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EFFECT OF BILINGUALISM ON FOREIGN LANGUAGE SKILLS:
A COMPARISON OF BILINGUALS AND MONOLINGUALS

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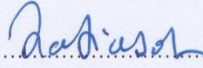
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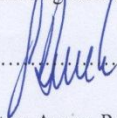
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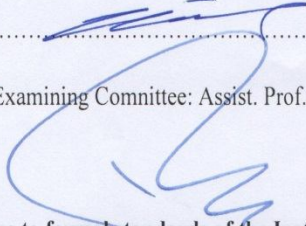
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19th June 2014

Deniz ELÇİN

DEDICATION

To my beloved wife and sons.

ÖZET

İKİ DİLLİLİĞİN YABANCI DİL BECERİLERİ ÜZERİNE ETKİSİ: TEK DİLLİ VE İKİ DİLLİ ÖĞRENCİLERİN KARŞILAŞTIRILMASI

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Bir bireyin günlük yaşamında iki dili aktif bir şekilde kullanması veya iki dil üzerinde kontrolü olan iki dillilik kavramı, küreselleşme ve bunun sonucu olarak insanların göç etmesinin sonucu olabilir. Bu kavram araştırmacılar için bir fenomen haline gelmiştir. Bu çalışmada iki dilli olma olgusunun dikkat ve baskılama ile ilgili olan bilişsel becerileri geliştirdiğini ve iki dilliğin bu kavramlarla alakalı işlevlerde yardımcı bir özellik olduğunu vurgulamıştır. Ayrıca Baker & Jones (1998) iki dilli olmanın bazı sosyal yönlerini şu şekilde vurgulamıştır; iki dilli bir çocuk ailesi ile bir dili ve arkadaşları ile başka bir dili kullanabilir ve bu da sosyal çevresinde ebeveynleri ile daha samimi ve güçlü bir iletişim kurmasına yardımcı olabilir. Bu kavramın diğer bir sosyal avantajı da çocuğun sadece ebeveyni ile değil akrabaları ve çevresindeki arkadaşları ile daha sıkı bir iletişim kurabilme becerisini geliştirmesidir. Ama anne baba veya akrabalar başka bir dil kullanırken çocuk bu dili konuşamıyorsa iletişim bir şekilde bozulabilir ve çocuğun sosyal etkinliği olumsuz yönde etkilenebilir. İki dilli bir çocuk ayrıca birçok etnik grupların olduğu okullarda arkadaşları ile daha iyi bir iletişim kurabilir ve bu iletişimde sürekli olarak doğru yerde ve zamanda iletişim kurmak için doğru kelimeleri ve cümleleri seçmeye çalıştıkları için beyinleri aktif bir şekilde çalışır. Son olarak ikidilli çocuklar konuştukları dillerin kültürlerini de öğrendikleri için kültürel bir zenginliğe sahip olurlar ve diğer kültürlere ve dillere karşı pozitif bir anlayış geliştirirler.

Bu çalışmanın amacı SBS (liselere yerleşmek için Seviye Belirleme Sınavı) puanlarına göre belirlenmiş olan iki adet iki dilli grup (Türkçe- Kürtçe, Türkçe-Arapça) ile bir adet tek dilli grubun (Türkçe) İngiliz Dili okuma ve yazma becerilerinin ilk test ve son test kullanılarak ve 4 aylık her gruba eğitim verilerek karşılaştırılmasıdır. Söz konusu iki dilli gruplar, günlük hayatlarında Türkçe-Kürtçe ve Türkçe-Arapça dillerinin

ikisini de aktif şekilde kullanan gruplardır. Ayrıca gruplara eğitim süresince İngiliz Dilinde geniş zaman, şimdiki zaman, geçmiş zaman ve gelecek zamanlar öğretilmiş ve grupların bu zamanları kullanarak İngilizce yazma becerileri ölçülüp karşılaştırılmıştır.

İki dilli gruplar Türkiye Cumhuriyeti Güneydoğu Anadolu Bölgesinde Siirt ilinde doğup büyümüş olan ve iki dilli bir çevrede yetişmiş olan öğrencilerdir. Tek dilli grup ise genel olarak batı bölgelerinde veya illerinde doğup yetişmiş olan ama ailelerinin mesleki yükümlülüklerinden dolayı Siirt iline gelen öğrencilerdir.

Öğrencilere çalışma öncesinde hangi dil grubuna ait olduklarını ve ilgili SBS sınavında İngilizce sorularından (17 soru) kaç net yaptıklarını öğrenmek amacı ile bir anket uygulanmıştır. İlk etapta belirlenen 272 öğrenciden SBS netlerine göre her grup için 45 er öğrenci seçilmiştir. Seçilen öğrencilere Cambridge Üniversitesi KET sınavı uygulanmıştır. 4 aylık bir eğitimden sonra aynı sınav tekrar uygulanarak öğrencilerin öntest ve sontest dönemi arasındaki gelişim farkları ve grupların birbirleri arasında yazma ve okuma becerileri açısından bir fark olup olmadığı incelenmiştir.

Son test sonuçlarına göre Türkçe-Kürtçe iki dilli grup diğer iki grubu İngilizce okuma becerisi açısından geçmiştir. Türkçe-Arapça grubunun da tek dilli Türkçe grubundan okuma becerisi açısından daha yüksek bir puan elde ettiği gözlemlenmiştir. Öğrencilerin yazma puanlarının öntestte çok düşük olduğu ancak eğitim sürecinden sonra sontestlerde yazma becerilerinde de bir gelişim olduğu kaydedilmiştir. Ancak yazma puanlarının ortalaması göz önüne alındığında gruplar arasında yazma becerisi açısından çok büyük farklılıklar olmadığı kaydedilmiştir.

Anahtar Kelimeler: İki dillilik, Tek dillilik, yabancı dilde okuma ve yazma becerileri,

ABSTRACT

BILINGUALISM EFFECT ON FOREIGN LANGUAGE SKILLS: A COMPARISON OF BILINGUALS AND MONOLINGUALS

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Bilingualism, having control of two languages or using two languages in daily life of a person, might be a result of globalization and immigration of people. It has become a very common phenomenon among the scholars. The question arises in this study whether being bilingual has an overall advantage on a person's life or vice versa. Bialystok (2001) expresses that bilingualism enhances the development of a general cognitive function concerned with attention and inhibition, and that facilitating effects of bilingualism are found on tasks and processes in which this function is most required. Moreover, Baker & Jones (1998) emphasize some social aspects of being bilingual as follows; a bilingual child may speak in one language with his/her parents and in another language with his/her friends and this may enable the child to establish a more intimate and strong way of relationship with parents. Another social advantage may be that the child may have strong family ties with relatives who live in different cities and speak in a different language if the child is bilingual. However if not, the relationship with relatives may be to some extent lost gradually. The authors further add that the same broader relationship occurs in the community as well in that the child may be able to communicate in a school having multinational students. Bilingual children may have more language sensitivity for which they always think very carefully to choose the best words or utterances in a social situation. Finally as for cultural richness, bilinguals may have richer cultural knowledge and understanding towards cultures as they learn the culture of the language they use as well.

The objective of this study is to compare reading and writing skills of English as a foreign language for two bilingual groups, Turkish-Kurdish and Turkish-Arabic and one Turkish monolingual group. The groups were determined according to a specific exam result, SBS (high school entrance exam for secondary school children). Each of the

groups had a four month training to practice basic English tenses-Present Simple, Present Continuous, Past Simple, Past Continuous, Future Simple and Be going to-withing reading context and supplementary exercises. To pretests and posttests were used to evaluate the students' improvement between two exam periods. The bilingual groups use both languages Turkish-Kurdish or Turkish-Arabic actively in their daily lives. Two writing tasks covering the usage of related tense structures were given to students in the pretests and posttests and both reading and writing scores were assessed by means of SPSS program.

The bilingual groups were born and brought up in Siirt, a southeastern town in the Republic of Turkey which has a three language speaking population. Monolinguals of Turkish are mainly from Western regions where the dominant language is Turkish. They have come to Siirt mostly because of their parents' occupational duties.

All of the students were provided initially a background questionnaire to determine which group they belonged to in the study and how many grades they got from SBS exam. (17 English questions in the exam.) 135 students were chosen among 272 students according to their mean scores from the SBS exam and 45 were chosen for each group. The students were given KET (Key English Test) by Cambridge University for pretest and posttest implementation. After four months of training, the same exams were applied and the difference between pretests and posttests was calculated and evaluated according to some statistical tests.

According to posttest results, Turkish-Kurdish bilinguals outnumbered their counterparts in terms of reading skill in English. Moreover, TAB group also outnumbered TM group in reading. The writing scores in the pretests seemed to be very low initially but in the posttest writing scores were higher than those of pretests. It was concluded that all of the groups showed some improvement in their writing abilities. However, when the groups' performances in writing were compared, they appeared to get almost the same grades from the writing tasks.

To sum up, a meaningful difference in terms of reading scores was seen among the groups but there was not such a meaningful difference among the groups in writing

tasks. As writing seems to be a more productive and difficult skill by the students, this results may not be such surprising but the main focus was on reading during the whole training period and the results revealed that there was a significant advantage of bilinguals as for their reading skills in English over their monolingual counterparts.

Key Words: Bilingualism, monolingualism, reading and writing skills in EFL.

ABBREVIATIONS

- SBS** : High school entrance exam in Turkey for secondary school students
- YGS** : Entrance Exam for Higher Education-Academic Education –The first stage of university entrance exam
- LYS** : University Enrollment Exam- Final stage of University Entrance Exam
- TKB** : Turkish Kurdish Bilinguals
- TAB** : Turkish Arabic Bilinguals
- TM** : Turkish Monolinguals
- CEFR** : Common European Framework Reference
- EFL** : English as a foreign language

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CHAPTER I

1. INTRODUCTION

1.1. Background of the study

Since “globalization” started to be felt in every aspect of people’s daily lives all over the world, bilingualism has become a very debatable subject among the scholars because the people now having access to knowledge more and the immigration to big cities or to other countries create such phenomenon in which the immigrants have to learn the language that country is using. So the question is whether already bilingual people can learn a foreign language easier than the monolinguals because of being bilingual if they have more advantages in finding a job more easily in the global labor market. According to Webster’s dictionary (1961) “bilingual” is defined as having or using two languages especially as spoken with fluency characteristics of a native speaker. Bloomfield (1935) claims that bilingualism is being able to use the language in a native like manner. So who are indeed bilinguals?

Bialystok (2001) says that no language is independent to be used alone and the dream of a pure language usage among adults is a fictional subject, that is, every adult somehow face bilingualism in his life. According to the author, children experience different types of social situations with each language they are using and therefore they have different competences in different languages. It is further emphasized that in order to define bilingualism properly, people need to make a distinction between the levels of language proficiency of the two languages in that what kind of level can be accepted to call a person bilingual?

Hamers and Blanc (1989) try to determine what this term means in their book by taking several factors into account such as psychological, cognitive, psycholinguistic, socio psychological, social, sociological, social linguistic, socio cultural and linguistic factors. They try to make a distinction between two concepts as bilinguality and bilingualism. Bilingualism refers to the state of a linguistic community in which two languages are in contact with the result that two codes can be used in the same interaction and that a number of individuals are bilingual (societal bilingualism). Bilinguality is the psychological state of an individual who has access to more than one linguistic code as a means of social communication. The degrees of access may vary

along a number of dimensions that are psychological, cognitive, psycholinguistic, social psychological, social, sociological, sociolinguistic, sociocultural and linguistic. They express that any person to be defined as bilingual must have an oral competence to use both languages in their daily lives. However, there are also other factors forcing the people to be bilingual. The main basis of their claim is that language is a functional item so communication is the main objective of any language. As for the claims they have made, it seems to be clear that bilingualism is a not a very simple term to be defined. It has got a lot of variables in it and seems still to be open to debate.

Bilingualism is the ability to use two languages in the daily life according to Rampton (1990). As mentioned before, it has been a controversial phenomenon among the scholars for a long time to define due to having a lot of variables such as social, socio-cultural, socio linguistic, economical, intelligence, gender and so on. Grosjean (1999) says that bilinguals are defined as having a native like control over two or more languages. Accordingly, bilingualism is the ability to produce meaningful utterances in two or more languages, the command of at least one language skill (reading, writing, speaking, listening) in another language or the alternate use of several languages adding that the term can be used for people who use both languages almost equally in their daily lives. Grosjean (1999) further expresses the term in a broader sense saying that bilinguals are generally seen as two monolinguals in one person but this is not always the case ; instead, bilinguals are the ones using their languages for different purposes, in different domains of life to accomplish different things. Those are the ones whose level of fluency depends on their need of that language (Grosjean ,2013). From here it may be said that the concept in its wide range of scope, is not a simple usage of two languages but having social structure as well.

Roeper (1999) provides a term called "artificial bilingualism" in which he emphasizes the complexity and universality of real bilingualism. As for artificial bilingualism, he asserts that it may give some new clues on how different languages and how different formal dissimilarities between two languages represented in only one speaker.

Apfel & Muysken (2005) divide the term into two different categories in which they call it as societal and individual bilingualism. The former emerges when two or more languages are spoken in a given society. As for the latter, it may be difficult to identify an individual as being bilingual owing to the situation having a lot of different variables such as the exposure to languages, the degree of the usage of such languages, the choice of them etc. They emphasize that someone who uses two or more languages in alternation can be called bilingual.

This phenomenon is not only the simple usage of two or more languages to communicate but also a combining of culture, nation and ethnicity, a mixture of culture and world views (Griffler & Varghese, 2004).

Luk & Bialystok (2013) give another definition of the term in that bilingualism is not a categorical variable but some kind of interaction between language proficiency and usage in which they emphasize two aspects of bilingual experience, one concerning the quality of language used in testing and the other reflecting the quantity of managing two languages.

Meisel (2006) expresses that bilingual people who use two languages regularly are not necessarily equally at ease in each of them in all communicative environments and do not have to be able to use them equally well. However, they have the chance to choose between their languages and switch between them so they have some additional communicative means over their monolingual counterparts.

As for all the different interpretations of the term, bilingualism, it seems that it is not an easy and specific concept to define as it seems but instead a broad concept which has gained popularity over years and evaluated by a wide range of scholars all around the world, having a lot of variables and factors affecting people's lives.

1.2. Statement of the problem

The question here is whether bilingualism may affect foreign language learning in a positive or negative way. There have been many studies as to how this concept influences different language skills such as speaking, reading, writing and listening and several mental abilities such as cognitive, meta linguistic and so on. . Bialystok &

Mcbride-Chang (2005) claim that there is relationship between children's level of proficiency of the two languages they use, their progress in literacy development and in two writing systems. According to their study, only the ones at the lowest levels of reading and language proficiency (Hong Kong- second language learners, Canadian English proficiency bilinguals) were developing English reading skills in relation to their Chinese reading. They emphasize that bilingualism has several variables and these should be taken into account for those children subjected to the study individually and their development of literacy in both languages should be followed simultaneously.

Kassain & Esmae'li (2011) have concluded in their study that the bilingual subjects have larger vocabulary than their monolingual counterparts. Moreover, bilingual subjects enjoy better word reading skills than monolingual subjects. As for their analysis, it is clear that the bilinguality of the subjects is correlated highly and positively with L3 vocabulary level and word reading skill.

Keshavarz & Astaneh (2004) also suggest that bilingualism has a positive impact on third language vocabulary acquisition. According to them, the third language acquisition may be accelerated if there are two languages taught formally at schools so the curriculum should include two formal languages at the same levels spontaneously.

Fayyazi, Sahragard&Zandi (2013) compared bilingual and monolingual subjects in their study trying to compare multiple intelligence difference between Persian monolinguals and Arabic-Persian bilinguals. They concluded that bilingual subjects had higher self -estimates for linguistic, logical mathematical, spatial and interpersonal intelligence whereas monolinguals had higher self-estimates for intrapersonal intelligence. Another conclusion they had reached was that there were also significant differences between genders. Males had higher degrees on logical-mathematical, spatial and bodily-kinesthetic intelligence while female students had higher degrees on linguistic, interpersonal and intrapersonal intelligences. From these findings they claim that bilingual students have more advantage over monolinguals in terms of multiple intelligence criteria and the education programs would be better organized if planner took the students' different potentials, interests, skills and styles of learning into consideration.

Svecova (2009) expresses several advantages and disadvantages of being bilingual as in the following; advantages may be one of the main tools to overcome certain obstacles in the countries with different languages and cultures, enabling the person to speak two languages is at the advantage of learning more about cultures, political and social issues and making them more successful in business prospects such as tourism, interpreting, translating etc. Bilingualism opens one's mind, develops intellect and flexible thinking bringing about career opportunities and communication skills, better understanding, deeper knowledge of both cultures and languages. However there may also be some disadvantages such as bilingual child having some problem to adapt new cultures and different environments, the possibility of loss of one of the languages or underdevelopment risk in both languages.

