



Evaluation of Arabic Children's Books in the Public Libraries of Vienna within the Frame of Library Services Provided for Child Members Who are Native Arabic Speakers

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ABSTRACT

Public libraries are one of the educational and cultural institutions supporting the native language development of the children from multilingual societies. In this study, the Arabic children's books in the public libraries of Vienna have been analyzed within the frame of the library services provided for the child members who are native Arabic speakers in Vienna where people from different countries, cultures, religions and languages live together. The data applied in the study were obtained from the electronic online catalogues and web pages of the public libraries in Vienna and analyzed by applying descriptive analysis method. Within this framework, the services provided by the libraries for the child members who are native speakers of other languages were also examined by analyzing the webpages of the public libraries in the city for the study, and the Arabic children's books in the public libraries were detected through the electronic online catalogues of the public libraries in Vienna. The detected Arabic books were analyzed by classifying them based on the libraries they are in, their publication dates, age groups, languages, language use and contents. As a result of the study, it was discovered that the collection development policies related to the Arabic children's books of the public libraries in Vienna primarily focus on the preschool period, that the majority of the Arabic children's books in the public libraries are multilingual, and that contents of the books can help children to discover themselves and their surroundings. Additionally, it was also detected that some of the children's books in the libraries have the content preparing them for multicultural and multilingual life and developing their empathy skills.

Keywords: Native Language, Multilingualism, Vienna, Public Libraries, Arabic, Children's Books.

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I. Introduction

Native language is "the language which an individual acquires from his/her mother, people from the house where he/she was born, and from the society of which he/she is a member; and in which he/she can express his/her feelings, thoughts and wishes best" (Püsküllüoğlu, 1995, p. 103). Native language, which is known to be formed through the implications from the concrete practices of the humankind

and with the help of the members of that society is considered as the most important sign and building block of the culture. People can pass down their cultures for the next generations by maintaining it through their native languages (Mengü, 2002, p. 73).

Native language competence (linguistic competence) is an important issue for the ones who are minority in the multicultural societies. This is because native language is one of the most effective factors enabling them to protect their culture and identities. It is a cultural transmission

instrument enabling especially the continuation of the connection of immigrants with their homeland. The linguistic competence in the first language of minorities and immigrants has an important role for them to learn official language of the geography where they live. Therefore, it affects their success in their school lives and careers and their social adaptation. In the cases where the native language development is not supported, both languages cannot be acquired properly (de Cillia, 2011, p. 3; Bauböck, 1998, p. 300; Demir & Karakök, 2016, p. 395-396). In other words, there is a “mutual connection” between the native language and the second language. An individual who does not or cannot have a remedial native language education cannot also develop skills in both languages (Cummins, 1979, p. 227). In case the development of native language ends with school period and is not supported throughout other phases of one’s life; both languages are not acquired properly; and thus, the linguistic development of the individuals are left half-finished and it has negative impacts on their social involvement, success and socialization (De Cillia, 2011, p. 3). In case the native language education of the children is not supported properly, the children can only acquire their native language through their native dialect and in the way it is spoken in their homes. This will cause the native language spoken by them not to be more than “family language” and it not to be spoken properly (Halilovic, 2015, p. 14-15). It was discovered through several studies that the immigrant children cannot speak their languages properly, and therefore, they also cannot speak the language of the country they live (Sirim, 2009, p. 28).

The coexistence of multiple cultures and multiculturalism, thus multilingualism, is a reality that today’s societies are facing more and more rapidly. Countries which are more multicultural and multilingual than others due to intense immigration, especially developed Western countries, enter into structuring to ensure that all the cultures they host live in equal and peaceful conditions by preserving their identities, and they produce policies for cultural integration (Güler, 2019, p. 55). One of those countries is Austria. Especially after the World War II, a significant immigration movement from Middle Eastern countries started to meet the labour force deficit in Austria. It is possible to say that this dynamism continues. One of the nations immigrating to Austria is Arabs. Civil war and unrest in Arab geography, especially in Syria, accelerated the immigration process of Arab people to Austria. It is particularly important that Arab immigrants, whose number is increasing day by day in Austria, can have a command of both their native language and the language of the country they reside, Austria. It is known that most of the children of Arab origin families living in the country learn Arabic, which is their native language, only from the family and their immediate surroundings (Statista, 2020). It is possible for those

children to acquire the ability to speak their native language at an adequate level through a lifelong learning process which will continue and develop their native language. In the life-long native language education of those children whose native language is Arabic, educational and cultural institutions except the official schools also have important roles and responsibilities. One of these educational and cultural institutions is undoubtedly public libraries.

