Impact of Internet and Social Media Usage of Iraqi Asylum Seeker Students in Adaptation Process on Language Skills[*]

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Abstract

It is highly important for asylum seekers who leave their country because of social instability and conflict to hold on where they have been and to include in the local society. Because asylum seekers meet with the difficulty of adapting to a new environment about which they are not informed. One of the most basic reasons of these difficulties is the lack of language skills. This study aims to put forward the impact of internet and social media usage of asylum seeker students in adaptation process into Turkish language skills. The study has been carried out with a qualitative method. In the election process of the participants criterion sampling method has been used. As the data collection tool semi structured interview form has been used. Semi structured detailed interviews have been made with nine Iraqi asylum seeker students studying in various secondary education institutions, the data have been analysed with descriptive analysis method. At the end of the study it has been determined that internet and social media present new learning opportunities and contribute to Turkish students importantly such as Turkish vocabulary development, listening, reading comprehension, correspondance, amendment the pronunciation and increasing academic skills. These language competences have been determined to support students' cope with difficulties, participation in social life more actively and their adaptation process in a new society importantly. Hence internet and social media are both a learning and an information acquire sources in both acquiring language skills and in adaptation processes. Contrary to researhes indicating social media's avoiding to communicate with local media and unwilling by adaptation small, closed asylum seeker groups are made up of this research indicate asylum seekers establish these connections via both one to one and in-group interactions. In recent years in social media settings there is an increasing interest on asylum seekers' usage of dygital technology. Asylum seekers get benefit of medium such as internet and

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social media enabling themselves to set up a living area to be enough for themselves and enabling them to include in the society in target country where they begin a new life and help them to solve problems. Studies dealing asylum seekers victim of compulsory migration usage of internet and social media on their lives is limited. This study is thought to contribute to fill the gap in its field.

Keywords: Asylum Seeker, Internet, Social Media, Language Skill, Adaptation

1. Introduction

The importance of computer and mobile devices have increased day by day as our world is going forward to a more digital term. These technologies enable in local and international platforms for us to share their idea and informations, access informations from various sources (Taş and Uğurlu, 2019).

Union of technology with internet presents important advantages in terms of information scanning and access to information. People can reach information fast and easily due to mobile devices and internet from now on. Due to features of mobile communication technologies such as time and place immensity, portability and instant connection to internet web, users can satisfy their needs without a fixed setting in place and time they wish (Öztürk, 2017). This situation has changed communication fields and types of people. On the other hand with the transaction from web 1.0 to Web 2.0 the people in consuming form have become producing people. In this process social media channels such as Instagram, Facebook, Telegram and Twitter have appeared by interaction feature of Web 2.0 and begun to take part in daily life of the people. Social media and Networks have carried the discussion of people and societies, their shares and skills into digital world and shaped the social life importantly. Besides, these developments have turned international immigration experience, for example have impacted the decision making processes, their daily lifes in where they go and their adaptation processes deeply (Binark, 2007; Kaya, 2013; Kırık, 2017; Grubanov-Boskovic vd., 2022).

1.1. Term of Asylum Seeker and their Legal Status

Asylum seeker and refugee are statements used often in literature field. Refugees are people leaving the place they live because of political turmoil and war involuntarily. They meet uncertainty and chaos while they are not ready for sudden transposition and their results physchologically and in terms of other conditions (Meda vd., 2012). The first article of Geneva Agreement about Legal Status of Refugees signed in 1951 has these sentences about defining the refugee:

> "As a result of events before 1 January 1951 and because of their race, religion,dependance, belonging to a certain social group or political ideas,since they are afraid to be persecuted rightly out of the country he is citizen of and not getting benefit of the protection of this country or because of fear mentioned, the person not demanding to get benefit;or if they do not belong and because of such kind of events out of the country they lived before,not being able to return there or not demanding to return will be practised to everybody" (Geneva Agreement about Refugees' Legal Situation, article 1).

