centers, entry points, reading circle and layered instruction were used from differentiated instruction approaches. The data obtained were analyzed using MAXQDA 2020 and Group Dynamics programs. In the study, it was concluded that the activities prepared in accordance with the differentiated instruction approach improved the sociometric status of the students and supported their social adaptation processes.

Keywords

Differentiated instruction
Refugee education
Social studies

Article Info

Received: 09.28.2022
Accepted: 07.03.2023
Published Online: 11.28.2023

DOI: 10.15390/EB.2023.12211

Introduction

Differences and diversity can be a source from which educational processes are sometimes nourished and sometimes a struggle that they have to face. Today's increasingly diverse classrooms are characterized by different cultures, languages, experiences, readiness, and instructional needs (Parsons, Dodman, & Burrowbridge, 2013; Tomlinson & Imbeau, 2010). Today, teachers are challenged more than ever to meet the needs of all students in culturally diverse and mixed-ability classrooms (Valiandes, Neophytou, & Hajisoteriou, 2018). In a democratic and multicultural society, diversity and differences among students are a reality that teachers face every day. Children learn qualitatively in different ways, and teaching seems to benefit "most" when it is differentiated in some way to accommodate these differences (Sternberg & Zhang, 2005). In this process, differentiated instruction is recognized as an "opportunity space" that enriches educational processes, rather than a "struggle space" where

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differences need to be eliminated. Therefore, differences carry an important functionality to achieve the qualified educational satisfaction possible with an educational process built in this context. Differentiated instruction, one of the approaches that can be used in this direction, is a method of recognizing and teaching according to different student abilities and learning styles (Morgan, 2014). The main purpose of differentiated instruction, which focuses on who we teach, where we teach, and how we teach, is to ensure that teachers take into account the processes and procedures that enable effective learning for different individuals (Tomlinson & McTighe, 2006). In this respect, it is possible to say that the scope of the concept of differentiated instruction has expanded beyond the framework of "individualized instruction" or "special instruction".

It is the teacher's job to diversify the learning strategies in the classroom to enable students to reach their maximum learning potential; however, the teacher starts with the individual needs of the student and focuses on where the students need to go, not where the teacher is going. Differentiated instruction is, therefore, teacher and student-centered (Butler & Van Lowe, 2010). At the most basic level, differentiated instruction means changing what happens in the classroom so that students have more than one choice to receive information, make sense of ideas, and express what they have learned (Tomlinson, 2001). Differentiated instruction is not a single strategy, but rather a variety of strategies, in other words, responsive instruction is designed to meet different individual student needs (Watts Taffe, et al. 2012). Differentiated instruction is a set of strategies to help teachers meet each child at their level when they enter the classroom and move them as far as possible in the educational process (Levy, 2008).

Although there are many ways to differentiate instruction, students' needs, interests, and strengths in specific instructional contexts guide decisions about how best to differentiate at a given time (Watts Taffe, et al. 2012). Tomlinson and Imbeau (2010) emphasize three student characteristics - readiness, interest, and learning profile - and four curriculum-related elements - content, process, product, and impact - in differentiated instructional practices in classrooms. Accordingly, the knowledge, understanding, and skills that students are expected to learn are referred to as "content", how students understand or make sense of the content is referred to as "process", how students demonstrate what they have learned, understood and can do after a long learning process is referred to as "product", and how students' emotions and feelings affect their learning is referred to as "impact". In addition, a learner's current affinity for specified knowledge, understanding, and skills is referred to as "readiness", what keeps a learner's attention, curiosity, and engagement is referred to as "interest", and the preference for receiving, exploring or expressing content is referred to as "learning profile" (Tomlinson & Imbeau, 2010). The term learning profile also refers to a student's preferred learning mode, which can be influenced by a number of factors such as learning style, intelligence, gender and culture (Tomlinson et al., 2003). Therefore, in this process, determining the learning profiles, readiness and interests of students is important in terms of differentiating instruction.

Differentiation processes can be considered to serve two broad purposes: maximizing the achievement of general curriculum standards for all students by the level of the class and providing an adapted curriculum (enriched and prioritized) for students in need (Lawrence Brown, 2004). In this respect, when the inclusiveness of differentiated instruction is taken into consideration, it is seen that effective learning processes address a wide range of issues without focusing on a specific area of focus. In addition, differentiated instruction is based on the principles of equality and equity for each student.

Differentiated Teaching and Migration

In today's classrooms, diversity is increasing with different cultures, languages, experiences, readiness, and instructional needs (Parsons et al., 2013; Tomlinson & Imbeau, 2010). Considering the differences in classrooms and the sharp heterogeneous stratification, it can be stated that "migration" and "refugee" students who come with migration are an important factor in this process. At this point, it is important to define the concepts of refugee, migrant and temporary protection. While the concept of migrant refers to migration by choice, the concept of refugee refers to a person who migrates due to compulsory reasons (Bernard, 1976). The concept of temporary protection, on the other hand, is related

to Syrians who came to Turkey en masse due to the civil war (Directorate General of Migration Management [DGMM], 2014). Since the students in the focus of the current study were Syrian, Iraqi and Afghan, and since these students migrated due to compulsory reasons, the concept of refugee was used.

It is seen that schools face various problems such as not having enough information about students' background, level differences in terms of academic achievement, and language problems, and teachers experience various instructional problems in this process (Yıldırım, 2020). In this context, it becomes important to differentiate the teaching processes of refugee students considering their different cultural, language, and socio-economic conditions, different learning experiences, and social interactions/relationships in the classroom. Especially considering the intercultural dimension of migration, possible differentiated practices can gain functionality in multicultural classrooms. However, even though both intercultural education and differentiated instruction are grounded on the premises of inclusion, equality, and equity, most research ignores this relationship and focuses on only one of them (Valiandes et al., 2018). Considering the intersection of interculturality and migration, students' social adaptation skills stand out. Migration has various effects on social cohesion and integration processes (Saggar, Sommerville, Ford, & Sobolewska, 2012). Especially students from low socioeconomic backgrounds at school or from refugee and minority families sometimes feel alienated by the school culture and the teachers' content, which they often do not find a connection to their real lives. This is a social integration problem, but it also increases the likelihood of dropping out and/or becoming a low-achieving student (Herzog Punzenberger, 2016). Refugee students do best in school when they learn the language of instruction of the host country and are accepted by their teachers and new peers (McBrien, 2005). Therefore, in terms of inclusion, host countries should structure their education and training processes by taking refugee students into consideration. In this respect, it is important for Turkey, as a country open to migration in terms of its geographical location, to structure its education and training process by taking this situation into consideration.

Turkey has recently experienced an intensive increase in the number of refugee students. For instance, as of 2023, the number of Syrian children under temporary protection in formal education is 1,180,591 (Directorate General of Migration Management, 2023). It is also stated that there is an increase compared to previous years. However, the process of integration into the national education system continues to gain momentum and 96% of refugee children continue their education in public schools (UNICEF, 2019). In addition, the enrollment rate by education level was 30.77% in preschool, 88.80% in primary school, 70.13% in middle school and 32.55% in high school (Republic of Turkey Ministry of National Education [MoNE], 2020). On the other hand, with the increase in the number of refugee students in Turkey, various social adaptation problems have come to the fore. Not being able to communicate with other children, disrupting classroom discipline (Baloğlu Uğurlu & Akdovan, 2019); not being accepted due to language, having communication and adaptation problems (Avcı, 2019; Aykırı, 2017; Bulut, Soysal, & Gülçiçek, 2018; Dinler & Hacifazlıoğlu, 2020; Zayimoğlu Öztürk, 2018; Sarıtaş, Şahin, & Çatalbaş, 2016; Soylu, Kaysılı, & Sever, 2020; Uzun & Bütün, 2016); being excluded from the group and not being able to socialize, having problems in the general communication process (Tosun, Yorulmaz, Tekin, & Yıldız, 2018; Uzun & Bütün, 2016), a tendency towards exclusion (Dinler & Hacifazlıoğlu, 2020; Sarier, 2020); withdrawal and grouping (Bulut et al., 2018), labeling (Kiremit, Akpınar, & Akcan, 2018), and isolating themselves from the outside world (Karabulut, Türksoy, Kasapoğlu, & Kırat, 2020) are among the social adaptation problems.

