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Voices from the Classroom: Literacy Education for Migrant Students

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ABSTRACT

The aim of this study is to examine the problems encountered by classroom teachers working in public schools in Türkiye in developing literacy skills among migrant students, as well as the solutions they propose. For this purpose, teachers with migrant students in their classrooms were identified using the criterion sampling technique. The study was designed as a case study. Data were collected during the 2024–2025 academic year through an online form consisting of 17 open-ended questions. The data, collected via the online form developed by the researchers, were analysed according to four main objectives: problems encountered in teaching literacy, strategies used to develop literacy skills, challenges faced in improving literacy skills, and proposed solutions to enhance these skills. According to the findings, teachers most frequently encountered spelling errors, commonly used visual materials to develop literacy skills, and identified language deficiency as the most significant issue in acquiring literacy skills. Additionally, Turkish language support and parent education were the most frequently recommended solutions by the teachers.

Keywords: migrant children; literacy skills; classroom teachers; qualitative research

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INTRODUCTION

In recent years, the increasing global mass migration movements have significantly influenced the adaptation processes of individuals affected by these movements to their new living environments. One of the groups most affected by this situation is school-aged migrant children. Particularly at the primary school level, migrant children encounter various challenges in terms of both socio-cultural adaptation and the acquisition of academic skills. Chief among these skills are reading and writing, which form the foundation of the educational process. For students whose native language is not Turkish, the acquisition of these skills becomes considerably complex due to language barriers. Since 2011, especially with the influx of Syrian migration, Türkiye has integrated many migrant children into its education system. The integration process of migrant students into the Turkish education system directly affects not only students but also teachers, school administrators, and educational policies. Therefore, academic studies in this field not only contribute to literature but also guide educational policymaking.

A review of the literature reveals that the primary issues migrant students face in the process of acquiring reading and writing skills include language deficiencies, lack of classroom communication, and a shortage of materials. These issues significantly hinder students' comprehension of course content and their ability to express themselves verbally and in writing. According to teachers interviewed in various studies, a key factor limiting learning for migrant students is the weakness of student-teacher and peer interaction (Aykırı, 2017; Erdem, 2017). The difficulties encountered in the development of literacy skills are directly related not only to instructional techniques but also to the student's social, cultural, and psychological adaptation process. In terms of classroom management and student support, it has been noted that teachers are unable to allocate sufficient time to migrant students, which disrupts the process of providing academic support (Bergut & Atmaca, 2024). Additionally, the lack of adequate resources in the classroom often compels teachers to produce materials through their own efforts (Eleman, 2024; Gün & Yüksel, 2021).

In the development of literacy among migrant students, significant challenges have been reported, particularly in vocabulary acquisition, phonemic differentiation, and reading comprehension. It has been observed that deficiencies in these foundational areas among newly enrolled migrant children in primary school hinder their academic success (Gedik, Gedik & Harmanyeri, 2024). Furthermore, it is emphasized that these students demonstrate low phonological awareness and inadequate word recognition skills in their early literacy development (Mızıkacı et al., 2021). Deficiencies and difficulties experienced by individuals in their language skills negatively affect not only their writing skills but also their reading skills. A review of research findings reveals that migrant students face challenges in accessing reading resources and lack support from their families in accessing such resources at home, which adversely impacts their language development (Şahin & Çıldır, 2023). The decline in academic achievement is an inevitable consequence for students whose reading habits are not supported.

According to the study conducted by Sarıtaş, Şahin, and Çatalbaş (2016), the inability of foreign students to understand the official language of instruction in the country they reside in leads to difficulties in communicating with teachers and negatively affects their social adaptation. Furthermore, Özenç and Ferhat (2019) and Temur and Özalp (2022) concluded that teachers struggle to establish emotional bonds with migrant students, which hinders their academic progress. In addition, the limited contributions of volunteer instructors participating in educational activities for migrant students place a greater burden on classroom teachers (Güngör, Bakar, & Çalımlı, 2023).

