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# Language Use of Turkish Speaking Communities in the United Kingdom (A Case Study According to the Views of Families, Teachers and Students)*

**Alpaslan Okur**[1]

[1]*Department of TurkishEducation, Sakarya University, Sakarya, Turkey*

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ABSTRACT

First Turkish existance in England is based on acquiring the English citizenship with the conservation of Cyprus in 1987 by England. First immigration of Turkish people was made by Turkish people as a result of pressure of Greeks in Cyprus started in 1940 and increased in 1974. The immigration from Turkey was started in 1970 because of educational, economic and politic reasons. Furthermore many Turkish people immigrated from Asia, Russia and East Europe. All of the can be called "The community speaking Turkish".This people's childrens are bilingual and it is questionable whether which language is their mother language. Normally as long as knowing mother language well being bilingual is advantageous. But the reaserces have shown that for Turkish bilingual children bilingulism is disadvantageous. Unconsious families, being careless on awareness of bilingulism are the reason for their low language levels in two languages. In this research it is concluded that English level of the children between 5 and 16 is higher and families try to preserve their children Turkish level but the teachers don't consider that this levels are satisfactory. It is determined that families efforts are inconcious and Turkish schools and courses are not sufficent because of many reasons.

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Bilingualism, Language education, Language use, Turkish people in UK, Turkish Teaching in UK

## Introduction

People from different languages and cultures have frequently come across with each other and have been living together in the globalized world. As a result of this, research focusing on the issues such as *bilingualism, multilingualism,* and *multiculturalism* have become inevitable. Moreover, one of the most important objectives that European language policy emphasizes is to promote and develop multilingualism and multiculturalism. According to Luchtenberg (2002), among the most fundamental problems of education systems are the implementation of multilingualism in different ways all over the world.

As requirements of the globalized world, people live in places away from their countries, and have also become obliged to learn other languages in addition to their own. In this sense, one of such people who are exposed to this situation is Turks. Because, Turks, going to various parts of the world in masses especially to Europe, have had to live together with a new language and culture. While Europe is the continent where Turks intensely go in masses, they have concentrated on the Western European countries (Germany, France, the Netherlands, Belgium, Austria, Switzerland, England etc.) in this continent.

In this study, the concept of bilingualism was preferred instead of multilingualism, general literature review related to the concept was outlined, and, later on, the information about Turks living in the UK was

[1]Corresponding author's address: *Department of TurkishEducation,SakaryaUniversity, Sakarya, Turkey*
Telephone: 90 264 2957157
Fax: 90 264 2957183
e-mail:aokur@sakarya.edu.tr
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provided. The immigration that started from Cyprus primary increased with participation from Turkey. This community called as "Turkish speakers" (Issa, 2008:151) defaulted on the matter which language will be their mother language.

Especially with the immigration from Turkey bilingualism awareness has started and their mother language Turkish becomes passive.

The aim of this study is determining the bilingualism of Turkish people who live in England and representing the activeness and passiveness. The bilingualism status of Turks, especially children, living in Great Britain was evaluated by the researcher with the data obtained from Turkish children, Turkish families (parents), Turkish language teachers in the UK, and English teachers having Turkish students. English teachers are incorporated to this research as they can evaluate bilingualism of the people objectively.

**Turkish People and Turkish Language in the UK**

The migratory movements of Turks towards Western Europe due to economic reasons in particular have arrived at Great Britain late. This influx of immigration, especially set towards Germany in 1960s, reached its peak in 70s (Yildiz, 2012). Although the Turkish presence in the UK dates back to the beginning of 20th century, the rush of immigration to Great Britain reached its height in 1990s.

It should be noted that the first Turkish presence in the UK belonged to Turkish Cypriots when they gained British citizenship in 1878, and when they immigrated to the UK in 1940s following World War II and after the increasing pressure from the Greeks on the island. It was seen that the influx of immigration began after 1970s due to educational, economical, and political reasons. Especially after the 1990s, a rush of immigration from north of the Cyprus has also been observed by means of seeking asylum (Aydin, 2001; Issa, 2005 and 2008).

There is no precise information about Turkish population in the UK, since there has been Turkish immigration to there in very different times, from different ways and very different reasons from many different countries. Even though various figures ranging from 100.000 – 350.000 are provided by various sources about Turkish population, the whole Turkish population in the UK is an estimated figure of almost 500.000 people (Wikipedia).

The majority of population in the country is in London and the vast majority of the population in London lives in the northern part of the city. These regions are Barnet, Dalston, Edmonton, Enfield, Hackney, Haringey, lslington, Palmers Green, Southgate, Stoke Newington, Tottenham, and Wood Green. In addition, Turkish density can also be seen in Southern regions of London such as Elephant Castle, Lewisham and Peckham.

Since Turkish people are densely populated in London, their language is among the most widely spoken languages there. More than 300 languages are spoken in London and nearly 40 languages are spoken by students or are offered as courses at schools. As a result of the research conducted by VohnAhn et al (2010), Turkish enters into top 10 of these languages.

Teaching Turkish to Turkish children, especially those who were born in the UK and receive education there, either as a mother tongue or a second language, has been carried out by the joint-work of Turkish government and the British education system (schools). The instruction of Turkish was implemented when Turkish state sends a limited number of teachers from Turkey or schools in the UK introduce Turkish lessons upon request. But Turkish lessons at schools in Great Britain, especially in the regions where Turks densely live, can commence as a result of intense persistence.

