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**The Attitude of Students Who Are Native Speakers of Turkish in England
towards Turkish Lessons Based on Their Demographic Characteristics¹**

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ABSTRACT

Mother tongue education plays quite a significant role in individual students' success in both social and academic areas. A qualified mother tongue education is crucial in ensuring those students become successful adults in their later life and adopt their own culture and identities. From time to time, there might be students who have mother tongue medium education along with those who have other languages as the medium of instruction. Among those bilingual students there are children of Turkish citizens who immigrated to Western Europe as workers. Mother tongue education is a necessity for bilingual individuals to protect their identities, to adopt to the society they already live in and to learn the language used in that very society much more easily. This makes it more important for the bilingual Turkish children living in foreign countries to receive mother tongue education. In this vein, the attitudes of Turkish students, who live in England, towards the Turkish language class are examined. 105 Turkish students between 11 and 18 years enrolled in Wisdom and Namık Kemal Turkish School in the UK were requested to fill in a questionnaire. Based on their responses, their opinions about the Turkish language class were evaluated. In the study, the effect of demographic characteristics (age, gender, place of birth, place of birth of the mother and father) on attitudes towards Turkish class was examined.

Key Words: Turkish teaching, bilingualism, migration, mother tongue, England

1. Introduction

In today's world, school success and effective communication shape people's future to a great extent. People have several problems in their social lives when they can not express themselves properly either verbally or in written; they do not listen to one another and thus can not understand what they exactly mean. The people who can not build an effective communication with their social environment alienate themselves from society ending up with self-alienation in time. Mother language education is important in ensuring school success and communication with people which have an important place in the lives of people. Listening, speaking, reading and writing skills develop in mother language lessons and the rate of success in developing these skills is reflected in other lessons and success in social life. This situation indicates that a quality mother language education is very essential in one's life.

¹ This study was produced from the master thesis titled "Attitudes Towards Turkish Language Class of Students in the UK Whose Mother Tongue is Turkish."

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In the world, there are students who live in different societies and get education in the languages spoken in these societies besides those who get education in their mother languages. In this regard, it is useful to handle the concept of bilingualism. Bilingualism can be seen relevant to only one person as it can be perceived as the ability to speak more than one language at first. However, bilingualism is about societies where more than one language is spoken (Haskara, 1996, p. 22).

Bilingualism is defined as the acquisition of more than one language for different reasons and under different circumstances or learning a second language with a native-like proficiency (Aksan, 1998, p. 26). Malmberg defines the concept as the acquisition of a second language in addition to mother language, at early ages through natural exposition (cited from Malmberg by Güzel, 2010, p. 20). It is thought that this concept has various but incomplete definitions. To be able to talk about bilingualism, one needs to be able to speak another language like a native speaker of that language besides knowing and using his mother language well; he needs to be exposed to the language he acquired subsequently and use it actively in a society where it is spoken as well as being able to picture concepts in his mind, in both languages.

Especially in Europe, there are many students who have the conditions given in the definitions of bilingualism and whose mother language is Turkish. It is considered that mother language education is very important for bilingual students in learning the language of the country they live in and ensuring their adaptation to their present societies. It is a known fact that the Turkish people living in European countries have various problems about mother language education. Britain is among the countries where these problems are felt. The lack of Turkish lessons, that Turkish language education is given as an optional foreign language rather than mother language education and the lack of qualified teachers and sufficient materials can be count among these problems. As a result of these, the students whose mother language is Turkish cannot learn the language of the country they live in well enough nor adapt to that society to a desired extent. Also, the deficiencies they have with regards to their mother languages hamper their academic success and result in their getting education mostly in institutions providing vocational training and their working in low-status jobs in the future. In order to eliminate these problems, it is required that students' success in Turkish language lessons is increased. This will be possible through the determination of problems experienced when Turkish lessons are given and through their elimination.

With a population of 300,000 people of Turkish origin, Britain is the 4th European country having the highest number of Turkish people. The Turkish Embassy in London reports that there are 110,000 people only in their own registrations. It is estimated that the number of Turkish citizens is 150,000 and the number of Turkish Cypriots is between 120,000 and 130,000 across this country, including those who do not have a residence permit. Despite this, only 4,500 students attend the schools and courses opened to provide Turkish language education (Aşçı, 2013, p.103-105). Considering the number of students whose mother language is Turkish in Britain, it is seen that the number of those attending Turkish lessons is very few. At this point, it is necessary to determine the reasons for this situation and find an answer to the question of "What should be done to increase the attendance to Turkish lessons?". Accordingly, the effect of students' demographic situations on their attitude towards Turkish language and Turkish lessons has been handled within the scope of the present study.