According to the studies conducted on the concept so far, it seems to have a positive outcome on people's different language skills and different abilities, which will be described in detail in chapter two briefly.

In relation with the literature presented above ,Siirt, a southeastern town in Turkey, has got such bilingual population in which there are mainly Turkish-Kurdish and Turkish-Arabic bilingual students in all levels of state schools and private schools. The former seems to be much higher than the latter in terms of number and there are also monolinguals of Turkish whose families are mostly from other cities in Western regions. The researcher from this town has been preparing -for the last thirteen years- language students in a high school who take the university entrance exam (YGS-LYS) from a foreign language, which is English in this case. The language exam includes 80 questions evaluating mainly the students' English reading comprehension, vocabulary, and grammar skills. The students were mostly bilinguals of Turkish-Kurdish and Turkish- Arabic and Turkish monolinguals and somehow the bilingual ones seemed to have succeeded the exam more efficiently by having taken very high grades and they seem to have taken more scores than monolingual counterparts. Some students even scored 80 out of 80 questions, which means that those getting really high scores managed to start studying English Language at various foreign language departments at very prestigious universities all around Turkey. Therefore the question here is whether

these students' being bilingual may have any positive impact on their exam scores arose during those 13 years. Up to that time no further studies have been conducted whether bilingualism has any impact on these students' English language learning (EFL-English as a foreign language). Their capability of using two languages in their life may have to some extent an impact on their English Language skills as mentioned by different scholars above, from which it is of great importance to conduct a study to see whether such bilingual students have an advantage over foreign language learning or not.

1.3. Purpose of the study

There are several types of High Schools in Turkey in terms of preparing the students for specific objectives in both private and state schools all of which are under the scope of the Ministry of National Education. Anatolian High Schools in such group were founded mainly for Foreign Language learning based schools. During 1990s such schools were getting the students at the age of 11 when they finished primary education after their passing a specific exam. In the first year of that of secondary and high school education, a period of seven years, the students had preparatory class, 24 hours of English lessons a week then they went on their secondary and high school education. However in 2001, the entrance exam for Anatolian High schools was changed in which the students would be able to attend to such schools after finishing not primary school but secondary school mainly at the age of 14 and they would go on their high school education. This newly adopted system still had prep classes in the first year again having 24 hours of English a week, three years of high school education after that. Later on, the prep classes were abolished totally and normal high school education remained for four years but having limited focus on foreign language teaching. Such a decision was claimed to be taken as the students started getting English courses during the three years of secondary school so instead of too much focus in one whole year, now the students would start learning the foreign language at an early age till the end of their compulsory 12 year education. In this new system, the related students subject to this study started learning English in the first year of secondary schools having 4 hours of English a week, then they have a general high school entrance exam to choose between various high schools according to their scores. If they succeed in getting enough grades to attend Anatolian High Schools, they start English in their first year having 6 hours a week and in the following years having 4 lessons a week. The students subject to this

study are all Anatolian High School 9th grade students who got enough grades to attend to these schools and now have got 6 hours of English a week. They were all asked 17 English questions in the related High School Entrance exam (SBS). The purpose of this study is to question whether bilingual students at two different Anatolian High Schools have any advantage over monolinguals in their foreign language learning in terms of English reading, tense and aspect competence in writing. The researcher will analyze the students' (both bilinguals and monolinguals) ability to use English tenses especially in writing and will try to find out whether bilingualism has any effect on tense and aspect structures of English writing. Moreover the researcher will analyze their English reading performance over their monolingual counterparts.

1.4. Significance of the study

Bilingualism seems to be a very new subject having more focus compared to previous years in Turkey. This study may be a good start for such bilingual students living in Southeast of Turkey in order to show them the advantages of their being raised in a bilingual environment and this may also be an incentive for such students to be highly motivated for foreign language learning which is mainly English in our situation. The study may also contribute to reinterpreting some prejudices or misconceptions towards being bilingual as in the second chapter several advantages or disadvantages will be described briefly in several major countries and the study may be significant for such bilingual immersion programs in Turkey to be implemented.

1.5. .Research Questions

There are mainly bilingual students in Siirt Atatürk Anatolian High and Siirt Anatolian High School who acquire both Turkish- Arabic and Turkish-Kurdish in their homes. They mostly do not have writing or reading skills in Kurdish and Arabic, but these languages are often used at home and they speak Turkish at school. Moreover there are also monolinguals of Turkish language that mostly come from western cities because of their parents' occupation. Research questions related to the issue are;

- 1- Are there any differences between the monolingual and bilingual students' learning tenses in English as assessed by their reading abilities?
 - a- Do students with Turkish-Arabic as their mother tongue have any advantage in terms of reading abilities in English over their monolingual counterparts?

- b- Do students with Turkish-Arabic as their mother tongue have any advantage in terms of reading abilities in English over their monolingual counterparts?
- 2- Are there any differences between the monolingual and bilingual students' learning tenses in English as assessed by writing?
 - a- Do students with Turkish-Arabic as their mother tongue have any advantage in terms of their tense usage abilities in writing tasks over their monolingual counterparts?
 - b- Do students with Turkish-Kurdish as their mother tongue have any advantage in terms of their tense usage abilities over their monolingual counterparts?

1.6. Limitations

The term bilingualism is a very broad concept which may not be defined by means of very simple and concrete interpretations. Quite the contrary, it requires many different factors such as mental, cognitive, social, socioeconomic, age, gender, the extent of language exposure and usage, the age of language acquisition and so on to be evaluated. The limitations of this study may be that it was only conducted on 9th grade students in Anatolian High Schools who are Turkish-Kurdish Bilinguals (TKB), Turkish-Arabic Bilinguals (TAB) and Turkish monolinguals (TM). There was not any gender classification. The students were divided according to their being bilingual or monolingual. Moreover the language skills mentioned in the research only include tense usage in English writing, intensive reading skills. These alone cannot be generalized in terms of all the students' foreign language acquisition, English in this case, because there are many other related factors influencing their competence in the target language. It might have been more useful if the study was performed in all grade levels as for the participants' English acquisition from the first very beginning till the end of their high school education so as to reach a total level of foreign language learning. Another limitation of the study was that the comparison of bilinguals and monolinguals was done according to English tense and aspect which may also be called as Tense competence in English although it might seem to be conducted for almost three English language skill, reading, writing. This cannot be generalized for all levels or skills of target language acquisition either.

1.7. .Definitions of the terms

Bilingualism: Riley (2003) says that bilingualism is being able to speak two languages in daily lives.

Monolingualism: According to Wikipedia, free online encyclopedia, monolingualism is the condition of being able to speak only a single language.

Cognitive development: Bjorklund (2004) says that cognitive development is the construction of thought processes which include remembering, problem solving and decision making from childhood to adulthood.

Syntax: Traugott & Kortmann (2008) say that syntax is the study of the principles and processes by which sentences are constructed in particular languages.

CHAPTER II

2. LITERATURE REVIEW

2.1. Introduction

The following chapter will focus on the definition of the term “bilingualism” created by different scholars all around the world. Moreover, positive or negative effects of bilingualism on several areas of language learning, some brain capabilities, cognitive or metalinguistic awareness etc. will be described according to the studies conducted on such issues.

2.2. What is Bilingualism?

The term is interpreted differently by several scholars all around the world. McLaughlin (1978) defines the term as simultaneous and consecutive bilingualism, in which the first one means the students’ acquiring the second language after learning the first while in the second definition, the students come into contact with the other language when they go holiday abroad. Another suggestion McLaughlin provides for these terms is that simultaneous is when the children start getting contact with two languages before the age of three and after this period if a student have contact with a second language, there comes consecutive bilingualism.

As Grosjean defines it, there is another term called receptive bilingualism in which the speaker understands the language but cannot speak it. The main cause of this type is generally language shift. Living for long periods in a country may result in the person getting acquainted with the host language, he or she may understand it but cannot speak it. (as cited in Svecova, 2009, p.16)

Roeper (1999) claims that there are some domains in which contradictory choices are made in every language when such languages are analyzed deeply so a hidden bilingualism exists. He adds that all speakers of any language are bilingual because without realizing even the children can choose different utterances to convey the same meaning within the same context or language. This means that the evolution of that language comes from its first origin to its present form and when the child starts school, formal grammar eliminates the informal one but this does not necessarily mean that the child has forgotten the eliminated one totally. Being such bilingual is also a

matter of choice. The author says that if a speaker uses a choice of language or dialect, he/she makes such a preference in terms of context. Moreover the idiomatic structures in English mostly come from German and the emphasis or intonation on the words in an idiom is different from the correct grammatical structure of that sentence so it is said that even a speaker of a specific language when analyzed by the choice of dialect, sentence structure, phonology, lexicology terms can be said to be bilingual in terms of grammar. The author emphasizes that if hidden bilingualism occurs for a speaker of one specific language, then the real bilingualism having one speaker with two different languages must really be difficult and complex to interpret and needs very detailed research.

Hamers&Blanc (2000) emphasize that the state of being bilingual requires an evaluation at a collective level so the term is a phenomenon to be studied at several levels of analysis, individual, interpersonal, intergroup and intersocietal.

As already mentioned in the first chapter, bilingualism by definition is too broad a concept to be described in simple terms. It has several different interpretations by various scholars according to different factors such as cultural, social, metalinguistic awareness, the acquisition period of the first and second languages, the exposure to the language in the learner's environment and so on.

2.2.1. Types of bilingualism

Early bilingualism - there are two types: simultaneous early bilingualism and consecutive (or successive) early bilingualism.

a- Simultaneous early bilingualism: refers to a child who learns two languages at the same time, from birth. This generally produces a strong bilingualism, called additive bilingualism. This also implies that the child's language development is bilingual.

b- Successive early bilingualism refers to a child who has already partially acquired a first language and then learns a second language early in childhood (for example, when a child moves to an environment where the dominant language is not his native language). This generally produces a strong bilingualism (or additive bilingualism), but the child must be given time to learn the second language, because the second language

is learned at the same time as the child learns to speak. This implies that the language development of the child is partly bilingual.

Late bilingualism – refers to bilingualism when the second language is learned after the age of 6 or 7; especially when it is learned in adolescence or adulthood. Late bilingualism is a consecutive bilingualism which occurs after the acquisition of the first language (after the childhood language development period). This is what also distinguishes it from early bilingualism. With the first language already acquired, the late bilingual uses their experience to learn the second language.

Additive bilingualism and subtractive bilingualism – The term additive bilingualism refers to the situation where a person has acquired the two languages in a balanced manner. It is a strong bilingualism. Subtractive bilingualism refers to the situation where a person learns the second language to the detriment of the first language, especially if the first language is a minority language. In this case, mastery of the first language decreases, while mastery of the other language (usually the dominant language) increases.

Passive bilingualism - refers to being able to understand a second language without being able to speak it. Children who respond in a relevant way in English when they are addressed in French could become passive bilinguals, as their mastery of oral expression in French decreases.

These expressions and their associated concepts were created by Wallace Lambert, the Canadian researcher who has been given the title of “the father of bilingualism research”. (retrieved from <http://developpement-langagier.fpfcb.bc.ca/en/bilingualism-types-bilingualism>).

Baker & Jones (1998) list different types of bilingualism as follows.

Achieved Bilingualism: The process by which an individual or group adapts to a new culture.

Ascribed Bilingualism: The acquisition of bilingualism early in childhood.

Balanced Bilingualism: Approximately equal competence in two languages.

Passive Bilingualism: Being able to understand (and sometimes read) in a second language without speaking or writing in that second language.

Primary Bilingualism: Where two languages have been learnt ‘naturally’ (not via school teaching, for example).

Primary Language: The language in which bilingual/multilingual speakers are most fluent, or which they prefer to use. This is not necessarily the language learnt first in life.

Receptive Bilingualism: Understanding and reading a second language without speaking or writing in that language.

Secondary Bilingualism: The second language has been formally learnt.

Simultaneous Bilingualism: Bilingualism achieved via acquiring a first and a second language concurrently. This is distinct from Sequential Bilingualism where the two languages are acquired at different ages. When a second language is learnt before the age of three, simultaneous bilingualism is said to occur.

Subtractive Bilingualism: A situation in which a second language is learnt at the expense of the first language, and gradually replaces the first language.

Niemier (1999) further expresses three types of bilingualism ,

- 1- Parallel bilingualism where languages are used side by side such as in Luxembourg.
- 2- Territorial bilingualism: in Canada and generally in some parts of Belgium where there are at least two official languages.
- 3- Functional bilingualism as in Germany in Foreign language teaching

As can be seen above, the term bilingualism has got a variety of interpretations and definitions according to different scholars.

2.3. Bilingual effect on brain, cognitive abilities linguistic skills and language skills

This chapter will provide a brief description of positive or negative aspects of being bilinguals in terms of the studies conducted by related scholars or researchers about the concept worldwide. This section will give a hint for what the effects of being

bilingual can be while being supported by evidences from the results of studies in the literature.

2.3.1. Bilingual effect in general

Bartolotti & Marian (2012) argue that bilinguals are better at controlling between language competition, which means that they experience less first language interference as they deal with two languages simultaneously. This kind of interference is of great importance for language acquisition.

Bialystok (2006) asserts that childhood bilingualism is an essential power of the course and efficiency of children's development. There is a very important distinction of the child's being bilingual or acquiring a second language and this variable is the key factor to identify the degree and type of the influence. In the study conducted by the author, three important outcomes are observed; first of all, both bilinguals and monolinguals are the same in terms of developmental issues such as memory span development, language problems like phonological awareness. The second is that bilinguals may have some kind of disadvantage in the development of vocabulary in each language however the most important one in the study is that bilingualism is the positive force which includes children's cognitive and linguistic development, improving access to literacy especially if the two writing systems correspond and development of general executive controls while dealing with a lot of nonverbal problems requiring attention and control.

2.3.2. L2 influence on L1

Hammer, Komaroff, Rodriguez, Lopez, Scarpino & Goldstein (2012) concluded that children's exposure to languages, usage of them and some maternal issues play a significant role in bilingual students' language acquisition. The study was conducted on Latino students growing up in the USA and using English and Spanish, having bilingual parents to see their vocabulary and story recall abilities. The authors pointed out several factors influencing a child's being bilingual as follows;

The role of exposure: they concluded that the dominant language that is the one to which the students were exposed for longer time played a very important role in the vocabulary development of children. As for story recall, English acquisition was more affected by mothers and teachers who regularly told the children stories in English but this was not the case for children's Spanish recall possibly due to the adults telling the children traditional stories in Spanish.

Usage of Language: It seemed that the usage of both languages played a very important role in their language development. This factor may have shared the largest percentage of effect. In this case the child's preference of the language also played an important role.

Parental effect: Children of mothers with higher education levels had higher English vocabulary skills, English story recall and Spanish story recall. This was not the case for children's Spanish vocabulary. The children of mothers who were the first generation to move to the USA showed higher Spanish vocabulary. The proficiency of the mothers in both languages also played a role in children's levels of acquisition in the languages.

Aneta (2000) tries to unite a wide variety of interpretations made by several scholars about L2 influence on L1 under different subheadings in another study. The author says that L2 influence can be categorized as influence on transfer, phonology, morphosyntax and lexicon and semantics, L1 based concepts, pragmatics and rhetoric. Such linguistic outcomes seem to be inevitable however the main L2 effect may basically be loss, convergence and restructuring. Such effects are results of several factors such as individual (learner's age, onset of L2 learning, learner goals and language attitudes, language proficiency and individual differences) and sociolinguistic factors (learning context, language exposure, language prestige), linguistic and psycholinguistic factors (language level, typological similarity, developmental factors.) L2 influence on L1 may be seen in competence, performance and processing on all language levels such as phonology, morphosyntax lexis, semantics, pragmatics and rhetoric when there is a prolonged exposure or a high level of L2 proficiency.

Sipra (2013) emphasizes that the use of bilingualism has an important role in teaching and learning L2 especially at intermediate level. The results of the study show that the translation of abstract words, complex ideas and phrases in L1 is a facility to learn a second language. The author is against the opinion to use only English instructions. He thinks that L1 may facilitate the L2 acquisition and he highlights some important clues as for second language teaching such as improvement of motivation level of the students, the use of bilingual instruction at a moderate level, avoidance of social and cultural identity loss, emphasizing the similarities and contrasts of both languages, purposeful and meaningful learning process, making the learners evaluate their own learning progress by the use of bilingualism, encouraging to use L2 as much as possible.

