

**T.C.**  
**ISTANBUL AYDIN UNIVERSITY**  
**INSTITUTE OF GRADUATE STUDIES**



**INTEGRATION AND SOCIAL IDENTITY CONSTRUCTION IN THE  
CONTEXT OF TURKEY**

**MA. THESIS**

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**Department of English Language and Literature**  
**English Language and Literature Program**

**March, 2021**

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**March, 2021**

## **DECLARATION**

I inform that, the information given in this thesis presented according to the rules and the ethical conduct. Master thesis that, I presented as “Integration and Social Identity Construction in The Context of Turkey” is written without recourse to contradict the tradition that consists of those shown in the Bibliography, it indicates that it has been used with reference to them, and I declare with pride. (05/21/2021)

**Mohamad ABO STEIF**

## **FOREWORD**

Initially, I would like to thank my God for giving me strength, knowledge, and talent to study and work at the same time and achieve great success and the chance to be a master graduate from Istanbul Aydin University which is an honor and from Istanbul my second charming city and my second home.

I am also grateful to my supervisor Dr. AKBAR RAHİMİ ALISHAH for his excellent guidance and support during this process. I also wish to thank all of the respondents; without whose cooperation I would not have been able to conduct this analysis.

My parents deserve a particular note of thanks: your wise counsel and kind words have, as always, served me well during these hard times and I am happy that I made you proud.

It was I also benefitted from debating issues with my friends and family. If I ever lost interest, you kept me motivated and special thanks to my lovely company Imtilak Group for their motivational support to continue my higher studies and not keeping me under pressure during work thank you all guys.

Finally, I devote this thesis to all the refugees and immigrants of the world who had to leave their home country and start a new life in a totally different place.

I hope you enjoy your reading.

**March, 2021**

**Mohamad ABO STEIF**

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## INTEGRATION AND SOCIAL IDENTITY CONSTRUCTION IN THE CONTEXT OF TURKEY

### ABSTRACT

Mobility has become a frequent phenomenon nowadays as the world is changing and people now are more multilingual than before. Language learning, globalization, and the construction of new identities have become the focus of social sciences. Bilinguals and polyglots of refugees and immigrants around the world have something to do with the linguistic resources they have. These refugees have to integrate into the new communities that hosted them. This study used a mixed-method, Likert scale questionnaire consisting of 50 Items about integration, language learning, and social identity construction and was shared online. 5 factors were considered to analyze the questionnaire (Performance – Motivation and self-support – Attitudinal and personality – Perceptions and expectations – Social identity). The results of the questionnaire supported 12 hypotheses while 3 were not supported and were compared with previous studies. However, this research results revealed that the participants have a powerful attitude, personality, motivation as well as self-support of utilizing and learning new languages which are considered as one of the main factors that increase new social identifications. This study enhanced the way how the phenomena of mobility and language learning influence each other mutually and thus lead refugees to construct a new social identity while integrating in the new society.

**Keywords:** *Immigration, Mobility, Linguistic, Integration, Refugees.*

## TÜRKİYE BAĞLAMINDA ENTEGRASYON VE SOSYAL KİMLİK İNŞASI

### ÖZET

Hareketlilik, dünya değiştikçe ve insanlar artık eskisinden daha çok dilli olduklarından günümüzde sık görülen bir fenomen haline geldi. Dil öğrenimi, küreselleşme ve yeni kimliklerin inşası sosyal bilimlerin odak noktası haline geldi. Dünyanın dört bir yanındaki mülteci ve göçmenlerin iki dilli ve çok dil bilenleri, sahip oldukları dil kaynaklarıyla bir ilgisi var. Ancak bu mülteciler, kendilerine ev sahipliği yapan yeni topluluklara entegre olmak zorundalar. Bu çalışmada entegrasyon, dil öğrenimi ve sosyal kimlik oluşturma ile ilgili 50 maddeden oluşan karma yöntemli Likert ölçekli bir anket kullanılmış ve çevrimiçi olarak paylaşılmıştır. Anketi analiz etmek için 5 faktör dikkate alınmıştır (Performans - Motivasyon ve öz destek - Tutum ve kişilik - Algı ve beklentiler - Sosyal kimlik). Anket sonuçları 12 hipotezi desteklerken 3 hipotezi desteklenmemiş ve önceki çalışmalarla karşılaştırılmıştır. Ancak bu araştırma sonuçları, katılımcıların güçlü bir tutuma, kişiliğe, motivasyona ve yeni sosyal özdeşleşmeleri artıran temel faktörlerden biri olarak kabul edilen yeni dilleri kullanma ve öğrenme konusunda kendi kendine desteğe sahip olduğunu ortaya koymuştur. Bu çalışma, hareketlilik ve dil öğrenme fenomenlerinin karşılıklı olarak birbirini nasıl etkilediğini ve böylece mültecileri yeni topluma entegre olurken yeni bir sosyal kimlik oluşturmaya yönlendirdi.

**Anahtar Kelimeler:** *Göçmenlik, Hareketlilik, Dilbilim, Entegrasyon, Mülteciler.*

## 1. INTRODUCTION

Traditionally, sociolinguistic research focuses on monolingual people. “Migrants sometimes are excluded from sociolinguistic research that they are not part of group members of the core speech community” (Schleef, Meyerhoff, and Clark, 2011). However, interest has been noticed in what multilingual people do with their linguistic capital in a mobility context. The interest in diversities has an effect on many areas of linguistics that are the essential areas in which diversity is being investigated (Migge, 2016).

Diversity is a process that is something different in type and driven by migration and is not the only norm nowadays. People of the world nowadays are more different and heterogeneous than before (Vertovec, 2007).

Hence, an integrated individual would be someone who fully tries to apply all manners of the host society. The model has been criticized that these actions lie only on the integrated person and the host population is not required to take any actions. Acculturation is a term that means; assimilations and has recently emerged, a process of two-way where both new coming individuals and host communities mutually accommodate each other and over time develop a way to accept, respect, get on and cope with each other.

Turkish immigration to Germany has also been studied in an article that examined the social and economic integration of the Turkish community in Germany expressing their different cultural and religious lifestyles, the thing that reflected a systematic problem that needs to be solved in Germany (Mueller, 2007).

Now, during the integration process in the host communities, immigrants start constructing their new social identity and the idea of belongingness is started to take shape in a different way based on the new language they learn, and the new culture they experience. Bucholtz and Hall (2010) have outlined this issue saying:

Though migrant identities constantly change vis-à-vis citizens, other immigrants, remaining in the country of origin, they are shaped by influences associated with the country, region, and other axes of

differentiation including age, gender, religion, and skin color.

They argue in the above-mentioned quote that identity is not something fixed but it's something that emerges via a range of media. However, people usually place themselves in relation to their speakers or interlocutors. As a matter of fact, they start to assume various stances or social positions. People may openly mention their identities, or they may be expressed by using linguistic practices, evaluative stances, or implicatures. In any social science research on migration or asylum, people talk about their identities using clear statements about the way they identify themselves or their use of cultural resources.

Bucholtz and Hall (2010) have set a definition for identity as the social positioning of self and others, they also stressed the details of language and the working of culture and society to construct identities. Consequently, through interaction, the new social identity will be constructed. Among cultural factors, language is considered crucial (Buonfino and Thomson, 2008). It also shapes our idea of belonging to a certain place or community. In this sense, the language you acquire or learn can be an element for his, her, their, etc. intimacy that will give you a feeling that you are "at home".

Sociolinguistic science usually studies different linguistic features that are related to a number of extra-linguistic features like gender, class, and age, etc., then from these correlations, it deduces the social functions of these features. Thus, the Syrian recent tragic war has led many Syrians to take refuge in many countries and Turkey was the most receiving country. Syrians in Turkey had to integrate into the new culture through learning the language. Learning Turkish and integrating into the new community has led many Syrians to construct a new social identity and they shaped their new idea of belonging.

In terms of social constructionism, a book written by Vivian Burr has argued that you can have access to reality by using language. So, the world construction can be done through language (Philips & Jorgensen, 2006) the theory of social constructivism is anti-realistic, it assumes that the way we perceive the world is through interaction with each other. Consequently, each individual has a different version of a person that is something constructed socially, and individuals' personality is not within themselves, but something we construct between us (Philips & Jorgensen, 2006).

The Communication Accommodation Theory (CAT) in Giles and Nikolas Coupland's *Language and Consequences* from 1991 is an important sociolinguistic theory stating that individuals are able to adjust our communication with our partners by accommodating language while at the same time we are being aware of others adjusting to us (Giles & Coupland, 1991). Hence, it's about behavioral changes that happen during communication and we will either show solidarity or dissociation during the conversation. They also argue that it's not about social interaction only but also about language selections that can lead to convergence or divergence.

Code-Switching theory presented in Wardhaugh's book *An Introduction to Sociolinguistics* is an important resource in this study. It's a way of accommodation and belonging to a certain speech community or an ethnic group. According to Wardhaugh, it's the choice of language that is used to express sympathy to speakers of the same code. However, his example of those who switch code between Spanish and English among Spanish-American society to express sympathy with the Latins in America was important. In nutshell, this theory is also important to show the link between language and identity and emphasize the integration process.

The interest is in how people can employ their languages in any conversation differently and can they manage to switch languages. The success or failure of accommodation in a certain group or society shall determine if culture and language learning are interrelated. Sociolinguistic which is under the umbrella of Applied linguistics seems good to have a thorough investigation on how people can use languages they speak as tools, whether subconsciously or consciously to experience the change when speaking a language. In conclusion, social findings' coherence with the linguistic findings shall determine the validity of the aforementioned theories.

Tajfel 1981 proposed the social identity theory which was of great importance to understand the process of identity construction. The theory claims that sense of belonging any individual feels to a certain group and what accompanies that sense of affective components helps in developing and constructing the identity thus, their sense of membership can help in increasing individual's self-esteem and those who feel good group membership within a certain group will show high self-esteem (Phinney, 1992). However, lower self-esteem can be developed through discrimination or prejudice within the group.

Cameron's book (2004) *Self and Identity* was also an important source for our study. Factors such as Ingroup Affect, Ingroup ties and Centrality showed that developing each one of them helps in building the construct and plays an important role in the construction of social identity. Similar however was Erikson's (1968) theory of Identity formation. It claims that identity development takes place by exploring and committing to major Identity domains of broader self-concept. He suggests that the period of exploration of any individual will lead him or her to "reconcile his conception of himself or herself and his or her community's recognition of him or her" (Erikson, 1959). Due to the fact that social Identity has been of great importance in social psychology literature, the current study is testing the identity construction of refugees in Turkey based on the languages they know and they learn taking into account factors such as Performance, Motivation, and self-support, Attitudinal and personality Perceptions and expectations and Social identity.

### **1.1 Statement of Significance**

The aim of my study is to show how language and identity are linked and how a language with its culture and history leads to new social identity construction while integrating in the new community. It's known that one language means one person and two means two persons. Thus, two languages mean two identities. I am assuming that refugees' linguistic integration in the Turkish community has made them construct a new identity, and they shaped a new idea of belongingness through language. This research will improve our understanding of how mobility and language phenomena mutually influence each other and help individuals develop a new social identity taking into account 5 factors about refugees in Turkey, their performance, motivation and self-support, attitudinal and personality, perceptions and expectations and social identity.

### **1.2 Statement of Purpose & Problem**

Considering many of the other immigration experiences whether Turks in Germany or Mexicans in the USA, etc., many refugees and immigrants nowadays have chosen Turkey to reside and start a new life due to many factors mainly safety and the beautiful nature of the country... However, most of them have to learn Turkish and integrate with the culture in order to survive. The main interest is in the relationship

between language learning and the new culture and how through these, a new identity is being formed. Social relations and language use construct this new identity. Moreover, we can also trace the change in one's identity when switching between languages and how the new idea of belongingness will be shaped in the new country. However, the purpose of this research study describes the need to know how refugees perform based on language learning and speaking while communicating with others, also the determinations of which critical factors have a significant impact on their social identity.

Today, the issue of forming a new social identity for refugees ranks the first main problem they might face in the new community. For this, the refugee applies for moving to the new country while they are trying to settle down and upon acceptance, they may face some problems, which are reshaping their social identity and communicating with the surrounding community.

The major problem is the language, as it is not the language of communication and the ability of refugees to use their personal capabilities and use the universal language to communicate and express their demands to facilitate their transactions and procedures within the host country.

Turkey is one of the countries that provide asylum to the Syrians and Libyans. Thus, the spotlight should be given to teaching refugees how to communicate with the host country using the language of the country or an international language that enables refugees to communicate with society easily. Likewise, this research is concerned with shedding light on the capabilities of refugees to use more than one language to communicate while performing their work.

### **1.3 Research Questions**

- What is the relationship between refugees' Perceptions and expectations of new language learning and social identity?
- What is the relationship between refugees' Motivation and self-support of new language learning and social identity?
- What is the relationship between refugees' Attitudinal and their personality of language learning and new social identity?



- What is the relationship between refugees' Performance of new language learning and new social identity?

#### **1.4 Definitions of the Keywords**

*Mobility:* The ability to move between different range of spaces.

*Immigration:* People's movement from their home country to another for a living (Boundless, n.d.).

*Linguistic:* The science that studies language (linguistic society, n.d.).

*Integration:* The process of becoming a member of the host society.

*Refugee:* According to White (White, 1990), 'integration' refers to the activity of combining several implemented system elements and activating the interfaces to form a realized system.

## **2. LITERATURE REVIEW**

### **2.1 Introduction**

In this chapter, we will explore two important themes related to this study the chapter will consist of two parts: Mobility & Integration and Social Identity Construction. In the first part, we will talk about mobility and immigration and their relation to multilingualism, then we go through integration and core domains of integration by Ager and Strang one by one in order for us to understand the importance of the integration process. As a conclusion, we show the importance of putting language in its social context and how integration part a major part in that. In the Second part, we will explain theory of social constructionism and its crucial role in explaining how someone can construct his/her identity. Then we will go through sociolinguistic theories such as code-switching showing the importance of the language someone's use of speak in constructing their identity. Later on, we will start explaining the concept of identity and how it can be constructed individually or within a group and the types of identities someone can possess. In addition to the factors that let someone lose his/her identity and how language plays a major part in that.

### **2.2 The Need to Move**

It's the 21st century and the world is changing quickly, we are now more open, internet, globalization etc... People are now can know and explore other countries in an instant click on the internet. People nowadays also socially, politically, religiously, and linguistically are much heterogeneous than in previous years. Mobility has become so common. There are many reasons why people decide to move or immigrate to other countries according to [foreigner.bg](http://foreigner.bg) website, we mention few of them:

Escaping from Conflict Zones which is a very common reason since long time ago led people to immigrate and leave their countries of birth to be safe. People living in places for example the middle east find immigration the only need to stay away from

conflicts and fighting. The thing led many countries like Turkey to receive a lot of asylum seekers. In addition, the Environmental Factor where the unfortunate climate change is another reason for immigration. Nature strikes and man become homeless and helpless. Storms, tsunamis, and many other natural catastrophes make people flee and seek shelter in another safe places or countries. Poverty is another reason for living and standards in many countries of the world are so bad. Unemployment, low salaries, bad currency, and lack of opportunities make many especially those educated young men to take the decision of moving or immigrating to other better country. Also, personal needs where Some individuals believe that they belong in another country especially minorities (religious or sexual) they see the need to be in another tolerant country with more freedom standards. Pursuing higher education in a field of study that is not available in all countries can also be a top reason to immigrate.

New opportunities for lovers to be closer together emotionally speaking can happen nowadays through the internet. So, many people move to another country to see their beloved one and maybe get married eventually. On the other hand, countries like Canada and Australia that have excellent conditions can be a good choice for immigrants or refugees that fulfill certain requirements like speaking the language or having skills in a certain profession.

As we can see from the above-mentioned reasons the need to move to other countries is becoming more common and that's what led to multilingualism we will talk about in the following section. In this part of the chapter we will discuss the phenomenon of integrating in the hosting community and how it led people to be more linguistically and culturally open.

### **2.3 From Mobility to Multilingualism**

As people are moving from one geographical space to another due to the reason we mentioned above, they start receiving and an input of another languages, varieties, and accents. They get exposed to other cultures and start to cope with them. The thing that leads them to become multilinguals and they have to start speaking many languages and this is an advantage of course. An example of this, Syrians who seek asylum in many countries due to the tragic conflict in their country. Syrians who travelled to Europe were monolinguals in Syria, however, after moving to Turkey

they started acquiring Turkish, then they moved to Europe and they started acquiring the European languages of the country they wanted to stay. Here, they started using many languages due to mobility in many geographical spaces.

## **2.4 From Migration to Integration**

Now the next step facing immigrants after arriving in the country of residence is integrating in the community they decided to live with. This phenomenon is the core of our current study and what we care about is how does the integration process led to more multilingual populations in the world. It has become a key policy for many countries to resettle refugees and immigrants for whatever reason has led them to leave their mother country. The article Understanding Integration: A Conceptual Framework by Alastair Ager and Alison Strang will be the source and base of our study on Integration. The article has identified core important elements that led to successful integration that we will tackle in the following sections. The domains were concerned with important themes such as housing, employment, health & care, education, rights, and citizenship.

Measuring integration based on these categories is not that easy and it takes a long time to do so. Many books and studies talked about this issue. However, an important book named Turkish Migration, Identity and Integration (Sirkeci, I. 2015) proposed leading studies and scholarship on the most recent manifestations of issues on Turkish migration, identity, strategies and integration and selected to offer a wide array of case studies while providing multidisciplinary perspectives.

A study conducted in Turkey on integration of Syrian Refugees and Turkish Students by Non-Formal Education Activities using semi-structured interview and observation methods on 73 Syrian children in public schools in Turkey has found that Syrian children can cope with the problems they are experiencing and integrate into the school life and Turkish students being more helpful and tolerant towards the refugees are influenced by non-formal education activities conducted in school. The main three integration themes revealed in this study are "language", "coping and resolving conflict" and "joining a group and sustaining friendship" (Küçüksüleymanoğlu, 2018).

In 2002, the UK Home Office has funded important projects evaluating integration of refugees and immigrants in the UK. The domains of integration by Ager and Strang are founded through these projects. The Home Office in UK at that time has launched a policy named ‘Full and Equal Citizens’ in intention to integrate all refugees within the British community. Unfortunately, this policy did not lead to a clear definition of the term. Thus, Robinson (1998: 118) has assumed that the term in itself is a chaotic concept suggesting that it is ‘individualized, contested and contextual’. Many others have agreed that the concept is controversial highly debated.

## 2.5 Domains of Integration

This section is an essential part of this chapter. However, we have to remind that the main theme of this paper is to link integration and mobility to multilingualism and social identity construction. This section presents domains of integration as a part of the conceptual framework. The domains are four consisting of (Markers and Means, Social Connection, Facilitators and Foundations) (Ager, 2008) as showed in the following chart:



**Figure 2.1:** A Conceptual Framework Defining Core Domains of Integration

**Source:** Ager and Strang, 2008

In this paper, what is essential is the social connections and Facilitators and we will talk in brief about the Markers and means and Foundations. The reason for this is that Employment, housing, Rights, and citizenship are not linked to our main theme that link mobility to multilingualism.

### **2.5.1 Markers and Means**

If we want to see if integration is successful or not, we have to measure the indicative of this success for employment and education. The Geneva convention in 1951 specified social welfare, education, employment and housing as important issues as an emphasis to the policy ‘Full and Equal Citizens’.

“To me integration is work, if we work, we are integrated” (ECRE, 1999a)

Employment is considered important for the refugee or immigrant to be self-independent; it also offers him or her opportunities to meet and the host community and learn their language by exposure. In addition to restoring their self-esteem and becoming a working member in the new society.

Appropriate Housing is also important for integration. Housing conditions and facilities play important part in the integration process. The Dutch Refugee Council in 2001 has differentiated between house and home and they mentioned that home is a place of safety, security, and stability while house is a place to stay. However, the lack of which was what made refugees leave their country of origin and come here. (ECRE, 2001)

Education is the supporter mean for employment and for developing skills and competence and to become an active member in the new society. In additions, schools and universities are important places to stay in contact with the host community to make relationships that support their integration. In his report on young refugees’ experience in UK educational system, McDonald (1995) commented the following:

‘It was difficult; it takes time. In my country I used to sit in class listening to lectures. Here you have to contribute, discuss, ask questions, which is more difficult. If I was used to these things in my country it wouldn’t have been very hard, but it takes time to get used to it’

The above comment shows the difficulties and barriers for immigrants and refugees to adapt in the new educational system.