1.1. Turkish Society in England

There have been people who immigrated from Turkey to different European countries for work. One of these countries is Britain. However, the immigrations to Britain differ in comparison to other instances in terms of the date they started and their reasons. Despite these differences, the problems of all Turkish immigrant groups in the EU countries are similar. In this part, a brief information is provided about immigrations to Britain so that it helps to understand under which conditions mother language education is given in Britain and how the process develops that will be handled in the subsequent part.

In the beginning of the 20th century, Turks began to immigrate to Britain, not Continental Europe. In Russo-Turkish War (1877–78), Turks were defeated as a result of which Cyprus was given to Britain with the Treaty of Berlin that partly alleviated the effects of this defeat. In 1917, the English gave the residents of the island a right to become English citizens. With the grant of this right, Turks began to immigrate to Britain and this immigration continued until 1930 though it gradually decreased. Before the Second World War, the number of Cypriots and Turks that immigrated from Cyprus to Great Britain was around 7,000. Between the Second World War and 1966, this number increased to 75,000. In the aftermath of Cyprus Peace Operation (1974), there was an intensive Cypriot immigration to Britain. With 1980 Turkish coup d'état, 10,000 people went to Britain from Cyprus; 7000 of them returned while 3000 stayed there. Today, 75% of Turkish- and Cypriot-origin immigrants live in London and the rest live in the cities in Midlands such as Birmingham, Manchester, Liverpool, Luton, New Castle and Leeds. In London, Turkish immigrants settled in the regions where Turkish Cypriots lived (Aşçı, 2013, p. 100-103).

According to official figures, the number of Turks in Britain is 80,000. The Turkish Consulate General in London reports that only they have the registrations of 110,000 people (Citizenship Services, 2015). When the people who do not have a residence permit are included, it is estimated that the number of Turkish immigrant becomes 150,000 and that of Cypriot immigrants is around 120,000-130,000. Today, Britain is the 4th country among those who have the highest number of Turkish-origin people with 300,000. Turkish settlement in this country gained speed as of 1989 and the second generation has begun to grow up. Even when the Cypriot Turks are included, the population ratio of Turks in Britain is 0.5%. Over the last years, Turks have taken part in the "others" group in population statistics (Adıgüzel, 2007, p. 98).

While the number of immigrations from Turkey to Britain has decreased in time, the number of naturalizations increased among those who came to the country beforehand and settled in. The number of people who immigrated from Turkey and were given UK citizenship was "0" in 1979; "446" in 1989; "1005" in 1990; "4639" in 1996; "16,630" in 2000; "38,520" in 2004; "50,875" in 2006 (Adıgüzel, 2007, p. 5). When the number of Turkish people who were given UK citizenship is examined, it is seen that the number increased every year. It is considered that it might be because Britain allowed dual-citizenship and thus those who have the required conditions could get UK citizenship while keeping their own previous citizenships.

When the reasons for the immigrations from Turkey to Britain are investigated, it is seen that they differ in comparison to other instances of immigration to the EU countries. First of all, most of the immigrations to Britain were performed illegally and through personal efforts. Also, they did not aim to meet the labor need. Although the number of Turkish immigrants in Britain was low in comparison to some EU countries, the fact that most of the Turkish population across the country lived in London played a role in their becoming more active both socially and economically. Also, it was a distinguishing characteristic of the majority of the Turkish population to be employed in textile sector until recently (Atay, 2006, p. 27-28). This was because of the presence of the Turkish Cypriots had come and settled before Turkish citizens arrived. The Turkish immigrants settled in the regions where Cypriots lived and chose the same areas of employment. Unlike the other countries, they had the chance to meet some people with whom they could be in solidarity when they immigrated.