Refugee children have traumatic experiences that may hinder their learning (McBrien, 2005). Some experiential and linguistic differences in the country of destination can create various problems in the adaptation or self-expression processes of refugee children (Karaağaç & Güvenç, 2019). In this respect, the integration of refugee students into education systems in a way to strengthen social cohesion and the measures to be taken in this direction has become a matter of discussion. There is a significant policy concern about the effects of migration on social cohesion (Demireva, 2019). Culturally diverse classrooms do not guarantee that children learn how to deal with these differences in a productive way, and teachers need to develop relevant competencies so that students know how to avoid stereotypes,

discrimination, xenophobia, and racism and how to deal with them when they encounter them (Herzog Punzenberger, 2016). In this respect, differentiated instruction can be implemented in a way that changes not "what is taught" but "how it is taught"; it can be used to improve teaching by taking into account each student's strengths, unique cultural, familial and personal characteristics (Aldridge, 2010).

By meeting the needs of all students through differentiated instructional strategies, educators can help them reach and exceed the set standards (Levy, 2008). Teachers differentiate instruction, sometimes consciously and sometimes unconsciously. Teachers differentiate instruction when they give a student more time to complete an assignment when they give students the right to make choices about the content, and when they develop different methods of assessment in this teaching process (Levy, 2008). In this process, the attitudes and skills that teachers should have are important. In this context, Tomlinson and McTighe (2006) state that teachers who help all students have the following attitudes and behaviors:

- Providing clarity on curriculum foundations,
- Accepting responsibility for learner success,
- Building communities based on respect,
- Raising awareness of what works for each learner,
- Develop classroom management routines that contribute to success,
- Guiding students to be active in their success,
- Developing flexible teaching routines in the classroom,
- Expanding the repertoire of teaching strategies.

Teachers in classrooms with differentiated instruction recognize and act on the need to be prepared to engage students through different approaches, addressing a variety of interests and using instructional situations of varying degrees of complexity (Tomlinson, 2014). Teachers should identify differences in both students and possible instructional strategies and adjust based on what will benefit students the most and what will best facilitate learning in the classroom. Teachers will then step by step develop and implement the characteristics of the classroom in which differentiated instruction is implemented (Blaz, 2013). As can be seen, teachers play an important role in this process by developing various routines and understandings of diversity. It is important for teachers to prepare an instructional process based on diversity to improve social adaptation problems based on intercultural differences. In this context, the social studies course is important in terms of supporting social cohesion processes, especially within the scope of effective citizenship, by providing rich content on intercultural differences in educational processes.

When considered from the perspective of social studies teaching, the comprehensive intersection of interpersonal social cohesion and the main objectives of the social studies course draws attention. The main objectives of the social studies course in the context of citizenship education are a driving force in the process of social cohesion. The social studies course, which assumes an important function in the social integration of students who come with migration, aims to provide knowledge, skills and values that form the basis for adaptation to social life and effective citizenship (Seçgin & Erten Özalp, 2020). In addition, the social studies course aims to ensure social cohesion as citizens who have internalized democratic elements and to transfer the knowledge they will acquire in this direction to daily life (Topkaya & Coşkun, 2016; Ulukalın, 2017). It is stated that there is a consensus that the main purpose of the social studies course is citizenship education or to equip young people with the knowledge, skills, and values necessary for effective participation in society (Ross, 2004). Citizenship education, one of the main objectives of the social studies course, aims to develop knowledge, information processing skills, democratic values/beliefs, and social participation skills (Doğanay, 2008). The social studies course, whose main task is to make people compatible with social life by getting to know society (Topçu, 2019), includes the knowledge and skills aimed to be gained by the student for

people to easily adapt to social life (Görmez, 2018). When the social studies curriculum is examined, within the scope of social and citizenship-related competencies, which include interpersonal, interpersonal, and intercultural competencies, it is stated that "it covers all forms of behavior that will enable individuals to participate effectively and constructively in a differentiated society and working life; it covers all forms of behavior that equip them with the characteristics to resolve conflicts when necessary" (MoNE, 2018). However, although the social studies course has an important function in social adaptation processes, there is limited research in the national literature focusing on the social adaptation processes of refugee students. In addition to the studies aiming to describe the existing situation regarding the social integration processes of refugee students (Aksakal, 2017; Baloğlu Uğurlu & Akdovan, 2019; Duman, 2016; Öztürk, 2017; Sever, 2020), some studies try to solve the social integration problems of refugee students in the social studies course (Dryden Peterson, 2020; Durualp, 2009; Kabasakal & Çelik, 2010; Saldıray & Meydan, 2023; Şener & Başkan İşler, 2022; Tokuşlu, 2022; Yılmaz & Günel, 2022). However, there is no research examining the social cohesion of refugee students in the social studies course "Global Connections" learning area based on a differentiated instruction approach. In this respect, it is thought that this study will contribute to policymakers and practitioners on how differentiated instruction can improve social cohesion.

Aim of the research

In the study, the social adaptation problems experienced by refugee students in Turkey due to various reasons were taken into consideration and it was aimed to improve the adaptation process of refugee students through differentiated instructional practices. In this context, answers to the following questions were sought:

1. How can differentiated instructional practices be implemented to improve the social adaptation of refugee students in primary school social studies courses?
2. How did differentiated instruction in primary school social studies courses affect students' social adaptation processes?

Method

This study aims to improve the social adaptation process of refugee students through differentiated instructional practices. In this direction, the focus of the study is refugee students, and the context of the study is the classroom environment where refugee students continue their education. In this context, the collaborative action research method, in which the researcher is also a practitioner, was utilized. Action research is research conducted by people inside the process rather than experts outside the process, focusing on the action that will provide improvement and progress from a cyclical perspective (Hinchey, 2008). There are different approaches to the implementation processes of action research (Cohen, Manion, & Morrison, 2017; Elliot, 1991; Mills, 2007; Norton, 2009; Pelton, 2010). In this study, the perspective put forward by Pelton (2010) was utilized. In this context, the action research process was categorized as defining the problem, collecting data, planning the action, acting, and evaluating the result. The action research process followed is shown in Figure 1:

