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THE EFFECT OF LANGUAGE LEARNING ON THE RESILIENCE AND INTEGRATION OF SYRIAN REFUGEES IN TÜRKİYE

Master of Arts Thesis

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DİL ÖĞRENİMİNİN TÜRKİYE’DEKİ SURİYELİ
MÜLTECİLERİN DAYANIKLILIĞI VE ENTEGRASYONU
ÜZERİNDEKİ ETKİSİ

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RESEARCH ETHICS DECLARATION

The information contained here is, to the best of my knowledge and belief, accurate. I have read the University's current research ethics guidelines and accept responsibility for the conduct of the procedures set out in the attached application in accordance with these guidelines, the University's policy on conflict of interest, and any other condition laid down by the Gaziantep University Research Ethics Committee or its Sub- Committees. I have attempted to identify all the risks related to this research that may arise in conducting this research and acknowledge my obligations and the rights of the participants.

I have declared any affiliation or financial interest in this research or its outcomes or any other circumstances that might present a perceived, potential or actual conflict of interest, according to Gaziantep University policy on Conflicts of Interest.

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DEDICATION

I dedicate this study :

To Syrians, *who suffered oppression in their country and all kinds of agony during internal and international displacement;*

To Türkiye, *which hosts the highest number of oppressed and vulnerable people worldwide;*



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This study would not have been possible without the support of many people. First and foremost my adviser, Doc, Dr. Mehmet KILIÇ. He has been an ideal teacher, mentor, and thesis supervisor, offering advice and encouragement to complete my study.

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ÖZET

DİL ÖĞRENİMİNİN TÜRKİYE’DEKİ SURİYELİ MÜLTECİLERİN DAYANIKLILIĞI VE ENTEGRASYONU ÜZERİNDEKİ ETKİSİ

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Çalışma, dil öğreniminin Türkiye’deki Suriyeli mültecilerin dayanıklılığı ve ev sahibi toplulukla bütünleşme yetenekleri üzerindeki etkisini araştırmayı amaçlamıştır. Bu çalışmada karma yöntem araştırma yaklaşımı kullanılmıştır. Çalışmaya 218 Suriyeli mülteci katılmıştır. İlk olarak, mültecilerin zorlukları yenme gücünü ölçmek için CD-RISC-25 anketi uygulanarak nicel yöntem kullanılmıştır. Dayanıklılık ile İngilizce ve Türkçe yeterliliği arasındaki ilişki ölçülmüştür. Mültecilerin cinsiyet grupları ve istihdamın yanı sıra eğitim ve dayanıklılık düzeyi arasındaki ilişki de ölçülmüştür. Mültecilerin Türkiye’de geçirdikleri yıl sayısı ile dayanıklılık düzeyi arasındaki ilişki de araştırılmıştır. Daha sonra nitel yöntem kullanılmıştır. 218 Suriyeli mülteci 13’ü yarı yapılandırılmış görüşme yoluyla nitel veri toplamaya katılmıştır. Dil öğreniminin mültecilerin direncini artırma ve ev sahibi toplulukla entegrasyonlarını hızlandırma üzerindeki etkisini araştırmak için içerik analizi kullanılmıştır. Nicel veri analizi sonucunda, İngilizce yeterliliği ile dayanıklılık arasında istatistiksel bir ilişki bulunmuştur. Mültecilerin cinsiyet grupları ve dayanıklılık seviyeleri arasında da istatistiksel olarak önemli bir fark bulunmuştur. Öte yandan, Türkçe dil yeterliliği ile dayanıklılık arasında istatistiksel olarak anlamlı bir ilişki bulunamamıştır. Mültecilerin istihdam ve eğitim durumu ile dayanıklılık düzeyi arasında istatistiksel olarak anlamlı bir ilişki bulunmamıştır. Mültecilerin Türkiye’de geçirdikleri yıl sayısı ile dayanıklılık düzeyleri arasında da istatistiksel olarak anlamlı bir ilişki bulunmamıştır. Nitel sonuçlar, ağırlıklı olarak İngilizce ve Türkçe olmak üzere dil öğreniminin mültecilerin direncini artırmada ve entegrasyonlarını hızlandırmada önemli olduğunu göstermektedir. Ayrıca dil öğreniminin iş ve eğitime erişim, geleceği planlama, yerel ve uluslararası iletişim için hayati bir araç olduğu ispatlanmıştır. Çalışma, mülteci göç bağlamlarında dil öğreniminin mültecilerin direncini oluşturmada çok önemli olduğu sonucuna varmıştır. Dil öğrenimi, mültecilerin ev sahibi topluluk içinde entegrasyonunu hızlandırmak için de ana araçtır.

Anahtar sözcükler: Dil Öğrenimi, Dayanıklılık, Kültürlenme, Entegrasyon, Mülteciler

ABSTRACT**THE EFFECT OF LANGUAGE LEARNING ON THE RESILIENCE AND
INTEGRATION OF SYRIAN REFUGEES IN TÜRKİYE****TARRISI Amro****MA Thesis, English Language Teaching Program****Supervisor: Assoc. Prof. Dr Mehmet Kılıç****August 2022, 97 pages**

The study aimed to examine the effect of language learning on the resilience of Syrian refugees in Türkiye and their ability to integrate with the host community. A mixed-methods research approach was used. 218 Syrian refugees participated in the study. First, the quantitative method was used by administering the CD-RISC-25 questionnaire to measure the refugees' resilience. The correlation between resilience and language proficiency in English and Turkish was analysed. The relation between gender groups of refugees, employment, and study status on the one hand and resilience level on the other was also analysed. The correlation between the number of years refugees spent in Türkiye and resilience level was also examined. Then the qualitative method was used. 13 out of 218 Syrian refugees participated in the qualitative data collection through a semi-structured interview. Content analysis was used to analyse the effect of language learning on boosting refugees' resilience and accelerating their integration with the host community. As a result of the quantitative data analysis, there was a statistical correlation between English language proficiency and resilience. There was also a statistically significant difference between gender groups of refugees and resilience levels. On the other hand, there was no statistically significant correlation between Turkish language proficiency and resilience. There was no statistically significant relationship between refugees' employment and study status on the one hand and their resilience level on the other. There was also no statistically significant correlation between the number of years refugees spent in Türkiye and their resilience level. The qualitative results show that language learning, mainly English and Turkish, is significant in boosting the refugees' resilience and accelerating their integration. It was also proved to be a vital tool for accessing jobs and education, future planning, and local and global communication. The study concluded that language learning in the refugee context is crucial in building refugees' resilience. Language learning is also a primary tool for accelerating refugee integration with the host community in Türkiye.

Key Words: Language Learning, Resilience, Acculturation, Integration, Refugees

*We are setting off on a voyage, having left behind our village,
 We know not what we do, and we find ourselves lost!
 Socuk Su is famous for its cleft cliffs;
 Truly, my love, our village was left in vain!*

*When the wind blows strongly, the leaves blow from the trees;
 We were not able to take a handful of soil from our village!
 We are setting off, forsaking our village and watching the clouds;
 With who will we frolic as the flowers have been scattered?*

*We do not want to leave, but the pomeschchik said “depart!”
 If we happen to die on the sea, our bodies will be devoured by fish!
 In Socuk Su there are five apple orchards,
 Never before was there such sadness!*

*Socuk Su’s orchards stretch for 100 versts,
 From the village abandoned by us, we set off with 100 rubles!
 When we sat on the ferry, we were in a panic,
 And now we are no longer fit to live in the Crimea!*

*Socuk Su’s fountain...the sea and the ocean,
 Let our name remain and call us emigrants!
 Glory to mosques and minarets of Istanbul,
 Upon embarking on the ferry my head spun;*

*Friends, my sister remains in the Crimea!
 The fruit in the garden of the Count is ripening early,
 And a fire has descended on the Crimea!*

English translation of a Crimean song which refugees chorused during their forced displacement from the Crimean Peninsula (Williams, 2000).

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LIST OF ABBREVIATIONS

CCCM	Camp Coordination and Camp Management
ESL	English as a second language
Et al	et alia (Latin word means: and others)
EU	European Union
IDPs	internally displaced persons
INGO	International Non-governmental Organizations
IOM	International Organization for Migration
L2	Second Language
NGO	Non-governmental Organizations
No.	Number
NWS	northwest of Syria
OHCR	Office of the High Commissioner for Human Rights
PhD	Doctor of Philosophy
SPSS	Statistical Package for the Social Sciences
TP	temporary protection
TSL	Turkish as a second language
UN	United Nations
UNHCR	The United Nations High Commissioner for Refugees
UNOCHA	United Nations Office for the Coordination of Humanitarian Affairs

CHAPTER I

INTRODUCTION

1.0. Presentation

This chapter begins with an introduction to the context of the study, followed by an explanation of the problem statement, outlining of the thesis question, and finally, a description of the significance of this study.

1.1. Background of the Study

1.1.1. Language and International Displacement

Language definitions focus primarily on its unique character as the means of communication among human beings and how such groups or societies cooperate (Crystal & Robins, 2021). Language helps people express themselves to others. Due to the lack of communication among individuals in ancient times, each group developed its own way of communication; thus, languages began to emerge, undergoing various stages of development over time and used within specific geographical areas (Wikipedia, 2022). Today, the advancement of technology, the internet, and transportation networks further connect people across distances and cultures. However, natural and man-made disasters such as wars, fires, earthquakes, tsunamis, and economic crises, compel the internal migration of individuals, displacing them, or forcing them to seek refuge in other countries

where languages may vary (Celik, 2020). While the role of language in international communication is widely recognized, the need for updated, comprehensive, and empirical studies remains essential at both the global level and in specific contexts. Language is considered a key identifier in the formulation and specification of a culture. Cultures and nations are commonly identified by their language. For example, those who speak Arabic are called the Arabs, while those in Türkiye, England, and France are called Turkish, English, and French, respectively (Rabiah, 2018). However, the movement of people is one of the main aspects that affect communication across cultures and nations. The more vulnerable these migrants are, the more attention should be paid to supporting them. It is well observed that language proficiency plays a crucial role in increasing or decreasing the risk of long-term dependency, social exclusion, and access to economic/income opportunities which are the main factors in refugee integration (Morrice, Tip, Collyer, Brown 2019). It is widely believed by psychologists that human cognitive development is associated with communication. The dialogue with others, as mediated by interaction, is internalised in the mind of individuals (Mallows, 2014). Migration and the refugee crisis are hot topics in several countries that have observed an increase in asylum seekers and migrations worldwide. Geurts and Lubbers, in their study on migrants in the Netherlands, concluded that asylum seekers and refugees' intentions are dynamic, which complicates the implementation of solutions to the problem without in-depth and continued studies. Migration studies primarily focus on the motivations that compel individuals to leave their home countries, whether for job opportunities and income generation or safety and security. Recently, language has been regarded as a critical factor affecting the intentions of refugees and migrants (Geurts & Lubbers, 2017). Before introducing the thesis problem and its significance, it is imperative to comprehend the overall context of the study.

1.1.2. The History of Migration in Türkiye

Migration is not a new phenomenon in Türkiye. Since the establishment of the Ottoman Empire and the Republic of Türkiye, geopolitical and religious factors, among others, have made Türkiye one of the primary destinations for migrants and refugees. Türkiye also marks one of the major routes for migrants seeking refuge in Europe (IOM,

2022). The Russo-Turkish wars of 1787-1792, 1806-1812, 1828-1829, 1853-1856, and 1877-1878 caused the most significant migrations to the Anatolian territory. The Crimean Tatars, who were accused of allying with the Ottoman Empire against Russia, were expelled from their lands. The Russians committed a mass ethnic cleansing of the Caucasus, prompting families from these territories to flee their lands. It was estimated that more than 1.5 million were forced to leave their homelands and hundreds of thousands were killed, causing a humanitarian disaster. The Ottoman lands were the first and relatively safer choice for those who sought refuge. Due to the fear of other Muslims in the other Russian territories having the same destiny, a mass displacement of Chechens, Abkhazians, Tatars, and many other Muslim ethnicities took place (Williams, 2000). The language was not a primary concern to those who were displaced at the time due to the vastness and multicultural nature of the Ottoman empire (S. Smith, 2021). Even after the Republic of Türkiye had been established, things did not change. Hundreds of thousands of people were displaced to Türkiye during the republican period because of the oppression they faced in their own countries owing to their religious background, ethnicity, and political reasons (General Directorate of Migration Management, 2021). In her PhD dissertation, Aksu Kargin (2016) divides the main asylum movements to Türkiye, following the establishment of the Republic of Türkiye, into three phases. The first phase began with an unprecedented population exchange between Türkiye and Greece in 1923 when Muslims in Greece moved to Türkiye and Christian groups in some parts of Türkiye moved to Greece. At the time, the Turkish government established a dedicated ministry to provide immediate assistance to new arrivals and took steps to integrate them into the Turkish society, ensuring that language-mediated communication, among other forms of interaction, was well-established. The second phase was characterised by the immigration of Bulgarian-Turks, which occurred between 1923 and 1938, after the agreement between the governments of Türkiye and Bulgaria. To work professionally with the organised movement, the Turkish government issued a law to organise settlements to ensure the proper integration of the new arrivals into the society. This law considered the economic factors and the shelter needs of the new arrivals. then between 1950 and 1952, and in 1989, respectively. These two movements occurred due to the reaction of the communist regime to the Muslims when they took control of the country. Specifically, the Bulgarian-Turks

were oppressed and denied the right to live their way of life, and the country undertook various nationalist acts to eliminate the Turkish background of these individuals (Kargin, 2016). The Turkish government made significant efforts to accommodate and integrate the new arrivals into society by providing health care, housing, and citizenship, also encouraging integration in general (Kirişçi, 2014). This was ensured since most of these arrivals were originally Turk, and language was not a significant problem for them either. The third displacement phase toward Türkiye occurred in the recent era, which began in the 1980s. These displacements occurred due to varying reasons and from multiple locations, which is inclusive of forced displacement from former Yugoslavia, Romanian-Turks, Iranians, Palestine, Azerbaijani, and others. The Soviet Union's invasion of Afghanistan resulted in an influx of refugees to Türkiye (Kargin, 2016). Forced migrations from Iraq in 1988 and 1991, primarily by Kurds fleeing government violence, were another cause of displacement: Albanians and Bosnians also sought refuge in Türkiye (Kirişçi, 2014). However, Türkiye has not witnessed an influx of displaced populations at both scale and period of displacement as, since the reception of refugees from the Syrian war (Kazancı, 2021; Kirişçi, 2014). This more recent displacement influx spanned different ethnicities, cultures, and nationalities, and proved challenging for integration in Türkiye. The main challenge for many new arrivals from Syria was language. In Türkiye, the main spoken language is Turkish, whereas, in Syria, the primary spoken language is Arabic. Learning Turkish became critical for refugee integration into host communities. Knowledge of other languages such as English also proved useful for obtaining work in the private sector and the social sector in educational centres and local/ international organisations.

1.1.3. The Legal Situation of Refugees in Türkiye

Türkiye is a signatory to the 1951 Convention relating to the status of refugees, which is enshrined in Law No. 90 of its constitution. However, the state has imposed geographic restrictions on the application of this law, which exclude individuals with Syrian nationality from full refugee status (Kirişçi, 2014). Thus, a disclaimer regarding the use of the word (refugee) is imperative to this study. The word is not a legal reference

to the status of the people of concern (Syrian) but is used to describe the internationally displaced people who meet the UN Refugee Agency (UNHCR) definition including people fleeing war, violence, conflict, or persecution and have crossed an international border to find safety in another country. According to their national law and other considerations, each state may provide different references or typologies for these groups. In its report to the Office of the High Commissioner for Human Rights (OHCHR), The UN Refugee Agency (UNHCR) acknowledged the declaration of temporary protection (TP) status for Syrians in Türkiye from the very beginning of the Syrian crisis in 2011 for those who crossed the border and sought refuge in Türkiye. The TP status protects against involuntary return and maintains access to essential services. Additional legislation has ensured access to health, education, and social assistance. The report also explains the Turkish government's accomplishments and positive improvements, such as the adaptation of the asylum law, which organises foreigner law and international security. Another achievement was the suspension of the residence permit's termination and the right of TP holders to work independently (UNHCR, 2014), which allowed Syrians to work in various sectors of the Turkish markets and provided hundreds of refugees who know English with the opportunity to be recruited in international companies, non-governmental organisations (NGOs), and United Nations (UN) agencies. At the same time, the English language teaching initiatives started to increase opportunities for Syrians and Turkish nationals to work with these entities. On March 20, 2016, Türkiye and the European Union (EU) reached an agreement on the asylum process. The fundamental goal of this agreement is to reduce the mass migration of refugees and asylum seekers into Europe, which means that those who sought asylum and refuge in Greece from Türkiye, will be returned to Türkiye. In exchange, the EU can offer financial assistance to Syrian refugees in Türkiye and take one refugee instead of bringing each one back to Türkiye (Baban, Ilcan, & Rygiel, 2016). This development affected the intentions of refugees who planned to continue their displacement onward to Europe and consequently impacted their language learning process. Refugees included in the resettlement program to different countries or still planning to migrate to Europe illegally were aware of the necessity of the English language to integrate into society and communicate upon arrival. While those who wished to stay for longer in Türkiye considered learning both English and Turkish, there

are no standard means by which refugees can learn languages as various institutions offer differing curricula and methods. However, there is a unified way to deal with language teaching in other countries that receive refugees and immigrants. Norway provides 3,000 hours of language teaching for refugees. Australia provides 510 hours of English language learning for refugees to ensure that they will be able to communicate with host communities. The number of hours could be increased by 100 to 400 hours, based on the specific needs identified among the refugees (Watkins, Razee, & Richters, 2012).