When the place of Turkish Cypriots immigrating from Cyprus and that of Turkish citizens immigrating from Turkey in the country's society are compared, it can be said that Turkish Cypriots who came before were culturally and economically superior. For example, with the effect of Cyprus' being an English colony before, Turkish Cypriots adapted to the country more easily in terms of language and culture as they had an affinity to English language and culture. In terms of working areas, the first generation worked in textile or as shoe-seller, baker, barber etc. while the new generation that grew up in English education system could acquire professions with a socially and economically higher status such as doctor, lawyer, banker etc. In the aftermath of the recession in the textile sector, the working area of Turks shifted to food and leisure industry. Thus, most of the Turkish immigrants turned towards areas that require interaction with non-Turkish people for the first time. This sector also became popular in time and kind of began to be monopolized by the Turkish-speaking society (Atay, 2006, p. 129-130).

As in other European countries, there are some problems experienced by Turkish immigrants in Britain. One of these is intergenerational conflict and alienation. The bases of this problem are the psycho-cultural gridlocks that the second-generation immigrant youth has experienced. Families describe this situation that the young people are in as "the loss of children". This psychological and cultural conflict that youngsters experience prompts them to join gangs, to be drawn into violence or suicide. As well as having some negative sides, this conflict that young people experience also prevents the second-generation Turks from being introverted anymore and make them become open to change and improvement which in the end makes this conflict "healthy" in a way. Another reason for the intergenerational conflict is the language that generations use in the societies they live. The first-generation immigrants could sustain their lives speaking only Turkish language in their daily commute from home to work but the second-generation youngsters did not have problems with English as they got education in Britain. The young people who became distanced from the language/vocabulary and the culture of their senior members of family alienated themselves from their world. This situation complicated the communication between families and children (Atay, 2006, p. 132-133).

Other problems among young Turkish immigrants are drug addiction and unemployment. According to an official pronouncement by English security units, there are still 2000 Turkish people using drugs, in London. The unemployment rate which is only 5% across Britain has reached a rate of 15% among young Turkish immigrants. Another issue that may be considered as a problem with regards to the continuity of culture and mother language education is marriage with foreigners. The marriages among especially Turkish Cypriots and foreigners have increased in the last years (Little Turkey in Great Britain, 2004).

In a society, one of the most important elements that will help to solve problems between individuals and groups and at the same time protect their rights and ensure solidarity within their group is non-governmental organizations. Most of the non-governmental organizations that Turks established in Britain are political or professional. The reason why such organizations are not varied is that the second-generation Turks have just begun to grow up and the first-generation did not have a problem of adaptation among themselves. 18 organizations representing several parts of the Turkish society came together and established the Federation of Turkish Associations in Britain. Together with those that are not a member to this federation, there are nearly 80 Turkish Association across the country. However, some of them have very few members and thus cannot be very active (Adıgüzel, 2007, p. 116).

Turks' immigration adventure started when Britain granted Cypriots the right to become British citizens in 1917 and continued in the aftermath of the Second World War and even after 1974 and 1980. The Turkish people who did not have any difficulty in going to and settling in Britain and could apply for asylum easily at airports and got accepted were faced with a fierce visa procedure after 1989. Thus, this situation led to the decline of work and residence permits given in the country. However, the number of people who were given British citizenship among those settling in the country before increased due to Britain's policy that supported dual citizenship. Another difference between Britain and the EU states is the reason that was a push factor for Turkish immigration. Though Turkish people immigrated to Europe mostly because of economic concerns, it was political reasons besides economic factors that prompted them to immigrate to Britain.

Today, there are Turkish Cypriots and Turkish citizens in the Turkish-speaking society in Britain. Another aspect that makes Britain different in terms of Turkish immigration is that the presence of a familiar group such as Turkish Cypriots that would meet Turkish citizens when they arrived in the country. When we compare the two groups (Turkish Cypriots and Turkish citizens), it is seen that the Turkish Cypriots were superior both economically and socially as well as having the advantage of speaking the language of the country due to living under the dominion of the British Empire in the past.

Just like most immigrant groups, Turkish immigrants also had some problems in the country. The alienation of the young second-generation and the above-mentioned conflict state, ganging up, unemployment and use of drugs and the absence of a strong non-governmental organization that would ensure solidarity across the Turkish society in Britain can be count among these problems. When the problems among the Turkish youth living in Britain are investigated in general, it is seen that alienation, conflict and unemployment come in the first place which results from their failure to

adapt to the society they live in and to gain an identity. Considering that mother language education is important in adaptation to a society, gaining an identity and achieving academic success, the significance of providing quality Turkish language education is emphasized one more time in the resolution of problems faced by bilingual Turkish children.