Health also took part in the integration process as mean to have active engagement with the host community as showed in many integration documentaries sources. Refugees' access to health services is important to integrate within mainstream health provision despite many barriers one of them is language.

The above domain leads us to talk briefly about Foundation which is Citizenship and Rights for the immigrants or refugees to become Full and Equal Citizens!

### **2.5.2 Foundation**

Citizenship and Rights are probably the most themes that created disagreement and confusions for understanding the integration process according to Ager and Strang. To define Integration, it should be based on nation's sense of identity and its 'cultural understanding of nation and nationhood' (Saggar, 1995).

One should possess certain national values to be integrated for example, the sense of nationhood in Germany is based on a community of decent historically speaking, citizenship is based on *ius sanguini* (blood ties) rather than *ius soli* (birth in the country) (Duke et al, 1999).

From the mid-1960s until recent years the emphasis in the UK has been on a society that is multicultural or ethnic pluralism in another word, with various groups co-existing together but keeping their independent Identities. Consequently, it was also expected from refugees to adapt in order to become indistinguishable from the hosting community and that we what Europe nowadays do with Syrian refugees at its lands. They launched several programs to make refugees part and parcel of the host community.

On the other hand, the responsibility to integrate refugees not only lies on the government but also on refugees themselves as they should have 'a preparedness to adapt to the lifestyle of the host community' (Baneke, 1999).

Some countries however like USA and France requires from refugees to obtain citizenship in order to be integrated or to be eligible for certain kind of benefits and services (Favell, 1998).

In nutshell, the foundational domain proposed that refugees should have citizenship and equal rights of those non-refugees in order to be integrated and to have a clear understanding of the integration term. This of course was based on field work

interviews with the asylum seekers in the UK and other European countries according to Ager and Strang.

We briefly discussed above the importance of Makers domain and means and the foundational domain to the integration process. However, the following domains are the core to our current study and how they influence refugees or immigrants to be multilingual and build their new identity based on integration.

### **2.5.3 Social Connection**

Social connection domain is the ‘connective tissue’ of the afore-mentioned domains and plays a major role in the process of integration. For Ager and Strang this domain is the defining feature of integrated refugees.

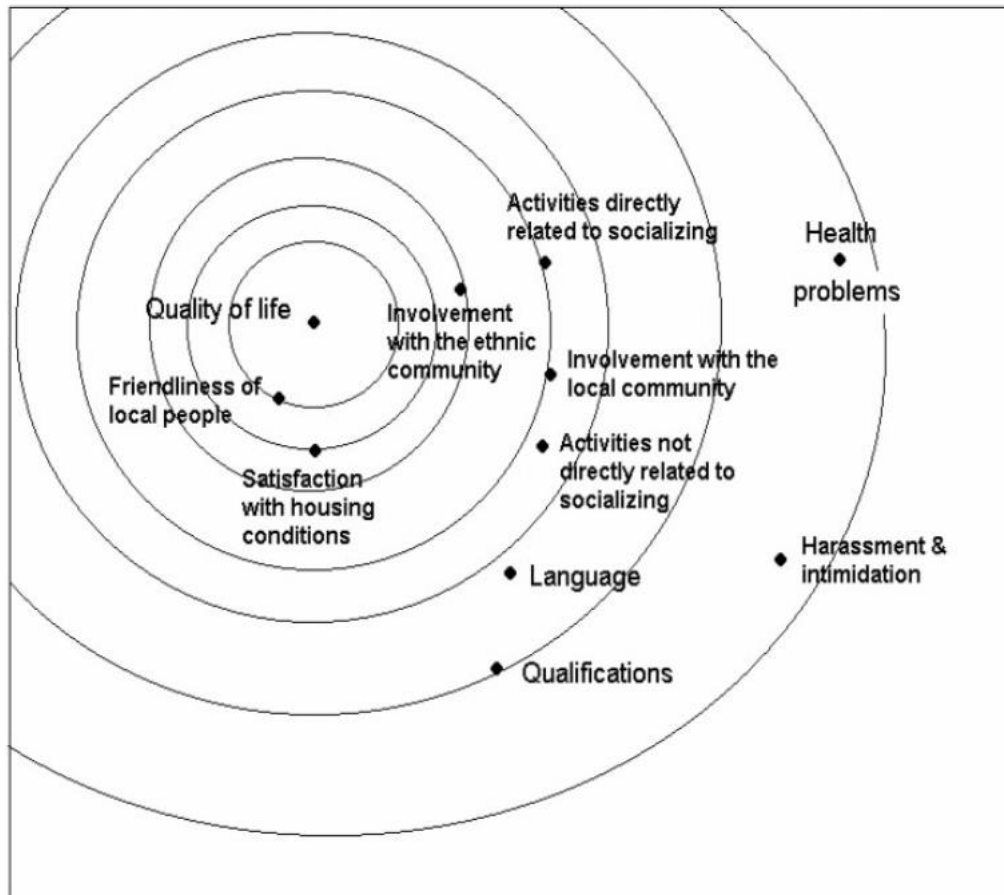
The experience of refugees shaped the initial conception of approach as integration is seen as a mutual accommodation between refugees and the host community, an essential point that leads to refugees to construct a new identity based on the communication accommodation theory by Giles and Coupland.

On the one hand, the relationship between refugees and the host communities in Pollokshaws and Islington as an example created a continuum in terms of the quality of these relationships between both parties. For many on the other hand belonging was identified as the ultimate mark of living in an integrated community, this of course includes friendships, family links, shared values, and mutual respect. This does not deny differences in thinking and diversities but unite them all with their sense of belonging.

According theorists, there are three differing forms of social connection:

- Social bonds (with co-ethnic, co-national, co-religious or with family),
- Social bridges (with other communities),
- Social links (with the structure of the state).





**Figure 2.2:** Relationship Between Experiences and Activities of Refugees  
(Referenced to Perceived Quality of Life)

**Source:** Ager and Strang, 2008

In the above figure, we notice that the involvement of refugees with one's own ethnic group called the 'bonding capital' influences the quality of life regardless with their involvement of the local community that Ager and Strang call the 'bridging capital'.

### *1- Social Bonds*

Many refugees value the idea of having a close family, as family for them is an essential connection part that let them feel 'settled'. For instance, a large number of male refugees from the middle east for example depend on their families to find a wife and without family they could never get married.

Furthermore, their connection with co-ethnic or ethnic groups like them is also important and play vital part in the process of integration. According to many studies by Hale or Duke et for example found out that their co-ethnic groups support refugees positively and offer them the chance to keep or maintain their religion,

customs or languages through the activities they do, in addition to exchanging news from their home countries. Celebrating their culture or traditions keep refugees happy and save from having depression. According to Beiser, a study proposed that if ethnic-like groups are not available with refugees in the host country, it is more likely that refugees will suffer from depression (Beiser, 1993).

### *2- Social Bridges*

Social harmony is the relationship between refugees and the host communities in addition to the host society.

It was also seen that the friendliness of people refugees encounters in their daily lives shape their idea of feeling at home according to fieldworks done in this area. Acts of greetings make friendships positively impact the integration process according to Ager and Strang. Moreover, participating in various activities together equally without any prejudice whether in religious worships, collage, sports etc. for sure plays a positive part in the integration process.

### *3- Social Links*

While social bonds describe refugees' connection with members of groups and social bonds with the host community, social links refer to the connection with government services or in another word connection with the structure of the state.

Barriers to get certain services from the state includes language as a main barrier. For example, Syrian refugees in Turkey need to know some basic Turkish in order to access certain services. However, the government recently started to include Arabic language to many services to be easily accessible by refugees. Thus, if they want to have full access to services, they have to learn Turkish language and lift this barrier. It importantly acknowledged that having a clear policy by the state to connect refugees to such services is considered a major task in promoting the integration process. Ways of overcoming these barriers will be discussed on the following domain.

#### **2.5.4 Facilitators**

Facilitators are seen to remove barriers refugees facing when participating in activities or asking for services within the host community. Hale (2000) saw that 'social and economic participation in the mainstream society' was important in order

to understand integration of the UK policy for the Refugees from Vietnam in the 1970s. However, the government role there, was to lift these barriers and allow Integration to happen.

According to Ager and Strang's analysis, there are two major areas to remove these barriers, *Language and Cultural Knowledge and Safety and Security*.

- *Language and Cultural Knowledge:*

Now this domain what leads the mobility of refugees or migrants to make them become either bilingual or polyglots through the wide knowledge they have to acquire during the integration process within the host society.

Accordingly, this domain suggest that refugees should able to have certain cultural or language competence in order to accomplish the process of integration. In the UK for example, not being able to speak English is seen a barrier to economic and social integration (Home Office, 2006). This applies to the Turkish context, not being able to speak Turkish is also seen as a barrier to full participation in the Turkish community. Luckily in Turkey the government allowed many institutions to train Syrian refugees in learning Turkish language. The following is a statement said during an event themed "Language Training for Adult Refugees in Turkey" organized by Sabancı University in Turkey:

*'Turkish language training provided by various institutions and organizations for Syrians under temporary protection in our country continues to be on the agenda of media, academia, the education community, and non-governmental organizations.'*

In the UK, translating and interpreting materials and services to help refugees was seen as an inhibitor of language learning and the integration process (Easton, 2006). On the other hand, the data collected by Ager and Strang has shown that translation in the early stages are vital and help refugees developing proficiency through time they are required to learn.

Many qualitative studies highlighted the importance of cultural competence or knowledge whether in getting to know the host communities' customs, traditions and facilities in order to accomplish the process of integration. Refugees and even migrants must have the chance to merge with the host communities in all field of life in order to attain this cultural and language competence.

A group of refugees in the UK suggested the importance of getting a mutual understanding and sharing both cultures and thus fostering the process of integration to become mutual.

- *Safety and Stability*

The feeling at home was linked with having a peaceful place according to interviews with refugees. In this domain, having a sense of safety was seen fundamental. Safety here means physical and personal safety, and this of course affect the process of integration as many refugees have left their home countries for the reason of not have any sense of safety, Syrians can be a great example for this.

In terms of stability, In Pollokshaws in the UK, residents felt frustrations when refugees have to move out after a relatively short while. Social connection and easy access to public services were seen as important factors for the stability of refugees and the integrations process as a Macro term according to the analysis of Ager and Strang.

In conclusion, these ten domains were found by Ager and Strang through many conceptual and documentary analysis and they were crucial for deep understanding of the integration process.

## **2.6 Researches Done in This Area**

There are many researches that are done based on domains of integration one of which is Mary Gilmartin and Bettina Migge's Article named: *European migrants in Ireland: Pathways to Integration*. This research explored and focused on EU migrants within Ireland based on a longitudinal study done there. The live experience of 39 migrants from EU members was explored by interviews based on Ager and Strang's domain of integration. The paper explored many cultural pathways including language, relationships, adventure and how EU migrants were able to fit within the Irish community. What the study found through Interviews with migrants is that they were able to develop tactics to make more contact with Irish community and despite the retrograding economic there, they were able to develop a feeling at home depending on their efforts. Of course, this does not mean they did not face obstacles there (Gilmartin and Migge, 2013).

- *Why called migrants not refugees?*

Eldridge showed the difference between refugees and migrants by a matter of choice. Refugees did not have a choice but to move due many factors we mentioned earlier, while migrants were able to have a choice of leaving or staying in their country. However, the integration process is important for both in order to well fit within the hosting communities (Gilmartin and Migge, 2013).

- *Difference between moving with family members or moving alone*

In the above research and based on Ager and Strang's social connection domain it was found that there is an importance difference between those who moved alone or with friends and those with families. Those who moved with friends or alone has emphasized the social bridges. They exerted effort to form friendships or social relationships in meeting people whether at work or in any kind of activity. See the following interview conversation:

*Interviewee:* It is hard sometimes to know where to meet people.

*Interviewer:* Are there any places that you have found good for meeting people so far?

*Interviewee:* I have been going to a thing, up to last year, Toastmasters, which is for public speaking and there is a social side to it as well, so that will be starting again in a couple of weeks so I hope to start going to that again.

(2004UK03)

We notice from the above conversation the effort migrant trying to do in order to integrate within the Irish community. In this research, using a qualitative longitudinal method offered a new insight in understanding the integration process (Gilmartin, 2015).

Based on the Ager and Strang's domains of integration, the Home Office in The UK has sponsored a project to measure the integration of refugees in two areas: Pollokshaws and Islington. The purpose of this project or study was to identify an understanding of the integration process refugees go through. As we mentioned, the project was conducted in two UK communities – Islington in London and Pollokshaws in Glasgow. The project is longitudinal held between 2002 and 2003 with 62 semi-structured interviews across the both communities. The findings assured that relationships are a core for securing a successful integration. Some refugees seen the “No Trouble” situation i.e. the absence of any conflict can be good to be well-integrated. For most refugees, respect of ideas, diversities, mixing of

groups, equality in terms of services and friendliness of the host community were seen as more important for integration to be successful. Having sense of belonging was also important for most refugees in terms of having ties with families, committed friendships etc. However, consistency was clear between refugees and non-refugees on such mentioned issues and for developing a social connection to support mutual integration. English language and many other cultural barriers were highlighted as well. In nutshell, all questions of the interviews were based on all Ager and Strang's domains of integration and refugees' answers and experiences shaped the framework for better understand of the integration process.

## **2.7 Integration and Language in Its Social Context**

The rationale for choosing integration as a part of this study is that it puts language in its social context and thus facilitates language learning. We have seen in Ager and Strang's facilitator domain, how language is an important part to break the barrier and integrate within the host community. The social context of language is contained when there is communication between groups or individuals (Wittermans, nd). When we study language, we focus on the transfer of the message. It is the tendency of human beings to be together as speech binds them together and place the sense of belonging on them. Language is part of its social structure (Wittermans, nd). The science of sociolinguistics studies the effect of the social context and societies on the way language is used or learned. As we mentioned in chapter 1 the linguistic research usually does not usually refer to Integration a social phenomenon but usually relies on traditional applied linguistics criteria.

## **2.8 Social Identity Construction**

The way towards becoming a polyglot or multilingual does not only lie on being integrated in the host community and learn their languages. Through this stage, you start constructing a new identity through the interaction with the new groups. According to Hall (2016), *Identity is the social positioning of self and other.*

Hall has also proposed the term Socio-Cultural linguistics; an interdisciplinary field that is concerned with language intersection.

In our university Aydin for example, most of us try learning Turkish as it's the official language of Turkey, while Turkish students try to learn English or another language that they need for certain purpose. Consequently, we happen to feel a change when speaking a language that is not our main language. The search for this change that lead us to construct a new social Identity is part of this project from mobility towards multilingualism and thereby identity construction. As migrants or international students that we had to move, we happen to use many languages during our daily lives. The things that was advantageous to us in terms of finding a good job opportunity. As language is the key to nations, if you master this key, you can open many doors within this nation. The many languages you learn plays a role in constructing your social identity.

Theories of sociolinguistics can help in investigating the use of these languages whether consciously or subconsciously. It is also assumed that the surroundings play a role in making people change their language. Using theoretical knowledge and research we shall discover the link between language use and Identity.

## **2.9 Social Constructionism**

Stemming from poststructuralism and structuralism that considers language a source for reality access, the theory of social constructionism is considered a lens that allows us to view the world differently. Hence, language has an important role in the construction of the world (Philips Jorgensen, 2006). It is an anti-realistic theory claiming that we only construct our versions of reality among ourselves. In other words, the interaction between individuals is the only way we can perceive the world. The more we interact, the more negotiations and battles about what is true or right and what is not take place. These different constructions can coexist leading to new social actions. Burr (1995) argued that some of these actions are seen as natural and common, while others are inconceivable within one worldview.

Positivism is the theory that opposes constructionism, it argues that we can find an objective truth is get "behind" the language, while constructionism claims that language can help us reach the world language (Olsen & Pedersen, 1999).

History and culture are crucial because these two determine the categories we use for understanding the world and ourselves at a specific time and our understanding is the product of them both according to the theory of social constructionism (Burr, 1995).

Depending on who we are with, what we are doing and why, we think, behave and feel differently (Philips & Jorgensen, 2006). Meaning that a person's personality is socially constructed between us and not something within a person.

## **2.10 Sociolinguistic Theories**

In this section, we will explore linguistic theories enabling one to accommodate language to the surroundings. We will talk about three parts: language in its context and finally code-switching.

### **2.10.1 Language in its context**

Howard Giles and Nikolas Coupland (1991) stressed the importance of seeing linguistics and sociology as one entity. As we mentioned in the Mobility and integration part, language is shaped through its social context. If for example, language is built on a context, then the grade of "intersubjectivity" the participants or interlocutors share determines the language. The more intense the interrelation among interlocutors, the more esoteric the language will become. Giles and Coupland (1991) emphasized that "Language reflects context", meaning that a person can reflect his response in many ways depending on the social context. In addition, the low variety (L) and high variety (H) of any language whether it is formal or informal can determine this context.

Moreover, social power or language hierarchies may determine your social position. It is said that a majority language takes a higher position than the minority one. This is linked to vocabularies, pronunciation, and proper language use. At the same time, knowing to speak the native of language of a family or ethnic group is important to maintain the social position (Bullock & Toribio, 2009). Also, knowing many languages and being able to switch between them within certain community can open many possibilities and maintain a social power.



Giles and Coupland (1991) proposed 4 dimensions that can lead people to perceive their social situations: co-operative – intense-superficial – formal-informal – dominant-equal and take-orientated – non-task-orientated. Through these situations, the interlocutors are able to interpret the social situation. What is essential to know here is how interlocutors are able to speak and represent themselves cognitively and their ability to decode the situation counts. Giles & Coupland (1991) also distinguished between two types of communication and perception, the first is “inter-individual” and the second “inter-group”. The former can show active personal identity as one’s own characteristics are more obvious. While latter creates uniformity within a group that becomes homogenous, where any community is based on shared ideas, beliefs etc.

### **2.10.2 Code-switching**

Code-switching is defined as a way for signaling a belonging of accommodating an ethnic group or a certain community. Sharing the same code of the speakers of certain group in order to show some kind of sympathy and bonds. In his book, Wardhaugh gave an example of this, where Spanish-Americans in America switch between Spanish and English to show some kind of bond with the Latin community (Wardhaugh, 2006).

According to Wardhaugh, Code-switching can happen when speakers switch between two or more codes, whether language, dialects, or slang within a language. When it happens from sentence to sentence, this is called “intersententially” and happens within a sentence it’s called “intra-sententially”. However, people who have full vocabulary in a language can use it, in addition to people who only have part knowledge of languages also can use code-switching.

In this study, we will only focus on the social perspective of code-switching, specifically, when bi or multilinguals switch between their different languages.

As we said before, code-switching can be used to diverge from the out-group or maybe just one member who does not speak the same code can diverge. Code-switching is a way to express identity and signalize belonging (Wardhaugh, 2006).

The Cambridge Handbook of Linguistic Code-Switching described code-switching as sociolinguistic way of acting (Bullock & Toribio. 2009). Code-switching does not only take place between peers to show solidarity but also within social ranks and

hierarchies of age. They said that Code-switching is a major conversational resource for speakers. The different codes can be used among speakers to avoid conflicts. An example can be when using a code-switching amongst peers can be totally different than in using it in a job interview. The Talented user of code-switch is able to adjust to any situation and take advantage of the social expectations.

Furthermore, CS can be a need rather than a choice. Bullock and Toribio (2009) that when we deal with insufficient language use, language can be acquired inadequately, or it may erode with time. The cause of this is uncertain or a complex matter leading CS to be a need rather than a choice. Bullock and Toribio states that this problem can occur when minority groups speak their second language mainly outside the family in their everyday life. Thus, the more the native language is restricted the poorer the skills of language will be. The more language is frequent in use the easier the accessibility and ability to master it.

## **2.11 Identity**

Identity is considered an object for many academic studies. Various concepts and perspectives have emerged during the last 50 years on Identity. In order to understand the concept of identity well, we have to take these old and new perspectives into account. In addition, Identity is considered an interdisciplinary field in comprises “ethnic identity, social identity, socio cultural identity, linguistic identity, the self and the voice and subjectivity” (Miller, 1999). Hall (1995) emphasized that “without the other there is no self, and there is no self-recognition” meaning that we construct our identity through our interaction and relation with others. He also argued that Identity is never unified, but rather fragmented and fractured in modern days (Hall & Du Gay, 1996). However. Globalization and mass movement of people can be caused by some of these factors as Anthony Giddens and Zygmunt Bauman discussed.