1.1.4. The Syrian Crisis and Syrian Refugees in Türkiye

The Syrian crisis began with peaceful protests in March 2011, which demanded economic and political changes. Before 2011, the governments of Syria and Türkiye shared an excellent relationship. The Turkish government tried to persuade the president of Syria, Bashar Alsaad, to reform and refrain from using force against civilian protesters; Assad regime forces, on the other hand, used excessive force against peaceful protests. Following this, Türkiye decided to support the Syrian people and implemented an open-door policy for those seeking asylum in Türkiye and were fleeing from the conflict (Kirişçi, 2014). The situation in Syria was expected to resemble other Arab Spring countries like Tunisia and Egypt, where the situation would escalate, then die down quickly, and life would return to normal. This scenario was predicted by Syrians who had been internally displaced or had crossed into neighbouring countries. Such a scenario was also expected by the governments of the countries receiving Syrian refugees (Akin & Akin, 2017; İçduygu & Şimşek, 2016). However, the situation deteriorated over time, and the international community's intervention to find a political solution proved time and again ineffective. Hundreds of thousands of people were killed and many more were imprisoned during the initial years. The Office of the High Commissioner for Human Rights (OHCHR) reported in 2021 that more than 350,209 identified individuals were killed in Syria during the conflict, which includes a high number of women and children (OHCHR, 2021), while some other unofficial reports detail double the number with many more than 149,862 individuals having been detained or forcibly disappeared.

The United Nations Office for the Coordination of Humanitarian Affairs (UNOCHA) deemed the Syrian crisis as one of the biggest and most complicated crises worldwide. The crisis entered its 11th year in March 2022. More than 6.2 million Syrians have been internally displaced, while over 5.7 million Syrian refugees have been registered worldwide (UNOCHA, 2019). The internal and international displacement of the Syrians has remained unstoppable since the onset of the crises, until today. The Camp Coordination and Camp Management cluster (2021) which is part of the United Nations-led coordination system activated in Türkiye to support the Cross-Border operation in the northwest part of Syria, tracks the displacement in northwest Syria. As of April 2021, there are 2.8 million internally displaced persons (IDPs) in the northwest part of the country; out of which, 1.7 million live in camps or camp-like settings (See Figure 1). Even in the displacement scenarios, a low percentage of IDPs expressed interest in returning to their community of origin. Seventy-eight per cent of the IDPs in Syria were displaced for five years, while only 3 per cent showed an intention of returning to their community of origin. While displacement brings high risks to people, the cost of staying within the areas of conflict may characterize a higher risk, undermining their resilience as well (HNAP, 2021).

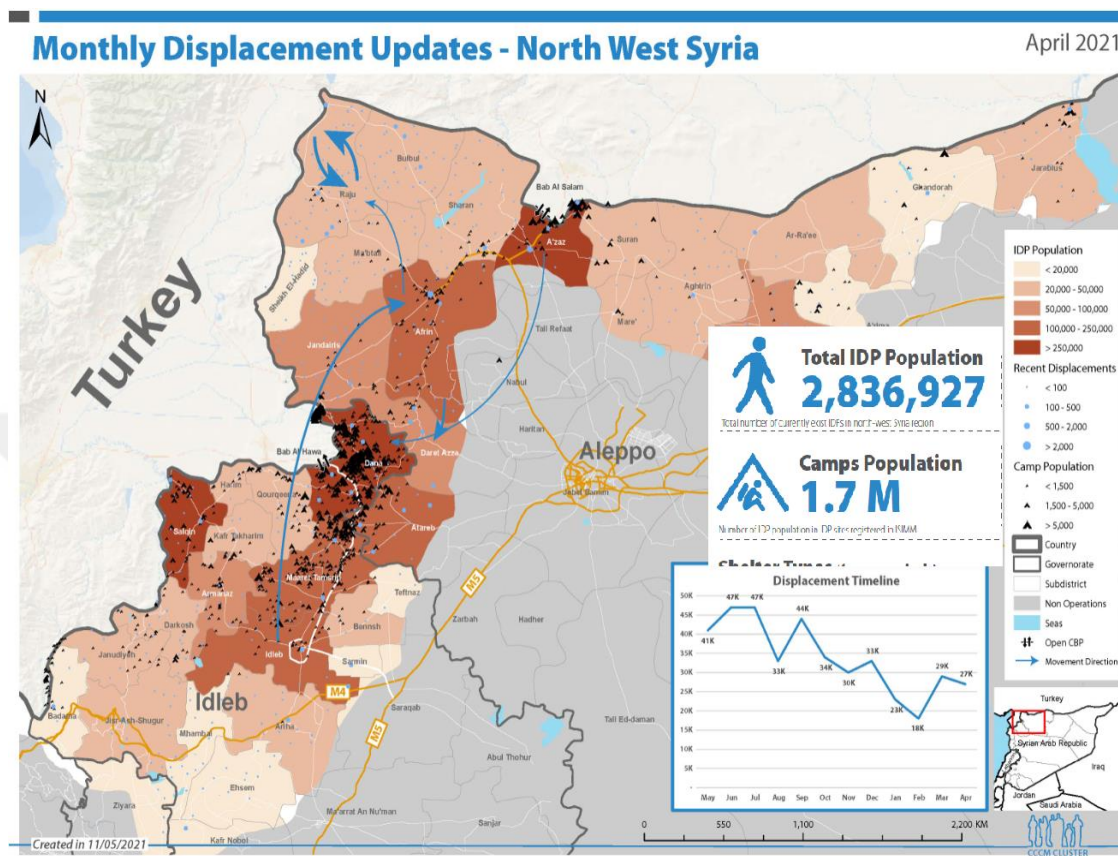


Figure 1. Northwest of Syria Displacement Update (CCCM Cluster, 2020)

According to the UNHCR, Türkiye continues to host the highest number of refugees globally, and specifically, the highest number of Syrian refugees worldwide (Aydin, Gundogdu, & Akgul, 2019). This is primarily due to the open-door policy adopted by Türkiye. Nevertheless, the neighbouring countries of Syria and the countries that received Syrian asylum seekers in Europe were seen, at that time, not following such a policy or hold the same level of commitment toward the refugee crises; thus, the number of refugees received by these countries was deficient, as shown in Figure 2 which show the number of Syrian refugees by the country of residence (Erdogan, 2019). It is worth mentioning that before the Syrian crisis, the number of Syrian nationals who sought asylum in Türkiye was very low, not exceeding 635, as compared to the high number of other nationalities. Within the first three years of the Syrian crisis, almost one million Syrians crossed the borders to Türkiye; 220,000 of them lived in camps, while the others

sought refuge out of camps within the host communities along the Türkiye-Syria border – primarily, Hatay, Kilis, Gaziantep, Sanliurfa, and Mardin. Over time, more displaced persons moved further into Türkiye to cities such as Ankara, Antalya, Izmir, Istanbul, Konya, and Mersin (Kirişiçi, 2014). These movements occurred for a variety of reasons associated with economic opportunities. The International Organization for Migration (IOM, 2021) stated, in its situation report, that around 4.7 million foreign nationals were on Turkish territory, with 3.665,946 of them being Syrians who were granted temporary protection status in Türkiye.

Gaziantep is one of the cities that received a large number of Syrians. The city was reported to have received 200,000 Syrians in a matter of 24 hours. As of 2019, the city had more than 500,000 Syrians (Burgen, 2019); the density of refugees remains high in many other cities, as illustrated in Figure 3, which shows the distribution of Syrian within Türkiye. Ferris and Kirişiçi (2016) provide extensive details on the Syrian context in the first chapters of their comprehensive book regarding the Syrian crisis. They expected that the only solution to the Syrian crisis would be political – a solution that would include a fund to rebuild the damaged infrastructure and another fund for Syrians who wish to return voluntarily. While waiting for such a solution, the international community should continue to help Syrian refugees, host countries, and communities involved in the protection and assistance of refugees. The host government should allocate a significant amount of money to find long-term integration solutions as well. The host governments had not anticipated the displacement to be so high or to last so long. These governments have started to feel the burden of protracted displacement. Moreover, the refugees themselves have begun to face difficulties in integrating and adapting to local customs, particularly in countries with different languages or cultures. Considering the protracted crisis, massive destruction in Syria, and the absence of a foreseen political solution to the conflict, there is an overall realisation, at least in Jordan, Lebanon, and Türkiye (the major three neighbouring countries that host Syrian Refugees (see Figure 2) that Syrian refugees are not likely to return to Syria for a long time. Syrian refugees in Türkiye are also limited by their lack of language proficiency. Until the end of 2015, the Turkish government had no clear, comprehensive policy for integrating Syrian refugees into society, with only a few implemented plans for education and employment (Ferris &

Kirişçi, 2016). While initially, Türkiye relied on its own resources to respond to the Syrian crisis. The international organisations, which included non-governmental organisations, were allowed to extend their services to assist vulnerable Syrian and Turkish people, which also widened following the agreement with the EU. The Turkish Red Crescent reported in November 2021 that they reached 1,526,523 people with regular cash assistance and 359,041 with the complimentary emergency social project which is funded by the EU (Kizilay, 2021).

SB-2019-FIGURE 1: Syrian Refugees by Country of Residence (6.6 Million / 31 December 2019)

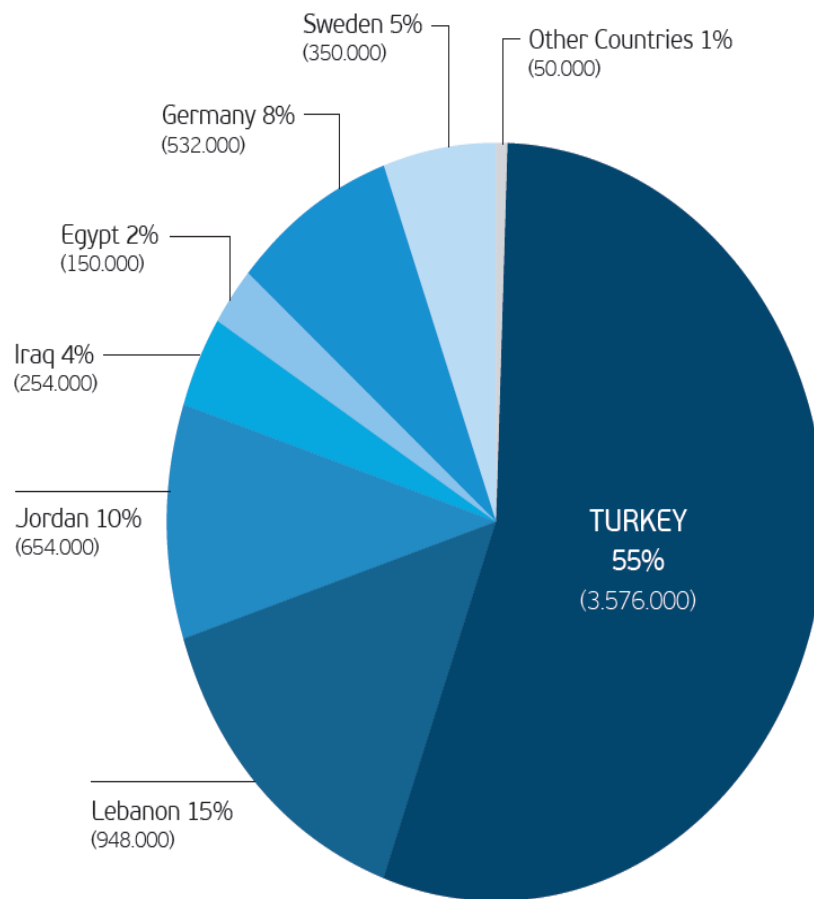


Figure 2. *Syrian Refugees by Country of Residence* (Erdogan, 2019)

Murat Erdogan, the director of the Migration and Integration Research Center at Istanbul's Turkish-German University, stated that Syrians comprise about 5% of Türkiye's population (Erdogan, 2019). Despite the difficulties in coexistence among

diverse groups, Syrians continue to live in considerable peace within the host communities. While Türkiye has implemented refugee-friendly policies, it remained unprepared for the large and sudden influx of refugees (Kazancı, 2021). Language is one of the most important preparations to work on before moving from one country to another. This continues to be a barrier for a majority of Syrians, barring those who are not Turcoman and speak the Turkish language (Delegation of the European Union to Türkiye, 2022). The World Bank (2015) attempted to advocate for more developmental approaches to humanitarian responses, based on the evidence that when refugees are allowed to be more self-sufficient in the social and economic fields, they are expected to be more able to positively contribute to their host community and take concrete steps towards their return, particularly in the case of children. Thus, learning Turkish would lead to better integration with the community, while English would support their access to education and employment. Baban et al. (2016) predicted that due to uncertainty about the future of Syrians in Türkiye, especially those who believe they have been lost of the opportunity to obtain Turkish citizenship and feel that they are not regarded as guests by the Turkish anymore, would risk their lives and undertake a dangerous and expensive journey to Europe in the hopes of being granted refugee status and, eventually, the citizenship of one of the European countries. International and national non-government organisations (I/NGOs) started operations in Türkiye at a later stage since the Turkish government relied on its resources to respond to the refugees. The focus of the NGOs was on registrations, legal assistance, education, language, employment, and the livelihood of refugees. The Ministry of Education in Türkiye believed that teaching Syrian refugees in their native language would maintain their attachment to their culture and identity, in addition to offering income opportunities for Syrian teachers to work within temporary education centres. The Turkish government reassessed its position after realising that the political solution to the Syrian crisis was nowhere in sight. The Turkish ministry of education established a department called the Presidency Department for Education in Migration and Emergency in 2016 to deal with all issues related to the integration of Syrian students in Turkish schools. However, the job was not easy, and studies show that students feel separated and unwilling to go to school because of language barriers and discrimination they face in school (Aras & Duman, 2019).

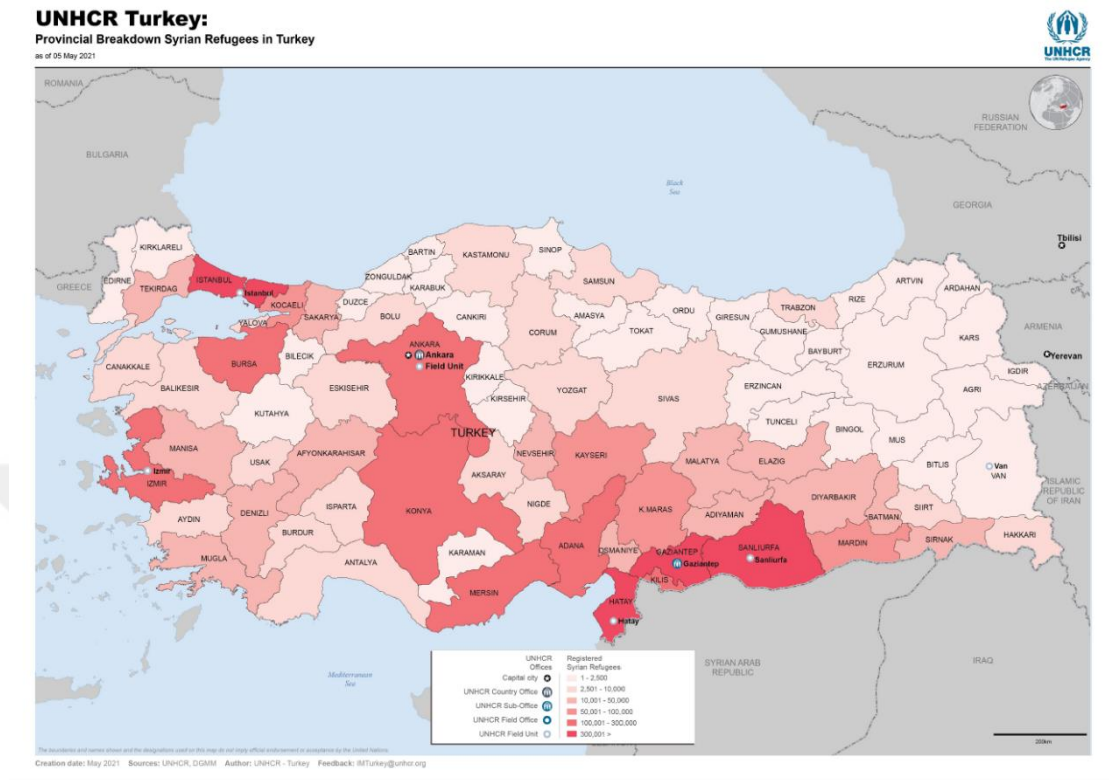


Figure 3. Heat Map Showing Syrian Refugee Density in Türkiye

1.2. Statement of the Problem

Upon their arrival to host countries, refugees are accompanied by psychological issues that increase their vulnerability and the intensity of trauma they experience as a consequence of conflict, oppression, or physical injuries during displacement. Refugees attempt to resume the lives they used to lead in their home countries even after arriving in a new country. However, most refugees fail to achieve this and instead face varied culture shocks, based on their age and resilience. Language is one of the critical determinants that amplify the vulnerability or solidify the resilience of refugees (Celik, 2020). This study is an attempt to determine the extent to which English and Turkish language learning affect the resilience and integration of Syrian refugees. Language learning is assumed to boost the resilience of refugees and offer access to new opportunities that allow them to respond to the disaster and recover from it. It also helps them integrate into the host community and thereby avoid any sense of marginalisation or exclusion. Turkish is the formal

language of Türkiye and the means of communication with the host community. The Turkish language is imperative for access to services and basic needs. Further, English is used in the departments of certain universities as a study language. English is also used in international communication and accessing job opportunities with multinational companies and organisations. Therefore, language is expected to increase the resilience of refugees by providing them with the opportunity to integrate with the host community, access services, jobs, education, psychological support, and develop plans for the future.

1.3. Research Questions

Q1: Does English language learning affect the resilience of Syrian refugees in Türkiye?

Q2: Does Turkish language learning affect the resilience of Syrian refugees in Türkiye?

Q3: Is there any difference in resilience between male and female refugees?

Q4: Is there any difference in resilience between employed and non-employed refugees?

Q5: Is there any difference in resilience between student and non-student refugees?

Q6: Does number of years spent in Türkiye affect the refugees' resilience?

Q7: Does language learning boost the resilience of refugees and accelerate their integration into the host community?