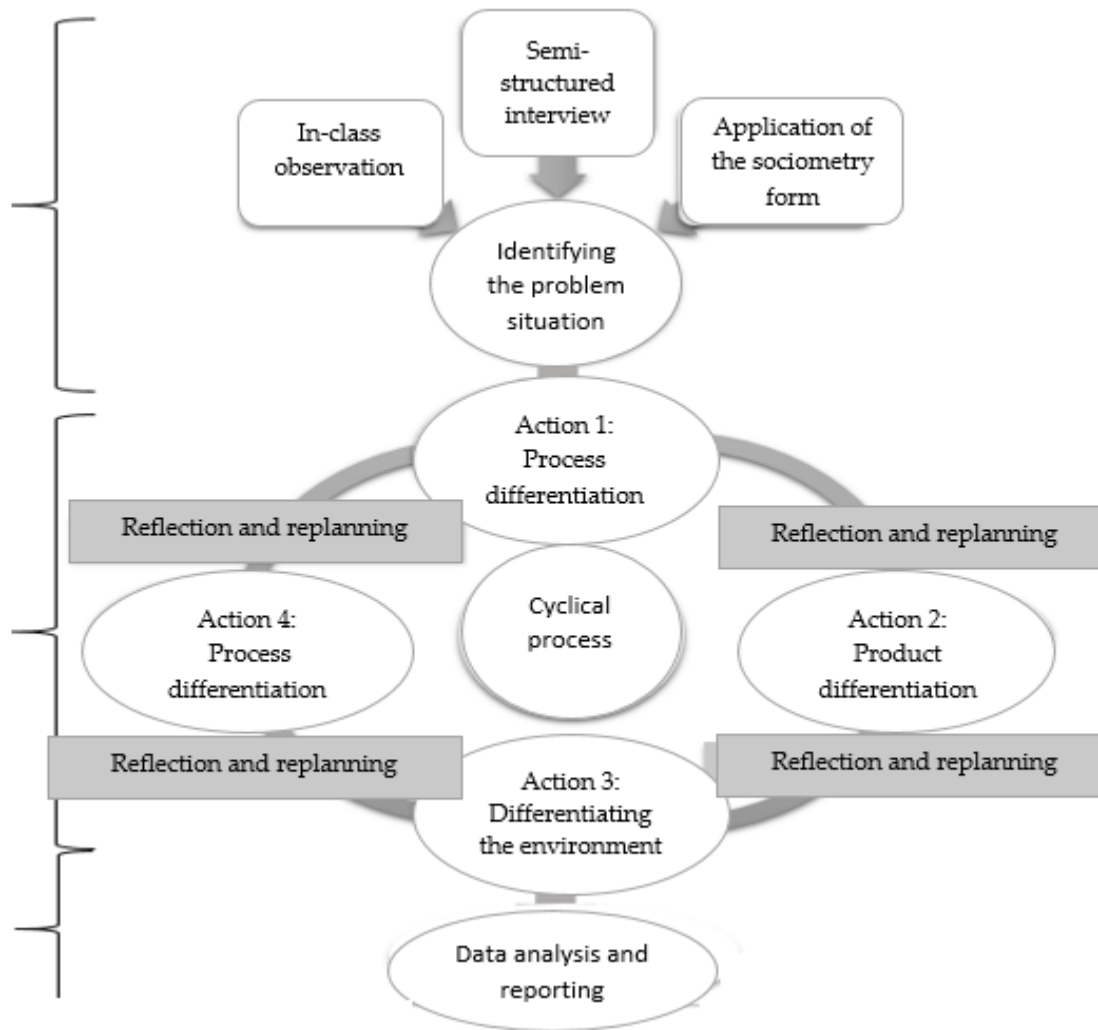


Figure 1. Action Research Process

Defining the Problem and Introduction to the Research Area

One of the researchers (the practitioner-researcher) is an educational administrator in the school which constitutes the context of the problem. The practitioner researcher's professional experiences and personal informal observations were an important driving factor in identifying the problem. In addition, a semi-structured preliminary interview was conducted with the classroom teacher to reveal the problem situation regarding the social adaptation problems experienced by refugee students. During the interview process, similar to the informal observations of the practitioner-researcher, it was observed that the classroom teacher revealed the social adaptation problems experienced by refugee students in the classroom. As a result of these adaptation problems, it was stated that various problems negatively affected classroom behaviors, classroom climate, and classroom management processes. In this context, the classroom teacher explains the first moment she realized the social adaptation problems and the problems she experienced in this direction as follows:

"I noticed it in the seating arrangement. They usually didn't want to sit with these children, they turned their noses up. In physical education classes, these students would sit on the side and not play with the others. Illiteracy in itself is the biggest reason for their exclusion. Also, since these children generally have low socio-economic status, they have problems with cleanliness, which weakens their social relations with other students" (Classroom teacher 03/03/2022).

The classroom teacher also emphasizes that the main problem in social adaptation problems is language, which leads refugee students to silence and loneliness:

"Generally, students do not accept them. They cannot get along with the students because they do not speak Turkish. Foreign students remain silent throughout the lesson and there is no desire for the lessons because they do not understand Turkish. I have not encountered this problem with foreign students who speak Turkish because they speak Turkish properly, so there is not much of a problem with them. The fact that they speak completely different languages and foreign students experience psychological loneliness because they fall behind. Of course, the teacher's attitude is also important... Prejudice is also important... There are fewer adaptation problems among students who speak Turkish" (Classroom teacher 03/03/2022).

The classroom teacher states that she tries to increase the participation of refugee students with social adaptation problems in classroom activities and to improve and strengthen social interaction processes, but she is insufficient in this regard:

"When they don't come, I talk to other students about the arrival of a foreign student in the classroom. I usually bring them together in games. If they are ready at the first stage, I include them in educational activities. If they are not ready, we do additional work in free activity classes. I communicate with other foreign students who speak a foreign language, I call them guide students. Unfortunately, in crowded classrooms, not much time can be allocated... However, I cannot tell you that I do this activity because I do not know any activity about what to do when they come to the classroom. Unfortunately, I do not have any activity in my mind about what I can do in this regard..." (Classroom teacher 03/03/2022)

The classroom teacher states that refugee students who experience social adaptation problems have difficulties in producing alternative solutions to overcome these problems and need guidance and training in this sense:

"Most importantly, I think there would be better things if we knew the activities in the name of inclusion... We received some training called inclusive education. The courses should be continued. They need to be subjected to different curricula for those children. They need to be integrated and it is a serious problem that all the burden is on the teacher. We don't know any language or activities to adapt to our class. So, we need to be able to learn activities with resources..." (Classroom teacher 03/03/2022).

In addition, "field notes" were created by the practitioner-researcher to reveal the problem situation. The practitioner-researcher participated in different lessons at different times in the classroom over four weeks, made intermittent informal observations to observe the classroom interactions of refugee students, and kept field notes. The observation process also aimed to establish trust and cooperation between the researcher and the students for the following parts of the study. The data obtained from the field notes also coincide with the views of the classroom teacher.

In the field notes on student-teacher communication in the classroom, the researcher stated that refugee students in the class remained passive compared to other students and that a refugee student did not follow the classroom rules:

"Refugee students in the classroom rarely do activities with other children. The teacher seems willing to correct this situation. However, the behavior of S11, one of the refugee students, is remarkable in that he does not accept the teacher as an "authority" and leaves the classroom whenever he wants to go to the guidance counselor..." (Field note: 10/03/2022).

When the researcher entered the classroom for the second time to observe and take field notes, she noticed that the students' seats had changed. When asked about the reason for this change, the teacher stated that she tried to provide interaction by offering each student the chance to sit at other desks in the classroom. However, even though the teacher tried to ensure the social interaction of the refugee students, it was observed that she did not take into consideration the level, culture, language, etc. of the refugee students:

"When I entered the classroom for the second time, I observed that the students' desks had changed. When I asked the students about this, I learned that they move forward every week and change their seats. During the lesson, the teacher actively teaches the lesson with the students who participate in the lesson, while those who do not participate are busy doing other things, talking among themselves, or listening quietly. Especially refugee students rarely want to speak. In a group activity in the visual arts class, refugee students quickly formed their groups. They did not communicate much with other groups" (Field note: 17/03/2022).

Regarding the seating arrangement in the classroom, the fact that a refugee student sat alone attracted the researcher's attention. The class teacher stated that the reason for this was that other students did not want to sit with that student:

"I observed that students' seating arrangements were effective in their communication with each other and social adaptation. For example, student S11 sit alone. When I asked the teacher about this situation, she said that no one wanted to sit with her. The same student is sometimes very quiet and does not want to communicate with anyone, and sometimes exhibits aggressive behavior." (Field note: 10/03/2022).

When the researcher entered the class for the third time, he noted that at the beginning of the lesson, students complained about a fellow refugee. The teacher told the students to ignore the complaints about the student and referred the student directly to the school counseling service.

"When the teacher first entered the class, he had to listen to the complaints about S11, 10-15 students in the class complained about S11 together. The teacher finally shouted at the end saying "Didn't I tell you not to come to me with these complaints and not to get stuck on that child? S11 said, "I told you that I would not warn you about this issue, now you should go to the guidance counselor" and directed the student to the guidance counselor and went to the lesson angrily during that lesson the students were not very eager to participate in the lesson." (Field note: 24/03/2022).

In the field notes taken by the researcher during the physical education class, it was seen that the students played freely in the garden, while the refugee students only played with each other. In addition, it was also stated that the teacher did not make any practice for refugee students to play together with other students.

"The teacher had a physical education and games lesson with the students. The students played games by themselves. The teacher took a walk in the garden. Some did not participate in the game but chatted with their group and sat alone. The refugee students were playing together. The teacher was alone without interfering with any of the students. It was seen that refugee students were not willing to participate in other students' games. The whole lesson continued in this way" (Field note: 31/03/2022).

In addition to the informal observations of the practitioner-researcher and semi-structured interviews with the classroom teacher to determine the problem situation, the sociometry form was applied to reveal the sociometric relationships between the students. The sociogram formed as a result of the application is shown in Figure 2.