The weekend courses, so-called "supplementary schools" that are set up for non-commercial purposes, make up for this drawback in the British education system. These schools, which are controlled either by persons or various associations, are also supported by the teachers sent by the Turkish government. In these schools, primarily in Turkish and in the courses such as religions, art, music, sports and other courses (English, math, and science) in which students feel the need, are reinforced. Hall et al. (2002), analysesthecasestudy data underthefollowingthemes: groupsolidarity as theoverarchingfunction; community vs. individualinterests; andcurriculum, pedagogyandlinkswithmainstreamschoolingtheirarticles.

In addition, Turkish has become a language that arouse curiosity due to Turkey's becoming a country which inspired interest and demand by making quite a name for itself world-wide especially in the field of economics. For this reason, Turkish is taught as a foreign language in the UK by YunusEmre Institute in particular, which is supported by Turkish government, and many other supplementary schools. There are nearly 50 supplementary schools teaching Turkish in the UK.

**Bilingualism**

Although bilingualism as a word does not seem, at first-glance, to have a clear meaning, different opinions regarding this term lead to the confusion of meaning. Bilingualism, derived from the Latin origin word "*biligualism,*" was defined and explained by Romaine (1989:10) in "various categories and scopes such as ideal-partial and regular-compound depending generally on the factors like competence and function." The emergence of bilingualism began by the effective use of each of the two languages according to Bloomfield (1933), by the use of meaningful expressions in the second language in addition to the native language for Haugen (1953), and by the contact of the two languages according to Diebold (1964). Such cases, according to Hockett (1958), in fact, introduce semi-bilingualism. Each of the two languages is in constant mobility in bilingual children. But, while sometimes one may become dominant, the other may become weak. Alptekin (2010) indicated this wider meaning of the term bilingualism in his study by making its definition in different disciplines.

Bilingualism, in which the individual finds himself/herself in at an early age through the things he/she speaks in everyday life without any formal training, is defined as "natural bilingualism" (Skutnabb et al., 1981: 95). In the environment of natural bilingualism, except the language spoken within the family, the other language is spoken outside and is forced to be learnt by individual in order to adapt to social life (Cengiz and Turk, 2009).

The function of bilingualism varies according to the environment individual finds himself/herself in and use of the second language. In such a case, bilingualism dissociates as "elite bilingualism" and "public bilingualism." The difference between the two is, individuals with elite bilingualism have higher level of education and receive a part of their education through the second language. But, if public is bilingual, they find themselves in environments where a second language is spoken for various reasons and are forced to use the language. They use that particular language to establish communication at basic level.

Thus, dominant language will come to a situation more prestigious than the minority language (Grosjean, 1982:123; Paulston, 1977b: 35; Skutnabb et al., 1981:97). Children from the dominant language show differences from those of minority language. Because children from different cultures attend at schools with no prior knowledge or little knowledge of this language since it is not the dominant language at home and encounter problems related to education (Smith and Damico, 1996).

In this way, individuals, who are forced to use two languages, constantly switch between the minority language and the dominant language. This situation, known as language confusion, mostly occurs from the dominant language to the minority language (HyltenstamandObler1989:176). Although this situation is transferring according to Clyne (1967), for Mackey (1968:569), it is defined as loaning. If language confusion occurs involuntarily then it can be defined as transferring.

If a child stays in the environment of a second language and also speaks this language before even mastering his/her native language completely, then regression will come into question. If he/she starts using the second language after a language he/she has particularly been learning (it can be "native language" of his/her family or language spoken in the country where he/she is situated at) in a well-founded way since 3 years old, degression in both the languages also disappears (Cummins, 2001). According to Baker (2011), if both of these languages are learnt in a well-balanced way, bilingualism will have a very positive and empowering effect on cognitive skills. Children at this level are seen to be much more creative in comparison with monolingual children and to become very successful at situations requiring an advanced level of mental process.

As studies have shown, children living a bilingual environment failed to reach speaking and thinking levels of monolingual children in both their native language and second language. These students can show

inadequacies in skill areas such as speaking and listening since another language is spoken at family environment and yet another language is spoken in the school environment and experience learning disabilities (McCollum, 1999; Harley, Allen, Cummins and Swain, 1993 ). In research conducted by Yazici and Temel (2011), it was discovered that Turkish children living Germany obtained lower language scores than monolingual children since they become obliged to speak German in the school environment before completing the development of native language. In the same way, Yagmur (2007) stated the impossibility of learning the second language effectively before developing reading and writing skills in native language according to the research he conducted. Therefore, the richer the concept development in the first language, similarly, the better will be the development of the second language. In fact, these findings were also stated by Goethe many years ago and the basic requirement for a second language depends on the mastery of the native language.

In a different research had been made by Issa (2008) on the community who are speaking Turkish in England has revealed another situation. Issa indicates that the teachers in England impose the children that their mother language is not English so it is the reason for their low English level.

## Methodology

In this study conducted through the method of scanning, Turks living in different regions of the British capital city of London were contacted and the status/overview information of both parents and parents were taken through surveys. On the other hand, the teachers of these students working in British schools and Turkish teachers assigned from Turkey were reached and information on the situations of these students in Turkish and English were obtained through surveys.

In other words, Turkish and English statuses of bilingual Turks living in the UK have been attempted to be determined through different but parallel survey questions and the perspectives of students, parents, British teachers as well as Turkish teachers.