1.2. Turkish Language Education in England

The Republic of Turkey, not making a significant attempt before about the mother language education of Turks living in other countries, initiated a campaign for Turkish language education for all Turks across the world with the slogan of "Those who do not know their own language well can not master other languages." (Aşçı, 2013, p. 105). In 2009, some actions were taken concerning the mother language education of Turkish citizens living abroad, with the project named "Our Citizens Living in the Distance" by the Ministry of National Education. Within the scope of this project, curriculums and relevant course books were prepared. They were distributed for free among teachers, students, consulates and embassies that were present in the countries where Turkish immigrants lived. Also in Britain, Turkish courses were opened and Turkish language education was given as an optional course. However, it has so far been given as a foreign language within the framework of modern language education, not as a first language. Also, Turkish language education is not provided during the weekdays but given during weekends in 2-hour lessons only. The Turkish Government notified the British Government that if requested, they could send Turkish language teachers and cover their expenses.

In Britain, there are several Turkish associations and schools. However, Turks still have problems in their social lives and in mother language education due to the fact that these institutions and organizations are not sufficiently functional and because of the attitude of the country towards immigrants. One of these problems is the lack of qualified teachers to provide first language education. Previously, lessons used to be given by volunteer teachers in the schools established by parents who were sensitive about the issue. Later, teachers who came from the Turkish Republic of Northern Cyprus (TRNC) and Turkey as well as those graduating from schools in Britain continued to provide Turkish language education.

According to the data provided by the Educational Consultancy of Turkish Embassy in London, 25 permanent teachers sent by the Ministry of National Education of Turkey have been teaching Turkish students and foreign students in separate classes during weekends in 30 Turkish Association schools and in 45 English schools in Britain since the end of 2011. In total, 4500 Turkish and foreign students are enrolled in these schools and courses (Aşçı, 2013, p. 105).

On 10 July 2003, "The Turkish Language Culture and Education Consortium" was established. Most Turkish Schools are a member to this Consortium. It tracks Turkish students of any age and organize activities for them and their families. In its strategic plan, Consortium describes its aims as "developing the language skills of Turkish-speaking children, enriching them in cultural terms, ensuring that they have a good career in the future and raising the awareness of their families". It has been reported that the total number of Turkish students is around 30,000 and it is necessary to reach these students and their families by distributing brochures and giving conferences (Targets and Aims,

2003). The Turkish schools that Turkish students generally attend during weekends and where they are provided Turkish, Mathematics and English lessons are among such institutions in Britain. There are about 30 schools that are a member to The Turkish Language Culture and Education Consortium.

In the last years, some works have been carried out with regards to mother language education and relevant problems in Britain. On 12-13 October 2011, "Workshop on Turkish Society in Britain" (2011) was held. In the workshop, the prevention of failure among Turkish students, Turkish language education, the needs of weekend schools, teachers' needs and establishing new Turkish schools and similar titles were handled. The following can be count among the unfavorable conditions reported in the workshop:

- Turkish students and their parents cannot fully enjoy their right to education as they are not sufficiently aware of it.
- There are problems resulting from a lack knowledge about the relevant legislation
- There is a lack of a common curriculum that can be used across all schools
- Turkish lessons are not provided during school hours
- The course books used in Turkish lessons are considerably higher than students' actual level
- Teachers have problems about adaptation to Britain

Also, that most of the Turkish teachers assigned to give Turkish Language and Culture lessons in Britain are not Turkish Language Teachers in fact and do not speak English language well is among the problems associated with teachers. Teachers' insufficient English language levels become an obstacle before their building a healthy communication with students when they first begin to give lessons. That the Turkish teachers assigned by the Republic of Turkey apply the teaching methods used in Turkey and are not aware of the education system in Britain can also be count among these problems. The Turkish Language Culture and Education Consortium in the UK makes an effort to provide information to Turkish teachers. However, the date of seminars organized for teachers coincide with the semester break; so the activities do not become very productive in the end because attendance to these seminars is not compulsory. For the resolution of this problem, the Ministry of National Education needs to organize compulsory seminars for teachers assigned to teach in Britain, before they move to the country.

