

RESEARCH ARTICLE

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Investigation of Teacher's Perceptions of the Educational Problems of Bilingual Students in Terms of Some Variables

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ABSTRACT

In the wake of the spreading universalization in the world, cultural interactions and developments also reflect on the language structure of societies. Cultural interactions result in an increase in the number of bilingual and multilingual individuals. This study seeks to examine the perceptions of teachers about the educational problems of bilingual students in terms of some variables. Conducted with the screening method, one of the quantitative research methods, this study used the 29-item Bilingualism Educational Problem Scale of Likert-type developed by the researchers as a data collection tool. An online questionnaire form was used to collect the data. The population consists of 500 teachers from 10 different branches (f: 290; m: 210), working in various regions of Turkey under the Ministry of National Education. In the analysis of the research data, descriptive statistics, independent groups t-test, and One-Way Analysis of Variance (ANOVA) were used. The reliability analysis of the Bilingualism Educational Problem Scale was performed and Cronbach's alpha reliability value was found to be .90. The results show that there was a significant difference between the teachers' perceptions of the educational problems of bilingual students in terms of years of service, branch, degree, socioeconomic environment variables, but no significant difference was found in terms of gender and graduation status.

Keywords: Bilingualism, Language teaching, Language acquisition, Mother tongue, Teacher perceptions.

INTRODUCTION

From past to present, societies have always been in interaction. This interaction can be reflected in the language, culture, lifestyle, and thought systems of societies and individuals. As standards of living increase, inter-communal interaction also increases rapidly. Almost every nation is observed to have more than one language, religion, race, and cultural structure.

Mandatory and optional occasions such as migration, war, the discovery of new territories, and living in better conditions force or motivate them to discover different countries (Mirici, 2018). This not only results in a multicultural structure but also adds language richness in these countries. Though every single country has its own mother tongue, bilingualism and multilingualism also occur as some individuals speak more than one language or a language different from the official language.

According to the Turkish Language Association (TDK) (2020), mother tongue is a language from which other languages or dialects have been derived. Mother tongue is the language acquired from the family and the community in which the child lives. Family is where the language teaching begins. If children's mother tongue is different in the society they live in, they first learn the mother tongue, and then they learn the official language of the country. These gradually acquired languages create bilingualism in children. According to TDK (2020), bilingualism refers to having the power and ability to read and write two different languages. According to Oksaar (Cited by Temel and Bekir, 1992), it is one's ability to use two or more languages as a means of communication and to switch from one language to another. Macnamara (1967,

cited in Hamers & Blanc, 2000) defines bilingualism as having at least one of the four basic language skills in a language other than their mother tongue. In his definition of bilingualism, Diebold (1961) took the contact between two languages as a criterion. Hengirmen (2009) defined bilingualism as knowing two languages at a close level or using two languages in a society without pressure. Bican (2017), on the other hand, reports that a generally accepted and broad definition of bilingualism is hampered as it has a variable structure, wide scope, and contains different languages.

There are many countries where more than one language is spoken in the world and there are bilingual and multilingual individuals in almost every country. According to Grosjean (2015), the number of bilingual and multilingual people in the world accounts for 50% of the world population. The number of bilingual students in Turkey is quite high, but although there is an increase in the number of studies on bilingualism, it is not at the desired level yet (Düzen, 2017; Kızıltaş, 2021,

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Akkaya and Worker, 2015; Bankır and Aydemir, 2017; Cengiz and Türk, 2009; Gökdağ, 2011; Kesmez, 2015).

The better the language development of children is, the more their academic success improves (Demirdöven & Okur, 2017). Bilingual individuals have two different perspectives on life (Crystal, 2005). According to Pekgenç (2019), bilingualism should not be seen as a problem, but as richness. Although it is a source of richness, bilingualism has some cognitive, social, and affective negative aspects on individuals due to the difference between the official language and the mother tongue (Marian & Shook, 2012; Pransiska, 2017; Raguenaud, 2009). Bilingual individuals must be developed in terms of mother tongue skills (Aydın, 2018). The transfers made by bilingual students from their mother tongue may cause some problems such as the perception of inadequacy, speaking anxiety, and the dominance of the spoken language in the social environment (Kalı, Özkaya, & Coşkun, 2021).