1.4. Significance of the Study

It is assumed that the more refugees will master the language of hosting countries, the more opportunities they leverage to be more resilient and better integrated into the host community (Capstick & Delaney, 2018; Cinkara, 2017; Ferris & Kirişçi, 2016; Kirişçi, 2014; Ngan, Lifanova, Jarke, & Broer, 2016; Preston, 1991; Van Tubergen, 2010; Watkins et al., 2012). Learning languages is expected to affect the intentions of refugees in the host countries; refugees who are not mastering the host language will not be able to make a permanent decision on their future, which will have implications for the economic

development and integration among refugees and host communities (Geurts & Lubbers, 2017). Research on the Syrian refugees in Türkiye is vital for a host of reasons, the first of which is the increasing number of refugees who live in Türkiye (Kirişiçi, 2014). Rather than decreasing, the number of refugees is expected to increase due to the deterioration of security and the economic situation in Syria, especially in the northwest of Syria (NWS). According to the last update by the Camp Coordination and Camp Management (CCCM) Cluster, 961,000 people were found to have been internally displaced in (NWS) between December 2019 and March 1, 2020 (CCCM Cluster, 2020). The second reason is represented by the difference in language and culture across the refugees and host communities and the economic, social, and political impact on the host community as a result of the refugee crisis (Kirişiçi, 2014). Lastly, the importance of language for resilience and integration, which is the axis of this research study, is vital to ease the burden on both refugee and host communities. Presently, learning the language of host countries is one of the primary objectives of integration policies as well as other policies drafted to mitigate the challenges faced by migrants and refugees in addition to supporting them in their integration into the society and economy (Mallows, 2014). Learning a foreign language like English will also have a considerable effect on the resilience of refugees. English has become a mandatory prerequisite for worldwide travel and expanding work opportunities. Fluency in English has been associated with an increased chance of recruitment and, at the same time, a higher income relative to those who lack the skill in the language. Additionally, the English language was a significant element in the commercial world and international commerce. English has developed into a global scientific and medical language. The bulk of materials is provided in English, which challenges the scholars who do not speak the language in terms of their access to the information. Additionally, English is the primary language used on the internet and social media sites. English has been shown to improve communication abilities. English is also a way of gaining access to higher education in Türkiye and across the world's leading universities and business institutions. It has been shown that mastering the English language improves cognitive performance. Individuals who are proficient at communicating in more than one language have better memory and are more intellectually innovative than those who are unable to do so. English proficiency also facilitates the

transition to a new life in countries where English is the primary language or is extensively used in daily life and education. English positively impacts the world of entertainment and popular culture and plays a key role in boosting confidence (Kings Education, 2020). The lack of integration and the absence of communication causes an increase in the lack of acceptance toward the refugees' community and the spreading of rumours and prejudices regarding them; for example, linking criminality, economic destruction, taking away jobs, etc. to the presence of refugees (Aydin et al., 2019; Ferris & Kirişçi, 2016). Language is considered one of the main barriers to refugee integration (Capstick & Delaney, 2018). The lack of language skills limits access to job opportunities and education. It is also assumed that if language learning is provided along with skill development and cross-cultural dialogue, the resilience of most refugees will be enhanced and integration be more simplified (Phillimore, 2011). It is believed that migrants who master the language of the host country and other main languages like English, which are used in the country, are more likely to access good job opportunities and increase the contact between themselves and native people; and most importantly, positive impacts are observed on education and future immigrants, especially children (Van Tubergen, 2010). There is a significant need to have up-to-date information on the refugees' situation, especially with the dynamic level of the Syrian crisis. Some of the previous studies that aimed to verify the impact of language learning on refugees were conducted either on the regional or global levels and analysed the challenges from political, humanitarian, and economic dimensions. However, studies conducted from an educational perspective with social consequences remain essential due to the evolving refugee crisis and dynamic situations that refugees encounter. The practical implication related to overcoming the difficulties in learning the language will provide many new opportunities for refugees to integrate into the society, as mentioned in the research findings that assessed the resilience of Syrian refugees in terms of their second language (L2). Cinkara (2017) concluded that learning the language of the refugees' host country will enhance their access to job opportunities and public services that support refugees to manage their daily life needs.

A vast amount of literature has documented refugees' integration and the development of integration policies like emergency response, integration, and durable solutions. However, there is a dearth of literature on the individual experience of refugees and their influence

on integration and acculturation, which will consequently increase resilience. Typically, this sort of discussion is carried out in polls and TV shows and excluded from empirical studies (Phillimore, 2011). Moreover, language learning in the refugees' context has not been studied well; little is known about the language skills of refugees, particularly how second language proficiency affects the characteristics of the refugees (Van Tubergen, 2010). The available literature on languages in refugee studies focuses on language characteristics, but not the refugees benefit from language to survive and cope with risks and challenges (Kanno & Varghese, 2010). The lack of communication directly affects and exacerbates the social, economic, cultural, and educational challenges refugees face in host communities.

1.5. Definitions of Key Terms

1.5.1. Refugee and Temporary Protection

According to the definition of the United Nations High Commissioner for Refugees UNHCR, (2021): "Refugees are people who have fled war, violence, conflict, or persecution and have crossed an international border to find safety in another country". However, Syrians in Türkiye are not granted refugee status due to Türkiye's geographical limitations associated with the signed 1951 conventions (Kirişiçi, 2014). Instead, Türkiye welcomed Syrians fleeing the conflict in Syria and crossing the border into the country as guests, providing them with temporary protection. The rationale for providing TP was based on the conclusion of a thematic compilation of the executive committee of the Office of the United Nations High Commissioner for Refugees (UNHCR, 2009), wherein the UN concluded that in the event of a large-scale influx of people into a country, a form of temporary refuge could be established, taking into account human rights and all commitments to ensure security and basic lifesaving assistance. Thus, the General Directorate of Migration Management (2021) defines temporary protection as having been developed for immediate solutions in the event of a mass influx. It is a practical and complementary approach applied in the framework of states without the loss of time. It is characterized by individual status determination procedures for persons arriving at the borders.

1.5.2. Internally Displaced Person (IDP)

Internally displaced persons are persons or groups of persons who have been forced or obliged to flee or leave their homes/places of habitual residence, particularly to avoid the effects of armed conflict, situations of generalised violence, violations of human rights, or natural/human-made disasters, and who have not crossed an internationally recognised state border (OCHA, 1998).

1.5.3. Asylum Seekers

An asylum seeker is a person who has left their country and is seeking protection from persecution and serious human rights violations in another country but has not yet been legally recognised as a refugee and is waiting to receive a verdict on their asylum claim. Seeking asylum is a human right, which means that everyone should be allowed entry into another country to seek asylum (Amnesty International, 2021).

1.5.4. Migration

There is no one definition for immigrants. Immigration could occur for varying reasons, particularly economic reasons. **Economic migrant:** A person leaving their habitual place of residence to settle outside their country of origin to improve their quality of life. This term is often loosely used to distinguish from refugees fleeing persecution and, similarly, is also used to refer to persons attempting to enter a country without legal permission or using asylum procedures without the intention to deceive. It may apply equally to persons leaving their country of origin for employment purposes (Douglas, Cetron, & Spiegel, 2019).

CHAPTER II

LITERATURE REVIEW

2.0. Presentation

This chapter explains resilience and its theories. Furthermore, it explains the characteristics of resilient individuals. In addition, the chapter discusses the effect of language learning on resilience and the refugees' studies, as well as exploring acculturation and integration.

2.1. Resilience

The concept of resilience was initially introduced in ecology (the study of the relationships between living organisms, including humans, and their physical environment). Throughout the literature, many researchers have defined and conceptualised the term resilience in various ways (see Table 1). The table provides the primary definitions of resilience in chronological order. However, the most commonly used definition of resilience in the context of disasters is the ability of a social system, including individuals, communities, organisations and so on, to respond to, and recover appropriately from, disasters, and includes those inherent conditions that allow the system to absorb impacts and recover from an event (Ainuddin & Routray, 2012; Plummer, 2010; Sturges, Sparrey, & DFID 2016). Resilience theories apply mainly to individuals;

however, in some cases, they are also relevant on a broader scale, like that of a community. Community resilience is described as the capacity of a community to entirely recover on its own. The community is considered resilient when it mobilises its available resources, especially the intrinsic ones, to respond to the needs, difficulties, and changes that occur as a result of a catastrophic event. Resilient communities utilise various methods to adapt to, live, and learn from changes and shocks (Ainuddin & Routray, 2012). Time is also considered one of the main characteristics of resilience measurement; the amount of time a social system requires to return to an equilibrium point following a disturbance leads to a better measurement of resilience. However, it has been assumed that apart from time, which is a fundamental characteristic of resilience, it is also crucial to measure the level of fragility that an individual or community endures before moving back to a stable situation, or adapts to the risk through creating another stable environment. The primary concern of social researchers in the field of resilience has been how groups or communities cope with stress and disturbances caused by external social, political, and environmental factors similar to those that refugees are exposed to (Brand & Jax, 2007). The leading research on resilience could be summarised as the following: Emmy Werner (1982), an American developmental psychologist, believed that individuals could be exposed to internal or external harmful experiences during their lives. She has posited that those who withstand the negative effect will be more resilient and capable of mitigating risks, by responding to the unpleasant situations they may go through. Measuring resilience since childhood is one of the main concerns in her research; the most notable finding she derives from one of its longitudinal studies is that one-third of children who pass through difficult times in their childhood developed high resilience levels when they became adults. Norman Garmezy (1991) added that resilience is not only about coping with stress. Resilience is, on the one hand, response and recovery from a disaster but, on the other, adaptation to the situation and stress that someone may be exposed to during the disaster. Luthar, Cicchetti, & Becker (2000) agree with Garmezy's (1991) concept of adaptation as the main factor of people or other social system that exposed to hardniess. Michael Rutter (2006) focussed mainly on the psychological part of resilient people. He believed that the psychological outcome that survivors will have after exposure to a problematic situation shows their level of resilience. After a few years, Rutter (2013) added that not all people

will have the same outcome level after exposure to the same situation. Some people already have a level of resilience that allows them to do better than those who have less. Michael Ungar (2008) finds that human beings are automatically trying to search for relief and support for their well-being, so resilience originates in nature, and is developed by the majority of people as an automatic reaction to stress or hardness. Ann S. Masten (2014) agrees with the research that suggests that resilience is an exercise of both adaptation and a development of coping strategies. Resilience consequences are the development of harmful coping mechanisms, and could be seen as a successful ability to cope with stress (Connor & Davidson, 2003).

Table 1. *Definition of Resilience*

Researcher	Definition
(Werner, 1982)	“The capacity [of individuals] to cope effectively with the internal stresses of their vulnerabilities (labile patterns of autonomic reactivity, developmental imbalances, unusual sensitivities) and external stresses (illness, significant losses, and dissolution of the family)”
(Garmezy, 1991)	“Resilience is designed to reflect the capacity for recovery and maintained adaptive behaviour that may follow initial retreat or incapacity upon initiating a stressful event.”
(Luthar et al., 2000)	“Resilience is a dynamic process encompassing positive adaptation with the context of significant adversity.”
(Rutter, 2006)	“Resilience is an interactive concept that is concerned with the combination of serious risk experiences and a relatively positive psychological outcome despite those experiences.”
(Almedom, 2008)	“Resilience is a dynamic and multi-dimensional process of adaptation to adverse and/or turbulent changes in human, institutional, and ecological systems across scales and thus requires a composite, multi-faceted Resilience Index (RI) to be meaningfully gauged.”

(Ungar, 2008)	“In the context of exposure to significant adversity, whether psychological, environmental, or both, resilience is both the capacity of individuals to navigate their way to health-sustaining resources, including opportunities to experience feelings of wellbeing, and a condition of the individual’s family, community, and culture to provide these health resources and experience in culturally meaningful ways.”
(Rutter, 2013)	“Some individuals have a relatively good outcome despite having experienced serious stresses or adversities – their outcome being better than that of other individuals who suffered the same experiences.”
(Masten, 2014)	“Resilience is the capacity of a dynamic system to adapt successfully to disturbances that threaten system function, viability, or development”.

Post-traumatic stress disorder (PTSD) and resilience are cross-cutting topics. However, research on post-traumatic growth is different from studies of resilience. Resilience refers to the ability to return to one’s original level of functioning or another stable level following a crisis, while post-traumatic growth refers to acquiring a higher level of functioning following exposure to traumatic events (Kılıç, Magruder, & Koryurek 2015). Associating resilience with the absence of PTSD is misleading. In order to link them with each other, holistic research should be conducted to analyse the different characteristics of psychopathology, adversity, and the optimal function of a human being in such an equation (Almedom, 2008). Resilience is dynamic, and usually affected by the context of the study and the multi-dimensions that differ from one context to another, or across variables, such as age, gender, and even the individual culture. It may differ when studying the same individual when they are exposed to different circumstances, and when time is different (Kathryn Connor & Davidson, 2003).

2.2. An Overview of the History of Resilience Research

Resilience, as a term, started to be used in the field of mechanics and engineering in the 19th century. In 1950, the term entered the psychological field (Sturges et al., 2016). Over the last decades, research on resilience has developed through several stages

(Fleming & Ledogar, 2010). Resilience has been well known in the field of psychology (Vernon, 2004), which has focussed on human beings and their relation to the surrounding environment (Ainuddin & Routray, 2012). At the beginning, children were the main focus, then studies started to include individuals of different ages, family as an entity, community, and more recently, culture has been given more attention (Fleming & Ledogar, 2010). Researchers have referred to Sigmund Freud's (1856–1939) theories on children, and he assumed that childhood adversity affects their psychology in their adulthood, more research followed where they either elaborated or add on the subject and brought more attention to it such as John Bowlby (1907–1990) and Mary Ainsworth's (1913–1999) research (Vernon, 2004).

Researchers divided resilience into three models, consisting of the compensatory model, when a variable that boosts resilience resists or works in the opposite direction of a risk factor. Then there is the protective model when an individual or social system have assets or resources that will mitigate the risk they are exposed to, thus decreasing its impact and the harmful output. Finally there is the challenge model, where the risk and output are curvilinear, meaning that only exposure to a medium level of risk will be manageable. However, exposure to high or low-level risk will still bring high risk and harmful results (Fleming & Ledogar, 2010; Reisner, Billo, Perry, Gamarel, & Mimiaga 2014).

2.2.1. Theories Of Resilience

Following the discovery of mental health effects on children, as opposed to pure mental illness in the 1970s, the original academic research on resilience started (Lundholm & Plummer, 2010; Shean, 2015; VanBreda, 2001; Vernon, 2004). Ecology and psychology were the first areas of academic research on resilience; then, the concept of resilience started to be integrated into medical and educational studies. Resilience started with children and then expanded to include adults, and from individuals it grew to include family, community, social work, military affairs, workplaces, and policies. Recently, the educational field has started to receive more attention (Lundholm & Plummer, 2010; VanBreda, 2001). Sir Michael Rutter, a specialist in child psychiatry, was the first significant figure to write on resilience in 1971. Rutter (1985) linked resilience with the

level of risks children were exposed to during childhood, like parental divorce, family disorder, and so on. It was believed that children develop a kind of competence to resist those risks. He assumed that there are no resilient versus non-resistant people, which means that someone can show resilience in one situation or context, but possibly they will not show the same level of resilience in another situation. Dr. Norman Garmezy is another pivotal figure in resilience studies, and he conducted the majority of his research at the University of Minnesota. Garmezy (1991) assumed in his research that resilience is influenced by individual risk factors (cognitive skills), family factors (social variables), and support factors that can come from outside the family, such as school or religious figures (Shean, 2015). The identification of risk factors is one of the main research areas in order to study how affected people develop their survival and adaptation strategies especially in the early stages of childhood (Vernon, 2004). Emmy Werner (1982), a developmental psychologist, was more interested in demonstrating the protective factors that boost resilience at multiple levels, not just for the individual, but also for the family and the community. She assumes that we require more support from our protective environment when we are exposed to stressful situations (in terms of social and emotional support, as well as external support). Suniya Luthar et al., 2000 assumes that highly intelligent people are more exposed to stress, making them more vulnerable. According to her research, people, especially children with an internal area of control, have the capacity to control their feelings positively. Luther has disaggregated her theories into three elements: protective factors related to stabilisation; protective factors related to enhancement; and protective factors that are also reactive to a stressful situation, with a medium reaction. Ann Masten (2014) had experience as a clinical psychologist, and became an academic professor at the University of Minnesota. She adopted a theory similar to that of Garmezy (1991). She assumed that people do not resist risk in their attempt to be resilient, but rather adapt to it. Michael Ungar (2008) is a social worker and family therapist who believes that individuals resort to different resources to develop resilience. The availability of financial or educational resources is key in building resilience. The individual's identity also plays a key role, as this is where the sense of self-appraisal and similar strength that anyone can have resides. Power and control, social justice, cultural adherence, and cohesion are other important factors (Shean, 2015).

2.2.2. Characteristics of Resilient People

Researchers assess the characteristics of resilient people, considering the functions an individual should possess to be considered resilient. While studying personality, Suzanne Kobasa (1979) explained the resilience characteristic that links personality and its effect on stressful life events and illness. She assumes that resilient people perceive stress as a challenge, not as a risk or danger. She also believed that individuals should understand their limits of control over any challenge to be able to influence it, and at the same time show a level of commitment to prove themselves, and to be an active part of the environment they live in. She also asserted that resilient people can adapt to adversity by acknowledging their values, goals, and belief they already have (Kobasa, 1979). Michael Rutter (2013) has brought a broader aspect of resilience to light; in addition to the personality traits, he asserted that individuals seeking support from others or having a close attachment to them can generate more resilience capacity than those who live alone, and who are separated from their families or connections. He also believed that establishing personal or collective goals and developing self-efficacy would also boost the resilience level to a higher level. He believes that people who are able to link their experience to their past successes also show signs of resilience. He concludes by observing more characteristics, like strengthening the effect of stress and developing a sense of humour over the adversity that an individual could be exposed to them. He agrees with Kobasa (1979) that having a realistic sense of control over the individual behaviours and reaction could develop resilience. He believes that having choices created by the affected people or provided to them will also help them while working on an action-oriented approach, and are ready to adapt to change (Rutter, 1985). Judith A. Lyons added that patience and tolerance of negative affect could boost resilience (Lyons, 1991). Recently it was agreed that optimism and faith are also critical characteristics that help people build their resilience (Connor & Davidson, 2003).