Public libraries, which are obliged to provide free education and cultural services to the society without any discrimination, are also responsible for developing services for the needs of the same society. Within this frame, public libraries are expected to develop effective services and policies for the native language learning of minority and immigrant children, which is one of the important social needs in multilingual and cultural countries and cities. In this study, a general evaluation of the Arabic children’s books in the public libraries in Vienna, Austria, was conducted in the context of the library services provided to child members whose native language is Arabic. Within this frame, Arabic children’s books in public libraries in Vienna were detected and the books were analyzed by considering their different characteristics.

II. Multiculturalism, Native Language and Public Library Services

Cultural diversity is the common heritage of humanity and must be carefully preserved and valued for the benefit of all humanity. Multiculturalism is a concept referring to the harmonious coexistence and interactions of different cultures. It also means to raise and encourage cultural and social differences in a certain geography within the framework of national unity (IFLA/UNESCO Multicultural Library Manifesto, 2008, p. 1; Ramussen & Kolarik, 1980, p. 312).

One of the most important reflections of multicultural societies is their different native languages in society. Native language has an integral interaction with culture. Native language is the carrier of culture and culture is a practice area providing a basis for native language to show its characteristics. Native language emerges through concrete products on the cultural values, interests and perceptions of an individual or society. Briefly, the concepts of native language and culture are two inseparable factors completing each other. Native language is the carrier of culture and culture is an important reserve area which is the source of the native language (Göçer, 2012, p. 54). With those features, native language is both an important obstacle and an important opportunity for cultural adaptation in multicultural societies. If the administrative power tends to assimilate different languages in a multicultural society, every different language is an obstacle, it is an opportunity if it respects

and even supports the survival of different languages by welcoming language diversity (Kartal, 2014, p. 4). It is undoubtedly the second option which should be preferred for democratic and libertarian societies.

Children with different native languages living in multicultural societies have adequate education and support opportunities to learn the native language of the country through schools. However, those children may face the problem of not learning their native language sufficiently. Children get to know, understand, perceive and learn both the ethnic culture and the culture of the society in which they live, primarily through their native language. Therefore, it is very important for the child to develop his/her native language. The reading skill is a very important factor improving the native language. Therefore, reading will strengthen the native language of the child, and the cultural adaptation process of a child with a strong native language will be smoother. (Simssova, 1992, p. 28; Yılmaz, 2000, p. 454).

Public libraries are among the leading institutions planning, supporting and sustaining the reading process in the native language of individuals with different native languages in multilingual societies, especially children. In fact, all library types are expected to have a mission to reflect, support and spread cultural and linguistic diversity at international, national and local levels (IFLA/UNESCO Multicultural Library Manifesto, 2008, p. 1). However, with the functions they have, public libraries are at the forefront of the social and cultural integration process of multicultural and multilingual societies compared to other library types. With the multicultural and linguistic services they provide, public libraries function as social mediators in the process of understanding the values of the host country, creating a citizenship awareness and ensuring integration with a new culture. They create areas increasing their knowledge and skills in order to improve their social participation as well as providing access to information for their members (Oğuz & Kurbanoglu, 2013, p.271). Public libraries in a multicultural society have important roles and responsibilities such as developing and supporting intercultural understanding and relationships, increasing cultural diversity, facilitating intercultural transition, providing educational assistance in the development of language skills, increasing intercultural exchange and interaction, and contributing to social integration and mobility in society (Mylopoulos, 1985, p. 23-24). The fact that public libraries, which serve as a catalyst in multilingual and cultural societies and have the potential to be a good tool to overcome the irrational fears of ethnic community members and adapt to their new lives (Simssova, 1992, p. 33-38), within this frame, provide multilingual members with resources in their native language is a result of their reason for existence.