Solutions can be found for the educational problems of bilingual students if the educational problems of bilingual students are evaluated based on the perspective of teachers and more research is conducted on bilingual students. This study was designed to examine the perceptions of teachers about the educational problems of bilingual students in terms of some variables. The study was conducted to address the educational problems of bilingual students more comprehensively. The main problem was: "Is there a difference between teachers' perceptions about the educational problems of bilingual students?" and the sub-problems were:

1. Is there a difference between the teachers' perceptions of the educational problems of bilingual students according to the gender variable?
2. Is there a difference between the teachers' perceptions of the educational problems of bilingual students according to the graduation status variable?
3. Is there a difference between the teachers' perceptions of the educational problems of bilingual students according to the years of service variable?
4. Is there a difference between the teachers' perceptions of the educational problems of bilingual students according to the branch variable?
5. Is there a difference between the teachers' perceptions of the educational problems of bilingual students according to the degree variable?
6. Is there a difference between the teachers' perceptions of the educational problems of bilingual students according to the socioeconomic environment variable?

METHOD

Research Model

This study was carried out using the survey model. This model is aimed at revealing an event or situation as it is

(Creswell, 2009). This study was designed to examine teachers' perceptions of the educational problems of bilingual students via the screening model.

Population and Sample

The population of the study consists of teachers working in schools affiliated with the Ministry of National Education in the 2021-2022 academic year. Convenience sampling was used in the study. Convenience sampling allows the researcher to determine the items expected to constitute the sample by evaluating the items, objects, elements, or stakeholders within the scope of the population in terms of easy access and convenience (Korkmaz, 2020). Teachers from 10 different branches giving lectures about language education and teaching were selected for the sample. The opinions of Turkish language teaching and educational sciences experts were taken while selecting branches related to the participants constituting the sample. In this context, data were obtained from teachers of Turkish, German, Arabic, Chinese, French, English, Kurdish, and Russian languages, classroom teachers, and Turkish language and literature teachers. The study consists of 500 participants (f:290; m:210).

Data Collection

Before collecting the research data, permission was obtained from the necessary institutions. Research data were collected from teachers working in schools affiliated with the Ministry of National Education during the second semester of the 2021-2022 academic year. While collecting data, the scale form developed by the researchers was prepared in a virtual environment and presented to the participants. Since the Ministry of National Education switched to distance education during the second semester of the 2021-2022 academic year due to the Covid-19, the research data were obtained through a virtual survey. Personal information was not requested from the participants on the basis of voluntary participation. Data and responses of the participants were collected from the virtual survey platform.

Data Collection Tool

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Data Analysis

The data were collected in a virtual environment and analysed using the IBM SPSS 25.00 package program. Frequency and percentage retrieval procedures were used in the analysis of the data in the BEPS. In addition, the Kolmogorov-Smirnov test was used to determine whether the data obtained had a normal distribution to find answers to the sub-problems. As a result of the analysis, as can be seen in the table below, it was determined that the available data had a normal distribution. From this point of view, the Independent Groups t-test and One-Way Analysis of Variance (ANOVA) from parametric tests were applied.

Table 2 highlights that since the result was $p=.057>.05$, the available data were found to be suitable for the normal probability distribution of a defined population (Can, 2014).

Validity and Reliability of Data

The reliability analysis of the BEPS was performed by using Cronbach's alpha reliability coefficient. As a result of the reliability analysis, Cronbach's alpha reliability coefficient value was found to be .90.

Table 3 highlights that the value of Cronbach alpha reliability analysis was .90 and the number of items belonging to the BEPS was 29. A Cronbach's alpha value of .90 indicates that the acceptability level has a value above .70 and that it is reliable. Considering the item reliability coefficients of the BEPS, it was observed that 29 items in the scale were in the range of $.89 \leq \alpha < .91$ and the items were quite reliable.