The literature also demonstrates that many studies on migrant students' literacy processes focus primarily on

second-language literacy, cultural learning, and teacher competencies. For instance, Cummins (2012) emphasized that migrant students must receive support from social contexts and culturally specific elements to develop their academic language skills and proficiency. Other studies have shown that the lack of a strong literacy foundation in the mother tongue negatively affects the development of literacy in a second language (Reyes & Azuara, 2008; Verhoeven, 1987). Ibáñez-Alfonso and colleagues (2021) demonstrated that socioeconomic conditions and cultural learning play a determining role in migrant students' reading comprehension skills. This finding aligns with Lesaux's (2012) assertion that disadvantaged groups, both linguistically and socioeconomically, require support not only in school settings but also from multiple components. In the context of teacher education and pedagogical approaches, Goodwin (2017), Erbaş (2019a, 2023), and Karakaş and Erbaş (2018) emphasized that teacher education programs should be structured to accommodate multicultural classroom environments, while Lee (2010) highlighted the critical role of culturally responsive pedagogies in student achievement. Similarly, Griva and Chostelidou (2014) underscored the importance of creating inclusive learning environments for bilingual students.

In conclusion, both national and international literature show that the literacy processes of migrant children are not solely associated with individual factors but are also related to various components such as educational settings, legal regulations regarding education, family support, socioeconomic conditions, and cultural awareness. Teachers' direct observations based on their working environments serve as a crucial source for understanding this multifaceted process and developing effective solutions. It is evident that supporting the literacy skills of migrant children requires approaches that are sensitive to language development, attentive to cultural differences, and responsive to individual learning needs.

Theoretical Framework

To accurately evaluate the literacy processes of migrant students, this study draws on theoretical perspectives related to multilingual development, culturally responsive pedagogies, and the management of diversity in education, including Jim Cummins' "Theory of Communicative and Academic Language" and Lev Vygotsky's "Sociocultural Learning Theory."

Cummins' (1981, 2012) BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency) model highlights the distinct differences between social communication language and the cognitive academic language skills necessary for academic success. Research has demonstrated that, particularly in Türkiye, although migrant students are able to communicate with teachers at a basic social level, they experience significant difficulties in reading comprehension and expressing themselves in written form (Karakoç, Gündoğdu, & Aydın, 2024; Gedik, Gedik, & Harmanyeri, 2024).

Vygotsky's socio-cultural learning theory (1978) posits that an individual's learning is shaped through social context and interaction. It has been observed that migrant students experience difficulties in understanding the language used in the classroom, fail to interact sufficiently with their peers, and that this negatively impacts their academic development (Erdem, 2017; Sarıtaş, Şahin & Çatalbaş, 2016). According to Vygotsky, learning occurs within the individual's zone of proximal development, through guidance and social support. In this context, one-on-one work between teachers and migrant students is of great importance (Temur & Özalp, 2022).

The model developed by Lesaux (2012), which explores the relationship between socioeconomic deprivation and literacy, reveals that migrant students are affected not only by language but also by poverty, low parental education levels, and lack of access to books. It is particularly evident that children from low-income migrant families are unable to

develop reading habits, and their literacy gains remain limited to classroom support (Şahin & Çıldır, 2023).

Verhoeven's (1987) theory of second language literacy highlights that the learning process is disrupted when a bridge cannot be built between the native language and the target language. In Türkiye, migrant students are expected to learn Turkish without support in their native languages, which complicates their comprehension and production processes (Mızıkacı et al., 2021). Furthermore, the inability of students to develop sufficient vocabulary before starting structured literacy education in the target language limits the development of their reading comprehension skills (Uğurlu & Kayhan, 2018).

Lee's (2010) culturally relevant pedagogy model proposes that teaching strategies should consider students' cultural backgrounds to enhance the academic success of migrant students. This approach strengthens students' sense of belonging in the school environment and increases their engagement in learning. In both the Turkish and international contexts, the literature frequently emphasizes the need for teachers to develop culturally sensitive differentiated instructional practices (Eleman, 2024; Erbaş, 2019b; Goodwin, 2017).

Finally, the bilingual development model advocated by Griva and Chostelidou (2014) states that supporting migrant children in both their native language and the target language has positive effects on their cognitive and academic development. However, it has been identified that in models implemented in Türkiye, the native language is not sufficiently used as a supportive tool in education, and this has led to delays in children's literacy skills (Gün & Yüksel, 2021).

All these theoretical approaches demonstrate that the development of reading and writing skills in migrant students must be addressed in conjunction with linguistic development, social interaction, cultural context, economic conditions, and instructional strategies. The adoption of approaches that take this multilayered structure into account by teachers will facilitate the academic adaptation process of the students.

This study seeks to address the following research questions:

1.   What are the most common challenges that classroom teachers face in the process of developing literacy skills in migrant students?

