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Educational Research and Reviews

Full Length Research Paper

Opinions of instructors about reading skills of Syrian students learning Turkish

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The outbreak of domestic turmoil in Syria in 2011 forced Syrian people to seek refuge in the neighbouring countries, one of which was Turkey. This situation brought many problems, the primary of which was language. In this sense, teaching Turkish to Syrian students became a necessity. Therefore, conducting research on language skills was seriously important. This paper focused on educating Syrian students on Turkish reading skill. The work-group included 11 instructors working on Turkish teaching centres in Çukurova University and Adana Science and Technology University. Interview forms were used to get data prepared with the help of experts' opinions. Content analysis method was used in evaluating data. Data obtained from the interview forms were categorized and the codes were identified. The codes were interpreted and classified in accordance with their meaning. The same patterns of metaphors were grouped under the same title, then the frequency rates of the codes were identified. In order to explain the meanings of the codes, the instructors' opinions were quoted. According to the study data, the reasons for the difficulties in reading skill of the students are: being prejudiced to Turkish, feeling under pressure while reading Turkish texts, difficulty in explaining the meaning of any reading text, and alphabetical difference. It could be suggested that more sufficient texts should be used in classes and that instructors should be qualified enough to improve the students' reading skills.

Key words: Syrian students, reading skill, instructor, opinion.

INTRODUCTION

Language is the basic element which brings people together, makes them social, makes them found huge organizations, carries culture and leads people to today's civilization standard. According to Ungan (2013: 15), language is that mechanism which enables one to produce sentences in limitless number and sounds in limited numbers. Korkmaz (2007: 67) defined language as a sophisticated and developed system used as a communication tool between people, and it enables one to transfer feelings, thoughts, desires to others via common rules formed in terms of sound, figure and meaning according to each community's own values. In other words, language is, in its general meaning, a combination of codes which affect person's life in all

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aspects. It is a known fact that the term literacy evokes various things. About this term, some alternative concepts are derived such as *Information Fluency*, *Global Informatics, Information Competence, Information Discovery, Information Empowerment, Information Mapping* and *Information Sophistication* (Snavely and Cooper, 1997: 11). In this sense, it could be said that there is a mutual and positive relation between literacy and language skills. As the level of literacy of a person increases, his language skills improve. Therefore, activities on the effect of literacy skills should be practised in teaching Turkish as a foreign language so that language skills of those learning Turkish could be improved.

Thousands of Syrians have taken refuge in Turkey due to domestic turmoil since 2011 and in parallel with this, the number of Syrian students who want to learn Turkish has increased. This situation has made the issue of teaching Turkish much more valuable. Those Syrian refugees who speak in Arabic encounter a new language in Turkey and this may cause communicative problems due to language differences. Syrian refugees should learn Turkish and transfer it to their educational life in order to be successful in their adaptation process in Turkey. To fulfil this need, Turkish education is given to Syrian refugees in MEB schools and Turkish teaching centres and in the camps in which some of Syrian refugees live. The education given in these centres is shaped as four basic language skills. Acquiring and developing four basic language skills in a desired level are of primary aims in the process of Turkish education (Mert, 2013: 358).

Therefore, the problem of the study involves reading education in Turkish of Syrian students who immigrate from Syria to Turkey and it also contains the problems they encountered during the process. The students' improvement on reading skills will also contribute to improve other language skills such as listening, speaking and writing. Thus, it could be suggested that determining and analyzing the problems of the study is crucial in terms of the adaptation of Syrian immigrants and their acquisition of Turkish language skills**.**

Reading skill among the four basic language skills has a special importance, because it facilitates person's learning, powers of analysis and synthesis, abilities of interpretation and making new judgement. (Özbay, 2011: 2). Reading is a process in which signs and symbols perceived by vocal organs and eyes are evaluated and interpreted by the brain.

(MEB, 2006: 6). Reading skill obviously has an effect not only on Turkish teaching but also on the whole education process. Our current education system is based on mostly reading, so reading has a deep impact on reaching aims of our education system. It is obvious that any student whose reading skill is not developed will not succeed, as all lessons require reading (Özbay, 2011: 3).