Pavlenko (2000) says that L2 in late bilinguals may cause some unexpected results due several factors such as individual-learner's age and onset of L2 learning, learner's goals, language attitudes, language proficiencies, individual differences, sociolinguistic factors like learning context, language exposure, language prestige and linguistic and psycholinguistic factors like language level, typological similarity developmental factors. The author concluded that long exposure to L2 proficiency may lead to L1 influence on such areas as competence, performance, processing on all language levels, phonology, morphosyntax, lexis, semantics, pragmatics and rhetoric. L2 influence starts at a very important stage of a second language learning and there starts an interaction between two languages. this can provide important information about areas of linguistic competence under restructuring in the process of second language learning.

2.3.3. Non-verbal problem solving

Diaz & Klingler (1991) state that the bilinguals had more advantages over their monolingual counterparts in nonverbal problem solving tests. The results of their study is as follows: Fully Balanced bilingual children perform better than partial bilinguals or monolinguals on nonverbal problem solving tests. Bilinguals have flexible, multi-strategic approach to reading, unique and effective reading. Bilingual children show advantages in the use of language for verbal meditation as evidence by their higher

frequency of private speech utterances and their larger number of private functions, which may be defined as analogical reasoning.

2.3.4. Effects on brain

Heuven, Schriefers, Dijkstra & Hagoort concluded that bilingual processing lead to language conflict in the bilingual brain. Such a conflict is unavoidable as target and non-target language words are automatically activated during the process of reading.

Greenberg, Bellana & Bialystok conducted an experiment on monolingual and bilingual 8 year olds to see their ability in a computerized spatial perspective task. All children showed similar ability on background measures but bilinguals were more accurate than monolinguals in calculating the observer's view across all three positions. The task used in the study involves complex relations between a lay out of constant physical objects and arbitrary viewpoints, continuously changing. The ability to accurately compute these complex relations in a specific vantage point requires a higher level of problem solving ability and this is a fundamental issue in academic achievement, which means that the bilinguals' advantage over here cannot be undermined.

Schoeder & Marian (2012) concluded in their study that bilinguals showed better episodic memories than the monolinguals recalled significantly more items. This kind of ability may have emerged from early acquisition of the second language and using both languages for long periods. They also showed more executive functioning ability which may be linked to their memory performance. Hereby bilingualism may prevent to some extent the episodic memory loss resulting from aging. the author emphasizes that the cognitive ability decline and memory loss due aging need to be taken in to consideration as such deficits may cause a lot of problems for an aging person and points out that long term usage of two languages as a lifestyle may foster successful cognitive aging.

Bialystok and Feng (2009) concluded that bilinguals had better control of attention and showed a trend for smaller proportional decline with subsequent lists. Bilingual groups recalled more words than monolinguals. It seems that bilinguals are able to use their superior attentional control to assist their memory. It may be possible

that bilinguals may overcome their weaker language proficiency by the help of their executive control ability.

2.3.5. Multiple Intelligence

As Greene expresses, “Limited English proficient students who are taught using at least some of their native language perform significantly better on standardized tests in English than similar children taught only in English” (as cited in Freeman& Freeman, 2006), which may show the importance of bilingual instructions used in the classroom atmosphere. Instruction in the primary language improves the school achievement of English Language learners. They also analyzed the different researches and theories supporting bilingual educational programs and concluded that students who are exposed to an all English program after two or three years have not been able to reach the necessary level of their first language in order to succeed in English while the students who are educated at least six years in their first language develop academic proficiency in two languages.

Fayyazi, Sahragard & Zandi (2013) compared bilingual and monolingual subjects in their study trying to compare multiple intelligence difference between Persian monolinguals and Arabic-Persian bilinguals. They have concluded that bilingual subjects had higher self-estimates for linguistic, logical mathematical, spatial and interpersonal intelligence whereas monolinguals had higher self-estimates for intrapersonal intelligence. Another conclusion they had reached was that there were also significant differences between genders. Males had higher degrees on logical-mathematical, spatial and bodily-kinesthetic intelligence while female students had higher degrees on linguistic, interpersonal and intrapersonal intelligences. From these findings they claim that bilingual students have more advantage over monolinguals in terms of multiple intelligence criteria and the education programs would be better organized if planner took the students’ different potentials, interests, skills and styles of learning into consideration.

2.3.6. Effect on Executive Control

Bialystok, Barac, Blaye & Dubois (2010) found out in their study that monolinguals got higher scores than bilinguals on a receptive vocabulary test and most likely to show similar result at young ages but bilinguals outperformed their monolingual peers in the three executive functioning test given in the study. Being bilingual is also responsible for divergent performance. They claim that such executive and divergent advantages and also some disadvantages in linguistic functioning is in place in early childhood. The experience in constructing two different languages, functioning in two different linguistic environments and shifting between languages are the key issues of a child's development of cognitive and linguistic system regardless of the two languages being learnt.

Bialystok & Barac (2012) concluded in their study that there were two main factors effecting executive control functions and metalinguistic tasks, mainly level of proficiency for the former and length of language exposure in the immersion programs for the latter. The authors suggest that languages proficiency seems to play an important role as for metalinguistic awareness and the same level of improvement may occur for the monolinguals so being bilingual may not be a direct advantage for such a development. This might be attributed to phonological awareness disappear for bilinguals in their first grade when reading is started. This kind of awareness depends on the relation between languages and the language of education. The outcomes of bilingualism depend on the achievement of adequate linguistic proficiency and sufficient time of using both languages. The above could explain that several factors influence the bilinguals' performance differently for different functions.

Bialytsok (2011) conducted a study to evaluate the executive control functioning between monolinguals and bilinguals. It was concluded that bilingual children could do more effectively than their monolingual counterparts in terms of making complex judgements, recruiting all components of the executive control function system.

Calabria, Hernandez, Martin & Costa (2011) concluded in their study that two main effects of bilingualism could be seen conflict resolution tasks, one being their being faster performing the tasks and experiencing less interference from conflicting

information compared to monolinguals. Bilingualism may both affect several aspects of the executive control system and how these systems interact with each other.

2.3.7. Inhibitory Control

The common evaluation of bilingualism is its being responsible for enhanced executive control. (Bialystok & Visvanathan, 2009). There were three groups in their study, bilinguals and monolinguals in Canada and bilinguals in India to evaluate executive control elements such as response suppression, inhibitory control and cognitive flexibility. In terms of inhibitory control and cognitive flexibility, bilinguals outperformed monolinguals but there was no significant difference in response suppression. The most important implication of the authors' findings was that although the two bilingual children had such a different sociolinguistic origin from each other, one from Canada and the other from India, completely speaking different languages, coming from very different family backgrounds, all Canadians being immigrants etc., the executive function advantage came from only their being bilingual which means that they showed similar performances in the related tasks mentioned above. This is to show that bilingualism may affect several functions while not being affected several sociological and sociolinguistic impacts.

Bialystok (2010) concluded in the study that bilingual children were better than monolinguals on all conditions of trail making test and global local task. Both bilingual and monolingual children performed similarly on tests of receptive vocabulary, digit span, verbal fluency and box completion. However bilinguals were quicker in trail making task and global local task. This may be an explanation of their being at advantage in executive functions requiring fast thinking and concentration.

2.3.8. Effects on Cognitive Abilities

Hakuta (1990) says that true additive bilingualism may be an important part of linguistic minority students. It enhances cognitive abilities. Bilingual students are adept to translation. The author suggests that to achieve such a development, the best way could be the child's acquiring his native language early and develop metalinguistic skills before being bilingual.

Coderre, Heuven and Conklin (2013) conducted a study on English monolinguals, English Chinese and Chinese English bilinguals. They divided the bilingual groups according to their L1 and L' prospects. The aim of the study was to evaluate executive control abilities and lexical access speed in Stroop Performance. Both bilingual groups showed less interference than monolinguals, which support cognitive advantage hypothesis, emphasizing its language proficiency and effects of language immersion. The delay of lexical access could be attributed to both bilinguals and not a measure between bilinguals and monolinguals. They claim that both executive control abilities and lexical access contribute to bilinguals' Stroop performance.

Four groups, English monolinguals, Chinese-English Bilinguals, French-English Bilinguals, Spanish English bilinguals were compared on three verbal tasks and one nonverbal executive control task to examine the generality of bilingual effect on development. The Spanish bilingual children outperformed the French Bilingual children on all three measures, receptive vocabulary, grammatical knowledge and metalinguistic awareness and the Chinese bilinguals on two of them, receptive vocabulary and metalinguistic awareness. Chinese and Spanish bilinguals were being taught in English but Spanish bilinguals showed better metalinguistic awareness possibly because Spanish and English have similarities. These studies suggest that both language similarity and language of schooling play a role on the performance of linguistic and metalinguistic tasks. Bilingualism is itself responsible for the increased levels of executive control as previously reported. Bilingual children were better able than monolinguals to maintain a task set across a mixed block, an advantage found equally in all three bilingual groups. In contrast, performance on the linguistic tasks varied with educational experience and similarity between the two languages. (Barac & Bialystok, 2012)

Gold, Kim, Johnson, Kryscio & Smith (2013) conducted another study to find any clues of neural basis for the bilingual control boost in aging. The results of their study showed that lifelong bilingualism offsets age related declines in the neural efficiency for cognitive control abilities. The authors claim that such an advantage may have emerged from in part more efficient use of neural sources. It seems that continuous switching from two languages lifelong strengthens executive control systems and

maintain their neural efficiency in aging. Lifelong bilingualism therefore is both important in terms of economic and social aspects and brain functioning.

Siegal, Surian, Matsuo, Geraci, Iozzi, Okumura & Itakura (2010) concluded that exposure to more than one language facilitate children's metalinguistic awareness, an advantage on children's conversational understanding, cognitive development. Sometimes the children may have difficulties in vocabulary comprehension but they overcome this with age.

2.3.9. Effects on metalinguistic abilities

Hakuta (1986) says that one important ability resulting from being bilingual seemingly important to the educator may be metalinguistic ability which is more apparent especially in adults in poetry where language must be carefully controlled and chosen and in children when they make judgements about the grammar of the sentences and appreciate the plays on words in jokes. He further emphasizes that the concept has mainly its advantages in cognitive abilities. Whatever the intention of bilingual program is, he thinks that the ultimate outcome would be a better appreciation of language, enhanced cognitive ability and all of the cultural and economic benefits if implemented properly.

2.4. Effects on Linguistic skills

2.4.1. Effects on vocabulary and lexicology

Zare & Mobarakeh concluded in their study that Arabic-Persian bilinguals in general and in L3 production vocabulary learning outperformed their monolingual peers. It was also observed that no significant difference was seen between the so called bilinguals and monolinguals in L3 recognition vocabulary learning. The bilinguals may have more advantage when they are learning a third language as they resort to the concepts in their first two languages whereas the monolinguals have only connection to their first language input. The main implication of their study was that the main difference emerged between the groups in production section. The monolingual students acquire a huge pile of passive vocabulary which they have difficulty to produce new utterances with them in their real life situations but being bilingual may eliminate this

problem in that it may foster passive vocabulary to active ones to be used in real life situations.

Bilingual children are advanced compared to monolingual ones in both nonlinguistic and linguistic task which requires attentional control.(Ljungberg, Hansson, Andres, Josefsson & Nilsson , 2013).The authors offer two possibilities for such an advantage mentioned above. One may be that learning and using two languages causes a general advance in executive control and this affects several cognitive tasks including a novel adjective to property. Another one may be that learning two languages creates competition among the same kind s of lexical items involving and using just one language in which there is better executive control and word learning. The authors further express that bilingual children somehow develop a different word learning skill from that of monolinguals.

In the experiments conducted for bilinguals and monolinguals on word association task, it seems that bilinguals were more likely to produce responses not listed in the norms than monolinguals. At the semantic levels, bilinguals do not seem to differ from monolinguals even they may be at disadvantage in the semantic field due to having more vocabulary in two separate language systems. (Mendez & Gollan, 2010)

Kaushanskaya, Blumenfeld & Marian(2011) conducted an experiment between three groups, English speaking monolinguals, spontaneous English Spanish bilinguals and Sequential English Spanish bilinguals to measure their capability of receptive English vocabulary and phonological short term memory. Their results showed that the bilinguals might depend on short term memory sources to support word retrieval in their native language more than monolinguals. As for the vocabulary school, both of the bilingual groups showed similar abilities to those of monolinguals. But these vocabulary abilities seem to stem mostly from bilinguals' phonological short term memories on their side. This means that vocabulary retrieval process is somehow more effortful for bilinguals.

2.4.2. Effects on Pragmatics

Soler (2012) says that bilingualism may affect English learnt as a third language. They divided the bilingual groups into two different ones as receptive and productive

bilinguals , the former including the people acquiring Catalan as their second language and the latter for the people acquiring Catalan as their first language. The result was that productive bilinguals showing higher communicative sensitivity outperformed receptive ones in pragmalinguistic awareness after the instructional period.

2.4.3. Effects on Phonology

Bilinguals may experience more phonetic variability than monolinguals. (Werker, Heinlein & Fennell,2009) The bilinguals may concentrate more to the context and they may try to discriminate and separate the languages. They express that the language dominance is also of great importance and this dominance may change especially for young bilinguals from time to time resulting from their life experience and this should be followed carefully. Differences of monolingual and bilinguals on both micro and macrostructure may contribute to a lot on how and when language acquisition takes place.

2.5. Effects on Language skills

2.5.1. Effect on Grammar

Moreno, Bialystok, Wodniecka & Alain (2010) concluded that bilingual experience affects brain processing of sentence level linguistic stimuli. A linguistic judgment task in which there should be selective attention also showed a bilingual advantage. As for some nonverbal tasks, attention and conflict resolution was less effortful for bilinguals. Moreover they have more benefit when the tasks needed greater executive control (grammaticality task.)

2.5.2. Effects on reading

Kovelman, Baker & Petitto (2008) provide several factors affecting bilinguals' reading development. They claim that the age of first bilingual experience- not the length of bilingual exposure, the socioeconomic status or the level of language proficiency- affects reading and language development in young bilinguals. They further suggest that a proper bilingual program and early bilingualism may help students enhance an advanced reading ability in both languages with a similar competence and these children may develop successful reading ,phonological awareness by a balanced bilingual exposure.

Davison, Hammer & Lawrence (2011) concluded that monolingual preschoolers' oral language development (vocabulary and oral comprehension) contributes to their later reading skills but the same effect has not been evaluated for bilinguals so they tried to measure children's growth in English and Spanish receptive and oral comprehension at the end of their first grade in the languages. The interaction of two languages' letter and word association seemed to affect each other in the same way in the first grade. The author is of the opinion that bilinguals need to have reached to an enough level of proficiency for either of the language to influence the other. The results reveal that the receptive language abilities of both languages increased throughout their two years in Head Start. The reading outcomes could be seen similar in that of the same language group to which the students were exposed more.

Oller, Pearson & Lewis (2007) assert that bilingual children's language and literacy is stronger in some domain than others. They compared two groups in Miami, English monolinguals and English-Spanish Bilinguals and found there were some profile effects. Such effects were strong and consistent through the conditions of socioeconomic status, home language and school setting. The bilinguals in these effects showed similar basic reading tasks ability but lower vocabulary scores compared to their monolingual friends. Other test types showed intermediate scores in bilinguals and they tend to know some words in one language but not in the other.

2.5.3. Effects on Writing

Bialystok, McBride-Chang & Luk (2005) in their study conducted among monolingual English speakers, bilingual English-Cantonese speakers or Cantonese speakers learning English concluded that there was no overall influence of bilingualism but a relationship between children's level of proficiency in the compared languages, their progress in literacy development and the relation between the two writing systems. They also said that bilingualism on its own had little direct role on phonological awareness. In terms of phonological awareness, it depends on the structure of the language and as for reading, it depends mostly on proficiency in the related languages. Their results show that children's acquisition of literacy of languages having different writing systems depends on the structure and less on the student's abilities. They assert here that bilingualism shows its effect in several factors and circumstances which

should be evaluated individually while understanding how the students become literate in two languages.

Yeganeh, Ghoreyshi & Darabi (2013) found out in their study that monolingual and bilingual learners did not differ in acquiring syntactic structure. The authors hereby are of the opinion that learning more than one language in early childhood may produce not only confusion and interference between the languages but also an obstacle to gain a third language.

2.6. General advantages and Disadvantages of Bilingualism

2.6.1. Advantages of being bilingual

Why does bilingualism appear to be so important among the scholars? Merrikhi (2011) says that bilingualism affects a person's critical thinking ability so must be promoted as early as possible in Iranian education program whereas Ghonsooly (2012) says that bilingualism does have a positive effect on thinking or reasoning abilities but we mustn't ignore the positive attitudes the foreign language learners gain during their language instruction as learning a foreign culture, learning about oneself, widening one's horizons and meeting with new people. According to them, critical thinking or creative thinking abilities are of vital importance to the success of a person in the global labor market. Merrikhi (2011) supports his positive ideas about bilingualism in a research he did. A questionnaire was used to evaluate the creative thinking abilities of monolinguals and bilinguals of ELT MA students coming from different countries and socio cultural backgrounds. The findings suggest that bilinguals outnumbered monolinguals in their critical thinking skills so the author is suggesting that bilingualism should have a priority in Iranian Education system.