2.   What types of methods and strategies do teachers employ to address these challenges?

3.   What is the most fundamental problem encountered in improving the literacy skills of migrant students?

4.   What kinds of solutions do teachers propose to enhance this process?

METHOD

Research Design

This research was designed using the case study approach, one of the qualitative research designs. This method enables an in-depth examination of classroom teachers' experiences regarding the literacy processes of migrant students (Yıldırım & Şimşek, 2018).

Participants

The study group consists of 93 classroom teachers working in public schools in various provinces of Türkiye during the

2024–2025 academic year, each of whom has at least one migrant student in their classroom. The criterion sampling technique, one of the purposive sampling methods, was used in selecting the participants. The criteria included having at least one year of experience with migrant students and currently having at least one migrant student in the classroom (Büyüköztürk et al., 2021). The abbreviation "CT," derived from the term "Classroom Teacher," was used as a pseudonym in place of the teachers' real names, and each teacher was coded with a number ranging from CT1 to CT93. The demographic information of the participants is presented in Table 1.

Table 1. Demographic information of the participants

Title	Types	Frequency
Gender	Women	66
	Men	27
Work Experiences with Migrant Children	1-5 years	64
	6-10 years	24
	11 years and more	5
The Grade Level Taught by Classroom Teachers	First year	29
	Second year	25
	Third year	23
	Fourth year	16
The Nationalities of Migrant Students in the Classrooms	Syrian Students	556
	Afghan Students	8
	Iraqi Students	7
	Iranian Students	6
	Tunisian Students	6
	Libyan Students	5
	Turkmenistan Students	5
	Palestinian Students	3
	Azeri Students	1

Most of the participants are female teachers (66), and most are either at the beginning of their professional careers (1–5 years) or are highly experienced (21 years or more). The number of participants with moderate teaching experience is relatively lower. In addition, most of the participants have between 1 and 3 years of experience working with migrant students. The number of teachers with 10 or more years of experience in this area is notably limited. As shown in Table 1, most migrant students in classrooms are of Syrian origin (556).

Data Collection Tool

The data were collected through an online form developed by researchers. The form was prepared based on expert opinions and finalized after a pilot study. The data collection online form includes 17 open-ended questions, consisting of items about various demographic characteristics of the teachers as well as their experiences with migrant students. The form is designed to allow teachers to share their observations and experiences in detail.

Data Analysis

The qualitative data obtained were analyzed using the content analysis method. During the analysis process, codes were first identified, and themes were then created under these codes (Miles & Huberman, 1994). Findings were categorized in line with the themes and supported with direct quotations. To increase reliability in the coding process, all researchers in the study initially conducted independent coding. Later, the researchers came together to evaluate the themes and sub-themes on which they had consensus or disagreement. Additionally, the command "generate themes and sub-themes from the data obtained from interviews" was entered into ChatGPT Plus with the help of a standard parameter to analyze the interview data, and themes and sub-themes were generated. These were compared with the themes and sub-themes previously created by the researchers to finalize the findings. To determine the reliability of the coding, the agreement percentage was calculated using the formula Agreement Percentage = Agreement / (Agreement + Disagreement) × 100 as suggested by Miles and Huberman (1994). An agreement rate of over 88% was achieved. Direct quotations from teacher statements were included in the analysis results to further enhance reliability.

Participation in the study was voluntary. Participants were informed about the purpose of the study, and it was stated that the data would be used solely for scientific purposes. Participants' identities were kept confidential, and ethical approval was obtained from the relevant university.

RESULTS

In this section, the data related to the four sub-questions of the study were analyzed using thematic analysis, and findings obtained from teacher statements were presented.

Table 2. Challenges faced by primary school teachers in developing literacy skills

Themes	Frequency
Writing Errors	50
Spelling and pronunciation problems	34
Limited vocabulary knowledge	16
Comprehension difficulties	15
Language differences	6

When analyzing the data collected through the online form, it was observed that classroom teachers reported experiencing the greatest challenges with "writing errors." The unique phonics-based approach of Turkish literacy instruction and the underdeveloped phonological awareness of students were cited as the main causes of this problem. CT4 explained the situation as follows: "Students experience pronunciation problems stemming from language differences, which leads to a limited vocabulary." CT16 provided more detailed opinions on this issue:

Since they cannot fully speak Turkish, they struggle more to recognize letters compared to other students. They rely more on rote learning. Many of them read letters with completely different sounds. For instance, I have students who read the letter "L" as "D." Among their parents, I have noticed significant confusion between the letters K and G; they pronounce G as K. I can say that I encounter fewer difficulties in writing compared to reading. Almost half of them write down exactly what they see, although some still fail to write the letters correctly.