Table 1: Data on Participants

Variable		German Teaching	Arabic Teaching	Chinese Teaching	French teaching	English Teaching	Kurdish Teaching	Russian Teaching	Classroom Teaching	Turkish Language and Literature Teaching	Turkish Teaching	f
Gender	Female	17	5	2	7	104	-	4	32	43	72	290
	Male	7	9	1	2	34	4	8	29	39	81	210
Graduation Status	Undergraduate Degree	21	9	3	7	126	3	5	50	58	133	415
	Master's Degree	3	5	-	2	12	1	7	8	23	17	78
	PhD Degree	-	-	-	-	-	-	-	3	1	3	7
Years of Service	1-5 years	14	9	1	2	94	3	3	26	45	102	299
	6-10 years	6	3	1	2	29	1	3	11	16	35	107
	11-15 years	-	1	1	1	10	-	4	9	8	6	40
	16 years and over	4	1	-	4	5	-	2	15	13	10	54
Degree	Primary School	1	2	-	2	16	-	-	56	1	4	82
	Secondary School	2	6	1	2	64	3	1	2	3	147	231
	High School	21	5	2	5	57	-	10	-	73	1	174
	University	-	1	-	-	1	1	1	3	5	1	13
Socioeconomic Environment	Low	5	6	-	1	63	3	1	27	36	89	231
	Middle	13	8	1	7	68	1	9	29	40	60	236
	High	6	-	2	1	7	-	2	5	6	4	33

Table 2: Kolmogorov Normality Test

Total Score	Statistics	SD	p
	.040	500	.057

Table 3: Cronbach's Alpha Reliability Analysis of the BEPS

Cronbach's Alpha Value	Number of Items
.90	29

FINDINGS

Findings Related to the First Sub-Problem

Findings related to the first sub-problem of the study reading "Is there a difference between teachers' perceptions of the educational problems of bilingual students according to the gender variable?" are presented Table 4.

Table 4 highlights that 290 participants were female and constituted 58% of the participants while 210 participants were male and constituted 42% of the participants. The p-value obtained as a result of the t-test analysis was .96. Since the p-value obtained as a result of the analysis was .96 and this value was $p=.96>.05$, it was found that there was no statistically significant difference between the opinions of the participants according to the gender variable. Considering the total scores of female and male participants in the BEPS, female participants had a score of 81.97 while male participants had a score of 81.89. Considering the total scores obtained from the BEPS, it can be implied that female teachers and male teachers had a similar perception in determining the educational problems of bilingual students.

Findings Related to the Second Sub-problem

Findings related to the second sub-problem reading "Is there a difference between teachers' perceptions of the educational problems of bilingual students according to the graduation status variable?" are presented in Table 5.

As a result of the descriptive statistics, it was found that teachers with PhD degrees had a higher total score in terms of the educational problems of bilingual students. ANOVA was used to determine whether there was a significant difference between the groups (Table 6).

As a result of the ANOVA analysis, it was found that there was no significant difference ($p=.12>.05$) between the teachers' perceptions of the educational problems of bilingual students according to the graduation status variable. Considering the scores obtained from the BEPS, although there was no statistical difference, the highest total score was 94.42 among

Table 4: T-Test Analysis Findings Related to the Gender Variable

Gender	N	%	TS	SD	p
Female	290	58	81.97	16.70	.96
Male	210	42	81.89	17.69	
Total	500	100			

Table 5: Descriptive Statistical Findings of Teacher Perceptions

Graduation Degree	N	TS	SD
Undergraduate Degree	415	81,97	16,91
Master's Degree	78	80,65	18,16
PhD Degree	7	94,42	12,60
Total	500	81,94	17,11

teachers with a PhD degree, and teachers with a PhD degree had the most negative perception.

Findings Related to the Third Sub-Problem

Findings related to the sub-problem reading "Is there a difference between teachers' perceptions of the educational problems of bilingual students according to the years of service variable?" are presented in Table 7.

As a result of the descriptive statistics, it was found that teachers with 1-5 years and 16 years or more of service had a higher total score in terms of the educational problems of bilingual students. ANOVA was used to determine whether there was a significant difference between the groups (Table 8).

As a result of the ANOVA analysis, it was found that there was a significant difference ($p=.01<.05$) between teachers' perceptions of the educational problems of bilingual students according to the years of service variable. As a result of the Post Hoc LSD Test, which was conducted to determine which groups had a significant difference; it was found that there was a significant difference only between the teachers with 1-5 years of service and those with 6-10 years of service in favour of teachers with 1-5 years of service. As a result of the total scores obtained from the BEPS, it can be said that the most negative perception among teachers' perceptions in determining the educational problems of bilingual students was obtained from teachers with 1-5 years of service and 16 years or more, and the most positive perception was obtained from teachers with 11-15 years of service.