In the context of cultural and linguistic diversity, public libraries should plan their services by identifying

disadvantaged groups with cultural and linguistic differences, especially refugees, minorities, indigenous communities, temporary residents and migrant workers. Within this frame, public libraries should provide resources to enable learning in national language(s) and other languages. Those resources should be in different languages as well as in the national official language(s) and should cover all appropriate media and tools. Within this frame, public libraries:

- Should provide services for all the different cultures and languages in society without any discrimination;
- Should provide information in appropriate languages and texts in line with the needs of their members;
- Should have a wide range of collections and services to meet the needs of all communities, reflecting the cultural and linguistic diversity of the community;
- Should have staff trained to serve and work with culturally and linguistically diverse communities (IFLA/UNESCO Multicultural Library Manifesto, 2008, p. 2).

Public Libraries should consider members of different ethnic origins or different native languages as well as members who speak the official native language of the country in their collection development policies and social-cultural activities they organize (Kartal, 2014, p.5). It is also very important to use new technologies and computers, especially for literacy and language software, in public library services to be offered to multilingual members. The multi-alphabet and multi-language features of the computers allow multicultural communities to read, communicate and access information in their own languages. It provides great convenience especially to members whose native language has limited printed publications. (IFLA/UNESCO Multicultural Library Manifesto, 2008, p. 5-12).

The target audience of public libraries for services aimed at supporting the native language of multilingual members should be children. This is because, children with different native languages gain reading habits in their native language through public libraries, their mental development, their ability to speak the language spoken in the country, their educational achievements, personality development and through them, their cultural adaptation will be positively affected. Therefore, those services to be offered by public libraries to children members, who are also referred to as minorities or immigrants, will also serve as a tool in overcoming the cultural problems of multicultural societies (Yılmaz, 2000, p. 452). Public libraries providing an environment for children of different languages and cultures to come together and meet and support them through various reading materials, audio-visual tools and activities (storytelling hours, foreign language education, shows and exhibitions, etc.), cultures such as contributing to the education of children; it will also help them develop their inter-dialogues (Güler, 2019,

p.55).

The multilingual services offered by public libraries for children and young people to support their native language are also of great importance in closing the gap between the wealthy and the poor people in terms of knowledge. Public libraries, which offer materials such as extremely expensive books, tests, cd, dvd, computer program, distance education courses, interactive language learning programs, etc. used in native language learning free of charge for the members of different native languages, provide a great opportunity for low-income people who cannot access those materials. In fact, public libraries can contribute to the development of listening, speaking, reading and writing skills of their members who want to learn their native language comprehensively with courses in different languages they organize. Of course, in this process, the cooperation of public libraries with schools, language teachers, non-governmental organizations and local administrations will ensure that those services to be offered in public libraries reach a wider audience.

III. Multilingual Services Provided by Austria-Vienna Public Libraries

The Republic of Austria is a federation of nine landlocked states in Central Europe with a population of around 8.600.000. It borders Liechtenstein and Switzerland in the west, Italy and Slovenia in the south, Hungary and Slovakia in the east, and Germany and the Czech Republic in the north. The surface area of its land is 83,857 km². Almost the quarter of the population live in and around Vienna. According to the Austrian federal constitution, the Republic of Austria is a democratic country, and the law takes its power from the people. It is a federal state and this federal state consists of autonomous states. They are Burgenland, Carinthia, Lower Austria, Upper Austria, Salzburg, Styria, Tirol, Vorarlberg and Vienna. As the federal capital, Vienna is the seat of the federal government (Aka, 2020, p. 85-86). As a result of Austria's decentralized public administration structure, the organization of public libraries is also decentralized. Those libraries carry out their services under local governments. The services of public libraries are planned by the municipalities; the necessary financing, personnel, collection and building for this service are also provided by the same unit; activities such as strategy, standards, legal structure, audit, creating new service areas are also carried out by the municipalities (Geschichte, 2020; Yilmaz, 1998, p. 259-260).