2.3. The Impact of Language Learning on Resilience

Before discussing the impact of language learning on refugees, it is critical to understand that language affects not only the resilience of refugees, but also the resilience of people in their home countries, This process which begins in early childhood, when

learners begin to access education in their native language. Illiteracy – in one's own language – is a vulnerability factor in itself. Language learning supports refugees with regard to several components of resilience, such as access to education, employment, and training. It also supports social cohesion by ensuring dignity, self-sufficiency, and life skills. Language learning is proven to help overcome trauma caused by some situations that refugees expose to before or during their asylum seeking (Capstick & Delaney, 2018). Education critically affects the development of states, societies, and individuals. The consequences of this development affect the well-being of people and communities (Preston, 1991). In almost all refugee studies, the language problem is frequently presented as one of the main obstacles for refugees to access physical and mental health facilities (Green, 2017). Unfortunately, in many contexts, the blame for refugees for not being integrated within host communities is attributed to the refugees themselves, especially in terms of their ability with the home language (Mallows, 2014). Fortunately, refugees have positive attitudes about learning languages as a communication skill, which is necessary for their socio-economic improvement. In one study performed in Türkiye, refugees showed interest in learning Turkish to mitigate the issues related to communication. Refugees emphasised that learning Turkish could increase their opportunities finding a permanent job or other income opportunities (Arslan, 2011). The government of Türkiye, directly through its ministries or through municipalities, implement several integration projects, especially those based around language learning. The Syrian refugees recognise that their residency in Türkiye will not end soon, and thus they believe learning the language is necessary to survive. A research conducted by Biçer (2017) showed that 72% refugees participated think that learning Turkish has advantages and 86% of participants are willing to learn Turkish because it support in accessing education and consequently in employment. This was also a priority for the government that prioritised the education of refugee children, as half of the Syrian refugees were children, and almost 74% of them had not received formal education. Most of the children who were enrolled in education centres were taught an Arabic curriculum during the first years, making their integration with the Turkish environment a challenge (Kirişçi, 2014). Refugees have stated that learning a language is very important to access health services, find jobs, help children with their homework, for shopping, communication, and access to

education, to obtain citizenship, travel, and be independent (Mallows, 2014). Language learning is a crucial instrument for facilitating refugee integration. Lack of language skills in the country of asylum frequently limits the range of available employment opportunities that fit refugees' qualifications, leaving them with the option of working in low-level jobs that do not require language skills, such as agriculture or construction. When refugees' opportunities are limited in terms of interacting with members of the host country, their ability to practice the language and develop language skills is also difficult. For female refugees, access to language learning classes is critical due to the lack of childcare facilities. Some women may find it difficult to attend language learning classes, while others may be excluded due to a lack of women-only provision in education classes. Sometimes the level of provision is insufficient to develop language capacity to the required level. There is a lack of language teaching provision for those wishing to achieve high-level proficiency in the host country, and at a level that is required for many jobs and is equivalent to previous qualifications and labour market experience the refugees used to have in their country of origin (Bloch, 2002). The importance of communication and language learning is increasing daily in our time. In this way, teaching Turkish to refugees in Türkiye contributes to the introduction and sharing information on the culture of the hosting society. As refugees live in areas where Turkish is spoken, their presence in Türkiye can be viewed as an opportunity to spread Turkish culture in their home countries, or to other countries they may relocate to. At the same time, it is an opportunity to use English and interact with Turkish students who are planning to learn English. Refugees must be able to communicate in Turkish in order to engage in work–life activities, or to learn in educational facilities. However, refugees in Türkiye are sent to regular schools that teach language to native people, not foreign ones, with limited introduction or induction. Numerous countries offer pre-education to refugee children prior to enrolling them in school, in order to aid in their adaptation. Such interventions may effectively mitigate the difficulties that refugees face when reading, speaking, writing, and listening in Turkish. Teaching them the language of the country where they reside will facilitate their adjustment, and alleviate some of the educational issues they face. Turkish language courses could help them integrated with host communities. Learning English could support the refugees' access to job opportunities with international organisations. These

courses can be organised with the help of universities, educational institutions, adult education centres, and non-governmental organisations in order to foster a stronger partnership with the public, who can thus become productive assets to society (Arslan, 2011). The language used while refugees spend time at their houses is one of the indicators for better and faster integration. However, refugees usually prefer to live in houses or even in neighbourhoods where the majority of people speak the same language. Many of the households that speak the language of their host country have children who usually translate for the older adults, and do most of the interaction with the host community. The main reason for language learning is communication, followed by income access opportunities. Other reasons that have been mentioned include access to education, meeting new people, filling time, and training (Bloch, 2002). According to current statistics, Syrian university-aged young adults face two major challenges: learning Turkish (and English if the teaching is in English), and understanding the Turkish educational system. Furthermore, the need to work and secure livelihoods are major obstacles for refugees in continuing their education. Syrian students of all ages face financial difficulties that significantly affect their ability to support themselves and their families (Karipek, 2017). Erdoğan (2014) explained in a wide-ranging study of Syrian refugees in Türkiye that language was confirmed by them as one of the main means of integrations. It was also confirmed that older adults hope that their children will acquire language faster than them to help them in the interaction with the host community. Furthermore, the study found a difference between the border and non-border cities regarding integrations. The reasons behind that may be due to the history of relationships and traditions among the local people of these areas and Syrian and the knowledge of each other language due to socioeconomic relationship. Turkomans found it much easier to integrate into Turkish society because of their language and small numbers. The study reiterates that host communities, especially in the non-border cities, expressed more concern about the Syrian's presence among them as they see them as a threat, and unable to adapt to the already existing social system. The study concluded that more support should be allocated to support Syrian, especially in education. It is also mentioned that more research should be done to determine the opportunities for the integration of Syrians into society, given the global refugee crisis, which indicates that a high portion of Syrians will stay in Türkiye for the long term.

In their study on the temporary education centre (TEC) that is used to provide education for Syrian students, Aras & Yasun (2016) discovered that it would be complicated to integrate the high number of children of school-age in the Turkish education system. In 2013, the Turkish Ministry of Education started working with the Interim Syrian Government to provide education for Syrian primary and secondary school students in the TEC, and students who had already completed the secondary education (Baccalaureate) were able to enroll in Turkish universities. The possibility of transferring students to Turkish schools was available, but the percentage was low. Unfortunately, the TECs were using the Arabic language for Syrian students. The languages of Turkish and English were taught for just a few hours during the week. Based on these studies, students were not interested in learning a foreign language because they were not using it in their everyday life. The other reason was that Turkish language teachers were not professionally qualified to teach non-native/international students. This policy delayed the opportunity for the quick integration of Syrian students, not only into the education system, but also into society. Fortunately, the education ministry closed those centres, and integrated all Syrian students into Turkish public schools. However, integrating all the refugee students into the formal education system was not an easy task; according to an estimation in 2017, this required 40,000 new teachers and 30,000 classrooms (Aydin et al., 2019). Language proficiency is one of the crucial predictors of socio-cultural integration; it is believed that learning Turkish is the most critical step in local communication with others, and this also affects the integration among different groups of people. Learning English will open new opportunities for education and work as well as international communication. Some refugees may find learning the new language more manageable than others, but learning the host country's language is important for all to become integrated. Except for Turkmen, who speak fluent Turkish before arriving, all Arab Syrians believe it is imperative to make a significant effort to learn the language (Karipek, 2017). Many Syrians completed their studies in English before coming to Türkiye, making it easy to find jobs with international organisations or to continue their education in English. However, those who lacked proficiency in English and Turkish faced several challenges, especially those related to access to jobs or education. Studies show that the main barriers to integration are racism, anti-immigration policies, poverty, and language difficulties (Mallows, 2014). The living

conditions and social arrangements impacted how long was required to master the new language. Those who spent more time among the host community members and interacted with native speakers of the target language learnt the language more rapidly and efficiently than those who did not.

In his research Karipek (2017) concluded that not all refugees could access learning atmosphere in which to communicate with native speakers comfortably, so that it could be difficult to learn language without having depression and other psychological issues. Refugees often attribute their feelings of inadequacy and insecurity in the host country to a lack of language skills. The feelings of worthlessness and abandonment are strongly linked to linguistic capacity. He added that feeling worthless is a common theme among newly arrived asylum seekers in their first months. They claimed that learning Turkish was the most challenging task for them, and that their inability to communicate with people had a significant impact on their self-confidence. The willingness of participants to interact with native speakers is critical for socialisation and acculturation. However, willingness to learn the host country's language and to connect is more likely to contribute to multicultural and bicultural social. Although positive outcomes following critical events have been well studied, little is known about this phenomenon among civilians suffering severe distress in a war zone. Younger people report more development in cope with stress than much older people because the young may be more open to learning and change in this process compared to the elderly, who may have already learnt their life lessons (Kılıç et al., 2015).

2.4. Resilience and Refugees Studies

In Türkiye, education is provided mainly in Turkish, and higher education is provided in both Turkish and English. Both languages are a barrier for Syrian refugees accessing education and making inter-connections (Capstick & Delaney, 2018). Aaron Antonovsky (1923–1994) is one of the prominent researchers who studied the resilience of people affected by crisis. He worked mainly with survivors of the Holocaust. Antonovsky developed the sense of coherence (SOC) construct, taking into consideration at least two other preexisting constructs, hardiness and self-efficacy as a resilience traits (Almedom, 2005). Studies that examine resilience and recovery and/or growth and

transformation following crisis experiences are few and far between (Almedom, 2005). Resilience studies continue to focus on childhood and family history, environment, and social capital as predictors of success in adult life (Almedom, 2005). It has been asserted that refugee integration accelerated when refugees felt they would stay in the host country for a long time (Phillimore, 2011). However, Türkiye's dominant public opinion is that the more investment in refugee education or any long-term programming, the more encouragement for refugees to stay in the country.

On the other hand, refugees' love for their own language and the fear that children will forget about it – if they learn another language – has been an issue for the learning of a new language, in addition to the feeling of the temporary nature of living in Türkiye (Aydin et al., 2019). Some refugees usually think of returning to their origin country; however, many other refugees are planning or wish to seek refuge in Europe due to their different challenges. Syrian refugees in Sweden prioritise language study as a way to begin effective integration, particularly in the labour market. They claim that language training is the only method for them to acquire the host community's language, yet this depends on the quality of the teacher, curriculum design, and student engagement (Bucken-Knapp, Fakihi, & Spehar, 2018). The teachers of host communities usually do not receive proper information and training to be able to understand the refugees' situation and the issues they might face in the classrooms because of the trauma and violence they were exposed to before. Therefore, the inclusion of capable teachers from the refugee community is another recommendation (Capstick & Delaney, 2018).

2.5. Resilience Approach of Humanitarian and Development Organizations

The UN humanitarian response to the Syria crisis did not start from the onset of the crisis, especially in the areas controlled by the opposition and other non-state armed groups. However, in 2014 the response to the areas controlled by the opposition started after the adoption of the Security Council resolution regarding the crossed border (UNSCR) number 2165, which allows organisations to deliver assistance to Syria across the border without getting permission from the government of Syria, even though there were no direct operations from UN agencies in these areas but rather through

implementing partners. The resolution goes through a complex renewal process every time it expires due to the state's conflict in the Security Council, risking millions of vulnerable people being besieged and starved (Hall, 2021). The United Nations Development Program (UNDP) is considered to be the leading agency that states that resilience is one of its main strategic objectives. The UNDP supports state governments; however, there are areas controlled by the opposition and non-state armed groups in Syria. There are two mechanisms to coordinate the response to the Syrian crisis: the first one is the Humanitarian Response Plan (HRP), which is responsible for the measures taken inside Syria, and the other one is the Regional Refugee Resilience Plan (3RP) which is responsible for the plan regarding the Syrian refugees in the neighbouring countries, specifically Türkiye, Lebanon, Jordan, Iraq, and Egypt. Both mechanisms included resilience as one of the main strategic objectives. The UN-OCHA (2020) in the HRP put resilience as the third strategic objective to respond to the humanitarian crisis in Syria.

“Resilience-oriented programming refers to programming aimed at addressing humanitarian needs whilst reducing dependence on external assistance and strengthening self-reliance of affected populations” (UN-OCHA, 2020).

In the 3RP (2020) it was estimated that 2.7 billion USD was needed to support the resilience of Syrian refugees and host communities during 2021. Out of the aforementioned amount, 1.04 billion USD was requested by Türkiye to be used to protect people, pursue durable solutions, support dignified lives, and enhance national and local capacities. This was mainly focussed on learning, supporting schools, and facilitating social cohesion (3RP, 2020). Syrians living in Türkiye got opportunities to benefit from the humanitarian aid by either being recruited by these organisations, or by receiving humanitarian aid from the humanitarian organisation's operation in Türkiye. In addition, most UN agencies, international organisations, and local organisations request proficiency in either English or Turkish to access jobs opportunities within these organizations.

2.6. Acculturation

The word acculturation refers to the changes that occur between newly arrived people and the host group where the two groups become more familiar with one another (Karipek, 2017). This relationship does not mean a total cultural change of either group; this change is known as assimilation, where a minority group or culture comes to resemble a society's majority group, or assumes the values, behaviours, and beliefs of another group, whether wholly or partially. This is only one part of acculturation (Redfield, Linton, & Herskovits 1936). Acculturation is a long process that may take years, generations, or even centuries (Berry, 2005). This change cannot happen independently, separately from the time it needs to happen. Acculturation is affected by many factors that could be either innate, meaning they are already available in an individual or a community, or by external factors. As mentioned before, acculturation can function in two directions (unidimensional or bidirectional). The focus on the time aspect in the definition of acculturation explains how acculturation comes from long-term interaction among groups from different cultures and backgrounds. Acculturation studies attempt to emphasise and explain the shift or changes that take place in the minority groups of immigrants and the host community and its culture (Karipek, 2017). Acculturation studies include culture as well as psychological changes. Furthermore, the studies include acculturation techniques, behavioural improvements, and acculturative stress to measure the progress and outcome. This can be positive, and can culminate in harmony between the two groups, or negative, ending in conflict and stress (Berry, 2005). The contact that takes place between two communities has different types. This can happen on a broader scale where most population groups contact each other in similar sizes or different sizes, and where special groups contact the overall population. The contact can happen in friendly circumstances or hostile ones. The context where acculturation occurs is vital to understanding complexity, concerns, history, and so on (Redfield et al., 1936). Psychological acculturation explains an individual's change and adaptation while their group is experiencing acculturation. This psychological acculturation more accurately represents what immigrants experience: "the process by which individuals change both as a result of contact with another culture and as participants in the general acculturative changes taking place in their own culture" (Bourhis, Moise, & Senecal 1997). Integration – which is one of the acculturation

strategies – can be considered the best strategy for members of the different groups to live together properly. It is believed that better-integrated people face less stress and achieve more robust adaptations than those who pursue the marginalisation strategy. Although acculturation is a process that lasts as long as there are culturally diverse people, longer-term adaptation to living in culture-contact settings can take several forms, but it typically results in some kind of longer-term accommodation among the groups in contact. This often includes, for example, learning each other's languages, exchanging food preferences, and adopting the dress and social interactions that are unique to each group. (Berry, 2005) It was believed that refugees would inevitably be incorporated into host societies in a one-dimensional manner. In other words, minority groups eventually become an integral part of the dominant society, and boost their resilience to the level needed to complete this process. On the other hand, the immigrant community may evolve until it loses various aspects of its traditional culture and resembles the receiving nation. For example, it is assumed that migrants will improve their proficiency in the receiving country's language while losing proficiency in their native tongue. On the other hand, an immigrant can pursue more than one acculturation direction (the bidimensional model), in which they can accept only the dominant culture, or the culture of origin, or both cultures at the same time, or probably reject them at the same time. Four distinct acculturation models that have been created (Karipek, 2017) consist of the following: assimilation (the process by which a minority group or culture comes to resemble a society's majority group, or assume the values, behaviours, and beliefs of another group, whether wholly or partially); marginalisation (social disadvantage and relegation to the fringe of society); separation (the separation of groups of people with differing characteristics, often taken to connote a condition of inequality); and integration (incorporation as equals into society or an organisation of individuals of different groups).

Language is one of the main factors that affect acculturation; however, acculturation should have a strategy. This strategy mainly contains two aspects: the first is related to the group that individuals came from (the non-dominant group), while the other is related to the group they are contacting (the dominant group). When discussing acculturation from the non-dominant group, we must assume that non-dominant group have the right to choose; for instance, if non-dominant group members decide to lose their

culture and adopt the dominant group culture, thus becoming an integral part of it, this is referred to as assimilation. Conversely, however, if they choose to stick to their own culture and avoid communicating with the dominant group, we call this separation. Marginalisation happens when there are difficulties and barriers to communication because of language, discrimination, and so on. In comparison, *integration* happens when both parties make efforts to facilitate meaningful communication without impinging on each other's culture or making any changes to it. When discussing the same approach from the dominant group, which usually has more power to enforce one type on the others, for example, if the dominant group decided to pursue assimilation, this would be called a (melting pot) while separation would be segregation. The case is different when the dominant group enforces marginalisation, which is a kind of exclusion of the minority. The integration part turns into a kind of multiculturalism imposed by the dominant group; see Figure 4. Language can affect the afore-mentioned group, but alone, it will not be enough to make a complete change (Berry, 2005). The failure to implement integration and community cohesion may lead to individuals having parallel lives within the same community (Daley, 2007).

Some factors may limit the acculturation process before or while individuals contact the dominant group. Before moving to a foreign country, age, gender, education, status, motivation, and language are all factors to consider. At the same time, variables, such as duration of acculturation, attitudes, behaviours, social support, and social attitudes, which may include prejudice and discrimination, are all aspects to consider during the acculturation process. The success in applying acculturation is determined by the contribution that an individual brings to the hosting communities (Karipek, 2017). Roblain, Malki, Azzi, & Licata (2017), in their study of the acculturation challenge of Syrian and Iraqis who sought refuge in Belgium, have confirmed that challenges faced by the refugees and asylum seekers are understudied. They assumed that the first challenges were, on the one hand, the refugees struggling to preserve their own culture while, on the other, were related to the host community, and how refugees can integrate and be part of society, while contributing effectively to their host country. Mastering the English language was very important to start communication; without communication, no improvement could be achieved. The (pre-acculturation) phase should be planned to

facilitate communication and proceed with integration. The crucial figures were about the percentage of refugees who fail to move on with the integration. Overall, 20% to 50% of the study participants returned to their countries of origin or moved to third countries. Those who stayed for a longer period had to go through the problematic integration exercise. Another important point mentioned is that the attitude of the host community often affects the refugee's engagement and participation in the community. The findings also stated that integration affected by the ability to access job opportunities and/or accommodation, which may have an impact on poor engagement with society. This issue happens mainly because of ignorance of the English language and the host community's culture. However, the study's authors recommend conducting more studies in this field to obtain more independent results, especially with regard to female participation, which was not prevalent in the study. The language was not only an issue for refugees as the recipients, but also for the host communities, including school teachers (Aydin et al., 2019).