Findings Related to the Fourth Sub-Problem

Findings related to the fourth sub-problem reading "Is there a difference between teachers' perceptions of the educational problems of bilingual students according to the branch variable?" are presented in Table 9.

Table 6: ANOVA Analysis Findings Related to the Graduation Status Variable

Source of Variance	Sum of Squares	Degree of Freedom	Mean Square	F	p*
Intergroup	1221,18	2	610,59	2,09	.12
Intragroup	144873,02	497			
Total	146094,20	499			

Table 7: Descriptive Statistical Analysis Findings Related to the Years of Service Variable

Years of Service	N	TS	SD
1-5 years	299	83,80	16,69
6-10 years	107	77,99	18,28
11-15 years	40	78,52	15,85
16 Years and over	54	81,96	16,63
Total	500	81,94	17,11

As a result of the descriptive statistics, it was found that the teachers in the branches of classroom teaching, Turkish teaching, and Kurdish teaching had a higher total score regarding the educational problems of bilingual students. ANOVA was used to determine whether there was a significant difference between the groups (Table 10).

As a result of the ANOVA analysis, it was found that there was a significant difference ($p=.00<.05$) between teachers' perceptions of the educational problems of bilingual students according to the branch variable. As a result of the Post Hoc LSD Test, which was conducted to determine which groups had a significant difference; it was found that there were significant differences between the perceptions of teachers working in classroom teaching, Turkish teaching, and Kurdish teaching

branches. Based on this finding, it can be said that classroom, Turkish teaching, and Kurdish teaching teachers had more negative perceptions and thoughts towards the educational problems of bilingual students.

Findings Related to the Fifth Sub-Problem

Findings related to the fifth sub-problem reading "Is there a difference between teachers' perceptions of the educational problems of bilingual students according to the degree variable?" are presented in Table 11.

As a result of the descriptive statistics, it was found that teachers at university and primary school levels had a higher total score regarding the educational problems of bilingual students. ANOVA was used to determine whether

Table 8: ANOVA Analysis Findings Related to the Years of Service Variable

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F	p*	Source of Difference LSD	p
Intergrup	3176,56	3	1058,853	3,68	.01		
Intragrup	142917,64	496	288,14			1-5 years to 6-10 years	.00
Total	146094,20	499					

Table 9: Descriptive Statistical Analysis Findings Related to the Branch Variable

Branch	N	TS	SD
German Teaching	24	73,41	12,16
Arabic Teaching	14	79,14	18,33
Chinese Teaching	3	74,00	14,52
French Teaching	9	71,11	18,14
English Teaching	138	74,12	14,54
Kurdish Teaching	4	84,00	31,18
Russian Teaching	12	72,83	17,90
Classroom Teaching	61	91,45	13,54
Turkish Language and Literature Teaching	82	81,86	18,45
Turkish Teaching	153	88,28	15,60
Total	500	81,94	17,11

Table 10: ANOVA Analysis Findings Related to the Branch Variable

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F	p*	Source of Difference LSD	P
Intergrup	8634,39	4	959,37	7,83	.00		.00
Intragrup	60037,95	490	122,52				
Total	146094,20	499					

Table 11: Descriptive Statistical Analysis Findings Related to the Degree Variable

Degree	N	TS	SD
Primary School	82	86,95	15,91
Secondary School	231	83,98	16,84
High School	174	76,46	16,65
University	13	87,23	17,54
Total	500	81,94	17,11

Table 12: ANOVA Analysis Findings Related to the Degree Variable

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F	p*	Source of Difference LSD	p
Intergroup	8605,83	3	2868,61	10,35	.00	(Primary School-High School)	.00
Intragroup	137488,37	496	277,19			Elementary School - High School	.00
Total	146094,20	499				University-High School	.02

Table 13: Descriptive Statistical Analysis Findings Related to the SEE Variable

Socioeconomic Environment of the Institution	N	TS	SD
Low	231	85,62	16,05
Middle	236	79,25	17,78
High	33	75,39	13,93
Total	500	81,94	17,11

Table 14: ANOVA Analysis Findings Related to the SEE Variable

Source of Variance	Sum of Squares	Degree of Freedom	Mean Square	F	p*	Source of Difference LSD	p
Intergroup	6255,84	2	3127,92	11,11	.00	Lower SELECT-Middle SELECT	.00
Intragroup	138838,36	497	281,36			Lower SELECT-Higher SELECT	.00
Total	146094,20	499					

there was a significant difference between the groups (Table 12).