Public libraries in the capital Vienna, one of the nine states of Austria, also carry out their services under the Municipality of Vienna (Über uns, 2020). When we look at the organization and distribution of public libraries in the city; it is possible to see that 40 public libraries, 1 of which is the Centre and 39 of which are branch public libraries,

serve almost every region of Vienna. There are no branch public libraries in 2 districts of the city consisting of 23 districts, while there are 1 branch public library in 8 districts, 2 branch public libraries in 9 districts, 3 branch public libraries in 3 districts, and 4 branch public libraries in 1 district (Standorte, 2020; Zweigstellen, 2020).

Central and Branch Public Libraries in Vienna are places where everyone, without any discrimination depending on the factors such as age, gender, origin, language, religion, etc., provides access to information, education, culture and entertainment (Leitsätze, 2019). Those libraries provide qualified services for their members with a total of over 1.4 million collections in different formats and rich content (Über uns, 2020). In 2019, approximately 6 million 160 thousand borrowings were made from the central and 39 branch public libraries, and approximately 168,000 members benefited from the libraries (including the virtual library) (Geschichte, 2020). The Central Public Library Am Gürtel, which is the central of Vienna Public Libraries and located in the most central location of the city, offers a wide range of services to its members with its 401,900 collections in six different sections, meeting room, exhibition area, restaurant and 2000 m² roof terrace (Hauptbücherei, 2020).

The services provided by the public libraries in Vienna, a multicultural and multilingual city, for their members in different cultures and languages, are quite remarkable. In most of the public libraries in Vienna, English and French are also available languages in addition to German. Additionally, some of the branch public libraries in the city offer services in Turkish, Bosnian/Croatian/Serbian, Spanish, Italian, Russian, Hebrew and Somali (Die Büchereien Wien – ein interkulturelles Netzwerk, 2020).

The public libraries in Vienna offering services in languages other than German, English and French are listed below (Interkulturelles, 2020):

- Laxenburger Straße Library in the 10th district (Bosnian/Croatian/Serbian, Turkish),
- Im Bildungszentrum Simmering Library (Bosnian/Croatian/Serbian, English, Turkish, Somali, Spanish) located in the 11th district,
- Am Schöpferk Library (Bosnian/Croatian/Serbian, Turkish) located in the 12th district,
- World Languages Library located in the 15th district (children's and youth books in more than 50 languages),
- Schwendermarkt Library in 15th district (Bosnian/Croatian/Serbian, Turkish),
- Hernals Library in the 17th District (Bosnian/Croatian/Serbian, English, Italian, Turkish),
- Pappenheimgasse Library (Bosnian/Croatian/Serbian, Turkish) located in the 20th district.

The German language courses offered by public

libraries for different native languages are also very important for the subject of this study. Many public libraries in the city of Vienna collaborate with the Vienna Public Education Centres and the University of Vienna Language Centre to organize moderated chat tours for non-German native speakers (Deutsch lernen, 2020). This service accelerates both the learning of German and the social and cultural integration of speakers with different native languages. Public libraries also offer orientation services to members whose native language is not German. Within this frame, special tours are organized in some public libraries. The library tours, which last about an hour, aim to provide immigrant members with information about Vienna Public libraries and services (Spezialführungen, 2020). Members of public libraries with different native languages can benefit from the attractive borrowing services offered to all members. After subscribing to libraries, members can use and borrow library materials such as books, CD-, DVD, Blu-ray Disc, console game, CD-(DVD-)ROM, media package (eg language course), adult magazines, children's magazines, e-books, e-audio, e-magazine, e-paper etc. Additionally, if the public library is far away from the library member, books are brought home free of charge (Entlehnung, 2020). Membership of public libraries is free for members under the age of 18. Low-income members, most of whom are immigrants, can become members of the library at a discount (by paying 9 € instead of 31 € per year) (Gebühren, 2020).

Children are the target groups of public libraries in Vienna for their services for multilingual members. The children's sections in all public libraries in the city are named "Children's Planet KIRANGO". All children, without any discrimination, can benefit from the following materials and services at Children's Planet KIRANGO:

- Picture books, themed books, comics for all age groups;
- CD, DVD, CD-ROM and DVD-ROMs;
- Console games (Wii, Nintendo DS, PS 3, Xbox);
- E-Media (e-Books, e-Audios);
- Computer and Internet access centres;
- Playgrounds;
- Pictures, cartoons, postcards, etc. visual materials (Kinder-Veranstaltungen, 2020).