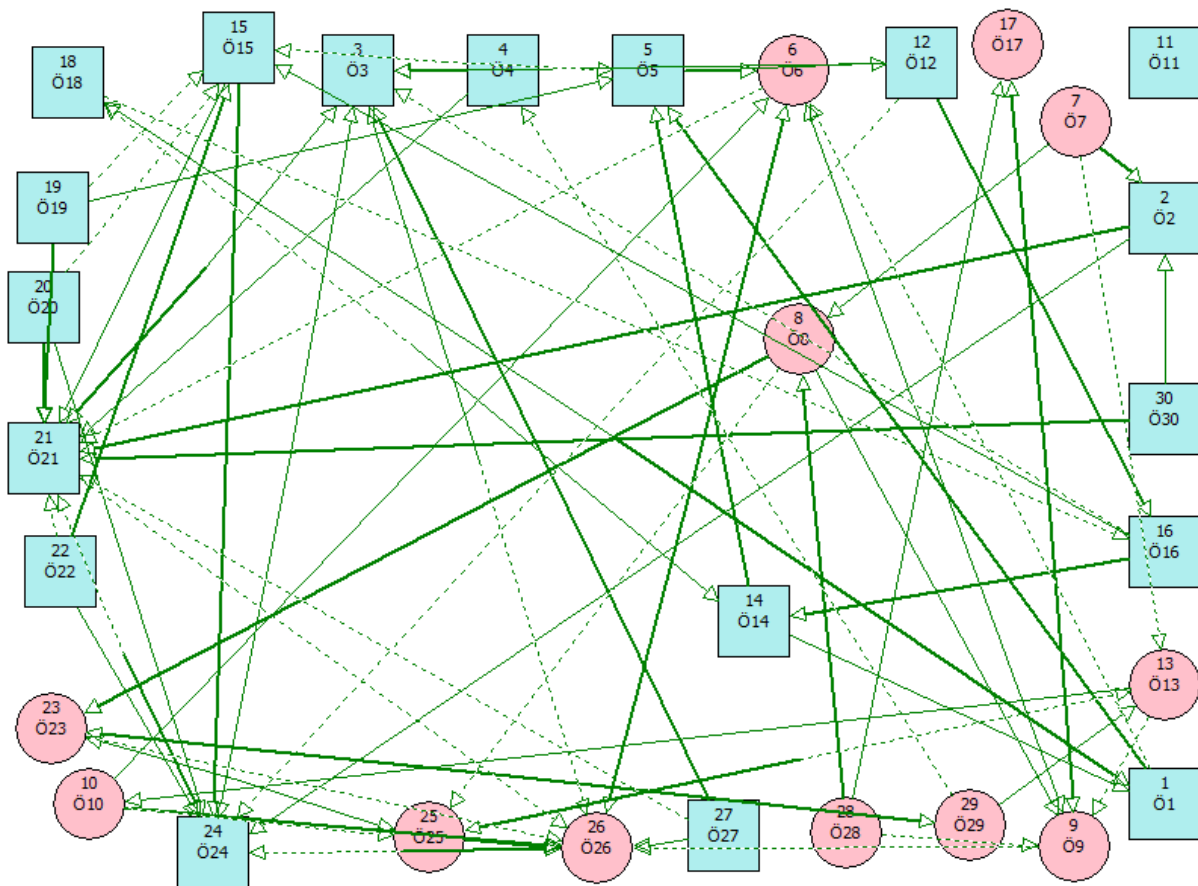


Figure 2. Sociogram

In the sociogram in Figure 2, squares indicate boys, and circles indicate girls. When we look at the arrows, the first preference is shown with a thick-lined arrow, the second preference with a thin-lined arrow, and the third preference with a dashed arrow. The numbers in the figures show the code numbers of the students. The students coded S2, S7, S11, S17, and S30 in the sociogram are refugee students. S2 was preferred only by two other refugee students, S7 and S30. S2 preferred S24 and S21 for S2. When we look at S7, he was not preferred by any of his classmates, while he preferred his refugee friend S2 in the first place. The other two preferences were for S8 and S13. When we look at S11, he did not prefer anyone and was not preferred by anyone. When S17 is examined, it is seen that he and S9 preferred each other. She was also preferred by S28. Finally, when S30 is analyzed, it is seen that he preferred his Turkish friend S21 in the first place. In addition to this, it is seen that he preferred his refugee friend S2 in second place. It was also not preferred by anyone.

When the field notes of the practitioner researcher, interviews with the classroom teacher, and sociometry data were analyzed, it was seen that refugee and Turkish students did not interact with each other even though they were in the same class. It is thought that the inadequacy of the classroom teacher regarding differentiated instruction, the lack of appropriate methods and approaches, and the lack of Turkish language skills of some students are the reasons for the inability of refugee and Turkish students to interact.

Research Environment and Participants

The fourth-grade class of a public primary school was selected as the context of the study. The school to which the classroom in which the research was conducted is low-middle socio-economically. In this context, according to the income distribution statistics of the Turkish Statistical Institute [TURKSTAT] (2022), the province where the school is located is at the middle level; and the district where the school is located is ranked 113th within the scope of second-tier developed districts in the "Socio-Economic Development Ranking of Districts" conducted by the Ministry of Industry and Trade

(2017) and 172nd in the data of the Ministry of Industry and Trade (2022). In the 2021-2022 academic year, there are 108 refugee students enrolled in the school with a total enrollment of 672. The number of refugee students is gradually increasing based on the year of enrollment. The school has limited physical and social facilities and has a total of 22 classrooms. Due to the high number of students in the school, which is highly preferred in the province, every classroom has been turned into a classroom and there are no facilities such as a library, workshop, or gymnasium. An average of 30-35 students' study in each class. In addition, there are at least two and at most 5 refugee students in each class.

In the classroom, which is accepted as the context of the research, there are a total of 31 students, 6 refugees and 25 Turks, but since one of the refugee students is constantly absent, there are 30 students in the classroom. Two of the refugee students are from Syria, two from Afghanistan and one from Iraq. The classroom is located on the top floor of the school and is 50-55 square meters on average. The classroom is organized in rows and students sit in pairs. Information about the refugee students in the classroom is shown in Table 1. The information shown in Table 1 was obtained from the school guidance service.

Table 1. Information on refugee students

Students	Mothers' Knowledge of Turkish	Fathers' Knowledge of Turkish	Number of Siblings
S2	The mother does not know Turkish at a sufficient level. She is inadequate in terms of Turkish in maintaining her daily life.	The father is adequate in terms of Turkish for daily life.	6
S7	The mother does not know Turkish at a sufficient level. She is inadequate in terms of Turkish in maintaining her daily life.	The father is adequate in terms of Turkish for daily life.	6
S11	The mother does not know Turkish at all.	The father's level of Turkish is good.	3
S17	The mother does not know Turkish at a sufficient level. She is inadequate in terms of Turkish in maintaining her daily life.	The father is adequate in terms of Turkish for daily life.	4
S30	The mother does not know Turkish at all.	The father is adequate in terms of Turkish for daily life.	5

When Table 1 is examined, it is seen that T17's father is sufficient in terms of Turkish. S17 came to the classroom in the second semester of the first grade. S17, who came to the class speaking Turkish, learned to read and write in this class. In addition, S17 has four siblings. Student coded Ö11, who has been in the treatment class since the first grade, knows Turkish and reading and writing. While S11's mother does not speak Turkish at all, it is seen that his father has a good level of Turkish. A student coded S30 came to the practicum class as a transfer student in the fourth grade. He does not know how to speak Turkish and read and write. In addition, S30's mother and father are inadequate in terms of Turkish language skills. Students coded S2 and S7 are siblings and speak Turkish very little. A student coded S2 can read and write while student coded S7 cannot read and write. The inadequacy of the students' mothers in Turkish language is noteworthy. The language problem is the most important factor that should be kept in mind for every problem experienced by refugees, as it is at the root of communication problems (Zayimoğlu Öztürk, 2021). In addition, there are studies (Baloğlu Uğurlu & Akdovan, 2019; Börü & Boyacı, 2016; Zayimoğlu Öztürk, 2018) that draw attention to language insufficiency, which is one of the main factors in refugees' inability to achieve social cohesion. As a matter of fact, in this study, the Turkish language inadequacy of the parents of the students who have social adaptation problems draws attention.

