

**YILDIZ TECHNICAL UNIVERSITY  
SOCIAL SCIENCES INSTITUTE  
DEPARTMENT OF EDUCATIONAL SCIENCES  
CURRICULUM DEVELOPMENT AND INSTRUCTION  
DEPARTMENT MASTER OF ARTS PROGRAMME**

**MASTER THESIS**

**THE ATTITUDES AND OPINIONS OF PRE-SERVICE  
ENGLISH TEACHERS TOWARDS KURDISH-TURKISH  
BILINGUAL EDUCATION IN TURKEY**

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**THESIS ADVISOR  
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**ISTANBUL  
2014**

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## **ABSTRACT**

### **THE ATTITUDES AND OPINIONS OF PRE-SERVICE ENGLISH TEACHERS TOWARDS KURDISH-TURKISH BILINGUAL EDUCATION IN TURKEY**

Prepared by **Mehmet Ali Ayaz**

**December, 2014**

This study investigated attitudes and opinions of pre-service English teachers towards Kurdish-Turkish bilingual education in Turkey. The participants of this mixed-methods study were 153 students from the Foreign Language Education Department of a high-ranked state university in the Marmara Region of Turkey. The instrument, “Bilingual Education Attitudes and Opinions Survey” included demographic information followed by 20 items for the quantitative, and 3 open-ended questions for the qualitative part of the study. The instrument was refined based on the feedback of 6 experts following the pilot study. Then it was reshaped and reformatted before it was used in the study. The quantitative data was transferred to Statistical Program for Social Sciences (SPSS), version 20 for statistical analyses. The reliability of scores (Cronbach’s  $\alpha$ ) was .84, a high level of reliability. The qualitative data was transferred to Microsoft Office Word Program, 2013 version for content analysis and thematic analysis. The statistical analyses revealed that a high percentage of the participants (44 %) had high positive attitudes towards Kurdish-Turkish bilingual education in Turkey. The regression analyses showed that men had positively higher attitudes than women whereas ethnicity was not a significant predictor of the attitudes. The content and thematic analysis indicated that some participants were of the opinion that bilingual education in Turkey could have some advantages in terms of school and academic success, human rights, psychological benefits, and cultural diversity. On the other hand, some participants were of the opinion that bilingual education in Turkey could provoke conflicts, cause separation, affect other minorities negatively and be abused by some people. Some participants also thought that some necessary steps including educating the staff and raising public awareness should be taken to initiate bilingual education, prevailing the peace within the country.

**Keywords:** Bilingual Education, Mother Tongue, Kurdish-Turkish, Attitudes, Opinions.

## ÖZ

### İNGİLİZCE ÖĞRETMEN ADAYLARININ TÜRKİYE’DE KÜRTÇE-TÜRKÇE ÇİFTDİLLİ EĞİTİM YAPILMASINA İLİŞKİN TUTUM VE DÜŞÜNCELERİ

Hazırlayan **Mehmet Ali Ayaz**

**Aralık, 2014**

Bu çalışmada,İngilizce öğretmen adaylarının Türkiye’de Kürtçe-Türkçe çiftdilli eğitim yapılmasına ilişkin tutum ve düşüncelerini incelenmiştir. Karma yöntemle hazırlanan bu çalışmaya, Marmara Bölgesi’ndeki önemli bir devlet üniversitesinin Yabancı Diller Eğitimi bölümünden 153 öğrenci yer almıştır. Çalışma için kullanılan “Çiftdilli Eğitim Tutum ve Düşünce Anketi” demografik bilgileri takip eden 20 adet nitel madde ve 3 adet açık uçlu sorudan oluşmuştur. Bu anket, daha önce pilot bir araştırmaya tabi tutulmuş ve 6 uzmanın görüşleriyle düzeltmelere tabi tutulup şekillenmiş ve uygulanmadan önceki son halini almıştır. Nicel veriler, istatistiksel analizler için Sosyal Bilimler için İstatistik Programı (SPSS), sürüm 20’ye aktarılmıştır. Yapılan güvenirlik analizi sonucunda Cronbach’ın Alfa’sı ( $\alpha$ ) .84, yüksek güvenirlik seviyesi olarak hesaplanmıştır. Nitel veriler ise Microsoft Ofis Word Programı, 2013 sürümüne aktarılmış ve içerik analizi ile tematik analize tabi tutulmuştur. İstatistiksel analizler sonucu, katılımcıların yüksek bir yüzdesinin (% 44) Türkiye’de Kürtçe-Türkçe çiftdilli eğitim yapılmasına ilişkin yüksek tutumlara sahip olduğu ortaya çıkmıştır. Yapılan regresyon analizleri sonucunda, erkek katılımcıların kadınlardan daha yüksek olumlu tutumlara sahip olduğu anlaşılmıştır; ancak, katılımcıların etnik kökenine bakılarak tutumları hakkında yorum yapılamayacağı ortaya çıkmıştır. İçerik analizi ve tematik analiz sonucu bazı katılımcılar, çiftdilli eğitimin Türkiye’ye okul ve akademik başarı, insan hakları, psikolojik faydalar ve kültürel çeşitlilik konularında fayda sağlayabileceğini savunmuşlardır. Öte yandan, bazı katılımcılar da çiftdilli eğitimin Türkiye’de çatışmaya vebölünmeye yol açabileceğini, diğer azınlıkları olumsuz yönde etkileyebileceğini ve bu durumun bazı insanlar tarafından kötüye kullanılabileceğini savunmuşlardır. Ayrıca bazı katılımcılar Türkiye’de çiftdilli eğitim yapılabilmesi için çalışanların bu doğrultuda eğitilmesi, toplumsal bilincin artırılması ve barışın hâkim olması gerektiğini belirtmişlerdir.

**Keywords:** Çiftdilli Eğitim, Anadili, Kürtçe-Türkçe, Tutumlar, Düşünceler.

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## **ABBREVIATIONS**

<b>EAOS</b>	Bilingual Education Attitudes and Opinions Survey
<b>BE</b>	Bilingual Education
<b>CIA</b>	Central Intelligence Agency
<b>CoHE</b>	Council of Higher Education
<b>DBE</b>	Developmental Bilingual Education
<b>DISA</b>	Diyarbakir Institute for Political and Social Research
<b>FLE</b>	Foreign Language Education
<b>L1</b>	First Language
<b>L2</b>	Second Language
<b>MA</b>	Master of Arts
<b>SSI</b>	Social Sciences Institute
<b>SPSS</b>	Statistical Program for Social Sciences
<b>UN</b>	United Nations
<b>UKAM</b>	International Cultural Research Center

## 1. CHAPTER ONE: INTRODUCTION

Chapter 1 discusses the background, problem, significance, purpose and research questions of the study. It gives background information on bilingual education and explains the rationale for choosing this issue as the focus of study.

### 1.1. Background to the Study

Turkey has been a place for a wide variety of different ethnic identities and cultures throughout history. Anatolia, which is a peninsula surrounded by important the Black, the Aegean and the Mediterranean Sea, has attracted a lot of tribes and nations with its strategic location. It saw several civilizations come and go and Ottoman Empire was one of the most important of these civilizations. According to Ipek, Simsirgil, Gulsoy and Tastemir (2013, 6), as the Ottoman Empire expanded its borders, a lot of nations came under the rule of it; with the weakening of the Empire, the Muslim population started to immigrate to Turkey which led to changes in the form of the existing society in the Ottoman Empire.

In the Ottoman Empire was associated with religion. People were classified as Muslim and Non-Muslim. This fact makes it difficult to tell that the people who immigrated to the Ottoman territories belonged to a certain nation (Türköne, 1995, 35). Muslim students were educated at schools called *medrese* in which both scientific and religious courses were taught. At these schools, along with Turkish, different languages like Kurdish, Arabic and Persian were used as media of instruction. As for Non-Muslims, they were allowed to open their own schools (Kaya & Aydin, 2013, 5). However, after the Ottoman Empire collapsed, Turkey, as a new state, abolished the right for multilingual education only for the Muslim society; the Non-Muslim society kept their right. With an adjustment in the related law, Ministry of National Education ([MEB], 2012, 1), allowed Kurdish, Persian, Arabic and some other minority languages as optional language courses (2 hours a week) at state schools. Nevertheless, Turkish is still the only means of education in Turkey today.

## **1.2. The Problem of the Study**

According to Central Intelligence Agency ([CIA]2012, 2), there are a lot of ethnic identities in Turkey. These ethnicities include Turks (70-75 %), Kurds (18 %), and others (7-12 %). “Others” include Laz, Circassian, Arabs, Greeks and other ethnic minorities in Turkey. Even though there are a lot of students from many different ethnicities, the educational system of Turkey does not allow any language other than Turkish as the medium of instruction at state schools. Former studies revealed that the one-and-only-language policy at schools can result in psychological problems for students and disturb the rule of equal opportunities in education (see Skutnabb-Kangas 1984, 55). Skutnabb-Kangas (2010, 8) states that bilingual children face psychological difficulties if their educational environment does not include the elements of their mother-tongue. Coskun, Derince and Ucarlar (2010, 15) claim that Kurdish students feel like foreigners in the class and have communicational difficulties with the teachers in the classes where Turkish is the only means of education. This study aims to contribute to the solution of this one-language-policy at state schools in Turkey.

## **1.3. The Significance of the Study**

Bilingual Education (henceforth BE) is currently one of the hot topics of debate in Turkey. This debate includes the discussion whether the right for education requires use of mother tongue in education or not. That debate is closely linked to schools, students and teachers. If bilingual education starts to be implemented in Turkey, it will affect those elements of school significantly. Because candidate teachers are supposed to be the implementers of BE in classes, the present study is significant in the sense that it aims to reveal the attitudes and opinions of candidate teachers towards Kurdish-Turkish BE in Turkey. Thus, it aims to help the policy makers develop new policies for a better learning environment and educational system for students from all backgrounds, cultures, languages and ethnicities.

## **1.4. The Purpose of the Study**

The purpose of this study is to reveal the attitudes and opinions of pre-service English Teachers towards Kurdish-Turkish BE in Turkey. To this end, a survey including both

qualitative and quantitative questions was applied to the students at the Foreign Language Education Department of a university in the Marmara Region of Turkey. In other words, this study intends to contribute to the following objectives that are expressed in literature:

- To help the right for education, which is one of the basic human rights, be equally reachable,
- To help the solution of Kurdish Question via educational policies,
- To try to help the social justice be better maintained (Banks, 2004, 27, Mohanty, Panda, Phillipson and Skutnabb-Kangas, 2009, 32),
- To emphasize that diversity is richness (Banks, 1983, ),
- To try eliminate the prejudices, and
- To give ideas based on research to the people who manage the educational system.

### **1.5. Research Questions**

The questions in this study aim to find out both attitudes and opinions of pre-service English Teachers towards Kurdish-Turkish BE in Turkey. The researcher tries to achieve this goal with the following questions:

1. What are the attitudes of the pre-service English teachers towards Kurdish-Turkish bilingual education in schools in Turkey?
2. Is ethnicity a meaningful predictors of the attitudes of the pre-service English teachers towards Kurdish-Turkish bilingual education in schools in Turkey?
3. Is gender a meaningful predictor of the attitudes of the pre-service English teachers towards Kurdish-Turkish bilingual education in schools in Turkey?
4. What are the possible advantages of Kurdish-Turkish bilingual education in schools in Turkey?
5. What are the possible disadvantages of Kurdish-Turkish bilingual education in schools in Turkey?
6. What steps should be taken for Kurdish-Turkish bilingual education in schools in Turkey?

## 1.6. Key Terms

The important terms that were employed in this study are defined below.

**Additive language learning:** When a new language is learnt, it does not assimilate the mother tongue of the learner. Both (or) more languages are preserved.

**Assimilation:** The process of weakening minority languages or cultures under the influence of the dominant language or culture.

**Bilingualism:** Having two languages, either simultaneously or sequentially learnt, in mind.

**Bilingual education:** Bilingual education is a process in which students receive education in their mother tongue and the official language of the country. The main goals of bilingual education are to increase school success, preserve the minority cultures and languages, and to teach both languages to a good level of proficiency. (Baker, 2006). In bilingual education, two languages are used to teach the lessons and the use of mother-tongue is encouraged. Moreover, it aims to increase the self-confidence of students, respect multiculturalism and differences, and increase tolerance and respect among students. (Banks, 2004).

**First language:** The language that is first learnt, often used as a synonym for mother tongue (Skutnabb-Kangas & McCarty, 2008).

**Immersion Programs:** Children with a dominant and high-status mother tongue are put in a class where the medium of instruction is different than their L1. The result is generally additive bilingualism and biliteracy (Baker, 2001). It should be noted that immersion can yield serious negative results if it is applied to minority-language students.

**Language rights:** “*Negative language rights* concern the right to non-discrimination in the enjoyment of human rights; *positive language rights* involve the freedom to practice or use distinctive aspects of a group’s culture, including language and religion. Positive language rights typically require a state obligation to support minority languages.” (Skutnabb-Kangas & McCarty, 2008, p. 6)

**Linguistic Human Rights (LHRs):** The natural language rights of individuals or communities that cannot be restricted by anybody. Every human being possesses LHRs to maintain their lives.

**Maintenance/heritage/developmental bilingual education:** Students start their education with literacy and instruction in their mother tongue. They are also promoted to gain oral proficiency in second language (L2). Maintenance programs include the use of non-dominant first language (L1) intensively till the end of primary education. They also highly promote to continue using L1 throughout whole education as long as students are at school.

**Majority language:** Language of the dominant group of people in terms of population and power.

**Minority language:** Language of the non-dominant group of people in a country. In some states, languages are put in the minority situation even if the number of people speaking those languages is more than other people. Skutnabb-Kangas (2000) explains this fact is with power relations, not population.

**Mother tongue:** Language(s) a person learns first and is identified by. The language that one learns from his/her mother. The language spoken at home.

**Strong models:** Conceptualized by Baker (2001), additive education models which aim to preserve the minority language and culture and whose goal is bilingualism are called strong models.

**Submersion/“sink or swim”:** Forcing minority-language children to receive education in the dominant or official language. Results are subtractive and assimilative for minority languages and cultures.

**Subtractive language learning:** When a new language is learnt, it assimilates the mother tongue of the learner. Results are monolingualism and assimilation.

**Weak models:** Conceptualized by Baker (2001), subtractive education models which aim to assimilate the minority language and culture and whose goal is monolingualism are called weak models.



**Transitional programs:** Children with a minority language receive the first period of education in their mother-tongue, as a tool for learning the majority dominant language. These programs are assimilative and weak.

**Two-way bilingual (dual language) programmes:** Approximately 50 percent minority students with the same language are put into classes with 50 percent of dominant-language students. The most common models are 50/50 (the time allocated for each language is the same throughout the education process) and 90/10 (where instruction starts with 90 to 10 percent in favor of the minority language and evolves into 40 to 60 percent in the 6th grade).

### **1.7. Structure of the Study**

Chapter 1 is the introduction part which explains the background, problem, significance and questions of the study. Chapter 2 presents the literature review which includes information on language, mother tongue and BE. In this chapter, the researcher explains definitions, goals, models and theories of BE as well as the situation in Turkey. Chapter 3 describes the method of this study. It gives detailed information on the research design, participants, population and sampling, instruments, setting and procedures, data collection, data analysis and limitations of the study. Chapter 4 includes results of the study. The researcher first presents the quantitative findings of the study which are numeric and statistical. He then describes the qualitative results which are based on the themes that emerged from a rigorous content analysis of the qualitative data. In Chapter 5 the researcher discusses all results by giving references and links to the literature. He then offers the implications of this study. The last chapter is Chapter 6. It gives an overview of the study and presents information if and how all questions were answered with this study.

## **2. CHAPTER TWO: LITERATURE REVIEW**

Chapter 2 presents the literature review which includes information on language, mother tongue and BE. In this chapter, the researcher explains definitions, goals, models and theories of BE as well as the situation in Turkey. There is a vast amount of research and studies in BE and bilingualism. In this study, the researcher aims to review the literature on BE under the following titles.

### **2.1. Language and Mother Tongue**

People need language to express their feelings, ideas and beliefs and they also fulfill their very basic needs using language. Chomsky (1975) states that all languages serve these purposes and all of them are of the equal importance. Kaplan (2001) also suggests that language is one of the main components of culture, since feelings and ideas are conveyed via language, which shapes culture.

Kaplan (2001) highlights the importance of mother tongue and says

Mothers not only give their love and milk but also their language to their children, which is as nutritious as the first two ones. Language is acquired from mothers. That's why it is called 'mother tongue'. People can then learn other languages, too, but they never replace our mother tongue. Our mother tongue links us to our family, relatives, nation and history" (p. 143).

Mother tongue is an important part of identity and it is an inseparable part of culture. Mother-tongues and cultures must therefore be maintained and saved together.