Apart from the services listed above, there are regularly organized events such as reading hours for over a hundred book for children every month, reviewing picture books, singing songs and poems, listening to music, stories and fairy tales, experiments, handicrafts, workshops, play hours, etc. (Kinder-Veranstaltungen, 2020).

The Children's Library of World Languages, established in 2015, is one of the most concrete and ideal examples of public library services offered to multilingual and multicultural children living in Vienna. The public library, specially designed for children from multilingual and multicultural societies, provide services for

multilingual children and young people with more than 50 languages (Arabic, Chinese, Dari, Persian, Kurdish, Urdu etc.). Some of the services offered by this library, whose special field of study is to support and develop multilingualism in children, are:

- Program to improve reading for children aged 0-3 (kirangolini);
- Hours of multilingual story reading for children aged 3-10;
- Programs to teach German through games for children aged 4-10;
- Reading days with writers and artists.



Fig. 1: The section with Arabic books in the Children's Library of World Languages.

The Children's Library of World Languages provides services for children up to the age of 18 with its non-book materials such as nearly 13 thousand collections and dvds, vds, toys, etc. The following words of the library director clearly reflect the mission and functions of the library (Viyanalı Anne, 2020):

"It is everybody's library, because now everybody grows up as a multilingual individual. We do not see if a language is spoken in the family, even if the child is only learning at school, it does not matter to us. This place is open for everyone."

IV. Aim, Scope and Findings of the Study

The main purpose of this study is to examine the Arabic children's books in the public libraries in the City of Vienna in the perspective of library services provided to children whose native language is Arabic. In the study, it is possible to explain the reason for the examination of Arabic children's books in Vienna public libraries as follows. A large number of people migrate from this geography to Europe due to the conflicts and civil war in the Arab geography recently. One of the cities where Arab immigrants migrated is Vienna. According to the statistics of 2019, 35,293 Arab migrants live in Vienna. (Stadt Wien Wirtschaft, Arbeit und Statistik, 2020). The most disadvantaged group among Arab immigrants living in

Vienna are children. Children are the most affected by the problems experienced by immigrant families. This situation makes the studies having been carried out or to be carried out for the integration of immigrant children whose native language is Arabic in Vienna more important. The most strategic dimensions in the integration process of child migrants are education and culture. Effective studies in the fields of education and culture will enable refugee children to communicate with social, linguistic and cultural differences. Public libraries are undoubtedly one of the institutions that should assume a role and responsibility in this regard.

In the research, the data were evaluated through the descriptive analysis method. Descriptive analysis is a method which researchers frequently resort to in order to obtain summary information about different phenomena and events they want to study (Büyüköztürk, Çakmak, Akgün, Karadeniz, & Demirel, 2008). The data used in the study were obtained from the web pages and electronic online catalogues of 40 Public Libraries, 1 of which is the Centre and 39 of which are branches, providing services in the City of Vienna. Within this scope, the web pages of the public libraries in Vienna were examined and the services offered by the libraries for children whose native language is different were evaluated and Arabic children's books have been scanned through the electronic online catalogue of Vienna Public Libraries on <https://buechereien.wien.gv.at/Mediensuche/Einfache-Suche>. The Arabic books detected at the end of the screening were analyzed considering their libraries, publication dates, age groups, languages, language expression and content through the "Book Evaluation Form".

The distribution of Arabic children's books in 40 public libraries providing services in Vienna according to public libraries is presented in the table below:

TABLE I
ARABIC CHILDREN'S BOOKS IN THE PUBLIC LIBRARIES OF VIENNA

No	Name of Library	Number of Arabic Children's Books
1	Vienna Central Public Library	56
2	Engerthstraße Public Library	26
3	Zirkusgasse Library	30
4	Fasanviertel Public Library	2
5	Rabenhof Public Library	1
6	Erdbergstraße Library	28
7	Wieden Library	14
8	Margareten Library	28
9	Mariahilf Library	4
10	Raritäten Library	-
11	Alsergrund Library	2
12	Per-Albin-Hansson-Siedlung Library	24
13	Laxenburger Straße Library	21
14	Hasengasse Library	2
15	Bildungszentrum Simmering Library	28