The core or the essence of human beings can determine someone’s identity, for instance, the cultural or the social, economic backgrounds during the upbringing are considered important in determining someone’s identity according to traditional concepts. Going through many experiences during through life, one could still have the same identity and views. Then came the theory of social constructionism to change this view as an anti-humanistic and anti-essentialistic (Burr, 1995). It claims

that our thoughts, feeling, or behavior change depending on who we are interacting with.

The idea that identity has an unchangeable core has been criticized previously. Thus, the discussion on whether identity has a permanent core and has the likeliness of changing is still ongoing.

“Identity is something we construct or create taking place when we interact with others through our life experience when we perform something” (Jorgensen, 1999). A process that never stops during our life. Identity construction according to Per Shultz Jorgensen has two dimensions: Internal and external, the former is personal, and the latter is social. They interwind together during the process and they are inseparable during interaction. Culture and society play role in affecting someone’s identity for sure. In the following part we will explore both dimensions that affect the construction of identity.

### **2.11.1 Identity’s internal and external dimensions**

The internal dimensions are psychological factors, i.e. the way we see or perceive ourselves, how we want to be or what we stand for etc. Whereas the external dimensions are based on our surroundings and what is happening around us in terms of culture and society. The way we are included in our communities and how they see us all are an external condition playing a role in constructing our identity. Despite the fact that identity is a process, Jorgensen still believe in the existence of a core identity. Hence, he dissociates from the traditional concept that the core can have changes during our life.

#### *1. Internal Dimension*

The PH. D psychology lecturer Jan Tonnes Hansen (2000) described the internal dimension of identity as someone’s personal life story with its experiences and adventures distinguishing between the “I” and the “Me”. The “I” the part of someone when he/she acts, thinks etc. In other word, the conciseness of the individual. Whereas, the “Me” is seen as the inner or the “essence” i.e. the persona of an individual. It is also the reason of self-esteem (Hansen, 2000). He argues that it’s only you want to someone, but also to be and act as that someone. In addition, he emphasized that when we distinguish between “I” and “Me” we can have a better understanding when someone has “I”-strong showing a strong identity with no

nurture relationship between the “Me” and “I”. Consequently, Identity holds consistency where opinions, lifestyle, and other specific choices can convey who that someone is.

## 2. *External Dimension*

As we mentioned before, external factors are those cultural and sociological aspects of someone’s identity. The professor at the institute of pedagogy at Hanover university Thomas Ziehe (2003) argued that it’s up to the individual today to create his own world however he/she wants, meaning that the individual is the architect of his own identity. Through the cultural norms and values, the individual construct his own “private world”. It lies on the individual to discover the signs of the norms and values of his society in order to know the worth of her/himself and he/she stands for in this society. The construction process of someone’s identity lies on the individual her/himself and they have to take their own decisions regardless of consequences (Giddens, 1991).

According to Giddens, the “pure relations” are when you decide when and who to be with and for whatever reason you choose. Moreover, reflexivity according to Giddens has two kinds: the first is reflexivity act regulation, when has common trait of thinking when acting. The other is the distinctive characteristic concerning modernity happening at two levels: personal level and institutional level. Self-reflection is when the past, present and future become employed and noticeable as mirror for reflection. The mirror denotes how the individual see her/himself in from others and reflect upon his/her own actions a kind of effect and cause. Due to the constant reflexivity and its insecurity, we can conclude that it’s a reliable knowledge (Kaspersen, 2001).

### **2.11.2 Language and identity**

Through language and interaction, we can find ourselves. It is through language we can talk and explain with other who we stand for and we can know what others think about us or perceive us. People usually aim to gain the acceptance of others within their community or society. This kind of acceptance let individuals construct or building their identity based on the identification. As we mention before, through their “private world” people chose who to be with or interact with and to whom they want to belong according to Ziech. This of course plays a major part in the

construction of people's identity. The verbal aspect of individuals i.e. the way they act, and think is as important as the social aspect for constructing their identity (Christensen, 2004). Consequently, language here is a tool or mean to represent ourselves among others and our words choice, intonation, voice tone all play part in the way we employ this language. All these aspects help in understanding someone's identity. The languages someone use at his/her workplace or school are important to show them who they are and thereby construct their identity. Language and identity are two sperate terms and they take part in our daily life and our aim is to trace this relationship in this study. Identity thus is socially constructed through the language we use.

We can have many identities and roles within our community for example, the language or words someone uses with his family can be different from the one he does with his friends at school or work. The thing that exemplify that one can have different roles during his/her day. One can construct different identities when he/she expresses themselves through another language than the native language. According to the senior lecturer in languages at the University of London David Block (2007) language identity can be attributed to the relationship between sense of self and means of communication such as language, a dialect or sociolect.

### **2.11.3 National identity**

Immigrants of foreigners who arrive in a foreign country are obliged to learn or speak its language if they decide to settle and stay there for a long period of time. However, the issue here if these foreigners construct a national identity when using or speaking this language is a debate here. It is argued that we can have national identities within one can country that has different believes and different languages. Breakwell has emphasized on that saying:

*“there is no such as a ‘national identity’ in an absolute sense. Each nation has many identities since in a social context, each individual can negotiate what the meaning of their national identity is and can negotiate moment by moment”* (Oakes, 2001).

Furthermore, these many national identities can help individual learn many a language in a sense that the degree of sympathy and agreement can have effects on the learning process this is according to Block. The former Canadian professor of social psychology and bilingualism Lambert has tackled the issue of bicultural

identity i.e. one possessing two cultural identities when he/she in a country and develop affiliation to that country. This identity depends on the feeling, culture and language of that country (Block, 2007).

Talking about insecure identities, one can be frustrated when not being able to use his mother tongue in a foreign country. An example of this is a 5 years study done by the native English speaker Richard Schmidt in Rio de Janeiro, Brazil 1980. He experienced a frustration while learning Portuguese by not being able to be himself. While being a in the break with the teaching staff, he found it embarrassing of being silent while others speaking in Portuguese. Despite his progress in the language, he experiences this frustration in other events and occasions denoting a change happening in his identity in that country. However, his identity was saved and not lost because of his courage as he kept learning and try hard to finish every Portuguese sentence while speaking (Block, 2007). He actually tried to socialize and learn Portuguese as much as possible with Brazilians although he found it hard not finding himself in the language. However, that's why we emphasized the importance of integration in the first part of this research. First, what happened means that identity is constructed through language. Second, it is so difficult to express his identity by using a foreign language as everyday vocabs are not so easy to be considered perfectly (Day, 2004 according to Block, 2007).

Bauman 1994 similarly argued that (confused identity) can become and be seen as a "Language-specific disorder" a feeling of discomfort. A discussion on "the stranger" provided that it can be used how foreigners can be seen in groups according to wolf. Simmel also provided the two terms "nearness" and "remoteness" (Wolf, 1950) that's what we call "ambivalence" being intimate with a surrounding while remaining outside it metaphorically (Block, 2007). In nutshell, being in a foreign county with people who speaks different native languages can affect your identity and make you national identity change due to the language and cultural barriers with the role you play in that country. If this feeling continues of feeling "the stranger" in the county it can affect someone's personality to become an introvert (Block, 2007).

When someone moves across sociocultural or geographical borders, they might suddenly experience a disappearance of the stable sense of self and here arises the conflict when he/she starts entering and he/she start struggling to reach a balance (Block, 2007). Here we deduce that human beings are gregarious creatures try to

function best interacting with their surroundings in order to express themselves. However, being in a foreign country, the language can be a hindrance for this person to express her/himself normally causing a feeling of loss and anxiety, that's what most refugees experience nowadays at their early arrival to the host country. In short, any change in the cultural, sociohistorical, and linguistic environment, it can cause a destabilization for that individual and make him or her experience an unstable sense of self (Block, 2007).

#### **2.11.4 Concept of declassing**

According to Block (2007), declassing means when intelligent or skilled individual are seen as incompetent or not smart due to their lack of language speaking skills. This can cause an unstable identity or identity loss as they find themselves unfamiliar with their positions within the new society. Not only the social status will be affected and change but also identity, as people measure their social status from their jobs or economy etc. The French socialist Bourdieu proposed the term cultural and social capital as the social or intellectual knowledge someone possess, and it take part in constructing his/her identity. Consequently, the what the host country or natives perceive the foreign individual plays important part in constructing his new identity.

#### **2.11.5 Identity and culture**

Identity and culture are close terms, identity can be social constructed through the culture the individual brought up in. Taking this person away from this culture and putting him in another can confuse the way his/her identity is constructed. Identity is highly affected by language; the way you send messages and they receive others can shape or reshape someone's identity according to Brown (1980). Identity is communication whether the language you speak is good or broken. A good example can be when someone is seen as funny at home, he will not be as funny as he is when being within a foreign community due to foreign language skills lack and thereby a change of identity will happen. That's the main reason one can feel a change when using their foreign language.

### **2.11.6 Social identity**

Social Identity importance has been increasing and has an important role in the past 15 or 20 years regarding intergroup relations and group behavior. Social identity measures provided powerful tools to be used in research on social groups. The fact that they allow predication to see who is likely to act in group terms or to be committed in times of crises to the group (Speas, Doosje, & Ellemers, 1999). Many pieces of research assume that the process of developing an identity is task that is critical during adolescence, the resolution that serves as a guiding framework in adulthood (Josselon, 1994; Spencer, Swanson, & Cunningham, 1991; Swanson, Spencer, & Petersen, 1997). Tajfel 1981 proposed the social identity theory which was of great importance to understand the process of identity construction. The theory claims that sense of belonging any individual feels to a certain group and what accompanies that sense of affective components helps in developing and constructing the identity thus, their sense of membership can help in increasing individual's self-esteem and those who feel good group membership within a certain group will show a high self-esteem (Phinney, 1992). However, lower self- however, can be developed through discrimination or prejudice within the group.

Cameron's book (2004) self and Identity was also an important source for our study. Factors such as Ingroup Affect, Ingroup ties and Centrality showed that developing each one of them helps in building the construct and plays an important role in the construction of social identity. Similar however was Erikson's (1968) theory of Identity formation. It claims that identity development takes place by exploring and committing to major Identity domains of broader self-concept. He suggests that the period of exploration of any individual will lead him or her to "reconcile his conception of himself or herself and his or her community's recognition of him or her" (Erikson, 1959).

### **2.12 Related Empirical Studies**

In Australia in a university, Cameron (2004) conducted a study to examine the effectiveness of his models of social Identity including ingroup affect, ingroup ties, and centrality. 5 studies have been done involving 1078 respondents using a questionnaire. Respondents were one that is student sample and 3 other group of membership including gender, university, and nationality. Results of the five studies



and the confirmatory factor analysis however supported the three models. The advantages of the tripartite model became an important reference to the theory of social identity. Cameron hypothesized that three dimensions mentioned above can represent social identification. His article tried to answer an important question whether group members have different meanings to the same individual? His studies' results indicate that it does.

Another study has strongly supported Cameron's (2004) measures of social identity's three models. It used a Likert scale questionnaire and consisted of 12 items of three-dimensional strength of GIS to collect data from a sample of undergraduate students and across district different group memberships, he tried to evaluate their social identification. Confirmatory factor analysis subjected the data for examining the fit of his social identity's three factors. Results of the study strongly supported his hypothesis and indicated that his model is the best to fit the data (Obst and White, 2005).

On the issue of Ethnic Identity, two studies were conducted in order to explore the properties of the Ethnic Identity Scale (EIS). The EIS tests three domains of ethnic identity construction: Exploration, resolution, and affirmation similar to Erikson and Tajfel's theories. In both studies, participants (University and high school students) completed ethnic socialization and self-esteem measures to complete the EIS. Three-factor solutions were revealed in the results proposed the three components of exploration, resolution, and affirmation and in expected ways, the three subscales were related to ethnic socialization and self-esteem measures (Taylor, Yazedjian and Gómez, 2004).

### **3. METHODS AND TECHNIQUES**

#### **3.1 Introduction**

Accurate information is provided throughout this chapter; participants who are refugees from all nations residing in Turkey need to be evaluated in terms of their social identity via frameworks and the extent to which the impact of scales validity as well as reliability expected. Furthermore, the importance of social identity for refugees were reflected throughout refugee performance and participants attitudes about their second country (Turkey). Moreover, the purpose of this research study describes the need of expressing refugee performance based on language learning and speaking while communicating with others, also the determinations which critical factors that have the significant impact on the social identity. In addition, this chapter includes Research Hypothesis, descriptive research Methodology, the research methodology for observing the research result, Research Procedure, Analysis Method, Participants, Explanation of the steps of statistical analysis, data collection, selection the sample, research design, data collection instrument, the research model and analysis as well as data analysis.

#### **3.2 Research Hypothesis**

This research enhanced the understanding of how mobility and language mutually impact each other and thus lead us to construct a new social identity. Furthermore, the need of expressing refugee performance based on language learning and speaking while communicating with others, also the determinations which critical factors that have the significant impact on the social identity. The initial the hypotheses that tested are as follows:

**H<sub>1-1</sub>:** There is a statistically positive relationship amongst refugee Perceptions and expectations of new language and the strength of refugees' social identity,

**H<sub>1-2</sub>:** There is a statistically negative relationship amongst refugee Perceptions and expectations of new language and the strength of refugees' social identity,

**H<sub>2-1</sub>:** There is a statistically positive relationship amongst refugee Motivation and self-support of new language and the strength of refugees' social identity,

**H<sub>2-2</sub>:** There is a statistically negative relationship amongst refugee Motivation and self-support of new language and the strength of refugees' social identity,

**H<sub>3-1</sub>:** There is a statistically positive relationship amongst refugee Attitudinal and personality of learning a new language and the strength of refugees' social identity,

**H<sub>3-2</sub>:** There is a statistically negative relationship amongst refugee Attitudinal and personality of learning a new language and the strength of refugees' social identity,

**H<sub>4-1</sub>:** There is a statistically positive relationship amongst refugee Performance of new language and the strength of refugees' social identity,

**H<sub>4-2</sub>:** There is a statistically negative relationship amongst refugee Performance of new language and the strength of refugees' social identity.

### **3.3 Methodology**

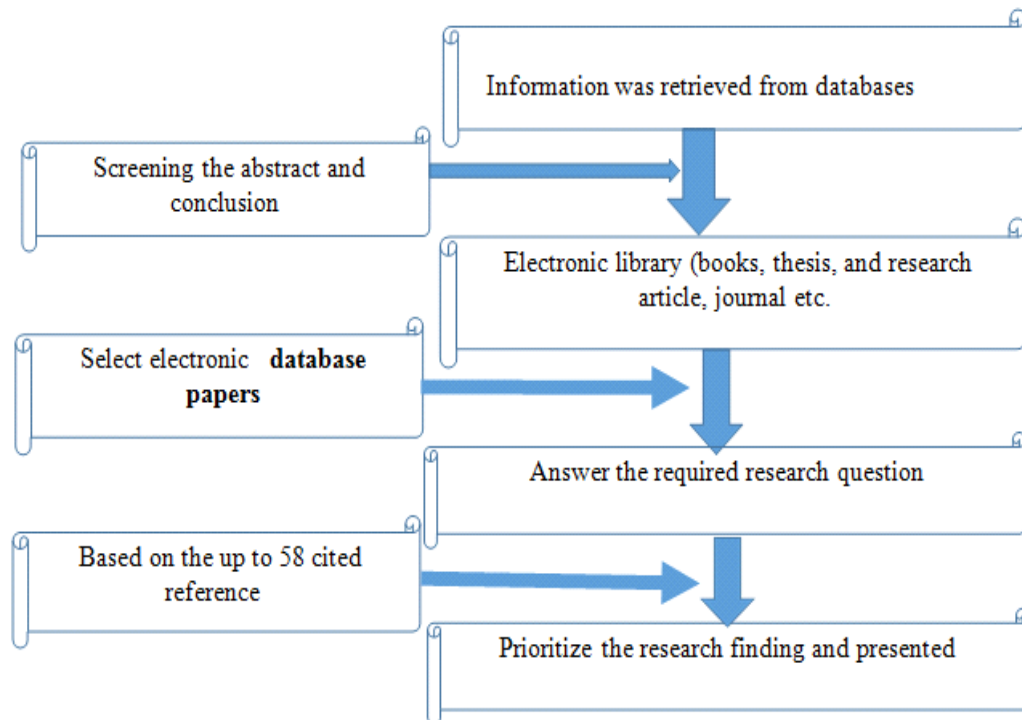
#### **3.3.1 Descriptive research methodology**

This research utilized a descriptive research as a research methodology, which is a type of research questions as well as analyses the INFO that utilized for the main research topic (Gómez-Galán et al., 2020; Al-saeed et al., 2020; Brown, 2020; Williams et al., 2020). A descriptive research utilized in a quantity besides qualities research methods which both utilized in this research study (Al-saeed et al., 2020; Brown, 2020; Williams et al., 2020). Likewise, a descriptive research is a strategy that refer to when, how as well as where data was utilized to analyze the outcome of the target sample response.

#### **3.3.2 Research procedure**

This current research moves forward to answer the main research questions from the digital database and also, from the target sample throughout collecting their responses via the survey. Moreover, research methods have been engaged in getting the related responses for this research questionnaire which utilized directly throughout an online Tech tool, for instance, Google Drive, Skype, phone and send it to the target sample. Likewise, this technique remains suitable for this kind of research information that is the main reason that this accurate, as well as feasible

research, have selected this type of approach. Furthermore, most of the collected information gathered from the digital database regarding (conference articles, thesis, journals, etc.) in the time period between (2011-2020). Correspondingly, this type of method has a varied collection of analysis for the gathered information in terms of discussion which analyzed via operating several statistical tools, for instance, (SPSS) (Rode and Ringel, 2020; Oyana, 2020; Pallant, 2020).



**Figure 3.1:** The Research Methodology for Observing the Research Outcome That Utilized in This Research Adapted From

**Source:** Shlibak and Dalla, 2020; Dalla, 2020

402 participants of refugees from all nations who are residing in Turkey participated. Furthermore, utilizing Google form, as a link shared the questionnaire in all sorts of online groups including, refugees, foreign students, and employees in Turkey on all social media platforms and messaging apps. Actually, a questionnaire sent to the target sample to evaluate the main issue of this research study. The questionnaire answers and participants' responses have been collected in a period of two months. Most of the obstructions that face this research study were discussed further. In reality, the information collected and transformed into an Excel page for examination as well as practicing for statistical study.

Local understandings of integration according to Ager and Strang, (2008) seriously influenced expectations amongst refugee groups within the countries. Furthermore, these expectations vacillated on a continuum of relationships expected within integrated communities. Moreover, different groups were considered to mirror integration as well as utilizing language switching which depends on refugee abilities and performance so, for that reason, the current study has utilized refugee performance as one of the research factors. On the other hand, the mainstream of refugees and others had expectations beyond this, to communicate where there were mixing languages of refugees from diverse groups.

However, answers analyzed utilizing (SPSS) software (Rode and Ringel, 2020); (Oyana, 2020); (Pallant, 2020). The Kaiser–Meyer–Olkin measure to verify the sampling adequacy for the analysis. In the same point, Fisher's Exact Test, Continuity Correction Test, Likelihood Ratio, Linear-by-Linear Association, and Pearson Chi-Square, and Chi-Square Tests. Pearson correlation has been utilized to test the relationships amongst variables in the study and Chi-square test of independence, with Yates continuity Correction and Fisher's exact test utilized to test the independence of strength of refugees' social identity of demographic variables. According to each factor of the research hypothesis, this research has moved to test if there is an effect or not on the variables that utilized in the study, and this might mean either accept or reject this assertion according to the number of people who supported or didn't support the hypothesis claim. The thing that leads to either see if the hypothesis is supported or not. Therefore, results are compared with previous studies that have been done before in the field. Consequently, this research enhanced the understanding of how mobility and language mutually impact each other and thus lead to the construction of a new social identity in the new community specifically the Turkish context.

### **3.3.3 Analysis method**

The descriptive research methodology was transformed as one of the methods that can join to the main statistical analysis utilized in the research methods. The target sample of the Survey was including refugees from foreign students and employees in Turkey. This study is to evaluate the impact of the social identity of the participants on improving the participant's attitudes in Turkey. After collecting the information that can be subject to descriptive statistics this study analyzed the relevant analyzed

data utilizing the data collected via the survey to explain the impact and the social identity factors as termed via this research hypothesis variables according to the participant's answers.

This study tested five factors of language learning for communication reasons that are leading refugees to construct a new social identity based on the languages they speak and learn. Furthermore, these factors are Performance, Motivation, and self-support, Attitudinal and personality, Perceptions as well as expectations of Social identity. Moreover, testing integration along with social identity construction is important to understand how linguistics and social measures of integration cohere with each other leading to a new social identity.