Ghoonsoly (2012) also made a similar study in which EFL affected creative thinking abilities of female students in three different schools. He says that foreign language learning especially English has also a positive impact on one's creativity so it should be researched separately apart from bilingualism. A test has been used in his study to make a distinction between four divergent thinking abilities, fluency, elaboration, originality and flexibility. He emphasizes that if these skills are enhanced somehow, that improvement can be attributed to specific cognitive practices that

language learning brings and the psychological consequences of being trained under a system different from school system. According to him, foreign language learning is equal to bilingualism in terms of having positive impacts on people's lives.

The concept of bilingualism does seem to have positive features affecting the people in a satisfactory manner however there are also some controversies among some scholars that the concept also creates some kind of foreign language imperialism on other native languages.

Mejia (2011) says that bilingualism or multilingualism are important factors for a person to compete in a global labor market however it can also oppress the other local languages and cause them to disappear. In the study the author has made, there seems to be a very intense reaction and protest over the acceptance of a language program by Columbian Ministry of Education in which the students will learn English according to Common European Framework Reference (CEFR). The acceptance of such program is not the debated issue but the author suggests that English-Spanish or French-Spanish bilingualism may hinder other languages spoken in Colombia. According the author, there 69 languages supposedly spoken in the country and if the government is to promote bilingualism, they have to give equal importance to all of them.

Hsu (2007) also puts forward some ideas about bilingualism programs implemented in USA in which English has hindered some other languages so the issue has become a political decision rather than being an academic or scientific subject. According to him, the country has to implement a more positive, adequate and fairer programs which provide multilingualism and multiculturalism. The author puts more emphasis on the issue of people's awareness as for being bilinguals. He thinks that the citizens are not informed enough about the positive impacts of this concept so they do not follow or give importance to such educational programs.

Bilingualism is said to have positive impact on one's critical thinking skills which are important characteristics especially in the global labor market. Then the question here may be at what age should people start a bilingual education program in order to use both languages effectively in their daily lives?

Cummins (1976) expresses that two languages in early childhood can help to accelerate the development of verbal or nonverbal abilities. He claims that in the earlier studies conducted as to the appropriate age to be exposed to a bilingual program, there was a general belief that bilingual children performed at a lower level than the monolinguals in their verbal intelligence and scholastic achievement however when he compared some studies and results of both earlier and recent studies, he came to a conclusion that there is a balance between the L1 and L2 having some variables such as social, attitudinal, educational and cognitive factors . Therefore, even if being bilingual is not an easy task, he suggests that it may have a positive influence on the cognitive functioning of children who obtain high skills of L2 if implemented properly.

Department of Psychology (2001) suggested also that too early exposure to two languages may have a diverse effect on the child's language skills but the study also emphasizes that even if there may be a delay in speaking, the children may master two languages and the interference of the two languages may decrease as they grow. The results of their study revealed that the groups succeed in their early linguistic milestones in each of their languages just like monolinguals and even if there was interference between the two languages from time to time, they semantically achieved in conveying what they wanted to say. The comparison of these two groups led to a hypothesis among the members of the department in which the children had language choices indeed. They did not have interference randomly, but they chose to do so which was most probably coming from their family lives where the parents also had such habits. The study showed that there was a specific relationship between the children's language choice and the adult language. So the scholars taking part in the research say that bilingualism may increase the interference of one language from another but this is not because the children are bilingual but because their parents do the same at home so the children tend to choose to do so. The scholars here think that the balanced factors contributing to early bilingual acquisition process is very complex but they have come to a conclusion that being exposed to two languages from birth does not cause delay and confusion to the normal processes of human language acquisition.

Alptekin (2010) says that a bilingual person can be regarded as somebody with different levels of knowledge in two languages, with different degrees of expanding knowledge in the social and pragmatic aspects of those languages and different levels of culture specific conceptualizing and with varying levels of communicative competence in that a bilingual is also a bicultural person.

Bialystok (2006) asserts that childhood bilingualism is an essential power of the course and efficiency of children's development. There is a very important distinction of the child's being bilingual or acquiring a second language and this variable is the key factor to identify the degree and type of the influence. In the study conducted by the author, three important outcomes are observed; first of all, both bilinguals and monolinguals are the same in terms of developmental issues such as memory span development, language problems like phonological awareness. The second is that bilinguals may have some kind of disadvantage in the development of vocabulary in each language however the most important one in the study is that bilingualism is the positive force which includes children's cognitive and linguistic development, improving access to literacy especially if the two writing systems correspond and development of general executive controls while dealing with a lot of non verbal problems requiring attention and control.

Wodniecka & Cepeda (2007) concluded that bilingualism may have both positive and negative effects. From the many studies conducted, they assert that the concept may have negative impact on a child's vocabulary capacity and speaking less frequently but on the whole it seems to be an advantage on cognitive skills such as problem solving, reasoning, attention .it may also prevent memory loss emerging from aging. The above may mean the advantages outnumber the disadvantages.

Bialystok, Craig & Luk (2012) concluded that bilingualism may be associated with a delay in the onset of symptoms of dementia. They sometimes have an advantage in inhibition but they may also have advantage in selection, switching, sustaining attention, working memory, representation and retrieval. These advantages are like mental flexibility, which is the ability to adapt to ongoing changes and process information effectively and adaptively. They also express the importance of several factors contributing to being bilinguals such as early age of language acquisition,

overall fluency, frequency of use, levels of literacy and grammatical accuracy. Increasing bilingualism leads to increasing modification of cognitive outcomes.

Han & Huang (2010) expressed that there were some behavioral and emotional benefits of being bilingual so the school curriculum should include bilingual environment and the parents should be encouraged to speak to their children in their mother tongue.

In conclusion, bilingualism seems to be a difficult concept to clearly define and is subject to a lot of research having a lot of variables or factors. Generally the people who use two languages equally in their daily and social lives are regarded as bilingual in which the main objective of any language is communication itself. There are some anti-bilingual scholars who claim that this phenomenon may have a diverse affect in one's language acquisition but there are also some others suggesting that even if there may be some kind of delay in speaking, the children can reach a point of a high level of competence in both languages and they have a big advantage over the monolinguals in that case. It seems that the advantages of being bilingual outnumbers the disadvantages so the curriculums of the school should somehow provoke or promote this issue in order to prepare the students being able to compete in global labor market. Although there appears to be no clear definition as to who are real bilingual, it enables people to have a global and multicultural mind and if supported with a foreign language commonly spoken in the world, which is English, the main thing it may foster is individual mind while broadening one's horizons.

2.6.2. Several disadvantages in terms of different skills

Carlson & Meltzoff (2008) concluded that bilinguals had a disadvantage in terms of expressive vocabulary. They had lower vocabulary. Executive functioning of children were influenced by such factors as age, verbal ability. When these factors were examined carefully, native bilingualism had a great role on a composite of all the tasks in the study and the subset of the tasks involving conflicting attention.

The general assumption for bilinguals is that the two languages are always active (nobody can switch off one language) and this may lead to some kind of interference from one to another however the translatability of familiar words from one language to the other may not have such an interference problem in the case of Spanish-English bilinguals. Another implication of their study was that bilinguals' decreased ability to activate lexical representation even in their dominant language occurs because they tend to think of two possible words in both languages in the meantime may miss the opportunity to find the correct collocation. (Gollan, Montoya, Notestine & Morris, 2005).

Rinaldi & Pàez (2008) conducted a study on 234 Spanish speaking students in the first grade to evaluate their English Spanish word reading skills in three periods, preschool, kindergarten and first grade. Results indicated that the students' English word reading skills were similar to that of monolinguals but Spanish word reading skills were a little below the average. English word reading skills could be influenced by the students' English vocabulary, English recalling skills, Spanish vocabulary and Spanish word reading skills. The authors suggest that one possible outcome of low Spanish skills might be caused by the students' exposure to Spanish more at home and more English at school in bilingual immersion programs so they suggest that these factors should be counted on while programming or planning such immersion programs.

Yazıcı & Temel (2011) concluded in their study that the bilingual children between the age of 5-6 had lower grades in some vocabulary tests than their monolingual peers, both groups living in Germany. They emphasize that the acquisition of a second language, in this case- German, before the child has enough conceptual development in his/her mother tongue may result in semilingualism because generally the children in such system are exposed to the second language at the age of three when they have not reached such a level of development. They claim that the children start conceptualizing the mother tongue at the age of five and using the first language like adults so the curriculum or system must take these factors into account for the child to improve in his mother tongue first then be exposed to a second language.

Uccelli and Pàez (2007) say that despite the general belief that bilingual have more vocabulary than the monolinguals due to having two languages in mind showed less capability of learning to read in the study conducted among the young learners and hereby they emphasize that these low scored students may be at risk to acquire the reading ability even in the future as they are at the critical age for reading acquisition.

Brady (2012) concluded that as most of the immigrants are seen to have low quality skills and are not inborn bilinguals, trying to make them bilingual in the USA educational system may not help them to have higher incomes in term of job prospects. The author further suggests that the education policy may be reevaluated accordingly and that bilingualism mostly give a person an individual advantage but not a common advantage in the job market as most of the population is not that affected as believed by some others.

2.7. Tense and aspect and tense usage competence in related languages

2.7.1. The definition and scope of Turkish

Modern Turkish is today spoken in the countries or locations ranging from Balkans in the west to Big Ocean in the east, from Northern Iceland in the north to Tibet in the south. It has a very large coverage area. As in all the main languages in the world, Turkish both developed in the course of history and influenced to some extent or divided into dialects by socio-cultural and environmental conditions. Up to 20th century, the dialectical differences were not recognized or felt so greatly however today the situation seems to be quite different as the language has got several major dialects. It has now such a status that the language is used as an official language, language of literature, second language and so on. The estimated number of people speaking modern Turkish is as follows:

Turkey-	70.000.000
Bulgaria	Estimated 1.000.000
Cyprus	150.000
Australia	40.000
Macedonia	80.000
Romania	24.000

Former Yugoslavia	Estimated 20.000)
Greece	Estimated 150.000)
Western European Countries	over 2.000.000

(Özyetgin, 1998).

2.7.1.1. Tense and aspect in Turkish

Slobin & Aksu (1982) express that there are two past tense morphemes in Turkish, emphasizing an obligatory grammatical distinction between the report of direct versus indirect experience. The Turkish verb is composed of an invariant root followed by a string of affixed particles, agreed with the root of vowel harmony. There are mainly three aspects of tense relations, present, past and future and also some sub structures of those main tenses. In Turkish there are “Geniş zaman” standing for Present Simple tense in English, “Şimdiki zaman”, standing for Present Progressive, “Dili geçmiş zaman” for Past simple. In all of these Turkish tenses, the verbs get suffixes according to the root and vowels of the verbs and the general sentence structure of the language is;

Subject Object Verb.

The action generally is given at the end of the sentence. Apart from the mentioned tenses above, there is “Mişli geçmiş” which does not have a direct equivalent in English. In this tense, the event is either reported by somebody or the owner of the utterance is not sure whether the information is %100 true or not.

- Ahmet dün gece ev arkadaşları ile tartışmış.
- It is said that Ahmet quarrelled with his flatmate last night.

In this sentence the person is not sure whether that quarrel really took place. He either heard from somebody or the event has been just speculated.

The main function of the suffix “miş, miş, muş...” is mostly to emphasize hearsay. However the suffix for Dili geçmiş zaman (Past simple) is used for real happenings with direct references of past.

Özcan (2007) listed the possible tense suffixes and their usage and meanings as follows: Simple tense aspect modality markers are –miş, -(I) yor, di, (a) r, - (y) acak and complex markers are -iyordu, iyormuş and –mişti.

- Mış- is used for expressing information about past events or processes not directly or consciously experienced by the speaker.
- -iyor indicates progressive aspect.
- -di indicates past of direct experience.
- (a) r is the aorist (cited as Aksu-Koç, 1998a, p.18)
- Y(acak) is used to code epistemic and deontic modality.

Complex markers are

- İyordu- progressive nature of past direct experience or narrative mode.
- İyormuş- is used to express a heard or inferred progressive past event or process
- Mıştı- is mainly used to emphasize the priority of past event over another past event on the timeline or the result of an action in the past.

2.7.2. The definition and scope of Kurdish

Kurdish language is the most commonly spoken language in the Middle East and Near East after Turkish, Arabic and Persian. It is in Iranian group in the Indian-European Language family and has preserved its unique structure up to now. It has some similarities in terms of both grammar and basic vocabulary to those of French, English, Russian and German. It has got its own unique vocabulary structure, morphological structure, phonology and grammar rules which are different from that of Persian. Kurdish language has got mainly two dialects, Kurmanji and Sorani. Each of these dialects also has got several local dialects. Kurmanji dialect is in the Northern Group which is spoken in Northern Iraq, parts of Syria, Iran, Turkey and Ex-Soviet Union. The majority of people for this dialect is are in Turkey. Sorani is mostly spoken in Southeast part of Iraq (Bedirxan & Lescot, 2009, page I-IX).

2.7.2.1. Tense and aspect in Kurdish

Haig (2004) compared Kurdish dialects with Turkish, Persian and English in terms of tenses, noun structures, active- passive, clauses dividing the Kurdish language as Northern Group, Central group and Southern group. According to what the author says, Kurmanji dialect belongs to Northern Group. He emphasizes that the Northern Group has attracted most attention from syntacticians, probably because it exhibits what appears to be a fairly pure version of morphological ergativity in the past tenses, a

mirror image of the accusativity of the present tenses. Furthermore, the syntax of the Northern Group is uncluttered by the pronominal clitics.

The inflectional Categories of the verb in Kurmanji dialect is as follows:

“ Finite verbs inflect obligatorily for tense and person. Tense is primarily expressed through the basic present/past opposition of the two stems. Table 4.3 gives the stems for some of the most frequent verbs in the Northern Group. It will be seen that there is no straightforward rule for deriving one stem from the other, at least with these highly frequent verbs. Verbs obligatorily agree with one argument (there are no clitic pronouns in the Northern Group) by a suffix on the verb stem. The corresponding person agreement suffixes are given in Table 4.4. In addition, verbs may take one of several prefixes expressing Mood, Aspect and Negation. In general, only one of these prefixes is permitted with the present stem, while the past stem supports, for example, the combination of Negation and Progressive prefixes. The commonest prefixes are given below, with a very much simplified description of the semantics:

Progressive: *di-* (with the present stem, the meaning is ‘Indicative’)
 Negation: *na-* (with the past Indicative, and present Irrealis: *ne-*)
 Irrealis: *bi-* (used to express conditionals, future time, imperatives, i. e. all manner of propositions whose actual implementation the speaker is uncertain of)

In addition to these prefixes, there is an intriguing clitic particle, *(w/d)^ewhich*, in conjunction with an Irrealis form of the verb, indicates future time reference. I say ‘intriguing’ because this particle does not occur on the verb itself, but generally clause initially. Although this is correct for the majority of instances, it fails to account for a number of examples, such

as the following:

(39) Sibehê wê hakim ser-ê min jê bi-k-e

in. the .morning FUT Prince head-IZM 1s:OBL. from.it. IRR-do:PRES-3s

" In the morning the Prince will cut off (Lit. make from it) my head."

(Lescot 1940:4)

(40) " kiye?" dêbêj-e di-ya min

"Who is it?" FUT say:IRR:PRES-2s mother IZF 1s:OBL

" Who is it? My mother would say.....(Ceweri 1986:62-63)

Thus the Future particle does not always attach to the subject. A more insightful description is that the Future particle is generally a second-position clitic, which in many cases means that it will immediately follow the subject. But when, as in the above examples, the subject is displaced from clause initial position, the clitic does not follow it. Its position is determined by the prosody of the entire clause, rather than being linked to the subject.

Ergativity in Kurmanji:

“Throughout the present tense, and with all intransitive verbs, alignment is accusative. Both S and A are in the Direct case, the verb agrees with them in person and number, while O is in the Oblique and does not affect agreement on the verb. The facts are uncontroversial; in the interests of brevity, constructed examples are given. The examples could have been given using full NPs rather than personal pronouns, but with personal pronouns, the case and agreement morphology is clearer (for a fuller account see e. g. Haig (1998)):

Present Intransitive

- Ez kurd-im

1s Kurd-cop:Pres:1s

“I am Kurdish.

- Present Intransitive

Tu Kurd-I

2s :Kurd Cop: Pres:2s

“ You are Kurdish”

- Present Transitive

Ez te dibinim

1s2s: OBL ind : see pres 1s

“ I see you”

- Present Transitive

Tu min di bini

2s 1s : OBL IND- see Pres-1s

“You see me.”