16	Leberberg Library	19
17	Schöpfwerk Library	25
18	Philadelphiabrücke Library	33
19	Hietzing Library	2
20	Breitnerhof Library	2
21	Penzing Library	2
22	Library of World Languages	41
23	Schwendermarkt Library	26
24	Sandleiten Library	23
25	Ottakring Library	2
26	Hernals Library	14
27	Weimarer Straße Library	20
28	Heiligenstadt Library	10
29	Billrothstraße Library	2
30	Pappenheimgasse Library	24
31	Leysstraße Library	3
32	Weisselbad Library	14
33	Großjedlersdorf Library	6
34	Großfeldsiedlung Library	26
35	Aspern Library	1
36	Kaisermühlen Library	2
37	Stadtlau Library	2
38	Donaustadt Library	2
39	Liesing Library	10
40	Alterlaa Library	3
TOTAL		580

When Table 1 is observed, the presence of children's books written in Arabic in all public libraries except one public library draws the attention. The number of Arabic children's books in 17 public libraries is below 10, in 6 public libraries between it is between 10-19, in 12 public libraries it is between 20-29, in 2 public libraries it is between 30-39, in 1 public library it is between 40-49, in 1 public library it is between 50-59. The public library having more Arabic children's books is the Vienna Central public library with 56 books, followed by the Children's Library of World Languages with 41 books. The average of Arabic children's books in public libraries in Vienna per library is approximately 15 books.

TABLE II
DISTRIBUTION OF ARABIC CHILDREN'S BOOKS IN VIENNA PUBLIC LIBRARIES BY AGE

Age Group	Number of Books
Age 2	69
Age 3	241
Age 4	127
Age 5	99
Age 6	10
Age 7	4
Age 8	1
Age 9	1
N/A	28
Total	580

Upon analyzing the table, it can be clearly observed that most of the children's books (536 books) in the library are for children aged five and under. The age with the highest number of books considering the age group is 3 years with

241 books. It is followed by 4-age group books with 127 books. Another remarkable detail in the table is that the number of books for the age group of 7 is 4, and for age groups 8 and 9 it is 1. The age group of 28 books in Public Libraries is not specified in the catalogue records.

TABLE III
DISTRIBUTION OF ARABIC CHILDREN’S BOOKS IN VIENNA PUBLIC LIBRARIES BY LANGUAGE

Language(s)	Number of Books
Arabic	27
Arabic and German	360
Arabic and Other Languages	187
Arabic and English	6
TOTAL	580

Most of the Arabic children’s books (553 books) in libraries are prepared in two languages. The number of books written only in Arabic language in public libraries is 27. Of the bilingual books, 360 are in German, 187 are in different languages such as Turkish, Persian, Bosnian, Spanish, Russian etc., and 6 of them are in English.

TABLE IV
DISTRIBUTION OF ARABIC CHILDREN’S BOOKS IN VIENNA PUBLIC LIBRARIES BY PUBLISHING YEARS

Year Published	Number of Books
N/A	1
2004	1
2005	1
2010	2
2011	2
2012	2
2013	7
2014	2
2015	3
2016	34
2017	16
2018	4
2019	4
2020	3
TOTAL	82

Considering the distribution of Arabic children’s books by publishing years, it can be observed that most of the books (64 books) were published after 2015. The oldest published book in libraries is from 2004.

When the contents of the 580 books in the Vienna public library are analyzed, it can be observed that those books are copies of 82 different books. In other words, there are 580 copies of one or more copies of 82 different books in public libraries in Vienna. The books with the most copies in the libraries are respectively as follows: “Das kleine Ich bin ich” with 38 copies, “Das bin ich. Ich zeig es” with 36 copies and “Die drei Schmetterlinge” with 19 copies.

Upon analyzing the contents of Arabic children’s books in public libraries; it can be obviously observed that the sentences in the books are generally short and the language use is simple. However, it is noteworthy that visuals and

pictures are also used in books. When the subject of the books are analyzed, it is possible to say that the majority of the books appear to have a content supporting children’s cultural understanding, encourages them to look for differences and similarities across linguistic boundaries, and helps them to get to know themselves. Especially books for preschool children generally support the child to get to know themselves and their surroundings (food and drinks, activities in daily life - going to school, going shopping, going to the library, going for a walk, etc., colours, animals, numbers, seasons, organs and functions... etc).