After sending the survey as well as according to what was done to analyze the target sample besides the determination and the reliability of the survey outcomes, a calculating tool has been utilized to enhance the collected answers. Additionally, utilizing the descriptive research approach utilized towards calculating all the research factors to improve the impact of refugee social identity based on refugee perceptions and expectations to learn a new language and the strength of refugees' social identity while communicating in Turkish society, which is based on the five terms and factors that evaluated according to the participant's answers respectively (strongly disagree, disagree, somewhat agree, agree, strongly agree).

### **3.4 Participants**

The research target sample was a random sample of refugees from foreign students and employees in Turkey. The total number of the target sample was 402.

#### **3.4.1 Explanation of the steps of statistical analysis**

- *The first step: the conceptual construction of the model*

The model was built via choosing tools for measuring variables (questionnaire), where the questions that the arbitrators saw as measuring the components of the model were selected as follows:

- *Independent variables*

Demographic factors (gender, age, etc.) Questions 1 to 8. Each question represents a demographic factor

- Motivation and self-support include questions (11-14) as presented in table.3.1.
- Attitudes and Personality, questions (15 to 27) as presented in table.3.1.
- Perceptions and expectations questions (28 to 41) as presented in table.3.1.
- *Dependent variable*: the strength of refugees' social identity: questions 42 to 50 as presented in table.3.1.
- *In the second step*: testing the model's validity in measuring variables through exploratory factor analysis (EFA). At this time, the validity of the model was tested via comparing the extent to which the theoretical model matches the data collected utilizing the measurement tool (questionnaire). The validity of the model was inferred through the underlying values (eigenvalue over Kaiser's criterion) that appeared in the factor analysis in which the questions (elements) valid to measure the phenomenon were preserved and reduced to four main factors.
- *In the third step is to measure persistence* the term reliability means the reliability of the measuring instrument (for example a questionnaire) in measuring the phenomenon under study. In the same way, it means if this research study uses a questionnaire to collect data on a particular phenomenon and then return again and use the same questionnaire, we must reach the same outcome with the community remaining as it is without A change. The reliability of the measurement tool is evidenced via the relationship of each question in the questionnaire that measures a certain concept with the rest of the questions, so it is said that the question that measures a part of the concept must have a direct impact relationship with the rest of the questions that measure the same concept such as the relationship amongst refugee performance while speaking or communicating with others and refugee motivation to speak the learnt language or switch amongst two or three languages and self-support as well.
- *Stability* is good if it exceeds (0.7) for the measuring instrument under development, while the developed and frequently utilized tool says 0.9. Given the outcome obtained in the chapter four table (Table .4.2. Reliability Statistics of scales), it ranged amongst (0.566 and 0.759). Also, in the case of lower than (0.7), the average amongst factors correlation coefficient amongst the elements is considered, which should be according to (Briggs and Cheek

1986). Amongst (0.2 and 0.4), and since the measuring instrument is new in the Turkish environment, these values are acceptable.

- *In the fourth step:* Calculating the descriptive statistics of demographic variables (frequency and percentages) and representing them graphically. This step does not need clarification because the tables and drawings are easy and clear to express the sample description according to the demographic data.
- *In the fifth step:* to calculate the descriptive statistics of the main study variables. At this time, the descriptive statistics the arithmetic mean and standard deviation of the main variables and the elements that represent them are presented, and the reference to the highest value and the lowest value in the elements of each variable.
- *In the sixth step:* to calculate the relationship amongst the main variables. At this point, the Pearson parameter was utilized towards calculating the relationship amongst the main variables Table.4.3. Correlations amongst variables, and to link each relationship with the hypothesis it serves. For example, the relationship amongst the strength of refugees' social identity and perceptions and expectations was positive (positive) and statistically significant because  $p$  is less than 0.01, and scientifically this makes us reject the null hypothesis ( $H_0$ ) which usually states that there is no relationship.
- *In the seventh step:* to find the regression coefficients through multiple regression analysis. In this step, the effect of the independent variables on the dependent variable was calculated and the conditions of the regression analysis and the validity of the model were verified. Furthermore, it was found that the model explains (22.8%) of the effect that the independent variables under study have on the dependent variable. Each impact factor has been linked to its variable and the hypothesis it serves, where, for example, a positive effect (0.329) was found for the Motivation and Self-Support variable on the strength of refugees' social identity variable. In addition, the variable Perceptions and Expectations also has a positive influence factor of (0.266) on the strength of refugees' social identity. Attitudes and Personality have no effect as the  $p$ -value is very high, greater than 0.05.
- *In the eighth step:* Testing the independence of the strength of refugees' social identity on demographic factors utilizing chi-square analysis. So that when



the significance is equal to or less than 0.05, then there is no independence, but there is an impact relationship, but if the significance is greater than 0.05, then there is independence amongst the demographic variable and the variable of the strength of the social identity of the refugees.

### **3.4.2 Data collection**

This study collected data through a developed questionnaire from the target sample which were refugees, foreign students, and employees in Turkey. Furthermore, the research includes a sample of the diverse refugees, foreign students, and employees in Turkey and their answers have been gathered. Moreover, according to the research transactions and rules of selecting the target sample, homogeneous besides that this research is not just a questionnaire, so the research does not require a large number of the target sample. In addition, allowing to the refugees from foreign students and employees at Turkey who has cited the following points, which can be observed via way of a defining the required sample size:

- 100 to 700 participants appropriate for the most research.
- The number of vocabularies for each question from the questionnaire at least seventy.
- Less than 50 sample from the number of participants of the research.
- A sample size ranged as (220-370) if the search experimentally as well as volume adjustment in height degree as well as the justification issue.

### **3.4.3 Selection of the sample**

This research has analyzed the answers of the random sample of refugees from foreign students, and employees at Turkey and transform their answers to the computer program, for instance, Microsoft Excel.

### **3.4.4 Research design**

The current study has utilized a Likert scale questionnaire consisting of 50 questions to test the relationship amongst refugee integration and building a new identity and the relationship amongst refugee integration and new language learning based on refugees and their performance, motivation, self-support, attitudinal and personality, Perceptions and expectations to learn a new language. Moreover, this research has designed the first four questions to express demographical questions. Furthermore,

this research has divided the rest of the questionnaire questions according to the research-tested factors; so, six of the questionnaire questions are related to the refugee performance in terms of language switching or speaking abilities also communication abilities while communicating with other local or national people in Turkey. In the same way, the third part of dividing the questionnaire parts are four questionnaire questions that are related to Motivation as well as the self-support hypothesis factor; in fact, this factor to test refugee motivations as well as how to support himself while communicating with others and while the type of self-techniques utilized during speaking and communication process.

One another point, the fourth part of the questionnaire questions are thirteen questions related to attitudinal and personality factor; the main aim of these questions that related to the questionnaire factor to test and express how refugee personal perception and self-support to use new language for social identity reasons and to have a new lifestyle in Turkey. Therefore, offer excellent conditions and support to immigrants that fulfill certain requirements one of the important issue while refugee try to integrate himself in turkey so he need a language to communicate and know the hinges process which is depends on the refugee self-support and performance while communicating with others. For example, knowing the language or knows certain required profession. Finally, the fifth 14 questions has tested perceptions and expectations. The final 9 question has tested social identity of participants.

Google forms were utilized towards creating a questionnaire. Furthermore, at least 402 participants of this current study were refugees residing in Turkey. Moreover, the questionnaire was based on Cameron (2004), A three-factor model of social identity. Obst (2005) Three-dimensional strength of identification across group memberships: A confirmatory factor analysis and Umaña-Taylor (2004) Developing the ethnic identity scale utilizing Eriksonian and social identity perspectives. For data analysis (SPSS) (Rode and Ringel, 2020); (Oyana, 2020); (Pallant, 2020) ANOVA software utilized towards analyzing answers that this research got from participants. The Kaiser–Meyer–Olkin measure verified the sampling adequacy for the analysis. Fisher's Exact Test, Continuity Correction Test, Likelihood Ratio, Linear-by-Linear Association, and Pearson Chi-Square, and Chi-Square Tests. In addition, Pearson Correlation is utilized towards testing the relationships amongst variables in the study as well as Chi-square test of independence, with Yates Continuity Correction

and Fisher's exact test were utilized towards testing the independence of strength of refugees' social identity of demographic variables.

### **3.4.5 Data Collection Instrument**

After collecting the questionnaire answers via structured method information this research data collection has utilized a throughout a Techy tool, for instance, Google Drive, Skype, phone and send it to the target sample; via a primary information collection instrument, correspondingly, to guiding the questionnaire when needed to gather information. The goals of directing this collected information are to gather comprehensive information for understanding the advantages of social identity objective for refugee from foreign students and employees in Turkey. The survey utilized to gather the information that requires them to discover whether there is a statistical relationship amongst the impact of social identity factors on immigrants, refugees, foreign students, and employees in Turkey.

Correspondingly, the survey designed to examine the relationship amongst the quality of performance, motivation, and self-support, attitudinal and personality, perceptions, and expectations on raising the social identity advantages of refugees, foreign students, and employees in Turkey. Additionally, some questions of the questionnaire are designed for five classifications ranging from strongly disagree (1) to strongly agree (5) as well as (Yes or No) questions to measure the research hypothesis as well as the research questions.

In order to avoid the selection, this study offered the target sample and detailed data about the research questionnaire. However, the questionnaire test the validity of the research questions as well as the research hypothesis. Furthermore, the questionnaire has distributed to members of the participants which included several refugees from foreign students and foreign employees in Turkey. Moreover, the research questionnaire collected the needed information in a period of (one to two) months. The target sample gives an adequate explanation for the research questions and hypothesis to achieve the aforementioned goals besides the interpretation of the survey as well as how long they should return the answered survey. Besides, this study has sent a digital copy of the survey for the target sample.

In addition, to a set of categorized and organizational questions. That consists of 50 questions which were grouped based on research questions into five factors, first was the Performance group (Q<sub>5</sub>, Q<sub>6</sub>, Q<sub>7</sub>, Q<sub>8</sub>, Q<sub>9</sub>, Q<sub>10</sub>), motivation and self-support (Q<sub>11</sub>, Q<sub>12</sub>, Q<sub>13</sub>, Q<sub>14</sub>), Attitudinal and personality (Q<sub>15</sub>, Q<sub>16</sub>, Q<sub>17</sub>, Q<sub>18</sub>, Q<sub>19</sub>, Q<sub>20</sub>, Q<sub>21</sub>, Q<sub>22</sub>, Q<sub>23</sub>, Q<sub>24</sub>, Q<sub>25</sub>, Q<sub>26</sub>, Q<sub>27</sub>), Perceptions and expectations (Q<sub>28</sub>, Q<sub>29</sub>, Q<sub>30</sub>, Q<sub>31</sub>, Q<sub>32</sub>, Q<sub>33</sub>, Q<sub>34</sub>, Q<sub>35</sub>, Q<sub>36</sub>, Q<sub>37</sub>, Q<sub>38</sub>, Q<sub>39</sub>, Q<sub>40</sub>, Q<sub>41</sub>) and social identity (Q<sub>42</sub>, Q<sub>43</sub>, Q<sub>44</sub>, Q<sub>45</sub>, Q<sub>46</sub>, Q<sub>47</sub>, Q<sub>48</sub>, Q<sub>49</sub>, Q<sub>50</sub>) as presented in Table.3.1. below.

**Table 3.1:** The Research Factors and Questionnaire Questions

<b>Factors</b>	<b>Questions</b>
F <sub>1</sub> : Performance	Q <sub>5</sub> , Q <sub>6</sub> , Q <sub>7</sub> , Q <sub>8</sub> , Q <sub>9</sub> , Q <sub>10</sub>
F <sub>2</sub> : Motivation and self-support	Q <sub>11</sub> , Q <sub>12</sub> , Q <sub>13</sub> , Q <sub>14</sub>
F <sub>3</sub> : Attitudinal and personality	Q <sub>15</sub> , Q <sub>16</sub> , Q <sub>17</sub> , Q <sub>18</sub> , Q <sub>19</sub> , Q <sub>20</sub> , Q <sub>21</sub> , Q <sub>22</sub> , Q <sub>23</sub> , Q <sub>24</sub> , Q <sub>25</sub> , Q <sub>26</sub> , Q <sub>27</sub>
F <sub>4</sub> : Perceptions and expectations	Q <sub>28</sub> , Q <sub>29</sub> , Q <sub>30</sub> , Q <sub>31</sub> , Q <sub>32</sub> , Q <sub>33</sub> , Q <sub>34</sub> , Q <sub>35</sub> , Q <sub>36</sub> , Q <sub>37</sub> , Q <sub>38</sub> , Q <sub>39</sub> , Q <sub>40</sub> , Q <sub>41</sub>
F <sub>5</sub> : Social identity	Q <sub>42</sub> , Q <sub>43</sub> , Q <sub>44</sub> , Q <sub>45</sub> , Q <sub>46</sub> , Q <sub>47</sub> , Q <sub>48</sub> , Q <sub>49</sub> , Q <sub>50</sub>

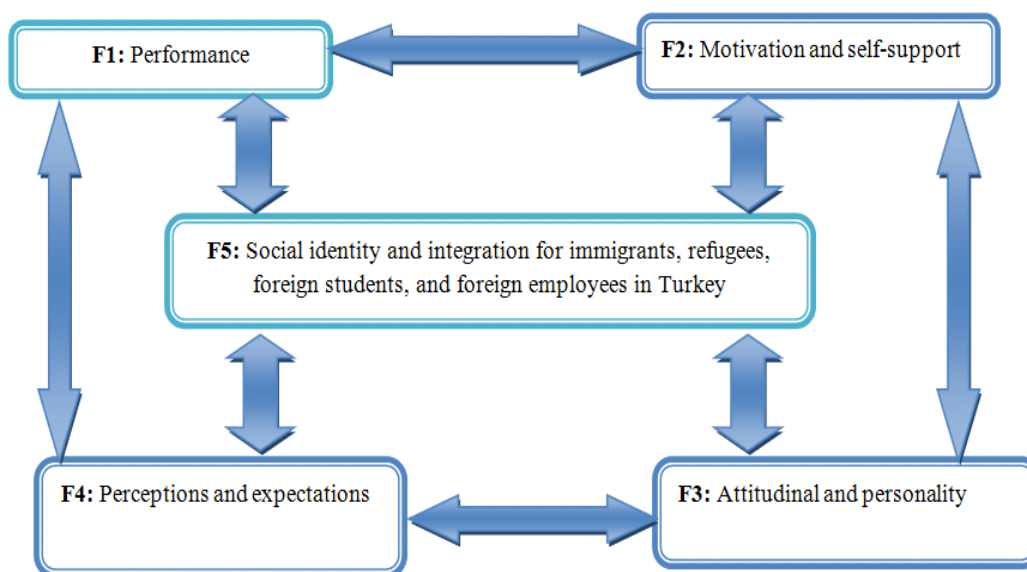
**Table 3.2:** The Required Questions and Their Related Categories

<b>The Divided Categories</b>	<b>Questions</b>
F1: Performance	5. How many languages do you know? 6. What is your mother tongue? 7. Who do you all currently socialize 8. Do you switch amongst three languages. 9. I do my best while communicating/working with other national people
F2: Motivation and self-support	11. When I motivate myself, I can improve my language qualification skills 12. Everyday social interaction as job interviews, payments, college speaking are more helpful 13. My dresses are presenting me to introduce my country culture 14. My language performance has achieved with multinational conversation and self-motivation.
F3: Attitudinal and personality	15. Do you like speak two languages at the same time. 16. Do you like if you started speaking Arabic 17. Do you speak Turkish? 18. Do you like to start at the same time speaking two languages. 19. Do you like to start with your mother tongue which is a local language 20. I reach high level of explanation via utilizing two languages: 21. I am proud that I am related to my original country 22. In general, I'm glad to be an in-group member 23. Just thinking about the fact that I am an in-group member sometimes gives me bad feelings. 24. Speak multi languages make good lifestyle and simplified he life ways 25. Swearing in mother tongue is more comfortable 26. I often regret that I am bilinguals 27. I feel strong when I speak my mother tongue with other nationals

**Table 3.2 (cont.):** The Required Questions and Their Related Categories

<b>The Divided Categories</b>	<b>Questions</b>
F4: Perceptions and expectations	28. I believe that I belong to my country in some ways 29. I believe that I belong to Turkey in some ways 30. I do belong more to my country 31. I do not belong more to my original country 32. I feel that am an international 33. I feel comfortable when I interact with someone who is coming from the same city 34. I feel that I have different personalities while switching amongst three languages. 35. I feel the same while speaking my mother tongue or other languages 36. I feel comfortable with my mother tongue at Turkey 37. I prefer utilizing my mother tongue while speaking because it's attached my culture. 38. Utilizing technological translations to help me for social integration an optimal solution 39. I am bilinguals naturally. 40. I use Syrian Arabic because it's the easiest one. 41. I believe that I will ensure success with multi languages and different cultures
F5: Social identity	42. Being an international make me open to other cultures 43. I prefer speaking the language of the person that I speak with 44. Being open mind make me accept others languages and culture 45. Being an international give me he possibility to make good relations with others 46. Social relations help me to make new relationships 47. Being an international make me desire other cultures but my original country is first 48. Switching amongst languages help me to complete all my work fast 49. Switching amongst languages is an optimal solution 50. Being out of my country make me present my country languages and culture to others

These factors utilized in the research analysis to develop a theoretical framework for this research study to explain the relationship amongst refugees, foreign students, and foreign employees in Turkey to provide results as shows in Figure 3.2 the model of analysis. Moreover, the questionnaire is conducted to refugees, foreign students, and foreign employees in Turkey. Furthermore, this study had taken as a sample of the gathered data to perform the reliability test which is a suitable way to this kind of data analysis.



**Figure 3.2:** The Research Model and Analysis.

### 3.5 Data Analysis

The analysis of the collected information's via the survey and done via (SPSS: version (22-23)) (Rode and Ringel, 2020; Oyana, 2020; Pallant, 2020) information analysis tool. Furthermore, the qualitative information attained throughout analysis utilizing the descriptive research approach as well as (Statistical Package for Social Sciences (SPSS)) (Rode and Ringel, 2020; Oyana, 2020; Pallant, 2020). Moreover, this proposed survey has embraced mixed methods of a quantities' approach and qualitative research methodology in an endeavor to have the ability to achieve the essential objective of this evaluation. In addition, this study has moved towards analyzing the gathered survey answers in the terms of the relationship amongst four factors via utilizing the Correlation test. Furthermore, the impact of some factors on each other determined via utilizing the regression analysis. Also, the analysis of the results of the questionnaire was designed to cover several subjects of the research to facilitate the process of statistical techniques, which are:

- The survey has been sent to refugees, foreign students, and foreign employees in Turkey.
- *Reliability Analysis* for refugee integration, language learning and Social identity Scales via utilizing Cronbach's Alpha.

- *Pearson Correlation* is utilized towards testing the relationships amongst variables in the study.
- *Multiple Regression* is utilized towards testing the effect of Perceptions and expectations, Attitudes and Personality and Motivation and Self-support on Social Identity.
- High/Low social Identity Gender *Crosstabulation via utilizing Chi-square tests*
- High/Low social Identity Education level *Crosstabulation via utilizing Chi-Square Tests*
- High/Low social Identity Number of languages *Crosstabulation via utilizing Chi-Square Tests*
- High/Low social Identity Mother tongue *Crosstabulation via utilizing Chi-Square Tests*
- High/Low social Identity Socialization *Crosstabulation via utilizing Chi-Square Tests*
- High/Low social Identity Switching amongst three languages *Crosstabulation via utilizing Chi-Square Tests.*
- High/Low social Identity Moving to another country, speaking multi languages and developing lifestyle ( $Q_{10D}$ ) *Crosstabulation Chi-Square Tests.*
- Fisher's Exact Test, Continuity Correction Test, *Likelihood Ratio, Linear-by-Linear Association and Pearson Chi-Square and Chi-Square Tests.*

## 4. DATA ANALYSIS

### 4.1 Measures of Validity and Reliability

*Refugee integration, language learning and Social identity Scales*

**Table 4.1:** Factor Analysis for Refugee Integration, Language Learning and Social Identity Scales

Items	Rotated Component Matrix <sup>a</sup>			
	Factors' Loadings			
	1	2	3	4
Q45	.830			
Q46	.704			
Q44	.695			
Q42	.672			
Q43	.556			
Q31		.744		
Q29		.696		
Q34		.540		
Q40		.498		
Q35		.459		
Q32		.451		
Q36		.409		
Q28			.749	
Q21			.703	
Q27			.647	
Q12				.666
Q20				.666
Q11				.649
Q14				.647
<i>Explained Variance (%)</i>	22.241	10.803	9.231	6.551
<i>Total Explained Variance (%)</i>		48.826		
<i>Kaiser-Meyer-Olkin Measure of Sampling Adequacy</i>		.817		

*Bartlett's Test of Sphericity:  $\chi^2 (171) = 1609.167, p < .001$*

*Extraction Method: Principal Component Analysis.*

*Rotation Method: Oblimin with Kaiser Normalization.<sup>a</sup>*

A principal component factor analysis was conducted on the 35 items. The Kaiser–Meyer–Olkin measure verified the sampling adequacy for the analysis, KMO = .817. An initial analysis was run to obtain eigenvalues for each factor in the data. Sixteen



items had to be deleted due to weak loadings or cross-loading. Four factors had eigenvalue over Kaiser's criterion of one and explained 48.826% of the variance. Table 4.1 shows factor loadings after rotation. The first factor is Social Identity and it explained 22.241% of the variance, the second factor is Perception and expectation and it explained 10.803% of the variance, the third factor is Attitudes and Personality and it explained 9.231% of the variance and the fourth factor is Motivation and self-support and it explained 6.551% of the variance.