In past transitive constructions, however, a reversal of case and agreement patterns is found. The A is in the Oblique, the O is in the Direct, and the verb agrees with the O. The following examples give the past tense clauses corresponding to (50) and (51) respectively:

- Past Transitive

Min tudit-I

1s:OBL 2s See PAST-2s

“I saw you.”

- Past Transitive

Te ezdit-im

2s:OBL 1s see: PST-1s

“You saw me.”

Because A and O vary in their morphology according to the tense of the verb, it is useful to draw a terminological distinction between the A of a present tense verb form and that of a past tense verb form, and a corresponding distinction for O. In what follows, I will refer to *APRES*, *OPRES*, *APAST* and *OPAST* where the distinction is relevant. Theoretically, one could also distinguish between an *SPRES* and an *SPAST*. However, alignment in past intransitive constructions remains identical to alignment in the present, so we are justified in maintaining a single S category:

Past intransitive

Ez zarok bu-m

1s child COP:PST-1s

“I was a child.”

For the purposes of this study, I will refer to constructions such as (52) as canonical ergative constructions. Canonical ergative constructions are characterized by the following three features:

1. The *APAST* is in the Oblique case
2. The *OPAST* is in the Direct case
3. The verb agrees with the *OPAST*

The canonical ergative construction is then, in terms of case marking and agreement, the mirror image of the accusative construction illustrated above.” (Haig, 2004:p. 80-81)

2.7.3. The definition and scope of Arabic

Sitrak (1986) gives a brief definition of Arabic language as follows: “Arabic belongs to the Semitic group of languages. The most characteristic feature of this group of languages is that the great majority of their words are built up from roots which generally have a tri-consonantal form, although there are some roots with two or four consonants in their form save for a few prefixes and suffixes. Derivational and inflectional morphology depend largely on the identity and position of vowels within the consonantal root. Traditionally the trio-consonantal root is loosely equated with the third person masculine singular perfective of the verb which is the citation form. The term 'Arabic' is used to cover: (a) Classical Arabic, (b) Modern Standard Arabic, (c) Colloquial or Dialectal Arabic. Classical Arabic dates from the 6th century A. D. It is the language of Qur'an and of the great Arab grammarians, poets and others. The Modern Standard language is that variety of Arabic which is found in contemporary books, newspapers, and magazines, and which is used orally in formal speeches, public lectures, learned debates, religious ceremonials and in news broadcasts over radio and television. It varies in idiom and vocabulary from the Classical but the differences are small. This is because Classical Arabic was hallowed as the vehicle of God's Revelation in the Qur'an, and was therefore not permitted to change to any marked extent. Consequently, though some usages have become obsolete, the grammar of the 6th century Arabic still applies largely to Modern Standard Arabic. The dialectal language consists of a large number of dialects, each of which has features unique to it, and other features which are characteristic of other varieties of Arabic.”

2.7.3.1. Tense and aspect in Arabic

Sitrak (1986) expresses that Arabic has a common characteristic with other Semitic languages in that it is deficient of tenses.

The related tenses do not have accurate time significances as in Indo-European Languages. There are two sets of forms in terms of tenses in Arabic, “perfect/imperfect” or “perfective/imperfective”. Generally these two sets refer to variously as tenses, aspects or state that show whether the action is completed or not. The perfective is used to tell completed action while the imperfective denotes an action that has not taken place or has not been completed irrespective of time. Like nouns, all types of verbs are

inflected according to person (first, second, third singular, dual or plural) and gender as feminine, masculine.

Table 1. The affixes (prefixes and suffixes) that are used as markers of person , number and gender in Arabic.

Form	Person & Gender	Number		
		Singular	Dual	Plural
Perfective	3 rd . masc.	Kataba	<u>Kataba</u>	<u>Katabu</u>
	3 rd . fem.	<u>Katabat</u>	<u>Katabata</u>	<u>Katabna</u>
	2 nd . Masc.	<u>Katabta</u>	<u>Katabtuma</u>	<u>Katabtum</u>
	2 nd . Fem.	<u>Katabti</u>	<u>katabtuma</u>	<u>Katabtunna</u>
	1 st . common	<u>katabtu</u>		<u>katabna</u>
Imperfective	3 rd . masc.	<u>Taktubu</u>	<u>Taktubani</u>	<u>Taktubuna</u>
	3 rd . fem.	<u>Taktubu</u>	<u>Taktubani</u>	<u>Taktubna</u>
	2 nd . Masc.	<u>Taktubu</u>	<u>Taktubani</u>	<u>Taktubuna</u>
	2 nd . Fem.	<u>Taktubina</u>	<u>Taktubani</u>	<u>Taktubna</u>
	1 st . common	? <u>aktubu</u>		<u>Naktubu</u>

The root of the perfective form is CVCVC and the root of the imperfective form is CCVC. The underlined portions constitute the affixes (prefixes and suffixes) that are used as markers of person ,number and gender.

It should be noted, however , that each of the above forms ,perfective" and imperfective , has several different uses and meanings. The perfective form refers to an action completed at the past time; an action which has just finished. It also refers to a habitual action in the past. With the particle /qad/ it shows that the action has taken place ,as expected ,just a little before the time of speaking. It can also be preceded by the auxiliary verb /kana3MS, pf.) 'be' and the particle /qad/ to denote that the event happened prior to a past time, i.e. with pluperfect meaning (1)(cf. 2.3.). The imperfective, on the other hand, expresses a habitual action; a specific fact; a simple future when it combines with the

particle /saufa/ 'will' .It can also combine with /kana/(3MS, pf.) 'be' to correspond to a progressive action in the past(cf. Ibid.) .

The sentence structure of Arabic is that there are two major types of sentences: verbal or nominal. The verbal sentence includes a verb which features as its basic element. In its simplest form a verbal sentence is composed of only one word, the verb itself and the subject being indicated by the form of the verb. The normal word order in Arabic verbal sentence is Verb-Subject-Complement.

Perfective aspect refers to past acts, events, processes or developments while imperfective refers to progressive or habitual acts.

Sitak also mentions some Arabic Grammarians' perspectives as for Arabic tense and aspect relations. Some Grammarians say that the imperfective aspect in itself does not express any idea of time. Instead it expresses a commenced, incomplete, enduring existence either in present, past or future.

Imperfect signifies:

a- An eternal truth or scientific fact

b- A habitual action

c- An action which does not take place at any one particular time, to the exclusive of any other time but which takes place at all times or rather in speaking of which no notice is taken of time but only of duration.

d- An action which is to take place hereafter, i.e. simple future

e- An action which was future in relation to the past time of which we speak. In such a case the imperfective is appended to the preceding perfective without the intervention of any particle and forms with its complement, a secondary subordinate clause.

f- The imperfective frequently expresses an action which continues through the past time modifying the state of the subject.

g- When the imperfective of the main verb or an active participle follows the imperfective of /Kana/"to be", the action expresses future progressive.

h- In sentences consisting of the imperfective of /kana/"to be" followed by the particle /Qad/ and the perfective of the main verb, both of them may refer to an action which will be in perfect at some future point of time. They express future perfect.

It seems in Arabic that although there appears to be two main aspects as perfective or imperfective, they both may express different times or tenses with several different usages or interactions with one another.

2.7.4. The definition and scope of English

Quirk, Greenbaum, Leech & Svartvik (1992) define English as the world's most important language. They emphasize the scope of languages in general according to some criteria and give a brief definition of the language in terms of its scope and the reasons for its becoming a global language.

One criterion is the number of native speakers that a language happens to have. Second is the extent to which a language is geographically dispersed: in how many continents and countries is it used or is the knowledge of it necessary? A third is its 'vehicular load': to what extent is it a medium for a science or literature or other highly regarded cultural manifestation - including 'way of life'? A fourth is the economic and political influence of those who speak it as 'their own' language.

They assert that English scores as being the primary medium for twentieth-century science and technology. What emerges strikingly about English is that by any of the criteria it is prominent, by some it is pre-eminent, and by a combination of the four it is superlatively outstanding. The choice of an international language, or lingua franca, is never based on linguistic or aesthetic criteria but always on political, economic, and demographic ones. Native, second, and foreign language English is the world's most widely used language.

To understand the possible status of English it may be useful to distinguish three primary categories of use: as a native language, as a second language, and as a foreign language. English is spoken as a native language by nearly three hundred million people: in the United States, Britain, Ireland, Australia, New Zealand, Canada, the Caribbean and South Africa, including smaller countries or smaller pockets of native English speakers (for example in Rhodesia and Kenya). In several of these countries, English is not the sole language: the Quebec province of Canada is French-speaking,

much of South Africa is Afrikaans-speaking, and for many Irish and Welsh people, English is not the native language. But for these Welsh, Irish, Quebecois and Afrikaners, English will even so be a second language: that is, a language necessary for certain official, social, commercial or educational activities within their own country. This second-language function is more noteworthy, however, in a long list of countries where only a small proportion of the people have English as their native language: India, Pakistan, Nigeria, Kenya and many other Commonwealth countries and former British territories. Thus, a quarter of a century after independence, India maintains English as the medium of instruction for approximately half of its total higher education. English is the second language in countries of such divergent backgrounds as the Philippines and Ethiopia, while in numerous other countries (Burma, Thailand, South Korea and some Middle Eastern countries, for example) it has a second language status in respect of higher education. It is one of the two 'working' languages of the United Nations and of the two it is by far the more frequently used both in debate and in general conduct of UN business. By foreign language it is meant that a language is used by someone for communication across frontiers or with people who are not his countrymen": listening to broadcasts reading books or newspapers, commerce or travel, for example.

One more claim they have put forward for English is that no language is more widely studied or used as The English language foreign language than English. The desire to learn it is immense and apparently insatiable. American organizations such as the United States Information Agency and the Voice of America have played a notable role in recent years, in close and amicable liaison with the British Council which provides support for English teaching both in the Commonwealth and in foreign countries throughout the world. The BBC, like the USIS, has notable radio and television facilities devoted to this purpose. Other English-speaking countries such as Australia also assume heavy responsibilities for teaching English as a foreign language. Taking the education systems of the world as a whole, one may say confidently (if perhaps ruefully) that more timetable hours are devoted to English than any other subject.

To sum up, English is a top requirement of those seeking good jobs - and is often the language in which much of the business of 'good jobs' is conducted. One needs it for access to at least one half of the world's scientific literature. It is thus intimately

associated with technological and economic development and it is the principal language of international aid. Not only is it the universal language of international aviation, shipping and sport: it is to a considerable degree the universal language of literacy and public communication. Siegfried Muller (former Director of the Languages-of-the- World Archives in the US Department of Education) has estimated that about 60 per cent of the world's radio broadcasts and 70 per cent of the world's mail are in English. The great manufacturing countries Germany and Japan use English as their principal advertising and sales medium; it is the language of automation and computer technology.

2.7.4.1. Tense and aspect in English

Freeman, Kuehn & Haccius (1999) say that tense and aspect relation in English seems to be an easy aspect to teach however the situation is just the opposite when it comes to semantic point of view as English people, for instance, may express futurity with modals, present simple, present continuous as well. So their conclusion is that tense and aspect relation should be taught in an overall context instead of the students' being taught the tenses separately. They express general tense and aspect structure in a table as follows ;

Table 2. Twelve Verb tense –aspect combinations

	Simple 0	Perfect Have+-en	Progressive Be + Ving	Perfect Progressive Have + -en be + Ving
Present	Simple Present Plays	Present Perfect Has/Have Played	Present Progressive Am/is/are playing	Present perfect progressive Has/have been Ving
Past	Simple Past Played	Past Perfect Had Played	Past progressive was/were playing	Past Perfect Progressive Had been Ving
Future	Simple Future Will play	Future Perfect Will have played	Future Progressive Will be playing	Future Perfect Progressive Will have been Ving

As cited in Celce Murcia & Larsen-Freeman, 1999, p.110.

What is Tense and Aspect relation in English then?

Aarts & McMahon (2006) divide the term aspect into several categories as in the following; Viewpoint aspect, progressive aspect, perfect aspect, situation aspect for which they provide the conceptual and functional differences from one another. Viewpoint aspect is regarded as not showing objective differences and the same eventuality may be presented in different ways;

- Susan built kayaks.
- Susan was building kayaks.

For progressive aspect, the temporal properties are durativity, unboundedness and dynamicity.

The progressive aspect emphasizes an eventuality as durative whereas the perfective aspect represents an eventuality as a durationless item.

- At noon Susan ran out of the room.
- At noon Susan was running out of the room.

As for the perfect aspect, the principles are resultative, experiential, continuative and perfect of recent past. The resultative provides a state of events resulting from a former event.

- Mother has just gone to the store.

The experiential perfect indicates the previous event of an occurrence on one occasion.

- Mother has been to world fair twice.

The continuative perfect shows an eventuality, formerly begun which continues at the reference time. It occurs with adverbials of duration such as for an hour, since yesterday etc.

- The children have been outside all morning.
- Susan has been walking for three hours now.

Situation aspect interacts with viewpoint aspect with all the aspects.

- John (was, is, will be) tall. (current eventuality with stative expressions)
- Susan (was/is/will be) visiting her mother. (progressive aspect)
- Susan (had/has/will have) visited her mother. (Perfect aspect)
- Susan visits her mother (habitual aspect)
- Lions eat meat. (generic interpretation)
- We now mix the ingredients together. (reportative interpretation)

- I agree. (performative utterance).

The authors explain another aspect as phasic aspect which is about the reference to one or more stages of an eventuality. For instance

- John began to run.
- John stopped running.

As for the given classification above, it may be said that aspect relation to tenses may be mostly referred to morphological and discourse levels not directly to grammatical structure. There seems to be mainly three aspects of tenses, simple, progressive and perfect in which there are several variables as for the intended meaning of the utterance.

2.7.5. Conclusion

Bybee & Dahl (1989) studied 18 languages to see whether they all share similar characteristics in terms of tense and aspect relation and concluded that % 70-80 of the related languages shared six common grammar types which are as follows;

Perfective- indicating that a situation is viewed bounded.

Imperfective- indicating that the situation is viewed as not bounded.

Progressive- indicating the situation is in progress at reference time.

Future: indicating that the speaker predicts a situation will occur subsequent to the speech event.

Past- indicating that the situation occurred before the speech event.

Perfect- indicating that a situation is being described as relevant at the moment of speech or another point of reference.

If the so called study may be used as a reference for the four languages subject to this thesis, it may be concluded that the four languages, Turkish, Kurdish, Arabic and English share some of the related aspects explained above although they belong to different language families or groups and they have different grammatical or syntactical structures from one another.

CHAPTER III

3. METHODOLOGY:

3.1. Introduction

In this chapter, a brief description of the program or schedule of the study, the participants, how the participants have been chosen or selected, the methods to be used, data analysis and design of the study will be provided.

3.2. Sampling and participants:

The researcher identified three Anatolian high schools from which 8 ninth grade students, numbered 272 were given a background questionnaire to learn whether they are bilinguals or monolinguals(see appendix I). The questionnaire was aimed to find which type of bilingualism group the bilinguals, TKB (Turkish Kurdish Bilinguals), TAB (Turkish Arabic Bilinguals) belonged to and to identify Turkish monolinguals. It also included the students' SBS (high school entrance exam) English scores, which included 17 English questions. After the evaluation of the questionnaire, the researcher eliminated one school totally because it was a very newly opened Anatolian High school and the SBS scores of the students were very low. From the remaining two schools including 170 students, 45 participants for each of the three groups of the study, TKB (Turkish Kurdish Bilinguals), TAB (Turkish Arabic Bilinguals) and TM (Turkish Monolinguals) were identified. There was not a gender distinction between the groups so they were all selected according to their being bilingual both Turkish-Kurdish and Turkish- Arabic and being Turkish monolingual and according to their SBS exam scores. Upon evaluating the bilingual groups' situation, it may be said that Turkish-Kurdish bilinguals belong to successive early bilingual group in which they learn Kurdish first at home to some extent and they learn Turkish after that. As for the Turkish-Arabic bilingual group, the majority of the students belong to successive early bilingual group but some passive bilinguals were eliminated from the group as they could understand the Arabic language but could not speak. Most of the TM group students come from the west of Turkey because of their parents' occupational duties. The education of Turkey is centralized, which in this case means that all of the students subject to this study are coming from State secondary schools passing the same exam.