Another problem with the Turkish education given in Britain is that there is no choice of Turkish course books in the country. Previously, teachers had to bring these books from Turkey through their own efforts. The lesson notes prepared by teachers were also used as a resource in the schools. Later, they began to use the Turkish course books printed by the TRNC. It was reported that the language used in the Turkish course books prepared and sent within the scope of "Our Citizens Living in the Distance" Project launched in 2009 by the Republic of Turkey was difficult to understand for students and the reading passages were above the language level of Turkish children living in Britain. In the study by Ateşal (2014), the Turkish Language and Turkish Culture course book for 8th-10th grades was evaluated according to the level of the target age group and it was concluded that the course book was considerably higher than the actual level of the target group. This result supports the opinion of Turkish Language Teachers about the course books used in Britain.

Another problem that the Turkish Society in Britain has about mother language education is that it is planned to remove Turkish language from the General Certificate of Secondary Education (GCSE) in 2017. This situation has resulted from the fact that parents do not encourage their children to take this exam. English authorities have begun to discuss leaving out Turkish because very few students take the exam. Even if Turkish language preserves its place in the exam, a limited number of universities accept the certificate given, so Turkish students cannot enter top universities in Britain.

Also, there are very few number of works focusing on the teaching of Turkish as a mother language in Britain and the situation of Turks living in the country. Among these can be count the activities of NGOs' present in the country and those of the Education Consortium as well as the academic meetings held under the leadership of the Republic of Turkey. However, none of the ideas discussed have been out into force nor the problems have been resolved yet even though objectives and problems were indicated and solution recommendations were presented as a result of these initiatives.

The statements that require providing education in their languages to individuals from other cultures in the country stated in the "Framework Convention for the Protection of National Minorities" and "The European Charter for Regional or Minority Languages" do not include immigrants; thus they do not hold Britain legally responsible about immigrants' mother language education. This situation makes it difficult to initiate legal transactions against the above-mentioned unpleasant conditions.

2. Method

2.1. Research Model

In the present study, general screening model was used because it was necessary to take students' opinion, reflect the content without any change and to provide digital data. General screening model is often used to reach a general conclusion about a group consisting of a lot of participants or about a sample group consisting of some participants (Karasar, 2014: 79).

2.2. Participants and Sample

The participants of the present study are students whose first language is Turkish. As for the sample, it consists of 105 students chosen as a random cluster sample among Turkish students aged 11-18.

2.3. Data Collection

In the present study, a survey that was developed and administered in a similar study (Yıldız, 2012) was used with the aim of finding out the perceptions and opinion of students about Turkish lessons. The permission of the researcher developing the survey was taken. The survey was administered to 105 students from Wisdom School and Namık Kemal Turkish School in London. The survey had two parts as well as the section inquiring for personal information. In the survey consisting of 60 items in total including the 14 items about personal information, students were asked questions about whether Turkish lessons, course books or learning Turkish language are necessary. The survey questions were prepared both in Turkish and English. A 3-point Likert Scale was used in the answers (1 = Disagree, 2-Partly Agree, 3 = Agree). The teachers who administered the survey were warned not to influence students so that the survey could give healthy and correct results. In the survey distributed among

students, the aim and importance of the study was explained briefly and they were asked to answer the questions objectively.

2.4. Analysis and Interpretation of Data

SPSS for Windows 20 was used in the analysis of the data obtained from the study. The perceptions and opinion of the students participating in the survey about Turkish lessons were depicted in percentage-frequency and cross-tabs; the dependence of the opinion on demographic variables was investigated with a chi-square analysis and the results were interpreted within the scope of sub-problems.

3. Findings

In this part, students' answers about their age, gender, birthplace, their birthplaces of their parents as well as negative and positive attitudes towards Turkish language and Turkish lessons were compared.

Table 1: Comparison of Positive and Negative Attitudes towards Turkish Language and Lessons Based on Age

		<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>F</i>	<i>P</i>	<i>Difference (Tukey)</i>
If Turks continue speaking Turkish, they will protect their identity.	10-12	47	2.6170	.60982	,63	,939	-
	13-15	52	2.6538	.51960			
	16 +	5	2.6000	.54772			
	Total	104	2.6346	.55839			
I want my children to learn Turkish in the future.	10-12	46	2.4783	.65791	,462	,631	-
	13-15	52	2.5962	.56913			
	16 +	4	2.5000	.57735			
	Total	102	2.5392	.60806			
Turkish teachers do not give sufficient education.	10-12	47	1.4043	.61360	,883	,417	-
	13-15	52	1.5577	.72527			
	16 +	4	1.2500	.50000			
	Total	103	1,4757	,66928			