The classroom teacher, on the other hand, is a graduate of a higher school of classroom teaching and has been teaching for 33 years. She has been working at her current school for 12 years.

Role of Researchers/Classroom Teacher and Ethical Principles

Collaborative participatory process is important in action research (Bargal, 2008; Craig, 2009; McNiff & Whitehead, 2010; Winter, 2005). The role of the researcher and the relationship he/she establishes are essential elements in this process; the cooperation between the researcher and other participants as part of the process are the factors that create the situation that ensures continuity (Winter, 2005). In this direction, the researchers collaborated with the classroom teacher in defining the problem, preparing, and implementing the action plans, and in the reflection and evaluation stages that took place after this process, and enabled the active participation of the classroom teacher through semi-structured interviews.

There are refugee students in the primary school where the practitioner researcher works and, in this context, she directly observes their social adaptation process. In addition, the practitioner researcher is an administrator at the school where the research was conducted. The practitioner researcher conducted interviews with teachers and students at the beginning, middle and end of the process, observed the class before starting the practices, and applied the sociometry form to the students in the class before and after the implementation. In addition, the practitioner researcher carried out the interventions and continued to observe the class throughout the implementation.

The other two researchers assumed the role of facilitator researchers. One of the facilitator researchers took an active role in the literature review, macro and micro analysis of the data obtained after each action cycle, preparation of new action plans accordingly, and reporting of research findings and results. This researcher has previously conducted action research-based research in national and international journals indexed in the field indexes and participated in workshops on qualitative research and qualitative data analysis in international symposia.

Another facilitator researcher similarly played an active role in the literature review, analyzing the data obtained from the sociometry form, determining, and preparing new action plans based on these, and reporting the data obtained at the end of the research process. The researcher in question has previously conducted action research, has taught Syrian students under temporary protection, and has studies on the adaptation process of Syrian students.

Finally, all researchers received training on the differentiated instruction approach for a while, and then provided train-the-trainer training in this context. The school administration was informed about the whole research process; informed consent forms were obtained from the classroom teacher and parents. It was stated that they could withdraw from the research without any justification when necessary. In addition, Ethics Committee Approval No. 2022-2 was obtained from the Ethics Committee of Educational Sciences of a foundation university. Participant personal information was kept confidential throughout the research process, and participants were referred to by code names.

Data Collection

Semi-structured interview forms, field notes, sociometry forms, and researcher's diary were utilized in the data collection process. First, a semi-structured interview form for the classroom teacher was used before the implementation process started, field notes were used to record the data obtained during the observation process in writing, and the sociometry form applied to the students was utilized. In addition, a researcher's diary was kept by the implementing researcher throughout the whole process. In the action plans and cyclical process, the semi-structured interview form with the classroom teacher was applied after each action plan, and at the end of all action plans, the sociometry form for the students was used again.

Sociometry Form: Sociometry is an application that makes it possible to examine the relationships of people in the community with each other in a structure that can be studied (Moreno, 2017). In this study, a sociometry form was applied in a classroom with refugee and Turkish students to reveal the relationships between the students. The sociometry form aimed to concretely reveal the problem of adaptation between refugee students and Turkish students before the research. After the research, it was aimed to determine whether the activities carried out in the sociometry form were

effective in the interaction between refugee students and Turkish students. In this direction, the form (Appendix 1) was given to the students with the question "Can you write the first three friends you want to play games within the class in order of preference?" These forms were then collected and analyzed, and sociograms showing the relationships between the students were created.

Field Notes: Field notes are a type of direct observation process and can be easily transferred to non-systematic data (Tomal, 2010). These are notes taken in the field of social situations that are the subject of the research (McNiff & Whitehead, 2010). Since the practitioner researcher worked as an administrator in the same school, she visited the classroom constantly, including during breaks and lunch breaks, and the direct observation process proceeded in the existing atmosphere of the classroom. Before the observation, the students were told what to do in the research process in accordance with their developmental characteristics. In this explanation, it was emphasized which research they were involved in, with whom and how the data would be shared, the process of analyzing the data and their right to express their discomfort. Then, an informed consent form was obtained from the students. In this context, a four-week observation process was carried out by the practitioner researcher to determine the problem situation before the action research process started and field notes were kept in the classroom regarding the social adaptation and interaction processes of the students. The researcher recorded the data on the classroom context obtained during the observation phase as descriptive and reflective notes. Thus, the focus of the observation was to observe the social dimension of the environment such as students' non-verbal behaviors, relationships between friends, participation in activities, and the internal dynamics of the classroom, which is the natural learning space of the students and the context of the study.

Researcher Diary: Personal records or journals in action research These are used to record your views and observations of actions. They can also be powerful strategies for providing explanations for actions and demonstrating the development of reflective and dialectical critique (McNiff & Whitehead, 2010). In this direction, a researcher's diary was kept by the implementing researcher during the implementation of the action plans. Especially before, during and after the implementation of the action plans, important issues regarding the social interactions of the students were noted, and thoughts, events and reactions related to the process were recorded. Thus, it became an important data collection tool for the effectiveness of the action plans and the planning of the next process.

Semi-structured Interview Form: Two different semi-structured interview forms (Appendix 2) were used in the interviews with the classroom teacher regarding the identification of the problem situation and the effectiveness of the action plans. In the interview form prepared to determine the problem situation, there are 10 questions covering the identification of adaptation problems in the classroom, concrete examples, experiences, sources of problems, classroom practices and alternative solution suggestions.

The classroom teacher was present in the classroom as an observer throughout the implementation. In the semi-structured interview form conducted with the classroom teacher regarding the effectiveness of the action plans, four questions were included in the interview form applied after each action plan to reveal the usefulness of the implementation and their opinions about the implementation.

Data Analysis

The data obtained within the scope of the research were analyzed using the content analysis method. First, all the data obtained were classified and computerized by considering the data collection tools (field notes, researcher diary, semi-structured interview form). To prevent data loss, all data were reviewed and proofread by three researchers, then the data were transferred to the MAXQDA 2020 program and analyzed. The data obtained from the sociometry form were analyzed with the Group Dynamics program. The forms collected from the students before and after the research were processed into the program and sociograms were created.

Action Planning and Implementation

In accordance with the nature of the differentiated instruction approach, action plans were prepared to improve the social adaptation of refugee students by improving their sociometric status. In the preparation process of each action plan, the researchers and the classroom teacher collaborated. While determining the course and learning area in which the action plans will be carried out, the reasons for strengthening students' social relations and interactions, emphasizing the importance of cultural differences among students, and emphasizing concepts such as social sensitivity, empathy, and cooperation were taken into consideration. The course content to be selected should be such that refugee students can express themselves comfortably and at the same time find elements of their own culture. The action plans and cyclical processes carried out in this direction were based on the "Global Connections" learning area of the social studies course. Moreover, when the learning area in question is examined in the social studies curriculum, it is stated that "While processing this learning area, values such as sensitivity and respect for cultural heritage and skills such as research and empathy should be acquired by students" (MoNE, 2018). In addition, when the achievements based on the relevant learning domain are examined, it is seen that refugee and Turkish students can meet on a common ground in social terms, support social cohesion, and emphasize different cultures. For example, in this context, in the social studies curriculum, "compares the cultural elements of different countries with the cultural elements of our country. Visual and written communication tools and cultural elements such as clothing, food, games, family relations are emphasized. Respects different cultures. Questions stereotypes about various cultures" (MoNE, 2018).

The implementation of the action plans and the cyclical process started on 07/04/2022 and ended on 02/06/2022. Before starting the implementation process, the classroom teacher was informed about the process and played an active role with the researchers in the preparation of the action plans, reflection, and evaluation processes. At this stage, a cyclical process was adopted in accordance with the nature of action research. Making sense of the data throughout the research is realized through cyclical reflection processes created with a systematic perspective (Curtis, Webb-Dempsey, & Shambaugh, 2010). The fact that the data revealed in one cycle in action research forms the basis for the next process is one of the distinctive elements that make it different from another research (Munn Giddings, 2021). In this direction, especially with the reflection and evaluation cycles carried out after the implementation of each action plan, the superior and defective aspects of the process were revealed; this situation contributed to the construction of the next action plan.