Although Turkey approved Geneva Agreement in 1961, it has had disamenity about the practice of some judgments of the contract. One of these disamenities is about the third article. The third article of contract is "Party States will practise these contract judgments to refugees in terms of race, religion and their origin country without any discrimination" (Agreement, article 3). But Turkey has been chary of this article and preferred to discriminate between refugee from Europe and refugee not from Europe. Turkey accepts asylum seekers from Europe as refugees, but those out of Europe not as refugees (Erdoğan, 2015). Therefore Turkey only gives refugee status to the citizens of countries member of European Council. Because Turkey has practised the agreement with the disamenity of geographical restriction, it allows those not from Europe asylum seeker status or temporary residence permit. USA, which accepts mentioned people as refugee via UNHCR, is in effort to place them to states such as Canada. Asylum seeker statement is used in this point for those in search of international protection status but whose refugee status not resulted yet. Asylum seekers can wait in uncertainty for long years to immigrate to a third country. States are free to accept or not accept the asylum seekers having made application to themselves. Asylum seekers' not being sent to origin country and getting benefit of basic rights principle has been recorded by international law (Castles and Miller, 2008; Kaya and Yılmaz Eren, 2014). 62nd article of Foreigners and International Protection Law in 2013 has defined this situation as the conditional refugee (YUKK, 2013). Iraqis living in Turkey continue their life in the status of conditional refugee (Konak and Güney, 2016; Çıngır and Erdağ, 2017). According to data of United Nations High Commisseriat for Refugees by the year 2020, 173.250 Iraqi people live in Turkey within the scope of international protection (BMMYK, 2020).

Table-1: Refugees/Asylum seekers living in Turkey

REFUGEES/ASYLUM SEEKERS LIVING IN TURKEY (FIRST THREE ORIGIN COUNTRY)			
TEMPORARY PROTECTION		**INTERNATIONAL PROTECTION**	
Syria	3.574.800	Iraq	173.250
Iraq	1.000	Afghanistan	116.400
Iran	980	Iran	27.000

Source: https://www.unhcr.org/tr/unhcr-turkiye-istatistikleriAccess Date: 2 October 2022

1.2.Adaptation Concept in the Context of Asylum Seekers

There are various approaches about the adaptation and there may be too many factors influencing adaptation in any environment. To put forward the multidimensionality of adaptation adaptation indicators have been determined by Ager and Strang (2004b) under four main titles containing ten factors. These factors have been determined after the researches both defining adaptation attempts and researches made about members of societies influencing from asylum seekers (Topçu and Büyükbeşe, 2020). They are as follows:

- Markers and tools (structural adaptation): Work, accommodation, education, health

- Social connections (adaptation based on interaction): Social bridges and social connections

- Facilitators (cultural adaptation): Language and culture information, stability and trust

-Basic (adaptation based on identity): Rights and citizenship

There are studies in the level of public institutions in Turkey directed to increasing the adaptation. Adaptation foreseen by Immigration Office Chief (2020) dependant on Ministery of Internal Affairs is a harmonization between refugees/asylum seekers and local society's voluntary basis. YUKK article 96 has plannings in this subject. At this point within the coordination of Immigration Office Chief Civil Society Organizations besides local and international organizations and in line with the ideas of foreigners living in Turkey "Accommodation Strategy Document and International Action Plan" has been prepared and presented into common public. About rights of refugees/asylum seekers and the services they will access, it has been aimed their being informed and directed to the problem they have in social accommodation and overcoming the deficiencies institutional arrangements and coordination to be established.

1.3.Internet and Social Media

Changes in technology have impacted communication and way of access to information today. By proliferation of wireless internet and mobile communication technologies information flow in all format's (script, video, sound and picture) timely and placely preventions have disappeared. As the new social communication field emerging new media enables the people to communicate easily (with a key or touch), fast and whenever he/she wishes with wide audiences and access to information. These tools have been a part of our social reality (Webster, 2001).

Yengin (2012) says new media concept states tools and media emerging by development of digital technologies, enabling communication as bi-directional and sudden, for the people or institutions to direct different communication processes to be online communication, media and tools. There are those who explain new media by comparing with traditional media (newspaper, magazine, radio, television) (İspir,2013). In the dichotomy of traditional media-new media there are three titles in foreplan mainly. They are interaction, unpopularization and to be nonschronous.

1.3.1. Interaction

People defined as spectator, reader, listener in traditional media are users in new media. Because those subject to messages in new media are not passive and can direct the content with interaction facility of the new media via their own needs, expectations and demands (İspir, 2013). People can decide with the advantage of new technological tools with whom, where and when to interact (Williams, 2003; Kırık, 2017).

1.3.2. To be Nonschronous

New media user who does not have to take the content when it is presented is in a free state in time. In different communication technologies there are different solutions to support nonschronous practices. With the help of tools having network connection, people can acquire any content by reaching archive records. Hence access to an information on internet does not have to be on date when the information was published. Internet user can both read daily newspapers and access to news and articles of one year before easily (İspir,2013).

1.3.3. Unpopularization

New media practices have some features different from traditional media practices made of interaction/share based practices, enabling the user to make his/her own content to release into circulation and to spread them. New media settings have features such as being dygital, being interactional, being hyper textual, user kind content creation, spread and being virtual. In new media setting a large proportion of the content is formed by users. In online setting, people can both be content enabler and a user of new media (Binark, 2014).