As a result of the ANOVA analysis, it was found that there was a significant difference ($p=.00<.05$) between the teachers' perceptions of the educational problems of bilingual students according to the degree. As a result of the Post Hoc LSD Test, which was conducted to determine which groups had a significant difference; it was found that there were significant differences in favour of the total scores of teachers working at primary, secondary, and university education levels compared to teachers working in high schools. Based on this finding, teachers at university, primary school, and secondary school levels are believed to have a more negative judgment about the educational problems of bilingual students.

Findings Related to the Sixth Sub-Problem

Findings related to the sub-problem reading "Is there a difference between teachers' perceptions of the educational problems of bilingual students according to the socioeconomic environment (SEE) variable?" are presented in Table 13.

As a result of the descriptive statistics, it was found that the teachers reporting that they work in a lower socioeconomic environment had a higher total score regarding the educational problems of bilingual students. ANOVA was used to determine whether there was a significant difference between the groups (Table 14).

As a result of the ANOVA analysis, it was found that there was a significant difference ($p=.00<.05$) between teachers' perceptions of the educational problems of bilingual students

according to the socioeconomic environment variable. As a result of the Post Hoc LSD Test, which was conducted to determine which groups had a significant difference; it was found that there was a significant difference in favour of the total scores of the teachers working in the lower socioeconomic environment compared to the teachers working in the middle and high socioeconomic environment. Based on this finding, teachers working in a lower socioeconomic environment are believed to have a more negative perception of the educational problems of bilingual students.

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

The coexistence of different societies brings along cultural richness as well as cultural problems. The existence of languages in different structures in society results in not only richness but also various problems in some cases. In this study, teachers' perceptions of the educational problems of bilingual students were determined in terms of some variables.

The results of the analysis for the gender variable revealed that the teachers' perceptions of the educational problems of bilingual students did not differ. It is believed that teachers' perceptions of teachers do not differ in terms of gender due to the similarity of the problems encountered and the approach of the teachers to bilingual students.

The analysis results of the study for the graduation status variable revealed that the teachers' perceptions of the educational problems of bilingual students did not differ. Teachers with PhD degrees had the most negative perceptions

of bilingual students. It is believed that the reason for the negative perceptions of teachers with a PhD degree of bilingual students is the small sample size. Indeed, only 7 of the 500 teachers who participated in the study had a PhD degree, which is because the researchers were unable to reach a sufficient number of teachers with a PhD degree.

Considering the analysis results of the study for the years of service variable, it was determined that the teachers' perceptions of the educational problems of bilingual students differed. Teachers with 1-5 years of service and 16 years or more had the most negative perception of bilingual students, while teachers with 11-15 years of service had the most positive perception. It is believed that the negative perception of teachers with 1-5 years of service may stem from the lack of experience of teachers. Although the teachers hold a university degree, it can be difficult to transfer theoretical knowledge into practice when they start to work, causing teachers to feel inadequate in some areas and think negatively about bilingual students. Teachers with 16 or more years of service, on the other hand, may view the constructivist education approach negatively because they are accustomed to the traditional education system. However, traditional education activities cannot meet the educational needs of bilingual students, causing teachers with 16 or more years of service to have a negative perception of bilingual students.

Considering the results of the analysis for the branch variable, one may notice that the teachers' views on the educational problems of bilingual students differed. Classroom, Turkish and Kurdish teachers had negative perceptions of bilingual students. Classroom teachers are in the group of teachers who have the opportunity to interact and spend more time with students. During the 4-year education period, classroom teachers take care of their students one-on-one and prepare them for the next education levels. It is time-consuming and tiring for teachers who interact with students very intensely and take care of each student one-on-one. Bilingual students, on the other hand, need more teacher attention than other students. While other students start the education process directly with literacy activities, bilingual students need language learning first. In addition, teachers who do not know the same language as bilingual students have difficulty communicating with bilingual students. Such drawbacks are believed to cause classroom teachers to develop a negative perception of bilingual students. It is thought that the reason for the negative perceptions of Kurdish teachers of bilingual students is the lack of sample. Though opinions of 500 teachers were obtained, only 4 of them were obtained from Kurdish teachers, making it difficult to have a general opinion about Kurdish teachers and to reveal the reasons for negative perceptions.