Vygotsky (1978), suggests that language comes out of the reaction between the person and society as well as social relations. Therefore, children should be raised not in a restrictive setting in terms of their mother tongue, but in a supportive and free environment. According to Erenoğlu (2008), mother tongue is a strong element of the identity, sense of belonging and being part of a nation. Baker (2000) claims that the children with a good first language background can learn a second (mainstream) language more easily and be more successful at school. This can

form the background for Cummins' (2000) suggestion that teachers and parents encourage their children to speak and use their mother tongue.

Benson (2005) advocates that using mother tongue in education increases the effectiveness of schools. The children who have an opportunity to get a good education in their mother tongue and use it in an effective and productive way pick up the skills like reading, writing and thinking strategies which are among the key elements to success. Therefore, mother tongue and BE fosters both academic and cognitive development (Crawford, 2000; Cummins, 2000; Dalson, 1985; Greene, 1997; Krashen, 2000; Skutnabb-Kangas, 2000; Willig, 1985). Otherwise, the children who feel a possible threat when they use their mother tongue will get the feeling of inferiority which leads to serious academic and psychological problems (Coskun, Derince & Ucarlar, 2010; Skutnabb-Kangas, 1988). Hence, mother tongue is an essential part of education and one of the main human rights (Gok, 2009).

## **2.2.Bilingualism**

Derince (2010) defines bilingualism as “the state of acquiring two languages simultaneously after birth or learning one of them afterwards” (p. 14). Bilingualism may have different definitions since it is rather a complex process, but the common point in all definitions is that there are two languages in the mind and this fact must be taken into account while designing the educational system. What can be derived from different definitions of bilingualism and BE is that there are two languages involved in the process of education, as means of instruction, even if the amount using each language differs in the classroom.

## **2.3.Bilingual Education**

### **2.3.1. Definitions**

There are a lot of definitions of BE in the literature. “Bilingual and multilingual education refer to the use of two or more languages as mediums of instruction” (Unesco, 2003, p. 17). Cummins's (2009) defines BE as “At its most basic level, the term *bilingual education* refers to the use of two (or more) languages of instruction at some point in a student's school career.” (p.

19). However, this study adapts this definition omits “(or more)” part in the definition, because the researcher means only two languages by BE.

The educational effectiveness of BE has long been a question for researchers. Baker (2006) and Willig (1985) reported that the initial reviews of BE were published in the late 1970s. They also note that the studies done by Zappert and Cruz (1977), Troike (1978) and Dulay and Burt (1978) found that BE in the US supported bilingualism against monolingual English instruction for language minority groups.

### **2.3.2. Goals**

BE has two types of goals: Assimilationist and pluralistic (Baker, 2001). Assimilationist goals are used to make the minority language(s) or culture(s) disappear within the mainstream language and culture. BE programs applied here are *subtractive* (Lambert, 1975), aiming to spread the mainstream language and forget the other languages. States may use BE programs in order to rule out the differences in the society and standardize all diverse people and cultures by taking the mainstream culture and majority language as the basis of “standard”. Minority, tribal or local languages as well as cultures are pushed towards being assimilated into one language and culture. In the regions where assimilationist bilingual policies are implemented, other languages and cultures tend to be viewed as separatism for the state.

The second goal of BE programs is pluralistic goals. Pluralistic goals refer to the understanding that all languages and cultures within a country are important and valuable, and they must be served and preserved with deliberate policies. BE models implemented within this understanding are *additive* (Lambert, 1975), which aim to teach languages in addition to the mother tongue, without hurting native languages. Societies where pluralistic goals are aimed to be achieved via BE tend to bear more responsibility and respect for people with diverse languages and cultures.

### **2.4. Bilingual Education Models**

Parallel to assimilationist and pluralistic goals, BE has a lot of models of implementation. Baker (2001) makes a differentiation between *weak* and *strong* forms of BE for minority students. This differentiation resembles to his *assimilationist* versus *pluralistic* categorization. In order to

explain, a model can be called weak if it aims to educate minority students only in majority language and culture, or if its goal is to use students' mother tongue just as a transition to mainstream language and culture. On the other hand, a strong model aims to use of both the minority and majority language and culture, also lead to the development of two languages in balance for a mutual benefit and enrichment.

Edwards (as cited in Baker (1988) proposes two basic BE models, namely *transitional bilingual education* and *maintenance or enrichment bilingual education*. The *transitional* model aims to use the minority language as a tool for the mainstream language. Students are aimed to use their own minority language to learn the majority language better and continue their education in majority language. On the other hand, the *enrichment* model aims to use both languages in the educational system as a means of teaching. However, BE has been implemented in a lot of forms, some of which are not even called bilingual by Benson (2009), because they actually include only one language. Benson (2009) adapts the information on BE models from Baker (2006), Cummins (2000) and Skutnabb-Kangas (1984) to design the following table on common bilingual models.

**Table 1: Bilingual Education Models**

<i>Type of program</i>	<i>Type of learner</i>	<i>Medium of instruction</i>	<i>Educational aim (societal aim)</i>	<i>Most likely outcome (societal outcome)</i>
<i>Monolingual (Subtractive)</i>				
<i>Submersion</i>	Non-dominant language/culture	Dominant language	High competence (assimilation dominant Language culture)	L2 to Literacy (marginalisation) or
<i>Weak (Subtractive)</i>				
<i>Transitional</i>	Non-dominant language/culture	From non-dominant to dominant language	Assimilation	Limited L1 literacy sustained or not sustained (possible bilingualism,

integration)				
<i>Strong (Additive)</i>				
<i>Maintenance</i>	Non-dominant language/culture	Bilingual, initial focus on L1	Bilingualism/biliteracy (pluralism, enrichment)	Bilingualism/biliteracy (pluralism if change in dominant attitudes)
<i>Immersion</i>	Dominant language and culture	Monolingual; or bilingual with initial focus on L2	High L1 and L2 competence (pluralism, enrichment)	Bilingualism/biliteracy or limited bilingualism (pluralism if change in dominant attitudes)
<i>Two-way / dual medium</i>	Mixed dominant and non-dominant	Bilingual	High L1 and L2 competence (pluralism, enrichment)	Bilingualism/biliteracy (pluralism/enrichment for both groups)

The most commonly used models of BE will be explained in the following sections.

#### 2.4.1. Submersion

This model was also called “sink or swim” by Skutnabb-Kangas(1984, p. 139) as a metaphor for putting minority students who cannot swim into a sea (a classroom with the mainstream language) and expect them to swim in it (or to sink, if they cannot swim). In submersion, minority students are put into classrooms where education is provided only in mainstream dominant language regardless of students’ level of proficiency in majority language. Skutnabb-Kangas and McCarty (2008) suggest that insubmersion, mother tongue is under risk of getting lost because it does not have a place in education. Majority language is not learnt at a professional level, either. As a result, they claim that submersion poses negative effects especially on minority languages and also on dominant languages. Benson (2009) asserts that submersion is not a form of BE, because it is implemented only with the majority language of a country which intends to assimilate the minority language and culture into the mainstream

culture and language. Submersion is still widely implemented in the world (Skutnabb-Kangas, 2009), but it poses serious threats for minority languages and cultures. Her results can be summarized in following points:

1. Sociologically and educationally most ITM (Indigenous/tribal/minority) education fits two of UN Genocide Convention's five definitions of what genocide is.
2. Dominant-language medium submersion education for ITM children prevents access to education, because of the linguistic, pedagogical and psychological barriers it creates.
3. Dominant-language medium education for ITM children often curtails the development of the children's capabilities, perpetuates poverty and can and does cause serious mental harm.
4. Both subtractive education completely through the medium of a dominant language and early-exit transition can and often do have harmful consequences socially, psychologically, economically, and politically.

Skutnabb-Kangas (ibid) claims that dominant-language based policies in education have had a lot of negative effects on students especially who are from minority/tribal/indigenous parts of the society.

#### **2.4.2. Transitional Programs**

Transitional models refer to an educational system in which non-dominant languages are used at the early stages of schooling just as a tool to acquire the dominant language, content and culture. In the next stage, students are transferred to a program with the dominant language as the means of instruction. Transitional methods are assimilationist programs (Baker, 2001). The *early-exit transitional program*, students are transferred to the majority language program as soon as they gain some communicative competence in terms of speaking, which often takes one to three years. In the *late exit* program, on the other hand, students get education in mother-tongue for five to six years and sometimes go on learning their language as a subject after they are transferred to the dominant-language-based program (Skutnabb-Kangas & McCarty, 2008). The results of submersion and transitional methods (weak and assimilationist methods) have been criticized harshly by eminent researchers of the area. For example, Skutnabb-Kangas (2009) severely criticizes them like,

Both subtractive education completely through the medium of a dominant language and early-exit transition can and often do have harmful consequences socially, psychologically, economically, and politically. They can cause very serious mental harm: social dislocation, psychological, cognitive, linguistic and educational harm, and, partially through this, also economic, social and political marginalization. They can also (and often do) cause serious physical harm, partly as a long-term consequence of the educational, economic and political marginalisation.(p.5.)

Skutnabb-Kangas (ibid) claims that subtractive, assimilationist and weak forms of bilingual models have serious consequences on minority students which affect their life completely.

### **2.4.3. Maintenance Bilingual Education**

Maintenancemodel is also known as “developmental maintenance” or “heritage bilingual education”. There are variations of this model, too. However, maintenance BE programs have a common target of “bilingualism (highly competent understanding and speaking of both/all languages) and biliteracy (highly competent reading and writing of both/all languages)” (Benson, 2009, p. 67-68). In some maintenance programs, students start their education with literacy and instruction in their mother tongue and also promote oral second language (L2) learning. Maintenance programs includes the use of non-dominant first language (L1) intensively till the end of primary education. I also highly promotes to continue using L1 throughout whole education as long as students are at school. Research suggests that if students’ L1 is intensively used at least 12 years at school and also L2 is learnt 5-7 years, it will have a lot of benefits for their cognitive, academic, social and emotional development (Cummins, 2000, as cited in Skutnabb-Kangas, 2009). UNESCO also supports developmental programs. Ball (2011) iterates “UNESCO aims to raise awareness of the need to support the development of cognitive academic language proficiency in L1 through a period of intensive, high quality formal instruction in the language as a curriculum subject” (p.52).

### **2.4.4. Immersion**

In immersion, students are given education in a language different from their mother tongue. Immersion programs aim is to make students bilingual and biliterate which makes them additive-language methods. Immersion is generally used for majority-language students who have middle-class families and already have a prestigious mother tongue (Derince, 2012). These programs mostly use L2 for literacy and content instruction, but teachers are mostly bilingual and L1 is not neglected, because most immersion programs also include L1 and support the literacy and oral development of L1 at home (Genesee, 1987 as cited in Skutnabb-Kangas and McCarty, 2008). Some of the earliest and most successful immersion programs were French



immersion programs in Canada. Cummins (1998, p. 1) describes French immersion programs in the following quote,

Briefly, there are three major variants of French immersion program: early immersion starting in kindergarten or occasionally grade 1; middle immersion starting in grades 4 or 5; and late immersion starting in grade 7. All are characterized by at least 50% instruction through the target language (French) in the early stages. For example, early immersion usually involves 100% French in kindergarten and grade 1 with one period of English language arts introduced in grades 2, 3 or sometimes as late as grade 4. By grades 5 and 6 the instructional time is divided equally between the two languages and usually the amount of time through French declines to about 40% in grades 7, 8 and 9 with further reduction at the high school level as a result of a greater variety of course offerings in English than in French.

Cummins (1998) asserts that immersion programs use the target language (L2) for at least 50 percent of the instruction, which clearly indicates that L1 is not neglected in immersion; in contrast, L1 is used in most immersion programs, even up to 50 percent in some versions. Swain and Johnson (1997) determine five core features of immersion programs, but with the years passing, Swain and Lapkin (2005) revised those features and made some adaptations to them. In table 2, their old and new ideas can be seen.

**Table 2: Features of Immersion Programs**

Core features of prototypical immersion programs (Swain and Johnson 1997)	Observations made in 2005	Core features restated to reflect new realities
1. The L2 is a medium of instruction.	The L2 is not always the L2 anymore; for many young immigrants, if they choose immersion, it's L3 learning.	1. The immersion language is the medium of instruction
2. The immersion curriculum parallels the local L1 curriculum.	This is still true in principle.	2. No change.
3. Overt support exists for the L1.	This has changed dramatically with the influx of immigrants, some of whom enroll in immersion. This is a point of focus for us in this article.	3. Overt support needs to be given to all home languages.
4. The program aims for additive bilingualism.	In subtractive bilingualism, L2 proficiency develops at the expense of the L1. We need to	4. No change.

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	avoid this in the face of the influx of immigrants into immersion.	
5. Exposure to L2 is largely confined to the classroom.	Still true.	5. Exposure to the immersion language is largely confined to the classroom.
6. Students enter with similar (and limited) levels of L2 proficiency.	Usually the immersion language, French in this case, is new to all students.	6. Students enter with similar levels of proficiency in the immersion language.
7. The teachers are bilingual.	Teachers are not inevitably multilingual and cannot speak all the minority languages represented in the classroom.	7. No change.
8. The classroom culture is that of the local L1 community.	In urban centres we are dealing with multiple and diverse communities.	8. The classroom culture needs to recognize the cultures of the multiple immigrant communities to which the students belong.

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Swain and Lapkin (2005) revised some parts of the previous ideas, because immersion education has become widely accepted and implemented in different regions in the world and a lot of diverse minorities and languages has been added to the bilingual immersion curriculum. Therefore, they replaced certain words with new ones to cover all of the new languages and minorities in the immersion program. An important point that should not be ignored with immersion is that it works well with students from prestigious dominant languages, but if immersion is applied to students with non-dominant minority languages, then it will have a danger of becoming a submersion program as a result of ignoring the already-dominated languages and becoming subtractive on them.

#### **2.4.5. Two-way bilingual education**

This method, also called *dual medium*, is conducted in the classes where there is an approximate number of majority and minority students together. There are two common types of this method: *50/50* and *90/10*. In the *50/50* model, the percentage of instruction in each language is equal right from the beginning, the kindergarten class. The *50/50* model has an approximate

number of students from dominant and non-dominant languages and it utilizes equal percentages of both the dominant and non-dominant language as the means of instruction.

In the 90/10 model, on the other hand, 90 stands for the percentage of the non-dominant language, and 10 stands for the percentage of the dominant language in the kindergarten level. Minority and majority students also start getting the majority language as a language course in the kindergarten, too. In this model, the percentage evolves to 40/60 in favor of the dominant language by sixth grade, with a 10 percent decrease in the percentage of the minority language each year (Lindholm-Leary, 2004; Skutnabb-Kangas & McCarty, 2008). Two-way BE (dual medium BE) has proven to be one of the most successful bilingual methods for students both from non-dominant and for dominant languages (Baker, 2001; Benson, 2009; Cummins, 2000, 2001; Skutnabb-Kangas, 2009; Skutnabb-Kangas & McCarty, 2008).

## **2.5.Narrative Reviews and Meta-Analyses on Bilingual Education**

One of the first comprehensive reviews of BE was carried out by Baker and De Kanter (1981). They reviewed 28 studies and reached a conclusion that there was neither an advantage nor a harm of BE (Krashen & Mcfield, 2005). This review, however, caused a big amount of controversy among researchers and drew a lot of criticism (Baker, 2006).

The most systematic and rigorous criticism against Baker and De Kanter (ibid) review was done by Willig (1985) who re-analyzed 23 of the 28 papers from the Baker and De Kanter (ibid) review via a statistical meta-analysis (Baker, 2006; Rolstad et al., 2005) approach which looks into the size of effect or differences between studies mathematically. She basically calculated the effect sizes of the studies and compare them. After going over all available studies from the 28 papers in the Baker and de Kanter (1981) review, Willig (1985) eliminated 5 studies due to lack of certain requirements and performed a meta-analysis on the 23 remaining acceptable studies. Three studies were eliminated because they either did not represent the programs in the US or they were not regular school programs representing kindergarten, primary, or secondary grades. One report was excluded because it was a report but not a primary study. A final paper was excluded because “there was no way to determine whether the effects were due to the extra instructional time or to the fact that the instruction used the students' native language” (Willig, 1985, p. 274).

The results of this strict meta-analysis are summarized by Willig (1985) below:

...there were overall significant, positive effects for bilingual education programs both for tests administered in English and tests administered in Spanish. When effect sizes were categorized by academic domain, significant effects favoring bilingual education when compared to submersion were found for (a) reading in English, (b) language in English, (c) mathematics in English, and (d) total achievement in English. For tests not administered in English, significant effects favoring bilingual education were found for (a) listening comprehension, (b) reading, (c) writing, (d) total language, (e) mathematics, (f) social studies, and (g) attitudes toward school or self. (p. 277).

Contrary to what Baker and de Kanter (1981) had found out in their review before which favored English only and immersion programs, these results show that the same studies in this review yielded quite positive results in terms of BE for tests administered both in English and in Spanish.