Social media includes those basic features enabling direction of content and change as a new type of online media as internet based practise (Gedik, 2020; Öztürk and Talas, 2015):

<u>Participation:</u> Social media annihilates the distance between listener, viewer and media by encouraging participation of people being interested in this media.

<u>Preciseness</u>: Most social media services encourage interpreting and sharing information.

<u>Conversation:</u> Contents can be dealt as dual communication while they include social media, feedback and interpretations whereas in traditional media one-sided directed to listeners, spectators and readers.

<u>Community:</u> People in social media communicate with each other actively and share many subjects with each other.

<u>Connectivity:</u> Social media's dependency on other web sites, people and sources has enabled its development.

<u>Forming content on Media:</u> In this setting the people can publish their own ideas, photos, experiences, video and everything they produce and share with others.

<u>Forming the Category of New Influencers:</u> Social media users are emerging as new influencer category. Hence they can be in the same level with journalists or even sometimes more reliable and important than them.

Today different social media channels being an indispensable part of media activities can be grouped as follows (Gedik, 2020; Öztürk and Talas, 2015): Blogs (Blogger), Microblogs (Twitter, Tumblr), Wikis (Wikipedia), Social Networks (Facebook, My Space), Media Share Sites (YouTube), Virtual Worlds (Virtual World Games), Mobile Social Practices (WhatsApp)

1.4. Internet and Social Media Practices of Asylum Seekers

Upon investigation of the impact of internet and social media on refugees/asylum seekers, asylum seekers are seen to have been informed beforehand about the places to go with these vehicles and immigration routes (Dinbabo vd, 2021; Patil, 2019). Apart from this asylum seekers get benefit of dygital vehicles and contents to pursue their communications with relatives left behind after having left their country to be informed about life conditions in where to go and the wealth level (Charmarkeh, 2013; Bates and Komito, 2012). Asylum seekers are seen to use internet and social media where they go to solve employment and accommodation problems and follow legal services and practices about the asylum seekers (Alencar, 2018; Çömlekçi and Bozkanat). Asylum seekers apply for internet and social media also to enlarge their social webs and sustain religious values, protect cultural identities and develop themselves (AbuJarour, 2020; Çömlekçi, 2020; Scheibe vd., 2019).

Internet and social media play also an important role in the adaptation processes of asylum seekers in the adaptation processes of destination country. Asylum seekers sufferer of compulsory migration and having to leave their country are in a great social instability. They face with the hardships of locating to a society they are not fully aware of, establishing a meaningful life despite difficult conditions and coordinating basic fields of life. For example asylum seekers in effort to locate in a new society do not feel secure and comfortable in the beginning because of too many preventions such as unemployment, exclusion, not accessing to services adequately, distrust, stability arisen from uncertainty in legal documents and all these preventions impact their adaptation to a new country and even the way of their life. It is very important for them to develop new relations in the host country, including to the new society actively and regain the control on their lives and to be able to manage their lives (Andrade and Doolin, 2016; Rothenberger vd., 2019; Dinbabo vd, 2021; Görland and Arnold, 2022). They learn about domestic culture of the country where they immigrate, its history, its historical personalities and many clues about social life and for example daily life habits specific to some days via mobile phone, internet and social media, wonder and interest fields of local people and their foods and sense of humour via social media again. So the usage of internet and social media can be a way of building social bridges with local society (AbuJarour, 2020; Çömlekçi, 2020; Vuningoma vd., 2021). All of them can contribute for the person learning the unknown about local society into motivation of participating to the society. So social media platforms are important for asylum seekers in terms of amendment of their social links and acquiring cultural competencies. Development of the skill of meeting with a new culture and being in a relationship can decrease the person's possibilities to abstracting himself/herself from the society (AbuJarour and Krasnova, 2017; Erdem, 2018; Anderson, 2018). Social media is also useful because it helps to acquire information about the activities of other legal organizations and civil society organizations working to enable accommodation. Also mobile phone and social media are an important tool for asylum seekers to earn keep in target society or enables them to get benefit of webs to find jobs (GSMA, 2017, Erdem, 2018; Kumar vd., 2018; Miconi, 2020). So social media is a very important part of asylum seekers to hold on to life and overcoming difficulties and their strategy to be adequate on their own. Internet and social media are important tools connecting local society and asylum seekers both technically and in economical and cultural field (GSMA, 2017).