The second most frequently identified problem by teachers was examined under the category of "spelling and pronunciation problems." According to classroom teachers, difficulties with syllabication are particularly common. CT20 expressed this view as follows:

While reading, they experience problems in combining syllables. Even if they read the letter correctly, they may read the syllable incorrectly, or they read the syllable correctly but fail to combine it into a word. Additionally, they cannot syllabicate words correctly during reading—for example, instead of reading "ka-lem" (pencil), they read it as "ka-l-em."

Other themes that emerged from teachers' views included issues related to "limited vocabulary knowledge," "comprehension difficulties," and "language differences." Examples of teacher statements on these issues are as follows:

"*Because they use Arabic in daily life and only attempt to speak Turkish when necessary, they make spelling and reading mistakes due to pronunciation.*" (Limited Vocabulary Knowledge, CT32)

"*Since they cannot comprehend what they read, they confuse dictations and certain letters.*" (Comprehension Difficulties, CT44)

"*They learn the letters but struggle with combining syllables. While reading words, they pronounce them with an Arabic accent. They also tend to confuse vowel sounds more frequently with other vowels.*" (Language Differences, CT47)

Table 3. Strategies used by teachers to address literacy errors

Themes	Sub-Themes	Frequency
Use of visual materials	Picture cards, visual storybooks	19
Web tools and technology	Digital story applications, smart board use	18
Repetition and reinforcement	Daily repetition sessions, one-on-one repetition sessions	17
Games and educational activities	Letter puzzle games, educational digital games, in-class competitions	14
Individualization	Adaptation to student level, personal plans	12
Reading activities	Reading aloud, paired reading activities	10
Writing activities	Daily writing activities, creating stories from pictures, completing incomplete sentences	7

The strategies employed by classroom teachers to minimize the literacy difficulties of migrant students, categorized by themes, are presented in Table 3. As can be seen from the table, the most frequently employed strategy is the use of visual aids. For example, CT6 explained their experience with visual use as follows: "*I prefer working with pictures. For instance, when I ask them to write the sentence 'My father caught a fish,' since they do not know the meaning of the word 'fish,' I show them a picture of it. In this way, I try to help them make sense of the reading.*" Similarly, CT10 stated, "*I try to create awareness among students through interactive activities, visuals, and colorful materials,*" indicating that they enrich the lesson content to address literacy challenges.

Some teachers also reported using repetition and reward-based practices. For instance, CT30 described how they used rewards in their classroom: "*I provided my students with separate dictation and story notebooks and asked them to*

complete specific tasks in these. Each week, they wrote story analyses of the books they read in their story notebooks. I asked them to read and write texts projected on the smart board, assigned homework, and encouraged them to participate in group activities that facilitated peer learning and interaction. I gave them rewards to keep them motivated when they showed success." Similarly, CT16 emphasized the positive effects of repetition on students: "*These students are always present during reading lessons. While their peers are reading aloud, they listen and learn. In addition, I remind them of all the sounds every day. Together, we do a general review.*"

Among the teachers who reported using internet-based resources and Web 2.0 tools, CT4 explained their practice as follows:

I make use of Web 2.0 tools, especially 'Ders Ekranda.' Unfortunately, the cardboard materials I create do not last long because my student is very distracted and impatient. Therefore, I use laminated reading materials and write words and sentences on jar lids or soda caps to make them read. I also show them YouTube videos where the names of the visuals are written. During home visits, I recommended a few cartoons to the parents that could help improve the student's Turkish. I also emphasized that speaking Turkish within the family would be highly beneficial."

Other teacher statements regarding the strategies employed can be exemplified as follows:

"*I make use of dictation exercises or word completion games.*" (Games and Educational Activities, CT19)

"*When I have free time during breaks, I try to solve their difficulties by working one-on-one.*" (Individualization, CT50)

"*I proceed with speed-reading texts and short tongue twisters they can recite.*" (Reading Activities, CT62)

"*When possible, I assign online homework, use worksheets they can complete by revisiting, and conduct writing tasks with visual support and extensive dictation exercises.*" (Writing Activities, CT40)

Table 4. Problems encountered in enhancing the literacy skills

Themes	Sub-Themes	Frequency
Language deficiency	Lack of Turkish language skills, difficulty understanding	69
Lack of family support	Parents' lack of awareness, lack of repetition at home	29
Socialization problems	Cultural differences, difficulties in friendships	11

The problems encountered in the classroom adaptation process of migrant students are presented in Table 4. One of the most frequently observed adaptation problems by classroom teachers is categorized under the theme of "language deficiency." According to classroom teachers, addressing the issue of "language deficiency" is the most fundamental step in accelerating the development of literacy skills. For example, CT4 highlighted the importance of this problem by stating: "My migrant student is Syrian. He knows Arabic. I think the biggest problem is that there are many differences between Arabic and Turkish—from the writing direction to the alphabet itself..." Similarly, CT82 also referred to language-related issues and summarized the situation as follows: "Since Turkish is not spoken within the family and none of the family members know Turkish, difficulties are experienced."