In this research quantitative research techniques are used as the results obtained from different perpectives are interpreted with considering percentages and frequences.

### Participants

Researcher who begins to work in London as a visiting researcher support of Turkish Higher Education Council (YOK) and acceptance of the University of London in Metropolitian University firstly starts literature. Resercher have made field research after Turkish speaking lived and went to schools in areas identified.

The participants of this research consisted of 219 Turkish speaking students, 81 Turkish parents, 37 British teachers and 23 Turkish teachers living in different regions of the British capital city of London. Turkish teachers made of offical teachers came from Turkey and Cyprus.

Snowball sampling method was used for the selection of the participants especially from families and teachers. Apart from the families and teachers that researcher had reached through snowball method, families, students and teachers were included in the research after taking their names and contact information.

The data about the students used in the main part of this study as follows:

**Table 1.** Demographic Characteristics of Students

| **Sex** | | | | **Age** | | | | | | **Birthplace** | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Male | | Female | | 5-8 | | 9-12 | | 13-16 | | England | | Turkey | | Others | |
| **f** | **%** | **f** | **%** | **f** | **%** | **f** | **%** | **f** | **%** | **f** | **%** | **f** | **%** | **f** | **%** |
| 82 | 37,4 | 137 | 62,6 | 16 | 7,3 | 91 | 41,6 | 112 | 51,1 | 176 | 80,4 | 32 | 14,6 | 11 | 5 |
| Total: 219 | | | | | | | | | | | | | | | |

**Data Collection and Analysis**

The research data were obtained from surveys prepared by the researcher. These surveys were created by developing surveys used in the studies previously conducted on similar topics (Yagmur, 2007; Yildiz, 2012). These surveys were re-organized according to the opinions of 2 Turkish teachers actively teaching bilingual Turkish children, 2 faculty members who conducted studies on this field and other 2 faculty members in the matter of measurement and evaluation.

These surveys were tried to be handed over to the participation by the research through family and school visits. These surveys were collected from students immediately after their completion by waiting students in person and received from parents and teachers within 1 week after filling them as soon as possible. Received surveys were analyzed by SPSS 18 software program in terms of their percentages and frequencies.

## Findings

The findings of the research were thematized with relation to questions asked in the surveys from "student perspective", "parents' perspective", "British teachers' perspective" and "Turkish teachers' perspective" and results belonging to these were attempted to be interpreted by giving them in combined tables according to the nature of the question.

Even if questions in each survey were different in terms of content and response to be given, questions were respectively equivalent. Therefore, combined table was made according to equivalent questions in the process of tabulating findings.

**Parents' Opinion on the State of Turkish and English**

**Table 2.** Child's language according to parents

| ***Is your child's Turkish good?*** / ***Is your child's Turkish good?*** / ***Is your child's both Turkish and English good?*** | *Turkish* | | *English* | | *Both languages* | |
|---|---|---|---|---|---|---|
| | f | % | f | % | f | % |
| Very good | 17 | 21,0 | 42 | 51,9 | 35 | 43,2 |
| Good | 55 | 67,9 | 39 | 48,1 | 39 | 48,1 |
| Bad | 6 | 7,4 | - | - | 4 | 4,9 |
| Very Bad | 3 | 3,7 | - | - | 3 | 3,7 |
| Total | 81 | 100 | 81 | 100 | 81 | 100 |

The answers given by parents to the questions they were asked with different questions in the survey such as "How is your child's Turkish / English / the use of both languages / speaking?" are as shown in the table. According to this table, while 51.9% of parents find their children's English to be very good, 21% of them find their Turkish to be very good. In addition, the vast majority of parents find their children's ability to speak both the languages to be very good and good (43.2%+48.1%=91.3%).

**Table 3.** The easiness of language according to student

| ***Turkish is very easy*** / ***English is very easy*** / ***I speak very comfortable both Turkish and English*** | *Turkish* | | *English* | | *Both languages* | |
|---|---|---|---|---|---|---|
| | f | % | f | % | f | % |
| Yes | 153 | 69,9 | 189 | 86,3 | 155 | 70,8 |
| No | 25 | 11,4 | 15 | 6,8 | 24 | 11,0 |
| No idea / Partly | 41 | 18,7 | 15 | 6,8 | 40 | 18,3 |
| Total | 219 | 100 | 219 | 100 | 219 | 100 |

The answers given by students to the questions they were asked in the survey such as "Is Turkish/English/ (the use of /speaking) both languages easy?" are as shown in the table. The vast majority of students supported the answers given by parents and stated the easiness of languages with "yes" through their answers for Turkish (69.9%), and for English (86.3%), and for both languages (70.8%). In addition, students expressed opinions by stating that Turkish (11.4%) is more difficult when compared with English (6.8%) looking at answers given by the students.