One of the most important factors of these adaptation processes is language adequacy. Learning the language of host country is a factor facilitating the adaptation process and enabling the integration with local society in a more active way. Studies put forward language skills facilitate the participation into economical and social life. Social internet and social media tools at this point are useful in checking food contents of the products unknown during market shopping, school and social interactions and in acquiring information about local society. Learning the local language is important for asylum seekers to develop healthy relations with host society. This is also a very critical factor for them to develop belonging feeling in a new society (Ager and Strang, 2004a; Osaze, 2017; Ahmed and Veronis, 2017; Feinstein vd., 2022; Jancewicz, 2021). Lack of communication stemming from language incompetency is a prevention of having good relations with local society and makes them face with an exclusion feeling (Koser Akçapar and Şimşek, 2018; Çetin, 2016).

Language insufficiency can also prevent the udnersting of administrative procedures the key to daily life. Also lack of language skills is also a barrier in asylum seekers to seek health system and treatment mechanisms (Udwan vd, 2020). At this point internet and social media

help too much in overcoming difficulties stemming from insufficiency of local languages. As AbuJarour and Krasnova pointed out (2017) internet and social media are tools for asylum seekers to apply for in meeting with local society and excessing language insufficiency.

But language adequacy help especially for children and the young people to progress academically and be successful at school. Those behind because of language inadequacy have lower chance in adapting into school. Opportunities faced by digital tools can contribute to overcome some difficulties by increasing motivation and learning speed of asylum seeker students (Mason and Buchmann, 2016; Vuningoma vd., 2021). In other terms these opportunities can facilitate the displaced children and young to participate into formal education in the countries they have seeken asylum besides presenting education content to students and teachers[1] (Lewis and Thacker, 2016). At this point internet and social media can serve in a wide scale to cover language teaching as well in education. For example learning opportunities such as language and computer courses adaptation fields such as sports and youth clubs can be followed fastly and more easily due to digital media (Rothenberger vd., 2019).

Because of social instability and clash environment the asylum seekers leaving their country to take hold where they immigrate and including into local society is too important. Because asylum seekers face with the difficulty of adaptation to an environment about which they are not aware of. One of the most basic reasons of these difficulties is the lack of language skills. Asylum seekers get benefit of channels such as internet and social media enabling them to establish a life field to be enough for them and including into society in target country where they start a new life helping them to solve problems in immigration process. Recently there is an increasing interest in Turkey about internet and social media's role in the life of asylum seekers and studies on Iraqis, a large asylum seeker group, are limited. Therefore internet and social media usage of asylum seekers from Iraq living in Turkey how to impact on their language skills and adaptation processes on local society and which advantages they bring on them is important. Our research tries to determine this in the sample of students from Iraq studying in secondary schools in Balikesir city centre. So the research is thought to be important both for filling the gaps in literature and presenting new data to policy makers about adaptation process.

Transferring the experiences of asylum seeker students about digital skills, having an awareness on transformations in digital world, determining asylum seekers starting a new life in target country, their digital opportunities and skills in topic of language sufficiency one of the most important parameters of social adaptation being what kind of advantage are topics dealt with importantly in this research. At this point basic problem of research is as follows: How is the impact of Iraqi asylum seeker students studying in the level of secondary education usage of internet and social media in adaptation process into Turkish language skills?

2. Method

This research has been made with a qualitative method. In this method preferred by taking into consideration complexity and multi-dimensionality of immigration experiences of asylum seekers, their point of views, motivations, how they comprehend social reality in which they are in and how to interpret is important. Qualitative method takes expectations and motivations of asylum seekers into account. Multi dimensional and in depth informations

about daily lives of people and data about mostly ignored events and situations are gained with a qualitative method (Berg and Lune, 2019; Kümbetoğlu, 2016; Suğur, 2018)

2.1.Universe and Sample of Research

Universe of research is asylum seeker Iraqi students studying in Balikesir city centre secondary school educations. Sample of research is composed of nine Iraqi students studying at various schools in Balikesir city centre. Throughout the research criterion sampling type has been used to reach the participants. Criterion sampling is thought in eligible for the purpose of the research and for predetermined standards the most appropriate sampling type. In this sampling standards can be formed by researcher or applied to before prepared sampling list (Baltacı, 2018). As sampling including standards the fact that the asylum seeker students are from Iraq and continue their education, students in 11th and 12th class have been paid attention. Firstly the schools of Iraqi students in Balikesir city centre have been determined. In these schools three schools where Iraqi asylum seeker students are the most have been determined. In the determined schools from studying students 11th and 12th class students have been preferred. The students in the level of these classes to express themselves better in terms of language adequacy has enabled them to be preferred. The fact that the number of Iraqi students studying in Balikesir city centre is remarkable in number is the reason why the sampling has been chosen from Iraqi students.