Another major problem is identified under the theme of "lack of family support." According to classroom teachers, the insufficient support of families in the education of migrant children constitutes an additional challenge. For instance,

CT10 emphasized the impact of the lack of family support by stating: "*The disinterest of families and the fact that children do not engage in any school-related activities at home, nor are they encouraged or supported in this regard, means that a child who already has a language problem cannot receive the necessary support. This is one of the biggest issues*." Linking the lack of home support with classroom practices, CT30 explained: "*The most fundamental problem is that they do not speak Turkish at home and are not supported with homework. In addition, crowded classrooms and the intensity of the curriculum make the time allocated for these students insufficient*." Thus, the lack of home reinforcement exacerbates the difficulties faced at school.

Examples of teachers' views under the theme of "socialization problems" include the following:

"*Their unwillingness to interact with classmates negatively affects many skills, including literacy*." (Socialization Problems, CT70)

"*When they are required to engage in a joint activity, they act hesitantly when coming together with Turkish students. This makes the situation more difficult*." (Socialization Problems, CT2)

Table 5. Teachers' suggestions for enhancing literacy skills

Themes	Sub-Themes	Frequency
Language support and Turkish language instruction	Support for Turkish-speaking environments, peer teaching	12
Family education and parent involvement	Family information and awareness programs	10
Individualized instruction	One-on-one attention, level-based adaptation	9
Expert support	Field expert, support teacher assistance	5
Friendship and social integration	Supportive social and linguistic environments	5

The results of the analysis regarding what classroom teachers recommend to their colleagues in teaching literacy to migrant students are presented in Table 5. Five main themes emerge, ranging from the methods they use to practices involving parents. Teachers frequently emphasize the importance of prioritizing Turkish language instruction. CT5 expressed their experience in this matter as follows:

I do not allow them to speak in their own language among themselves in the classroom. I constantly warn their families: 'If you plan to stay permanently in this country, speak Turkish at home. Or make sure the cartoons and videos they watch are in Turkish. The books they read should be in Turkish. Ask them questions in Turkish from the books.' Children already learn very well at school, but of course, this usually happens by the second grade. During the initial stage of learning to read and write, when they are just starting school, we face great difficulties. Some students have good language skills, but unfortunately, some still cannot even say 'May I go to the bathroom?' If families are good with Turkish, the child also does well. If the family does not try and does not know Turkish, the child cannot make much progress either. For example, my Syrian students are generally very good at mathematics, but since they cannot

read and understand the problems, they are unable to solve them. In my opinion, students who have not reached a certain level in language should not move up to the next grade. Since they advance under all circumstances, families do not place enough emphasis on language.

Another classroom teacher, CT9, explained their recommendations as follows: "*First, it is essential to get in contact with a translator who knows Turkish and to explain how the Turkish education system and Turkish language instruction work. Besides this, there are many digital activities available that can be utilized.*" CT27 also emphasized that the number of migrant students in classrooms affects the situation: "*They first need to learn Turkish. I believe they would learn Turkish more quickly if the number of migrant students per classroom were reduced.*" This highlights that reducing the number of migrant students per classroom would contribute to literacy instruction.

"Family education and parent involvement" is another theme that emerged from teachers' recommendations. Regarding the process of involving families, CT10 explained the situation as follows:

Activities can be carried out to raise families' awareness. Guidance services can hold meetings, and I believe even orientation courses could be organized. Since these children are disadvantaged, they fall behind in class and graduate from primary school as students who lag behind throughout four years. There are, though very few, families and children who do not fall into this situation. These cases could be examined, and examples of how they adapted could be shared.