I do not like the way Turkish teachers teach lessons.	10-12	46	1,5000	,65828			
	13-15	52	1,5769	,72345			
	16+	3	1,0000	,00000	1,056	,352	-
	Total	101	1,5248	,68694			
I like Turkish lessons.	10-12	48	2,4167	,67896			
	13-15	52	2,4038	,72110			
	16+	5	2,8000	,44721	,758	,471	-
	Total	105	2,4286	,69139			
Turkish course books are not very informative.	10-12	45	1,5556	,65905			
	13-15	51	1,5882	,69790			
	16+	3	2,0000	1,00000	,587	,558	-
	Total	99	1,5859	,68527			
Turkish lessons are very boring.	10-12	47	1,4043	,53810			
	13-15	51	1,8039	,77510			
	16+	4	1,2500	,50000	,441	,644	-
	Total	102	1,8529	,70916			
I use Turkish web-sites on the internet.	10-12	44	1,8636	,66790			
	13-15	52	1,8462	,69690			
	16+	5	2,4000	,89443	1,479	,233	-
	Total	101	1,8812	,69695			
I spare time for Turkish after the classes.	10-12	46	1,7826	,72765			
	13-15	52	1,9038	,69338			
	16+	4	2,0000	,81650	,441	,644	-
	Total	102	1,8529	,70916			
My attendance to Turkish lessons wouldn't increase my success in other lessons.	10-12	47	2,1064	,81385			
	13-15	52	2,2115	,77552			
	16+	5	2,2000	,83666	,221	,802	-
	Total	104	2,1635	,78962			
English students should also	10-12	47	1,4894	,71846			

receive Turkish lessons.	13-15	52	1,5192	,69987			
	16+	5	2,4000	,89443	3,729	,027	3-1,2
	Total	104	1,5481	,73577			
Turkish is very important for getting a good job.	10-12	46	1,4783	,65791			
	13-15	51	1,6078	,66569			
	16+	4	1,5000	,57735	,476	0,623	-
	Total	101	1,5446	,65612			
I believe a good knowledge of Turkish is essential for finding a good job.	10-12	47	1,3830	,60982			
	13-15	52	1,4808	,72735			
	16+	5	1,6000	,54772	,409	,665	-
	Total	104	1,4423	,66576			
Having a good knowledge of Turkish language increases success in other lessons.	10-12	47	1,7872	,65727			
	13-15	51	1,8235	,74043			
	16+	4	2,2500	,50000	,814	,446	-
	Total	102	1,8235	,69527			

As a result of the one-way ANOVA test, it was determined that students' attitudes towards the statements "English students should also receive Turkish lessons." and "Turkish lessons are very boring." changed significantly based on age ($p < 0.05$).

When the paired comparisons carried out through Tukey test in order to determine the statements different age groups chose were handled, the following results were obtained:

- In 13-15 age group, the level of agreement with the statement "Turkish lessons are boring." is higher compared to the students in 10-12 age group.
- The level of agreement with the statement "English students should also receive Turkish lessons." is higher among the students aged 16 and above compared to those aged 15 and under.

The results obtained indicate that older students give relatively more importance to Turkish lessons and have a more positive approach because they do not get bored much in Turkish lessons. Also, the fact that the level of agreement with the statement "English students should also receive Turkish lessons." is higher among older students indicates that they think there should be a reciprocal interaction among different societies in the country. It is considered that this situation has resulted from the fact that the students aged 13 and above show the characteristics of formal operational stage.

According to these results, it is considered that the teaching of the mother tongue should be given sufficiently at young ages, which are the critical periods, and that children should be made to comprehend the importance of their mother tongue.