2.2.Data Collection Tool

Observations have been made to collect data in this research and semi structured interview form has been used. Before the field study studies in both Turkey and in international field about the subject have been investigated and 22 question forms have been made up. In depth interviews made with semi structured question form have been accepted as an important data collection tool in social sceience researches. Interview technic is one of the most applied data collection technics about informations' directed to views, attitudes, experiences, feelings, beliefs and complaints of the participants to be gained and made systematic (Creswell, 2021; Bal, 2001; Yıldırım and Şimşek, 2013).

2.3.Data Collection

Field study of the research has been made in Balikesir city centre between the time period of December 2022-January 2023. According to data received from Balikesir Province National Education Directorate the number of Iraqi students studying in city centre is 513. With the permission taken from Balikesir Province National Education Directorate for field study pre determined schools have been visited. In three schools where there are Iraqi asylum seeker students by far the most, students to be interviewed have been determined with the support of managers. Interviews have been made in hours not to disturb education-training of the students and in appropriate settings where students can answer the questions comfortably. Before interviews start, purpose of the research has been told clearly in order not to have a miscomprehension. 2 participants completing the age of 18 have been signed participation acceptance form before the interview. After taking signatured approval form from the guardians of other seven students these students have been interviewed. Again sound record device has been used by taking the approval of interviewers. Sound record has been applied to prevent data loss and enable the reliability of the research. All interviews have been made

in Turkish. Participants have been observed to express themselves in Turkish and a translator has not been needed besides. Interviews have been made in time intervals of 25-30 minutes.

2.4.Data Analysis

During the field experiences interview data gained has been transferred to Word in computer later. Descriptive analysis approach has been used in the research. As Yıldırım and Şimşek also stated (2013), data can be put forward with descriptive analysis under definite thema and categories. At this point, the data were not formed randomly but were organized according to a certain systematic approach. The statements obtained through semi-structured interviews were reviewed, and meaningful repetitions and patterns were grouped under specific themes. In other words, participants' views were categorized based on similarities, and themes were constructed accordingly. After analyzing the interview notes, it was observed that the data clustered around themes such as learning Turkish, achieving academic success at school, adapting to a new society, and establishing communication/social ties. Each theme was numbered, and multiple participant statements were presented under each theme.

2.5.Restrictions of Research

The research does not claim to make a generalization to cover all Iraqi asylum seekers living in Turkey. It is restricted to thoughts and experiences of asylum seeker students studying in secondary school in Balikesir city centre and making up the sample of research.

Table-2: Demographical Informations

PARTICIPANTS	AGE	GENDER	CLASS	TERM IN TURKEY
P1	17	F	11	7 YEARS
P2	17	M	11	10 YEARS
P3	16	F	11	8 YEARS
P4	17	M	11	8 YEARS
P5	18	M	12	10 YEARS
P6	17	M	11	8 YEARS
P7	17	M	11	5 YEARS
P8	18	M	12	5 YEARS
P9	16	F	11	7 YEARS

3. Findings

An analysis of participants' views and experiences regarding the impact of internet and social media use on their language skills during the integration process revealed that the data clustered around themes such as learning Turkish, achieving academic success at school, adapting to a new society, and establishing communication and social ties.

During the talks made by participants they were first asked a question about which mobile device they used. All the participants have pointed out they use mobile phone. A participant has stated he/she uses also a tablet besides mobile phone. All the participants have said they

connect to internet and social media via mobile phone. When looked at table-3 participants are seen to be living in Turkey since in average 7,5 years.

Participants have been asked a question about which social media they use, all of them pointed out they use Instagram, YouTube and WhatsApp.And also there are those who use Tik Tok, Twitter, Facebook, Snapchat between the participants.

Three of the participants have said they only use internet and social media in Turkish because they understand Turkish much better than other languages. Three participants prefer Turkish or Arabic while using internet or social media both to develop their Turkish and not to forget Arabic, their mother tongue. Three participants have pointed out they prefer Turkish, Arabic and English according to applications in their phones and the platforms they have entered in internet.