Reading in a foreign language is different from the process of reading in the first language. One who learns Turkish as a foreign language has a different linguistic ability, experiences and world-view from those who learn Turkish as the first language.

Since Turkish language has its own rules and an exclusive logic, students who have faced Turkish for the first time could have difficulties in comprehending these rules and logic (Yıldız and Tunçel, 2014: 192). When people want to learn a new language (a foreign language) or a second foreign language after their mother tongue, they inevitably make positive or negative transfers from structures or features of their first language (Ömür, 2009: 1664). Although the similarities of Arabic with Turkish in word exchanges enable Syrian students to make positive transfers, derivational, structural, articulation and alphabetical differences between two languages lead them to make negative transfers. Considering the benefits of reading such as teaching grammar and vocabulary through texts in Turkish language, the importance and improvement of reading skill is obviously understood.

When the literature is searched, it is clearly seen there are many studies about teaching Turkish to Arabians and its place in history (Akkuş, 1999; Baskın, 2012) and when Turkish language was taught to Arabians, There are many studies such as course books used (Şeref and Yılmaz, 2013), Turkish writing skill (Bölükbaş, 2011; Subaşı, 2010), Perception of Turkish language (Akkaya, 2013) and educational problems of Syrian refugees (Seydi, 2013; Seydi, 2014). However, it is noticed that there is no study directly related with the opinions of instructors about reading skills of Syrian students learning Turkish.

In the study, opinions of the instructors working in Turkish teaching centres in Çukurova University and Adana Science and Technology University are evaluated about the education of reading skill of Syrian students.

Aim of study

The aim of the study is to examine the education of Syrian students' reading Turkish and the problems they face in the process in accordance with the opinions of instructors in Turkish teaching centres. With this purpose, the opinions of the instructors working in Turkish teaching centres about reading skill and education have been concentrated on.

METHODOLOGY

Opinions of instructors giving Turkish education to foreigners in Turkish teaching centres about Syrian students' reading skill were evaluated in the study which was designed as qualitative.

Qualitative research is a study in which qualitative data gathering tools such as observation, interview, and document analysis are

Table 1. Results related to the opinions of participant instructors about students' reading In Turkish.

Category	f	Sample sentences
Being willing and interested in learning Turkish	5	*Our students generally are eager to learn Turkish and to read Turkish texts. (K-3)*
Enjoying reading Turkish	2	*Reading is a lessons- on which students like and enjoy.(K-11)*
Thinking that Turkish is difficult and being prejudiced towards Turkish	1	*They have prejudice because they think Turkish as a difficult language.(K-1)*
Reading is an easily improved skill.	1	*Reading is the skill which can be improved easily. (K-11)*
Having difficulty in making sense the text read.	1	*They don't have any problem in reading except understanding.(K-9)*
Feeling under pressure while reading Turkish	1	*They are more relaxed while speaking, but they feel under pressure while reading. (K-4)*
Having no problem in reading texts suitably prepared regarding their levels	1	*They don't have any problem in reading and understanding the texts appropriate to their levels. (K-7)*
Attractive texts appropriate for the cultural transfer affect reading positively.	1	*The positive shift on the student's approach toward reading happened in the classes because of the attractive texts which has also cultural transfer function. (K-2)*

used and a qualitative process is followed to present perceptions and events in natural environment in a realistic and holistic way (Yıldırım and Şimşek, 2008: 39). The interview form method was used as data gathering tool in the study. The analysis of data gathered was evaluated by content analysis in the study.

Study group

The study group included 11 instructors in Turkish teaching centres connected to Çukurova University and Adana Science and Technology University.

Data gathering tools

Data were collected via interview forms prepared by the researchers in the paper. The forms were evaluated in accordance with the opinions of the experts. To provide the validity of the forms, the interview was given to two experts who give education in the field of Turkish teaching and participate in scientific works in universities.

Data gathering and analysis

In the study, specific times, when the instructors were available were chosen to collect data. In the interviews voice recorder was used and each interview lasted for 45 min.