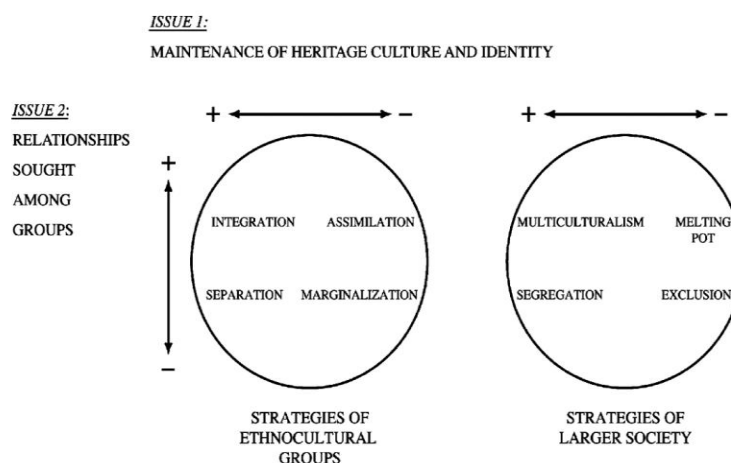


Figure 4. *Acculturation Strategies*

2.7. The Role of Resilience in Integration

According to the Cambridge Dictionary, (integration) means the action or process of successfully joining or mixing with different people. Integration is a complex subject. In understanding integration, we must study cohesion, belonging, and citizenship (Mallows, 2014). At times of crisis, such as war or displacement, people at risk may experience mass trauma. There are a variety of possible pathways for refugees' psychosocial recovery from the crisis, each of which may have a positive or negative effect on them. According to some researchers, there is also the possibility of surviving unscathed. The type, timing, and extent to which affected individuals and groups receive social support, like supporting their resilience or integration, may influence the outcomes they experience. However, the harmful effects of crisis and trauma on those who live through them should not be ignore. Rather, the point is to acknowledge the existence of a variety of alternative pathways and scenarios among disaster victim-survivors (Almedom, 2005). It has been observed that those who are educated or wealthy in their home countries have a sense of shock upon their arrival, as they are forced to live in deplorable conditions, and feel compelled to return home. When there is a lack of language proficiency, these feelings are amplified (Phillimore, 2011). Gaziantep alone has more than half a million Syrian refugees. The municipality has done a tremendous job of absorbing the high number of refugees. However, the integration has not been easy, especially with the issue of different languages. Learning a language assue to be easier for children; however, it is one of the main barriers to getting integrated and finding a job in front of the parents (Burgen, 2019). Faith in God can help people feel less stressed, and worship communities can help people feel more secure. Governments and other relevant agencies that work on refugees' responses must take into account the refugees' actual experiences and acknowledged needs, as well as the broader socio-economic policy circumstances in which they find themselves (Abraham, Lien, & Hanssen 2018). Bourhis et al. (1997) believes that both the host community can affect the government's policy toward migration, and also the immigrants themselves can influence the government's policies. The state's immigration policy would start with the identification of the typologies of immigrant response. However, the integration policy should target both the immigrants directly, by building their resilience, and the host community, by boosting their acceptance

of immigrants. Unfortunately, governments are usually not proactive in refugee integration, but are stimulated by the tension between immigrants and the host community to quickly start developing integration policies. The adaptation of segregation and assimilation ideology increase the gap between immigrants and the host community. It is assumed that the most critical barriers to integration between refugees and hosting communities is language, and refugees' difficulties in learning the language of the hosting country vary from one context to another. It has been well documented that learning a second language or the language of the host country plays a significant role in the integration and resilience of refugees (Capstick & Delaney, 2018; Cinkara, 2017). Other factors are also essential in facilitating full integration, like access to safe, secure, and affordable housing (Phillips, 2006); social relationships; cultural barriers (Ngan et al., 2016); and education (Preston, 1991).

CHAPTER III

METHODOLOGY

3.0. Presentation

The design and methodology used in this study are described in this chapter. Firstly, the research design is explained, followed by a description of the participants and the setting. Next, the data collection procedures and instrumentation are presented. Finally, data analysis procedures are described.

3.1. Research Design

The study aims to analyse the effect of language learning on the resilience and integration of Syrian refugees in Türkiye , especially in Gaziantep and Hatay. A mixed-method approach was applied in the study. First, quantitative data collection took place. Quantitative data collection aims to collect information on language proficiency levels and measure the resilience of Syrian refugees. A correlational methodology was applied to identify the relationship between the two variables: language and the resilience of refugees. The primary purpose of correlational research is to establish a relationship between two variables to demonstrate how and why they are varied and related to each other. Correlation does not investigate cause and effect, meaning that one variable will be the cause for another, but rather, it studies the extent to which the variables are related to

each other (Curtis, Comisky, & Dempsey 2016; Punch, 1971). Finally, a qualitative method was used to understand how language affects the participants who showed different levels of resilience in developing their resilience and accelerating their integration.

3.2. The Context of the Study

The number of Syrians in the two cities is considerably high. Many Syrians study at the universities in these two cities, in different programs, including the Turkish or English programmes. There are many NGOs and UN agency offices in these cities where English and Turkish are critical requirements to recruit staff, operating as work languages apart from Arabic. The private sector in these two cities is widespread, where Syrians either established their own businesses or are employed by Turkish companies and factories. Therefore, Turkish is a necessity, and English is required for positions that require communication and establishing partnerships with other regional or international companies. In all the above-mentioned cases, Syrian refugees are assumed to master Turkish and/or English languages to access education, business, and different basic needs.

3.3. Setting and Participants

The study targeted Syrians in and out of schools or universities. A combination of convenience sampling and snowball methodology was applied. Some criteria were put in place for convenience sampling to meaningfully include a heterogeneous population group. For example, the best possible gender balance was achieved. Representations of students versus non-students were involved. The employment factor was taken into consideration to balance representation. The invited participant was asked to nominate at least one participant, preferably with some profile difference. For example, if the invited participant was male, he requested to nominate a female participant. If the participant was working, they requested to nominate someone who was not working. The participants studying in schools/universities were asked to nominate someone not studying in a school or university. The purpose of the study was explained to the participants. The voluntary nature and the possibility of withdrawal at any stage were also explained. After that, the

questionnaire in Appendix I was shared. Those who showed interest in participating in the semi-structured interviews were invited to a one-to-one interview. In these sessions, the participants were asked the questions (Appendix IV) to provide more information on the quantitative findings and demonstrate how language boosts resilience and accelerates integration.

3.4. Instruments

A mixed-method approach was applied in the study, where two instruments were used. One instrument was used for quantitative data collection, and another instrument was used for the qualitative component. The instrument used for quantitative data collection is the 25-item Connor-Davidson Resilience Scale (Connor & Davidson, 2003), a self-administered questionnaire (Appendix I). The semi-structured interview questionnaire is the second instrument used for the qualitative data collection (Appendix IV).

3.4.1. Connor and Davidson Resilience Scale (CD-RISC)

The 25-item Connor-Davidson Resilience Scale (CD-RISC) is a self-administered questionnaire that can be completed in about 5-10 minutes unless there are complicating factors. The scale was developed and tested as (i) a measure of the degree of resilience; (ii) a predictor of outcomes to treatment with medication or psychotherapy, stress management, and resilience-building; (iii) a marker of progress during treatment; (iv) and a marker of biological (i.e. physical) changes in the brain. The scale also promises to screen people for high, intermediate, or low resilience. It is expected that the scale should be understood by those with a fifth-grade level of education and above. Over 90 approved translations of the CD-RISC currently exist, including Arabic (Appendix I), English (Appendix II), and Turkish (Appendix III) (Davidson, 2021). This scale has been used in many studies that analyse resilience in post-trauma and refugee contexts. The questionnaire consists of 25 items, with each item measuring varying resilience factors (Toma, Guetterman, Yaqub, Talaat, & Michael 2017).

- **Hardiness** (i.e. commitment/challenge/control) is a resilient factor that refers to the individual's capacity to withstand or endure a crisis they may face (Collins English Dictionary, 2022). The questions that measure this were presented in items 5, 10, 11, 12, 22, 23, and 24 (Appendix II).

- **Coping** with difficulties refers to the individual ability to overcome adversity effectively with minor damage on the psychological and mental levels (Lexico, 2022). The coping mechanism was mentioned in several definitions of resilience in the study. The items that measure coping (Appendix II) were numbers 2, 7, 13, 15 and 18.
- **Adaptability**, also known as flexibility, refers to the capacity to respond to changing circumstances, situations, or settings. Adaptability is a vital field of study in resilience and other fields of human development (Indeed, 2022). The items that attempted to analyse adaptability were 1, 4 and 8 (Appendix II).
- The sense of **meaningfulness** and being useful in the life of the individual is another important resilience factor that can be measured using items 3, 9, 20 and 21 (Appendix II).
- **Optimism**, as another form of resilience, was measured using items 6 and 16.
- **The regulation of emotion and cognition** is another means by which one is more or less resilient, measured in items 14 and 19.
- **Self-efficacy**, one of the agreed-upon factors among most researchers, was included in items 17 and 25. However, in some cases, the items overlap in more than one of these constructs (Connor & Davidson, 2020).

3.4.2. CD-RISC Questionnaire Validity and Reliability

The purpose of validity is to ensure that the instrument to be used serves its purpose. The validity of any instrument could be checked against four types: content, face, criterion, or construct. Content would mean that the items bring in answers that are precisely relevant to our research problem. Face refers to an observation exercise by an expert to ensure that the instrument is suitable and consistent with the use of languages that are to be interpreted in a way that is relevant to our research. Criterion validity compares the results of future performance as a predictive measure, which may be concurrent where the comparison checks the reliability. The construct validity verifies whether the population has or lacks a particular characteristic. When correlation is found in construct validity, it is called convergent validity (Fink, 2010). The validity of the scale

used in this study (the CD-RISC 25) has been repeated in many other studies. Construct validity has been found in the work of Sexton, Byrd, and Kluge (2010), who used the scale on 40 women in infertility clinics to study their resilience and coping behaviours following fertility problems. It has also been used in studies by Bruwer, Emsley, Kidd, Lochner, & Seedat (2008), who studied the contribution of perceived social support (PSS) to emotional and physical well-being. It was also used in various studies such as those by (Irmansyah, Dharmono, Maramis, & Minas 2010), and Elbogen et al. (2012). Convergent validity has been found in work by Campbell-Sills, Cohan, and Stein (2006).

3.4.3. Semi-Structured Interviews

The semi-structured interview method is an advanced version of structured interviews, where a theme is explored and interviewers may express themselves with more flexibility. During the interview, interviewees can express their thoughts and ask questions to the interviewers, thereby motivating them to provide more relevant information. Additionally, they could more easily justify their responses throughout the interviews. It was observed that qualitative research supports researchers in understanding the respondents' meaning-making processes in the scenarios that they explain (Wikipedia, 2021).

The interview depends on a set of questions, Annex IV which focus on the accessing to education, job, lifesaving opportunities. They also check the intention of refugees towards the future and challenges they may face. This question seeks a link between language learning and refugees' plans for the future.

3.5. Data Collection

The data collection was conducted in two stages: quantitative and qualitative. The quantitative data collection was started by collecting information on participants' age, gender and number of years in Türkiye. In addition, the language proficiency in Turkish and English were collected. Then the qualitative data collection was done through semi-structured interviews.

3.5.1. Quantitative Data Collection

Quantitative data collection was conducted by asking the participants to fill out the CD-RISC-25 questionnaire. 218 participants completed the questionnaire. The participants received the questionnaire in person or remotely as a result of the need to take precautions for COVID-19. The participants received direct guidance regarding the purpose of the questionnaire and the need to answer the questions transparently based on their experience in the last 30 days to ensure that the responses reflect their current status.

3.5.2. Qualitative Data Collection

The second stage took place to account for a specific group of participants who demonstrated varying levels of resilience. 13 participants were interviewed, six of whom showed a high level of resilience, six with a medium level of resilience, and one participant with a low level of resilience. All participants were interviewed virtually or physically, based on participants' preferences, using a semi-structured interview questionnaire (Appendix IV). The interviews were carried out in a quiet environment and the participants were encouraged to share all relevant experiences and information on the subject matter of each question.

3.6. Data Analysis

The data were analysed in two stages. First, quantitative data analysis was carried out to obtain findings for the first five research questions:

Q1: Does English as a second language (ESL) affect the resilience of Syrian refugees in Türkiye?

Q2: Does Turkish as a second language (TSL) affect the resilience of Syrian refugees in Türkiye?

Q3: Is there any difference in resilience between male and female refugees?

Q4: Is there any difference in resilience between employed and non-employed refugees?

Q5: Is there any difference in resilience between student and non-student refugees?

Q6: Does number of years spent in Türkiye affect refugees' resilience?

Q7: Does language learning boost the resilience of refugees and accelerate their integration into the host community?

3.6.1. Quantitative Data Analysis

The CD-RISC-25 instrument was used to collect the data. The data were organised on an excel sheet and tested against common errors like typos or extra spaces. The data were imported to the Statistical Package for the Social Sciences (SPSS) software, which is a statistical analysis application that is frequently used in different fields of science, including education researchers. It allows researchers to perform statistical analysis, data management, and data documentation. The CD-RISC-25 instrument allows the participant to rate on a five-point Likert scale that ranges from 0 (Not true at all) to 4 (True nearly all the time). Possible scores thus calculated by each item range from 0 to 4. The total score is obtained by adding up all 25 items, which provides a score ranging between 0 and 100. (Velickovic et al., 2020; Connor & Davidson, 2020).

The resilience level was determined to be low, medium, or high based on the score and the authors' guidance. The resilience mean of the general population in the United States of America was 80.7, while for specific populations, it was as follows: primary care patients (71.8), psychiatric outpatients (68.0), generalized anxiety (62.4), and PTSD samples (47.8/52.8). However, in refugee studies, Ziaian, Anstiss, Antoniou, Baghurst, & Sawyer (2012) found that the mean for refugees was less than that reported by Connor and Davidson for the general population. The mean resilience for refugees ranged between 60 and 67. In this study, resilience levels were divided into three similar categories. The resilience level was considered high if participants scored 70 and above, medium if the score ranged between 34 and 69, and low if the score was found to be 33 and less. A correlation analysis was administered between the variables, language proficiency level and level of resilience, to determine the association between language learning and resilience. The analysis was carried out using Spearman's rho correlation analysis on SPSS. The nonparametric test was used because the data showed inconsistency. The Pearson correlation was used to analyse the correlation between resilience and the number of years in Türkiye. The Mann-Whitney U test was used to analyse the relationship between resilience and the independent variables (age, gender, education, and employment status).

3.6.2. Qualitative Data Analysis

For the qualitative data analysis, the interviews were transcribed and translated into English. Content analysis was used to analyse the interviews. The data were imported to NVivo software, which is one of the best-used software in qualitative data analysis. The interviews were imported as separate cases on the program. Inductive content analysis was used. The transcripts were coded using categories that emerged from the interviews. Themes were applied according to similar studies and interview questions. The themes were education and communication, livelihood and income opportunity, integration and survival, and future planning. The data were analysed by applying the coding units. An abstraction of the research findings was created (See Figure 5) (Kılıç, 2020).

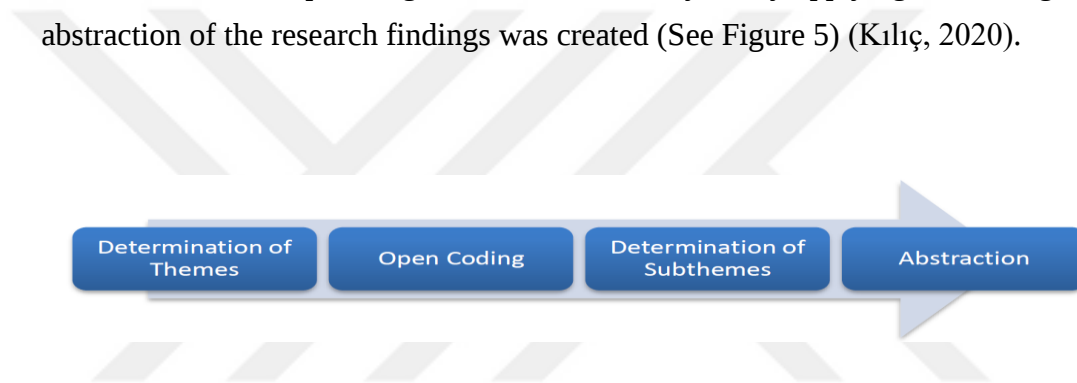


Figure 5. *Qualitative data analysis sequence*

CHAPTER IV

FINDINGS

4.0. Presentation

The current study aimed to analyse the effect of language learning on the resilience of Syrian refugees. This chapter presents the analysis of the quantitative data collected using the RISC-25 questionnaire as well as the qualitative data obtained through semi-structured interviews.

4.1. Descriptive Analysis for the Overall Findings

Data analysis began with an overall analysis of the participants' information. The information in Table 2 illustrates the participants' demographics and presents the percentage of male and female participants. It also illustrates the education and employment status of the population.

Table 2. *Descriptive Data Analysis Divided by Gender*

	Male		Female	
	<i>F</i>	%	<i>F</i>	%
Studying	49	22%	25	12%
Not studying	106	49%	38	17%
Employed	132	60%	33	15%
Not-employed	23	11%	30	14%

Out of the 218 participants in the current study, 150 spent between five to ten years in Türkiye, and 68 participants spent five years or less since the last time they entered Türkiye. 155 persons (71%) were male, while 63 participants (29%) were females. 34% of participants were studying in schools or universities at the time of the data collection; in comparison, 66% were not studying in schools or universities. 76% of the participants were working, while 24% were not working, as described in Table 2. 36% of the participants reported that they are at the entry-level in terms of their mastery of the Turkish language, while 35% reported themselves as being in the intermediate level, and 28% in the advanced level. The result for English proficiency was as follows: 20% of the participants answered that they are still at the entry level, while 30% are in the intermediate level, and 50% are advanced in their mastery of the English language.

The mean and standard deviation of resilience were analysed, as shown in Table 3, to determine the overall mean and categorize the resilience level of participants.