3.1. Learning Turkish

All the participants were born in origin country Iraq and then migrated to Turkey. They have had trouble in both school and social life while they don't speak Turkish when they first arrived and faced with serious obstacles. In overcoming this obstacle they have pointed out internet and social media have helped them and it is very important to learn Turkish accurately and in a short time and have pointed out those about this topic:

> "Life is easy due to İnternet. It answers my questions. I can write the person whoever I wish. For example I learned Turkish via internet. I watched Turkish videos from YouTube. I watch Turkish series. I learned them by watching. Translation programme helped me too much in this topic. I translate immediately when I face with a word whose meaning I don't know. I even learned the pronunciation of the words like that." P2(M)

> "I sometimes use Google translation. I am learning some words I have heard from the teacher and whose meaning I don't know by using Google translation. I use mostly in Turkish and English languages." P2(M)

> "There are some teachers in YouTube. They teach Turkish. For example when I first wanted to learn there was a teacher I followed him. I watched his videos everyday. There my Turkish developed a little bit. We developed them by watching and listening series and songs. For example I listen to a song. There are words and sayings I don't know in it. I write them to a paper. I investigate and look at them always throughout a week. There is a translation application on the phone. I am writing unknown words here. It is translating from there. I am learning. I am watching series with Turkish subtitle for example. I am searching when there are unknown words and sentences in subtitle. For example it is more comfortable to make up sentences from series and songs." P7(M)

> "When you take telephone on your hand you are strolling on the internet, the interlocutor is talking, you are both getting accustomed to his/her dialect and wonder what it is. As you wonder you search what this is and what it means. There are unknown words in front of me. I look at their meanings. Then slowly I was seeing these words in my friend environment. I used YouTube much more for mouth, region and pronunciation." P4(M)

A participant has stated he got benefit of various platforms of internet and social media,he has never been to a course in this subject. Participant's view about it is as follows:

> "All of them internet, computer and phone are useful. You cannot say I learned one thing from a single place. For example I am using with my Turkish friends from WhatsApp,it is useful. For example I am using training videos in Youtube they are very useful. There are sense of humour understandings from Tik Tok, you even understand them. I have never been to a course to learn Turkish, I have never given any money to a course. I only learned by talking in social media, chatting like that slowly. I developed my language." P2(M)

3.2. Achieving academic success at school

Development of Turkish language skills have had advantages in participants' academic life at school. Participants pointing out they have been unsuccessful at school and have been affected negatively from this situation have told internet and social media have presented important learning facilities in overcoming this situation:

> "I started school in 2017 and could not learn anything throughout two years. Because I had no Turkish. But then I began from Tonguç at YouTube. There was LGS that year. I began to make lessons much better as I learned Turkish slowly. In the past my marks were not good. Now I am the first in the class for three years. I am the second to leave school. I am good in all the lessons." P1(F)

> "In the past I had no wish to study when I did not speak a foreign language. Because a foreign language,I did not get it when I wrote. Slow by slow this becomes an enthusiasm when you make yourself get accustomed to. You can write whatever you wish whenever you wish. In topic of research or homework. I look at internet for things I do not know about the lesson for example when I search a topic about equator in Geography. I search the informations about how to use computer from internet again. The old people said "You cannot enter into a war without a sworn". Language is something like that." P9(F)

YouTube, one of the online video environments is a portal all the participants apply as a platform enabling them to reach informative and intensifier of the lessons even out of education-training hours. A view of a participant is as follows in this topic:

> "I am watching lessons on YouTube when the exams come close to. When I do not understand a topic in the lesson I watch the video about the subject from YouTube at home, I try to understand the topic." P5(M)

> "I enter Youtube when I do not understand the lessons. There are various teachers, they are telling and I am listening. I enter YouTube mostly to study lesson." P8(M)

3.3. Adapting to a New Society

During the research it has been understood from their own statements language skills enable in accommodation to a local society and in including into a new life a strong motivation and training by participants. This concretizes more as knowing local culture, history and learning codes of social life. Participants have said these practices make social acceptance level high. Views are as follows in this toic:

"I feel I am a part of the local society. I think I use Turkish much better than Arabic. Normally those in class at school say "Your Turkish is very good. You are now from us". We became the same. I know the feasts. For example 29 October Feast, rescue days, we have also these excitements. Sometimes I say to myself I wish I were born here." P5(M)

"Turkey has no big difference from us since it is a Muslim state, I could realize it. I began to realize Turkish people are very nice. I began to learn its culture after I learned the language. I learned how to behave to elderly in an environment. For example during communication they are called "You" not "you". I learned that. I did not know about it in the beginnings." P6(M)

We learned Turkish customs. There are customs in some series. I have seen a wedding at a series recently. I found new customs by watching the wedding. For example they are wearing money.   They are playing drum and slewy. We are learning about them." P7(M)