**Table 4.2:** Reliability Analysis for Refugee Integration, Language Learning and Social Identity Scales

Scale and sub-scales	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of Items	Mean Inter-Item Correlations
Social Identity	.759	.762	5	.391
<i>Perceptions and Expectations</i>	.696	.696	7	.246
<i>Attitudes and Personality</i>	.566	.588	3	.322
<i>Motivation and Self-support</i>	.574	.660	4	.327

Table 4.2 shows reliability statistics of Refugee integration, language learning and Social identity Scale. All scales have reached satisfactory Cronbach's Alpha value of at least .70 or had Mean Inter-Item Correlations amongst .2 to .4 when Cronbach's Alpha value is less than .70 (Briggs and Cheek 1986). Results indicate that the scales can be utilized in measurement of the indicated variables.

## 4.2 Statistical Analysis

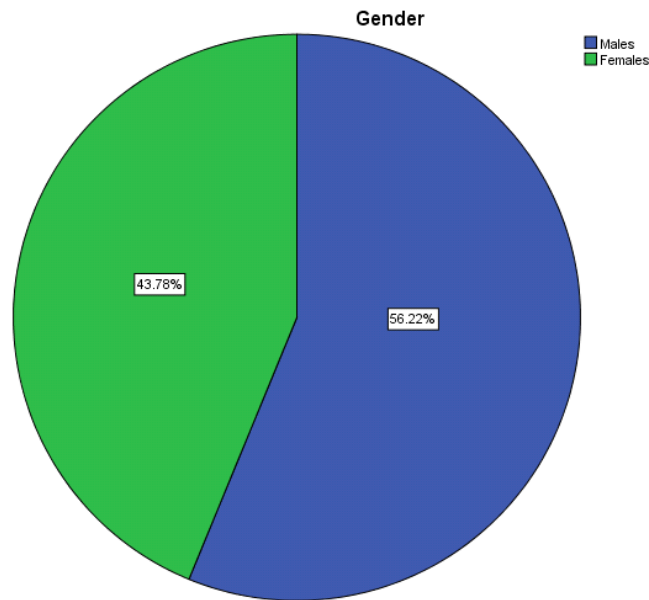
### 4.2.1 Descriptive statistics of demographic variables

#### *Gender*

**Table 4.3:** Distributions of Participants in Terms of Their Gender

Gender	Frequency	Percent
Males	226	56.2
Females	176	43.8
Total	402	100.0

Table 4.3 gives the distribution of participants in terms of their gender. Data was obtained from a random sample of 402 respondents. Descriptive statistics of the sample show that males were 226 participants and represent 56.2% and females were 176 participants and represent 43.8%. Figure 4.1 shows these percentages in pie chart.



**Figure 4.1:** Gender Percentages

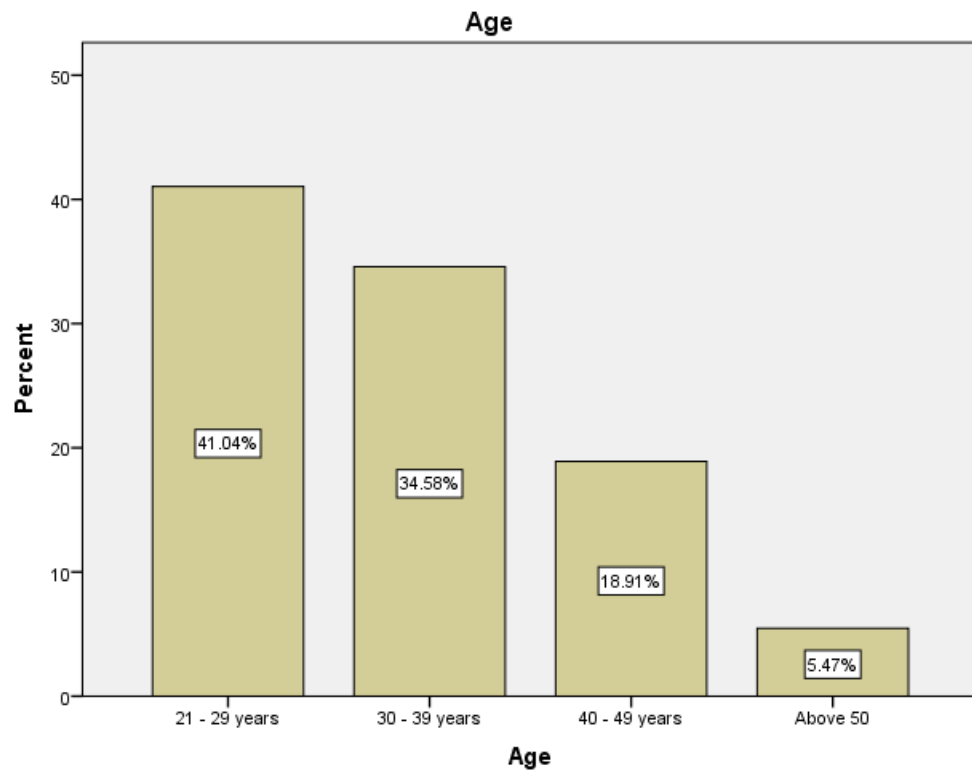
*Age*

**Table 4.4:** Distributions of Participants in Terms of Their Age

<b>Age</b>	<b>Frequency</b>	<b>Percent</b>
21 - 29 years	165	41.0
30 - 39 years	139	34.6
40 - 49 years	76	18.9
Above 50	22	5.5
Total	402	100.0

Table 4.4 shows the distribution of participants in terms of their age. Data was obtained from a random sample of 402 respondents. Descriptive statistics of the sample show that 165 participants were in the age group 21-29 years and represent 41.0%, 139 participants were in the age group 30-39 years and represent 34.6%, 76 participants were in the age group 40-49 years and represent 18.9% and 22

participants were in the age group above years and represent 5.5%. Figure 4.2 shows these percentages in bar chart.



**Figure 4.2:** Age Percentages

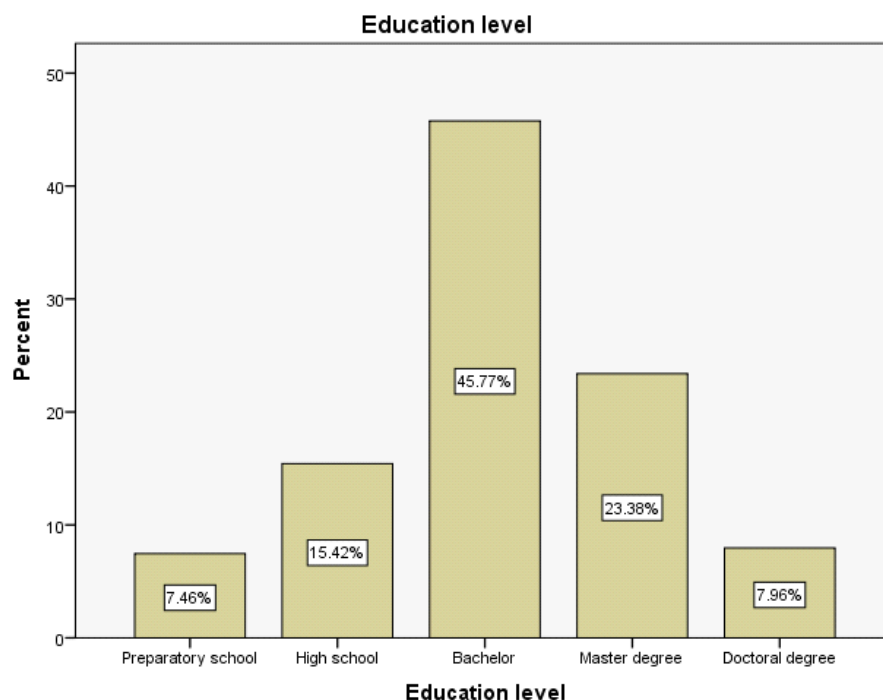
*Education Level*

**Table 4.5:** Distributions of Participants in Terms of Their Education Level

<b>Education Level</b>	<b>Frequency</b>	<b>Percent</b>
Preparatory school	30	7.5
High school	62	15.4
Bachelor's degree	184	45.8
Master's degree	94	23.4
Doctoral degree	32	8.0
Total	402	100.0

Table 4.5 shows the distribution of participants in terms of their education level. Data was obtained from a random sample of 402 respondents. Descriptive statistics of the sample show that 30 participants had Preparatory school education and represent 7.5%, 62 participants were from High school and represent 15.4%, 184 participants were holders of Bachelor degree and represent 45.8%, 94 participants were holders

of Master's degree and represent 23.4% and 32 participants were holders of Doctoral degree and represent 8.0%. Figure 4.3 shows these percentages in bar chart.



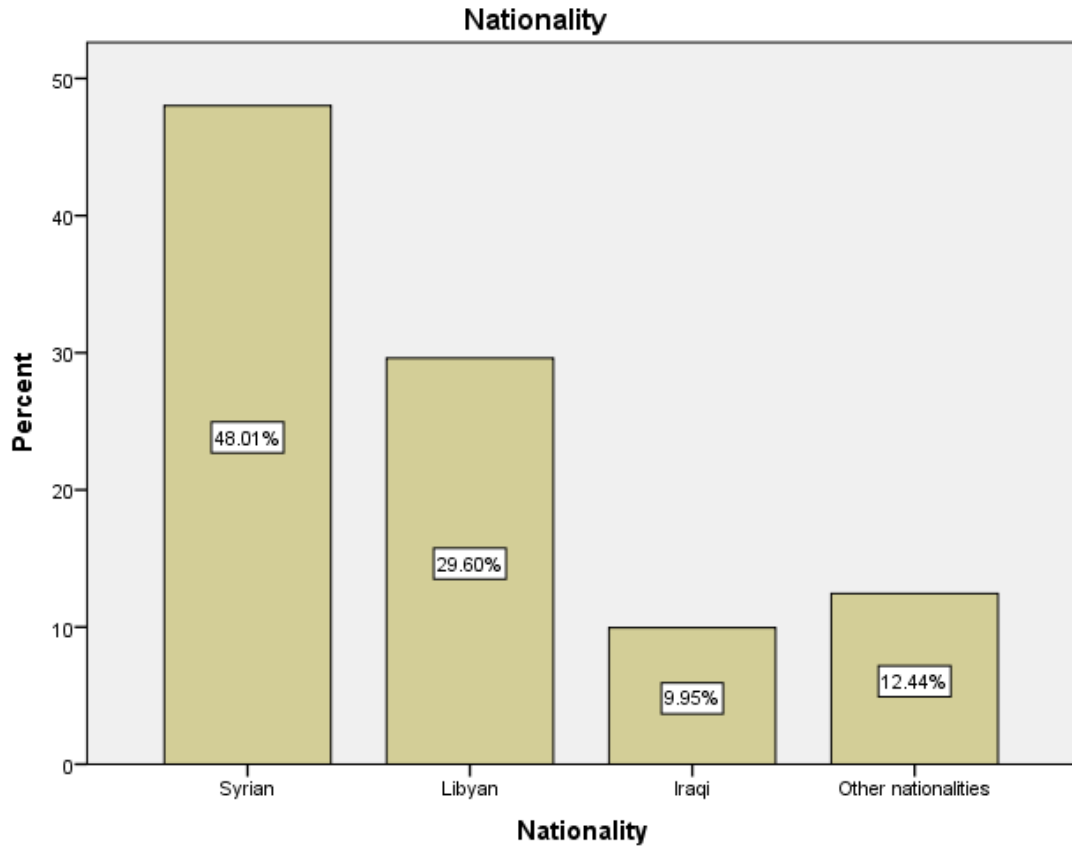
**Figure 4.3:** Education Level Percentages

### *Nationality*

**Table 4.6:** Distributions of Participants in According to Their Nationality

<b>Nationality</b>	<b>Frequency</b>	<b>Percent</b>
Syrian	193	48.0
Libyan	119	29.6
Iraqi	40	10.0
Other nationalities	50	12.4
Total	402	100.0

Table 4.6 shows the distribution of participants according to their nationality. Data was obtained from a random sample of 402 respondents. Descriptive statistics of the sample show that 193 participants are Syrians and represent 48.0%, 119 participants are Libyans and represent 29.6%, 40 participants are Iraqis and represent 10.0% and 50 participants belong to other nationalities and represent 12.4%. Figure 4.4 shows these percentages in bar chart.



**Figure 4.4:** Nationalities Percentages

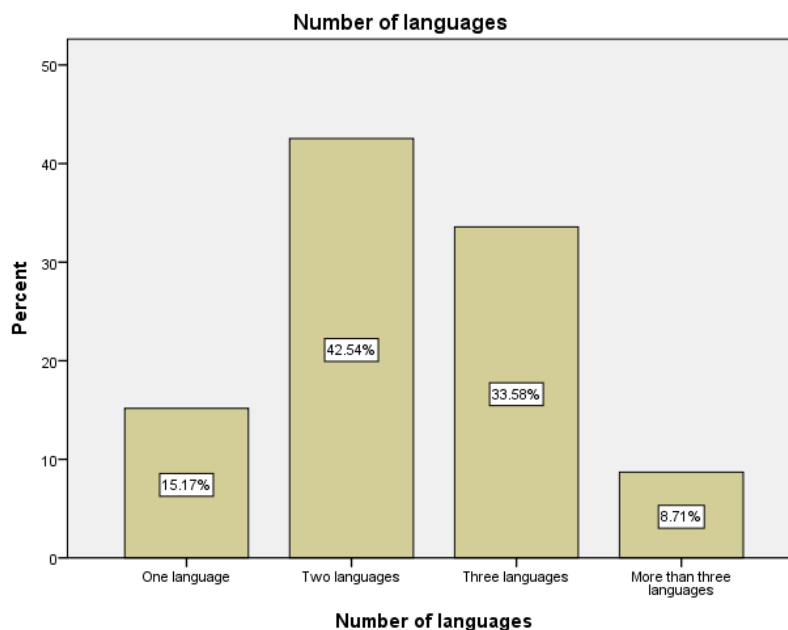
*Number of Languages*

**Table 4.7:** Distributions of Participants in According to The Number of Languages They Speak

Number of languages	Frequency	Percent
One language	61	15.2
Two languages	171	42.5
Three languages	135	33.6
More than three languages	35	8.7
Total	402	100.0

Table 4.7 shows the distribution of participants according to the number of languages they speak. Data was obtained from a random sample of 402 respondents. Descriptive statistics of the sample show that 61 participants speak one language and represent 15.2%, 171 participants speak two languages and represent 42.5%, 135 participants speak three languages and represent 33.6% and 35 participants speak

more than three languages and represent 8.7%. Figure 4.5 shows these percentages in bar chart.



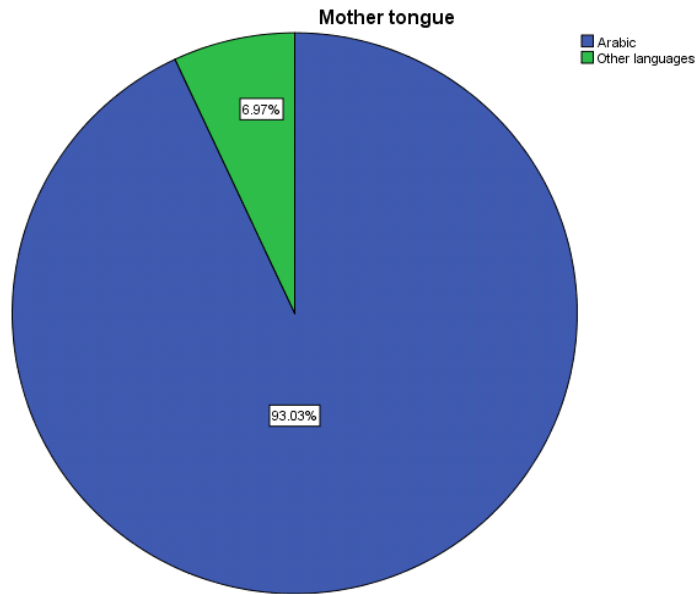
**Figure 4.5:** Number of Languages Percentages

#### *Mother Tongue*

**Table 4.8:** Distributions of Participants in According to Their Mother Tongue

<b>Mother tongue</b>	<b>Frequency</b>	<b>Percent</b>
Arabic	374	93.0
Other languages	28	7.0
Total	402	100.0

Table 4.8 gives the distribution of participants in terms of their mother tongue. Data was obtained from a random sample of 402 respondents. Descriptive statistics of the sample show that participants whose mother tongue is Arabic are 374 and represent 93.0% and participants whose mother tongue is from other languages are 28 and represent 7.0%. Figure 4.6 shows these percentages in pie chart.



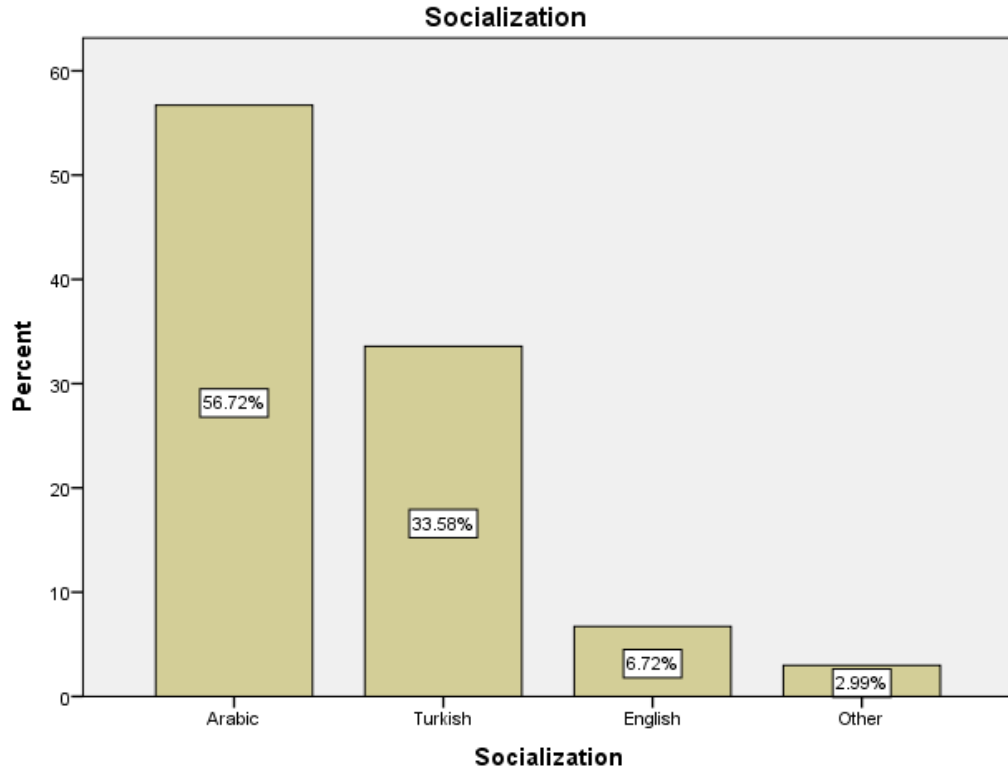
**Figure 4.6:** Mother Tongue Percentages

*Socialization*

**Table 4.9:** Distributions of Participants in According to Socialization

	<b>Frequency</b>	<b>Percent</b>
Arabic	228	56.7
Turkish	135	33.6
English	27	6.7
Other	12	3.0
Total	402	100.0

Table 4.9 shows the distribution of participants according to their socialization. Data was obtained from a random sample of 402 respondents. Descriptive statistics of the sample show that 228 participants are of Arabic socialization and represent 56.7%, 135 participants are of Turkish socialization and represent 33.6%, 27 participants are of English socialization and represent 6.70% and 12 participants belong to other socializations and represent 3.0%. Figure 4.7 shows these percentages in bar chart.