Validity and Reliability

The triangulation method was utilized to ensure reliability and validity in the study. The triangulation method is realized by diversifying data collection tools, participants, or researchers (Johnson, 2014). In this study, more than one data collection tool (field notes, interview form, sociometry form, researcher's diary) was used. While the diversity of data collection tools ensured the validity of the data obtained, their consistency with each other ensured their reliability. On the other hand, another method used for triangulation method is researcher diversity (Christensen, Johnson, & Turner, 2015). In this context, more than one researcher was used in the interpretation of the data obtained. In the analysis of the data obtained, the researchers worked independently, and the results were later compared and found to be consistent. Finally, the research process, setting, and participants were described in detail.

Results

This section is evaluated under two main headings: findings on the implementation of differentiated instructional practices in the social studies course and findings on the contribution of differentiated instructional processes to the social adaptation of refugee students.

Findings Regarding the Implementation of Differentiated Instruction Practices in Social Studies Lesson

Under this heading, the implementation process of the activities prepared to improve the social adaptation processes of refugee students through differentiated instructional practices in the social studies course and the findings obtained from the researcher's diary and semi-structured interviews with the classroom teacher are presented. Table 2 provides information about differentiated instruction practices:

Table 2. Process of Differentiated Instruction Practices

Process	Attainment	Differentiation Method
First-second week (Process Differentiation)	Introduces various countries around the world.	Interest center
Third-fourth week (Product Differentiation)	Understands Turkey's relations with its neighbors.	Entry points
Fifth-sixth week (Differentiating the environment)	Compares the cultural elements of different countries with the cultural elements of our country.	Reading circle
Seventh-eighth week (Process Differentiation)	Respects different cultures.	Tiered instruction

First and Second Week: Process Differentiation (07/04/2022-14/04/2022)

In the first and second weeks, a differentiated social studies lesson plan prepared by the researchers based on the learning outcome "Introduces various countries in the world" in the "Global Connections" learning domain was implemented. In the first week, the seating arrangement of the class was changed to "cluster". The main reason for this is that the activities to be carried out are based on cooperation and group work. During these weeks, in which "process" differentiation was carried out and the interest center technique, one of the differentiated teaching methods, was used, students worked on information about the culinary culture, interpersonal relations and clothing of countries around the world. First, students were asked which interest center they wanted to work in. Students glued the sticky papers with their names on them to the interest centers on the board. The striking point here is that whichever center the main students of the class wanted to work in, the other students changed their minds and stuck their names to that center. The practitioner did not intervene in this situation and included S11, who did not want to be in any group, in the fourth group. However, the fourth group members objected to this situation and the practitioner stated that she had to do this because of the small number of groups. However, S2 and S7, who were siblings, were not separated from each other.

After the groups and interest centers were formed, the students were asked to talk about the countries, a worksheet with various newspaper articles and questions was distributed, the students were asked to solve the 5n1k and discussion questions individually, and then the questions were answered together with all students in the classroom. Students were asked to collect information about Japan, China, Afghanistan, Iraq, Turkmenistan, and Syria. The students came together and prepared a brochure describing the culinary culture, interpersonal relations, and clothing of the countries. Students were given two minutes to exhibit their work. Each group exhibited their work in the allotted time. As an evaluation activity, each student was asked to prepare a slogan on "Countries". A paper loop activity was conducted as a group evaluation.

In the diary of the activities, the researcher stated that it was the first time that the students in the class had done such an activity and that this situation created chaos in the classroom. However, it was observed that refugee students especially were hesitant at first in the processes explaining their own culture, and then they volunteered. It was observed that they showed more active participation in the interest center where they were involved and carried out their activities compared to other lessons.

Third and Fourth Week: Product Differentiation (21/04/2022-28/04/2022)

In the third and fourth weeks, a differentiated social studies lesson plan prepared by the researchers based on the learning outcome "Comprehends Turkey's relationship with its neighbors" in the "Global Connections" learning domain was implemented. In this week where "product" differentiation was carried out, "entry points" from differentiated teaching techniques were used. Considering that refugee students, especially refugee students with social adaptation problems, can participate in the determined subject from different points depending on their cultural and historical background, narrative, experiential, logical-quantitative entry points were created, and students worked together in groups based on these entry points. In addition, various differentiated assessment and evaluation techniques were utilized, including "making a fist" during the process, "RAFT" and "cyclical reflection" at the end of the process.

In the practices, it was observed that the students were better in intra-group relations compared to the first week. In addition to this, it is also noteworthy that the groups behaved in a way to include all members within themselves. In the researcher's diary, these situations were expressed as follows:

"The activities in these weeks are progressing better than the previous week. Students had learned to listen to each other's ideas and to have conversations in groups focusing only on the topic. Behaviors experienced in the first weeks, such as working with certain people or not including certain students in the group, have decreased" (Researcher's diary).

Another finding that stands out in the researcher's diary is that the refugee students, who had always acted together in the previous researcher observations and activities in the first two weeks, worked in different groups in the third- and fourth-week activities. It was stated that the refugee student coded S11 participated in the activities with the group as a result of being included in the groups of other students; on the other hand, S30 was passive in group work.

"Two siblings coded S7 and S2 started to take part in different groups. When the student coded S7 did not know Turkish, his brother helped him every time, but now he does not see a problem in entering the groups alone. In addition, the willingness of the groups to include the student coded S7 in the process has also increased. Student coded S30, who does not speak Turkish, insists on not participating in group work. It was observed that the student who coded S11 was very pleased that other students included him in their groups and tried to do his best" (Researcher's diary).

Week 5 and 6: Differentiating the Environment (05/05/2022-12/05/2022)

In the fifth and sixth weeks, a differentiated social studies lesson plan prepared by the researchers based on the outcome "Compares the cultural elements of different countries with the cultural elements of our country" was implemented. In this week in which "environment" differentiation was realized, "reading circle" was utilized. In the week in question, which was based on differentiating the environment, students were taken to Baby Library in the province where the school where the research was conducted was located. It was thought that it was important for refugee students, especially those with social adaptation problems, to express themselves in an out-of-school environment and to participate in educational activities in a different environment. In this direction, in the reading circle activities carried out in Baby Library, students were given basic and choice-making roles such as connection builder, questioner, painter/artist, section expert, researcher, word hunter, character analyzer, predictor, summarizer and movement tracker, depending on their preferences. In addition, in this process, "speech circle" was used as a group assessment from differentiated measurement and evaluation techniques.

The researcher observed that the students were happy to be in a different learning environment and that refugee students actively participated in the activities with other Turkish students.

"The students were very happy to come to the baby library. As far as I understood, they had not been to a library like this before and did activities. Using out-of-school learning environments for educational activities was different for both the students and the teacher. I never interfered with which group the students would be in and it was easier to divide the students into groups than in other weeks" (Researcher's diary).

The classroom teacher stated that S11 was motivated and actively participated in the lesson and that the activities were interesting:

"The process was very fast and active. Even S11, who normally did not want to participate in the lesson, kept raising his finger to participate in the lesson. This means that the student's participation in the lesson may be a little bit related to attracting the student's interest. This activity was good..." (Classroom Teacher)

Week Seven and Eight: Process Differentiation (19/05/2022-26/05/2022)

In the seventh and eighth weeks, differentiated methods and techniques were used to achieve the outcome of "Showing respect for different cultures". In these weeks where "content" differentiation was made, a teared instruction technique was used. Self-evaluation forms and send-the-paper activities were used as evaluation activities. As a result of the activities, it was stated in the researcher's diary that S17, who was friends with S26, actively participated in these activities, was eager in group work, and acted more entrepreneurial towards communication. It was observed that she exhibited more extroverted behaviors especially while explaining the activities related to her own culture.

The conversations of the students in the same group with S17 with each other in group work were remarkable. When S7, S2, and S30 came together, they explained the cultural elements of their own countries very well. They especially wanted to speak more (Researcher diary).