"I always learned what this society loves, what it does not love, what it accepts, what it does not accept, the people's behaviours all from the internet. We cannot see them in normal life, they are not telling. But they are telling frankly on the internet. We take them into account. We try not to do the people's unliked things. I even search the humour and try to understand it. The person has to apply for internet if he/she wants to learn a culture fast and in a detailed way. P1(F)

Another participant made interview during field study has stated he has watched historical series to know local society and so developed Turkish, known only the society in Iraq before migrating and now aware of both the host society and origin country:

"When we arrived we knew only one society. We have known two societies after learning Turkish. Both the society in Iraq and the society here. For example while watching series some series are historical, telling the old environment, we both develop our Turkish and learn new informations while watching it." P7(M)

Internet and social media are tools making the participants faclilities in overcoming difficulties in daily life. This happens by communicating with local society, overcoming language barrier in state offices, expressing himself in social life. Participants have told the following about it:

"Let's say I wanted to buy a bag beforehand. I could not communicate with the seller. This disturbs me. I am seeing when I go out with my father, did not want to stay so. I struggled to learn. I succeeded fortunately. For example you want to get off the bus "stop brother is like a comment and shame you make yourself disgracing. At a suitable place or sir could you leave me at a suitable place. For example what kind of investigation covid or blood I am saying in Turkish at the hospital. I am beginning to work in summer. The first question of the employer is do u speak Turkish? If yes he admits if no he rejects. You pray for having learned Turkish there is happiness." P5(M)

"Our correspondances in Whatsapp do not consist of hello from now on. I tried to learn people much better. I began to write faster. We write to each other from Instagram as well." P3(F)

"It is useful to learn Turkish in many subjects. For example I help my family in translating.It is very important in official states. I help my mother in translation in the school works of my brother. I translate when my mother is at school. I search what I have not understood at school from Internet Google. In the past I talked to nobody as I had no friends. Now I have had friends after learning a language." P1(F)

"Normally I am not a brave person. I did not talk to people. I shut up too much since I did not know. Translation has helped me too much about this subject. My capacity to speak increased even when listening to music. Apart from this everything is with appointment here. Appointment to go to hospital, to go to dentist. I search how to make an appointment." P9(F)

Some participants have pointed out they could not speak Turkish in the years when they have first come, they have met with exclusion since they could not express themselves, and pointed out these negative situations decreased after learning a language. Participant views in this topic are as follows:

"I had too many exclusions since I did not speak Turkish. They teased with me too much. So I left school for one year at secondary school. I started education at another school after one year. I have learned Turkish now. My speed to learn affected positively. Now I understand when the teacher speaks. P2(M)

"I was excluded too much when I first arrived. I tried to get rid of it by developing my Turkish and establishing straight friendships. My communication with friends is too well. Now I do not feel myself as a stranger. P9(F)

3.4. Establishing Communication and Social Ties

Participants Turkish language skill's development has affected their social connection as well. These connections have enabled the participants to develop their language skills. So these two topics feed eachother. Participants have expressed as follows regarding this:

"I think I get on with people much better. My friends are mostly Turkish. We write them over WhatsApp. For example there are helping words in the top of keyboard when talking to friends. Sometimes there is a Word I do not know. I ask what I do not know during the correspondance." P4(M)

"My friends with whom I chat most at school are my Turkish friends. Our relations have become more and more sincere. We can talk from now on. We can be understood. There are my friends from Iraqi Arabic but we speak Turkish. To develop Turkish." P7(M)

"My learning a language has affected my social environment well. In the past there was no friend environment. Now all my friends at school know me. The ones at the neighbourhood know me. We became to get known in the hometown slow by slow. Even they say something for example they do not believe I am a stranger. They tell me to prove it. We meet and chat with friends. We play basketball. We see each other even outside. We see the ones at school as well. P5(M)

A participant pointing out development of language skills has affected their ability to express themselves in daily life also positively has pointed out she has had too many difficulties in communication when she first arrived in Turkey and even in meeting her basic needs:

> "In the past my one year was very bad. I got into depression. Because I did not speak a language and took too low marks. I did not get what the people meant. I could not transfer my problem to another person. I could not even say my water need when there was, it was very bad. But slow by slow I developed myself." P3(F)