**Figure 4.7:** Socialization Percentages

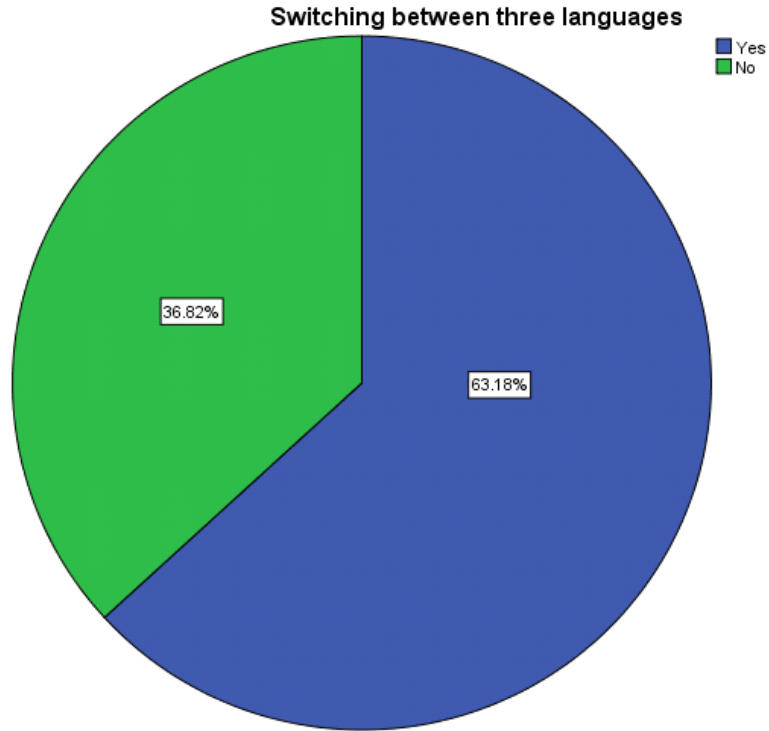
*Switching Amongst Three Languages*

**Table 4.10:** Distributions of Participants in According to Switching Amongst Three Languages

Switching Amongst Three Languages	Frequency	Percent
Yes	254	63.2
No	148	36.8
Total	402	100.0

Table 4.10 gives the distribution of participants in terms of switching between three languages. Data was obtained from a random sample of 402 respondents. Descriptive statistics of the sample show that participants who switch amongst three languages are 254 and represent 63.2% and participants who don't switch amongst three languages are 148 and represent 36.8%. Figure 4.8 shows these percentages in pie chart.





**Figure 4.8:** Switching Amongst Three Languages Percentages

#### 4.2.2 Descriptive statistics of study variables

**Table 4.11:** Descriptive Statistics of Study Variables

Descriptive Statistics	N	Mean	Std. Deviation
Social Identity	399	5.00	.901
Q42	402	4.81	1.406
Q43	402	4.99	1.294
Q44	402	5.13	1.148
Q45	399	4.91	1.309
Q46	402	5.15	1.136
Perceptions and Expectations	400	3.60	1.025
Q29	402	3.38	1.785
Q31	402	2.74	1.715
Q32	402	3.63	1.675
Q34	402	3.91	1.720
Q35	402	3.79	1.663
Q36	402	3.78	1.705
Q40	400	3.94	1.790
Attitudes and Personality	399	4.79	1.091
Q21	402	5.30	1.177
Q27	399	4.29	1.747
Q28	402	4.77	1.509
Motivation and Self-support	398	5.09	.705
Q11	400	5.46	.710
Q12	400	5.51	.668
Q14	402	5.11	.932
Q20	402	4.27	1.655
Valid N (listwise)	392		

Table 4.11 shows mean and standard deviation of the study variables' Scales and their items. The Social Identity Scale has shown a mean score of (M= 5.00, SD= .901) in a six points scale. The highest mean score was observed in item Q46 (M= 5.15, SD= 1.136) while the lowest mean score was observed in item Q42 (M= 4.81, SD= 1.406).

The Perceptions and Expectations Scale has shown a mean score of (M= 3.60, SD= 1.025) in a six points scale. The highest mean score was observed in item Q40 (M= 3.94, SD= 1.790) while the lowest mean score was observed in item Q31 (M= 2.74, SD= 1.715).

The Attitudes and Personality Scale has shown a mean score of (M= 4.79, SD= 1.091) in a six points scale. The highest mean score was observed in item Q21 (M= 5.30, SD= 1.777) while the lowest mean score was observed in item Q27(M= 4.29, SD= 1.747).

The Motivation and Self-support Scale has shown a mean score of (M= 5.09, SD= .705) in a six points scale. The highest mean score was observed in item Q12 (M= 5.51, SD= .668) while the lowest mean score was observed in item Q20 (M= 4.27, SD= 1.655).

### 4.3 Correlations

Pearson Correlation is utilized towards testing the relationships amongst variables in the study.

**Table 4.12:** Correlations Amongst Main Variables of The Study

<b>Variables</b>	<b>Correlation type</b>	<b>Perceptions and Expectations</b>	<b>Attitudes and Personality</b>	<b>Motivation and Self- support</b>
Social Identity	Pearson Correlation	.358**	.128*	.403**

\*\* . Correlation is significant at the 0.01 level (2-tailed).

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

Table 4.12 Shows correlations amongst main variables of the study. There was significant positive correlation amongst Social identity and Perceptions and

expectations,  $r = .358$ ,  $n = 398$ ,  $p > .01$ , where strength of refugees' social identity levels are associated moderately and positively with levels of perceptions and expectations. According to the table L the null hypothesis, there is no correlation amongst strength of refugees' Social identity and Perceptions and expectations is rejected, and this means we should accept this assertion because of the number of people who supported this claim. Results support  $H_1$ .

There was, also, significant positive correlation amongst Social identity and Attitudes and Personality,  $r = .128$ ,  $n = 397$ ,  $p > .01$ , where strength of refugees' social identity levels are associated weakly and positively with levels of Attitudes and Personality. According to the table 4.12 the null hypothesis, there is no correlation amongst strength of refugees' Social identity and Attitudes and Personality is rejected, and this means we should accept this assertion because of the number of people who supported this claim. Results support  $H_2$ .

A positive correlation was, also, observed amongst Social identity and Motivation and Self-support,  $r = .403$ ,  $n = 395$ ,  $p > .01$ , where strength of refugees' social identity levels are associated moderately and positively with levels of Motivation and Self-support. According to the table 4.12 the null hypothesis, there is no correlation amongst strength of refugees' Social identity and Motivation and Self-support is rejected, and this means we should accept this assertion because of the number of people who supported this claim. Results support  $H_3$ .

#### 4.4 Regression Analysis:

Multiple regression was utilized towards testing the effect of Perceptions and expectations, Attitudes and Personality and Motivation and Self-support on Social Identity.

**Table 4.13:** Summary of Regression Analysis <sup>a</sup>

Independent variables	R <sup>2</sup>	F	β	t	p	DW
Perceptions and Expectations	.228	38.550***	.266	5.637	.000	1.957
Attitude and Personality			.004	.077	.939	
Motivation and Self-support			.329	7.045	.000	

<sup>a</sup> Dependent variable: Strength of refugees' social identity <sup>\*\*\*</sup>  $p < .001$

Multiple regression was utilized to assess the ability of three variables (Perceptions and Expectations, Attitudes and Personality, Motivation and Self-support) to predict levels of Strength of refugees' social identity. Preliminary analyses were conducted to ensure no violation of the assumptions of normality of residuals' distribution, linearity, multicollinearity, and homoscedasticity. The total variance explained via the model was 22.8%,  $F(3, 391) = 38.550, p < .001$ .

Motivation and Self-support variable and Perceptions and Expectations variable were both statistically significant predictors of strength of refugees' social identity with Motivation and Self-support variable being a higher predictor ( $beta = .329, p < .001$ ) than Perceptions and Expectations variable ( $beta = .266, p < .001$ ). According to the table M the null hypotheses, there is no effect of Motivation and Self-support and of Perceptions and Expectations on strength of refugees' Social identity are rejected, and this means we should accept this assertion because of the number of people who supported this claim. Results lead support to hypotheses H<sub>4</sub> and H<sub>6</sub>.

There was no significant effect of Attitudes and Personality on the Strength of refugees' social identity ( $beta = .004, p = .939$ ). According to the table 4.13 the null hypotheses, there is no effect of Attitudes and Personality on strength of refugees' Social identity is accepted, and this means we should accept this assertion because of the number of people who supported this claim. H<sub>5</sub> was not supported.

#### **4.5 Tests of Independence**

Chi square test of independence, with Yates Continuity Correction and Fisher's exact test were utilized towards testing the independence of strength of refugees' social identity of demographic variables. Strength of refugees' social identity continues scale of 1 to 5 is transformed into binary scale where values of 1 to less than 3 are considered low strength and value from 3 up to 5 are considered high strength. Results are addressed below.

*Gender*

**Table 4.14:** High/Low Social Identity \* Gender Crosstabulation

			Gender		Total	
			Males	Females		
High/Low social Identity	Low Social Identity	Count	20	14	34	
		% within High/Low social Identity	58.8%	41.2%	100.0%	
		% within Gender	8.8%	8.0%	8.5%	
			% of Total	5.0%	3.5%	8.5%
	High Social Identity	Count	206	162	368	
		% within High/Low social Identity	56.0%	44.0%	100.0%	
		% within Gender	91.2%	92.0%	91.5%	
		% of Total	51.2%	40.3%	91.5%	
	Total	Count	226	176	402	
		% within High/Low social Identity	56.2%	43.8%	100.0%	
% within Gender		100.0%	100.0%	100.0%		
% of Total		56.2%	43.8%	100.0%		

Table 4.14 presents a cross tabulation of strength of refugees' social identity via gender. Numbers and percentages are presented within each category.

**Table 4.15:** Chi-Square Test of Independence Amongst Strength of Refugees' Social Identity and Gender

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)	Point Probability
Pearson Chi-Square	.102 <sup>a</sup>	1	.749	.857	.447	
Continuity Correction <sup>b</sup>	.019	1	.889			
Likelihood Ratio	.103	1	.748	.857	.447	
Fisher's Exact Test				.857	.447	
Linear-by- Linear Association	.102 <sup>c</sup>	1	.749	.857	.447	.137
N of Valid Cases	402					

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 14.89.

b. Computed only for a 2x2 table

c. The standardized statistic is .320.

A chi-square test of independence (with Yates Continuity Correction for 2 X 2 tables) was utilized towards examining the relation amongst strength of refugees' social identity (Low / High) and gender (Males / Females). The relation amongst these two variables was not significant,  $\chi^2 (1, N = 402) = 0.019, p = .889$ . Also, Fisher's Exact Test, showed no association amongst strength of refugees' social identity and gender,  $p = .857$ . According to the table 4.15 the null hypotheses, there is no effect of gender on Social identity is accepted, and this means we should accept this assertion because of the number of people who supported this claim. Both results lead support to H<sub>7</sub>.

### Age

**Table 4.16:** High/Low Social Identity \* Age Crosstabulation

		Age				Total	
		21 - 29 years	30 - 39 years	40 - 49 years	Above 50		
High/Low social Identity	Low Social Identity	Count	9	13	11	1	34
		% within High/Low social Identity	26.5%	38.2%	32.4%	2.9%	100.0%
		% within Age	5.5%	9.4%	14.5%	4.5%	8.5%
		% of Total	2.2%	3.2%	2.7%	0.2%	8.5%
		Count	156	126	65	21	368
	High Social Identity	% within High/Low social Identity	42.4%	34.2%	17.7%	5.7%	100.0%
		% within Age	94.5%	90.6%	85.5%	95.5%	91.5%
		% of Total	38.8%	31.3%	16.2%	5.2%	91.5%
		Count	165	139	76	22	402
		% within High/Low social Identity	41.0%	34.6%	18.9%	5.5%	100.0%
Total	% within Age	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	41.0%	34.6%	18.9%	5.5%	100.0%	
	Count	165	139	76	22	402	
	% within High/Low social Identity	41.0%	34.6%	18.9%	5.5%	100.0%	

Table 4.16 presents a cross tabulation of strength of refugees' social identity via age. Numbers and percentages are presented within each category.

**Table 4.17:** Chi-Square Test of Independence Amongst Strength of Refugees' Social Identity and Age

	<b>Value</b>	<b>df</b>	<b>Asymptotic Significance (2-sided)</b>	<b>Exact Sig. (2- sided)</b>	<b>Exact Sig. (1- sided)</b>	<b>Point Probability</b>
Pearson Chi-Square	6.053 <sup>a</sup>	3	.109	.107		
Likelihood Ratio	5.814	3	.121	.145		
Fisher's Exact Test	5.593			.117		
Linear-by-Linear Association	2.423 <sup>b</sup>	1	.120	.134	.075	.024
N of Valid Cases	402					

a. 1 cells (12.5%) have expected count less than 5. The minimum expected count is 1.86.

b. The standardized statistic is -1.557-.

A chi-square test of independence was utilized towards examining the relation amongst strength of refugees' social identity (Low / High) and age groups (21 - 29 years / 30 - 39 years / 40 - 49 years / Above 50). The relation amongst these two variables was not significant,  $\chi^2(3, N = 402) = 6.053, p = .109$ . Also, Fisher's Exact Test, showed no association amongst strength of refugees' social identity and age,  $p = .120$ . According to the table 4.17 the null hypotheses, there is no effect of age on strength of refugees' social identity is accepted, and this means we should accept this assertion because of the number of people who supported this claim. Both results lead support to  $H_8$ .

*Education Level*

**Table 4.18:** High/Low Social Identity \* Education Level Crosstabulation

			Education level					Total
			Preparatory school	High school	Bachelor	Master's degree	Doctoral degree	
High/Low social Identity	Low Social Identity	Count	5	1	20	6	2	34
		% within High/Low social Identity	14.7%	2.9%	58.8%	17.6%	5.9%	100.0%
		% within Education level	16.7%	1.6%	10.9%	6.4%	6.3%	8.5%
		% of Total	1.2%	0.2%	5.0%	1.5%	0.5%	8.5%
		Total						
	High Social Identity	Count	25	61	164	88	30	368
		% within High/Low social Identity	6.8%	16.6%	44.6%	23.9%	8.2%	100.0%
		% within Education level	83.3%	98.4%	89.1%	93.6%	93.8%	91.5%
		% of Total	6.2%	15.2%	40.8%	21.9%	7.5%	91.5%
		Total						
Total	Count	30	62	184	94	32	402	
	% within High/Low social Identity	7.5%	15.4%	45.8%	23.4%	8.0%	100.0%	
	% within Education level	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	7.5%	15.4%	45.8%	23.4%	8.0%	100.0%	
	Total							

Table 4.18 presents a cross tabulation of strength of refugees' social identity via education level. Numbers and percentages are presented within each category.



**Table 4.19:** Chi-Square Test of Independence Amongst Strength of Refugees' Social Identity and Education Level

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)	Point Probability
Pearson Chi-Square	8.469 <sup>a</sup>	4	.076	.074		
Likelihood Ratio	9.634	4	.047	.061		
Fisher's Exact Test	8.631			.056		
Linear-by-Linear Association	.526 <sup>b</sup>	1	.468	.475	.262	.055
N of Valid Cases	402					

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 2.54.

b. The standardized statistic is .725.

A chi-square test of independence was utilized towards examining the relation amongst strength of refugees' social identity (Low / High) and Education Level groups (Preparatory school / High school / bachelor's degree / Master's degree / Doctoral degree). The relation amongst these two variables was not significant,  $\chi^2(4, N = 402) = 8.469, p = .076$ . Also, Fisher's Exact Test, showed no association amongst strength of refugees' social identity and Education Level,  $p = .06$ . According to the table 4.19 the null hypotheses, there is no effect of education level on strength of refugees' social identity is accepted, and this means we should accept this assertion because of the number of people who supported this claim. Both results lead support to  $H_0$ .

Nationality

**Table 4.20:** High/Low Social Identity \* Nationality Crosstabulation

		Nationality					Total
			Syrian	Libyan	Iraqi	Other nationalities	
High/Low social Identity	Low Social Identity	Count	19	10	2	3	34
		% within High/Low social Identity	55.9%	29.4%	5.9%	8.8%	100.0%
		% within Nationality	9.8%	8.4%	5.0%	6.0%	8.5%
		% of Total	4.7%	2.5%	0.5%	0.7%	8.5%
		Count	174	109	38	47	368
	High Social Identity	% within High/Low social Identity	47.3%	29.6%	10.3%	12.8%	100.0%
		% within Nationality	90.2%	91.6%	95.0%	94.0%	91.5%
		% of Total	43.3%	27.1%	9.5%	11.7%	91.5%
		Count	193	119	40	50	402
		% within High/Low social Identity	48.0%	29.6%	10.0%	12.4%	100.0%
Total	% within Nationality	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	48.0%	29.6%	10.0%	12.4%	100.0%	

Table 4.20 presents a cross tabulation of strength of refugees' social identity via Nationality. Numbers and percentages are presented within each category.

**Table 4.21:** Chi-Square Test of Independence Amongst Strength of Refugees' Social Identity and Nationality

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	1.488 <sup>a</sup>	3	.685	.680		
Likelihood Ratio	1.604	3	.659	.671		
Fisher's Exact Test	1.088			.792		
Linear-by-Linear Association	1.285 <sup>b</sup>	1	.257	.262	.148	.039
N of Valid Cases	402					

a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is 3.38.

b. The standardized statistic is 1.133.

A chi-square test of independence was utilized towards examining the relation amongst strength of refugees' social identity (Low / High) and nationality groups (Syrian / Libyan / Iraqi / Other nationalities). The relation amongst these two variables was not significant,  $\chi^2(3, N = 402) = 1.488, p = .685$ . Also, Fisher's Exact Test, showed no association amongst strength of refugees' social identity and nationality,  $p = .792$ . According to the table 4.21 the null hypotheses, there is no effect of nationality on strength of refugees' social identity is accepted, and this means we should accept this assertion because of the number of people who supported this claim. Both results lead support to  $H_{10}$ .

*Number of Languages*

**Table 4.22:** High/Low Social Identity \* Number of Languages Crosstabulation

			Number of languages				
			One language	Two languages	Three languages	More than three languages	Total
High/Low social Identity	Low Social Identity	Count	7	16	10	1	34
		% within High/Low social Identity	20.6%	47.1%	29.4%	2.9%	100.0%
		% within Number of languages	11.5%	9.4%	7.4%	2.9%	8.5%
		% of Total	1.7%	4.0%	2.5%	0.2%	8.5%
		Count	54	155	125	34	368
	High Social Identity	% within High/Low social Identity	14.7%	42.1%	34.0%	9.2%	100.0%
		% within Number of languages	88.5%	90.6%	92.6%	97.1%	91.5%
		% of Total	13.4%	38.6%	31.1%	8.5%	91.5%
		Count	61	171	135	35	402
		% within High/Low social Identity	15.2%	42.5%	33.6%	8.7%	100.0%
Total	% within Number of languages	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	15.2%	42.5%	33.6%	8.7%	100.0%	

Table 4.22 presents a cross tabulation of strength of refugees' social identity via number of languages. Numbers and percentages are presented within each category.

**Table 4.23:** Chi-Square Test of Independence Amongst Strength of Refugees' Social Identity and Number of Languages

	<b>Value</b>	<b>df</b>	<b>Asymptotic Significance (2-sided)</b>	<b>Exact Sig. (2- sided)</b>	<b>Exact Sig. (1- sided)</b>	<b>Point Probability</b>
Pearson Chi-Square	2.506 <sup>a</sup>	3	.474	.491		
Likelihood Ratio	2.892	3	.409	.431		
Fisher's Exact Test	2.317			.492		
Linear-by-Linear Association	2.335 <sup>b</sup>	1	.127	.137	.077	.027
N of Valid Cases	402					

a. 1 cells (12.5%) have expected count less than 5. The minimum expected count is 2.96.  
b. The standardized statistic is 1.528.