3.3. Instrumentation:

The study was conducted according to experimental research criteria. The groups, TKB, TAB and TM all were given a background questionnaire and were given two pretests of Cambridge KET (Key English Test) exam on 15th, November (see appendix II). There were two pretests as the students tense and aspect performance in English writing would be evaluated and the writing part of the two exams included the tenses (Present simple, present Progressive, past simple, past progressive, future simple and be going to) to be evaluated. The exam involved 9 parts to assess the students' reading writing competence in English including 55 questions including multiple choice questions, comprehension questions, cloze test, fill in the blanks and a short writing session. The next part of the exam was listening part including 25 questions in which the students listened several dialogues or conversations twice. The final part of the exam was speaking part. The two exam formats were the same apart from the context of the writing parts. The students were allocated a four month period –in which there were 17 days of midterm holiday- to learn the related English verb tenses and use them functionally in writing sessions. All groups were taught for one hour a week apart from the school curricula to study the tenses from a book called “ Changing Times, changing Tenses” by Patricia Wilcox Peterson (see Appendix III). Moreover, the participants were assigned an extensive reading program which included 10 Stage 1 English books. In this program, they were supposed to read the books on their own to do the exercises at the end of the books, to give a short description of the characters and a short summary of the plot. Before the program, two books were chosen randomly and evaluated in this way in the allocated time as a reference to the students. The program finished on 15th of March and the students were given two posttests to evaluate their progress in using the related tenses in their writing and reading.

3.4. Research design

A paired samples t-test was conducted to compare the mean scores of pre-test and post-test of strategy training inventory in order to find out whether the training is helpful in developing learners' reading performance and writing by using the related tenses taught during the allocated period. The students' performance for reading was evaluated according to their scores of 55 questions both from pretests and posttests, in

which there were general comprehension questions of a reading text, a cloze test, a multiple choice test, a vocabulary section and the final part of the reading session was followed by a writing task for which the students were required to write a meaningful paragraph according to the given situation or instruction. The students were also given the listening part of the exam as the KET (Key English Test) exam by Cambridge was a complete one evaluating the students' all language skills but the scores of the listening part were not taken into account as a component of the related study.

3.5. Data analysis

The results of both pretests and posttests were included in SPSS20.0 and several tables were prepared in Excel formats. The Writing parts of the exams were evaluated according to the evaluation criteria of the so called KET exam from 0 (minimum) to five points (maximum). The other parts of the exam were evaluated as Correct or Incorrect criteria and the final grade for each exam was provided.

3.6. Interrater reliability

The researcher and his colleague served as two raters to evaluate the students' writing tasks. The second rater has an MA degree on ELT, and has been an instructor on duty in a university for 5 years. The second rater was provided some information on how to score the writing tasks of the students and requested to rate the writing tasks of the students by means of using the tenses subject to the present study. To maintain consistency in scoring and to minimize any bias a rater could develop, each rater independently scored each writing task of the students. Inter-rater agreement measured through Cohen's kappa in terms of how writing tasks were scored and the result was 80, which equals to substantial agreement. So, it can be said that there existed a consensus or homogeneity between raters in terms of scoring the so called writing tasks.

3.7. Procedure

The researcher explained the aim and scope of the study briefly to the school administration so he wrote an official letter to the administration of the high to apply the questionnaire, program, pretest and posttest to the students in the related period. The related permission can be seen in Appendix 4. The researcher also wrote another formal

letter to the parents of the participants to ask them to let the students attend the extra one hour English lesson apart from the school curricula.

CHAPTER IV

4. FINDINGS AND DISCUSSION

4.1. Introduction

All the participants in this study were given two pretests of KET (Key English Test by Cambridge University) exam and two posttests between the periods of their training of 4 months. The reason for using two tests as an evaluation material was that the writing section of one exam would have been too limited to be assessed in terms of the students' tense usages in English so the researcher used two tests in order to extend the scope of the writing parts so that the students would be able to use Present Simple Tense, Present Continuous Tense, Past Simple Tense, Past Continuous Tense, Future Simple and Be Going to structures in the writing sections of the two tests. In order to evaluate the students' performances, firstly the means of two pretests and posttests were calculated within themselves. Each Group, TM (Turkish Monolinguals), TKB (Turkish Kurdish Bilinguals) and TAB (Turkish Arabic Bilinguals) had a final mean score for both reading and writing parts as for pretests and posttests and the final scores were added to SPSS 20 version. To compare the students' performance according to their pretest and posttest differences and among the groups, the following evaluation tests were implemented by means of SPSS program.

4.2. Reading Evaluation of the students

4.2.1. Reading Normality test

In order to evaluate the homogeneity of reading parts of the pretests, the results were evaluated according to Kolmogorov- Smirnov test. It was concluded that there was not a parallel distribution of the groups' scores in terms of reading and thus there was not a normal distribution apart from their achievement test scores which has been found as below 0,05, the normal average point. In that case, it was decided that the results would be evaluated according to nonparametric tests. The mean scores of both of the two pretests and posttests were calculated first and then the difference between the final pretest results were extracted from the final posttest results. A nonparametric test in SPSS program, Wilcoxon test in our case, was used to find whether there was any improvement between the pretest period and posttest period within the groups. However

according to their achievement test scores, the reading performance between one group and the other, one way ANOVA test was used. The following table shows the normality of reading scores of the students' to see whether there is homogeneity among the groups;

Table 3. Reading Task Achievement Scores for all groups

	Kolmogorov-Smirnov(a)			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
All Groups Pretest	0,116	135	0	0,968	135	0,003
Achievement Score	0,07	135	0,197	0,985	135	0,144
All Groups Posttest	0,123	135	0	0,928	135	0

a Lilliefors Significance Correction

As can be seen from the table above, the scores of pretest and posttest scores are not distributed normally except for the students' range points so nonparametric tests were used to evaluate the performance of the students.

4.2.2. Tm Reading Score

Table 4. TM Group Reading Scores

Turkish Monolinguals Reading Pretest-Posttest Evaluation					
Pretest -Posttest	N	MEAN RANK	SUM RANK	Z	P
Negative Ranks	0	0	0	-5,844 ^a	0
Positive Ranks	45	23	1035		
Ties	0				

a Based on negative ranks.

There was not a balanced distribution of scores of the students' pretest results so non parametric tests were applied in order to find whether TM (Turkish Monolinguals) group showed any improvement of their reading skills between the training period of four months. According to the results of Wilcoxon Test, the P value was under 0,05 and this meant that there was a considerable improvement of their reading skills from the pretest period to posttest period.

Table 5. All Groups Pretest and Posttest Results in Reading

Descriptive Statistics					
	N	Mean	Std. Deviation	Minimum	Maximum
TAB Pretest	45	19,73333333	3,604920879	13	29,5
TKB Pretest	45	21,27777778	5,149531704	11,5	33
TM Pretest	45	18,78888889	3,612618178	11,5	28,5
TAB Posttest	45	39,13333333	1,706937715	35	42,5
TKB Posttest	45	48,35555556	1,923604046	44	52
TM Posttest	45	34,15555556	1,795898807	29	37,5

As we can see from the table above, the mean of TM pretest reading task is 18,7889 and posttest reading score is 34,1556. There seems to be a significant improvement between the pretest and posttest period.

4.2.3. TKB (Turkish Kurdish Bilinguals) Reading Score

Table 6. TKB Group Reading Scores

Turkish Kurdish Bilinguals Pretest Posttest Reading Scores					
Pretest-Posttest	N	MEAN RANK	SUM RANK	Z	P
Negative Ranks	0	0	0	-5,843(a)	0
Positive Ranks	45	23	1035		
Ties	0				

a Based on negative ranks.

There was not a balanced distribution of scores of the students' pretest results so non parametric tests were applied in order to find whether TKB (Turkish-Kurdish Bilinguals) group showed any improvement of their reading skills between the training period of four months. According to the results of Wilcoxon Test, the P value was under 0,05 and this meant that there was a considerable improvement of their reading skills from the pretest period to posttest period.

Table 7. TKB Group Pretest and Posttest Scores in Reading

Descriptive Statistics					
	N	Mean	Std. Deviation	Minimum	Maximum
TKB Pretest	45	21,27777778	5,149531704	11,5	33
TKB Posttest	45	48,35555556	1,923604046	44	52

As we can see from the table above, the mean of TKB pretest reading task is 21,2778 and posttest reading score is 48,3556. There seems to be a significant improvement between the pretest and posttest period.

4.2.4. TAB Reading Scores

Table 8. TAB Pretest Posttest Reading Scores

Turkish-Arabic Bilinguals Pretest Posttest Reading Scores					
	N	Mean Rank	Sum Rank	Z	P
Pretest-Posttest					
Negative Ranks	0	0	0	-5,843(a)	0
Positive Ranks	45	23	1035		
Ties	0				

a Based on negative ranks.

There was not a balanced distribution of scores of the students' pretest results so non parametric tests were applied in order to find whether TAB (Turkish-Arabic Bilinguals) group showed any improvement of their reading skills between the training period of four months. According to the results of Wilcoxon Test, the P value was under 0,05 and this meant that there was a considerable improvement of their reading skills from the pretest period to posttest period.

Table 9. TAB Group Pretest and Posttest Scores in Reading

Descriptive Statistics					
	N	Mean	Std. Deviation	Minimum	Maximum
TAB Pretest	45	19,73333333	3,604920879	13	29,5
TAB Posttest	45	39,13333333	1,706937715	35	42,5

As we can see from the table above, the mean of TAB pretest reading task is 19,7333 and posttest reading score is 39,1333. There seems to be a significant improvement between the pretest and posttest period.

4.2.5. All Groups Reading Evaluation

Table 10. All Groups Achievement Scores

ALL GROUPS ACHIEVEMENT SCORES											
	N	Mean		Std. Deviation		Std. Error		95% Confidence Interval for Mean		Minimum	Maximum
		Lower Bound	Upper Bound	Lower Bound	Upper Bound	Lower Bound	Upper Bound	Lower Bound	Upper Bound		
1	45	15,3667	4,30433	0,64165	14,0735	16,6598	5	25,5			
2	45	27,0778	5,37561	0,80135	25,4628	28,6928	12	36,5			
3	45	19,4	3,84737	0,57353	18,2441	20,5559	12	27			
Total	135	20,6148	6,64868	0,57223	19,483	21,7466	5	36,5			

Table 11. One Way ANOVA-All Groups Reading Scores

One Way ANOVA for All groups' Reading Scores							
Source of the Variance	Square Total	sd	Mean of Square	F	P	Meaningful Difference	
Among Groups	3185,493	2	1592,746	76,788	0	2	1
Within Groups	2737,978	132	20,742			2	3
Total	5923,47	134				3	1

Table 12. Levene Statistical Test

Test of Homogeneity of Variances			
Levene Statistic	df1	df2	Sig.
1,458	2	132	0,237

The achievement scores were calculated by extracting the pretest reading means from posttest means. Then in order to find whether there was a meaningful difference between the scores according to achievement scores, one Way ANOVA test was implemented. The homogeneity of the groups were assessed by applying Levene Test. Accordingly the p value was seen to be bigger than 0,05 so it was concluded that there

was a homogeneity of the students' reading scores. In terms of the groups achievement scores, the first group's score (TM) was 15,3667, the second group's (TKB) score was 27,0778 and the third group's (TAB) score was 19,4000. According to the results of the ANOVA test, there seemed to be a meaningful difference between the groups. ($F=76,788$, $p<0,05$). A TUKEY multi comparison test was applied to find which group caused such a meaningful difference. According to this test it was found that Turkish Arabic Bilinguals outnumbered Turkish Monolinguals in terms of their reading scores and Turkish Kurdish Bilinguals outnumbered the two other groups. There was a significant difference among the groups statistically and the sequence of the groups was 2-3-1 in which 2 is TKB group, 3 is TAB group and 1 is TM group.

4.2.6. Conclusion

According to the results of the evaluation tests implemented above, three groups all showed a significant improvement after their training period in their English reading skills. The two bilingual groups seemed to outnumber the monolingual group but the group who took the highest score from reading task was Turkish-Kurdish bilingual one. This might have been caused by the fact that TKB group generally have a chance to use both languages actively in their daily lives both at home and at school however Turkish Arabic bilinguals may have a disadvantage of using Arabic only at home which means that they are able to use the language within specific hours of the day. Language exposure may have an impact on such a difference. Another impact may have resulted from the syntactic similarities between Kurdish language and English language and Arabic and English language. Although both bilinguals can mostly speak Arabic and Kurdish but do not have writing or reading skills in these languages, being bilingual may have caused them a broader vocabulary than their monolingual counterparts. The sequence of the groups' reading score according to descending order is TKB (Turkish-Kurdish Bilinguals), TAB (Turkish Arabic Bilinguals) and TM (Turkish Monolinguals).

Although Turkish monolingual group seemed to have almost an equal score in their English reading task in the pretest, this appeared to be decreasing in the posttest. Even some of the monolingual students had better scores than the bilingual ones. This might have been caused by the fact that such students usually come from Western

regions and may have had more alternatives to learn English in such cities. Or it might have been because people in western cities put more emphasis on English as a foreign language. However in Siirt, where the bilinguals are brought up, parents of most secondary school children see English as only a part of SBS exam which covers solely 17 questions in our case.

4.3. Writing Task Scores

4.3.1. Writing Normality test

Table 13. Writing normality test

TEST OF NORMALITY FOR WRITING TASK			
	Kolmogorov-Smirnov(a)		
	Statistic	df	Sig.
WRITING ERİŞİ	0,147	135	0
TÜMPUAN	0,173	135	0
TMPOSTTEST	0,194	135	0

a. Lilliefors Significance Correction

To evaluate the students' writing scores, Kolmogorov-Smirnov test was applied to see whether there is a balanced distribution between their pretest, posttest and achievementscores and it was concluded that the scores were not distributed in a balanced way as p value was under 0,05.

4.3.2. TM Pretest- Posttest Writing Scores

Table 14. TM Group Pretest-Posttest Improvement in writing

TM Pretest- Posttest Writing Improvement					
	N	Mean Rank	Sum Rank	Z	P
Pretest-Posttest					
Negative Ranks	3	5,5	16,5	-5,393	0
Positive Ranks	38	22,22	844,5		
Ties	4				

Table 15. Wilcoxon Signed Ranks Test

Wilcoxon Signed Ranks Test				
Descriptive Statistics				
	N	Mean	Std. Deviation	Maximum
TM PRETEST	45	1,2556	1,03694	3,5
TM POSTTEST	45	2,8556	0,36342	3,5

In order to evaluate whether the students' writing skill in English improved by using the related English tenses explained briefly in introduction part of this chapter and to determine whether there was a meaningful difference between pretest and posttest scores, Wilcoxon signed rank test was used. Statistically there was a significant difference between their pretest and posttest results in terms of their writing in English. The differences were assessed according to negative rank and it appeared that the training period had a positive impact on the students' writing skill. As we may see from the tables above, the writing score of TM group's pretest was 1,2556 but this figure went up to 2,8556 in the posttest. Although writing may be seen as the most productive but difficult skill by the students, this improvement may have resulted from the limitation of the scope of the writing task as they were only required to use basic tenses to answer several questions in the task. The p value was below 0,05 which means that they showed some improvement between the period of the two tests ($Z=-5.393$, $p<0,05$).

4.3.3 .TKB Pretest-Posttest Writing Scores

Table 16. TKB Pretest Posttest Writing Improvement

TKB Pretest- Posttest Writing Improvement					
Pretest -Posttest	N	Mean Rank	Sum Rank	Z	P
Negative Ranks	0	0	0	-5,393	0
Positive Ranks	43	22	946		
Ties	2				

* Based on Negative rank

Table 17. TKB Wilcoxon Signed Ranked Test

WILCOXON SIGNED RANKED TEST					
Descriptive Statistics					
	N	Mean	Std. Deviation	Minimum	Maximum
TKB Pretest	45	1,03	0,875	0	3
TKB Posttest	45	2,8889	0,49874	2	4

In order to evaluate whether the students' writing skill in English improved by using the related English tenses explained briefly in introduction part of this chapter and to determine whether there was a meaningful difference between pretest and posttest scores, Wilcoxon signed rank test was used. Statistically there was a significant difference between their pretest and posttest results in terms of their writing in English. The differences were assessed according to negative rank and it appeared that the training period had a positive impact on the students' writing skill. As we may see from the tables above, the writing score of TKB group's pretest was 1,03 but this figure went up to 2,8889 in the posttest. Although writing may be seen as the most productive but difficult skill by the students, this improvement may have resulted from the limitation of the scope of the writing task as they were only required to use basic tenses to answer several questions in the task. The p value was below 0,05 which means that they showed some improvement between the period of the two tests ($Z=-5.393$, $p<0,05$).