4. Discussion and Conclusion

There is a need to a study about role of asylum seekers on adapting to an environment in which they are foreigners and impact on language skills of dygital vehicle and contents. This research aims to put forward the impact of internet and social media which are thought to be very important facilitators in overcoming difficulties in host country of high school studying Iraqi students on Turkish language skills in adaptation process. Research data has been dealt under categories such as learning Turkish, making academic success at school, adapting to a new society and communication/establishing social ties. Upon assessing the data internet and social media are seen to be an important part of daily life both individually and socially for asylum seeker students. All the participants are aware that the competencies about Turkish is the key for both success at school and holding on to a new society. Participants have always emphasized that learning Turkish is important at the forefront. Internet and social media have contributed positively to participants in listening, reading comprehension, increasing reading and writing skills, audio and visual contents have played increasing role for this motivation. For example participants have been in effort to increase their vocabulary by watching series, listening to music and by communicating mutually by Instagram and WhatsApp and tried to develop their pronunciation. At this point we can say that internet and social media have become popular learning fields for asylum seeker students to learn a new language. These tools present various methods about language learning. For example participants have thus had opportunities to learn languages whenever and wherever they wish. These results are in harmony with the results of the researches where social media is assessed as facilitators for solving of needs in language learning process (Rinaldy, 2019; Mancini vd., 2019).

Internet and social media have had new learning opportunities both at school and out of the school. Internet and social media have become main application sources for learning local language and continuing educative activities. For example participants have applied these sources when preparation to exams to increase their academic success doing homework, repeating what is learned are in question. Participants have related motivation behind using YouTube more with learning Turkish and education-training activities. Especially knowledge acquisition and sharing about lesson contents and WhatsApp groups at school can be said to affect school and learning lives positively. This situation has had the opportunity to reach the information fast. These opportunities contribute education settings and adaptation in which asylum seekers are in. As Redecker vd. (2010) pointed out dygital tools and contents present learning opportunities encouraging and comforting the asylum seekers to learn local languages. This facilitates adaptation to education settings in a new society.

Development of language skills is the most basic prerequisite of adaptation in settings out of the school as well. All the participants were born in origin country Iraq. Participants can be told to get benefit of internet and social media in a new setting from which they do not deeply

know in topics of especially acquiring information about local society, being aware of daily life habits. Internet and social media are tools helping asylum seekers to know about local society by increasing language skills, to learn about behaviour patterns common in society and accepted by the society. Participants have talked about contributions of internet and social media for learning valid usages, social rules, values. Language skills have had a social competency during meeting with local community and have become a factor to increase their adaptation capacities. This has increased acceptance level of local society. When some participant views are looked at all of them have been factors increasing sense of belonging of Iraqi students against local society. These results are in harmony with studies (AbuJarour, 2022; Tarrisi, 2022) dealing language learning as basic pushing power of asylum seeker integration and host society social participation. Our study has had similar results with studies seeing young asylum seekers information and communication technologies as enabling to state host country's vital members sources and webs (Anderson and Daniel, 2020; Redecker vd., 2010). Hence some participants see their own future in Turkey and state that they accommodate themselves much better to Turkey than the country they were born. The fact that some participants state they spend more time with their Turkish friends and see lifestyle here closer to them, say that they speak Turkish with their both Turkish and Iraqi friends out of the school can be seen as an indicator of this harmony.

Internet and social media has had an important vital support to participants to cope with difficulties of starting to live at a new society and to pursue their daily lives. These tools have made them cope with difficulties by making asylum seekers more resistant. They have facilitated access to services of asylum seekers by enabling them to communicate more healthily in governmental authorities. Participants pointing out they do their work with a translator in all governmental authorities when they first arrived in Turkey have pointed out they do not need any translators after learning Turkish. Besides language competency has increased the motivation of participants in increasing social capital and participating social activities and this has had psychological support to them and increased their self confidence. Participants have stated they have met with exclusion when they do not speak Turkish but they have had friendships with people from local society both in and out of the school after learning Turkish. At this point our research have had different results on the contrary of research of Tufan and Olendzki (2019) having said social media caused small, closed asylum seeker groups bewaring of communicating with local people and unwilling in harmony. As Sharifi (2022) pointed out dygital technologies can be seen a valuable source for facilitating the interaction between asylum seekers and local societies. They are used by asylum seekers not only for communicating with country of origin people, but also to connect with local societies. Our research shows asylum seekers have these connections with the advantages created by internet and social media via both one-to-one and in-group interaction.

5. Suggestions

These suggestions can be presented to understand adaptation processes to local society of asylum seekers and to contribute to studies made in this topic: Media literacy seminars can be given to asylum seeker students about usage of dygital tools and contents at schools. Dygital vehicle and contents such as mobile phone, internet and social media's impact on language competencies research can be made on various asylum seeker groups and in this respect a comparison can be made. For acquiring language skills various age groups where there are differences in terms of both opportunities and motivation can be investigated.

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