To provide the reliability of the interview form, a pilot interview was made with an expert in the field of teaching Turkish to Foreigners. To obtain the reliability measurement reliability formula was used suggested by Miles and Huberman (1994). Consequently, the reliability of the study was 100% and the mean was 88%. When the reliability rate is over 70%, the study is regarded as reliable (Miles and Huberman, 1994). The result was a favourable one, so data gathering process was started.

The instructors were asked to answer 8 half-configured questions. Codes and themes were identified by examining the data collected. Direct quotes from the opinions of the instructors were taken in the reporting phase. Each of the instructors was called as ``K`` and they were ordered as `` K1, K2, K3 ...``

RESULTS

The answers of instructors gave to question of *"What do*

your students think about reading in Turkish? Please explain." are shown in Table 1, with the quotes, categories and frequencies According to Table 1, the instructors generally think that Syrian students are eager to learn Turkish and read Turkish texts. For instructors' opinion, the fact that reading skill is improved easily and that Syrian students like reading Turkish enables them to have no or less problem in reading the texts appropriately prepared for their level. Among other opinions, attractive texts furnished with the elements of cultural transfer affect the students' attitude to reading positively. However, it was stated that some students are prejudiced to Turkish due to the idea that Turkish is difficult, so they sometimes feel under pressure while reading and they think it is difficult to read the text. In the light of this information, Syrian students' attitude to learn Turkish is partly positive. The answers of the instructors gave to question of *"Do you have any difficulties while improving Turkish reading skill? Why? "* are shown in Table 2, with the quotes, categories and frequencies. According to Table 2, the instructors generally have difficulty in improving reading skill. It is stated that the reasons of this difficulty are caused by plenty of mispronunciation while reading, alphabetical differences, students' worry about reading, underdeveloped vocabulary and the effects of cognitive problems resulting from the students themselves. Besides, the instructors who said that they did not have any difficulty while improving reading skill stated that they avoided the problems thanks to the activities performed. From this view, it can be pointed that the instructors generally have difficulty while improving their reading skill. The reason of this could be that Syrian students speak Arabic language which has different linguistic structure.

The answers of instructors gave to question of "What are the miscues your students do while reading Turkish? Please explain." are shown in Table 3, with the quotes, categories and frequencies

According to Table 3, the instructors face mostly

Table 2. Results related to the difficulties the instructors encountered while improving reading skill.

Category	f	Reason	f	Sample sentences
The issues experienced difficulties	7	Problems due to pronunciation	5	They might have pronunciation difficulties or troubles in meaning error while reading. It could be difficult to correct pronunciation one by one and to give the meanings of words. (K-1)
		Problems due to alphabetical differences.	1	It was not difficult because Latin alphabet is the one the students are familiar. At the beginning, a few weeks were difficult for the ones who write and read in only Arabic alphabet. (K-4)
		Students are worried to read	1	It was observed that some students are worried due to the points such as articulation correctly, reading the appendixes, or adjusting tone of voice.(K-2)
		Student having perception difficulties	1	Students having perception difficulties have problem in the points of comprehending the topic of text. (K-2)
		Students having problems in paying attention	1	Some students had paying attention problems. (K-2)
		Students having underdeveloped vocabulary	1	It is natural to have problems if the student's vocabulary is not developed.(K-11)
Issues which had no problem	3	Overcoming the problems with homework and exercises	1	I don't have many problems with the students who do homework given and repeat the necessary exercises.(K-6)

articulation mistakes while improving reading skill. This information shows that Syrian students make mostly articulation problems in the education of reading skill.

The answers of instructors gave to question of *"What kind of studies do you do to overcome the mistakes your students make while reading Turkish? Please explain."* are shown in Table 4 with the quotes, categories and frequencies.

According to Table 4, it is seen that the instructors do exercises such as general reading, articulation, reading aloud, dictation, reading stories and repetition to overcome the problems they faced while making reading. Teacher's reading the text first, correcting the mistakes simultaneously and benefiting from other basic skills in education of reading skill were among the opinions that were thought as beneficial. Besides, there were some instructors who stated they solved the problem by taking attention exercises. According to the data, the instructors used different exercises to overcome Syrian students' reading mistakes and there was not a common approach for solution of problems.