After the activities, the classroom teacher stated that she was aware of the social adaptation problems of refugee students and that this problem was reduced with these activities, and that these students were willing to participate more actively in the lessons:

"I was aware that refugee students and a few Turkish students were excluded from the class, but with these activities, I saw that the students did not exclude each other and even embraced each other. It was also good for me to watch the activities... Especially the dominance of the student coded S21 in the class was gradually broken and the student coded S21 was not disturbed by this situation at all. I realized that the student coded S2 can now express himself better. S2, who was embarrassed in the lessons, now laughs, and has fun with his friends. This situation was good for the student coded S2. The fact that the student coded S11 can do group activities without difficulty shows that he has learned a lot from his peers. Student coded S11, who came to the class with bad clothes, now comes to the class with her hair done. This shows that the class accepts him..."(Classroom Teacher)

The Contribution of Differentiated Instruction to the Development of Refugee Students' Social Integration

In the study, sociometry form was used to examine the social cohesion between refugee students and Turkish students in the classroom. With the sociometry application used after the research, it was aimed to see whether the studies were effective or not. In this context, the sociogram obtained from the sociometry form applied after the research is shown in Figure 3.

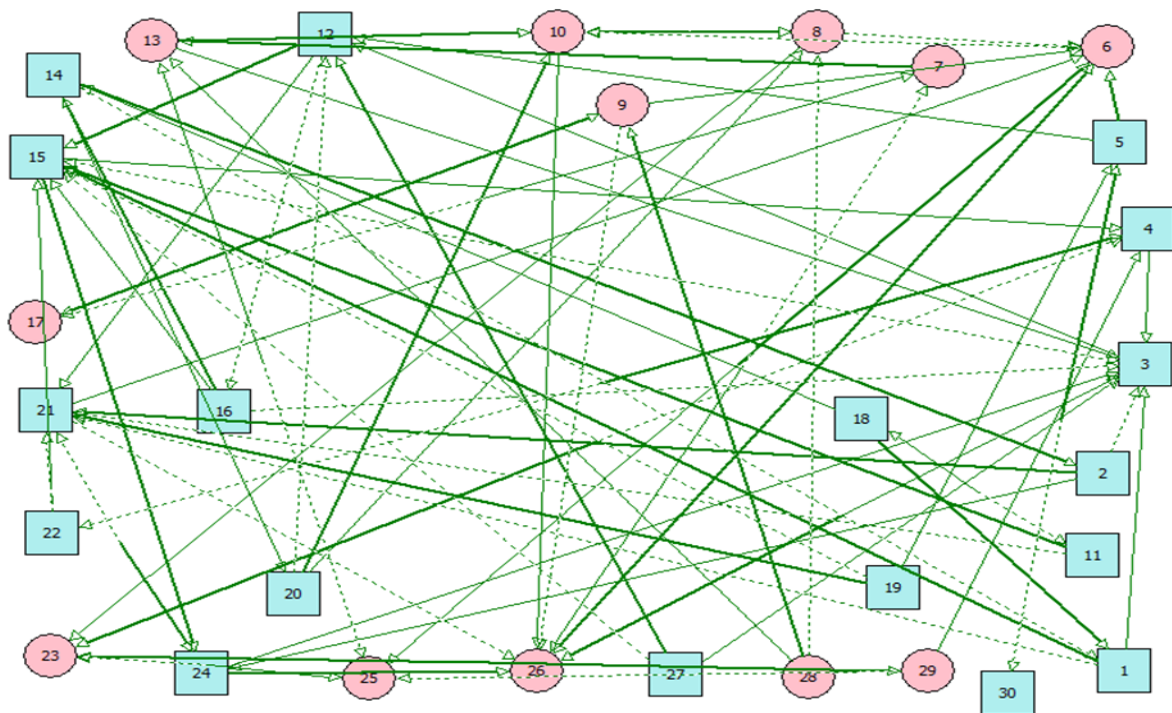


Figure 3. Sociogram Obtained After the Research

When Figure 3 is analyzed, squares indicate male students and circles indicate female students. On the other hand, the thick arrow indicates the first preference, the thin arrow indicates the second preference, and the dashed arrow indicates the third preference. The numbers in the figures show the code numbers of the students. Among the students in the figure, the numbers S2, S7, S11, S17 and S30 indicate refugee students. S2 chose Turkish student S21 in the first place, and Turkish students S24 in the second place and S3 in the third place. It was also preferred by Turkish student S14. It was observed that the Syrian student S7 mutually preferred each other with his Turkish friends S17 and S26. Student S11 preferred student S15, one of the popular students of the class, in the first place, and it was seen that they mutually preferred each other with student S18. When student S17 was examined, it was seen that they preferred each other with student S9, and they also preferred each other with another Syrian student, student S7. Finally, it was observed that student S30 preferred each other with student S5.

Discussion and Conclusion

This study was aimed to improve the social adaptation of refugee students in social studies courses. In this study, which was designed as action research for this purpose, it was concluded that the differentiated instruction approach was effective in terms of refugee students' adaptation to the classroom. Moreover, differentiated instruction aims to recognize and support students to develop their "full" potential by covering their different readiness levels, language preferences, interests, and learning styles (Hall, 2002). In differentiated instruction, teachers can adapt, modify and differentiate content (what students need to learn), process (teaching and learning strategies), product (how students demonstrate that they have learned the content), learning environment (the physical arrangement of the learning situation; inclusive, small, large or multi-age settings) and influence (socio-emotional factors: students feeling safe and invited to participate in the learning situation) (Tomlinson, 2001). In this process, it was aimed to support the social adaptation processes of refugee students experiencing adaptation problems by differentiating them in different areas (content, process, environment, product) within the scope of the social studies course.

Refugee children not only benefit academically in the education system of the country of destination but also encounter their peers in a safe environment. Therefore, multicultural schools, teachers, and programs where refugee students are educated need to be structured with these students in mind (Prior & Niesz, 2013). To facilitate the adaptation of refugee students, a differentiated teaching approach is an important common denominator in achieving a democratic structure that will enable them to incorporate the differences in the classroom. As a matter of fact, in this study, as a result of the data obtained from both the sociometry form and the field notes, it was revealed that refugee students were more accepted in the classroom with differentiated methods and techniques. According to the results of the sociometry form before and after the application, the social adaptation of the five refugee students in the class improved, and the number of preferences and preferences as friends increased compared to before the application. So much so that it was observed that the student coded S11, who was not preferred by any student in the class, wanted to play games with his other friends in the class with whom he established close friendships after the application. It is also noteworthy that there was an increase in Turkish students choosing refugee students. This was also confirmed by field notes.

In general, when the educational processes in schools are examined, the current uniform teaching does not take into account student differences (interests, needs, etc.) (Fox & Hoffman, 2011). In addition, to realize a quality education and training process in inclusive classrooms with cultural differences, it is necessary to plan an intercultural process and provide quality content that will provide equal learning opportunities for all students in the classroom (Arslangilay, 2018; Gutierrez & Rogoff, 2003; Valiandes et al., 2018). Therefore, it can be said that with the differentiated instruction approach, it is important to prepare and present content in accordance with the characteristics of the children in the classroom. In this context, Valiandes et al. (2018) stated that the differentiated instruction approach is an important tool for children in multicultural classrooms to participate in education for more children and to create a fair educational environment. In classroom settings where differentiated instruction is practiced, teachers seek what is best for their students, while at the same time valuing these differences by integrating them with lesson objectives throughout the lessons and striving not to ignore them (Johnson & Owen, 2013). Lesson plans to be prepared in multicultural classrooms should be able to create connections with students' experiences, provide practice, provide feedback, and contain rich content (Brown, Miller, & Mitchell, 2006; Miller & Windle, 2010; Naidoo, 2008). Making arrangements to increase the participation of refugee students both socially and academically in the classroom atmosphere and making the content of the curriculum inclusive in a way to attract the interest of all students is considered an important stage for the integration of these students (Soylu et al., 2020). In this study, it is seen that the lesson plans created with the differentiated instruction approach have an active structure that touches refugee students' previous life experiences, is rich in content, and at the same time enables them to establish relationships with Turkish students. Therefore, these lesson plans created with differentiated instruction approach were effective in benefiting the classroom environment in which refugee students learn. Similarly, Mendenhall, Barlett, & Ghaffar Kucher (2017) stated that in multicultural classrooms with refugee students, teaching approaches that are flexible, sensitive to the experiences of refugees and fair should be implemented.