In Arabic children’s books, there are books on topics enabling the children to gain cultural harmony, prepare the ground for their empathy, and even help them adapt more easily to cultural diversity. For example, in a book for the age group 4, the story of black and white spotted sheep tells how bad discrimination and marginalization is. The subject of another book for the 5-year-old is that a little girl who had to flee to a foreign country due to the war, mingled with the children in the country she migrated to and started learning the language spoken in the country from her new friends. In another book for the same age group, it is told that donkey, dog, cat and rooster searched for a new homeland for themselves. In a book for the age group of 7, a little girl who had to move elsewhere with her family depicts the sadness she feels for breaking up with her friends and the anxiety of not being able to make new friends where she goes. In another story, a Syrian girl, who had to flee away from the war with her family, finds a friend in Germany and the process of adapting to her new country.

V. Evaluation and Conclusion

Multilingual and cultural services offered in public libraries are very important for members who have different native languages. Those services make a great contribution to preparing especially children whose native language is different for a bicultural and bilingual environment. It should not be forgotten that any service which will be provided to the members whose native language is different in public libraries to improve their native language will make a great contribution to their learning the official language of the country. Within this frame, comprehensive and innovative services to be provided by public libraries in support of the service provided in schools serve as the building block in building a multilingual, multicultural, democratic and liberal social structure. The public libraries in Vienna, which is the subject of the study, also consider the multilingual and cultural structure of the city in their systems and services. It is observed that multilingual members are also taken into consideration in the services and activities offered in the libraries. It can be said that especially child members, and

especially preschool children, are the target audience for public libraries. The Children's Library of World Languages, which has been providing services in Vienna since 2015, is the most concrete proof of it.

Based on the findings of this study, which evaluated the Arabic children's books in the libraries within the frame of the services offered by the public libraries in Vienna for the children whose native language is Arabic, the following results were obtained:

- A total of 580 Arabic children's books were identified in public libraries in Vienna. Except for one branch library, there are Arabic children's books in 39 public libraries. Libraries having the highest number of Arabic children's books are the Central Public Library and the Children's Library of World Languages. The average number of books per public library is about 15.
- When the distribution of Arabic children's books by age groups is analyzed, it is concluded that public libraries give priority to pre-school children in their collection development policies. The fact that 536 of the 580 books in the libraries are for children aged five and six is an indication of this fact. It is striking that the number of books for the children in the school period is low. While there are 4 books for the age group of 7 in libraries, the number of books for 8 and 9 age groups is only 1.
- A large part of children's books (553 books) in public libraries are bilingual. More than two-thirds of the bilingual books (360 books) are in Arabic and German. Thus, it can be concluded that public libraries do not ignore teaching German in their multilingual services for children. Additionally, 194 bilingual children's books written in different languages other than German in addition to Arabic in the library can be considered as a reflection of the functions of public libraries to contribute to the multilingual growing of children. The number of children's books written only in Arabic in libraries is limited to 27.
- When the contents of the books in the public libraries in Vienna are analyzed, it was observed that 580 books consist of copies of 82 different books. Among the books, the book with the highest number of copies in public libraries is "Das bin ich. Ich zeig es" with 38 copies.
- Considering the publication date of the books, the effort of libraries to create their collections from current publications can be observed. The fact that 64 of 82 different books in Public Libraries were published after 2015 is an indication of this fact. It is noteworthy that there are no Arabic children's books published before 2004 in the libraries.
- Most of the Arabic children's books available in public libraries have contents helping children get to

know themselves and their surroundings. It is noteworthy that in the public libraries examined within the frame of the study, there are also books covering topics supporting children in their adaptation to a multicultural society, develop their empathy skills, and further prepare the ground for their adaptation to a multilingual life.

As a general evaluation, it is possible to say that the multilingual public library services in the public libraries in Vienna are formed depending on the multilingual structure of the people living in the city. Especially the Children's Library of World Languages serves as a model library for public libraries in multilingual cities.

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