The answers of instructors gave to question of *"What are the methods and techniques you used to improve your students' Turkish reading skill and the problems you faced while using these methods and techniques? Please explain"* are shown in Table 5, with the quotes, categories and frequencies.

According to Table 5, the techniques the instructors

used to improve Syrian students' reading skill were sorted in terms of priority queue as thus: "techniques of oral reading, silent reading, interactive reading, question and answer, listening again after recording the text being read, summarizing the text and using literary works in the class". It was also stated that materials apart from course books were used in order to make students' reading skill better and an attempt was made to increase their readiness by informing them about the reading activity. These data show that the instructors did not use common methods to improve reading skill, instead they preferred different methods in their classes.

With the quotes, categories and frequencies the answers of instructors gave to question of *"How do you evaluate reading activities you prefer in your classes in the frame of principle of cultural transfer? Please explain"* are given in Table 6.

According to Table 6, the instructors think that reading activities they preferred were generally applied in accordance with cultural transfer. It was stated that cultural transfer was made over reading texts and reading materials were selected to enable cultural transfer better and also the texts including cultural transfer contributed to the improvement of reading skill positively. Besides, according to the opinions given, cultural transfer in the texts was partly or no studied at all. From this data, it was understood that cultural transfer was given importance and the reading texts used in the activities served to

Table 3. The results about the miscues the instructors encountered mostly while students are reading.

Category	f	Sample sentences
Making articulation mistakes	9	*They pronounce "ö", "ü", "i" letters mostly as "o", "u", "ı" (or vice versa). One of the biggest problems of Arabian students in reading is that they cannot pronounce last letter (the vowel) of words finishing with a vowel.(K-10)*
Some letters in Arabic alphabet do not exist in Latin alphabet	1	*They confuse the letters of "k", "h", "g" in the Arabic alphabet with what stands for in Turkish (K-10)*
Difficulty in pronunciation of some sounds.	1	*They have difficulty in reading the sounds of ı-i, u-ü, o-ö, ç-ş, s-z, c-j . (K-5)*

Table 4. The results about the studies the instructors did to overcome the problems they faced while making reading.

The Studies Done To Overcome the Mistakes the students did

Categories	f	Sample study
Doing reading exercises	3	*We benefit from listening skill to overcome pronunciation mistakes and do reading exercises on problematic words frequently. (K-11)*
Taking attention exercises	1	*The main problem was distractibility. We tried to make focusing. (K-2)*
Removing the problem in time	1	*They cannot read last syllable. They confuse "I" letter with "İ" letter. Generally, the problem disappears in time. (K-4)*
Making them read story books	1	*We make them read story books and ask questions about whether they understand or not. (K-3)*
Articulation exercises	1	*They make mistake while articulating vowels. I do articulation exercises. (K-6)*
Teacher's reading the text first	1	*Mispronunciation the words, being not careful to stress and intonation. I myself read the text first to overcome these problems. (K-7)*
Correcting the reading mistakes simultaneously	1	*I correct their mistakes simultaneously. (K-7)*
Making repetition	1	*Pronunciation: I make read the word again and again. (K-9)*
Oral reading exercises	1	*I make them read aloud. (K-9)*
Dictation exercises	1	*We do dictation exercises often. (K-10)*
Benefiting from other skills of language.	1	*Pronunciation mistakes: We benefit from listening skill and often do reading exercises on troubled words to overcome pronunciation mistakes. (K-11)*

teach cultural transfer generally, although there were reading texts samples not including any elements of cultural transfer.

The answers of the instructors gave to the question of *"What are the evaluation and measurement studies you use to identify your students' level of acquisition and improvement of reading skill?* are shown in Table 7, with the quotes, categories and frequencies

According to Table 7, the studies the instructors prefer in evaluation of reading skill consist of the exams including different kinds of questions, true,-false questions, multiple choice questions, filling the blanks questions, matching questions, on-off questions and open ended questions. Also, there is an instructor saying that he doesn't use any kind of measurement and

evaluation study. Under the light of this data, it is understood that there is not a systematic measurement and evaluation study which all instructors could carry out and that instructors use different practices in the measurement and evaluation of reading skill.