**Table 4.** The easiness of Turkish according to language spoken at home (according to student)

| | | | *Turkish is an easy language* | | | |
|---|---|---|---|---|---|---|
| | | | Yes | No idea | No | Total |
| *Which language is spoken at home?* | English | N | 9 | 4 | 3 | 16 |
| | | % | 56,3 | 25 | 18,8 | 100 |
| | Turkish | N | 47 | 6 | 3 | 56 |
| | | % | 83,9 | 10,7 | 5,4 | 100 |
| | Mixed | N | 97 | 31 | 19 | 147 |
| | | % | 66 | 21,1 | 12,9 | 100 |
| $\chi^2_{(4)} = 7.869$ p= .096 | | | | | | |

As seen in this table which aimed at determining the easiness of Turkish compared to language spoken at home from the perspective of student, 83.9% of students, at whose homes Turkish is spoken, consider Turkish as an easy language. According to the majority of students, at whose homes either English or mixed language is spoken (56.3% and 66%), language that is spoken at home proved that, even though Turkish is seen to be an easy language, it was not a significant variable in the perception of Turkish as an easy language ($\chi^2_{(4)} = 7.869$, p= .096).

**Table 5.** The easiness of Turkish according to language learnt at home (according to parents)

| | | | *Is child's Turkish good?* | | |
|---|---|---|---|---|---|
| | | | Good | Bad | Total |
| *Which language did he/she learn at home first?* | English | N | 6 | 2 | 8 |
| | | % | 75 | 25 | 100 |
| | Turkish | N | 58 | 2 | 60 |
| | | % | 96,7 | 3,3 | 100 |
| | Mixed | N | 8 | 5 | 13 |
| | | % | 61,5 | 38,5 | 100 |
| $\chi^2_{(2)} = 15.084$ p= .001 | | | | | |

According to the comparative table given-above, the majority of families taught their children Turkish the first and vast majority of parents stated that their children's Turkish is "good". According to this table, there is a significant relationship between the language learnt first in the family and the status of child's Turkish ($\chi^2_{(2)} = 15.084$, p= .001).

## Opinions on Learning Turkish and English

**Table 6.** Efforts shown for learning Turkish

| I pay enough attention to the development of my child's Turkish ( ***for* parents**) *I receive support from my family for speaking/using Turkish better( **for student**) I receive family support for learning and developing their children's Turkish ( **for Turkish Techer**)* | *Parents* | | *Student* | | *Turkish Teacher* | |
|---|---|---|---|---|---|---|
| | f | % | f | % | f | % |
| Yes | 74 | 91,4 | 136 | 62,1 | 4 | 17,4 |
| No | 5 | 6,2 | 59 | 26,9 | 3 | 13,0 |
| No idea / Partly | 2 | 2,5 | 24 | 11,0 | 16 | 69,6 |
| Total | 81 | 100 | 219 | 100 | 23 | 100 |

The answers to questions that were asked in order to see the efforts for learning Turkish to parents like "I pay enough effort for the development of my child's Turkish," to the student like "I receive support from my family for speaking/using Turkish better," and to the Turkish teachers like "I receive family support for learning and developing their children's Turkish" are as shown in the table. Even if parents regarded themselves as spending enough effort (91.4%), this effort was not like that of what parents thought (62.1%). Turkish teachers, who are the determining factor in this question, in fact, referred to the insufficiency of the effort shown in order to learn Turkish by staying neutral (69.6%).

**Table 7.** The effort shown for learning English

| *I pay enough effort for the development of my child's English ( **for parents**)* | *Parents* | | *Student* | | *British Teacher* | |
|---|---|---|---|---|---|---|
| *I receive support from my family for speaking/using English better ( **for student**)* | | | | | | |
| *I receive family support for learning and developing their children's English ( **for British teacher**)* | f | % | f | % | f | % |
| Yes | 58 | 71,6 | 57 | 26,0 | 12 | 32,4 |
| No | 17 | 21,0 | 136 | 62,1 | 17 | 45,9 |
| No idea / Partly | 6 | 7,4 | 26 | 11,9 | 8 | 21,6 |
| Total | 81 | 100 | 219 | 100 | 37 | 100 |

The answers to questions that were asked in order to see the efforts for learning English to parents like "I pay enough effort for the development of my child's English," to the student like "I receive support from my family for speaking/using English better," and to the English teachers like "I receive family support for learning and developing their children's English" are as shown in the table. As in learning Turkish, even if parents see themselves as spending enough effort (71.6%), this effort is not like that of what parents think (26.0%). British teachers, who are the determining factor in this question, in fact, said "no" (45.9%) and referred to the insufficiency of the effort shown in order to learn Turkish by staying neutral (21.6%).

**Insights on Turkish Television Broadcasts, Their Effects on Turkish and Turkish Culture**

**Table 8.** Watching and loving TV broadcasts

| *Does your child watch Turkish/British TV channels at home?( **for parents**)* | *Turkish TV* | | | | | | *British TV* | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | *Parents* | | *Student* | | *Turkish Teacher* | | *Parents* | | *Student* | |
| *I enjoy watching Turkish/British TV channels. (**for student**)* | | | | | | | | | | |
| *Children and their families mostly watch Turkish TV channels at home. (**for Turkish teacher**)* | f | % | f | % | f | % | f | % | f | % |
| Yes (Generally) | 27 | 33,3 | 163 | 74,5 | 8 | 34,8 | 15 | 18,5 | 189 | 86,3 |
| Sometimes / Partly | 48 | 59,3 | 25 | 11,4 | 14 | 60,9 | 63 | 77,8 | 13 | 5,9 |
| No (Never) | 6 | 7,4 | 31 | 14,2 | 1 | 4,3 | 3 | 3,7 | 17 | 7,8 |
| Total | 81 | 100 | 219 | 100 | 23 | 100 | 81 | 100 | 219 | 100 |

The answers to questions that were asked in order to learn ratings of TV broadcasts to parents like "Does your child watch Turkish TV channels at home? / Does your child watch British TV channels at home" to the student like "I enjoy watching Turkish TV channels. / I enjoy watching British TV channels," and to the Turkish teachers like "Children and their families mostly watch Turkish TV channels at home," are as

shown in the table. Most of the students indicated that they enjoyed watching both Turkish TV channels (74.5%) and British TV channels (86%). According to the question directed at Turkish teachers, through the eyes of an observer, no accurate information on the rating of Turkish TV channels was given (partly, 60.9%).