Considering the analysis results related to the degree variable, it was determined that the teachers' perceptions of the

educational problems of bilingual students differed. Teachers working at the high school level had a positive perception of bilingual students while teachers working at primary school, secondary school, and university levels had a negative perception. Considering the developmental characteristics of high school students, students are more sensitive, which in turn motivates teachers to take care of them more, and thus, teacher and student interaction more intensely. This allows teachers to get to know their students more, take care of them and develop positive relationships with them. For this reason, teachers teaching at high school levels have a more positive perception of both bilingual students and other students.

The analysis results for the socioeconomic environment variable demonstrated that the teachers' perceptions of the educational problems of bilingual students differed. Teachers working in lower socioeconomic environments had more negative perceptions of bilingual students. The negative perceptions of teachers who teach in a lower socioeconomic environment show that various problems arise in fulfilling the educational activities of teachers. This is possibly the result of factors such as the poor financial situation and living conditions of the students living in the lower socioeconomic environment, crowded classrooms, and limited school opportunities.

Since there were no quantitative studies on the educational problems of bilingual students in the literature review, no studies supporting or contradicting the results of this research were found.

Based on the results of the research, the following recommendations were made:

- In the literature review, very few quantitative studies were found on bilingual students. Similar quantitative studies on different subjects are expected to contribute to the literature.
- It is beneficial to raise awareness of society by organizing various activities such as conferences, symposiums, and panels on bilingualism.
- In-service training can be given to teachers about bilingualism and bilingual individuals.
- Awareness should be raised on the fact that the perception that bilingualism is only related to Turkish or classroom teaching fields is wrong.
- Institutions and organizations can support projects related to bilingualism to increase incentives in this area.
- The validity of the findings can be tested by conducting similar studies on different sample groups.
- It would be beneficial to conduct a study with a larger sample group to determine the reasons for the perceptions of teachers with PhD degrees.
- It would be beneficial to conduct a similar study with other branch teachers.

- It would be beneficial to study qualitative research on the educational problems of bilingual students through a phenomenological design.

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APPENDIX: THE BILINGUALISM EDUCATIONAL PROBLEM SCALE

<i>Number</i>	<i>ITEMS</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Undecided</i>	<i>Agree</i>	<i>Strongly Agree</i>
1.	Bilingual students have difficulty in understanding what they read.					
2.	Bilingual students are shy to participate in social activities.					
3.	Bilingual students have difficulty in expressing themselves.					
4.	Bilingual students have problems in equally using the languages they know.					
5.	Bilingual students can form sentences in accordance with the structural features of the languages.					
6.	Bilingual students are on par with monolingual students in terms of academic achievement.					
7.	Bilingual students have difficulties in fulfilling cognitive processes for lessons.					
8.	Bilingual students have difficulties in perceiving verbal expressions.					
9.	The level of participation of bilingual students in in-class activities is sufficient.					
10.	Bilingual students have problems in following grammar rules while performing their speaking and writing skills.					
11.	Educational integration of bilingual students often fails.					
12.	Bilingual students often make mistakes in choosing words between languages.					
13.	Bilingual students have difficulty in understanding what they listen to.					
14.	Bilingual students have problems in attendance and adaptation to school.					
15.	Bilingual students have high academic self-confidence.					
16.	Bilingual students can have sufficient knowledge of the languages they know.					
17.	There is no difference in academic success between bilingual students and monolingual students.					
18.	Scientific studies and projects related to bilingual students should be given importance.					
19.	Elements such as bilingualism and multilingualism are sources of cultural richness.					
20.	Linguistic processes of bilingual students take on a monolingual structure with school life.					
21.	Teachers of bilingual students are aware of this issue.					
22.	Educational activities of bilingual students should be started in the family.					
23.	Teachers have problems in communicating with their bilingual students.					
24.	Course teachers take a collaborative approach to the education of bilingual students.					
25.	Classroom teachers are primarily responsible for the education of bilingual students.					
26.	Bilingual students do poorly on teacher-made tests and centralized tests.					

<i>Number</i>	<i>ITEMS</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Undecided</i>	<i>Agree</i>	<i>Strongly Agree</i>
27.	Bilingual students are inadequate in using their language skills.					
28.	Bilingual students can use virtual platforms more effectively.					
29.	Bilingual students are more prone to internationalization than monolingual students.					