The answers of instructors gave to question of *"Do you find educators giving Turkish education to foreigners sufficient in terms of improving basic language skills? How do you evaluate yourself in this respect?* are shown in Table 8, with the quotes categories and frequencies

According to Table 8, it is emphasized on the view that instructors should improve themselves to be successful. Instructors giving Turkish education as a foreign language were evaluated and they were regarded as sufficient by 3 instructors, insufficient by 2 instructors and partly

Table 5. The methods the instructors used to improve their students' reading skill and the results related to the problems they faced while using these methods.

Category	f	Sample sentences
Using Oral reading method	3	*I encourage them to read aloud by giving reading materials which are appropriate for their level. Those who read larynx based cannot articulate correctly in these readings. (K-4)*
Using silent reading method	2	*We observed that it is fairly important for the students to read the text both themselves (silently) and listen from other people in our classes. He understands the topic of the text while following with his eyes. (K-2)*
Using interactive reading methods	2	*I use interactive reading techniques. Unknown words are still problems in terms of ensuring clarity. (K-11)*
Using question and answer method	2	*We use question and answer method about reading texts. (K-3)*
Using materials apart from the course book	2	*I give reading texts apart from the course book.(K-8)*
Using technological materials	2	*Besides, we use the activities such as reading a written text, then listening the audio of the text, and following that, re-reading the text by correcting. One of the biggest problems of Arabian students is that they cannot pronounce last letter (vowel) of word finishing with a vowel. (K-10)*
Getting the student ready via informing about text	1	*I tell them what to do before, while and after reading in order them to understand the text according to type of it. (K-7)*
Benefiting from literal works	1	*We frequently use different reading texts and stories beside the course book being used. (K-10)*
Summarizing the text	1	*I want them to summarize the text with their own sentences after reading .(K-3)*

Table 6. The result related to evaluation of the instructors about cultural transfer in reading education of syrian students.

Category	F	Sample sentences
Paying attention to culture transfer in reading activities	8	*Culture transfer is encountered in reading activities frequently. Students are informed about many elements of Turkish culture (customs, music, art, etc.) (K-5)*
Cultural transfer is being practised over reading text	4	*Culture transfer is made over mostly reading texts in language sets. (K-1)*
Preferring reading materials apart from course book to enable cultural transfer.	3	*Especially, I pay attention to the materials I chose. They may help to transfer the language in the frame of culture. (K-6)*
Contributing to improve reading skill of the texts including cultural transfer	3	*We think that an attractive text introducing the country improves student's reading skill. (K-2)*
Paying attention partly to cultural transfer in reading texts	2	*Some texts are convenient for culture transfer while some are not. As an instructor, I make them read suitable texts. (K-7)*
Not paying attention to cultural transfer in reading texts	1	*There are lots of aspects I find insufficient and wrong. (K-4)*

sufficient by 2 instructors. Also, the number of instructors who find themselves sufficient in the field of Turkish education as a foreign language is more than the number of those who find insufficient. From this data, the instructors teaching Turkish as a foreign language should be provided opportunities such as attending scientific

Table 7. The results about formal measurement and evaluation studies the instructors used to identify the students' level of acquisition and improvement of reading skill.

Category	f	Sample Sentences
Practising exams including different kinds of questions	4	*I give practise tests to them. I give questions including different kinds of questions and measuring whether they understood what they read. I grade checking the answers. (K-6)*
Using true-false questions	4	*We prefer filling the blanks, true-false and multiple choice exams apart from the classical exam type. (K-2)*
Using filling the blanks questions	3	*We give reading texts according to their levels and evaluate them by using different measurement such as matching, true-false, filling the blanks. (K-3)*
Using multiple choice questions	3	*They are supposed to choose the correct and suitable one from the multiple choice questions convenient to text given. (K-10)*
Using matching questions	2	*I try different alternatives like matching or filling the blanks. (K-8)*
Using on-off questions	2	*After I give reading and comprehension strategies in the level of sentence, paragraph and text to the students, I evaluate them with true-false, on-off, open-ended and multiple choices tests during measurement and evaluation. (K-7)*
Using open-ended questions	2	*After I give reading and comprehension strategies in the level of sentence, paragraph and text to the students, I evaluate them with true-false, on-off, open-ended and multiple choices tests during measurement and evaluation. (K-7)*
Using homework studies	1	*I give homework for the weekends.(K-6)*
Using summarizing studies	1	*I cover the reading text and want them to write an explanation as a summary. (K-8)*
Using dictation studies	1	*Apart from that, mispronunciations are fixed with dictation studies. (K-10)*
Recording the sound and making them listen	1	*Exams, in-class activities, recordings. (K-9)*
Not making measurement and evaluation studies	1	*I don't make any measurement and evaluation studies. (K-5)*