In this study, the differentiated instruction approach was applied within the scope of social studies course. The selection of the social studies course was influenced by the fact that its content includes units structured in a way that is inclusive of different cultures. Because the inclusiveness of the curricula in schools where refugee students attend is important for them to adapt to the school in the country they go to (Fellow, 2005). In this study, the theme of "Global Connections" was chosen so that refugee students could find something from their own cultures, express them and interact with Turkish students through activities. It is also supported by the research (Taneri & Tangülü, 2017; Yılmaz & Günel, 2022) that the lack of language creates communication problems in students and refugee students cannot express themselves, but social cohesion trainings to be given within the scope of social studies course benefit students to express themselves. The effect of knowing Turkish language on social cohesion has been revealed in many studies (Baloğlu Uğurlu, & Akdovan, 2019; Börü & Boyacı, 2016; Zayımoğlu Öztürk, 2018). In this study, it is thought that the fact that the student coded S17, whose

family speaks Turkish, had fewer social adaptation problems compared to other refugee students is effective in knowing the language. In this respect, it is thought that the language problem, which is thought to be an obstacle to social cohesion in refugee students, will be minimized by creating a culturally based classroom environment and methods such as differentiated instruction that cover the interests, readiness, and profiles of each student. Because when a culture-based classroom environment is created, refugee students will become active and in-class communication/interaction will increase (Ladson Billings, 1995). This increased interaction will facilitate the adaptation process of refugee children (Weinstein, Tomlinson Clarke, & Curran, 2004). In this respect, it can be said that the research coincides with these studies in literature. On the other hand, differentiated instruction approach has been studied under the academic achievement of students in social studies course and it has been found to have positive effects (McAdamis, 2001; Swift, 2009). As a result, a differentiated instruction approach has not been studied in the context of social studies courses related to the adaptation process of refugee students. With this study, it was tried to bring a different perspective to literature.

Social studies course is one of the main courses that examines migration and the social and economic effects of migration. When the themes in the social studies curriculum are considered, it is seen that migration and culture elements are intensively addressed (Topkaya & Akdağ, 2016). It has been stated in many studies that this course, which is based on respect for differences, should address the social adaptation problems of refugee students (Aronson & Laughter, 2015; Sarıtaş et al., 2016). However, it is known that refugee students have problems in many issues such as adaptation, respect for differences and communication, and not feeling a sense of belonging, which are the main topics of the social studies course (Kıncal, 1999; Tezcan, 2000). In solving these problems, Yılmaz & Günel (2022) used culturally sensitive education, Kabasakal & Çelik (2010) used social skills training, Durualp (2009) and Tokuşlu (2022) used game-based education. In this study, social adjustment problems were tried to be solved with differentiated instructional practices and a different perspective was brought to the research in the literature.

This research was conducted with a relatively specific group of participants through the action research process. By expanding the scope, the effects of differentiated instruction on social adaptation can be conducted based on experimental studies. In addition, during the research process, it was concluded that the classroom teacher considered herself inadequate in the intervention, improvement, and development processes for immigrant students with social adjustment problems. In this direction, research can be conducted to reveal the situations underlying these views and to eliminate the deficiencies. In addition, multidimensional research can be conducted on teacher attitudes that are effective in the success of social adaptation. In addition to this study on the adaptation process in classrooms with refugee students, the effects of differentiated instruction approach on the academic achievement of refugee students can be examined. The purposes of using the method can be expanded by investigating what kind of skills and competencies differentiated instruction develops in students. Student materials related to differentiated instruction suitable for each level of education can be prepared and auxiliary sets can be created for teachers.

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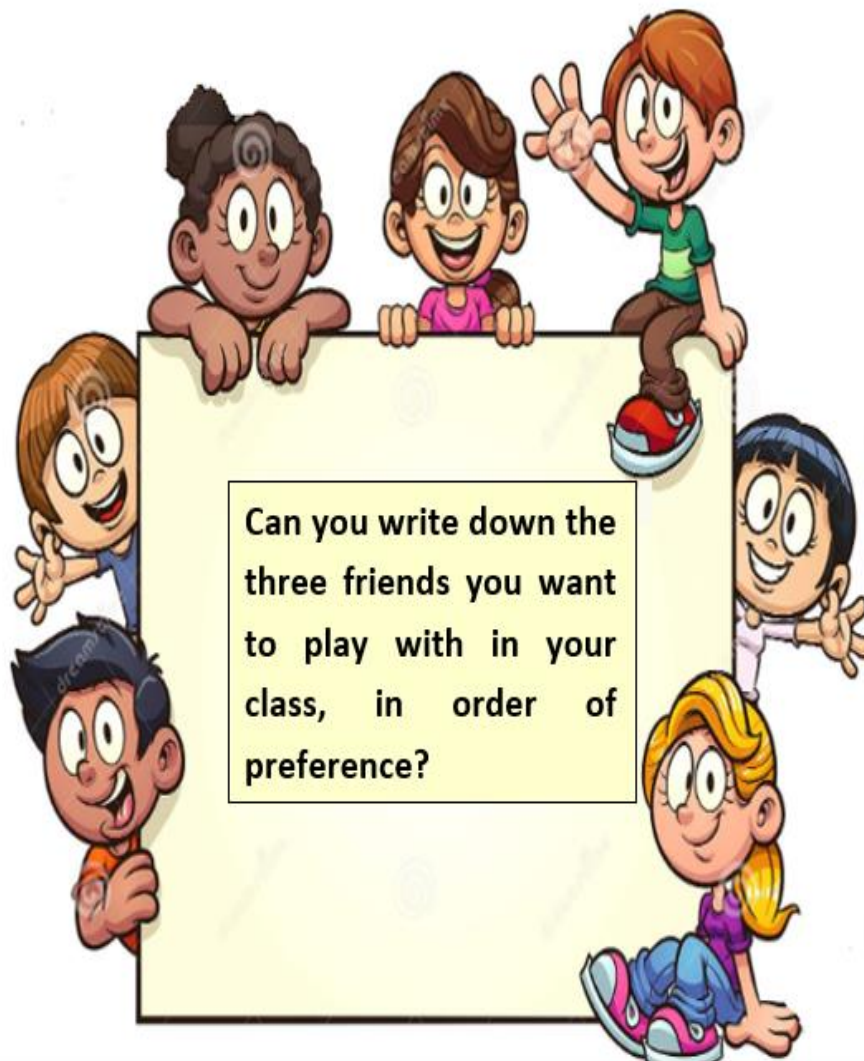
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Appendix 1. Sociometry Form



- 1.....
- 2.....
- 3.....

Appendix 2. Semi-Structured Interview Form

I would like to interview you within the scope of the research titled "Improving Refugee Students' Social Adaptation Processes through Differentiated Social Studies Teaching". In this context, your valuable opinions are very important for the research. I estimate that the interview will take approximately 20-30 minutes. Everything you say during the interview process will be kept confidential and your name will not be used in any way within the scope of the research. Do you have anything you would like to say or ask before starting the interview? With your permission, I would like to record the interview with a voice recorder. Do you give permission? I would like to start the interview process with questions.

1. Do you think there is an integration problem between refugee students and Turkish students in your class? Can you give concrete examples of this integration problem?
2. Can you give examples of how you noticed the problem of integration between refugee students and Turkish students?
3. Are there any activities you have done for the integration process when refugee students first come to the classroom?
4. What are the sources of this integration problem between refugee students and Turkish students?
5. Do families play a role in the adaptation problem? If yes, what kind of role do they play?
6. Do teachers play a role in the adjustment problem? If yes, what role do they play?
7. Are there any actions that you, as a teacher, have taken to improve this adaptation problem? If so, could you tell us a little bit about them?
8. In your opinion, what kind of activities should be carried out by different stakeholders in order to eliminate the adaptation problem?
9. Is there any contribution that you professionally expect support for the elimination of the adaptation problem?
10. Are there any points you would like to add?