A chi-square test of independence was utilized towards examining the relation amongst strength of refugees' social identity (Low / High) and number of languages groups (One language/Two languages/Three languages/More than three languages). The relation amongst these two variables was not significant,  $\chi^2(3, N = 402) = 2.506, p = .474$ . Also, Fisher's Exact Test, showed no association amongst strength of refugees' social identity and number of languages,  $p = .492$ . According to the table 4.23 the null hypotheses, there is no effect of number of languages on strength of refugees' social identity is accepted, and this means we should accept this assertion because of the number of people who supported this claim. Both results lead support to  $H_{11}$ .

*Mother Tongue*

**Table 4.24:** High/Low Social Identity \* Mother Tongue Crosstabulation

		Mother Tongue		Total		
		Arabic	Other Languages			
High/Low social Identity	Low Social Identity	Count	33	1	34	
		% within High/Low social Identity	97.1%	2.9%	100.0%	
		% within Mother tongue	8.8%	3.6%	8.5%	
	High Social Identity	High Social Identity	% of Total	8.2%	0.2%	8.5%
			Count	341	27	368
			% within High/Low social Identity	92.7%	7.3%	100.0%
		Total	% within Mother tongue	91.2%	96.4%	91.5%
			% of Total	84.8%	6.7%	91.5%
			Count	374	28	402
Total		% within High/Low social Identity	93.0%	7.0%	100.0%	
		% within Mother tongue	100.0%	100.0%	100.0%	
		% of Total	93.0%	7.0%	100.0%	

Table 4.24 presents a cross tabulation of strength of refugees' social identity via mother tongue. Numbers and percentages are presented within each category.

**Table 4.25:** Chi-Square Test of Independence Amongst Strength of Refugees' Social Identity and Mother Tongue

	Value	df	Asymptotic Significance based on (2-sided)	Exact Sig. (based on 2-sided)	Exact Sig. based on (1-sided)	Point Probability
Pearson. Chi-Square	.928 <sup>a</sup>	1	.335	.494	.291	
Continuity Correction <sup>b</sup>	.374	1	.541			
Likelihood Ratio	1.148	1	.284	.367	.291	
Fisher's Exact Test				.494	.291	
Linear-via-Linear Association	.926 <sup>c</sup>	1	.336	.494	.291	.215
N of Valid Cases	402					

a. one cells (25.0 percent) have expected count less than five. The minimum expected count remains (2.37).

b. Totaled only for a (2x2) table

c. The standardized statistic remains (.962).

A chi-square test of independence (with Yates Continuity Correction) was utilized towards examining the relation amongst strength of refugees' social identity (Low / High) and Mother tongue groups (Arabic / Other languages). The relation amongst these two variables was not significant,  $\chi^2 (1, N = 402) = .928, p = .335$ . Also, Fisher's Exact Test, showed no association amongst strength of refugees' social identity and Mother tongue,  $p = .494$ . According to the table 4.25 the null hypotheses, there is no effect of mother tongue on strength of refugees' social identity is accepted, and this means we should accept this assertion because of the number of people who supported this claim. Both results lead support to  $H_{12}$ .

*Socialization*

**Table 4.26:** High/Low Social Identity \* Socialization Crosstabulation

		Socialization				Total	
		Arabic	Turkish	English	Other		
High/Low social Identity	Low Social Identity	Count	22	12	0	0	34
		% within High/Low social Identity	64.7%	35.3%	0.0%	0.0%	100.0%
		% within Socialization	9.6%	8.9%	0.0%	0.0%	8.5%
		% of Total	5.5%	3.0%	0.0%	0.0%	8.5%
		Count	206	123	27	12	368
	High Social Identity	% within High/Low social Identity	56.0%	33.4%	7.3%	3.3%	100.0%
		% within Socialization	90.4%	91.1%	100.0%	100.0%	91.5%
		% of Total	51.2%	30.6%	6.7%	3.0%	91.5%
		Count	228	135	27	12	402
		% within High/Low social Identity	56.7%	33.6%	6.7%	3.0%	100.0%
Total	% within Socialization	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	56.7%	33.6%	6.7%	3.0%	100.0%	

Table 4.26 presents a cross tabulation of strength of refugees' social identity via socialization. Numbers and percentages are presented within each category.

**Table 4.27:** Chi-Square Test of Independence Amongst Strength of Refugees' Social Identity and Socialization

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)	Point Probability
Pearson Chi-Square	4.054 <sup>a</sup>	3	.256	.253		
Likelihood Ratio	7.326	3	.062	.079		
Fisher's Exact Test	3.167			.324		
Linear-by-Linear Association	2.829 <sup>b</sup>	1	.093	.094	.052	.024
N of Valid Cases	402					

a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is 1.01.

b. The standardized statistic is 1.682.

A chi-square test of independence was utilized to examine the relation amongst strength of refugees' social identity (Low / High) and socialization groups (Arabic/ Turkish/ English/ Other). The relation amongst these two variables was not significant,  $\chi^2(3, N = 402) = 4.054, p = .256$ . Also, Fisher's Exact Test, showed no association amongst strength of refugees' social identity and socialization,  $p = .324$ . According to the table 4.27 the null hypotheses, there is no effect of socialization on strength of refugees' social identity is accepted, and this means we should accept this assertion because of the number of people who supported this claim. Both results lead support to  $H_{13}$ .

*Switching Amongst Three Languages*

**Table 4.28:** High/Low Social Identity \* Switching Amongst Three Languages  
Crosstabulation

		<b>Switching amongst three languages</b>		<b>Total</b>	
		<b>Yes</b>	<b>No</b>		
High/Low social Identity	Low Social Identity	Count	14	20	34
		% within High/Low social Identity	41.2%	58.8%	100.0%
		% within Switching amongst three languages	5.5%	13.5%	8.5%
		% of Total	3.5%	5.0%	8.5%
	High Social Identity	Count	240	128	368
		% within High/Low social Identity	65.2%	34.8%	100.0%
Total		% within Switching amongst three languages	94.5%	86.5%	91.5%
		% of Total	59.7%	31.8%	91.5%
		Count	254	148	402
		% within High/Low social Identity	63.2%	36.8%	100.0%
		% within Switching amongst three languages	100.0%	100.0%	100.0%
		% of Total	63.2%	36.8%	100.0%

Table 4.28 presents a cross tabulation of strength of refugees' social identity via switching amongst three languages. Numbers and percentages are presented within each category.



**Table 4.29:** Chi-Square Independence Test Amongst Strength of Refugees' Social Identity and Switching Amongst Three Languages

	Value	df	Asymptotic Significance (based on 2- sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)	Point Probability
Pearson Chi-Square	7.733 <sup>a</sup>	1	.005	.008	.005	
Continuity Correction <sup>b</sup>	6.734	1	.009			
Likelihood Ratio	7.415	1	.006	.008	.005	
Fisher's Exact Test				.008	.005	
Linear-by-Linear Association	7.714 <sup>c</sup>	1	.005	.008	.005	.004
N of Valid Cases	402					

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 12.52.

b. Computed only for a 2x2 table

c. The standardized statistic is -2.777-.

A chi-square independence test (with Yates Continuity Correction) has been utilized towards examining the relation amongst strength of refugees' social identity (Low / High) and switching amongst three languages (Yes / No). The relation amongst these two variables was significant,  $\chi^2(1, N = 402) = 6.734, p = .005$ . Also, Fisher's Exact Test, showed association amongst strength of refugees' social identity and switching amongst three languages,  $p = .008$ . According to the table 4.29 the null hypotheses, there is no effect of Switching amongst three languages on strength of refugees' social identity is rejected, and this means we should accept this assertion because of the number of people who supported this claim. Both results indicate rejection of  $H_{14}$ .

*Moving to another country, speaking multi languages and developing lifestyle (Mobility)*

**Table 4.30: High/Low Social Identity \* Mobility Crosstabulation**

			Q10D		Total
			Mobility	No Mobility	
High/Low	Low	Count	8	26	34
social	Social	% within	23.5%	76.5%	100.0%
Identity	Identity	High/Low			
		social Identity			
		% within	42.1%	6.8%	8.5%
		Q10D			
		% of Total	2.0%	6.5%	8.5%
	High	Count	11	357	368
	Social	% within	3.0%	97.0%	100.0%
	Identity	High/Low			
		social Identity			
		% within	57.9%	93.2%	91.5%
		Q10D			
		% of Total	2.7%	88.8%	91.5%
Total		Count	19	383	402
		% within	4.7%	95.3%	100.0%
		High/Low			
		social Identity			
		% within	100.0%	100.0%	100.0%
		Q10D			
		% of Total	4.7%	95.3%	100.0%

Table 4.30 presents a cross tabulation of strength of refugees' social identity via mobility. Numbers and percentages are presented within each category.

**Table 4.31:** Chi-Square Test of Independence Amongst Strength of Refugees' Social Identity and Mobility

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)	Point Probability
Pearson Chi-Square	29.162 <sup>a</sup>	1	.000	.000	.000	
Continuity Correction <sup>b</sup>	24.779	1	.000			
Likelihood Ratio	17.072	1	.000	.000	.000	
Fisher's Exact Test				.000	.000	
Linear-by-Linear Association	29.089 <sup>c</sup>	1	.000	.000	.000	.000
N of Valid Cases	402					

a. 1 cells (25.0%) have expected count less than 5. The minimum expected count is 1.61.

b. Computed only for a 2x2 table

c. The standardized statistic is 5.393.

A chi-square test of independence (with Yates Continuity Correction) was used to examine the relation between strength of refugees' social identity (Low / High) and Mobility (Yes / No). The relation between these two variables was significant,  $\chi^2(1, N = 402) = 24.779, p < .001$ . Also, Fisher's Exact Test, showed association between strength of refugees' social identity and mobility,  $p < .001$ . According to the table 4.31 the null hypotheses; there is no effect of mobility on strength of refugees' social identity is rejected, and this means we should accept this assertion because of the number of people who supported this claim. Both results lead to rejection of  $H_{15}$ .

## 4.6 Table of Hypotheses

**Table 4.32:** Table of Hypotheses

<b>H</b>	<b>Hypothesis statement</b>	<b>Result</b>
H <sub>1</sub>	There is a statistically significant positive relationship between refugee Perceptions and expectations of new language and the strength of refugees' social identity.	Supported
H <sub>2</sub>	There is a statistically significant positive relationship between refugee Attitudes and Personality and the strength of refugees' social identity.	Supported
H <sub>3</sub>	There is a statistically significant positive relationship between refugee Motivation and Self-support and the strength of refugees' social identity.	Supported
H <sub>4</sub>	There is a statistically significant positive effect of refugee Perceptions and expectations of new language on the strength of refugees' social identity	Supported
H <sub>5</sub>	There is a statistically significant positive effect of refugee Attitudes and Personality on the strength of refugees' social identity	Not Supported
H <sub>6</sub>	There is a statistically significant positive effect of refugee Motivation and Self-support on the strength of refugees' social identity	Supported
H <sub>7</sub>	Strength of refugees' social identity is independent of gender	Supported
H <sub>8</sub>	Strength of refugees' social identity is independent of Age	Supported
H <sub>9</sub>	Strength of refugees' social identity is independent of Education level	Supported
H <sub>10</sub>	Strength of refugees' social identity is independent of Nationality	Supported
H <sub>11</sub>	Strength of refugees' social identity is independent of number of languages spoken	Supported
H <sub>12</sub>	Strength of refugees' social identity is independent of Mother tongue	Supported
H <sub>13</sub>	Strength of refugees' social identity is independent of Socialization	Supported
H <sub>14</sub>	Strength of refugees' social identity is independent of Switching between three languages	Not Supported
H <sub>15</sub>	Strength of refugees' social identity is independent of moving to another country, speaking multi languages and developing lifestyle	Not Supported

## **5. CONCLUSION, SUGGESTIONS AND RECOMMENDATION**

### **5.1 Introduction**

This chapter concluded the information about services quality assessment based on the outcome of refugees' social integration that requires a common language amongst the refugee and the university community. In the same way, this chapter will conclude this research study results and discusses the related researches in terms of comparison with this study results. In addition, this chapter provided discussion, conclusion, limitations, delimitations, suggestions, and recommendations.

### **5.2 Discussion**

In view of the fact that principal components factor analysis was conducted on the research study items based on the research hypothesis factors. Furthermore, the Kaiser–Meyer–Olkin measure verified the sampling adequacy for the analysis similar to Abir and Xu, (2019); Veronese and Pepe, (2018). Moreover, the outcome of this study has presented that factor loadings after rotation, i.e. social Identity and it explained high level of the variance in contrast with other variables, also perception, expectation. However, this research results have explained that the participants have a powerful attitude, personality, motivation as well as self-support of utilizing and learning new languages which are considered as one of the main factors that increase new social identifications based on refugees' new social identity reasons.

An outcome of this research study has presented that the reliability is based on refugee integration, language learning which are associated with the social identity scale. Furthermore, all the research study scales have reached satisfactory value, which is similar to Briggs and Cheek, (1986); Şafak-Ayvazoğlu et al., (2020); Genkova and Grimmelsmann, (2020); Kramlich, (2020) researches. Moreover, the research results indicate that the scales can be utilized in measurement of the indicated variables. Therefore, according to this research study, there is a positive relationship amongst refugee perceptions and expectations of new language which is

associated with the strength of refugees' social identity. In the same way, there is a positive relationship amongst refugee attitudes, personality as well as the strength of refugees' social identity. Likewise, there is a positive relationship amongst refugee motivation, self-support also the strength of refugees' social identity. In addition, all scales have reached satisfactory value of correlations as declared via Briggs and Cheek, (1986); Genkova and Grimmelsmann, (2020); Brauer, (2020); Udwan et al., (2020).

As declared via this research results there is a positive relationship amongst refugee social identity factors such as perceptions, expectations of a new language, and the strength of refugees' social identity. Furthermore, there is a positive relationship between refugee attitudes and personality and the strength of refugees' social identity. Our study participants were highly educated with varied knowledge of language. Likewise, they had no idea about official languages like Finnish or Swedish, before arriving in Finland. For that reason, this research study's results showed how they utilized their existing resources of language to overcome this obstacle. As their access to learning the local language was limited, this study was interested in whether knowing English could make entry into the new society easier as declared via Iikkanen, (2017). According to Kaplan, (2006); Home Office, (2006) not being able towards speaking Turkish is also seen as a barrier to full participation in the Turkish community. Likewise, in Turkey the government allowed many institutions to train Syrian refugees in learning the Turkish language. On one hand, as presented in this research outcomes the highest number of participants belongs to Arabic socialization also, the second participants belong to Turkish socialization. On the other hand, English socialization, as well as other socialization, are the lowest number of refugees. In the same way, Easton-Calabria, and Wood, (2020) translating and interpreting materials and services towards helping refugees was seen as an inhibitor of language learning and the integration process. On the other hand, the data collected via Ager and Strang, (2008); Strang and Ager, (2010) has shown that translation in the early stages is vital and helps refugees developing proficiency through the time they are required to learn. Moreover, there is a positive relationship between refugee motivation and self-support and the strength of refugees' social identity. According to this research outcome, there is a positive effect of refugee perceptions and expectations of new language on the strength of refugees' social

identity. Furthermore, there is a statistically significant positive effect of refugee motivation as well as self-support on the strength of refugees' social identity.

This research's results has indicated that strength of refugees' social identity is independent of gender which is statistically supported. Furthermore, strength of refugees' social identity is independent on age also statistically supported. In the same way, strength of refugees' social identity is independent of education level. Besides, strength of refugees' social identity is independent on the refugee nationality. Moreover, strength of refugees' social identity is independent of number of the refugee languages spoken. What is more, the thing led many countries like Turkey to receive a lot of asylum seekers. In addition, the environmental factor where the unfortunate climate change is another reason for immigration as announced via McAdam, (2012).

Likewise, due to nature strikes and people become homeless and helpless. Also, storms, tsunamis, and many other natural catastrophes make people flee and seek shelter in another safe places or countries as reported via McAdam, (2012). Likewise, unemployment, low salaries, bad currency, as well as lack of opportunities make many, especially, those educated young people to take the decision of moving or immigrating to other better country as announced via Datta et al., (2009). Correspondingly, personal natural needs where some individuals believe that they belong in another country especially minorities, for instance, religious as well as sexual; they see the need to be in another tolerant country with more freedom standards as reported via Massey, (1999). Additionally, the recent research study strength of refugees' social identity is independent on the refugee mother tongue, which is similar to Wells, (2011). In the same way, this research study has announced that the power of refugees' social identity is independent of the refugee socialization as documented via Ní Raghallaigh, (2014).

Focusing on the same point, according to Wardhaugh, (2011); Andersen et al., (2009); Wardhaugh, (1998) where Spanish-Americans in America switch amongst Spanish and English to show some kind of bond and qualification skills with the Latin community. Likewise, code-switching can happen when speakers switch amongst two or more codes, whether language, dialects, or slang within a language. Moreover, when it happens from sentence to sentence, this is called “intersententially” and happens within a sentence it's termed as “intersententially”.

Similar to Bullock and Toribio, (2009) code-switching does not only take place amongst peers to show solidarity but also within social ranks and hierarchies of age. In the same way, also they reported that code-switching is a major conversational resource for speakers. In addition, the different languages can be utilized among speakers to avoid conflicts.

As declared via Aydin and Kaya, (2017) Syrian refugees who travelled to Europe who were monolinguals in Syria, however, after moving to Turkey they started acquiring Turkish, then they moved to Europe and they started acquiring the European languages of the country they wanted to stay. Likewise, Warfa et al., (2006) has reported that refugees started utilizing many languages due to mobility in many geographical spaces which is similar to the recent study results. Also, Heinsch et al., (2019) has defined Multilingualism as broad term that alludes to the use of several languages that not necessarily proficiently via the mutual interaction of languages in the mind of the user also with others.

In the same way, according to Philips Jorgensen, (2006) to have access to reality via utilizing language. Thus, language plays a pivotal role in the world construction. Social constructionism theory is considered an anti-realistic theory as it argues that people only construct versions of reality among utilizing the country language or delicate. Furthermore, Turkish migration, identity, integration as documented via Sirkeci, (2015) proposed leading studies and scholarship on the most recent manifestations of issues on Turkish migration, identity, strategies, integration also selected to offer a wide array of case studies while providing multidisciplinary perspectives.

Education is the supporter means for employment and for developing refugees' qualification skills and competence and to become an active member of the new society and new country. In addition, schools and universities are important places to stay in contact with the host community to make relationships that support their integration. Thus, integration requires a common language amongst the refugee and the university community. This report is based on young refugees' experience in the UK educational system as declared via McDonald, (1995) you have to contribute, discuss, ask questions, which is more difficult without switching amongst languages at the same time. If the refugee was utilized to these things in my country it wouldn't have been very hard, but it takes time to get utilized to it'. The difficulties and



barriers for immigrants and refugees to adapt to the new educational system. According to this research results participants in terms of their education level, a high number of the participants were holders of a bachelor's degree; the second-high value is a participant were holders of master's degree, on the other hand, the low value was preparatory school education. Furthermore, as presented in this research results the high number of the participants are Syrians and the lowest number where belongs to other nationalities. Moreover, a society that is multicultural or ethnic pluralism in other words, with various groups co-existing together but keeping their independent Identities. Consequently, it was also expected from refugees to adapt in order to become indistinguishable from the hosting community, and that what Europe nowadays do with Syrian refugees at its lands. They launched several programs to make refugees part and parcel of the host community.

On the other hand, Giles and Coupland (1991) has emphasized that “Language reflects context”, which is meaning that a person can reflect his response in many ways depending on the social context. Besides, the low variety and high variety of any language whether it is formal or informal can determine this context. Similarly, as reported via this research results the high number of refugees were speaking two languages a and the lowest number of refugees were speaking more than three languages. “To me, the integration works if we work, we are integrated” (ECRE, 1999) Employment is considered important for the refugee or immigrant to be self-independent; it also offers him or her opportunities to meet and the host community and learns their language via speaking interactions.

According to this research results, there is a positive correlation amongst social identity and perceptions and expectations, where the strength of refugees' social identity levels are associated moderately and positively with levels of perceptions and expectations. Furthermore, as presented in this research a positive correlation amongst social identity and attitudes and personality, where the strength of refugees' social identity levels are associated weakly, positively with levels of attitudes as well as personality. Moreover, a positive correlation was observed amongst social identity, motivation and self-support, where the strength of refugees' social identity levels are associated moderately and positively with levels of motivation as well as self-support.