meetings as conference and symposium and keeping up with the latest scientific writings and articles related to this field, which will improve them. By enriching the classes with materials, they could make teaching Turkish as a foreign language in a better situation.

DISCUSSION, CONCLUSION AND SUGGESTION

The study was shaped according to the opinions of the instructors in teaching Turkish centres about Syrian students' reading skill; it focused on students' attitude to reading Turkish, the instructors' having difficulty while improving this skill, students' miscues while reading and the solutions of these miscues, the methods, techniques and studies of measurement and evaluation the instructors carried out, intercultural level of the texts used and the proficiency of instructors giving education of Turkish as a foreign language. Data gathered in the

result of the study can be ordered as thus:

According to the instructors, Syrian students are willing to learn and read in Turkish, but they could have difficulty in this process. The reasons are they are prejudiced to Turkish, they feel under pressure while reading in Turkish and they found it difficult to make the text reading perceivable. Alphabetical differences lie under the factors that Syrian students, the native speakers of Arabic, experience difficulty while learning Turkish. Turkish language has an alphabet being rich of vowels and this leads to have many difficulties for foreigners whose language has more consonants than vowels (Şengül, 2014: 338). Most of the instructors stated that they had difficulty while improving reading skill. Articulation mistakes Syrian students made are among the basic reasons why the instructors have difficulty in improving reading skill. One of the instructors said he did not have difficulty in improving reading skill and he overcame the difficulties with exercises he did. The Instructors

Table 8. The results related to the assessment of the instructors giving Turkish education to foreigners about their colleagues and themselves on the improvement of the students' reading skill.

Category	f	Sample Sentences
The thought that instructors should do studies and improve themselves to be successful	6	*We observe that educators who do literature review more frequently and attend scientific meetings as symposium and conferences for his own career development are more successful. For that reason, the attendance to such activities which raise self-sufficiency and academic information level is fairly important. Also, we observe that it should be accumulated observations and experiences in the classes with the ways as tagging and recording.(K-2)*
The view that I find myself sufficient	4	*I think I am sufficient in reading skill. (K-5)*
The view that I find instructors sufficient	3	*Yes, I find sufficient. However, development must go on with more materials and richer content.(K-10)*
The view that I find instructors insufficient	3	*We are not much sufficient because there is limited education in this field and, especially, teachers attend higher education programs in different fields. (K-6)*
The view that I find instructors partly sufficient	2	*Partly yes. I think that they are sufficient because educators are selected accordingly certain criteria and being on the centre floor and they should be open to develop and learn day by day, since there are lots of things to learn and to do in this field. (K-3)*
The view that I find myself insufficient	2	*I don't find myself sufficient in this respect, but thinking I am improving myself on being a field expert. (K-7)*

encountered mostly articulation problems while improving reading skill. The students have just started to know Turkish language which has different linguistic structures and alphabet from the language they speak. This leads them to make mistakes in articulation of some sounds. The instructors try to fix the articulation mistakes with exercises of reading, articulation, dictation, oral reading, repetition; and they make the students read story books. Subsequently, they read the text first and correct the students' mistakes spontaneously to overcome the articulation problems. The instructors prefer different methods and techniques to improve reading skill. It is not seen an agreement on methods and techniques which are regarded beneficial to improve reading skill. The techniques they generally prefer are oral reading, silent reading, interactional reading and question-answer. None of the methods, approaches and techniques is sufficient alone. What the teacher should do is to use most efficient one in the process of instruction-learning (Köksal and Varışoğlu, 2014: 109). Although cultural transfers are included in most of the reading materials, it is not mentioned in some of them at all or partly included. The instructors think that cultural transfer is made through reading texts and the texts including cultural transfer improve reading skill. Since cultural transfer is an important element of language teaching, the instructors prefer materials including cultural transfer as well as the course books. It should be paid attention to prefer materials which carry cultural elements in teaching Turkish as a foreign language.