**Table 9.** The effect of Turkish TV channels on Turkish and Turkish culture

| *Do Turkish tv broadcasts have any contribution on the development of Turkish and transfer of our culture?* | *Parents* | | *Turkish Teacher* | |
|---|---|---|---|---|
| | f | % | f | % |
| Yes (Effective) | 47 | 58,0 | 13 | 56,5 |
| Sometimes / Partly | 28 | 34,6 | 10 | 43,5 |
| No (Ineffective) | 6 | 7,4 | - | - |
| Total | 81 | 100 | 23 | 100 |

For the question directed at parents and Turkish teachers in the way that "Do Turkish TV broadcasts have any contribution on the development of Turkish and transfer of our culture?" both the parties stated "yes" with a close ratio (58% and 56.5%). However, a small percentage of parents (7.4%) stated "no" and a large majority (34.6% and 43.5%) from both parties stated the effect as "partly".

**Table 10.** The contribution of TV channels watched on Turkish / Turkish culture (according to family)

| | | | *Do Turkish tv channels develop your child's Turkish and his/her general culture?* | | |
|---|---|---|---|---|---|
| | | | Yes | No | Total |
| *Does he/she watch Turkish TV channels at home?* | Yes | N | 43 | 5 | 48 |
| | | % | 89,6 | 10,4 | 100 |
| | No | N | 31 | 2 | 33 |
| | | % | 93,9 | 6,1 | 100 |
| $\chi^2_{(1)} = 0.470$ p= .493 | | | | | |

Majority of parents (n=48) indicated that Turkish TV channels are being watched at home and the 89.6% of them stated that these channels have effect on their children's Turkish as well as their Turkish culture. According to these results, it was proven that watching Turkish TV channels at home was not a significant factor in developing Turkish and Turkish culture ($\chi^2_{(1)} = 0.470$, p= .493).

**Table 11.** Watching Turkish TV channels with respect to the easiness of Turkish (according to student)

| | | | *I enjoy watching Turkish tv channels* | | | |
|---|---|---|---|---|---|---|
| | | | Yes | No Idea | No | Total |
| *Turkish is an easy language.* | Yes | N | 117 | 13 | 23 | 153 |
| | | % | 76,5 | 8,5 | 15 | 100 |
| | No idea | N | 23 | 11 | 7 | 41 |
| | | % | 56,1 | 26,8 | 17,1 | 100 |
| | No | N | 23 | 1 | 1 | 25 |
| | | % | 92 | 4 | 4 | 100 |
| $\chi^2_{(4)} = 16.004$ p= .003 | | | | | | |

As can be understood from this table that was created to see the relationship between watching Turkish TV channels and easiness of Turkish, taking pleasure in watching Turkish TV channels was seen to be a significant variable in the perception of Turkish as an easy language ($\chi^2_{(4)} = 16.004$, p= .003).

**Table 12.** Watching Turkish tv channels with regard to the status of Turkish (according to family)

| | | | *Does he/she watch Turkish TV channels at home?* | | |
|---|---|---|---|---|---|
| | | | *Yes* | *No* | *Total* |
| *Is his/her Turkish good?* | *Good* | N | 44 | 28 | 72 |
| | | % | 61,1 | 38,9 | 100 |
| | *Bad* | N | 4 | 5 | 9 |
| | | % | 44,4 | 55,6 | 100 |
| $\chi^2_{(1)} = 0.920$ p= .272 | | | | | |

The situation in Table 11 is the same in terms of Table 12, where it was evaluated from the perspective of family. In other words, the majority of the families with children (n=72) saw Turkish of their children as "very good" or "good". The majority of these (61.1%) indicated that their children watch Turkish TV channels at home. According to the table above, watching Turkish TV channels was not found to be a significant variable for goodness of Turkish ($\chi^2_{(1)} = 0.920$, p= .272).

**Opinions on Book-Reading Habits**

**Table 13.** The status of reading book in Turkish

| *Does your child read books in Turkish? ( **for parents**)*<br>*I have a habit of reading books in Turkish ( **for student**)*<br>*Turkish children living in the UK have the habit of reading books in Turkish (**for Turkish teacher)*** | *Parents* | | *Student* | | *Turkish Teacher* | |
|---|---|---|---|---|---|---|
| | f | % | f | % | f | % |
| Yes (Generally) | 14 | 17,3 | 70 | 32,0 | - | - |
| Sometimes / Partly | 56 | 68,2 | 50 | 22,8 | 5 | 21,7 |
| No (Never) | 11 | 13,6 | 99 | 45,2 | 18 | 78,3 |
| Total | 81 | 100 | 219 | 100 | 23 | 100 |

The answers to questions that were asked in order to learn the status of reading books in Turkish to parents like "Does your child read books in Turkish?", to the student like "I have a habit of reading books in Turkish", and to the Turkish teachers like "Turkish children living in the UK have the habit of reading books in Turkish" are as shown in the table. The majority of parents (68.2), by stating "partly", in fact, indicated that they had no command of the situation. Even though a significant number of students (45.26%), the vast majority of them indicated that they read Turkish books or partly read them (32% and 22.8%). According to Turkish teachers, who would be able to prove neutral, answered this question and party which should be taken into account, they emphasized that students were seen to be very inefficient in reading books in Turkish.