Rossell and Baker (1996) reviewed 75 studies which they thought were 'methodologically acceptable' (p. 13) and reached a conclusion that there was no evidence proving that BE is superior to English-only education Willig (1985) re-analyzed the studies (eliminating 5 of them) in the review done by Baker and de Kanter (1981) and found a reverse conclusion. In a similar way, Greene (1997, 1998) re-analyzed Rossell and Baker (1996) review (eliminating 64 of the 75 studies). Greene (ibid) found that those studies actually supported the use of mother-tongue instruction in education along with English against English-only instruction. Greene (ibid) ruled out 64 studies because of several reasons. Firstly, Rossell and Baker (1996), under the title of *Methodologically Acceptable Studies*, list 5 characteristics as follows:

1. They were true experiments in which students were randomly assigned to treatment and control groups;
2. They had non-random assignment that either matched students in the treatment and comparison groups on factors that influence achievement or statistically controlled for them;
3. They included a comparison group of LEP students of the same ethnicity and similar language background;
4. Outcome measures were in English using normal curve equivalents (NCEs), raw scores, or percentiles, but not grade equivalents;
5. There were no educational treatments, or the studies controlled for additional treatments if they existed.

Greene (1998) states that the studies also needed to have measured the effects of BE after at least one academic year. Rossell and Baker (1996) selected 75 studies that met the requirements for their study. However, Greene (1998) does not agree with them and notes that

even if they put those reasonable criteria for selecting the methodologically acceptable studies, and claim that 75 studies are acceptable in terms of those requirements, actually only 11 of those studies are methodologically acceptable according to their criteria. Krashen (1996), Slavin and Cheung (2003) and Rolstad et al. (2005) also noted that among the studies included in the Rossell and Baker (1996) review, there were many that did not fit their own standards of selecting the studies. Greene (1998) explains the reasons of ruling out 64 studies and accepting only 11 studies as methodologically acceptable. He says that among 75 citations Rossell and Baker (ibid) made, 15 were ruled out because they duplicated the other studies and 5 studies were not located anywhere despite the best efforts to find them. 3 studies were not the evaluations of 'bilingual education' but some other concepts and 14 studies did not have enough control groups. 2 studies were eliminated because they did not meet the length of time criterion. 25 papers were excluded because "they inadequately control for the differences between students assigned to bilingual programs and students assigned to English-only control groups" (p. 8).

After a rigorous process of research and ruling out the methodologically unacceptable studies, there were only 11 studies remaining for a meta-analysis and Greene (1998) re-analyzed those methodologically acceptable studies. Similar to the approach of Willig (1985), he ran a meta-analysis on the 11 studies and basically found this: Using native language as a medium of instruction for the children with poor skills of English has moderate positive effects on them compared to English-only instruction. Greene (1998) summarizes the results as follows:

Despite the relatively small number of studies, the strength and consistency of these results, especially from the highest quality randomized experiments, increases confidence in the conclusion that bilingual programs are effective at increasing standardized test scores measured in English. (p. 11).

Slavin and Cheung (2003) made a review of the experimental studies which used methods of teaching reading to English language learners (ELLs). In their review they said they focused both on comparisons of bilingual and English-only programs and on specific models that have been used with English language learners. Their review used *best-evidence synthesis* which is a quantitative synthesis method described by Slavin (1986). On the one hand, best-evidence synthesis is similar to meta-analysis because it uses standards for selection and effect size measures. On the other hand, best-evidence synthesis resembles the typical narrative reviews in terms of the approach it adopts to discuss the findings. In their review, Slavin and Cheung

(2003) included the methodologically acceptable studies cited in Willig (1985), Rossell and Baker (1996), and Greene (1997) reviews and analyses.

Slavin and Cheung (2003) discussed the difference between *immersion* and *bilingual education* in their review. In the immersion process, they say, ELLs are expected to learn the second language, L2 (in their case, English) from the beginning with little or no emphasis on the native language of the learner in the lessons. They say that BE, on the other hand, is fundamentally different from immersion because it gives the second language learners (SLLs) the opportunity to get significant amounts of instruction in their native language.

After running their best-evidence synthesis review, Slavin and Cheung (2003) note that there are far too few high-quality studies in the area of research on language of instruction. Despite that fact, they state their conclusion as follows:

The review concludes that while the number of high-quality studies is small, existing evidence favors bilingual approaches, especially paired bilingual strategies that teach reading in the native language and English at the same time. (p.1)

The findings of this review... correspond closely, however, to the findings of a meta-analysis by Greene (1997), who also concluded that most methodologically adequate studies, including all of those using random assignment, favored bilingual approaches. (p.21)

To summarize, Slavin and Cheung (2003) found in their best-evidence synthesis review that even though there is a limited number of high-quality studies in the field of language of instruction, the existing methodologically adequate studies including all of those using random assignment favored BE programs.

Similarly, an older literature review by Hakuta and Garcia (1989) regarding the effects of bilingualism yielded this conclusion:

The research evidence suggests that bilingual acquisition involves a process that builds on an underlying base for both languages. There does not appear to be a competition over mental processes by the two languages and there are even possible cognitive advantages to bilingualism. It is evident that the duality of the languages per se does not hamper the overall language proficiency or cognitive development of bilingual children. (p. 376)

Rolstad, Mahoney and Glass (2005) carried out a more current and quite comprehensive meta-analysis in which they analyzed 17 studies and included as many studies as possible. They stated that a lot of studies done on BE are not often cited or reviewed because of their poor

quality in terms of design. In their analysis, Rolstad et al. (2005) employed a different approach because they included many studies that had not been reviewed before.

Rolstad et al. (2005) coded the studies according to the following variables: study identification, characteristics of program, characteristics of students, characteristics of teachers, characteristics of research design, and effect size variables. After they ran the necessary process of calculating effect sizes, they found that in the tests that were given in L2, (English) 14 of 17 studies yielded an overall positive effect for BE. When the tests were given in the native language (Spanish) the positive effect size for BE was even higher. Overall, they found that BE programs were far more effective than monolingual education. Moreover, their meta-analysis suggested that among BE programs, the most effective one was DBE (Developmental Bilingual Education) in which there are two different student populations in the same classroom and they get education two languages with a goal to develop a two-way bilingualism (Gottlieb & Nguyen, 2007; Roberts, 1995).

Krashen and Mcfield (2005) reported a number of studies that compared bilingual students in BE programs to students in monolingual education programs in terms of reading skills. Table 3 summarizes their conclusions on five meta-analyses that favor BE against monolingual education:

**Table 3: Advantages of Bilingual Education in 5 Meta-Analyses**

	N	Dates	Mean ES
Rolstad et al, 2005	17	1985-	0.23
Slavin & Cheung, 2005	17	1971-	0.33
Willig, 1985	23	1971-1980	0.33
Greene, 1997	11	1972-1991	0.18
McField, 2002	10	1968-1985	0.28
Mean			0.26

N = number of studies covered; ES = effect size

Table 3 shows that the average of the effect sizes of these five meta-analyses is .26 favoring BE against mono-lingual education. In all of these meta-analyses there was a comparison between students in BE and students in all-English programs. Krashen & McField (2005) note that even though there are some studies that have been reviewed in more than one meta-analysis, the vast majority of studies was reviewed in only one or two of the five meta-analyses. This means there was a wide range of studies that were reviewed in those meta-analyses which supported BE. Moreover, when there was an overlap between two-analyses, in most of them there was an agreement on effect sizes which yielded repeating positive results on BE against English-only (monolingual) education.

## **2.6.Theories and Ideas on the L1, L2 and Bilingualism**

Many scholars and researchers have suggested that first language, L1 has a crucial role in the acquisition of a second language, L2 (see Bialystok, 2001, 2007; Brown, 2007; Cook, 2003; Gass & Selinker, 2008; Genesee, Paradis & Crago, 2004; Selinker & Baumgartner-Cohen, 1995). Some of these ideas and theories are presented in the following section.

### **2.6.1. CLI (Cross-Linguistic Influence)**

CLI assumes that prior learning can transfer from one language to the learning process of another language. This transfer can be in different linguistic categories like phonology, syntax, and semantics. It also includes lexical transfer (Brown, 2007; Odlin, 2003; Kellerman, 1995; Kellerman & Sharwood-Smith, 1986). Lado (1957) claims that transfer occurs in different areas of the language learning and expresses,

Individuals tend to transfer the forms and meanings and the distribution of forms and meanings of their native language and culture to the foreign language and culture-both productively when attempting to speak the language and to act in the culture, and receptively when attempting to grasp and understand the language and the culture as practiced by natives. (p.2)

Lado (1957) claims that transfer occurs not only while producing the language by speaking and writing, but also during the receptive acts like reading and listening. Phonologic transfer includes the transfer of the alphabet. Once the alphabet is learnt in one language, it transfers to all languages that use the same alphabet which means the person does not have to re-learn the alphabet. However, language transfer may not always be positive. Students with Turkish mother tongue, for example, generally have difficulty in terms of word-order when they learn



English, because the order is different between the two languages. On the other hand, it may also be positive if the languages have the same word order, like English and German.

### **2.6.2. Linguistic Interdependence Theory**

Cummins (1979, 1981a), in his *Linguistic Interdependence* theory, mentions the skills transferrable to other languages once they are learned in one. Cummins (1981a) describes this theory as,

*To the extent that instruction in Lx is effective in promoting proficiency in Lx, transfer of this proficiency to Ly will occur provided there is adequate exposure to Ly (either in school or environment) and adequate motivation to learn Ly. (p. 29)*

This description expresses that, for instance, if children have had an effective instruction in their mother tongue, and if they get an effective education in L2, the skills that are effectively learnt in L1 will transfer to L2 learning environment. For example, once some language skills like reading-writing are acquired in one language, they can be transferred to others, too. A child who has mastered skills in his/her mother tongue will carry most of them to a second language, thus enhance the second language learning process (Cummins, 1983; Krashen, 2000). Cummins (1981a) calls this “Linguistic Interdependence” (p. 29). Transfer in language may occur in several areas. Cummins (2009) summarizes these areas as,

1. Transfer of conceptual knowledge (e.g. understanding the concept of photosynthesis);
2. Transfer of metacognitive and metalinguistic strategies (e.g. strategies of visualizing, use of graphic organizers, mnemonic devices, vocabulary acquisition strategies, etc.);
3. Transfer of pragmatic aspects of language use (willingness to take risks in communication through L2, ability to use paralinguistic features such as gestures to aid communication, etc.);
4. Transfer of specific linguistic elements (knowledge of the meaning of photo in photosynthesis); and
5. Transfer of phonological awareness—the knowledge that words are composed of distinct sounds.

Cummins (2009) suggests that the amount and level of transfer from L1 to L2 relies on the level of instruction in L1 as well as L2. Because learning builds on the prior knowledge, the better education students get in their L1, the better they learn (in) L2.

### **2.6.3. Threshold Theory**

According to *Threshold Theory* (Cummins, 1976, 1979; Skutnabb-Tangas & Toukomaa, 1976)), for a bilingual person to utilize from the cognitive advantages of bilingualism, a certain

*threshold* in both languages must be exceeded. Here, Cummins' Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) differentiation is important. *BICS* which refers to everyday language can be learnt in social contexts like home environment, friend groups or daily conversations with other people. On the other hand, *CALP* refers to skills which include higher order thinking skills like analyzing and evaluating, and can be considered as academic, school language. Cummins (1984) claims that if children master *CALP* in L1, they can transfer it to other languages, however if this threshold is not achieved in L1 by students, they will not be able to utilize the cognitive advantages of L1 *CALP* when they learn L2. If children cannot acquire and use their mother tongue effectively or they are exposed to *subtractive* BE (Lambert, 1975), they will not be able to achieve the aforementioned threshold. In the same sense, if children cannot achieve this threshold in L2, they will not manage to fully get the advantages of bilingualism because this time cognitive skills will not be transferred to L1. On the other hand, if the BE is *additive* (Lambert, 1975), which means children will learn L2 without losing L1 and will get education in both languages, they will not get stuck below the threshold required for a better bilingualism and show higher cognitive performance than most monolingual children. Cummins's (2000) suggests that BE promoted and mother tongues should not be ignored while teaching other languages to children.

#### **2.6.4. Race Radical Vision (RRV)**

Faltis (2014) argues that an Race Radical Vision (RRV) is needed for Kurdish-Turkish bilingual education in Turkey. Faltis describes the content of RRV as,

An RRV reinforces the need to consciously include issues of racism, imperialism, identity, and local practices in the development of bilingual education teacher education programs that advocate for minoritized language use in all aspects of education. (p. 1)

In general terms, an RRV for Kurdish-Turkish bilingual education in Turkey posits the idea of constantly including and emphasizing multicultural and bilingual education for Kurdish minoritized students (Aydin & Ozfidan, 2014). RRV suggests re-thinking bilingual education in a way to include multicultural values and the issues of racism toward Kurdish community. It also proposes that state universities must educate Kurdish-Turkish bilingual teachers with high skills of teaching who can work all around Turkey. It also includes "new conceptualizations of language, teacher education, and educational policy, and activism" (Faltis, 2014, p. 10). The consciousness of community is also important in this process. Also, educators must have the

awareness of historical background of the current situation of Kurdish language and society. Faltis claims that without a RRV of bilingual education, the state will decrease the effectiveness of bilingual education by using it for national purposes, economic and political interests. In other words, the state will pretend to be giving the right for mother-tongue based education for Kurds, decrease the influence of Kurdish under the dominance of the official language. Whenever the national, economic or political interests of the state require, bilingual education will be sacrificed for the sake of interests.

## **2.7. Bilingual Education in Turkey**

After Ottoman Empire started to lose strength and territories, people started to migrate back towards today's Anatolian borders (Ipek et al., 2013). That movement and migration resulted in a mosaic of different languages and cultures in the remaining territories of the Empire. As a result of mass immigration, the Empire became a more multicultural and multilingual country. When the Ottoman Empire collapsed, the new country, Turkey inherited that mosaic of cultures and languages.

There are lots of different ethnic identities that live together in Turkey which signifies the necessity of multilingual and multicultural education. The major ethnic identities in Turkey are Turks (70-75%), Kurds (18%), and others (7-12 %). "Others" include Laz, Circassian, Arabs, Greeks and other minorities. (CIA, 2012). This implies a cultural mosaic in Turkey and this cultural mosaic is a means of richness which is not a threat to the existence and unity of the country but a tool for tolerance and peace within different ethnic identities (Banks 1994; Nieto, 1992; Sleeter, 1995).

The United Nations (1989) *Convention on the Rights of the Child* guarantees the rights of children of minorities/indigenous groups for education in *Article 29* and *30* as follows:

*Article 29 (Goals of education):* Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people. Children have a particular responsibility to respect the rights their parents, and education should aim to develop respect for the values and culture of their parents.

*Article 30 (Children of minorities/indigenous groups):* Minority or indigenous children have the right to learn about and practice their own culture, language and religion. The right to practice one's own culture, language and religion applies to everyone; the

Convention here highlights this right in instances where the practices are not shared by the majority of people in the country.

Turkey signed this treaty in 1990, but did not put the 17<sup>th</sup>, 29<sup>th</sup> and 30<sup>th</sup> articles into practice, which propose the promotion of mother tongue education, culture and mass media. Article 17 suggests that mass media broadcasts in children's mother tongue and in 2009, Turkish Radio and Television Corporation (TRT) established a new channel, TRT 6, as a multi-language public television channel. TRT 6 is owned and operated by Turkish Radio and Television Corporation and now broadcasts in Kurdish language predominately and this step can be taken as a partial fulfillment of the article 17.

In Turkey, other than minority schools, no language but Turkish is allowed in schools. Ministry of Education (2012), adopted a change in the law to allow Kurdish and other minority languages as elective courses. However, this is not taken as a sufficient effort for the place of Kurdish in the educational system of Turkey. Because most of the Kurdish children speak their own language -Kurdish- not Turkish with their families, friends, inside and outside their homes and when they start school they have to face a new language and have their education in that language. Ceyhan and Kocbas (2009) state that a lot of students have problems related to their mother tongue, because they start school speaking another language, not Turkish. However, mother tongue should not be a problem, but a means of cultural richness, since language is one of the most important values and it should be maintained well (Cummins, 2000; Kaplan, 1985). Therefore, the obstacles before mother tongues should be eliminated as a requirement of basic human rights.

A variety of think-tanks like Diyarbakir Institute for Political and Social Research (DISA), International Cultural Research Center (UKAM) and The Turkish Economic and Social Studies Foundation (TESEV) which do research on mother tongue and language rights in Turkey, have also stated that learning and using mother tongue is among the basic human rights. They specially claim that freedom of language and culture will contribute to the solution of Turkey's "Kurdish Issue." According to Kaya and Aydin's (2013) language report in Turkey, the reason underlies the Kurdish Issue and other ethnical conflicts is the restriction and prohibition of mother tongues. Furthermore, Kaya and Aydin claim that if the mother tongue problem is solved, the Kurdish Issue and other ethnical problems will mostly be overcome. They also state that the solution of mother tongue problem is BE. The Turkish Economic and Social Studies

Foundation (TESEV, 2008) also underlines in a language report that the constitutional changes needed for Kurdish as a second or optional language must be carried out. This suggests that the solution of the Kurdish Issue will follow the solution of problems related to the Kurdish language in Turkey.