Table 3. *Resilience Mean and Standard Deviation (SD)*

N	Minimum	Maximum	Mean	Std. Deviation
218	1	100	68.71	13.841

The resilience mean of the study was found to be 68.71, which has been considered medium relative to US standards of the general population, which ranged between 79.0 and 80.7; however, this percentage has been regarded as high in varying studies of refugee situations (Davidson, 2021). Furthermore, the mean determined in similar studies conducted in Türkiye and using the same instrument was consistent with the findings of this study (Cinkara, 2017). The standard deviation, as found in this study, was 13.84, which decreases the dispersion possibility (See Table 3).

The resilience levels are divided into three levels, based on the guidance provided by the author of the instruments and the results of previous research that used the same instrument for a similar population. The first level is the low resilience level, for those who scored between 0 and 33, while the second level is the medium level, ranging between 24 and 69. The third level is the high level, which ranges from 70 to 100. Davidson (2021) found that the mean of the general population in the USA was 80.7. Cinkara (2017), in his study, found that the mean scores were 69.2 for groups who learn or study in English and 68.4 for the Turkish groups. The mean was different when studying PTSD. The resilience mean of the sample group exposed to PTSD was 47.8 and 52.8, respectively. The resilience level of this study depends on the findings of previously explained research as well as other refugee studies such as that of Ziaian et al. (2012), who targeted refugee groups similar to those in this study. The participants of this study, who are Syrian refugees, showed different levels of resilience. The majority of the participants showed a medium level of resilience, which was 52%. In comparison, the other participants showed a relatively similar level of resilience - 46% of the participants showed a high level of resilience while 3% of the participants showed a low level of resilience.

In the following table, the analysis of the 25-item CD-RISC questionnaire is presented, and the score and frequency of each question were analysed.

Table 4. *Results of the CD-RISC questionnaire*

N	Question	Not true at all		Rarely true		Sometimes true		Often true		True nearly all the time	
		%	F	%	F	%	F	%	F	%	F
1	I am able to adapt when changes occur.	1.38%	3	6.88%	15	25.69%	56	48.62%	106	17.43%	38
2	I have at least one close and secure relationship that helps me when I get stressed.	6.88%	15	12.84%	28	13.30%	29	31.19%	68	35.78%	78
3	When there are no clear solutions to my problems, sometimes fate or God can help me.	3.21%	7	3.21%	7	8.72%	19	21.10%	46	63.76%	139
4	I can deal with whatever comes my way.	2.29%	5	3.67%	8	29.82%	65	42.66%	93	21.56%	47
5	Past successes give me confidence in dealing with new challenges and difficulties.	1.38%	3	3.21%	7	16.51%	36	46.33%	101	32.57%	71
6	I try to see the humorous side of things when I am faced with problems.	16.06%	35	19.27%	42	29.82%	65	22.02%	48	12.84%	28
7	Having to cope with stress can make me stronger.	4.13%	9	8.72%	19	26.15%	57	40.37%	88	20.64%	45
8	I tend to bounce back after an illness, injury, or other hardships.	1.38%	3	4.59%	10	15.60%	34	45.87%	100	32.57%	71
9	Good or bad, I believe that most things happen for a reason.	4.13%	9	6.88%	15	17.89%	39	30.73%	67	40.37%	88
10	I give my best efforts, regardless of the outcome.	2.29%	5	5.50%	12	15.60%	34	36.70%	80	39.91%	87

11	I believe I can achieve my goals, even if there are obstacles.	1.38%	3	5.96%	13	14.22%	31	42.66%	93	35.78%	78
12	Even when things look hopeless, I don't give up.	4.13%	9	4.13%	9	21.56%	47	42.66%	93	27.52%	60
13	During times of stress/crisis, I know where to turn for help.	7.34%	16	13.30%	29	28.90%	63	28.44%	62	22.02%	48
14	Under pressure, I stay focused and think clearly.	13.76%	30	20.18%	44	23.85%	52	28.44%	62	13.76%	30
15	I prefer to take the lead in solving problems rather than letting others make all the decisions.	3.21%	7	6.42%	14	15.14%	33	40.83%	89	34.40%	75
16	I am not easily discouraged by failure.	4.59%	10	12.84%	28	27.06%	59	34.86%	76	20.64%	45
17	I think of myself as a strong person when dealing with life's challenges and difficulties.	2.75%	6	5.05%	11	18.35%	40	44.95%	98	28.90%	63
18	I can make unpopular or difficult decisions that affect other people if necessary	8.26%	18	13.76%	30	27.06%	59	35.78%	78	15.14%	33
19	I am able to handle unpleasant or painful feelings like sadness, fear, and anger.	5.50%	12	10.55%	23	30.28%	66	33.49%	73	20.18%	44
20	When dealing with life's problems, sometimes you have to act on a hunch without knowing why.	5.50%	12	20.64%	45	31.19%	68	32.11%	70	10.55%	23
21	I have a strong sense of purpose in life.	1.38%	3	3.67%	8	14.68%	32	33.94%	74	46.33%	101

22 I feel in control of my life.	8.26%	18	12.39%	27	34.40%	75	33.03%	72	11.93%	26
23 I like challenges.	7.80%	17	10.55%	23	25.23%	55	31.19%	68	25.23%	55
24 I work to attain my goals no matter what roadblocks I encounter along the way.	1.38%	3	3.21%	7	19.27%	42	41.28%	90	34.86%	76
25 I take pride in my achievements.	2.75%	6	2.29%	5	10.55%	23	34.86%	76	49.54%	108

Findings from the CD-RISC 25 questionnaire, as reported in Table 4, showed that most participants chose option number three (often true) in most of the questions, which indicates that they were neither vulnerable nor resilient across various cases. This is followed by option number four (*True nearly all the time*), which was in the second level, indicating agreement with varying aspects of the questionnaire questions in several cases. Next, option number two (*Sometimes true*) was in the third level, followed by option number one (*Rarely true*), and finally, the last option (*Not true at all*) was the least chosen option, which indicates that refugees in Türkiye are not facing critical issues in terms of various parts of the resilience characteristics. According to the participants' choices, question number three refers to the meaningfulness and purpose of resilience aspects, and was scored (63.76%). Question number 25, which represented the self-efficacy aspect of resilience, was scored 49.54% as per participants' choices. Finally, the third most chosen question was question number one, which refers to adaptability and flexibility (48.62%).

In the following table, the normality of the data is presented. The normality test was conducted to determine the data analysis procedure for the correlation functions.

Table 5. *Descriptive and Normality Statistics*

	N	Mean	SD	Skewness	Kurtosis
Resilience	218	68,71	13,841	-815	2,854

The skewness of data described in Table 5 was found to be $-.82$, which indicates that the distribution was left-skewed. The kurtosis was found to be 2.86 , indicating that the distribution was *platykurtic*, which means that it tends to produce fewer and less extreme outliers than the normal distribution. The analysis shows that data were not normally distributed or symmetrical. According to George and Mallery (2016), the skew value of a normal distribution is zero, and when it is -1 or $+1$, the data are excellent in terms of the normality of distribution; however, between -2 and $+2$, the term (acceptable) is used. For kurtosis, when the value is $+3$ or -3 , the data are normally distributed.

4.2. Findings for the First Research Question

The objective of the first research question was to analyse the relationship between English language proficiency and the resilience of Syrian refugees in Türkiye. The data were analysed using the correlation function in SPSS; the bivariate correlation was used to find the relation between the two variables, English proficiency and resilience level. Spearman's rho (nonparametric correlation) is used to measure the correlation. Spearman's rank correlation is computed to assess the relationship between **English language proficiency** and **resilience**. As shown in Table 6, there is a **positive** correlation between the two variables, $p = [0.30]$, $r = [.147]$.

Table 6. *Spearman's rho Correlations of English proficiency and Resilience*

		English Proficiency Level	Resilience Level Coded
English Proficiency Level	Correlation Coefficient	1.000	.147*
	Sig. (2-tailed)	.	.030
	N	218	218

*. Correlation is significant at the 0.05 level (2-tailed).

The test demonstrated a low but statistically significant correlation ($r = .147$, $p = <0.05$) between the mastery level of the English language and the resilience of Syrian refugees, indicating that the level of resilience increases with the English proficiency of Syrian refugees. The qualitative data analysis offers further information on this finding, as presented later on in this chapter.

4.3. Findings for the Second Research Question

The second research question analyse the relationship between Turkish language proficiency and the resilience of Syrian refugees in Türkiye. The data were analysed similarly to the previous question. Spearman's rank correlation was computed to assess the relationship between **Turkish language proficiency** and **resilience**. The result described in Table 7 was as follows, with values $r = [0.36]$ and $p = [.595]$

Table 7. *Spearman's rho Correlations of Turkish proficiency and Resilience*

		Resilience Level	Turkish Proficiency Level
Resilience Level	Correlation Coefficient	1.000	.036
	Sig. (2-tailed)	.	.595
	N	218	218

The test showed no statistically significant correlation between the mastery level of the Turkish language and the resilience of Syrian refugees. However, qualitative data analysis has been carried out to obtain further information on this finding.

4.4. Findings for the Third Research Question

The third research question analyses the relationship between gender and the resilience of Syrian refugees in Türkiye. A Mann-Whitney U test was conducted to determine whether there was a difference in resilience across the gender of participants. Results of this analysis indicated a statistically significant variation in resilience among males and females, $z = -1.969$, $p = .049$, as described in Table 8, which illustrates the findings of the Mann-Whitney U test.

Table 8. *The Results of the Mann-Whitney U Test According to Gender*

Variable	N	Rank Average	Rank Total	U	P
Female	63	96.31	17803.50	4051,500	.045
Male	155	114.86	6067.50		

The test revealed that resilience scores were significantly lower in the female group ($Md=67.00$, $n=63$) relative to the male group ($Md=70.00$, $n=155$). In the previous general studies, the relationships between CD-RISC score, marital status, and gender were inconsistent, particularly in the research carried out by the author of the instrument. However, in natural disasters and medical studies that primarily focus on PTSD, a significant correlation was found across gender and marital statuses (Davidson, 2021).

4.5. Findings of the Fourth Research Question

The fourth research question aims to analyse the relationship between refugees who are/are not studying and their resilience. The Mann-Whitney U test was conducted to determine the same. Table 9 shows the findings of the correlation between Syrian refugees who are studying and not studying.

Table 9. *The Results of the Mann-Whitney U Test According to Study Statuses*

Variable	N	Rank Average	Rank Total	U	P
Studying	74	112.87	15518.50	5078.50	.571
Not Studying	144	107.77	8352.50		

The results, as shown in Table 9, indicate non-significant differences between groups, [$U = 5078.50$, $p = .571$]. In conclusion, we fail to reject the null hypothesis and conclude that there is no difference in resilience scores across educational statuses.

4.6. Findings of the Fifth Research Question

The fifth research question analyses the relationship between employment status and resilience. The Mann-Whitney U test was conducted to determine the difference in resilience between refugees who are or are not working. The below table shows the result of refugees' resilience according to their employment status.

Table 10. *The Results of the Mann-Whitney U Test across Employment Statuses*

Variable	N	Rank Average	Rank Total	U	P
Working	165	111.17	18343.00	4097.00	.490
Not working	53	104.30	5528.50		

The results, as shown in Table 10, indicate a non-significant difference between groups [$U = 4097.00$, $p = .490$]. In conclusion, we fail to reject the null hypothesis and conclude that there is no difference in resilience scores across employment statuses.

4.7. Findings of the Sixth Research Question

The sixth research question aims to assess the relationship between the number of years spent in Türkiye and the level of resilience. The table below presents the findings of the correlation analysis conducted to study the relationship between the two variables.

Table 11. *Correlation between Resilience and the Number of Years in Türkiye*

		Number of years in Türkiye	ReSco
Number of years in Türkiye	Pearson Correlation	1	,088
	Sig. (2-tailed)		,197
	N	218	218

The Pearson correlation coefficient was computed to assess the linear relationship between resilience and the number of years the Syrian refugees spent in Türkiye. There was no statically significant correlation between the two variables, $r = .08$, $p = .197$. In conclusion, we fail to reject the null hypothesis and conclude that there is no difference in resilience scores between the number of years spent in Türkiye and the level of resilience.

4.8. Findings of the Seventh Research Question

This question aims to study the extent to which learning English and Turkish will boost resilience and accelerate integration with the host community. 13 interviews were conducted with six females and seven males, four of whom were studying, as compared to 9 participants who were not studying, had stopped studying, or had completed their study before coming to Türkiye. In this group, two were not working while 11 participants were working. The age of the participants ranged between 25 and 41 years old. The participants spent between 2 and 9 years in Türkiye since their last entry to the country. The resilience level for six of them was high, while it was medium for six others. One participant had a low score in terms of resilience. The interviews were conducted in

Arabic, recorded, transcribed, and translated into English. NVivo was used to analyse the content of the interviews. The process was carried out separately for each language.

4.8.1. English as a Tool to Boost Resilience and Accelerate the Integration into the Host Community

The content of the English interviews was coded before classification. An inductive process was followed to identify the principal codes as per the transcript. The table below shows the main area of interest in learning English as highlighted by the participants during the semi-structured interviews. The table shows the frequency of each benefit ordered in ascending order.

Table 12. *Coding Frequency of English Language for Refugees*

Code	Frequency
Access to education	13
Access to jobs with a humanitarian organisation	13
Job requirement	12
Job promotion	8
International communication	8
Access to jobs in the private sector	5
Survival	5
Planning for Future	4
Feel respected	4
Communication in touristic places	3
Travel abroad	3

Getting an international scholarship	2
Psychological support	2
Understanding law and rights	2

The participants focus on the benefits of English as a tool to access jobs and improve/promote within the same job or organisation in the private and humanitarian sectors. They also mentioned the educational benefit of the English language. As well as the limited usage of English in day-to-day life. However, they also mentioned that it provides psychological support and respect in social life, enabling, to a certain extent, the management of daily life. English is essential to future planning and affects their intentions (See Table 12 and Figure 6).

4.8.1.1. The Benefits of English as a Tool to Access Jobs and Better Income Opportunities

In one of the recent studies on refugee employment, Dumont, Liebig, Kuhle, & Kempen (2016) concluded that one of the main challenges faced by refugees is the need to be employed, secure their basic needs using a stable income, and survive on it. Employers usually search for specific qualifications, limiting the refugees' choices to access good job opportunities. Employees show concerns that the labour law for the refugees is not clear. Further, the productivity may be affected due to the lack of qualifications and, most notably, language skills, particularly in the first phase of the refugee's life in the asylum country. The findings from analysing the data using NVivo showed that four participants mentioned the possibility of working in the private sector in Türkiye if they mastered English five times. Companies, especially those involved in international commercial or touristic offices, will need employees who master foreign languages, primarily English. 12 participants repeated 20 times that English helped them to access jobs with humanitarian organisations, including NGOs and the UN agencies, or hindered their efforts when the language proficiency was unavailable. Seven participants mentioned 12 times that the job vacancy they were interested in mentioned proficiency in

English as one of the main requirements for recruitment. 16 participants repeated eight times that English language proficiency helps or hinders their promotion in their workplace. Tarek, one of the participants, mentioned,

“English helped me find a job without waiting. I came to Türkiye on Saturday, and by Monday, I managed to find a job that requires the knowledge of English and Arabic”.

4.8.1.2. English as a Tool to Access Education

Türkiye states in its jurisdiction that the entire population, including foreigners, can access primary and higher education. From 2017 until 2019, the Presidency for Turks Abroad and Related Communities (Yurtdışı Türkler ve Akraba Topluluklar Başkanlığı, YTB) covered the admission cost of Syrian refugees in state-managed universities and also provided scholarships. As a result, 33,000 Syrian students were admitted to higher education institutions simply within the academic year of 2019 (Independent, 2021). Nine participants mentioned 13 times that mastering the English language will benefit admission in many departments across several universities in Türkiye. This helps them to start their education without spending time learning Turkish over one year. Hussain mentioned:

“I studied in the university in English. Without mastering the English language, I would not be able to finish my bachelor’s and, that too, with good grades”.

Getting a bachelor's degree or higher degree will help refugees access more job opportunities or increase their status in their current job.

4.8.1.3. English as a Tool for Future Planning

Two participants mentioned four times that they learned English to plan for their future seriously. Two participants mentioned that they plan to apply for an international scholarship that uses English as a study language. Three participants said that they are learning English because they plan to travel out of Türkiye because they believe their future in the country to be not secured.

4.8.1.4. English as a Tool to Mitigate Challenges and Offer Psychological Support

Three participants mentioned four times how they felt that the use of English made them feel more respected by the host community, which generally perceived them as educated groups that knew a language other than their native tongue. Two participants mentioned that learning English supported them psychologically. In comparison, four participants mentioned five times that learning English helps them survive life in Türkiye. Two participants said that they use English to understand their rights, the law of refugees, and temporary protection holders. The more resilient refugees are, the more willing they are to speak, express their needs, and discuss their fundamental rights. When they improve their language with their resilience, they shall engage in relatively more improved communication with the society (Smith, 2009).

4.8.1.5. English as a Tool for International Communication

Five participants mentioned eight times that learning English helped them to communicate internationally through social media and other international platforms. People with different native language can use English to communicate with each other instead of learning each other languages. So the purpose of learning language is not just to acquire linguistic knowledge in English but to fulfill the needs of people especially refugees in meet their needs and keep updated on the development around them. English is also considered as a youth language especially for those who follow international cinema, computer software, and other global topics related to education, fashion, economy and so.



Figure 6: *The Most Repeated Words Related to English*

4.8.2. Turkish as a Tool to Boost Resilience and Accelerate Integration into the Host Community

The same analysis method used for English was repeated for the current analysis. Table 13 and Figure 7 explain the frequency of the interest in and benefits of learning the Turkish language. The participants focus on the benefits of Turkish as a tool to access essential needs and health services. Turkish was also required to access jobs. They also mentioned the educational benefits of the Turkish language, its wide usage in daily life, and how it provides psychological support and respect in social life. It helps to considerably manage and overcome various challenges, primarily in terms of understanding the law and refugees' rights. It is also essential to make future plans, as it affects the intentions of the refugee.