**Table 14.** The status of reading books in English

| *Does your child read books in English? ( **for parents**)*<br>*I have a habit of reading books in English ( **for student**)*<br>*Turkish children living in the UK have the habit of reading books in English ( **for Turkish teacher)***<br>*Turkish students love reading ( **for Turkish teacher)*** | *Parents* | | *Student* | | *Turkish Teacher* | | *British Teacher* | |
|---|---|---|---|---|---|---|---|---|
| | f | % | f | % | f | % | f | % |
| Yes (Generally) | 37 | 45,7 | 143 | 65,2 | 1 | 4,3 | 11 | 29,7 |
| Sometimes / Partly | 41 | 50,6 | 38 | 17,4 | 7 | 30,5 | 19 | 51,4 |
| No (Never) | 3 | 3,7 | 38 | 17,4 | 15 | 65,2 | 7 | 18,9 |
| Total | 81 | 100 | 219 | 100 | 23 | 100 | 37 | 100 |

The answers to questions that were asked in order to learn the status of reading books in English to parents like "Does your child read books in English?", to the student like "I have a habit of reading books in English", to the Turkish teachers like "Turkish children living in the UK have the habit of reading books in Turkish" and to the British teacher like "Turkish students love reading" are as shown in the table. Parents showed that they were also confident about their children's habit of reading books in English by stating with "yes" (45.75) and "partly" (50.6%). The majority of students responded with a parallel answer with that of their parents by stating with "yes" (65.2) and "partly" (17.4%). According to Turkish and British teachers, who would be able to give objective answer and the party which should be taken into account, the situation was not like that of what parents and students thought about. According to Turkish teachers, even if Turkish students were also troubled on the subjects of reading books in English (no, 65.2%), it was understood from the distribution of responses by British teachers that Turkish students do not have a regular habit of reading books (partly, 51.4%, no 18.9%).

**Opinions on Supplementary Turkish Schools**

**Table 15.** Opinions on supplementary Turkish schools

| *Do you send your child to supplementary schools (Turkish schools)? ( **for parents)*** | *Parents* | | *Student* | | *British Teacher* | |
|---|---|---|---|---|---|---|
| *I enjoy attending to supplementary Turkish schools ( **for student)*** | | | | | | |
| *It is necessary for Turkish Students to go to supplementary school ( **for British teacher)*** | f | % | f | % | f | % |
| Yes (I Agree) | 61 | 75,3 | 99 | 45,2 | 9 | 24,3 |
| Sometimes / Partly | - | - | 62 | 28,3 | 15 | 40,5 |
| No (I don't agree) | 20 | 24,7 | 58 | 26,5 | 13 | 35,1 |
| Total | 81 | 100 | 219 | 100 | 37 | 100 |

The answers to questions that were asked in order to learn the status of supplementary Turkish schools and perspectives towards these schools to parents like "Do you send your child to supplementary schools (Turkish schools)?", to the student like "I enjoy attending to supplementary Turkish schools", to the British teachers like "It is necessary for Turkish Students to go to supplementary school" are as shown in the table. Even though the vast majority of parents (75.3%) indicated that they send their children to supplementary schools, satisfaction degrees of children from these schools is not very high. While 45.2% of students stated their satisfaction, the vast majority stated that they were partly satisfied (28.3%) as well as were not satisfied (26.5%). No clear responses were taken from questions directed to British teacher with the aim of determining whether there is a need for these schools or not.

**Opinions on the Outlook of Bilingual Turkish Children**

**Table 16.** Outlook of bilingual Turkish children

| *Do your child's teachers show special interest on your child because he/she is bilingual?(**for parents**)* | *Parents* | | *Student* | | *British Teacher* | |
|---|---|---|---|---|---|---|
| *My teacher are interested in me because I am from another country and I speak another language ( **for student**)* | | | | | | |
| *I'm interested in multilingual students who come from Turkey (TS) in my classes ( **for British teacher**)* | f | % | f | % | f | % |
| Yes (I Agree) | 33 | 40,7 | 25 | 11,4 | 25 | 67,6 |
| Sometimes / Partly | 16 | 19,8 | 50 | 22,8 | 12 | 32,4 |
| No (I don't agree) | 32 | 39,5 | 144 | 65,8 | - | - |
| Total | 81 | 100 | 219 | 100 | 37 | 100 |

The answers to questions that were asked in order to learn about the outlook on bilingual Turkish children to parents like "Do your child's teachers show special interest on your child because he/she is bilingual?", to the student like "My teacher are interested in me because I am from another country and I speak another language", and to the British teachers like "I'm interested in multilingual students who come from Turkey (TS) in my classes" are as shown in the table. Parents, by stating "yes" (40.7%) and "no" in a balanced-way, indicated that they do not exactly know the situation or situation may change from school to school and teacher to teacher. While the majority of students (65.8) indicated that their British teachers did not take notice of these situations, on the contrary, the majority of British teachers (67.6%) took notice of these situations of Turkish students.