While language is of a critical importance, as a result of the one language policy in the educational system, a serious problem arises: Because of the one language –Turkish- policy in the educational system of Turkey, the students who speak a language other than Turkish as a mother tongue –Kurdish in this case- have various academic and psychological problems (Cummins, 1986; Skuttnab-Kangas, 2010).

### **3. CHAPTER THREE: METHOD**

Chapter 3 explains the design of the research, characteristics of the participants, population and sampling, the instruments used for this study; describes the setting and procedure, and data collection. After giving the questions of this study, it presents the quantitative and qualitative results of the study. Lastly, it explains the limitations of the study and the researcher position.

#### **3.1. Research Design**

This study employed a mixed method of research design. Creswell (2003, 2012) reports three approaches to research design. He suggests that a research “tends to be more quantitative, qualitative or mixed” (2003, p. 18). By saying this, he implies that a study can adopt one method, but it can also be close to another one, too. Creswell further explains that in quantitative research, the researcher primarily focuses on thinking about causes and effects, reducing variables to specific levels, determining research hypotheses, and questions, thinking about ways of gathering data, and collecting data with instruments that give mostly quantitative data that can be used for statistic results. In qualitative method of research, on the other hand, the researcher has some claims of knowledge in mind, based on experiences, historical or social actions or political factors and tries to find a pattern or theory (Glesne, 2006). The qualitative data is mostly open-ended which comes out during the process and the researcher intends to find out certain themes from the data. Lastly, mixed methods of research refer to a combination of both qualitative and quantitative methods in which the data tends to be both numeric and statistical, and open ended textual data.

### 3.1.1. Mixed Methods Research

It was stated earlier that mixed methods research combines qualitative and quantitative methods and includes both numeric textual data. Creswell and Plano Clark (2007) defined mixed methods research as,

Mixed methods research is a research design with philosophical assumption as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis and the mixture of qualitative and quantitative approaches in many phases of the research process. As a method, it focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches, in combination, provides a better understanding of research problems than either approach alone (p. 5).

They believed combining both qualitative and quantitative methods can be more effective and useful because it includes both philosophical claims and inquiry patterns. In addition, Creswell and Plano Clark (2011) said definitions of mixed methods research are controversial, therefore they determined some characteristics for it and said that in mixed methods studies, the researcher;

1. collects and analyzes persuasively and rigorously both qualitative and quantitative data (based on research questions);
2. mixes (or integrates or links) the two forms of data concurrently by combining them (or merging them), sequentially by having one build on the other, or embedding one within the other; gives priority to one or to both forms of data (in terms of what the research emphasizes);
3. uses these procedures in a single study or in multiple phases of a program of study;
4. frames these procedures within philosophical worldviews and theoretical lenses; and combines the procedures into specific research designs that direct the plan for conducting the study (p.5).

These characteristics suggest that in mixed method research, the qualitative and quantitative forms of data can be simultaneously combined. One form can follow the other one in a sequential way or the priority can be given to one form based on purposes of the study. It also adds that the procedure can be performed in a single study or in multiple phases.

This study employs a mixed method that combines qualitative and quantitative forms of data simultaneously in a single study. The rationale for choosing mixed-method is that the researcher wanted to understand both the attitudes and opinions of participants *attitudes* were drawn via quantitative questions and opinions were drawn from qualitative questions. Thus, the researcher aimed to combine both methods and present stronger views on bilingual education (BE) in Turkey.

### 3.2.Participants, Population and Sampling

153 students from the Foreign Language Education (FLE) department of a high-ranked university in the Marmara Region of Turkey participated in the study. The population was students at FLE department of this university in 2013-2014 academic year. The sample was 153 students randomly selected from the population. In random selection, each participant has the chance to be chosen. The researcher randomly selected 153 students from the population and applied the survey on that sample.

**Table 4: Characteristics of the Participants**

	Number	Percent (%)		Number	Percent (%)	
Age	19 and below	48	31.4	Turk	108	71.1
	20-25	103	67.3	Kurd	13	8.6
	26 and above	2	.14	Zaza	4	2.6
Gender	Woman	48	31.4	Armenian	1	.7
	Man	105	68.6	Circassian	4	2.6
Grade	Freshman	45	29.4	Greek	3	2
	Junior	34	22.2	Laz	5	3.3
	Sophomore	32	20.9	Arab	3	2
	Senior	42	27.5	Other	11	7.2
				Not Specified	1	.7

There were 48 students aged 19 and below, 103 students aged between 20 and 25, and only 2 students were aged over 25. As for gender, 48 men (32%) and 105 women (68%)



participated in the study. The rate between genders was parallel to the number of students in the whole FLE department. There were 249 students in FLE department in 2013-2014 Spring semester: 71 men (28.52 %) and 178 women (71.48 %). Participants ranged from freshmen to senior grades: 45 freshmen, 34 junior, 32 sophomore and 42 senior students. 108 students were from the Turkish ethnicity, 13 were Kurdish, 5 Laz, 4 Zaza, 4 Circassian, 3 Greek, 3 Arab, and 1 Armenian. 11 students specified their ethnicity as “other” while 1 student did not specify any ethnicity. The reason why foreign language department was chosen is that students get courses related to BE and language transfer issues in this department which made them potential subjects of this study.

### **3.3. Instruments**

“Bilingual Education Attitudes and Opinions Survey” (henceforth BEAOS) was used for this study. This instrument was first developed by the researcher according to the literature and BE practices in the world. Then it was adjusted after expert opinion and consultation. Six experts in the area were consulted for the instrument; two curriculum development and instruction experts, two testing experts and two foreign language acquisition experts. The researcher conducted a pilot study in 2012-2013 academic year in a high-ranked university with 93 students. In this study, the reliability of scores was  $r=.94$ , a very high reliability level. The researcher consulted to expert opinion again after the pilot study. Moreover, the instrument was compared and contrasted to a similar instrument by Damgaci and Aydin (2013). After those adjustments BEAOS was finalized as a survey consisting of three sections. The first section included questions asking for demographic information. The second section was constituted of 20 items aiming to determine attitudes of the participants against BE. These were items of five point Likert scale that aimed to determine the attitudes of participants against BE. Participants were expected to choose a number from 0 to 4. Those numbers meant as follows, 0 “strongly disagree”, 1 “disagree”, 2 “neutral”, 3 “agree”, 4 “strongly agree”. As for the reliability analysis, an analysis was run for the quantitative part of the study. Table 5 shows the result of this analysis:

**Table 5: Reliability Analysis ( $\alpha$ )**

Cronbach's Alpha ( $\alpha$ )	Cronbach's Alpha Based on Standardized Items	N of Items
.84	.86	20

This analysis shows that *reliability of scores* (Bademci, 2007) was  $\alpha=.84$  which is the indicator of a highly reliable instrument for attitudes towards BE (Buyukozturk, 2010). Bademci (2007) claims that reliability is not a characteristic of the instrument, because an instrument tends to give a different reliability score every time it is used in a different context. Rather, he argues reliability is a feature of the scores drawn from the data.

The last section included 3 open-ended questions and an optional statement asking for opinions on the issue of BE. These questions were (1) What are the possible advantages of Kurdish-Turkish bilingual education in schools in Turkey?, (2) What are the possible disadvantages of Kurdish-Turkish bilingual education in schools in Turkey?, and (3) What steps should be taken for Kurdish-Turkish bilingual education in schools in Turkey? Finally, there was a statement asking for further opinions, if the participants wished to add more comments: What steps should be taken for Kurdish-Turkish bilingual education in schools in Turkey?

### **3.4.Setting and Procedures**

The setting of the study was regular classes at the university. Before conducting the study, the human subject permission was taken from the Institutional Review Board of the Social Sciences Institute (SBE) of the university. The researcher also took permissions from the professors who had classes at the time of data collection. The instrument used for this study (BEAOS) was printed by the researcher and taken to the classes that were used as the setting. The researcher took into account the issue of human subjects and ethical considerations. These are important phenomena for the studies done with human subjects (Gostin, 1991; Kraut et al., 2004). The researcher informed the participants about the aims and content of the study. They

were informed that it was voluntary to participate in the study, they did not have to answer all the questions and they were permitted to withdraw at any stage. Finally they were applied to the students in springsemester of 2013-2014 academic year.

### **3.5.Data Collection**

Data collection lasted for approximately 2 weeks. The data were collected during 2013-2014 spring semester in 4 FLE classes during their usual class hours. The researcher applied to the FLE department of the university for the weekly program of participants. Then he arranged the classroom hours that were suitable for data collection. After the class hours were determined, he visited the professors who had those class hours in order to get their permission. He asked for their consent to collect data in the first part of their class. This process was repeated for all class hours of data collection. The researcher then went into the classes to collect the data with the printed format of BEAOS. The data were collected after this procedure was completed.

### **3.6.Research Questions**

The questions in this study aim to find out both attitudes and opinions of pre-service English Teachers towards Kurdish-Turkish bilingual education in Turkey. The researcher tries to achieve this goal with the following questions:

1. What are the attitudes of the pre-service English teachers towards Kurdish-Turkish bilingual education in schools in Turkey?
2. Is ethnicity a meaningful predictor of the attitudes of the pre-service English teachers towards Kurdish-Turkish bilingual education in schools in Turkey?
3. Is gender a meaningful predictor of the attitudes of the pre-service English teachers towards Kurdish-Turkish bilingual education in schools in Turkey?
4. What are the possible advantages of Kurdish-Turkish bilingual education in schools in Turkey?
5. What are the possible disadvantages of Kurdish-Turkish bilingual education in schools in Turkey?

6. What steps should be taken for Kurdish-Turkish bilingual education in schools in Turkey?

### 3.7.Data Analysis

#### 3.7.1. Quantitative Analysis

153 students participated in the study and filled in the quantitative part of the survey. The data obtained from surveys was transferred to Statistical Program for Social Sciences, (SPSS) software version 22.0and analyses were run on the software.

Students’ attitudes toward BE were found by taking the averages of 20 items for every participant. The averages were interpreted within 0.8x(5/4) intervals (*.00-.79 quite low; .80-1.59 low; 1.60-2.39 medium; 2.40-3.19 high; 3.20-4.00 quite high*).

**Table 6: Attitude Averages and Their Correspondences**

quite low	low	medium	high	quite high
.79	.80-1.59	1.60-2.39	2.40-3.19	3.20-4.00

Table shows if a participant’s overall average was between .00 and .79, it meant that person’s attitude against BE was “quite low”. On the other hand, if a participant’s average was between 3.20 and 4.00, it was a significant of “quite high” attitudes against BE. Regression Analysis was done in order to find whetherethnicity was a meaningful predictive of students’ attitudes towards BE.

#### 3.7.2. Qualitative Analysis

There were three questions in the qualitative part of this study. The questions were asked in Turkish and the answers were translated to English by the researcher. Three professional English instructors were consulted for proofreading and checking the translations. The data obtained from qualitative questions was analyzed via a content analysis process supported by steps of thematic analysis. The themes that emerged during the analysis were then explained in a detailed way. Additional comments and opinions were evaluated and interpreted in the last part of this section.

*Qualitative Content Analysis:* Classical content analysis is described as a way of transforming raw qualitative data into organized and structured chunks of quantitative forms by coding them according to the repetition of certain words or phrases in the data. Babbie (2001) says it is "the process of transforming raw data into a standardized form" (p. 309). Kohlbacher (2006) reports from Gillham (2000), that the "essence of content analysis is identifying substantive statements—statements that really say something" (p.11). However, he also rejects that content analysis is just finding out some patterns or chunks. He claims qualitative content analysis is a process that includes a communication between the reader and the text, also among the themes. Mayring (2000) describes qualitative content analysis as

...an approach of empirical, methodological controlled analysis of texts within their context of communication, following content analytic rules and step by step models, without rash quantification (p. 2)

Hsieh and Shannon (2005), on the other hand, define it in a similar manner to classical content analysis as “a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying theme or patterns.” (p. 1278). The first definition focuses on a step by step process that follows analytic rules while the second one systematic coding of themes and patterns. Kohlbacher (2006) noted that Ritsert (1972) analyzed four points were ignored classical content analysis.

1. The context of text components;
2. Latent structures of sense;
3. Distinctive individual cases;
4. Things that do not appear in the text.

The researcher followed points while doing content analysis by checking the texts in their context and what it meant there, by looking for the subtle structures in the expressions, by noting down and commenting on some individual cases and by commenting on the things that were implied but not expressed in the texts. The researcher also utilized the process of *thematic analysis* suggested by Braun and Clarke (2006, p. 87). They suggest the following steps while doing thematic analysis:

**Table 7: Steps of Thematic Analysis Process**

Phase	Description of the process
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Familiarizing yourself with your data:	Transcribing data (if necessary), reading and re-reading the data, noting down initial ideas
Generating initial codes:	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.
Searching for themes:	Collating codes into potential themes, gathering all data relevant to each potential theme
Reviewing themes:	Checking if the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic ‘map’ of the analysis.
Defining and naming themes:	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme
Producing the report:	The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.

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All qualitative data were transferred to Microsoft Office Word software, 2013 version. The researcher took notes after rigorous reading and evaluation of the data. Another MA student helped the primary investigator in the process of theme extraction. Also, the themes were checked out by one MA student at the FLE department and finally by a professor at the curriculum development and instruction department of the university. The opinions and points that were emphasized and repeated by the participants set the basis for codes. A thematic table of the data set was drawn after codes were collated into themes. The researcher then examined each theme and explained them in detail. Extracts were taken from each theme and analyzed with links to the study and literature.

### **3.8.Limitations of the Study**

This study was conducted on a sample of 153 students representing the population of one department at a university. Therefore, results may not be generalizable to all students in Turkey. However, the sample was enough to represent the population. This limitation can be overcome by studies with a wider population in the future. On the other hand, while quantitative part of the study was attended by almost all students in the sample, the qualitative part did not draw as much attention as the quantitative part. This can be explained by the fact that quantitative questions do not ask for much time, whereas the qualitative part requires the students to write longer statements because they are close-ended. Interviews could have been conducted for supporting the qualitative part of the study. Another point that could be seen as a limitation was the proportion of genders (62% to 38% in favor of women). However, the reason for this was the department where the study was conducted. The rate between genders was parallel to the number of students in the whole FLE department. There were 249 students in FLE department in 2013-2014 Spring semester: 71 men (28.52 %) and 178 women (71.48 %). This situation could have been overcome by including other departments in the study. However, the department was chosen intentionally, because it is one of the rare departments that offer courses on language acquisition, the role of L1 on L1 learning and language transfer issues.

### **3.9.Researcher Position**

The researcher is a FLE-graduate. He is a Kurdish person from the south-east of Turkey. He learnt Turkish at school. Before school, he had not taken any instruction to learn Turkish. His experiences at primary and secondary school showed that there were a lot of students who were not even able to learn Turkish, let alone learning the subjects. He saw there was something seriously wrong in the educational system which needed to be corrected for those students and many others. After graduating from university, he believed it was high time he started to work on that issue. This thesis is aimed to be the first step to his work on this issue.

## 4. CHAPTER FOUR: RESULTS

Chapter 4 presents the analysis of quantitative and qualitative data respectively. All research questions are answered with respect to the findings of the study. Quantitative analysis includes the numeric and statistical findings are presented. Qualitative analysis presents the themes that emerged from content analysis.

### 4.1. Quantitative Analysis

The quantitative analysis was run to find students' attitudes towards BE and discover whether or not gender and ethnicity were meaningful predictors of students' attitudes towards BE.

#### 4.1.1. Attitudes towards bilingual education

Attitudes of pre-service teachers were analyzed and results were given in the table 7.

**Table 8: Numbers of Attendance, Means, and Standard Deviations for Items**

	N	Mean ( $\bar{x}$ )	Std. d. ( $\sigma$ )
1. All languages are equally important.	150	3.04	1.03
2. No language should be forbidden.	150	3.17	.96
3. Mother tongue is an inseparable part of culture.	149	3.41	.79
4. Everybody has the right to learn their language at school.	146	2.82	1.15
5. Every different language is as important and necessary as Turkish for its speaker.	149	3.14	.96
6. A student who goes to school with a foreign medium of instruction starts school one step behind.	148	2.60	1.32
7. Students who don't speak Turkish are under the risk of drop out.	146	2.40	2.02



8. Students who take bilingual education can learn another language more easily.	146	3.09	.92
9. Bilingual education increases academic achievement.	148	2.95	1.01
10. Bilingual education increases peace in the society.	147	1.51	1.34
11. Bilingual education increases social justice.	147	2.73	1.00
12. Applying Bilingual education increases democracy.	146	2.54	1.10
13. Bilingual education increases tolerance among students.	146	1.40	1.24
14. Bilingual education increases equal opportunities in education.	148	2.72	1.07
15. Bilingual education increases integration among students from different backgrounds.	148	1.77	1.34
16. Bilingual education helps solving the Kurdish Issue of Turkey.	147	1.81	1.38
17. Bilingual education decreases social conflict.	147	1.74	1.26
18. Bilingual education helps minority students feel psychologically comfortable.	146	2.63	1.15
19. I support use of Kurdish at school for Kurdish students.	147	2.03	1.35
20. I support Kurdish-Turkish bilingual education in Turkey.	146	1.93	1.38

From table 7, it is clearly seen that the item with the highest average is item 3, “Mother tongue is an inseparable part of culture.” On the other hand, the item with the lowest average is item 13, “Bilingual education increases tolerance among students.” Another indicator in the table is standard deviation. The item with the highest standard deviation is item 7, “Students who don’t speak Turkish are under the risk of drop out.” This implies that answers given to this item were spread on the widest range. On the contrary, the item with the lowest standard deviation is item 3, “Mother tongue is an inseparable part of culture.” This means participants usually gave similar answers to this item. The following table reveals how many respondents gave answers to every item.