Table 13. *Coding Frequency of Turkish Language for Refugees*

Code	Frequency
Relation and communication with the host community	30
Overcome challenges in daily life	25
Access essential services and needs	19
Access to jobs	17
Access to education	12

Governmental and general services	12
Access to health services	11
Future planning	9
Law and rights	7
Access to shelter	5
Psychosocial support	5
Respect and acceptance	5

The table demonstrates that the most repeated topics were: communication, securing basic needs, and accessing essential services. The importance of communication in terms of refugees needing to express themselves and access social services was one of the main points of consideration when studying refugees (Physiopedia, 2022). The second most repetitive topics were: access to jobs, education, government, and health services. The importance of these topics was explained in different studies in addition to their effect on the resilience and daily lives of the refugees (Almedom, 2008; Pinedo Caro, 2020). These topics are followed by the significance of language for future planning, access to shelter, understanding of rights, and psychological and social acceptance.

4.8.2.1. Turkish to Survive Day-to-day Life

The provision of temporary protection status for Syrian by the government of Türkiye was an important step that took place at the beginning of the crisis. However, the Turkish parliament endorsed a significant amendment in 2012, that made it similar to the status of the refugee. The TP ensures that Syrian refugees are protected against refoulement and are ensured access to essential services (Amnesty International, 2014). Eleven participants mentioned the importance of learning the Turkish language to access essential services and fulfil survival needs 19 times in total. Nine participants spoke 11 times about the importance of learning the Turkish language to access health services. Those who lack proficiency in the language require interpreters to support them in accessing the services. Eleven participants mentioned 25 times the importance of language

in overcoming challenges in their daily lives, which include shopping, requesting help, solving problems, and other such tasks. Seven participants mentioned 12 times the importance of language learning in processing their requests in banks, population state offices, and other governmental services.

4.8.2.2. Turkish as an Essential Process of Integration

Integration is a broad term that may be inclusive of all the codes mentioned by the participants, in relation to education, protection, livelihood, and overcoming different challenges. However, in this section, social integration and acceptance by the host community are discussed. The majority of Syrian refugees have lived outside of camps since the beginning of the crisis. While Türkiye maintains an open-door policy, the legal status of Syrian refugees remains unclear (Amnesty International, 2014). Twelve participants repeated 30 times that communication with host communities would be impossible without proficiency in Turkish. Even if Syrians attained legal status or citizenship without speaking Turkish, the community would not accept foreigners as part of their society. Three participants mentioned five times that the Turkish language would enhance the acceptance and respect they would receive.

For example, Khaled spoke about the benefits of integration that can be achieved through learning Turkish: *“Learning Turkish will help us integrate and access more jobs. The Turkish market mainly needs proficiency in the Turkish language.”*

Ruba, who lives alone and is separated from her family because of the crisis in Syria, spoke about integrating to experience social cohesion and forge more valuable relationships with the community. She thinks that the host community will not accept those who do not speak their language, even if they received the citizenship of the country:

“Even if you get citizenship without mastering the language, the host community will not accept you, and integration will not be possible.”

Khaled believes that receiving citizenship will generally support refugees and eliminate barriers faced by the refugees in terms of their future plans as well:

“Turkish citizenship could provide the legal basis for accessing jobs and future plans.”

It was also highlighted that learning a language would help eliminate the effect of cultural differences between refugees and host communities. It would also help to remove misunderstandings and clarify allegations against refugees. Tarek comments on the same, saying:

“If you can speak the language, you will feel equal to the local people in most contexts but, of course, not all. Sometimes, the hate speech against refugees or foreigners makes it not easy, and the lack of language to clarify any misunderstanding is a challenge. Nevertheless, language is sometimes more important than cultural or religious differences and helps to avoid several problems related to that difference.”

4.8.2.3. Turkish Language as a Determinant of Future Planning

8 participants mentioned nine times that language is linked with future plans. For example, those who decided to stay in Türkiye mentioned that they either mastered Turkish or are in the process of mastering it and speaking it fluently, similar to the host community, to be an integral part of the society.

4.8.2. Turkish Language Learning as a Tool to Ensure Protection

Three participants mentioned five times that they could not secure shelter because they could not speak Turkish. Some of them said that certain landlords do not rent their apartments to foreigners. Omar, one of the participants, mentioned that because he speaks Turkish fluently, his background is hidden from his house landlord who lives in Germany, and thus, he can rent the apartment. Five participants mentioned seven times that learning Turkish helped them to understand the law and their rights. Before reading it carefully, they do not sign any documents – this safeguards their rights and prevents wrongdoing. It also helps them understand the culture of the host community, thereby avoiding actions that are unacceptable to the community. A proficiency in Turkish also allows them to explain and solve any potential misunderstandings.

4.8.2.5. Turkish Language Learning as a Tool to Access Benefits of Education

Six participants mentioned 12 times the importance of language to access education. Participants believe that learning the Turkish language would support their access to education in schools and universities, or enable them to continue their education and receive higher degrees. However, such access is not without its challenges. Ruba stated:

“It is challenging to learn languages while we have several obstacles, and we try to survive in our daily lives. We work long hours and do not have time to learn during the evening. We still think we will return to Syria, but the circumstances are not conducive yet.”

4.8.2.6. Job and Livelihood

Eleven participants repeated 17 times the importance of language to access jobs or widen their opportunities. However, it was obvious that access to jobs and other livelihood opportunities was not easy. In the findings, different challenges were reflected by the participants. Farida, for example, moved from Istanbul to Antakya, where Arabic is used by many Turkish nationals, who are originally Arabs. She was embarrassed when speaking a broken language, and some host community members could not understand what she was trying to say. Hence, they generally refrained from further conversation with her:

“My Turkish is not perfect. I have many reasons why I did not learn the language. I live in an area where Turkish people know Arabic. I have faced some difficulties practising Turkish as people do not understand me. They end the discussion, and sometimes their reaction is not friendly. They say that you’ve spent many years here and still don’t speak good Turkish.”

Similarly, Anas described his situation as unstable, as he could not apply for jobs that required proficiency in the Turkish language. Furthermore, he mentioned that the

dynamics of the Syrian situation and its effect on Syrian refugees make it difficult for people like him to decide on their future. Therefore, learning Turkish is accompanied by plans for an extended stay.

“I do not believe Turkish will help me in my long-term planning as I am still connected with Syrian development.”

Hussain mentioned that refugees living with their families depend on each other. Hence, older people generally do not learn the language of the host community as they depend on their children to communicate with locals and facilitate job-related communications.

“We support our family members who do not speak Turkish, especially old family members, as children or young people learn languages before older ones.”



Figure 7: The Most Repeated Words Related to Turkish

CHAPTER V

DISCUSSION

5.0. Presentation

This chapter discusses the quantitative and qualitative findings of the study that have been presented in the previous section as well as indicated by existing works of literature throughout the paper. This chapter aims to connect the discussed findings with the research questions.

5.1. Discussion of the Quantitative Findings

In the following sections, the discussion of the first six questions findings will be explained to analyse correlation between language learning and resilience and relationships among the gender, employment, and study variables.

5.1.1. Discussion of the First Research Question

The first research question of this study aims to analyse the relationship between English language proficiency and the resilience of Syrian refugees in Türkiye. The data analysis results demonstrate a statistically significant correlation between the mastery level of the English language and the resilience of Syrian refugees, indicating an increase in the level of resilience with an improvement in the English proficiency of Syrian refugees. Recently, English has become one of the primary languages in the contexts of

worldwide communication, education, economy, and various types of academic and professional opportunities that require a high level of proficiency to be accessed equitably. However, teaching English must not be regarded as pure linguistic teaching. Rather, teaching English must be regarded as a multilingual process, which values the multicultural perspective of preserving the native language of learners and respects their cultures and traditions, particularly in the refugee contexts (King, 2018). First, education focuses on eliminating people's literacy with their native language, while teaching second languages generally follows. Teaching language through educational institutions or learning it by refugees through exposure to the language through communication and request for services play an important role in culture transmission and acculturation (Crystal & Robins, 2021).

5.1.2. Discussion of the Second Research Question

The second research question of this study aimed to analyse the relationship between Turkish language proficiency and the resilience of Syrian refugees in Türkiye. The data analysis results demonstrate no statistically significant correlation between the two variables. Teaching languages to refugees is a controversial topic that is discussed in both political and social contexts. Certain countries have adopted a clear and rigid policy to teach languages to refugees and migrants to prepare them for engagements within local markets and integrate with the community at large (Arendt et al., 2020). However, the host community opines that any investment in response to refugees apart from the provision of basic needs will encourage them to stay longer (Erdoğan, 2014). The importance of mastering the language of the host community in refugee crisis contexts has been mentioned in a variety of studies. For example, Kirişiçi (2014) indicates that children with limited (or no) knowledge of the Turkish language may not be able to integrate into the Turkish community due to the inability to speak to and understand the locals as well as a lack of awareness regarding the culture and diversity of Turkish society. It was also clear that Syrian refugees' lack of understanding and communication with the host community language will put them in front of different challenges, especially accessing the lifesaving needs (Green, 2017). The findings of this research question should be interpreted by

considering the limitations of covering all Turkish cities and the inclusion of refugees with varying profiles, in addition to the qualitative data analysis. The Turkish government and other refugee associations provide translation services in some of the institutions and most of the state hospitals. Further, the private sector offers translation to support their clients in accessing their services (Refugees Association, 2020). However, such support may be temporary and not timely or comprehensive. Moreover, translators in many departments, particularly in hospitals and health centres, may not be professional, thereby leading to severe consequences due to inaccuracies in translation.

5.1.3. Discussion of the Third Research Question

The third research question aimed to analyse the relationship between gender and the resilience of Syrian refugees in Türkiye. The findings low score among female group compared with the male group. The illiteracy of refugees prior to their displacement to Türkiye was one of the main challenges experienced by them. This illiteracy existed due to various reasons that may be observed in the protracted displacement (Elmeroth, 2003). The first reason is the inability of refugees to attend schools before their displacement due to the conflict that took place in the community of origin. The second reason is related to the unstable environment they lived in during and after their displacement. However, following displacement, refugees in Türkiye established a relatively stable life, as compared to their life in Syria during the conflict. Many refugees, for example, continue to struggle in terms of their access to education – this includes children, the elderly, persons with disabilities, and mothers who take care of their children (Bache, 2020). Several studies on language learning in the refugee context demonstrate that males characterize a higher level of linguistic competence than females. Women are typically affected by their history before displacement as they usually come from developing countries where the quality of education is not up to standards. Women may also come from societies where they are deprived of their rights to education and face other issues such as unequal opportunities for social, occupational, and educational engagement. During their post-displacement or migration, women's rights to access education and other social services were not safeguarded due to causes related to acculturation strategy or the

integration policy of the host community (Watkins et al., 2012). The findings show differences across gender groups; males were found to be relatively more resilient than women. Consequently, their chances of getting jobs, accessing education, or integrating into the host community are higher.

5.1.4. Discussion of the Fourth Research Question

The fourth research question aimed to analyse the relationship between refugees who are/are not studying and their resilience. Education is believed to psychologically support refugees and build their resilience to cope with varying challenges that they are exposed to. Education is one of the most overlooked sectors in the refugee crisis. Refugees generally face many challenges in accessing formal education due to lack of language proficiency, continuous movement, and socioeconomic concerns, among other factors. However, the number of Syrian students increased from 34,000 (in 2011-2012) to 2,90,403 in 2015-2016 (Alpaydın, 2017). The results of the data analysis demonstrated the lack of a statistically significant difference between the two groups. The result could be interpreted, given that the majority of participants are adults who have already established a resilient life. Refugees could prioritize dealing with their trauma and securing their lifesaving and education needs, particularly due to the temporary lifestyle they lead (Aydin & Kaya, 2019).

5.1.5. Discussion of the Fifth Research Question

The fourth research question analyses the relationship between employment status and resilience. The results indicate the lack of a statically significant difference between the two groups. As Syrians are not legally considered refugees in Türkiye, they do not receive regular governmental financial support. Assistance is provided by the UN, I/NGOs, and government-affiliated organisations for specific vulnerable groups, and temporarily when the fund is available. This compels all refugees to find alternative income resources to support their livelihood. It is certainly not easy to learn the language while searching for work or working long hours (Saferworld and Conciliation Resources, 2016). Reports about labour markets showed that 940,921 Syrians work in Türkiye as of

2017; the percentage of Syrians who were unemployed in 2016 but found jobs in 2017 was reported to be higher than that of a similar group among local natives. This may be partially attributed to the low wages provided to Syrians, as opposed to native workers, which increases employment. Further, the primary professions occupied by Syrians in the Turkish labour markets are agriculture, manufacturing, transport, trade, and hospitality, all of which primarily require low-skilled labour. It was also assumed that language barriers prevented Syrian refugees from occupying high-skilled professions (Pinedo Caro, 2020).

5.1.6. Discussion of the Sixth Research Question

The sixth research question aimed to assess the relationship between the number of years spent in Türkiye and the level of resilience. There was no statically significant correlation between the two variables. The subject of age and its effect on language learning remains controversial. The assumption that children learn a language faster than adults is still considered a conceptual misunderstanding. Children can be more native-like than adults; however, time is not a determinant factor. Children of different ages learn differently, and immigrant children are different from those who learn a language in their own countries (Krashen, Long, Robin, & Scarcella 1979; DeKeyser, 2013). However, it was noticed that older people may lose their motivation to learn a language when children or other family members can translate for them.

5.2. Discussion of the Qualitative Findings

In the following section, the discussion of the findings of the question number seven will be discussed. This question has been done through semi-structure interviews and analyses done through content analysis.

5.2.1. Discussion of the Seventh Research Question

This question aimed to analyse the extent to which learning English and Turkish will boost resilience and accelerate the integration of refugees with the host community. It was consistently proven across findings of the qualitative data analysis that learning

Turkish is the only way Syrian refugees can communicate with the host community. This communication is essential for refugees to access health services, governmental services, shelter, and other essential services. It is also crucial in terms of supporting refugees in accessing income opportunities and education. Mastering the language of the host country accelerates the acculturation process and contributes to the proper integration of refugees. For children born in the host country, the process of acculturation may contribute to assimilation. Language learning supports the efforts of any durable solution implemented for refugees (Hieronymi, 2008). According to the findings, English is one of the crucial requirements for accessing jobs, implying that individuals with good English language proficiency will be better positioned to acquire high-skill work faster than those with poor proficiency levels. English is an essential requirement for recruiting staff in international organisations and the implementation of their organizational partners. Recently, Türkiye has invested a significant amount in English education within primary and secondary schools. In higher education, several universities offer programs in English (British Council, 2015). Refugees with good English language proficiency are more likely to be able to access higher education than those without such proficiency. The psychological benefit of the same has also been highlighted in the findings. Syrian refugees felt more respected when the host community were made aware of their knowledge of a second language such as English. It has also been proven that English is a primary means by which refugees who seek international scholarships or recruitment may participate in international communication. Language learning is one of the main factors that contribute to refugees' decisions regarding the future, which include temporary travel abroad or starting a new life in English-speaking countries in Europe or other parts of the world. Language learning helps refugees to access information that helps them to understand their rights and duties. The objective of integration is to bring individuals who operate in different areas to act as a system. Integration is a process, rather than a one-time action (Ehrens, 2015). The participants clearly interpreted the meaning of integration in different ways, approaching it from varying perspectives. However, the findings show that learning a language helps to eliminate the effect of cultural differences between refugees and host communities. It also helps to reduce misunderstandings and clarify allegations against refugees.

5.2.2. Challenges of Refugees to Learn Languages

Generally, there are several challenges faced by language learners. Some of them are related to learners; for example, some may not take classes seriously or may overuse their native language in their communication in-house and on social media. However, the challenges may also be related to the class environment or the qualification of teachers (Alpaydın, 2017; Manuel, 2021). The study shows that refugees are subjected to different types of challenges. The social challenges related to securing basic lifesaving needs and supporting the family prevent refugees from allocating sufficient time for language learning. Financial challenges are another barrier to overcome. The long working hours consume most of the refugee's time, and the complex financial situations prompt refugees to prioritize working over language learning (Alefesha & Al-Jamal, 2019). The education sector has not been receiving sufficient global support in non-emergency situations. Thus, education in emergencies is considered a second priority. Schools and other educational facilities do not plan to have refugees or other kinds of diversity. Hence, access and learning environments are not consistently available. Curricula are not developed according to the unique contexts of refugees and post-migration. The educational personnel are also essential to the refugees' response, especially in language teaching (Alpaydın, 2017). Further, refugees are exposed to different challenges and obstacles as they work toward obtaining their legal documents and permissions to travel, work, and register their IDs or address, all of which require more time and affect their motivation. Many Syrians still dream of returning to Syria, especially those who are separated from their families or are with valuable assets in Syria.

5.3. Summary

The findings show that majority of the participants have medium resilience levels in Türkiye. The resilience mean of this study is 68.71, which indicates that some of the refugees have developed coping mechanisms or strategies that helped them cope, to a certain extent, with the struggles and challenges they face. They have the ability to adapt to new situations and create a stable living space that resembles their ordinary life before

displacement. Resilience helps affected people proceed in their lives while they try to determine paths to take to overcome the challenges they experience (Smith, 2009). The psychology of some refugees also demonstrated a level of stability that allowed them to survive the new life they were exposed to. This stability could be connected to many factors, such as the government policy toward refugees. Türkiye has adopted an open-door policy toward the Syrians fleeing the conflict. Although Türkiye does not consider Syrians as refugees because it brings about certain legal obligations within the government policy, the temporary protection status has offered subsidiary protection for the Syrian refugees living in Türkiye (Erdogan, 2019). Legal and protection support for refugees is essential for supporting vulnerable refugees. However, it is not enough to support refugees in surviving. Syrians have to obtain their most urgent needs, which start with access to information and orientation regarding the novel contexts they are now faced with. In the short term, Syrian refugees should have access to life-saving assistance (welfare needs), mainly food, shelter, and health care services. However, in the long term, they need to build self-confidence, establish social interaction and plan ahead (Council of Europe, 2021). Language is necessary to support refugees by building their resilience and accelerating their integration in both the short- and long-term responses. According to the findings of the current study, Syrian refugees depend on language to build their resilience. Arabic, which is the mother tongue, is used to communicate with family, relatives, friends, and Syrian co-workers. English and Turkish are the main languages that support refugees in building resilience. Syrians with language skills appear to be more resilient and able to cope with the struggles and challenges to obtain their life needs, while those who lack language skills live difficult lives, such that they avoid contact with the host community and lose job opportunities that meet their academic and professional experience. The lack of language skills leads some Syrian refugees to establish a parallel community within the Turkish community to communicate with fellows who speak the same language (Balkan et al., 2018).