4.3.4 . TAB Pretest – Posttest Writing Scores

Table 18. TAB Pretest Posttest Improvement

TAB Pretest Posttest Improvement					
Pretest-Posttest	N	Mean Rank	SUM RANK	Z	P
NEGATIVE RANKS	1	2,5	2,5	-5,64	0
POSITIVE RANKS	41	21,96	900,5		
TIES	3				

*Based on Negative Rank

Table 19. TAB Wilcoxon Signed Ranked Test

Descriptive Statistics					
	N	Mean	Std. Deviation	Minimum	Maximum
TAB Pretest	45	0,96	0,838	0	3
TAB Posttest	45	2,9333	0,56003	2	4

In order to evaluate whether the students' writing skill in English improved by using the related English tenses explained briefly in introduction part of this chapter and to determine whether there was a meaningful difference between pretest and posttest scores, Wilcoxon signed rank test was used. Statistically there was a significant difference between their pretest and posttest results in terms of their writing in English. The differences were assessed according to negative rank and it appeared that the training period had a positive impact on the students' writing skill. As we may see from the tables above, the writing score of TAB group's pretest was 0,96 but this figure went up to 2,9333 in the posttest. Although writing may be seen as the most productive but difficult skill by the students, this improvement may have resulted from the limitation of the scope of the writing task as they were only required to use basic tenses to answer several questions in the task. The p value was below 0,05 which means that they showed some improvement between the period of the two tests ($Z=-5.393$, $p<0,05$).

4.3.5. The difference among the groups in terms of writing

Table 20. The meaningful difference among groups in writing

The meaningful difference among the groups					
	N	Mean Rank	SD	X²	P
TM	45	62,34	2	1,89	0
TKB	45	68,09			
TAB	45	73,57			

The scores of pretest were extracted from the posttest scores to find the achievement scores of the students. Kruskal-Wallis test was used to find whether there

is a meaningful difference among the groups according to their achievement scores. It was found that there was not a meaningful difference between the achievement scores so the groups seemed to be almost equal in terms of their writing results. ($\chi^2= 1,89$, $p>0,05$).

4.3.6. Conclusion

When the pretest and posttest writing results were compared, it appeared that the writing scores increased significantly after the training period for all the groups ; however, there was not a considerable difference among the groups' posttest scores. The final scores were almost equal among the groups. In the table above, TAB seems to be a little better than the other two groups. Writing tasks are generally regarded as a difficult phenomenon by the students. The students were generally able to use the tenses which were taught them during the training period efficiently so the training appears to have a positive impact on their writing skills although it was a limited task in a specific exam. During the pretest implementation, almost all of the students were somehow reluctant to complete the writing part for which they expressed an excuse saying that they had never done such writing activities in the course of their secondary school education. This reluctance may have been another reason for the low pretest results but after they had a four month of training for both reading and writing, the students were gradually motivated to do writing activities and this resulted in all groups' getting almost doubled grades in the posttest.

4.4. Discussion

4.4.1 .Reading skill

All of the students' foreign language skills in this study seem to mainly focus on grammar and vocabulary because of the implementation and scope of the SBS exam as the 17 questions in the exam simply analyzes the students' reading, vocabulary and grammar skills but in this exam reading seems to have a less focus than the other two skills. Although these students started taking English lessons at sixth grade, they all seemed to fail to reach the expected level of English according to the curricula because the main objective of all secondary school children is to pass the SBS exam and go to a prestigious high school. In this exam English is seen as the last course in terms of

importance after maths, Turkish, social courses and science. That is, the attitude towards English among all the groups is generally identified by a specific exam rather than being motivated to learn a foreign language and this attitude might hinder the main objectives of foreign language learning.

From the things explained above, we might consider all of the students being at an equal level in terms of motivation and test scores. They started having six hours of English a week after they started high school and two extra hours to complete this study. During the study they practiced all related tenses both in reading and writing skills and they were all given intensive and extensive reading activities. In the course of the training program, it was observed that the focus of the students' on EFL somehow changed from a specific exam objective towards learning and speaking the language instead of just memorizing some vocabulary or rules. After the implementation of the posttest, the results were evaluated by means of SPSS program. The reading and writing skills both improved in the four month training program in which reading tasks had more focus than writing. When we look at the comparison of the reading results among the groups, the following conclusions could be made;

1- TKB (Turkish-Kurdish Bilinguals) outnumbered the other two groups in terms of their reading scores. There might be several reasons behind this result. One may be that TKB group use both Turkish and Kurdish actively in every aspect of their daily lives and language input or exposure could have played an important role in our study. Moreover, this group seems to speak the language fluently although they are not generally regarded as balanced bilingual that is one of these two languages is their dominant language. They do not have equal competence in them. Even if they mostly do not have reading or writing skills in Kurdish, the syntactic similarities in sentence structures might have had a positive impact as both of the languages are in the same language family group, Indo-European in our case. This might be another reason in the improvement of reading and writing skills.

Pavlenko (2000) expresses that L2 in late bilinguals may cause some unexpected results due several factors such as individual-learner's age and onset of L2 learning, learner's goals, language attitudes, language proficiencies, individual differences, sociolinguistic factors like learning context, language exposure, language prestige and

linguistic and psycholinguistic factors like language level, typological similarity developmental factors. The author concluded that long exposure to L2 proficiency may lead to L1 influence on such areas as competence, performance, processing on all language levels, phonology, morphosyntax, lexis, semantics, pragmatics and rhetoric.

2- TAB (Turkish-Arabic Bilinguals) outnumbered TM (Turkish monolinguals) in their reading scores. These students mostly expressed that they speak Arabic only at home with their parents so language exposure in their case is limited to only specific situations or times of their daily lives so it may be inferred that their type of bilingualism to some extent is different from that of TKB group. Turkish language seems to be a dominant language for TAB group. This might have resulted in their having less scores than TKB in reading however they still managed to outnumber the TM group. The sentence formation is also similar in Arabic and English although both languages have totally different alphabets. Tense and aspect structures in the languages in this study have been explained briefly in chapter two. It was concluded that Turkish, Kurdish, Arabic and English share some similar tense and aspectual features even if their origins could be different and they have totally different alphabets.

3- TM group (Turkish Monolinguals) in the pretest seem to have equal scores compared to their bilingual counterparts and some students even got higher scores. When we look at the answers in the background questionnaire, the students in this group are almost from the cities in the west of Turkey and they were brought up in a totally Turkish speaking environment. They seemed to focus on English as a foreign language more before they came to Siirt because the families generally put more emphasis on foreign language learning in Western cities.

The researcher has been teaching English for 15 years and he started his career in a central town in Anatolia where English as a foreign language was a top priority among the students even if the students were still to pass a specific exam to go to a prestigious high school. This emphasis declined or changed its course during the SBS exam preparation period so the main focus of these students' English skills was limited to only grammar, vocabulary and to some extent reading all of which was covered by only 17 questions in the SBS exam. To sum up, TM group's reading skills may have

almost come to a halt because of focusing on a specific exam. They showed improvement between pretest and posttest within their group but their scores seemed to be less than the other bilingual groups.

Kaushanskaya, Blumenfeld & Marian (2011) conducted an experiment between three groups, English speaking monolinguals, spontaneous English Spanish bilinguals and Sequential English Spanish bilinguals to measure their capability of receptive English vocabulary and phonological short term memory. Their results showed that the bilinguals might depend on short term memory sources to support word retrieval in their native language more than monolinguals.

Kovelman, Baker & Petitto (2008) provide several factors affecting bilinguals' reading development. They claim that the age of first bilingual experience- not the length of bilingual exposure, the socioeconomic status or the level of language proficiency- affects reading and language development in young bilinguals. They further suggest that a proper bilingual program and early bilingualism may help students enhance an advanced reading ability in both languages with a similar competence and these children may develop successful reading ,phonological awareness by a balanced bilingual exposure.

Davison, Hammer & Lawrence (2011) concluded that monolingual preschoolers' oral language development (vocabulary and oral comprehension) contributes to their later reading skills but the same effect has not been evaluated for bilinguals so they tried to measure children's growth in English and Spanish receptive and oral comprehension at the end of their first grade in the languages. The interaction of two languages' letter and word association seemed to affect each other in the same way in the first grade. The author is of the opinion that bilinguals need to have reached to an enough level of proficiency for either of the language to influence the other. The results reveal that the receptive language abilities of both languages increased throughout their two years in Head Start. The reading outcomes could be seen similar in that of the same language group to which the students were exposed more.

Oller, Pearson & Lewis (2007) assert that bilingual children's language and literacy is stronger in some domain than others. They compared two groups in Miami, English monolinguals and English-Spanish Bilinguals and found there were some profile effects. Such effects were strong and consistent through the conditions of socioeconomic status, home language and school setting. The bilinguals in these effects showed similar basic reading tasks ability but lower vocabulary scores compared to their monolingual friends. Other test types showed intermediate scores in bilinguals and they tend to know some words in one language but not in the other.

4.4.2. Writing Evaluation

Bialystok, McBride-Chang & Luk (2005) in their study conducted among monolingual English speakers, bilingual English-Cantonese speakers or Cantonese speakers learning English concluded that there was no overall influence of bilingualism but a relationship between children's level of proficiency in the compared languages, their progress in literacy development and the relation between the two writing systems. They also said that bilingualism on its own had little direct role on phonological awareness. In terms of phonological awareness, it depends on the structure of the language and as for reading, it depends mostly on proficiency in the related languages. Their results show that children's acquisition of literacy of languages having different writing systems depends on the structure and less on the student's abilities. They assert here that bilingualism shows its effect in several factors and circumstances which should be evaluated individually while understanding how the students become literate in two languages.

Yeganeh, Ghoreyshi & Darabi (2013) found out in their study that monolingual and bilingual learners did not differ in acquiring syntactic structure. The authors hereby are of the opinion that learning more than one language in early childhood may produce not only confusion and interference between the languages but also an obstacle to gain a third language.

Writing as a skill is generally seen a very difficult task for secondary school children as it requires not only basic grammatical or syntactic knowledge but also some

imagination or creativeness. The students in all three groups expressed that they had never done any kind of writing activity during their secondary education so they really had difficulty in completing the writing tasks in pretest but after four months of training they seemed to have better scores in the posttests as they have learnt all the basic tenses in English. At the end of the posttest, it was seen that all the three groups got equal scores from writing tasks. Writing in some cases is seen as a last resort and sometimes a very ignored phenomenon. The students in this study appear to be reluctant to produce newly learnt structures or rules so it requires extra focus after learning the new items. The students' lack of motivation or writing skills' being ignored to some extent may have brought about the students' low scores in the writing tasks in the exam.

CHAPTER V

5. CONCLUSION

5.1. Introduction

The results of the study will be analyzed in short to show whether the bilinguals had any advantage of being bilingual as for their reading and writing skills and the limitations and the suggestions for further studies will be explained briefly.

5.2. Conclusions

There have been several conclusions according to the research question after analyzing the scores of pretests and posttests. The research questions will be presented one by one by means of the related scores or results.

1- Are there any differences between the monolingual and bilingual students' learning tenses in English as assessed by writing?

a- Do students with Turkish-Arabic as their mother tongue have any advantage in terms of their tense usage abilities in writing tasks over their monolingual counterparts?

b- Do students with Turkish-Kurdish as their mother tongue have any advantage in terms of their tense usage abilities over their monolingual counterparts?

All of the students showed some kind of improvement in the writing tasks between their pretest and posttest period. The writing scores in the pretests were very low for which we may provide several reasons. The students generally find the writing activities boring and difficult and the writing part of KET exam was after 55 reading comprehension questions and the students might have felt bored or reluctant to complete the task in a meaningful way however after the training period, it seemed that students showed a progress in their tense usages in the writing tasks. As for the research questions explained above the bilinguals did not a big advantage over their monolingual counterparts as their writing scores were almost the same. So it might be concluded that there is almost no difference in the students' writing

2- Are there any differences between the monolingual and bilingual students' learning tenses in English as assessed by their reading abilities?

a- Do students with Turkish-Arabic as their mother tongue have any advantage in terms of reading abilities in English over their monolingual counterparts?

b- Do students with Turkish-Arabic as their mother tongue have any advantage in terms of reading abilities in English over their monolingual counterparts?

When the results of the reading task were compared, it was concluded that bilinguals had an advantage over their monolingual counterparts. TKB group outnumbered the other two groups and this result may have been because these students use Turkish and Kurdish in every aspect of their daily lives. On the other hand TAB group is said to use Arabic only at home and they use Turkish most in other social situations. So the extent of language usage may have played a role in such a difference between two bilingual groups and the attitude towards foreign language which is English in this case, may also have played a big role in students' improvement of the skills.

As explained in the second chapter briefly, bilingualism effect on the aspects of a person's life such as cognitive abilities, linguistic abilities, brain functions etc. seems to be a big advantage on a person's life and the advantages seem to be outnumbering the disadvantages so the bilingual students in this study might take advantage of their being raised in such a bilingual environment and improve their language skills in all three languages accordingly in a more motivated manner.

5.3. Implications and suggestions for further studies

The results of this study showed that the bilingual students had an advantage in their reading skills and the exposure and usage of the languages in their daily lives seem to play an important role. So, further studies need to be done in a longer period starting from these students' initial exposure to foreign language till the end of their high school education and it may be suggested that the gender differences also could be of great importance. Therefore a gender classification may show more reliable results if compared taking into a lot of variables into consideration. Reading, vocabulary and grammar are hand in hand in a reading context so they may also be analyzed separately from the first moment of the students' foreign language exposure.

5.4. Limitations of the study

It might have been better if this study had been started from the first moment of foreign language exposure as the attitudes towards English are generally identified by the impact of specific exam like SBS or university entrance exams. Only 9th grade students were chosen for the study and there was not a gender classification among the students. The students were selected according to their SBS English test scores, which include only 17 questions and their high school entrance exam scores. Bilingualism starts at very early age so the comparison could have been better if it had been conducted at such early ages.

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7. APPENDIXES

7.1. Appendix I : Background Questionnaire

ADI SOYADI	OKULU	SINIFI	NUMARASI	SBS İNGİLİZCE NETİ
AŞAĞIDA VERİLEN SEÇENEKLERDE KENDİNİZE UYGUN OLANI DAİRE İÇİNE ALINIZ.				
① Evde sadece Türkçe konuşuluyor				
② Evde Arapça ve Türkçe konuşuluyor. Arapça anlayabiliyorum ama konuşamıyorum.				
③ Evde Türkçe ve Arapça konuşuluyor. İki dilide anlayıp konuşabiliyorum.				
④ Evde Türkçe ve Kürtçe konuşuluyor. Kürtçe anlayabiliyorum ama konuşamıyorum.				
⑤ Evde Türkçe ve Kürtçe konuşuluyor. . İki dilide anlayıp konuşabiliyorum.				
⑥ Evde Türkçe ve Arapça konuşuluyor. Arapça hiç anlayamıyorum ve konuşamıyorum.				
⑦ Evde Türkçe ve Kürtçe konuşuluyor. Kürtçe hiç anlayamıyorum ve konuşamıyorum.				
⑧ Evde Arapça ve Türkçe konuşuluyor. İki dili de anlayıp konuşabiliyorum. Ayrıca Arapça okuyup yazabiliyorum.				
⑨ Evde Arapça ve Türkçe konuşuluyor. İki dili de anlayıp konuşabiliyorum. Ayrıca Kürtçe okuyup yazabiliyorum.				

7.2. Appendix II: KET Exam Paper

Test 1

PAPER 1 READING AND WRITING (1 hour 10 minutes)

PART 1

QUESTIONS 1-5

Which notice (A-H) says this (1-5)?
For questions 1-5, mark the correct letter A-H on the answer sheet.

EXAMPLE	ANSWER
0 We work fast.	H

- This is not for adults.
- You can't drive this way.
- We can help you day and night.
- You can have dinner here.
- Come here to book a holiday.

- YOUTH CLUB
Under 16s only
- Half-price drinks
with 3-course meals!
- CITY CENTRE
CLOSED TO TRAFFIC
ALL DAY TODAY
- Tourist Information
open 24 hours
- NO PETROL STATION
ON MOTORWAY
- TURNER TRAVEL
Fly away to the sun
this summer
- SCHOOL OFFICE
CLOSED FOR LUNCH
- We repair shoes QUICKLY
8 a.m. - 5 p.m.

6

Test 1

PART 3

QUESTIONS 11-15

Complete the five conversations.
For questions 11-15, mark A, B or C on the answer sheet.

EXAMPLE	ANSWER
<p>Where do you come from?</p> <p>A New York. B School. C Home.</p>	A

- Who's that man with the green sweater?
A He's my brother.
B It's John's.
C I don't know it.
- Where's Amanda gone?
A She's at the station.
B She'll arrive tomorrow.
C She's going to leave tonight.
- I hate shopping.
A So do I.
B Certainly.
C That's all right.
- How long did the journey take?
A About 500 kilometres.
B Almost 5 hours.
C Last week.
- The room costs £55 a night.
A I don't take it.
B Give me two, please.
C That's a lot.

8

Paper 1 Reading and Writing

PART 2

QUESTIONS 6-10

Read the sentences (6-10) about Sam's new computer.
Choose the best word (A, B or C) for each space.
For questions 6-10, mark A, B or C on the answer sheet.