**Table 9: Numbers of Participants and Per Cents in All Attitude Levels**

	.00-.79 <i>(Quite Low)</i>	.80-1.59 <i>(Low)</i>	1.60-2.39 <i>(Medium)</i>	2.40-3.19 <i>(High)</i>	3.20-4.00 <i>(Quite High)</i>	Sum
N	2	7	59	68	17	153
%	1.30	4.57	38.58	44.44	11.11	100

Table 8 clearly shows how many and what percent of the respondents gave answers to every item. The table indicates that 1.30% of the participants has *quite low* attitudes, 4.57% has *low* attitudes, 38.58% has *medium* attitudes, 44.44% has *high* positive attitudes, and 11.11% has *quite high* positive attitudes towards BE.

The highest percent is 44.44% which shows that most of the participants have high positive attitudes towards Kurdish-Turkish BE in Turkey. The following table is about the average of all students' attitudes towards BE

**Table 10: Average Attitudes of All Students**

	Valid	153
Number	Invalid	0
	Sum	153
Average		2.42

Table 9 indicates that the average of means for all students is 2.42. This result (2.42) is within the range of 2.40-3.19 which means overall students have *high* positive attitudes towards BE in Turkey.

The following table offers more detailed information for attitudes of different groups based on gender and ethnicity.

**Table 11: Detailed List of Independent Variables and Attitudes**

	Variables	N	Mean	Std. Deviation
Gender	Men	48	2.63	.51
	Women	105	2.33	.60
Ethnicity	Turkish	108	2.36	.56
	Kurdish	13	2.54	.80
	Zaza	4	3.11	.21
	Armenian	1	2.90	-
	Circassian	4	2.35	.49
	Greek	3	2.05	1.02
	Laz	5	2.60	.50
	Arab	3	2.40	.26
	Other	12	2.67	.62
	Total	153	2.42	.59

Table 10 reveals attitudes towards BE in a more detailed manner. It can be seen from the table that men have higher attitudes than women and the Zaza have higher attitudes than all other ethnicities.

#### 4.1.2. Ethnicity as a Predictor of Attitudes

The following regression analysis is about the predictability of ethnicity on BE attitudes.

**Table 12: Regression Model Summary about Predictability of Ethnicity on Bilingual Education Attitudes**

Model	r	r <sup>2</sup>	Std. Error of the Estimate
1	.123 <sup>a</sup>	.015	.59

a. Predictors: (Constant), ethnicity

In the column that shows *rsquare*, the value is seen as  $r^2=.015$ . This indicates that ethnicity has a predictability on attitudes towards BE at a rate of .015. AnANOVA analysis was done to find if the predictability is significant or not.

**Table 13: ANOVA<sup>a</sup> Analysis of the Ethnicity Regression Model**

Model	Sum of Squares	df	Mean Square	F	p
Regression	.81	1	.81	2.32	.13 <sup>b</sup>

a. Dependent Variable: Average

b. Predictors: (Constant), ethnicity

The last column shows the significance as  $p=.13$ . Because this number is bigger than .05, it means that the *r square* value ( $r^2=.015$ ) in the regression is not significant. In other words, ethnicity does not have a significant value of predictability on attitudes towards BE in Turkey.

#### 4.1.3. Gender as a predictor of attitudes

This was the last question the researcher looked for in the quantitative part of the study. In order to find out the answer for this question, the researcher did a regression analysis. The results are in the following table.

**Table 14: Regression Model Summary about Predictability of Gender on Attitudes Towards Bilingual Education**

Model	<i>r</i>	$r^2$	Std. Error of the Estimate
1	.236 <sup>a</sup>	.056	.57

a. Predictors: (Constant), gender

In table 13, it can be seen that  $r^2$  (*r square*) value is .56 which means that gender is predictive on attitudes towards BE at a rate of .56. However, further analysis is needed in order

to find out whether this predictability is meaningful or not. In the table below, an ANOVA analysis can be found to explain this question.

**Table 15: ANOVA<sup>a</sup> Analysis about the Gender Regression Model**

Model	Sum of Squares	df	Mean Square	F	Sig. (p)
Regression	2.98	1	2.98	8.94	.003 <sup>b</sup>

a. Dependent Variable: Average

b. Predictors: (Constant), gender

The ANOVA table is important in the sense that it clears out whether the predictability of regression analysis is meaningful or not. In the column that shows significance it can be seen that this value is  $p=.03$ . Because  $p$  is smaller than  $.05$ , it means that the result of regression analysis is significant. By looking at the means for each gender, it is understood that men have higher attitudes than women. In other words, gender is a meaningful predictor of the attitudes of the pre-service English teachers towards Kurdish-Turkish BE in schools in Turkey.

#### 4.2. Qualitative Analysis

The qualitative content analysis and thematic analysis resulted in certain themes. The answers that participants gave to three open-ended questions. The first question searched possible advantages of bilingual education and the themes that emerged were (1) *school and academic success*, (2) *human rights*, (3) *psychological benefits*, and (4) *culture*. The second question looked for possible disadvantages of bilingual education and the patterns were (1) *conflicts*, (2) *fear of separation*, (3) *other minorities*, and (4) *abuse of the situation*. The third question investigated steps for bilingual education and the themes were (1) *educating the staff*, (2) *raising public awareness* and (3) *peace*. In the last part of qualitative analysis, the researcher asked participants if they had further opinions and wrote some of their ideas at the end of this part. Themes that emerged during the content analysis thematic analysis are explained in detail in the following sections.

#### 4.2.1. Advantages of Kurdish-Turkish bilingual education

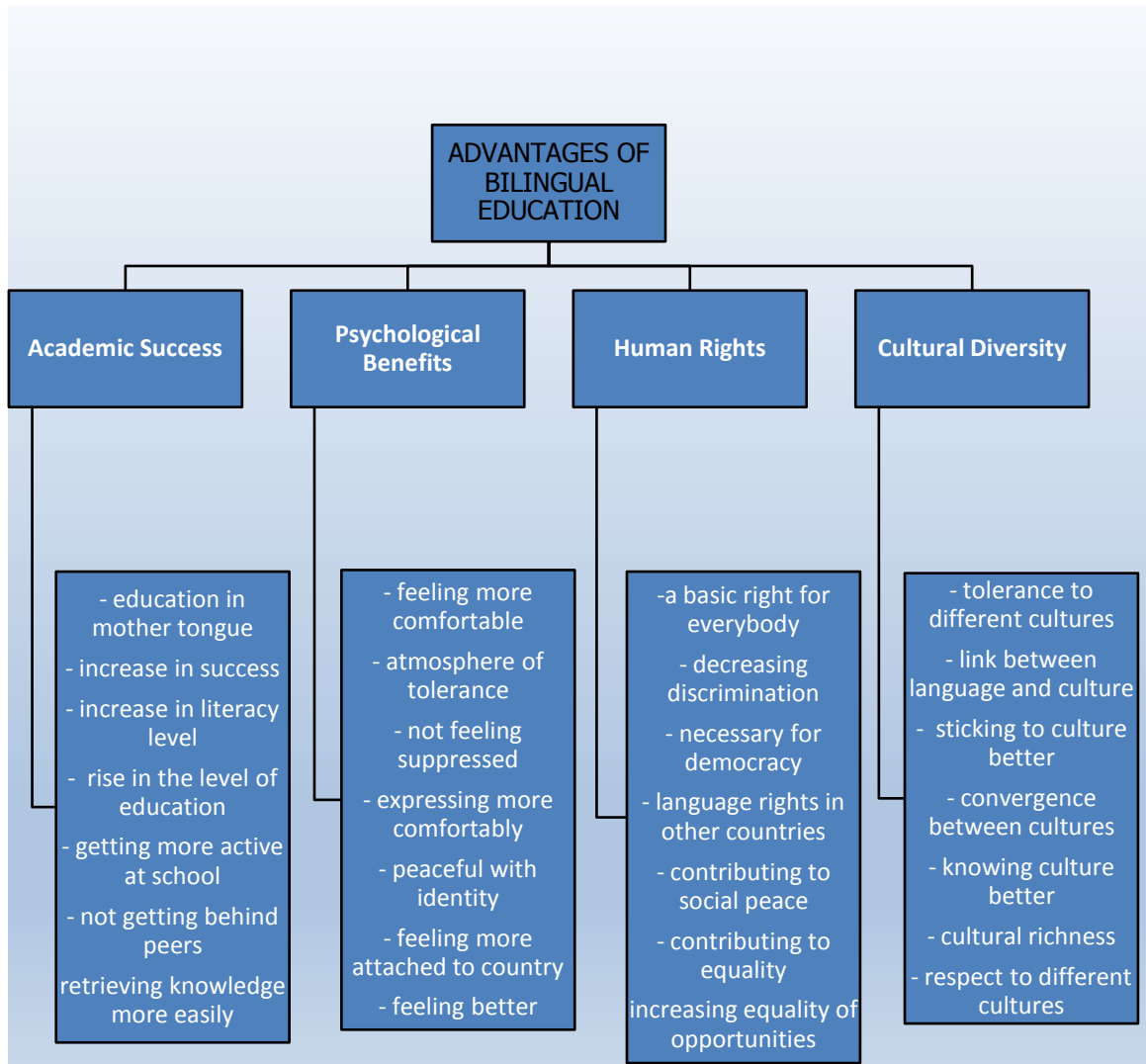
Participants were asked to write the possible advantages of Kurdish-Turkish BE in Turkey. Out of 153 participants, 101 (67.33%) answered this question. After the content was analyzed, it was found that 17 (16.83%) participants thought BE will not have any benefits. On the other hand, among the people who thought BE will be beneficial for Turkey, four main themes discovered. These were (1) *school and academic success*, (2) *human rights*, (3) *psychological benefits*, and (4) *culture*. It should be noted that opinions of the participants could refer to more than one theme at the same time.

**Table 16: The Numbers and Per Cents of Participants for Themes about Advantages of Bilingual Education**

Theme	N	%
School and academic success	26	25.74
Human rights	21	20.79
Psychological benefits	18	17.82
Culture	15	14.85
Others	11	10.89
No advantage	17	16.83

The total per cents do not add up to 100 because some participants expressed opinions on more than one theme. These themes are illustrated in the figure below.

**Figure 2: Advantages of Bilingual Education:Key Phrases**



Each theme will be analyzed under sub-themes below.

*School and Academic Success:* Among the participants that answered the first question, 26 participants (25.74%) gave opinion about the benefits of BE on school and academic success. One participant said, for example,

When Kurdish students who are in a minority situation get education in their mother-tongue, they can be more successful individuals in the society. Just like Turkish students who are not forced to speak any other language and who are happy for having education in their mother-tongue, Kurdish students will be as happy and successful as them when they have education in their mother-tongue.

This student stressed the importance of getting education in one’s mother-tongue, being happy with this and becoming successful people in the society. Another point the participant

indicated was equality between mainstream and minority students. S/he implied that a Kurdish student deserves to be as happy and successful as a Turkish student via education in mother-tongue. Another person supported these points by saying,

...If Kurdish-Turkish bilingual education is practiced at school, the level of success and education will increase among the students that have difficulty using the Turkish language.

The participant, on the condition that Kurdish-Turkish BE is practiced, showed two points in his/her comment, the first one being an increase at success, the other one being a rise at the level of education. Another participant advocated this idea by simply stating,

The literacy level of people with Kurdish mother-tongue who live in the eastern regions will increase, their level of education will go up.

This person stated that students will get the aforementioned benefits and adds another one: literacy level. This is a crucial point because literacy is the prerequisite step for academic success and education. Another participant backed up these statements by asking the question below,

Is there anything more beneficial than bilingual education to students who live in the eastern and southeastern parts of Turkey and haven't learned Turkish until they start school?

One of the participants reinforced these ideas and brought some new dimensions to the subject,

Before all, Kurdish students will clear the psychological hurdles of success. Moreover, they will find the atmosphere in which they can express themselves and communicate more easily. However, all parents should suggest their children this new situation is alright and teachers should try to raise consciousness in the classroom.

This student indicated three points in his/her comment: psychological hurdles of success, atmosphere and conscious. S/he advocated that BE will put away the psychological barriers in front of success and promote the positive atmosphere for students, but parents and teachers should raise consciousness about this issue among students. Another participant supported these ideas by pointing out to similar points,

Kurdish students can get more active roles in the educational process. They can feel as psychologically more comfortable and sufficient individuals.

The participant reinforced the point of psychological comfort and added another point which is taking more active roles in the educational process. S/he implied that BE promotes psychological comfort for students and helps them be more successful people by taking more active roles during their educational process.



Human Rights: Another important result that came out of the answers is that 21 participants (20.79 %) thought BE is a human right and will promote human rights in Turkey. One participant basically said,

...Learning their own mother tongue is a basic right for everybody. Everyone should be allowed to do what they want in this sense. Bilingual education maybe beneficial from this point of view.

This participant proposed that the first and most basic comment about BE is that it is a way to improve human rights in Turkey by using mother-tongue in education. Another participant pointed out this fact by giving his/her opinions as,

Everybody has the right to get their education through their mother-tongue. Thus, the discrimination between people will decrease.

It can be clearly seen that this is a very short and to-the-point way of advocating BE. The student associated BE with human rights and also with decrease of discrimination between people. Another student correlated BE with democracy in the following comment,

Even if some people will oppose this, bilingual education is definitely necessary for our country in terms of democracy. The fact that constitution of a country declares “A” or “B” language as the official language does not give any right to underestimate rights of people with different mother-tongues. Bilingual education will help the so-called democracy of Turkey flourish at least to some extent.

The first point about BE is the fact that it promotes use of mother-tongue, one fundamental human right (Baker, 2001; Skutnabb-Kangas, 2009). Related to this fact, this comment focused on the link between BE and democratic rights. The student highlighted that if what it is not a matter of choice, but it is essential for democracy. The other point s/he mentioned was that, because the law defines one language as the official language of a country, it does not give the freedom to ignore the rights of other people in terms of their mother-tongue. This issue is important as many people who oppose BE in Turkey say that there is one official language in the country and no other language should be allowed in the educational system. Another participant looked at the issue from a broader scale by relating it to the implications in other countries.

In today’s world, minorities in a lot of countries are given the right to get education in their mother tongue. In our country, too, Kurdish people who are numerically seen as a minority can feel more integrated to the society. This can also contribute to the social peace in the country.

The participant is aware of the fact that there are a lot of countries around the world that provide their minorities with the right for education in mother-tongue. S/he also thought the right for bilingual will contribute to the integration and social peace in Turkey.

*Psychological Benefits:*The next theme that was mostly mentioned by the participants was that BE will have psychological benefits for students. 18students (17.82 %) made comments about this theme. They claimed that people will feel better and express themselves more comfortably if they get BE. One participant, for instance, said,

It is likely that Kurdish citizens will learn their language at school and feel more comfortable. As long as enough education is provided, I believe bilingual education will bring an atmosphere of tolerance rather than separation.

It can be seen that the participant believed that BE will help students feel more comfortable by learning their language at school. S/he also claimed it will provide students with an atmosphere of tolerance, contrary to the belief that claims it will cause separation in the country. Another comment that was made on this issue was about one of the most essential phenomena for every person: identity. One participant expressed,

Kurdish citizens will not feel suppressed and be more peaceful with their ethnic identity. The students with no Turkish language background will not get behind at the first years of school.

As it is clear, identity is a very fundamental and important concept for every individual. The participant stressed this point by saying Kurdish children will feel more peaceful with their ethnic identity. The reason why s/he used the term ‘ethnic identity’ might be the situation in which some Kurdish people or especially students have some unpleasant experience at school because they have problems understanding Turkish classes. Because they do not have enough background of Turkish language, they may get behind and their classmates. The participant therefore suggested that BE will help Kurdish students overcome this problem. Related to speaking one’s own language and thus feeling more comfortable, another participant expressed the following ideas,

Individuals can express themselves more comfortably as they speak their own language. People can retrieve knowledge more easily when they can express themselves better. The right to get education in mother tongue is a universal right.

In this quotation, the crucial point that the participant mentioned is the issue of speaking one’s own language. In order to illustrate, there are a lot of children whose mother-tongue—in other words, whose ‘own language’— is Kurdish. When these children start school, they are

expected to understand, speak and learn a totally new language. Moreover, they are supposed to learn new things and follow the lessons in this new language. Therefore, they cannot express what they want to say, fall behind other students and feel psychological challenges.