Multiple regression was utilized to assess the ability of three variables perceptions, expectations, attitude, personality, motivation, and self-support to predict levels of strength of refugees' social identity. As declared by Easton, (2006) knowledge whether in getting to know the host communities' customs, traditions, and facilities in order to accomplish the process of integration. Moreover, refugees and even migrants must have the chance to merge with the host communities in all fields of life in order to attain this cultural and language competence. In the same way, as declared via this research study the refugee self-motivation, self-support, perceptions, expectations based on how the participant's answered was due to the strength of using languages switching during communication with others which are helpful for refugees to have more knowledge about the countries and the host communities' customs, traditions, and facilities to build a new social identity with the refugee's motivation, as well as self-support.

Şimşek, (2018) has reported about Syrian refugees' transnational activities in Turkey arguing about integration of refugees as they created a mechanism for survival and utilized a strategy termed as transnational activities in order to be adapted towards a new society, in some conditions such as facing insecure legal status as well as not being able to have access to their rights in the receiving country. Furthermore, this study contributes to the transnationalism of refugees as well as the integration process via concentrating on the refugees' perceptions of integration. Moreover, the construction process of someone's identity lies on the individual her/himself and they have to make their own decisions regardless of consequences similar to Giddens, (1991).

Besides, talking cultural identity, for instance, one possessing two cultural identities when he/she is in a country and develop affiliation to that country. In addition, this identity depends on the feeling, culture as well as the language of that country as declared via Block, (2007).

As reported via this research, Sociolinguistic science usually studies different linguistic features that are related to a number of extra-linguistic features like gender, class, and age, etc., then from these correlations, it deduces the social functions of these features. In the same manner, Kerpelman and Pittman, (2018); Oyserman, (2004) has declared that the theory of identity formation claims that identity enhancement happens by two important processes, exploration, and commitment

towards an important area of the identity of a wider self-concept. Through exploration, they can resolve their feelings about the role of a component identity, for instance, religious, political, vocational, etc. within their wider social self. He emphasizes that only through the process of exploration can an individual come to a resolution regarding an identity. On the other hand, Cameron's, (2004) self and Identity has explained three important factor models of social identity including centrality, in-group effect, in-group ties. The development of each factor helps in building the constructs as well as plays a fundamental role in the social identity construction.

### **5.3 Conclusion**

As mentioned before, sociolinguists usually study the distribution of variants of variable linguistic features in relation to a number of extra-linguistic features, for instance, gender, language as well as age. Then infer the social functions of these features from these correlations to enhance refugee sociolinguists identification while moving to other countries. Therefore, refugees such as the Syrian due to the recent tragic war took refuge and moved to many countries like Turkey, the most receiving country according to human rights. Syrians in Turkey had to integrate into the new culture through learning the language for the reason of social integration as well as simplify the refugee life. Learning Turkish as well as integrating into the new community has led many Syrians to construct a new social identity via learning as well as utilizing Turkish language as well as they shaped their new idea of belonging. According to the social constructionism the only way to access reality is through language (Philips and Jorgensen, 2006) also through communication via utilizing the learnt language people can do their required jobs on time within less waste (time and money). Consequently, language is an important role in the construction of the world also the theory of social constructivism is anti-realistic, it assumes that the perceived world is through interaction with each other so it's not an objective picture of the real world. Consequently, each person is socially constructed, and personality is not something within-person, but it's something construct amongst people relationships as declared via this research results people can interact with each other through utilizing languages as well as switching between languages. So, any person should learn several languages.

As people always categorize themselves in social groups consciously or subconsciously according to nationality or ethnicity etc. this value of their membership in these groups can play part in the construction of their personal identity (Oakes, 2001). However, when this individual leaves his/her social group or lose their membership, his/her identity become confused or insecure due to people and language change. We can give an example of this from our daily news, when the prince of England and his wife left the royal family and travelled to the USA, people start to perceive them in a different way and thus their identity must have started to experience insecurity and change due to membership loss and the community they settled in.

When an individual fail to express him/herself in the new social group, this can result a misconception and may result them to develop a feeling of not belonging to that community (Block, 2007).

The feeling to be well accommodated between the first culture and the target culture is very important when learning to speak a new language (Block, 2007).

Finding a balance is very important to develop self-confidence and construct a stable identity within the new social group and in their given language. Moreover, it seems difficult for someone to maintain his/her own identity in the new social group and the new surrounding due to the automatic change someone experiences within the new constellations.

In summary, from what we mentioned above, it seemed important for the individual to interact with the new group as much as possible and improve his/her language skills in order to construct a stable social identity and become more confident while speaking the language and thus perfectly integrate in the new community. Hence, when speaking a foreign language people feel a change due the fact that they think before talking or speaking this language. Schmidt emphasized on this in his study saying that is so hard for someone to feel a whole human while speaking the foreign language unless they develop and master a full perfection in this language.

## **5.4 Limitations and Delimitation**

### **5.4.1 Limitations of the research**

This study has focused on refugee social identification and social integration in Turkey to live their life in an optimal way via focusing on their abilities. Furthermore, this research study focused on the role of refugee support for themselves, the possibilities of self, as well as how to manifest it when needed to use the language or switch amongst the refugee's language which is associated with the language of the country, he or she came to. Moreover, based on the new social identity to integrate refugees into Turkish society, also for shortening the time required to perform the work of the refugee and reducing the effort appropriately in terms of cost and time required to perform any work required of the refugee. In addition, there are several study limitations are reported and the following restrictions should be taken into consideration during studying:

- In this study, the researcher will focus on random samples. Thus, it does not represent all the samples of refugees, however, rather a few. Consequently, the outcomes cannot be referred to all refugees.
- The community in which the researcher is studying is Turkish society, which is one of the advanced countries, as well as the study to be applied in an oriental society therefore there will be differences.
- The study will not be planned as a longitudinal but rather based on the time for the specific time duration of master studies maximum education as a practical constraint.
- The researcher will determine suggestions as well as recommendations when the research outcomes are extracted later to be a valid reference for fellow researchers in the same field (domain).
- The instruments utilized pose certain limitations resulting from its reliance on participants' honesty as well as self-documentation via online questionnaire.
- Some items concerned with access to techy tools may present subjective results depending on the target sample's individual beliefs.
- Spatial limits: the study was confined to refugees in Turkey.
- Time limits: after completing the theoretical side of the study, the researcher has designed a questionnaire form and distributed it towards a random sample of the study community to collect the data then analyzed it to reach the results

and compared with related works in the expected period between (1989 - 2020).

#### **5.4.2 Delimitation**

The following are delimitations of the study:

- This study will be limited towards international and Syrian refugees in Turkey.
- This study will be limited to refugees the respondents for this study. Refugees in Turkey who may face problems in terms of social integration in Turkey with their qualification skills of utilizing languages.
- In this research study, convenience sampling with representative methodologies will be utilized for refugees. Therefore, the results of the study will be limited to the participants of refugees in Turkey also may lack generalizability.

#### **5.5 Suggestions and Recommendations**

The refugee issue is very important these days because of the scourge of wars and countries destruction. Furthermore, this derived most of the citizens to move to safer countries and to enjoy stability and a quiet life. This research carried out an evaluation of the importance of a new language and refugees' acceptance of the use of the language according to the new home based on learning languages transactions, as well as to facilitate some procedures. In fact, this study concentrated to provide some recommendations to show the impact of languages learning and utilizing it via refugees. In addition, this research extracted some recommendations and suggestions that included as below:

- Refugees should try to communicate via utilizing the country's language to do their required jobs on time within less waste (time and money).
- The Organization of Refugee Rights and Protection should make a wide area of traditional services (documents, papers etc.) as well as provide some online accuracy to offer some courses for refugees all over the world to ensure high quality services that will be provided to the refugees.
- International migrations is a global issue and they should provide an online course offered via the Organization of Refugee Rights and Protection to motivate and support refugees.

- Working supportively with refugees' qualification skills and perspectives should be given via online courses offered via the Organization of Refugee Rights and Protection to motivate and support refugees.
- This research study should be generalizable and not limited to the participants of refugees in Turkey.
- Refugees should learn about some psychological communication abilities improvements, speaking management, and interpretation via switching between languages which are can be used when working.
- The Organization of Refugee Rights and Protection should provide an online course which is offered via the international organization amnesty international with the recommended syllabus based on international languages that involve completing the course over a period of time.
- Refugees via switching amongst languages learn what human rights refugees are entitled to, who is responsible for protecting them and how individuals, organizations, and governments can hold parties accountable for violations of refugee rights throughout the world.
- Refugee Rights and Protection Organization should provide a toolkit for teachers which should be an online course provided for the support of language speaking program.
- The Refugee Organization of Rights and Protection should provide super-intensive courses for teachers and educators of all levels who have contact with migrant and refugee children in classrooms and give them the chance to communicate with others and learn how to cope with their work activities and communication reasons in the future.
- To be successful in motivating refugees to integrate with the new country and social identification, the Refugee Organization of Rights and Protection should plan to make refugees spend roughly three hours per week attending online lectures, reading the required course materials, and completing short assignments.
- This research study should be generalizable and not limited to the participants of refugees in Turkey.
- The role language played and emphasized in the refugees' integration process resulted from a number of different factors, for instance, how long they were planning to stay in the country and their sociocultural contexts of language use.

- It became evident that knowing English can work both as a gateway and an obstacle to social integration so refugees should keep up on learning a new language while communicating with other people.
- English seemed to work best with refugees at the beginning of the period of residence and, once they had learned the second languages such as Turkish, they did not “need” English for everyday interaction anymore.
- Refugees should balance integration with utilizing the dominant language to show how strongly using multi languages assimilationist ideologies are advocated through using international languages government integration policies and being communicated to people of migrant background.
- Turkish society should help and support the refugees and motivate them to learn the Turkish language to integrate the refugees into Turkish society.
- The organizations of human rights all over the world should make technical applications of some government programs that operate on a large scale from the globe to help refugees around the world in several aspects, including language, educational services, and adequate clarification of refugees' rights and help, achieve them in accordance with the country where the refugee arrived.



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## **APPENDIX**

### **Appendix A Social Identity Construction in the Context of Turkey Questionnaire**

#### **Questionnaire**

The present research is carried out to fulfill the partial fulfillment of a master's degree thesis. I am currently conducting a survey for my thesis study, entitled "Integration and Social Identity Construction in the Context of Turkey". Furthermore, you are cordially invited to take part in this research study as a refugee or immigrant in Turkey. Moreover, your participation is a great importance to help us depict a valid representation of refugee integration and language learning with a Social identity.

This survey should take less than 10 minutes to be completed. In addition, Thank you for your time and effort.

#### **Demographical**

1. Gender

- Male
- Female

2. Age

- 21-29
- 30-39
- 40-49
- Above 50

3. Education level:

- Non-educated
- Preparatory school
- Secondary
- High school
- Bachelor
- Master degree
- Doctoral degree
- Above



4. Where are you from?

- I am Libyan
- I am Iraqi
- I am Syrian
- Others

**F<sub>1</sub>: Performance**

5. How many languages do you know?

- One language
- Two languages
- Three languages
- More than three languages

6. What is your mother tongue?

- Arabic
- English
- French
- Turkey
- Others

7. Who do you all currently socialize

- Arabic
- English
- French
- Turkey
- Others

8. Do you switch between three languages?

- Yes, I do
- No, I do not

9. I do my best while communicating/working with other national people

- Strongly agree
- Agree
- Slightly agree
- Slightly Disagree
- Disagree
- Strongly disagree

10. Moving to other country and speak multi languages are developed my lifestyle

- Strongly agree
- Agree
- Slightly agree
- Slightly Disagree
- Disagree
- Strongly disagree

**F<sub>2</sub>: Motivation and self-support**

11. When I motivate myself, I can improve my language qualification skills

- Strongly agree
- Agree
- Slightly agree
- Slightly Disagree
- Disagree
- Strongly disagree

12. Everyday social interaction as job interviews, payments, college speaking are more helpful

- Strongly agree
- Agree
- Slightly agree
- Slightly Disagree
- Disagree
- Strongly disagree

13. My dresses are presenting me to introduce my country culture

- Strongly agree
- Agree
- Slightly agree
- Slightly Disagree
- Disagree
- Strongly disagree

14. My language performance has achieved with multinational conversation and self-motivation.

- Strongly agree
- Agree
- Slightly agree
- Slightly Disagree
- Disagree
- Strongly disagree

**F<sub>3</sub>: Attitudinal and personality**

15. Do you like speak two languages at the same time.

- Yes, I do
- No, I do not

16. Do you like if you started speaking Arabic

- Yes, I do
- No, I do not

17. Do you speak Turkish?

- Yes, I do
- No, I do not

18. Do you like to start at the same time speaking two languages.

- Yes, I do
- No, I do not

19. Do you like to start with your mother tongue which is a local language

- Yes, I do
- No, I do not

20. I reach high level of explanation by using two languages:

- Strongly agree
- Agree
- Slightly agree
- Slightly Disagree
- Disagree
- Strongly disagree

21. I am proud that I am related to my original country

- Strongly agree
- Agree
- Slightly agree
- Slightly Disagree
- Disagree
- Strongly disagree

22. In general, I'm glad to be an in-group member

- Strongly agree
- Agree
- Slightly agree
- Slightly Disagree
- Disagree
- Strongly disagree

23. Just thinking about the fact that I am an ingroup member sometimes gives me bad feelings.

- Strongly agree
- Agree
- Slightly agree
- Slightly Disagree
- Disagree
- Strongly disagree

24. Speak multi languages make good lifestyle and simplified he life ways

- Strongly agree
- Agree
- Slightly agree
- Slightly Disagree
- Disagree
- Strongly disagree

25. Swearing in mother tongue is more comfortable

- Strongly agree
- Agree
- Slightly agree
- Slightly Disagree
- Disagree
- Strongly disagree

26. I often regret that I am bilinguals

- Strongly agree
- Agree
- Slightly agree
- Slightly Disagree
- Disagree
- Strongly disagree

27. I feel strong when I speak my mother tongue with other nationals

- Strongly agree
- Agree
- Slightly agree
- Slightly Disagree
- Disagree
- Strongly disagree

**F4: Perceptions and expectations**

28. I believe that I belong to my country in some ways

- Strongly agree
- Agree
- Slightly agree
- Slightly Disagree
- Disagree
- Strongly disagree

29. I believe that I belong to Turkey in some ways

- Strongly agree
- Agree
- Slightly agree
- Slightly Disagree
- Disagree
- Strongly disagree

30. I do belong more to my country

- Strongly agree
- Agree
- Slightly agree
- Slightly Disagree
- Disagree
- Strongly disagree

31. I do not belong more to my original country

- Strongly agree
- Agree
- Slightly agree
- Slightly Disagree
- Disagree
- Strongly disagree

32. I feel that am an international

- Strongly agree
- Agree
- Slightly agree
- Slightly Disagree
- Disagree
- Strongly disagree

33. I feel comfortable when I interact with someone who is coming from the same city

- Strongly agree
- Agree
- Slightly agree
- Slightly Disagree
- Disagree
- Strongly disagree

34. I feel that I have different personalities while switching between three languages.

- Strongly agree
- Agree
- Slightly agree
- Slightly Disagree
- Disagree
- Strongly disagree

35. I feel the same while speaking my mother tongue or other languages

- Strongly agree
- Agree
- Slightly agree
- Slightly Disagree
- Disagree
- Strongly disagree

36. I feel comfortable with my mother tongue at Turkey

- Strongly agree
- Agree
- Slightly agree
- Slightly Disagree
- Disagree
- Strongly disagree

37. I prefer using my mother tongue while speaking because it's attached my culture.

Strongly agree

Agree

Slightly agree

Slightly Disagree

Disagree

Strongly disagree

38. Using technological translations to help me for social integration an optimal solution

Strongly agree

Agree

Slightly agree

Slightly Disagree

Disagree

Strongly disagree

39. I am bilinguals naturally.

Strongly agree

Agree

Slightly agree

Slightly Disagree

Disagree

Strongly disagree

40. I use Syrian Arabic because it's the easiest one.

Strongly agree

Agree

Slightly agree

Slightly Disagree

Disagree

Strongly disagree



41. I believe that I will ensure success with multi languages and different cultures

- Strongly agree
- Agree
- Slightly agree
- Slightly Disagree
- Disagree
- Strongly disagree

**F5: Social identity**

42. Being an international make me open to other cultures

- Strongly agree
- Agree
- Slightly agree
- Slightly Disagree
- Disagree
- Strongly disagree

43. I prefer speaking the language of the person that I speak with

- Strongly agree
- Agree
- Slightly agree
- Slightly Disagree
- Disagree
- Strongly disagree

44. Being open mind make me accept others languages and culture

- Strongly agree
- Agree
- Slightly agree
- Slightly Disagree
- Disagree
- Strongly disagree

45. Being an international give me he possibility to make good relations with others

- Strongly agree
- Agree
- Slightly agree
- Slightly Disagree
- Disagree
- Strongly disagree

46. Social relations help me to make new relationships

- Strongly agree
- Agree
- Slightly agree
- Slightly Disagree
- Disagree
- Strongly disagree

47. Being an international make me desire other cultures but my original country is first

- Strongly agree
- Agree
- Slightly agree
- Slightly Disagree
- Disagree
- Strongly disagree

48. Switching between languages help me to complete all my work fast

- Strongly agree
- Agree
- Slightly agree
- Slightly Disagree
- Disagree
- Strongly disagree

49. Switching between languages is an optimal solution

- Strongly agree
- Agree
- Slightly agree
- Slightly Disagree
- Disagree
- Strongly disagree

50. Being out of my country make me present my country languages and culture to others

- Strongly agree
- Agree
- Slightly agree
- Slightly Disagree
- Disagree
- Strongly disagree

**Factors and related questions**

<b>Factors</b>	<b>questions</b>
<b>F1: Performance</b>	Q5, Q6, Q7, Q8, Q9, Q10
<b>F2: Motivation and self-support</b>	Q11, Q12, Q13, Q14
<b>F3: Attitudinal and personality</b>	Q15, Q16, Q17, Q18, Q19, Q20, Q21, Q22, Q23, Q24, Q25, Q26, Q27
<b>F4: Perceptions and expectations</b>	Q28, Q29, Q30, Q31, Q32, Q33, Q34, Q35, Q36, Q37, Q38, Q39, Q40, Q41
<b>F5: Social identity</b>	Q42, Q43, Q44, Q45, Q46, Q47, Q48, Q49, Q50

## Appendix B Ethics Approval Form

Evrak Tarih ve Sayısı: 20.05.2021-12274



T.C.  
İSTANBUL AYDIN ÜNİVERSİTESİ REKTÖRLÜĞÜ  
Lisansüstü Eğitim Enstitüsü Müdürlüğü

Sayı : E-88083623-020-12274  
Konu : Etik Onayı Hk.

20.05.2021

Sayın MOHAMAD ABO STEIF

Tez çalışmanızda kullanmak üzere yapmayı talep ettiğiniz anketiniz İstanbul Aydın Üniversitesi Etik Komisyonu'nun 04.05.2021 tarihli ve 2021/05 sayılı kararıyla uygun bulunmuştur. Bilgilerinize rica ederim.

Dr.Öğr.Üyesi Alper FİDAN  
Müdür Yardımcısı

Bu belge, güvenli elektronik imza ile imzalanmıştır.

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## **RESUME**

**Name - Surname :** Mohamad Abo Steif

### **EDUCATION STATUS:**

- **Bachelor's degree:** 2016, Aleppo University, Faculty of arts and humanities, English Language & Literature
- **Master's Degree:** 2021, Istanbul Aydin University, Graduate education Institute, English language & Literature (with thesis)

### **PROFESSIONAL EXPERIENCE AND AWARDS:**

- Self-employed Private English Tutor April 2014 - July 2016 (2 years 4 months) Syria – Aleppo

#### **(Imtilak Real Estate)**

- Marketing and Social Media Specialist January 2017 - January 2018 (1 year 1 month) Turkey – Istanbul
- Translation and Website Management January 2018 - January 2019 (1 year 1 month) Turkey – Istanbul
- English Content and Voice Over Specialist January 2019 - January 2020 (1 year 1 month) Turkey – Istanbul
- International Real Estate Consultant January 2020 - January 2021 (1 year 1 month) Turkey – Istanbul

#### **(ARKAN Proje)**

- International Sales Specialist January 2021 - Present (3 months) Turkey – Istanbul

#### **Honoring certificate**

- Nov 2018 Imtilak Real Estate

### **PUBLICATIONS, PRESENTATIONS AND PATENTS GENERATED FROM THE THESIS:**

- Steif, M. A. & Alishah, A. R., 2020. The Brain Lateralization and Learning Styles, Journal of Global Scientific Research, 5 (2020) 543-549