**Table 17.** The interest of British teachers, who know major communication forms on Turkish students

| | | | *I know major dialogue to communicate with Turkish students (hello, how are you, what's the problem etc.).* | | | |
|---|---|---|---|---|---|---|
| | | | *Yes* | *No* | *Know partly* | *Total* |
| *I'm interested in multilingual students who come from Turkey (TS) in my classes.* | I Agree | N | 9 | 9 | 7 | 25 |
| | | % | 36 | 36 | 28 | 100 |
| | Partly Agree | N | 2 | 5 | 5 | 12 |
| | | % | 16,7 | 41,7 | 41,7 | 100 |
| $\chi^2_{(2)} = 1.555$ p= .460 | | | | | | |

In addition, British teachers were also asked a question which would support this situation like "*I knowmajordialogueto communicatewith Turkish students(hello, how are you, what's the problem etc.).*" While the 36% of teachers, who take this situation into account in Table 6a, stated that they knew the basic communication patterns, whereas 36% of them stated that they did not know. Among British teachers who responded with "*I'm interested in multilingual students who come from Turkey (TS) in my classes*", most of them knew basic dialogue to communicate with Turkish students but, however, this result was not statistically significant variable ($\chi^2_{(2)} = 1.555$, p= .460).

**Opinions on Advantages and Disadvantages of Being Bilingual**

**Table 18.** Advantages and disadvantages of being bilingual

| *Bilingualism of a child unravels a negative situation(**for Turkish teacher**)* *It is a disadvantage for them to be multilingual (**for British teacher**)* | *Turkish Teacher* | | *British Teacher* | |
|---|---|---|---|---|
| | f | % | f | % |
| Right (I Agree) | - | - | 3 | 8,1 |
| Partly | 5 | 21,7 | 1 | 2,7 |
| Wrong (I don't agree) | 18 | 78,3 | 33 | 89,2 |
| Total | 23 | 100 | 37 | 100 |

The answers to questions that were asked in order to discover whether the bilingualism of Turkish students is an advantage or a disadvantage to Turkish teachers like "Bilingualism of a child unravels a negative situation", and to British teacher like "it is a disadvantage for them to be multilingual" are as shown in the table. According to both the majority of Turkish teachers (78.3%) and that of British teachers (89.2%), the bilingualism of Turkish students was a disadvantageous situation for them. However, some Turkish teachers (21.7%) saw this situation partly as negative.

**Opinions on Children's Interest and Use of Turkish**

**Table 19.** Children's interest and love in speaking Turkish

| *I like speaking Turkish with my Turkish friend (**for student**)*<br>*It is not important for children to know Turkish (**for Turkish teacher**)*<br>*Turkish students speak Turkish with each other, (**for British teacher Q1**)*<br>*it is more important and better than their English (**for British teacher Q2**)* | *Student* | | *Turkish Teacher* | | *Brit. Teacher (1. Question)* | | *Brit. Teacher (2. Question)* | |
|---|---|---|---|---|---|---|---|---|
| | f | % | f | % | f | % | f | % |
| Yes (I Agree) | 123 | 56,2 | 4 | 17,4 | 19 | 51,4 | 21 | 56,8 |
| No Idea / Partly | 50 | 22,8 | 7 | 30,4 | 11 | 29,7 | 12 | 32,4 |
| No (I don't agree) | 46 | 21,0 | 12 | 52,2 | 7 | 18,9 | 4 | 10,8 |
| Total | 219 | 100 | 23 | 100 | 37 | 100 | 37 | 100 |

The answers to questions that were asked in order to discover the interest and love of Turkish children towards Turkish to students like "I like speaking Turkish with my Turkish friend", to Turkish teacher like "It is not important for children to know Turkish", and to British teacher separately like "Turkish students speak Turkish with each other, and it is more important and better than their English" are as shown in the table. Even though the majority of students (56.2%) stated the presence of their interest and love towards Turkish with "yes", a substantial part of them (43.8%) stated that they either could not speak Turkish or they did not like it by remaining indecisive (22.8%) and stating "no" (21%). Although the responses of Turkish teachers to a similar question proved contrary to student opinions, the proximity in the proportions in fact supported students themselves. Because although 52.2% of Turkish teachers did not agree with this question with negative connotation directed at them, a substantial part of them (a total of 47.8%) partly or completely agreed with that.

This situation was attempted to be analyzed by asking two different questions that complement each other to British teachers. Although the ratio of those who stated "yes (I agree)" was in majority (51.4% and 56.8%) to the questions on whether Turkish students spoke Turkish with each other or not and whether speaking English was more important for them or not, the ratio of those who stated "partly (no idea)" and "no" (48.6% and 43.2%) of being substantial meant supporting the opinions of students as well as Turkish teachers.

**Table 20:** Reading books in Turkish by level of speaking Turkish (according to student)

| | | | *I feel bored reading books in Turkish* | | | |
|---|---|---|---|---|---|---|
| | | | Yes | No Idea | No | Total |
| *I can't speak Turkish like my friends in Turkey* | Yes | N | 50 | 18 | 29 | 97 |
| | | % | 51,5 | 18,6 | 29,9 | 100 |
| | No idea | N | 21 | 15 | 13 | 49 |
| | | % | 42,9 | 30,6 | 26,5 | 100 |
| | No | N | 28 | 17 | 28 | 73 |
| | | % | 38,4 | 23,3 | 38,4 | 100 |

$\chi^2_{(4)}$ =5.278 p= .260

According to the table created for the aim of discovering the relationship between reading books in Turkish and speaking Turkish, there was no significant relationship between those who cannot speak Turkish like their friends in Turkey (51.5%) and feeling bored while reading books in Turkish ($\chi^2_{(4)}$ =5.278, p= .260).