Culture:The next theme that arose during the content analysis process was ‘culture’. 15 students (14.88 %) stated that language is an essential part of culture and also BE will contribute to the cultures and maintain the cultural diversity in Turkey. One of them summarized the theme by simply saying,

Cultural diversity will increase and tolerance will increase.

Another participant gave a more detailed answer and said,

Language is the most important part of culture for a society. Therefore, every person holds the right to ask for education in mother-tongue. Bilingual education can be beneficial for people from different ethnicities in Turkey. They can be more successful in education. This is because education in their own language will help them feel better and more attached to the country they live in.

The basic idea that the participant states here is the unbreakable link between language and culture. The participant stressed the importance of language for societies’ culture and added that BE will increase success at school by helping students feel comfortable with their language. Another participant gave opinions about the relationship between BE and culture like this,

Kurdish students will know their own culture better and they will not get away from their culture. Also, they will learn the language in the country they live.

The participant referred to the link between language and culture by saying Kurdish children will learn their culture better and stick to it provided that they get BE. Moreover, s/he implied that these students will not get away from Turkish because they will be able to learn it via BE, too. Another participant talked about both cultures —the Kurdish and Turkish cultures— by saying,

It can help the Kurdish-Turkish conflict come to an end or at least diminish it. There will be a convergence between cultures.

The participant claimed that BE will help the existing conflict between two peoples either decrease or finish completely. S/he also proposed that it will bring the Kurdish and Turkish cultures closer to each other.

Apart from those four sub-themes, there were some individual ideas about benefits of BE. Some opinions from different people were as follows,

1. I think the perception “Kurds are minority, and outcast” will be over. Bilingual education will serve social peace and contribute to equality of opportunities in education.
2. Kurdish children should not take themselves as minority people. This country is all ours. Therefore, bilingual education will both offer job opportunities to the teachers who love their language and pass it down to their children, and it will help Kurdish students to learn their lessons in two languages instead of getting stuck with only learning Turkish. Thus, equality of opportunities in education will be offered to students.
3. The important thing is tolerance. Unfortunately, our society has moved away from the concept of tolerance. Just like The War of Independence was won with the struggle of all citizens, all minorities must be tolerated.
4. Bilingual education will increase social integration and help people understand each other better.
5. It will decrease conflict.
6. Its basic benefits are clear to anyone who looks up a simple linguistics book. I do not need to make any further explanations.
7. In Turkey, there is a Kurdish population that cannot be underestimated. They follow the Turkish population in number. If Kurdish is spoken where they were born, it means it is their mother tongue. Just like an English or French person has their own language, Kurdish is the mother tongue for Kurdish people...
8. Kurdish people that cannot speak Turkish will get the chance for a better future.

These participants also had positive ideas about BE in Turkey, but their ideas did not quite fit into the categories mentioned above. Some last quotes are on how people can think differently from each other. Along with people that called for tolerance for everybody, there were also some people who thought just opposite of them. Here are these quotes,

1. It has no benefits. Should not be done. They cannot have such a right in this country. Because what they do is not education but going into mountains and killing people!
2. I do not think it will contribute to the peace within our country. This is because the conflicts we face do not result from language but they are results of a mental situation. Asking for Kurdish in education is baseless in a country with Turkish as its official language...

The first participant highlighted his/her ideas by using capital letters and thought the only thing Kurdish people do is to kill people. This comment shows there is no boundary biases of people can take them and their way of seeing the world. The second one, however, expressed his/her ideas on a relatively more solid base. It can be seen how people can have different ideas on the very same issue.

#### 4.2.2. Disadvantages of Kurdish-Turkish bilingual education

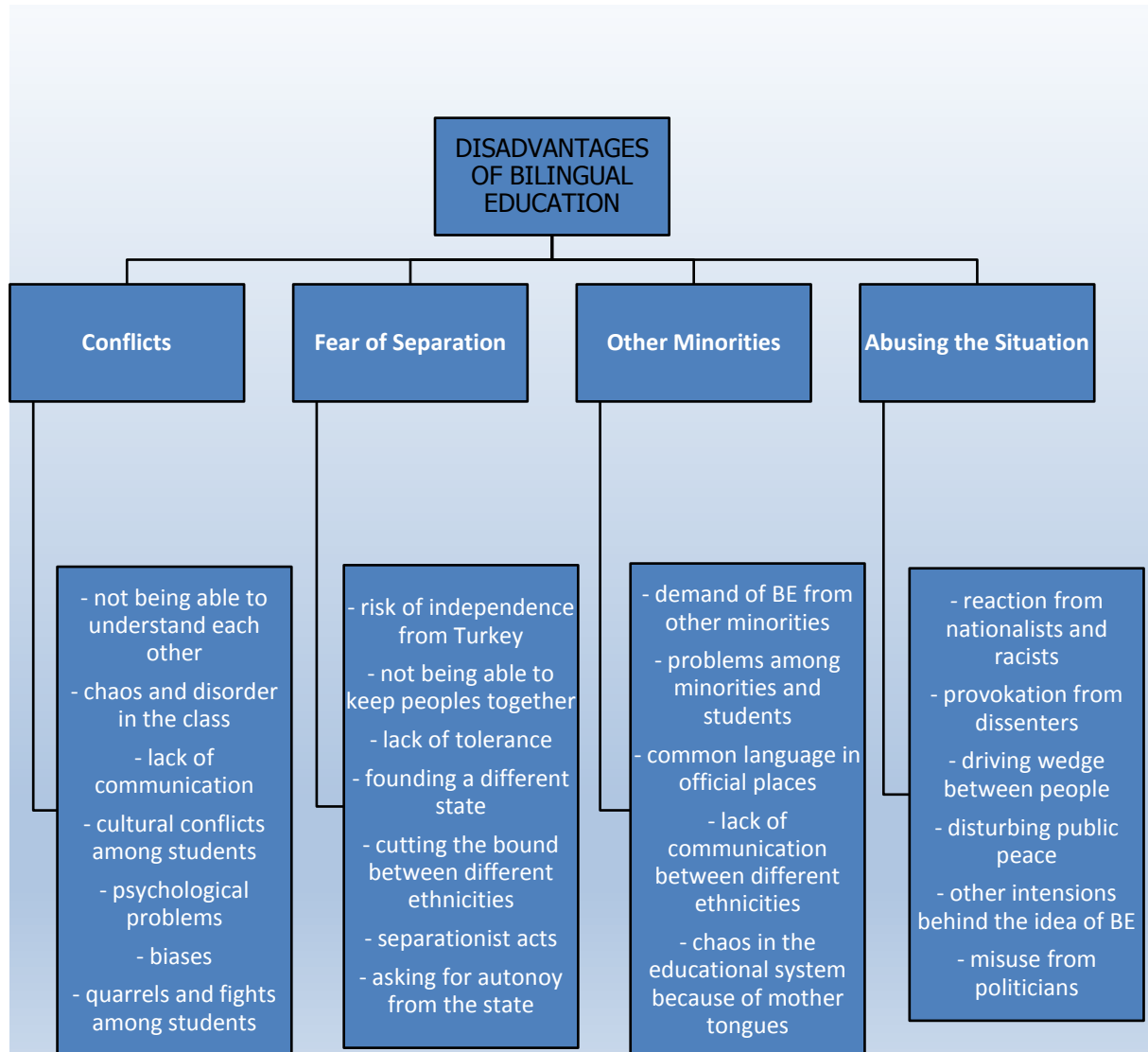
Participants were asked to write the possible disadvantages of Kurdish-Turkish BE in Turkey. Out of 153 participants, 98 (64.05%) answered this question. After the content was analyzed, it was found that 18 participants (18.36 %) thought BE will not have any disadvantages at all. On the other hand, among the people who thought BE will be harmful for Turkey, four main themes came out of the answers. These were (1) *conflicts*, (2) *fear of separation*, (3) *other minorities*, and (4) *abuse of the situation*.

**Table 17: The Numbers and Per Cents of Participants for Themes about Disadvantages of Bilingual Education**

Theme	Participants (N)	Participants (%)
Conflicts	25	25.51
Fear of separation	20	20.40
Other minorities	14	14.28
Abuse	14	14.28
Others	13	13.26
No disadvantage	18	18.36

The total per cents do not add up to 100 because some participants expressed opinions on more than one theme. These themes are illustrated in the figure below.

**Figure 3: Disadvantages Of Bilingual Education:Key Phrases**



Each theme will be analyzed below.

Conflicts: The first issue that arose on the possible disadvantages of BE was that 25 participants (25.51%) thought that if BE is practiced, there will be conflicts in Turkey. One participant, for example said,

Turkish students may not understand Kurdish students or Kurdish students may not understand Turkish students. There may be disorder in education. Teachers may have problems with this. Also, if separate classes or schools are opened, there may be more conflicts between them. They cannot communicate.

This participant thought there might be conflicts in the classes if separate bilingual classes or schools are opened. S/he linked this conflict mostly to lack of communication related

to speaking different languages and not understanding each other. Another participant simply said,

It will increase cultural differences and cause conflicts.

The participant agreed with the idea of conflict, but related it to the increase of cultural differences as a result of BE. The next participant backed up his/her view from a different perspective, the perspective of family influence,

Because of upbringing styles, some kids may have fights over the issues. Some families may not want Kurdish language and if they reflect this behavior to their children there may be cultural conflicts among students.

This participant also thought BE will cause more cultural differences and proposed that these differences are because of their way of growing up within the family and what their family taught about this kind of issues. Another participant related BE with conflicts as well as social divisions by saying,

There may be division and conflicts between students. They may have quarrels on this issue. It may cause psychological problems for Turkish and Kurdish students. A child at primary school is still not aware of Kurdish-Turkish difference. If you offer them with two languages, they will get curious about the difference. Everything may change if they talk to someone biased. It can change their lives.

This participant focused more on psychological and social effects of BE on students. S/he claimed it will cause debates, split-ups and conflicts among students. Also, s/he implied that students at primary school level are not aware of differences between ethnicities and if they wonder what differences ethnicities have, they might be misused by some people with bad intentions. Another participant related conflicts to lack of respect like this,

Because there is not enough respect in our country, our people may be too hard toward some issues. A conflict between ethnicities is the last thing we want these days. And unfortunately, bilingual education may lead to this result.

The participant said some people may not be respectful towards such an issue and cause problems which can ultimately lead to conflicts in the country. Another participant touched upon those people with bad intentions and said,

It is probable that this situation will get a reaction from extremists and even cause conflicts in the country. Even it is a low possibility, there may be small-scale divisions within the society.

This participant proposed that BE may not be welcomed by all people and this will result in conflicts. Later on, s/he said, it may even go as far as social divisions, even if in a small scale. One last participant backed up similar ideas and uttered,

It will lead to social divisions and even become a hope for those who want a bad atmosphere in the country. It will cause exact boundaries between people.

Like other participants that linked BE with conflicts and social divisions misused by bad people, this participant also argued it will result in borders and cause conflicts in the society.

*Fear of Separation:*20participants (20.4 %) thought BE would lead to separation in the country. This could be by setting up either a totally separate country or at least an autonomic region. One participant simply expressed this as,

It will lead to separation in the country.

Another participant explained this concept by saying,

As a result of the active use of Kurdish language, this can lead to an invaluable opportunity for those who want independence from Turkey.

This participant stated that if Kurdish is used more actively, it will lead to separationist acts in the country and offer independence opportunities for separationist people. Another participant backed up this idea by stating,

It may result in separation. Language is the phenomenon that keeps peoples together. Moreover, it can be costly as it will require Kurdish materials to be developed.

The student expressed different ideas in that comment. One of them was parallel to the other participants' ideas, which is about separation. Additionally, the participant told it would be an expensive process for the country. Another student voiced his/her ideas on the issue like this,

There are people who speak a lot of different languages in this country. A likewise practice for all societies or regions will separate the country but not do anything else.

That participant believed giving the right for education in mother tongue will separate the society as there are a lot of different societies with many different languages in Turkey. Parallel to this idea, another participant stated,

If a country does not have only one language, everybody will tell something different about the issue and the separation will start. Everybody is free to speak what they wish in their environment. But the language of Turkey is Turkish.

This participant expressed that one country should have only one language and all other languages should remain local. S/he demanded that everybody speak their own language only in the neighborhood, not at schools. Otherwise, s/he said, this will launch separation in Turkey. One participant claimed that some people will take BE as separationist and called people who think likewise as 'underdeveloped ignorant people',



Turkey is backward in terms of tolerance. Therefore, I do not think all people will tolerate this situation. Some underdeveloped ignorant people may stir up trouble because they see bilingual education as separation in the country.

The participant stated that some people will not tolerate BE as they are not developed and well-read enough which cause them to take it as a reason for separation in the country. One quote on this issue wraps-up this theme. A participant said,

The Kurds might go further and found a state of their own.

This participant thought BE is the way that goes to the foundation of 'their own country' for 'the Kurds'. It can be derived that this participant takes this country as if it is only his/her country, not any other person's from any other ethnicity.

Other Minorities: 14 participants (14.28 %) said if Kurdish-Turkish BE was allowed, other minorities in Turkey would ask for BE in their language, too. In order to exemplify, one participant expressed his/her ideas as,

Other minorities like Circassians, Laz and Greek people will ask for education in their mother tongue. Kurdish people may then ask for autonomy. This will contribute more to harm than peace. There could even be conflicts at schools among students. Offering some minorities with rights like education in mother tongue but cutting some minorities off this right may lead to some discomfort.

The participant openly stated that education in mother tongue is a right, however if Kurdish people are given this right, other people will also ask for it. BE is not beneficial but harmful, s/he added. Therefore, they should not be given this right, nor should any minority. Another participant expressed parallel opinions and shortly uttered,

People from other ethnicities can also ask for bilingual education.

Another participant told his/her ideas and asked a question,

The mother tongue of Turkish Republic is Turkish. Will a Kurd ask for Kurdish at school and a Laz ask for Laz language? There is only one language at the official places!

That participant believed there is only one mother tongue for all people in Turkey, regardless of any ethnic identity they are from. By asking a rhetorical question, s/he implied that neither a Kurd nor a Laz can ask for education in mother tongue, indeed nobody with a language apart from Turkish can. S/he said no language other than Turkish is welcome in the official institutions. Another participant expressed similar ideas and said,

There are a lot of minorities in Turkey. If there is a separate education for Kurdish language, there must be one for every minority language. Separate education for every minority language

cannot be even thought of. Even when people speak a common language can they misunderstand each other, different languages will finish communication off. So will it tolerance. I think this is a great danger.

The participant proposed that it will be very dangerous to offer BE as every minority in Turkey will tend to ask for the same right if one minority is provided with this kind of education. Another participant touched upon similar ideas and also reflected his/her worries on the issue as,

Everybody is certainly free to speak the language that belongs to their culture. However, I am not sure how true it is to bring this system into education. To mention, along with Kurdish, there are other languages like the Laz and Pomak languages, and Circassian.

This participant seems hesitant to support BE at schools. S/he expressed that everybody can speak their own language, but there are a lot of different languages in Turkey and this caused the participant to get worried. Another participant approached the issue like this,

There are not only Kurds in Turkey apart from Turks. There are a lot more other people. I think if Kurdish is allowed at school, other people will also ask for the same right and there will be conflicts in the country.

The participant thought that BE will cause conflicts in Turkey because all ethnicities will ask for the right for BE in their language if Kurds are provided with this right. Just like this participant, another one reflected his/her ideas on the theme and said,

If everybody wanted to bring their language in the education system and use it there, there would be a chaos.

This participant believed BE for everybody would raise big conflicts and lead to a chaotic atmosphere in the country.

Abuse: 14 participants (14.28 %) stated opinions supporting this idea. They basically thought that if Kurdish-Turkish BE is implemented in Turkey, some people may misuse this situation and this can cause bad results. In order to exemplify this idea, one participant expressed his/her opinions and worries like this,

Some nationalist/racist people may not like this situation and try to drive a wedge between people.

The participant stated his/her concern about the misuse of BE by racist people and thought they could provoke hostility among people. Parallel to this idea, another participant said,

Increase in social conflict and separation are possible disadvantages of it. Also the people who want to misuse this situation will try to disturb the public peace.

S/he thought BE will result in separation and conflicts and stated that some people can use it to spoil the peace in society. Another participant advocated similar ideas by shortly saying,

Some sinister dissenters may try to provoke people by using various policies over this issue.

This participant argued that there are some opponent people with bad intentions who can provoke citizens by using the situation. Another participant said s/he wanted to believe this is a sincere demand and expressed her/his ideas as,

If this is a sincere demand of right for education in mother tongue, I see no harm in this. If the desire is only and only this kind of human rights and there is no other objective behind it.

S/he said s/he would not think this as a harmful situation if s/he was sure the demand for BE is sincere. Then s/he implied that there could be some other goals behind BE demand and expressed her/his worries about this. Just like this participant, another one touched on similar ideas and stated,

If I was sure this would be used for good purposes, I would certainly support this idea, but it seems that people are confused. When there is such confusion, it will not bring any positive results for the country.