Examples of teacher statements related to other themes include the following:

"*Separate learning environments can be created for migrant students, either after school for Turkish lessons or during subject classes.*" (Individualized Instruction, CT44)

"*Teachers should work together with experts who have developed themselves in this area or received advanced training.*" (Expert Support, CT12)

"*We can help children adapt in the school environment by ensuring harmony with their peers through games, affection, and empathy.*" (Friendship and Social Integration, CT82)

CONCLUSION AND RECOMMENDATIONS

In this study, the challenges encountered by migrant students in acquiring literacy skills at the primary school level were evaluated based on the perspectives and experiences of classroom teachers. The findings indicate that migrant students face diverse difficulties in the literacy process, which are not limited to individual factors but also encompass educational settings, family support, and other contextual issues.

First, the lack of language proficiency emerges as a recurring finding both in teachers' accounts and in the literature. Verhoeven (2011) argued that acquiring literacy skills in a second language is a distinct process, influenced not only by grammar but also by meaning making in sociocultural contexts. Consistent with this, most teachers in our study reported that students experience significant problems in reading and writing Turkish. This finding supports Cummins' (2012) approach, which explains the relationship between reading comprehension development and the interaction of cognitive and sociocultural components. The challenge lies not only in students' lack of language knowledge but also in their unfamiliarity with the social and cultural contexts in which the language is used, which negatively affects literacy development.

Another fundamental issue emphasized both in literature and by teachers is writing errors and spelling problems (Gedik et al., 2024; Kırmızı et al., 2023; Tamer, 2017). Deficiencies in recognizing phonemes and motor skills—core components of writing skills—are further exacerbated by migrant children's delayed adaptation to Turkish. According to the findings, teachers frequently resort to visual materials, individualized instruction, web-based tools, and repetition-based teaching methods to overcome these problems. These practices are consistent with the holistic and constructivist teaching strategies proposed by Griva and Chostelidou (2014). By providing content tailored to students' individual levels and interests, the learning process is supported, while digital environments also offer opportunities that address multiple learning modalities (Uğurlu & Kayhan, 2018).

Findings regarding the third research question reveal that lack of language proficiency is one of the main problems in the literacy process. However, limiting the language issue solely to the learner's domain would be insufficient. As also noted in the literature (Akyürek & Akkoyun, 2025; Karadağ, 2022; Gün & Yüksel, 2021), the education of migrant students involves multiple components, in which family involvement, socioeconomic conditions, and legal regulations regarding education play a decisive role. Students' lack of motivation and cultural incompatibility stem from their limited access to social capital, as emphasized in Cummins' (2012) sociocultural model. These students require not only academic but also psychosocial support. Martin et al. (2014) emphasized the importance of a "holistic support model" for migrant students, arguing that teachers should be prepared to support not only academic but also emotional and social development.

Teachers' solution proposals also highlight the structural deficiencies within the system. This aligns with Goodwin's (2017) suggestion that teacher training programs should be restructured to meet the needs of migrant children. The need for family education and parental involvement has been frequently emphasized both in this study and in previous research (Eleman, 2024; Erbaş, 2022; Erdem, 2017; Eren, 2019, Yılmazel & Atay, 2023). Migrant families' unfamiliarity with the education system and lack of Turkish language skills directly affect their children's development. Therefore, awareness and guidance programs for families should become integral parts of the education process. In the context of Vygotsky's Zone of Proximal Development (ZPD), it is argued that migrant students can reach their potential more quickly with a supportive social environment, whether through peer support or teacher guidance.

Finally, problems of adaptation and social interaction hinder students' active participation in the learning process (Kılıç & Gökçe, 2018). Especially when coupled with language deficiencies, shyness and social exclusion lead students to withdraw from classroom interactions. Lesaux (2012) stated that there is a linear relationship between linguistic deficiency and social exclusion, and this negatively affects both academic and emotional development.

In this context, policies developed for migrant students should focus not only on language instruction but also on social, cultural, and psychological support. A multi-stakeholder approach covering all areas of student development should be adopted.

This study presents an integrated analysis of the literacy challenges faced by migrant students at the primary school level through teacher perspectives and relevant literature. According to the findings:

• Language deficiency is the most fundamental barrier in the literacy process of migrant students.

• Insufficient parental involvement in the education process prevents students from reinforcing learning at home and slows down their progress.

• There is a need for differentiated instructional methods that consider students' individual characteristics.

• Turkish preparatory classes for migrant students should be expanded at the preschool level.

• Turkish language courses and educational seminars should be organized for families.

• In-service training programs should be developed to help teachers communicate effectively with migrant students.

• Web-based Turkish literacy applications should be developed and provided free of charge to migrant students.

• Schools should implement clubs, activities, and social skills programs to support the social integration of migrant students.

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