CHAPTER VI

CONCLUSION AND IMPLICATIONS

6.0. Presentation

This chapter presents a general overview and conclusion of the study. It also includes the study's implications, limitations and suggestions for future studies.

6.1. Conclusion

The literature reviewed and the findings of this study demonstrated the significant effects of language on refugees through their displacement journey. Moreover, it was clear that language should be one of the main requirements before a crisis or resettlement. Therefore, language must be included in any readiness plan where people are expected to displace themselves to a new location where various languages are spoken. One of the comprehensive reports by the United Nations Humanitarian Needs Assessment Program (HNAP) stated that displacement mainly occurs due to the shortage of security or income; however, these movements are motivated by the basic survival needs that refugees considered for deciding their displacement destination (HNAP, 2021). Language should be treated as relevant to lifesaving needs such as shelter, food, and health. In many contexts, the proper and equitable access to lifesaving needs requires language proficiency. Therefore, resilience building is a process that should start as early as possible

and include language requirements as one of the first factors while planning, monitoring or evaluating a response. The inclusion of language should not be treated generally or similar to regular second language programs. Such inclusion should consider the refugees' varied characteristics (pedagogical policy, among other factors) as well as the psychological aspect of post-migration and refugees (Alpaydın, 2017). The integration policy should be designed to include language programs that support refugees in accessing education, jobs and social integration. Learning Turkish and English is very important for refugees to continue their education, access jobs, and plan for the future. Turkish (the language of the host country) is significant for refugees to accelerate their social integration as well as access protection services and legal consultation (Cinkara, 2017). At the same time, English is essential for international communication, travel, or further displacement that may occur in Europe. The conclusion regarding the Turkish language may be generalised to other similar contexts associated with the language of host countries, which could be English in many different western countries, where refugees are mainly displaced.

6.2. Implications

Implications have been divided into three sections, as three relevant pillars. The first pillar is for the government or organizations affiliated with the government and civil society organisations that support refugees; the second is for education authorities (either formal or non-formal), and the third is for humanitarian aid organisations.

6.2.1. Implications for Government Institutions and Civil Society Entities

Integration policy should be clear and accessible to the Syrian refugees. The majority of participants responded that they have difficulties deciding whether they will learn languages or not. This difficulty arises from their feelings of uncertainty about the future. Although language is one of the primary factors that help to build the resilience of refugees and contribute to their integration, due to long working hours and searching for income opportunities, refugees do not find the time or sufficient financial resources to learn or contact the host community to practice the language (Alefesha & Al-Jamal, 2019).

Institutions involved in decision-making must focus on teaching language in both face-to-face and virtual methods to provide refugees with more flexibility to select the best and most relevant method. Employers are recommended to receive support from the government to deduct working hours to allow refugees time to learn languages. It is also recommended to continue supporting the tuition fees of language learning courses, mainly for those who cannot afford them (Kanno & Varghese, 2010). The study findings also prompt objective and impartial efforts to initiate a meaningful dialogue between the refugee community and the host community in a healthy environment where language is essential for the transfer of differing points of view, removing misunderstandings and clarifying rumours. The study assumes that by addressing the aforementioned issues, a positive impact on the integration of refugees and support for their resilience will be achieved.

6.2.2. Implications for Education Authorities

Language is a primary requirement for accessing primary, secondary and higher education in Türkiye or abroad. While primary and secondary education is provided in Turkish (the language of the host country), efforts should be made to accommodate students of all ages. Students should be provided with preparatory courses to master the language. Further, teachers should be trained to deal with students characterised by post-trauma backgrounds. The education personnel should recognize the lifestyles led by some refugee families, such as family separation or marginalisation within the community (Alpaydın, 2017). The school curricula should recognise the possibility of having refugee students in the classrooms. The content of the courses, exercises and activities should explain and acknowledge this fact. Higher education in Türkiye is available in different languages, predominantly Turkish and English. Universities should continue the provision of language courses for refugee students to prepare them to start their studies without having to face difficulties in their first years. It is evident in the study that some refugees who work for long hours, or female refugees, do not have the time to learn languages and have dropped the idea of continuing higher education. Virtual and distance learning have improved to a significant extent during the pandemic. The newly developed approach to

distance learning should be built upon to include refugees who cannot attend face-to-face courses due to work or house commitments. Gaziantep University, for example, provides different language opportunities for foreigners, including refugees, in different languages such as Turkish, English and Arabic both in-class and online (uzaktan eğitim) (Gaziantep University, 2021). A one-size-fits-all approach should not be followed in language teaching. Course content, number of hours, gender of students, classroom environment, and other key factors should be considered before developing a curriculum (Watkins et al., 2012). The approach should shift its focus on eliminating the illiteracy of refugees to a more comprehensive set of educational policies that address their limited social, cultural, and linguistic capital as well as the structural barriers that prevent them from learning the language. It is also vital to provide training for teachers and discuss the assumption that teachers who are native language speakers can teach the language to foreigners as a second language. At the same time, teachers should be briefed by a professional specialist on the existence of refugee students in their classes. Such training should be provided to ensure their understanding of psychological and linguistic challenges that refugee students face and try to address them to bring them up to be equal to the local students. (Kanno & Varghese, 2010). The study assumes that mitigating the challenges related to education will boost refugees' resilience and have a positive impact on their plans for the future in case they decide to continue their displacement in Europe or other countries, or decide to return to their country of origin when conducive conditions are available for a spontaneous and dignified return.

6.2.3. Implication for Humanitarian Aid Organisations

Life-saving assistance is undoubtedly vital to offer the food, shelter, and other survival needs of refugees. However, resilience is another critical factor that requires consideration during the response. Building resilience could include the soft component of the psychological aspect where realistic optimism can be established by adopting a positive position and enabling refugees to accept the challenges and adopt practical and manageable methods (Almedom, 2008). As explained in the literature review and findings, language is one of the main factors that enable refugees to access their survival needs and support them psychologically by helping them to understand their rights and legal situations and also feel recognized. The study assumes that the recommendation made in

this section will ensure good planning by the humanitarian organization for the refugee crisis as well as a long-term and sustainable impact on the refugees' lives, thereby achieving resilience.

6.3. Study Limitations

The study is subject to different limitations. The first limitation is the COVID-19 pandemic, which caused most data collection to be conducted remotely. The explanation of the study's purpose through virtual communication is still challenging. For example, the participants should answer all questions in the CD-RISC questionnaire based on their experience during the past month. However, it would be easier to remind them of the importance of this issue during face-to-face meetings. Some participants may start answering based on their overall life experiences, including their experience before displacement. It is assumed that one of the reasons that data are not distributed normally is due to the varying perceptions of the questions. Another limitation was that no language proficiency instrument was used to precisely determine the language proficiency level. The participants were asked to self-report their level of language proficiency based on the recent certification received or according to some criteria such as the ability to speak, read, write and understand spoken language. A general limitation is that refugees were not motivated to conduct questionnaires or interviews. It was not easy to explain to each participant that the research is only for academic purposes and does not investigate their legal stay or employment, especially for those working unofficially. Some of the refugees expected a return for their participation and asked if no benefit would be received; they were not ready to allocate time to answer any question. In one of the qualitative studies conducted on Karen refugee women who took refuge in Australia and came mainly from Myanmar and East Asian countries, participants were provided with a \$20 food voucher as a token of appreciation for their time and input (Watkins et al., 2012). In this study, no compensation was provided for participants, which may be a reason for the increased number of participants already working and having stable incomes and life. This could increase the possibility of targeting the so-called (elite refugees) group; however, this would also support results in case the category that has access to stable income is facing

these difficulties; those who do not have the same opportunities are bound to be in a much worse situation and in need of varying kinds of support, which includes resilience building (Kanno & Varghese, 2010).

6.4. Suggestions for Further Research

Based on the findings, results, and limitations of this study, comparisons may be made between refugees who have completed their higher education and those who could not continue it. Refugees who are officially working may be compared with those who are not. A research study may be carried out to compare those who obtained citizenship, as opposed to those who did not. It would also be helpful to compare the refugees who live with their families to those who are separated and living alone. Finally, the measurement of language proficiency should be carried out using a uniform academic tool for all participants. Alternately, the study could be conducted in language teaching centres where the proficiency levels are already known.

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Appendix I: CD-RISC-25 Questionnaire Arabic Version

	ليس صحيحا على الإطلاق (0)	نادرا ما صحيح (1)	أحيانا صحيح (2)	غالبا صحيح (3)	صحيح كل الوقت تقريبا (4)
١	☐	☐	☐	☐	☐
٢	☐	☐	☐	☐	☐
٣	☐	☐	☐	☐	☐
٤	☐	☐	☐	☐	☐
٥	☐	☐	☐	☐	☐
٦	☐	☐	☐	☐	☐
٧	☐	☐	☐	☐	☐
٨	☐	☐	☐	☐	☐
٩	☐	☐	☐	☐	☐
١٠	☐	☐	☐	☐	☐
١١	☐	☐	☐	☐	☐
١٢	☐	☐	☐	☐	☐
١٣	☐	☐	☐	☐	☐
١٤	☐	☐	☐	☐	☐
١٥	☐	☐	☐	☐	☐
١٦	☐	☐	☐	☐	☐
١٧	☐	☐	☐	☐	☐
١٨	☐	☐	☐	☐	☐
١٩	☐	☐	☐	☐	☐
٢٠	☐	☐	☐	☐	☐
٢١	☐	☐	☐	☐	☐
٢٢	☐	☐	☐	☐	☐
٢٣	☐	☐	☐	☐	☐
٢٤	☐	☐	☐	☐	☐
٢٥	☐	☐	☐	☐	☐

جميع الحقوق محفوظة. لا يجوز نسخ أي جزء من هذا المستند أو إرساله بأي شكل أو بأي وسيلة إلكترونية أو ميكانيكية، بما في ذلك الاستنساخ الفوتوغرافي، أو عن طريق تخزين المعلومات أو نظام استرجاع، دون الحصول على إذن كتابي من الدكتور ديفيدسون على mail@cd-risc.com. يمكن الاطلاع على مزيد من المعلومات حول نطاق وشروط الاستخدام في www.cd-risc.com. حقوق الطبع والنشر © 2003، 2007، 2009، 2011، 2013 بواسطة الدكتورة كاترين كرونر و الدكتور جوناثان ديفيدسون . تمت ترجمة هذا المقايير إلى العربية بواسطة الدكتور عزوان توما، الدكتور مايكل قزق، الدكتور عدنان حمد، الدكتور نزار ملطيت و طارق يعقوب

Appendix II: CD-RISC-25 Questionnaire English version

Connor-Davidson Resilience Scale 25 (CD-RISC-25) ©

For each item, please mark an "x" in the box below that best indicates how much you agree with the following statements as they apply to you over the last month. If a particular situation has not occurred recently, answer according to how you think you would have felt.

	not true at all (0)	rarely true (1)	sometimes true (2)	often true (3)	true nearly all the time (4)
1. I am able to adapt when changes occur.	☐	☐	☐	☐	☐
2. I have at least one close and secure relationship that helps me when I am stressed.	☐	☐	☐	☐	☐
3. When there are no clear solutions to my problems, sometimes fate or God can help.	☐	☐	☐	☐	☐
4. I can deal with whatever comes my way.	☐	☐	☐	☐	☐
5. Past successes give me confidence in dealing with new challenges and difficulties.	☐	☐	☐	☐	☐
6. I try to see the humorous side of things when I am faced with problems.	☐	☐	☐	☐	☐
7. Having to cope with stress can make me stronger.	☐	☐	☐	☐	☐
8. I tend to bounce back after illness, injury, or other hardships.	☐	☐	☐	☐	☐
9. Good or bad, I believe that most things happen for a reason.	☐	☐	☐	☐	☐
10. I give my best effort no matter what the outcome may be.	☐	☐	☐	☐	☐
11. I believe I can achieve my goals, even if there are obstacles.	☐	☐	☐	☐	☐
12. Even when things look hopeless, I don't give up.	☐	☐	☐	☐	☐
13. During times of stress/crisis, I know where to turn for help.	☐	☐	☐	☐	☐
14. Under pressure, I stay focused and think clearly.	☐	☐	☐	☐	☐
15. I prefer to take the lead in solving problems rather than letting others make all the decisions.	☐	☐	☐	☐	☐
16. I am not easily discouraged by failure.	☐	☐	☐	☐	☐
17. I think of myself as a strong person when dealing with life's challenges and difficulties.	☐	☐	☐	☐	☐
18. I can make unpopular or difficult decisions that affect other people, if it is necessary.	☐	☐	☐	☐	☐
19. I am able to handle unpleasant or painful feelings like sadness, fear, and anger.	☐	☐	☐	☐	☐
20. In dealing with life's problems, sometimes you have to act on a hunch without knowing why.	☐	☐	☐	☐	☐
21. I have a strong sense of purpose in life.	☐	☐	☐	☐	☐
22. I feel in control of my life.	☐	☐	☐	☐	☐
23. I like challenges.	☐	☐	☐	☐	☐
24. I work to attain my goals no matter what roadblocks I encounter along the way.	☐	☐	☐	☐	☐
25. I take pride in my achievements.	☐	☐	☐	☐	☐

Add up your score for each column 0 + ____ + ____ + ____ + ____

Add each of the column totals to obtain CD-RISC score = ____

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Appendix III CD-RISC-25 Questionnaire Turkish Version

Connor-Davidson Psikolojik Sağlamlık Ölçeği 25 (CD-RISC-25-TUR)

Yaş: Cinsiyet: ☐ Bayan ☐ Erkek

Lütfen aşağıdaki ifadelerin geçtiğimiz ay içinde size ne kadar uyduğunu gösteriniz. Eğer yakın zamanda belirgin bir şey olmadıysa, ne hissetmiş olabileceğinizi düşünerek cevaplayınız.

	Hiç doğru değil (0)	Nadiren doğru (1)	Bazen doğru (2)	Sıklıkla doğru (3)	Neredeyse her zaman doğru (4)
1. Değişiklikler karşısında uyum sağlayabilirim.	☐	☐	☐	☐	☐
2. Stres olduğunda beni rahatlatacak en az bir tane yakın ve güvенеbileceğim ilişkim var.	☐	☐	☐	☐	☐
3. Sorunlarıma açık bir çözüm bulunmadığında, bazen Tanrı ya da kader yardım edebilir.	☐	☐	☐	☐	☐
4. Önüme çıkan herşeyle başa çıkabilirim.	☐	☐	☐	☐	☐
5. Geçmiş başarılarım, yeni zorluklarla mücadele etmemde bana güven veriyor.	☐	☐	☐	☐	☐
6. Sorunlarla karşılaştığım zaman, olayların komik yönlerini görmeye çalışırım.	☐	☐	☐	☐	☐
7. Stresle mücadele etmek durumunda kalmak, beni daha da güçlendirebilir.	☐	☐	☐	☐	☐
8. Hastalık, yaralanma ya da benzeri güçlüklerden sonra çabuk normale dönerim.	☐	☐	☐	☐	☐
9. İyi ya da kötü, herşeyin olmasında belli bir sebep olduğunu düşünürüm.	☐	☐	☐	☐	☐
10. Sonuç ne olacak olursa olsun, elimden gelenin en iyisini yaparım.	☐	☐	☐	☐	☐
11. Engeller olsa da, hedeflerime ulaşacağıma inanırım.	☐	☐	☐	☐	☐
12. Umutsuz durumlarda bile vazgeçmem.	☐	☐	☐	☐	☐
13. Kriz ya da stres durumlarında yardım için nereye gideceğimi bilirim.	☐	☐	☐	☐	☐
14. Stres altında dikkatim dağılmaz ve açık bir şekilde düşünebilirim.	☐	☐	☐	☐	☐
15. Sorunları çözerken bütün kararları başkasının almasına izin vermektense, kendim için başına geçmeyi tercih ederim.	☐	☐	☐	☐	☐
16. Başarısızlıklar karşısında kolay pes etmem.	☐	☐	☐	☐	☐
17. Yaşamdaki zorluklarla uğraşmada kendimi güçlü bir insan olarak görürüm.	☐	☐	☐	☐	☐
18. Gerektiğinde başkalarını etkileyecek zor ya da kimsenin vermek istemediği kararları alabilirim.	☐	☐	☐	☐	☐
19. Üzüntü, korku ve öfke gibi hoş olmayan ve acı verici duygularla başedebilirim.	☐	☐	☐	☐	☐
20. Yaşamdaki sorunlarla başederken, bazen olayların nedenini bilmeden, varsayımlar üzerine hareket etmek gerekir.	☐	☐	☐	☐	☐
21. Yaşamdaki amacıma dair güçlü bir duyguya sahibim.	☐	☐	☐	☐	☐
22. Hayatımın kontrolüne sahip olduğumu hissediyorum.	☐	☐	☐	☐	☐
23. Zoru severim.	☐	☐	☐	☐	☐
24. Önüme ne engel çıkarsa çıksın, hedeflerime ulaşmaya çalışırım.	☐	☐	☐	☐	☐
25. Başarılarımla gurur duyarım.	☐	☐	☐	☐	☐

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Appendix IV Semi-Structured Interview Questionnaire

1. Does language learning (English and Turkish) help you in your study and/or daily life? (in university markets/hospital/state offices...etc.) How? Example?
2. Do you think mastering languages (English and Turkish) helped or will help you find a job? How? Example?
3. What are the advantages you had because of learning the languages (English and Turkish) of the host community?
4. Does language (English and Turkish) help you overcome difficulties/challenges you are facing?
5. Do you think learning languages (English and Turkish) will support your future? How? Example?

VITAE

Amro TARRISI graduated from Damascus Universtiy, Faculty of Arts and Humanities, English Literature department in 2009. He started working as an English teacher and administrative manager of a language teaching centre and then as a humanitarian professional in 2014.

ÖZ GEÇMİŞ

Amro TARRISI 2009 yılında Şam Üniversitesi Edebiyat Fakültesi İngiliz Edebiyatı bölümünden mezun oldu. Bir dil öğretim merkezinde İngilizce öğretmeni ve idari yönetici olarak göreve başladı ve ardından 2014 yılında insani yardım uzmanı olarak göreve başladı.