That participant also expressed his/her worries on the sincerity of BE demand. S/he clearly expressed s/he would support this demand if s/he was sure about the sincerity of it. One last participant summarized this theme with a short sentence and said,

There may be a result like political people will try to misuse this situation.

The participant, like others mentioned above, expressed his/her worries about the situation that there may be some people who might try to misuse the atmosphere caused by BE and disturb public peace in the country.

Apart from these ideas, there were some other comments made by the participants. Here are some of them,

I believe students with Kurdish mother tongue should learn Turkish until they start school in Turkey, and thus grow up with both languages, Kurdish and Turkish. If they are not taught Turkish and Kurdish together, Turkish will be totally foreign for them. This is not possible for citizens that live in Turkey.

The children who have a chance to learn Turkish at school will lose this chance if they go on to use of their mother tongue at school, too. In order for citizens of Turkey to express themselves better in the future and explain their opinions easily, they should be able to use Turkish effectively.

In terms of education, learning a new language cannot be harmful by any means. However, if the language you learn does not have a certain contribution for you either academically or in daily use, it does not make sense to learn it and make a lot of people learn it.

I believe it will increase the already hot topic of discrimination. Everybody is already free to speak their language. So long as they can learn their language at university level, I do not think there will be an inequality for them. This will not be the solution for problems in the society.

These comments show that some people had worries about the effectiveness of BE and some thought it would not be very useful or pragmatic for learners. Some believed students would lose their biggest chance to learn Turkish and some said it would not be acceptable for citizens of Turkey not to learn Turkish. They believed BE could teach both Turkish and Kurdish to the students. Along with those comments, there were some participants with counter arguments and suggestions for solution. Here are some,

I do not see any harm in learning a language. Not harm, but the only problem that may arise is this: If there are students that cannot speak Kurdish in that classroom, they will have difficulties in understanding. Therefore, teachers must get enough education for this. Moreover, the awareness of the society should be increased.

Not as a harm, but I think it will be become useful with enough consciousness.

The fact that there are no differences would be the real problem. I do not think it will cause any problems.

If teachers are sensitive enough in language teaching, and if education is provided not with political aims but objectively, I do not think bilingual education will cause any disadvantages.

As it can be understood from comments and opinions, there were a lot of different views about BE in Turkey. Some people had positive ideas while some of them had negative opinions about it.

#### **4.2.3. Necessary steps for bilingual education in Turkey**

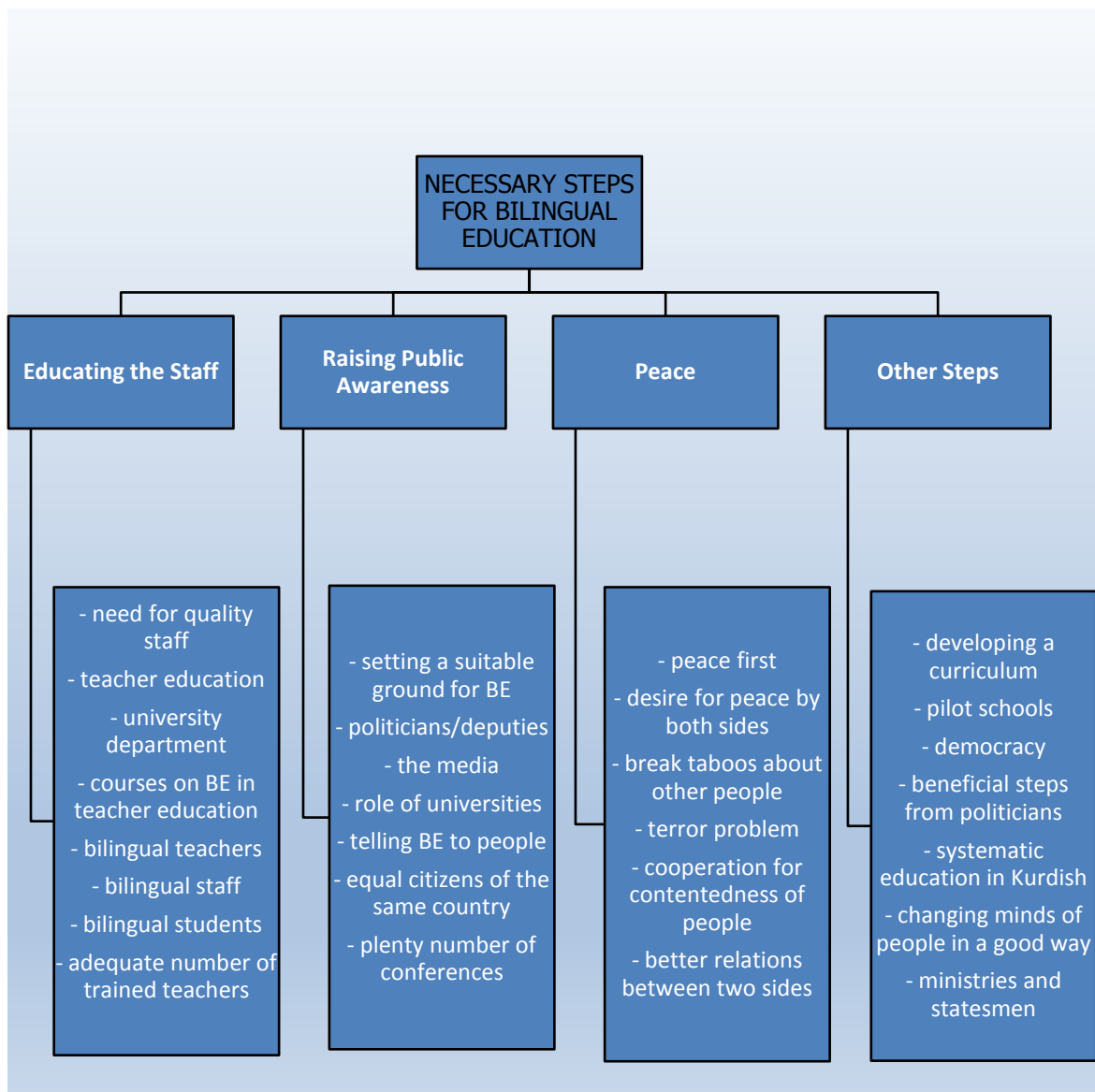
Participants were asked to write the necessary steps for Kurdish-Turkish BE in Turkey. 64 people (41.83%) answered this question. After content analysis, 10 participants (15.62 %) thought there is no need for such a step while 8 students (12.5%) said they had no idea about the theme. On the other hand, when suggestions were analyzed, three main themes (1) *educating the staff*, (2) *raising public awareness* and (3) *peace* came out. However, there were more than these two opinions in the content, some of which were quoted after the basic themes were analyzed.

**Table 18: The Numbers and Per Cents of Participants for Themes About Steps of Bilingual Education**

Theme	N	%
Educating the staff	18	28.12
Social consciousness	15	23.43
Peace	13	20.67
Others	9	14.06
No need for such a step	10	16.36
I have no comment	8	12.5

The total per cents do not add up to 100 because some participants expressed opinions on more than one theme. These themes are illustrated in the figure below.

**Figure 4: Necessary Steps for Bilingual Education:Key Phrases**



Each theme will be analyzed below.

*Educating the Staff:* 18 participants (28.12%) thought the people that are supposed to work in the BE—teachers, experts etc.—must be trained first. For example, one participant said,

If this plan will develop to a professional level, of course there will be a need in the field. Educating teachers equipped with the languages and cultures will be a suitable step for that.

The participant emphasized that the implementation of BE will lead to a demand for teachers to apply it. S/he also stated that teachers must be knowledgeable both about the target

languages and about the cultures for BE. Another participant touched upon the training part by saying,

The number of staff and teachers that can speak Kurdish must be increased and people who speak Kurdish must be given Turkish courses, too.

This participant especially emphasized the importance of training for teachers and other staff in terms of language education. In order to explain, s/he proposed that the staff that will participate in BE must be trained so as to speak both Kurdish and Turkish well enough to do that job effectively. Another participant advocated similar ideas by stating,

Training people that can speak both Kurdish and Turkish very well. To achieve this goal, even establishing a department at university if necessary. Also making the impression on people that bilingual education is not something to be exaggerated too much, but it is rather a normal concept.

This participant supported the idea of training teachers with both languages. S/he also talked about canalizing the perception of society in a way to think of BE as an acceptable phenomenon. Another important point in that comment was establishing a department on BE at universities. This point was mentioned in another participant's comment like this,

... This issue (bilingual education in different languages) can be taught as a course in teacher education policies.

This participant did not offer a new department on BE, but she suggested BE be the subject of a separate course. Another participant mentioned teacher training as,

Training adequate number of teachers for Kurdish language. These teachers should not all be from Kurdish identity so as to make integration easier.

That participant also advocated teacher education, but s/he also claimed that teachers must be from different ethnic identities to help integration.

Public Awareness: 15 participants (23.43 %) thought that social awareness should be increased for BE to be useful and peaceful. For instance, one participant said,

... Awareness should be raised among our people. The concept of hostility should be erased from minds of citizens. We are all equal citizens of the same country. Let's get conscious.

The participant claimed that raising awareness and peace atmosphere is necessary for BE. S/he also stressed that all citizens are equal. Another participant contributed to similar ideas by saying,

First of all, deputies should make an attempt together instead of fighting. People should be informed, their awareness should be raised and the media should do its duty for this issue. Teachers and students should be provided with required training and seminars.

This participant called for a whole-country act for BE. S/he claimed that everybody, including normal people and teachers should be informed about BE, politicians should take steps for this and media should be helpful for consciousness raising activities. Another participant advocated similar opinions by expressing,

First of all there should be a convenient ground for such an attempt. People must be informed about this issue and the experts that will prepare this program should be trained. Teachers that will be able to give Kurdish lessons must be trained. The program should be prepared in a way to prevent the conflicts (originating from language differences) in the society.

The participant proposed that suitable conditions are prerequisite for such an attempt. Therefore, s/he gave some recommendations like raising awareness among people by informing that about the issue, training the staff and preparing a program in a way to avoid disagreement. Another participant talked about consciousness by saying,

A lot of courses must be opened, plenty number of conferences should be arranged at universities in order to inform people who have little knowledge about the issue in a convenient way.

That participant uttered that universities should be active in the process of awareness raising by hosting conferences for the purpose of informing the society about BE.

Peace: 13 participants (20.67 %) thought that the first step to BE was peace. They proposed that without peace, no step could be effective. One participant summarize this point by saying,

The first and only solution is for the society to break taboos and choose peace, and love for people as their sisters and brothers; otherwise, such a step could be abused with the effect of external powers even if it is not intended to.

The participant emphasized the importance of peace for the success of BE. S/he claimed that without peace, BE could be abused by external powers. This is parallel to the idea that some countries use sensitive issues of the other to benefit from them. Another participant emphasized the importance of peace by saying,

Both sides should want peace. The government should stand by minorities.

This participant stressed a point that peace must be the aim of both the government and the minorities. If one side supported peace and took steps to increase it but the other side was not



supportive of peace, BE could be sacrificed to conflicts. Another participant supported the idea of peace for both sides by asserting,

If relations between the two sides get better in time, and if the problem of terror disappears, some concrete steps can be taken.

This participant also thought peace is a prerequisite for BE. S/he also emphasized the point that terrorism is an obstacle that prevents peace in the country. Another participant said,

PKK (Kurdish Workers' Party) should support peace. The state should also work for peace. Both sides must cooperate and work for the contentedness of the people, education and the language of learning can only then be peaceful.

The participant asserted that both the state and the PKK should work for peace and for the happiness of people. PKK and the Turkish state have been fighting over thirty years and thousands of people have died in this war. The participants referred to this war and stated that if a better educational system including BE is planned and desired, the war should end.

More Steps: Apart from these two themes, participants suggested different steps for BE. Some opinions are quoted below.

1. Perhaps, a curriculum can be developed and implemented at pilot schools in terms of educational, psychological and other angles. This would be the most logical step...
2. First of all, especially in some cities in the east Turkey, beside systematic Turkish education, Kurdish education, too, should be provided parallel to the demand for it. Attempts should be made pertinaciously by related ministries and statesmen.
3. Tolerance is essential, but changing the minds of that many people is so difficult. It is a goal that requires huge amounts of effort.
4. Democracy. When democracy comes to our country, other obstacles will be cleared automatically.
5. The fact that politics direct language education is a major problem in our country actually. Politicians throw some ideas into the pot without asking for what people actually want, and therefore cause a lot of people to have wrong ideas about a lot of issues.

When these ideas are examined, it can be seen that they offer a lot of different suggestions in terms of steps for BE in Turkey. These opinions show that Turkey has a lot of work to do in the society, political area and in the educational system for BE to be successfully implemented.

#### **4.2.4. Further opinions on bilingual education**

In the last part of our study, we asked if participants had further ideas. We took some of these opinions below.

A participant approved the use of Kurdish in the family and informal areas, but opposed the idea that it could be used in the official fields by saying,

Kurdish language can be used in the family, social circle and in the arts. Introducing it to the official institutions will cause dichotomy. There are a lot of ethnicities like Laz, Chechen. Even if they all have different mother tongues, their official language is only one. The language of TR (Republic of Turkey) is *Turkish*.

Another participant made a comment against BE by saying that Kurds already has enough freedom to speak their language. S/he says,

Kurdish people in this country are in a number that cannot be underestimated and they can speak Kurdish among themselves. They even have a TV channel. As a Turkish person from the Laz ethnicity originally, I think Kurdish-Turkish bilingual education is irrelevant and nonsense. I am against it.

Another participant opposed BE not because s/he thought it is negative or harmful, but just suggested that it is not that important by saying,

There are a lot of other things that need to be done for democracy. Issues like bilingual education do not deserve to bother with!

Different from the former participants, one participant supported BE and emphasized the steps for a language to be accepted and used in the society. S/he talked about prejudices and cultural conflicts like,

The most important step to acquire a language is to break down the prejudices of people. It is to stop and prevent the cultural conflicts between societies.

Another participant supported that idea that something should be done for BE and offers,

Even if bilingual education cannot be implemented at once, “Kurdish” can be added to the elective courses at high school and university in addition to “German”, and students can make their own choices.

Another participant gave full support to BE not just for Kurdish, but for other languages, too. S/he iterated,

I hope Turkish-Kurdish bilingual education gets started. I know it will have benefits. Those students, too, should feel that they belong to this country. Besides, Turkish-Laz or Turkish-Arabic bilingual education should be considered as well. No language or culture should be destroyed.

Lastly, some participants stressed the idea that having BE only for Kurdish language will be unfair for other languages. They said,

Teaching Kurdish as a lesson is those people's right, but why forget other languages in Turkey. If there will be a mother-tongue education and it will include only Kurdish language, it will not be fair.

Another participant supported this by saying,

If we are talking about bilingual education, not only Kurdish, but also other languages of people from different parts and ethnic backgrounds should be added to it. Otherwise, if the biggest minorities dominate and underestimates other minorities, this is a mistake in itself.

To summarize, participants of our study have a lot of ideas different from each other, some of which also support each other. The important thing is taking all ideas and opinions into consideration while planning to do something that will bother all people in the country.

## 5. CHAPTER FIVE: DISCUSSION

In Chapter 5, the researcher discusses the most important results of this study by comparing and contrasting the findings with other studies in the field. He then expresses the implications of this study and suggestions for future research.

### 5.1. Discussion

This study aimed to investigate the attitudes and opinions of pre-service English teachers towards Kurdish-Turkish bilingual education in Turkey. It aimed to contribute to the solution of one-language-policy as the medium of instruction at state schools. The study found that participants had a *high* level of attitudes towards BE. Moreover, it was found that ethnicity was not predictive on these attitudes. Another finding was that male participants had higher attitudes than female participants. On the other hand, the qualitative content analysis yielded a series of results. Participants claimed that BE will have some advantages in terms of school and increasing academic success, promoting human rights in the society, psychological benefits for students, and improving cultural diversity and respect to different cultures. On the other hand, they expressed some possible disadvantages of BE. Conflicts that may happen in the society, the fact that some people have a fear of separation in the country, the possibility that other minorities will also ask for BE right and misuse of the situation by certain people were these disadvantages.

In this study, participants had a high positive attitudes toward BE in Turkey. Similarly, Aydin and Ozfidan (2014) conducted a qualitative research consisting of 10 open ended question with 80 participants including students and academicians. Their findings suggested that a vast majority of the participants view mother tongue education as an important phenomenon in the educational system. Moreover, the participants expressed that mother tongue is one of the most fundamental human rights which must be included in the educational system. However, participants also reported that Turkey does not offer a convenient atmosphere for education in

Kurdish language at current political atmosphere. They also argued that education in mother tongue is a cause for separationism. On the contrary, the majority of participants from ethnic backgrounds other than Turkish expressed that because they did not have the chance to get education in their mother tongue, they experienced difficulties in education.