EXAMPLE	ANSWER
0 Sam's father _____ him a new computer for his birthday. A bought B paid C spent	A

- He _____ Sam how to use it.
A learnt B showed C studied
- Sam sent an e-mail _____ to his friend Billy to tell him about his nice present.
A message B programme C form
- Billy came to Sam's house and they did their geography _____ together.
A subject B homework C class
- They were _____ because they found some information about rivers on the internet.
A happy B interesting C pleasant
- Afterwards, they _____ playing a new computer game together.
A wanted B thanked C enjoyed

7

Paper 1 Reading and Writing

QUESTIONS 16-20

Complete the conversation in a garage.
What does David say to the mechanic?
For questions 16-20, mark the correct letter A-H on the answer sheet.

EXAMPLE	ANSWER
Mechanic: Good morning. How can I help you? David: 0 _____	E

- | | |
|---|---|
| Mechanic: Certainly. What's the problem? | A Oh dear. Can you repair it now? |
| David: 16 _____ | B That will be fine. |
| Mechanic: How long have you had the car? | C Thanks. How much will it cost? |
| David: 17 _____ | D It's only Monday today. I'll go to another garage. |
| Mechanic: Hm, there may be something wrong with the engine. | E Would you have a look at my car, please? |
| David: 18 _____ | F I bought it new about four years ago. |
| Mechanic: I'm afraid we have a lot of work at the moment. I can't do it until Friday. | G It goes at eighty kilometres an hour. |
| David: 19 _____ | H It won't start in the morning. |
| Mechanic: Well, I suppose I can do it on Wednesday. | |
| David: 20 _____ | |
| Mechanic: Bring it in at 8.30 in the morning. | |

9

PART 4

QUESTIONS 21-27

Read the article about Howard Bonnier.

Are sentences 21-27 'Right' (A) or 'Wrong' (B)?

If there is not enough information to answer 'Right' (A) or 'Wrong' (B), choose 'Doesn't say' (C).

For questions 21-27, mark A, B or C on the answer sheet.

HOWARD BONNIER

Bray is a beautiful village about fifty kilometres west of London. A young Englishman named Howard Bonnier opened a restaurant called *The Palace* there about three and a half months ago. Not many people in Britain know Mr Bonnier's name yet, but he's already quite famous in France. This is because he has written in French magazines about almost all the best restaurants in that country. He's only 29 years old.



When Howard was a teenager, he often went to restaurants with his mother and father. He liked doing this so much that he decided not to buy lots of clothes and CDs; instead, he used his money to visit France and eat in good restaurants. He also bought a lot of French and English cookbooks – he says he has more than two hundred and fifty!

So why did he decide to open a restaurant? Simply because he loves cooking. Has it been an easy thing to do? He says it's expensive to start your own restaurant and it's much more difficult to cook for fifty people than to cook for your family, but he's sure he's done the right thing.

EXAMPLE

ANSWER

0 Howard is French. **B**
A Right B Wrong C Doesn't say

21 *The Palace* has been open for less than a year.

A Right B Wrong C Doesn't say

22 Lots of people in France know about Howard.

A Right B Wrong C Doesn't say

23 Howard's parents took him out to restaurants.

A Right B Wrong C Doesn't say

24 Howard has always spent a lot of money on clothes.

A Right B Wrong C Doesn't say

25 Howard has written books about French cooking.

A Right B Wrong C Doesn't say

26 It costs a lot of money to eat in Howard's restaurant.

A Right B Wrong C Doesn't say

27 Howard says cooking for a lot of people is easy.

A Right B Wrong C Doesn't say

PART 5

QUESTIONS 28-35

Read the article about line dancing.

Choose the best word (A, B or C) for each space (28-35).

For questions 28-35, mark A, B or C on the answer sheet.

Line dancing

Thousands of people in Britain⁰..... a new hobby – line dancing. In almost²⁸..... town, you will find clubs and classes for this new activity.



'Line dancing is easy to learn. If you have two feet and can walk, then you can do it!' Fiona Lever, a teacher,²⁹..... 'You don't need a partner because you dance³⁰..... groups. It's the³¹..... way to make new friends. In my classes,³²..... are young and old people. The boys like it because they can make a lot of noise with their feet³³..... the dances!'

When³⁴..... line dancing begin? Most people think it started about fifteen years³⁵..... when American country music became famous in Britain.

EXAMPLE

ANSWER

0 A have B had C having **A**

28 A all B some C every

29 A say B says C saying

30 A at B to C in

31 A best B better C good

32 A here B there C they

33 A among B across C during

34 A has B is C did

35 A after B ago C since

PART 6

QUESTIONS 36–40

Read the descriptions (36–40) of some things you may find in your bag. What is the word for each description? The first letter is already there. There is one space for each other letter in the word. For questions 36–40, write the words on the answer sheet.

EXAMPLE	ANSWER
0 You use this to write with.	p e n
36 If you lose this, you won't be able to get into your house.	k _ _ _
37 Many people put these on when they want to read something.	g _ _ _ _ _
38 People pay for things with this.	m _ _ _ _ _
39 If it has been windy, you may need to do your hair with this.	c _ _ _
40 You write important dates in this so you don't forget them.	d _ _ _ _

PART 7

QUESTIONS 41–50

Complete this letter. Write ONE word for each space (41–50). For questions 41–50, write your words on the answer sheet.

Dear Lynne and Tony,

I'm writing (Example: to) say thank you 41 the two nights I stayed in 42 lovely home. It 43 good to see you again.

Here 44 the photographs 45 your children that you asked for. They're good photos, aren't 46? I hope you like 47. I really love my new camera.

I 48 going to visit my sister in New York next week. I 49 take a lot of photos there, too. I haven't seen my sister for a long 50.

Thanks again.

Love,

Roy

PART 8

QUESTIONS 51–55

Read the two e-mail messages. Fill in the information on the visa application form. For questions 51–55, write the information on the answer sheet.

To: Churchill Language School, Oxford
 From: Alice Silveiro

I would like to study at your school. I work in the reception of a hotel in my home town, Sao Paulo, Brazil, and English is important for my job.

Where can I stay in Oxford? I shall spend two months in Britain.

Alice Silveiro

To: Alice Silveiro
 From: Churchill Language School, Oxford

We have six-week courses for people who want to study English. There is a house for students next to the school, in Park Road, at number 26.

You will need a visa.

Churchill Language School

VISA APPLICATION FORM

Name: Alice Silveiro

Nationality: 51

Job: 52

Address in Britain: 53

Why are you visiting Britain? 54

How long will you stay? 55

PART 9

QUESTION 56

Read this postcard from your friend, Paul.

POSTCARD

I'm very pleased you're going to visit me on Saturday. How will you get here? What time will you arrive? What shall we do?

See you soon.

Yours,

Paul

Write Paul a postcard. Answer his questions. Write 25–35 words. Write your postcard on the answer sheet.

PART 1

QUESTIONS 1-5

You will hear five short conversations.
You will hear each conversation twice.
There is one question for each conversation.
For questions 1-5, put a tick under the right answer.

EXAMPLE

0 How many people were at the meeting?

3 13 30
 A B C

1 When did Gary start his new job?

MARCH APRIL MAY
 A B C

2 What time does the film start?

4.30 and 7.00 4.30 and 7.30 4.00 and 7.30
 A B C

3 What was the weather like on Saturday?

A B C

4 Which motorway will they take?

M1 M6 M62
 A B C

5 Which book does Lorna want?

A B C

PART 2

QUESTIONS 6-10

Listen to Sue talking to a friend about her new clothes.
Why did Sue decide to buy each thing?
For questions 6-10, write a letter A-H next to the clothes.
You will hear the conversation twice.

EXAMPLE

0 jeans F

CLOTHES SUE BOUGHT

WHY?

6 jacket	<input type="checkbox"/>	A big
7 dress	<input type="checkbox"/>	B cheap
8 sweater	<input type="checkbox"/>	C expensive
9 coat	<input type="checkbox"/>	D light
10 t-shirt	<input type="checkbox"/>	E long
		F purple
		G short
		H soft

PART 3

QUESTIONS 11-15

Listen to Jan talking to Steve about getting a student travel card.
For questions 11-15, tick A, B or C.
You will hear the conversation twice.

EXAMPLE

0 How is Steve going to go to London?

A by bus
 B by car
 C by train

11 How much is a travel card?

A £6
 B £16
 C £60

12 Jan will need

A one photo.
 B two photos.
 C four photos.

13 Photos are less expensive

A in the photographer's shop.
 B in the library.
 C in the post office.

14 For the travel card, Jan must take

- A a letter.
- B her passport.
- C her driving licence.


Jan can get a travel card from

- A her college.
- B the travel agent's.
- C the tourist office.

PART 4

QUESTIONS 16-20

You will hear a man speaking on the telephone.
Listen and complete questions 16-20.
You will hear the conversation twice.



TELEPHONE MESSAGE

To: Mr Brown

From: 16 David _____

Not in school because he has: 17 a bad _____

Students should read pages: 18 _____ to _____

David will return to school on: 19 _____ afternoon

at: 20 _____ p.m.

PART 5

QUESTIONS 21-25

You will hear some information about a pop concert.
Listen and complete questions 21-25.
You will hear the information twice.

POP CONCERT

Name of group: Red River

In London: From: October 28th

To: 21 November _____

Price of ticket: 22 £ _____

Telephone no: 23 _____

Place: 24 _____ Bank Hall

In: 25 _____ Street

You now have 8 minutes to write your answers on the answer sheet.

PAPER 3 SPEAKING (8-10 minutes)

The Speaking test lasts 8 to 10 minutes. You will take the test with another candidate. There are two examiners, but only one of them will talk to you. The examiner will ask you questions and ask you to talk to the other candidate.

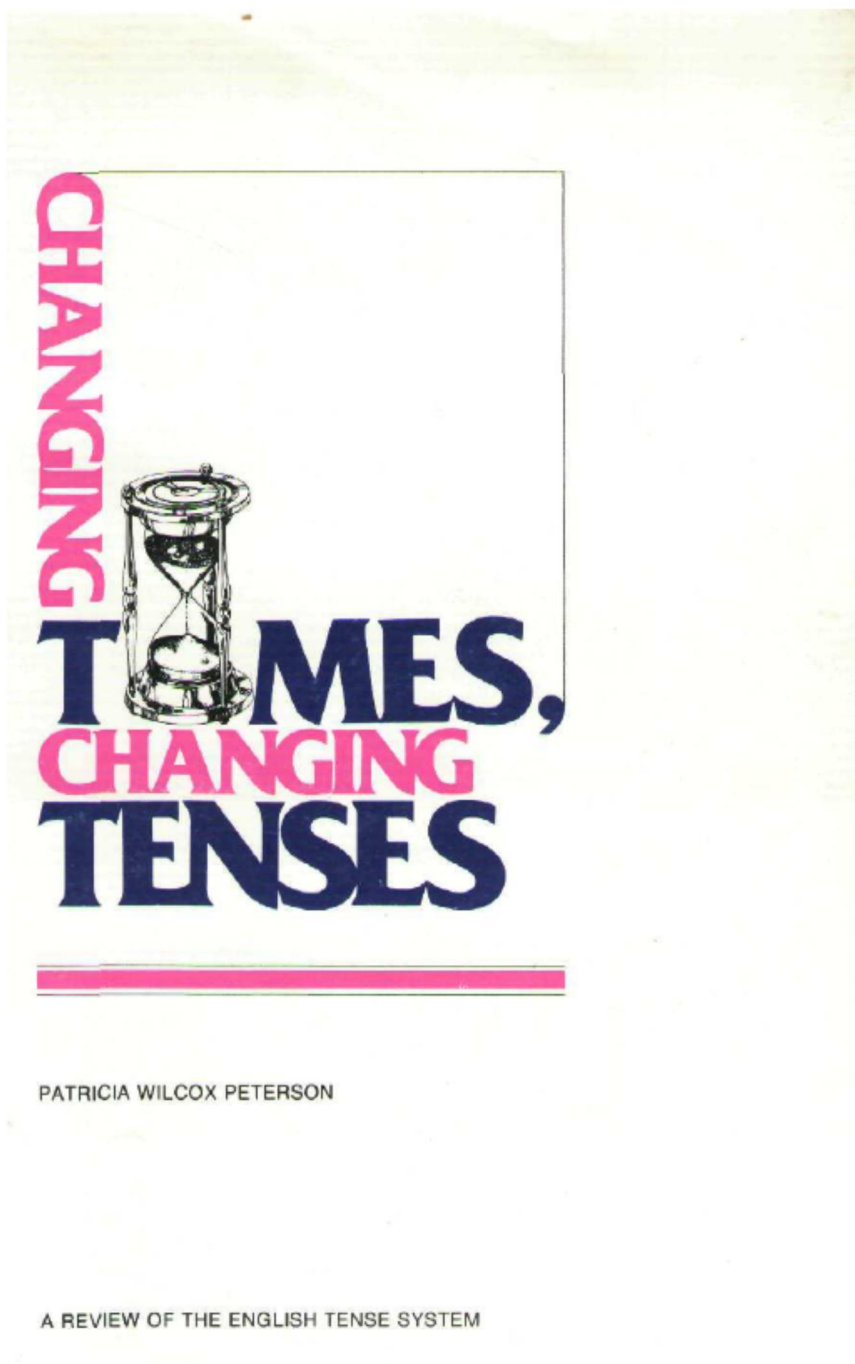
Part 1 (5-6 minutes)

The examiner will ask you and your partner some questions. These questions will be about your daily life, past experience and future plans. For example, you may have to speak about your school, job, hobbies or home town.

Part 2 (3-4 minutes)

You and your partner will speak to each other. You will ask and answer questions. The examiner will give you a card with some information on it. The examiner will give your partner a card with some words on it. Your partner will use the words on the card to ask you questions about the information you have. Then you will change roles.

7.3. Appendix III : “Times and Changes” by Patricia Wilcox Peterson



7.4. Appendix IV: Official Permission to implement the pretests, posttests and the training program

T.C
SİİRT VALİLİĞİ
Atatürk Anadolu Lisesi Müdürlüğü

Sayı : 44689856 -060/126
Konu : Pretest, Post test uygulaması

15/10/2013

Sayın: Deniz ELÇİN
(Atatürk Anadolu Lisesi İngilizce Öğretmeni)

İlgi: 15/10/2013 Tarihli dilekçeniz

Okulumuzun 9. Sınıf öğrencilerine yönelik yapmak istediğiniz Pretest ve Post test uygulamalarının öğrencilerimize uygulanmasında herhangi bir sakınca bulunmamaktadır.

Bilgilerinize rica ederim.

Mehmet Sait ÇEVİK
Okul Müdürü



Siirt Atatürk Anadolu Lisesi Müdürlüğü
Adres: Kooperatif Mah. Abdullah Bağış cd. Merkez/Siirt
Tel: 484- 223 54 91 Tel Fax :484 - 223 54 28
Web sitesi: www.siirtaal.k12.tr e-posta: 196769@meb.k12.tr



7.5. Appendix V: Writing Evaluation Criteria for the KET Exam

Test 1 Key

Sample answer A

Mark: 5

This is a very good answer with no errors.

Dear Paul,
I'm going to visit you on Saturday.
I will come with my car. I will arrive on Saturday morning. First I want to see you, then we're going to the cinema. After that we're going to the football match.
See you on Saturday
Yours,
Diego

Sample answer B

Mark: 4

There are frequent errors in spelling and grammar but they do not require interpretation.

Hallo Paul,
I going to visit you on Satyrday. I want stay one week in your haus. I thing I coming at 6 p.m. whit my car.
I joust want see you and speaking whit you for my problem.
Thank you.
See you! From: Newman

Sample answer C

Mark: 3

Only two of the three parts of the message are communicated. There is no suggestion about what they should do during their visit.

Dear Paul:
I will get here with taxi. I arrive at two o'clock p.m. Please, when I arrive, can you give me a glass of water? (because I will arrive thirsty!)
Thanks
Lots of love: Ming

Sample answer D

Mark: 3

All three parts of the message are attempted, but the errors in the grammar and vocabulary require some interpretation by the reader.

Test 1 Key

POSTCARD

I and my sister at Saturday morning about to go by bike go to you home visit you. I want look you new car and you wife.

*OK!
See you Saturday
Rod*

Sample answer E

Mark: 1

Although the candidate has written a great deal, only one part of the message, how they will get there, has been communicated.

Dear Paul:

I'm very happy, because, I going to visit you on Saturday. Will I get up maybe at 10:00 o'clock, I drinking my tea and eating my breads with ham, after I going to your home, in car. Paul was told about your town or city what's the name's is AntaPagasta. Will my friend see you in Antofagasta.

Love Valeric