## Conclusion and Recommendations

Data were not collected only in one-way in this study, which aimed at analyzing the use of Turkish and English of bilingual Turkish children living in the UK. Apart from the opinions of children, who are located at the center of bilingualism, opinions of their families and their teachers were also referred in order to make a comparative evaluation between the perspectives on both languages and the situation of these languages. Because, considering the possibility of getting no healthy results in evaluating data to be collected one-way, while questions, which would ensure similar comments or comments of the same category in order to maintain the control over the questions asked to students, were asked to the families on one hand, and on the other, to Turkish teachers working in the UK as well as to British teachers having Turkish students in their classes.

The results of more than 10 questions, which were asked separately to each group but in a parallel way, can be as follows:

1. Even if both languages are easy according to both parents as well as children, children stated that English is easier language. In addition, opinion on Turkish being as an easy language was also indicated in the environments where Turkish is spoken at home and the first language to be learnt.

2. Although families stated that they abundantly showed the effort required for their children to develop Turkish (91.4%), children did not consider this effort to be abundant (62.1%). However, this effort was quite low according to Turkish teachers (17.4%). Even though families similarly stated that they abundantly showed efforts for the development of their children's English (71.6%), children found this effort to be quite low (26%). In addition, British teachers considered this effort to be less (32.4%).

3. Although families and children stated on television broadcasts being watched at home that they watched both Turkish TV broadcasts and British TV broadcasts at higher level, especially British TV broadcasts were being watched more at homes according to the statements of children. Families and Turkish teachers indicated the contribution of Turkish TV broadcasts on Turkish and Turkish culture of their children and an impression of Turkish being an easy language according to children living at homes where Turkish TV broadcasts are being watched and Turkish of their children being better according to families were seen.

4. According to data obtained from the questions that were aimed at discovering the reading habits of Turkish children living in the UK, reading culture of English was seen to be higher than that of Turkish. Although reading books in English was notified at higher level according to families and children, it was stated according to British teachers that Turkish students have reading cultures of English ("generally" 29.7% and "sometimes" 51.4%). However reading books in Turkish stays comparatively weaker than that of English according to the statements of both families as well as students. This situation is pretty bad according to Turkish teachers ("no -never" 78.3%)

5. The 75% of Turkish families living in the UK stated that they sent their children to supplementary schools at weekends. As a result of the interviews conducted with children attending at Turkish schools, while 45% of them stated that they enjoyed attending at these schools, 28% of them partly enjoyed, but 27% of them didn't enjoy attending at these schools. On the subject of the necessity of these children attending at Turkish schools at the weekends while 24% of British teachers indicated that it was not necessary, 41% of them indicated that it was partly necessary.

6. No clear opinion was obtained from families according to answers obtained from questions in order to learn the attitudes of their teachers in their schools due to bilingualism of Turkish children living in the UK ("yes" 40%, "partly" 20%). According to students, their British teachers, although they know about their bilingualism, approach them as if they are ordinary students (66%). But British teachers (68%) stated that they pay special attention to students they know to be bilingual. 36% of these teachers stated that they know basic patterns of dialogue in order to communicate with Turkish students, and 28% of them also stated that they know it partly.

7. Both Turkish and British teachers expressed that they saw nothing negative in the bilingualism of Turkish children in the UK.

8. Turkish children in the UK stated that they enjoyed speaking in Turkish among themselves, and this was also same according to both Turkish and British teachers. In addition, British teachers stated that they were aware of the significance of Turkish children speaking in English. From the answers obtained through questions with reference to the fact that reading books have a direct effect in speaking, students reading books in Turkish stated that they comfortably speak Turkish.

Measures that can be taken and recommendations that can be applied according to the obtained results are as follows:

1. Since the first language that is learnt and spoken at home directly affects the development of that language, Turkish should be spoken properly and in accordance with rules. Because an environment to use both languages should be created in order for child to be active in both the languages since English is already spoken at home and at external environments.

2. Families should show their efforts for protecting and developing their children's Turkish not only through speaking but also through different applications and activities. If we are required to determine these with general terms;

a. Watching Turkish TV broadcasts selected together,

b. Engage in activities of reading in Turkish together or directing the child towards reading in Turkish,

c. Motivating the child for writing in Turkish through games, can be done in the forms of above-mentioned activities and applications.

3. Since Turkish children living in the UK generally possess a culture of reading and their culture of reading in Turkish is a little weaker, a book list should be composed and children should be encouraged to read especially by their families and their Turkish teachers.

4. With reference to the fact that Turkish supplementary schools are of necessity, teachers have greater roles to play in making students to attend at these schools lovingly. Teachers, sent either by Ministries of Education of Turkish Republic and Turkish Republic of Northern Cyrus (TRNC), are both insufficient and are forced to leave when they completed term of their assignment right after acclimatizing themselves. For this reason, teachers already working there or other teachers should be given pedagogical and educational in-service training in order to establish comfortable relationships with children.

Initiatives should be undertaken to enable teachers working at British state schools to know their bilingual students and make them act accordingly.

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