Education and Science Workers' Union (2010) conducted a wide-scale study in 26 cities of Turkey to determine the public attitudes and views on the use of mother-tongue in education and bilingual education. The research found that there is a wide acceptance for the use of mother tongues in education Turkey. 48 % of the participants thought that education in languages other than Turkish is a right for everybody. Moreover, the study found that Turkey is a multilingual and multicultural country with Turkish as the most widely spoken language followed by Kurdish. There are also other languages like Laz language, Zaza language, Armenian, Greek and many others. Another finding of the study was that there is an assimilation in languages other than Turkish even between two generations. The study suggests that reforms must immediately be done for the use of mother tongue in education as well as bilingual education. These findings are parallel to the findings of the present study which offer that participants had an overall high positive attitudes towards BE.

In addition, Christopoulou, Pampaka and Vlassopoulou (2012) carried out a study on 50 teachers working at primary schools in southern Cyprus and found similar results with the present study. They reported that teachers had a desire for bilingual children to get integrated in classes, but they were afraid that they would not be able to deal with BE because they did not have the training for it. In another study supporting out results on positive attitudes towards BE, Tarhan (2013) made a research 140 Turkish participants to find out their attitudes towards bilingualism and bilingual Kurdish people. He reported that participants reflected positive attitudes towards the use of Kurdish in daily life, but they strongly refused the idea of giving an official status to Kurdish language. Moreover, he found that people who have a college degree and with at least one foreign language have more positive attitudes towards utilization of Kurdish language in Turkey.

Another finding in this thesis was that, the participants claimed that BE will increase academic achievement. This statement is supported by a vast amount of literature. Cummins (2000) says “There are close to 150 empirical studies carried out during the past 30 or so years

that have reported a positive association between additive bilingualism and students' linguistic, cognitive, or academic growth" (p. 37). He also utters that bilingual education also increases awareness about language and helps learning other languages more easily. Skutnabb-Kangas and Dunbar (2010) evaluate the state of languages that are used in bilingual or multilingual education and conclude that

There has to be equality in the role that the languages are accorded on the schedules and in higher education, in testing and evaluation, in marks given for the languages, in the physical environment (signs, forms, letters, the school's languages of administration, the languages of meetings, assemblies, etc), in the status and salaries of the teachers, in their working conditions, career patterns, etc. (p.99).

They argue that in a bilingual or multilingual education system, these languages should have an equal role all around the school.

Marian, Shook and Schroeder (2013) measured the effects of bilingual Two-Way Immersion (TWI) on reading and math achievement in terms of test scores across different elementary school programs. They found out that bilingual TWI was beneficial for both minority and majority language students. The students in bilingual classes scored better than those in monolingual classrooms. Rolstad et al (2005) ran a meta-analysis on 17 previous studies which conclude that BE programs are more effective in increasing academic success than English-only course designs. These results were also supported by other studies (see Greene, 1998; Willig, 1985). These meta-analyses also analyzed the previous studies and found that BE promoted academic achievement, a finding that goes parallel with the findings of the present study.

Cummins (2009) supports that BE increases academic skills because there is an important relationship between skills in *L1* (first language) and *L2* (second language). He gives the examples of BE practices which have had proving outcomes for his statement. He detected that the following examples proved the relationship which he calls 'common underlying proficiency' (p. 20) between even two languages that are dissimilar to each other, namely Spanish and Basque, English and Chinese, also Dutch and Turkish. The issue of transfer of skills was supported by a lot of researchers (Da Fontoura & Siegel, 1995; Hakuta, 1990; Krashen, 1994, 1996; Royer & Carlo, 1991; Verhoeven, 1994)

Another important outcome of this study was that participants viewed BE as a democratic human right. Skutnabb-Kangas (2008) frames the documents that include language as a human

right and reports that language has for centuries been a right mainly for mainstream people, but sometimes for minorities as well. The fact that mother tongue is among fundamental human rights is emphasized in largely accepted and respected United Nations (UN) reports. *Human Development Report* (2004) of the UN, for instance, argues that linguistic rights are guaranteed in certain acts and says “Freedom of expression and the use of a language are inseparable.” (p.60). It argues that language rights cannot be separated from freedom of expression. Then it proposes that some large minority groups like Kurdish people in Turkey, because their language is not permitted in social, economic and educational field, “fight so hard for their languages to be recognized and used in instruction and in political and legal processes” (p.6). Later on, the report gives the example of the ban on Kurdish language in Turkey until 1994 as an act of violation of human rights,

For example, until 1994 members of the Kurdish minority in Turkey were prohibited by law from using their language in public. Reform of this law was an important element in the government’s response to the demands of the Kurdish minority. In 2002 the Turkish Parliament passed legislation allowing private institutions to teach the language of the sizeable Kurdish minority, and the first Kurdish language teaching center opened in March 2004 in Batman, in the southeast (p.60).

Kurdish is now allowed to be taught as a selective language course. However, BE is not only teaching a language as a course. BE requires teaching subjects like mathematics, physics and other courses in that language. The right for mother tongue in education is also taken into consideration in the *Convention on the Rights of the Child* (1989) as

Article 29, 1. States Parties agree that the education of the child shall be directed to: (c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own...

This article tells the policy makers that education must teach children to respect others’ language, values, origins and countries. These international reports and declarations, along with researchers support the findings of this study.

The study revealed the opinions of participants about the psychological effects of BE on students. Other research advocates these findings on psychological aspects of BE. Depriving students of their mother tongue and putting them in schools where a language other than their mother tongue is the medium of instruction may have some serious psychological drawbacks on

them (Skutnabb-Kangas, 2013). Cummins, (2009) claims that subtractive (teaching L2 by sacrificing L1) can have serious harms to students and says,

This subtractive education through the medium of a dominant language can have harmful consequences socially, psychologically, economically and politically. It can (and does, especially for Indigenous/tribal children) cause both serious physical harm and very serious mental harm: social dislocation, psychological, cognitive, linguistic and educational harm, and, partially through this, also economic, social and political marginalization. (p. 40)

Among the drawbacks that subtractive education may have on students, Cummins (2009) mentions psychological and mental harm. He believes that psychological drawbacks will especially affect minority children in the education system if they are provided with a system in which a mainstream language dominates their own minority/mother/tribal languages.

Another finding in this study was that the participants believed there is a link between culture and language and BE can help students learn their culture better. The link between culture and language is advocated by many researchers. Fishman (1991) claims that there is a strong bond between language and culture. Below is one example that indicates his belief,

Eskimo has several words for various different types of snow (wet and dry, thick and thin) and Beduin Arabic, for different types of horses and camels, precisely because their associated cultures are crucially concerned with the distinctions between these types. Other cultures, in which snow, horses or camels play little if any important role, can get by with only one or two words subsuming all of them (p.21).

In this quote, Fishman (1991) gives examples from languages of different cultures and shows how culture can affect and shape language.

Baker (2001) proposes that a minority will become culturally different if it loses its language. He explains that there is a strong relationship between language and culture in the sense that language and its related culture have a common history together. They grow and live together and that is why language can express culture in the best way. Baker (2001) then paraphrases Fishman (1991) to say that language symbolizes culture and culture is partly made by language. He expresses that the language of a society partly makes its culture, too, as is the Eskimo example above. Coskun, Derince and Ucarlar (2011) interviewed 43 subjects from different backgrounds (teachers, students and parents) and found that monolingual language policies lead to some negative results like

- lack of communication between students and teachers,



- beginning life with a 1-0 deficit in the sense that those students have to learn the language instead of learning the subjects,
- failing and quitting school,
- stigmatization,
- violence,
- keeping quiet and waiting for the bell to ring.

The participants of this study also proposed that BE will increase conflicts and separate the country. However, this statement is confronted by many studies which suggest that multilingual and multicultural education (which include BE) leads to peace and unity, not conflict or division (Banks, 2004, 2006; Gay, 2004; Nieto & Bode, 2008; Sleeter & Grant 2006). Banks (2004) has come up with a formulation of multicultural education which consists of five dimensions: content integration, knowledge construction process, prejudice reduction, equity pedagogy, and empowering school culture and social structure. He proposes that multicultural education increases cultural richness and equity, and decreases prejudices. Smith's (2010) report for UNESCO suggests that using mother tongue as a means of instruction can help students also learn the other languages in the country. Contrary to what participants in the present study said, the report promotes that if minority languages are isolated from education, there will be conflicts and the way to prevent these conflicts is to present multilingual education policies. Smith (2010) also claims that multilingual and multicultural education can be used as an effective tool for building peace, contrary to what the participants suggested about BE being separationist.

## **5.2.Implications**

This study has indicated that participants have overall high positive attitudes towards Kurdish-Turkish bilingual education in Turkey. This finding implies that the policy-makers in Turkey should launch necessary operations for bilingual education in Turkey. Moreover, the participants suggested that all staff that will participate in the bilingual education process. Teacher quality is a key concept to success in an educational system and policy investments should be done for training teachers with quality (Darling-Hammond, 1999). Adequate number of teachers from each gender, different ethnic groups and different mother tongues should be recruited for quality education. The quality of teachers depends on teacher-training in the whole educational system. Therefore, teacher-education must be designed in an inclusive way for all, that is, it must include training teachers from different mother languages and within the

fundamentals of human rights (Smith, 2010). Universities should open departments for BE teachers and these teachers should be assured that there will be regions in Turkey where BE will be implemented when they graduate from university so that they have the full motivation for attending such a department.

The results of this study showed that participants viewed public awareness as an important factor in the process of bilingual education in Turkey. They offered that the consciousness in the society should be raised. This finding implies that the society should be informed via different channels like televisions, newspapers, symposiums and other devices that bilingual education is not bad for the society; on the contrary, it is beneficial. According to the results of this study, these benefits include an increase in academic success and psychological benefits, and also helping cultural diversity in the country.

### **5.3.Suggestions for Further study**

This study shows that more research should be conducted on Kurdish-Turkish BE in Turkey. Quantitative studies might be done with large numbers of participants and qualitative studies could include interviews and observation notes. This study indicates that alternatives of BE like Arabic-Turkish, Laz-Turkish, Armenian-Turkish and other alternatives also deserve research. Further studies should investigate whether minorities other than Kurds ask for freedom of using their mother tongue in education. Moreover, the dropout rates from schools due to the lack of bilingual education is a necessary issue to be investigated in future studies.

## 6. CHAPTER SIX: CONCLUSION

### 6.1. Conclusion

Turkey has currently been in the debate of letting languages other than Turkish in the educational system. There are a lot of different ethnicities in the country and lot of students face psychological, academic, social and behavioral problems as a result of one-language policy in education (Ayan Ceyhan & Kocbas, 2009). Students cannot understand and learn the content of the lessons, they fall behind their peers and equality of opportunities gets violated (Skutnabb-Kangas, 1984). As a result, these children may drop out of school and tend to look for solutions in different ways some of which lead them to undesirable endings (Coskun, Derince & Ucarlar, 2011). In order to offer a solution to this problem through education, this study aimed to investigate the attitudes and opinions of pre-service English teachers towards Kurdish-Turkish bilingual education in Turkey. It aimed to contribute to the solution of one-language-policy as the medium of instruction at state schools. The study found that participants had a *high* level of attitudes towards BE. Moreover, it was found that ethnicity was not predictive on these attitudes. Another finding was that male participants had higher attitudes than female participants. On the other hand, the qualitative content analysis yielded a series of results. Participants claimed that BE will have some advantages in terms of school and increasing academic success, promoting human rights in the society, psychological benefits for students, and improving cultural diversity and respect to different cultures. On the other hand, they expressed some possible disadvantages of BE. Conflicts that may happen in the society, the fact that some people have a fear of separation in the country, the possibility that other minorities will also ask for BE right and misuse of the situation by certain people were these disadvantages.

## 6.2.Recommendations

It is of crucial importance that people from the minority languages of Turkey are persuaded that their language will have a better status in the society in social, cultural and economic terms. Most people, including many parents from minorities of Turkey would be reluctant to send their children to bilingual schools or BE departments at universities (provided that such departments are opened). They would think that their language is not of an important status in Turkey and even if their children go to bilingual schools, this will affect their career and life in a negative way. Or even if they attend BE departments, they will not be able to find jobs after graduating. There are examples that prove the predictions about Turkey. In 2012, after the government explained that Kurdish was one of the elective courses, several state universities opened programs to meet the potential demand for Kurdish teachers. By 2014, almost 1500 Kurdish teachers graduated from these programs, but in Ministry of National Education (2014) announced that there were only 17 Kurdish teachers among 40.000 teachers that were employed in September, 2014.

Another suggestion is that policy-makers of the educational system of Turkey should consult the experts on BE to discuss and find which models could be used for different regions of Turkey. The next step should be choosing pilot schools and elaborately implementing BE models so as to spread them all over the country parallel to the need and demand. One important issue here is that, weak models (submersion and transitional models) should be avoided while planning the system. Moreover, if immersion is going to be used, it should be pointed out that immersion is beneficial for dominant-language students to become bilingual, but it will most probably turn into submersion if it is used with non-dominant-language students.

As a final recommendation, the researcher suggests that Ministry of National Education or Council of Higher Education (CoHE) should found an institution for bilingual, bicultural, multilingual and multicultural education. This institution could be referred to as “The Institution/Directorate for Multilingual and Multicultural Education”, in Turkish “Çokdilli ve Çokkültürlü Eğitim Kurumu/Müdürlüğü”.

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## APPENDICE

### Appendix 1: Bilingual Education Attitudes and Opinions Survey

Dear Participants,

This survey, aims to investigate the attitudes and opinions of pre-service English teachers towards Kurdish-Turkish bilingual education in Turkey. Please, read the items carefully and mark the best choice for you by putting **X** in the box. Please mark only one box per item.

You are not asked to write personal or institutional information in the survey. It is a voluntary unanimous study. Your answers will contribute to the scientific studies in the area of bilingual education. Thank you for your time and dedication.

**Bilingual education:** Bilingual education is defined as follows for the scope of this study:

Bilingual education is a process in which students receive education in their mother tongue and the official language of the country. The main goals of bilingual education are to increase school success, preserve the minority cultures and languages, and to teach both languages to a good level of proficiency. (Baker, 2006). IN bilingual education, two languages are used to teach the lessons and the use of mother tongue is encouraged. Moreover, it aims to increase the self-confidence of students, respect multiculturalism and differences, and increase tolerance and respect among students. (Banks, 2004).

**Date:**

#### I. General Information

- i. **Age:** .....
- ii. **Gender:**            Male / Female

#### II. What is your ethnicity? (As your private information is not asked, please do not hesitate to fill in this section, because it is important for our study)

- 1. Turk
- 2. Kurd
- 3. Zaza
- 4. Armenian
- 5. Circassian
- 6. Greek
- 7. Laz
- 8. Roman
- 9. Arab
- 10. Other -----  
(please specify)



<b>III.</b> Please put <b>X</b> in the best choice for you.					
	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Agree</b>
<b>1.</b> All languages are equally important.	0	1	2	3	4
<b>2.</b> No language should be forbidden.	0	1	2	3	4
<b>3.</b> Mother tongue is an inseparable part of culture.	0	1	2	3	4
<b>4.</b> Everybody has the right to learn their language at school.	0	1	2	3	4
<b>5.</b> Every different language is as important and necessary as Turkish for its speaker.	0	1	2	3	4
<b>6.</b> A student who goes to school with a foreign medium of instruction starts school one step behind.	0	1	2	3	4
<b>7.</b> Students who don't speak Turkish are under the risk of drop out.	0	1	2	3	4
<b>8.</b> Students who take bilingual education can learn another language more easily.	0	1	2	3	4
<b>9.</b> Bilingual education increases academic achievement.	0	1	2	3	4
<b>10.</b> Bilingual education increases peace in the society.	0	1	2	3	4
<b>11.</b> Bilingual education increases social justice.	0	1	2	3	4
<b>12.</b> Applying Bilingual education increases democracy.	0	1	2	3	4

<b>13.</b> Bilingual education increases tolerance among students.	0	1	2	3	4
<b>14.</b> Bilingual education increases equal opportunities in education.	0	1	2	3	4
<b>15.</b> Bilingual education increases integration among students from different backgrounds.	0	1	2	3	4
<b>16.</b> Bilingual education helps solving the Kurdish Issue of Turkey.	0	1	2	3	4
<b>17.</b> Bilingual education decreases social conflict.	0	1	2	3	4
<b>18.</b> Bilingual education helps minority students feel psychologically comfortable.	0	1	2	3	4
<b>19.</b> I support use of Kurdish at school for Kurdish students.	0	1	2	3	4
<b>20.</b> I support Kurdish-Turkish bilingual education in Turkey.	0	1	2	3	4

**IV.** What are the possible advantages of Kurdish-Turkish bilingual education in Turkey?

**V.** What are the possible disadvantages of Kurdish-Turkish bilingual education in Turkey?

**VI.** What steps should be taken for Kurdish-Turkish bilingual education in Turkey?

**VII.** If you have further opinions, please write here.

## **RESUME**

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