Also, while studying texts which is one of the important elements of cultural transfer in Turkish lessons as a foreign language, some activities should be practised which enable students to face with new ways of thinking and life-styles through texts, and which provide them to learn the attitudes to Turkish culture with tolerance by comparing their own culture and Turkish culture (Bölükbaş and Keskin, 2010: 234). Including cultural elements in foreign language teaching and transferring the basic cultural features besides grammar rules of language will not only make the language learned meaningful for students but also will facilitate the learning. In that way, learning a foreign language will be a thing that will be more enjoyable rather than being difficult and boring, so it could be learned in a short time. Also, students will have a chance to know other cultures and be aware of other people in various life-styles in the world (especially in the teaching language to young learners). This will increase their learning motivation and help them to develop empathy for people having different cultures and to develop a positive attitude to learn a foreign language (Er, 2006: 11).

There are differences on measurement and evaluation studies the instructors enforced to identify students' reading level. In identifying reading skill, different techniques such as true false questions, filling the blank questions, multiple choices, matching questions, on-off questions and open-ended questions are used. Besides,

the exams including multiple kinds of questions and thought to give more favourable results are prepared and carried out by instructors. In this way, it is possible to combine different techniques and create more valid and reliable exams. (Razı and Razı, 2014: 387). The process of measurement and evaluation is made by grading the questions by the instructors. The expression "*I don't use any measurement and evaluation study."* is among the remarkable opinions in terms of the importance of measurement and evaluation in the education of reading skill. Preparing studies of measurement and evaluation according to students is of great importance in teaching a foreign language. As a result of inadequacy of measurement and evaluation tools or using irrelevant or incorrect ones, the students in different levels are graded in the same education atmosphere, so it doesn't give the desired results due to hampering educational process both for teacher and student (Yıldız and Tunçel, 2014: 200). Also, knowing the features of measurement tools, identifying relevant measurement tools, making the measurement properly, and recognizing the measures in the evaluation will affect the qualification of language teaching directly (Derman, 2013: 538). Some instructors regard the educators giving Turkish education as sufficient and some of them insufficient. The most dominated view is that instructors giving Turkish education as a foreign language should develop themselves. In the education of Turkish as a foreign language, it is thought that when instructors make studies, participate in researches and attend scientific meetings, these will support their development on this issue. Consequently, according to the instructors, reading is a skill in which students are interested and willing to learn. The students, who speak Arabic language, having a different linguistic structure, make articulation mistakes in reading Turkish and this causes the instructors to have difficulty. In measurement and evaluation studies, the instructors use different methods and techniques to improve reading skill. It is noticed that instructors giving Turkish education to foreigners hasn't got adequate professional qualification and should be open to development.

RECOMMENDATIONS

These suggestions are made as a result of data collected from the interview forms with instructors in Turkish teaching centres:

1. It should be paid attention on whether the texts chosen in teaching Turkish as a foreign language are appropriate to cultural transfer.
2. Difference methods and techniques used among instructors should be decreased and methods and techniques in teaching reading skill should be increased.
3. Difference between instructors in the process of measurement and evaluation of reading skill should be decreased and measurement and evaluation methods in

reading skill should be increased.
4. Technology-based materials should be used to improve reading skill.
5. Technology-based measurement and evaluation studies should be increased.
In the selection of the instructors to give education of Turkish as a foreign language, it is necessary to be more tedious. It should be taken into consideration whether the instructors to be chosen have sufficient knowledge of field and qualification.
6. Theorical and practical in-service training courses should be given to instructors about the improvement of reading skill of Syrian students learning Turkish.
7. Experimental studies should be done about the improvement of reading skill of Syrian students.

Conflict of Interests

The author has not declared any conflict of interests.

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