Table 2: Comparison of Positive and Negative Attitudes towards Turkish Language and Turkish Lessons Based on Gender

		N	Mean.	SD	T	P
If Turks continue speaking Turkish, they will protect their identity.	Female	56	2,6071	,59325	-418	,677
	Male	49	2,6531	,52245		
I want my children to learn Turkish in the future..	Female	56	2,5000	,63246	-,618	,183
	Male	47	2,5745	,58028		
Turkish teachers do not give sufficient education.	Female	55	1,4000	,76376	1,289	,201
	Male	49	1,5714	,60628		
I do not like the way Turkish teachers teach lessons.	Female	54	1,5185	,60628	-,167	,868
	Male	48	1,5417	,77070		
I like Turkish lessons.	Female	57	2,4737	,62977	,637	,525
	Male	49	2,3878	,75874		

Turkish course books are not very informative.	Female	51	1,5294	,61165	-753	,454
	Male	49	1,6327	,75537		
Turkish lessons are very boring.	Female	55	1,5273	,63405	-1,020	,310
	Male	48	1,6667	,75324		
I use Turkish web-sites on the internet.	Female	55	1,9273	,66261	,706	,482
	Male	47	1,8298	,73186		
I spare time for Turkish after the classes.	Female	54	1,7963	,71056	-723	,471
	Male	49	1,8980	,71429		
My attendance to Turkish lessons wouldn't increase my success in other lessons.	Female	56	2,0893	,85868	-1,141	,257
	Male	49	2,2653	,70046		
English students should also receive Turkish lessons.	Female	56	1,3750	,64842	-2,539	,013
	Male	49	1,7347	,78463		
Turkish is very important for getting a good job.	Female	54	1,5000	,66588	-639	,524
	Male	48	1,5833	,64687		
I believe a good knowledge of Turkish is essential for finding a good job.	Female	55	1,3636	,58890	-1,264	,209
	Male	49	1,5306	,73886		
Having a good knowledge of Turkish language increases success in other lessons.	Female	55	1,8182	,69631	,041	,967
	Male	48	1,8125	,70428		

According to the results of the independent t-test given on Table 2, it was determined that students' attitudes with regards to the statement "English students should also receive Turkish lessons." changed significantly based on gender ($p < 0.05$). The level of agreement with the statement is higher among male students in comparison to female ones.

When the table is evaluated in general, it is seen that positive and negative attitudes towards Turkish language and Turkish lessons did not change significantly based on gender because there was no significant difference except for just one statement.

Table 3: Comparison of Positive and Negative Attitudes towards Turkish Language and Lessons Based on Birthplace

		<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>T</i>	<i>P</i>
If Turks continue speaking Turkish, they will protect their identity.	England	91	2,5934	,57693		
	Turkey	13	2,8462	,37553		
					-2,099	,048
I want my children to learn Turkish in the future..	England	90	2,5000	,60429		
	Turkey	12	2,7500	,62158		
					-1,342	,183
Turkish teachers do not give sufficient education.	England	90	1,4667	,65686		
	Turkey	13	1,6154	,76795		
					-,747	,457
I do not like the way Turkish teachers teach lessons.	England	88	1,5455	,67652		
	Turkey	13	1,4615	,77625		
					,410	,683
I like Turkish lessons.	England	92	2,4239	,66686		
	Turkey	13	2,4615	,87706		
					-,183	,855
Turkish course books are not very informative.	England	86	1,6163	,68888		
	Turkey	13	1,3846	,65044		
					-,753	,454
Turkish lessons are very boring.	England	89	1,5730	,68900		
	Turkey	13	1,7692	,72501		
					-,953	,343
I use Turkish web-sites on the internet.	England	89	1,9213	,69454		
	Turkey	12	1,5000	,52223		
					2,022	,046
I spare time for Turkish after the classes.	England	89	1,8427	,68918		
	Turkey	13	1,7692	,83205		
	Turkey					
My attendance to Turkish lessons wouldn't increase my success in other lessons.	England	91	2,1978	,79190		
	Turkey	13	2,0000	,81650		
					,839	,403
English students should also receive Turkish lessons.	England	91	1,4286	,63496		
	Turkey	13	2,2308	,92681		
					-3,021	,009
Turkish is very important for getting a good job.	England	88	1,5000	,64327		
	Turkey	13	1,6923	,63043		
					-1,009	,316
I believe a good knowledge of Turkish is essential for finding a good job.	England	90	1,4111	,63413		
	Turkey					
					-1,142	,273

	Turkey	13	1,6923	,85485		
Having a good knowledge of Turkish language increases success in other lessons.	England	89	1,7865	,71465		
	Turkey	13	1,9231	,49355		
					-,873	,393

According to the results of the t-test given on Table 3, it was determined that there was no significant difference in students' attitudes towards the statements "English students should also receive Turkish lessons." and "I use Turkish web-sites on the internet." based on their birthplaces ($p < 0.05$).

The level of agreement with the statement "English students should also receive Turkish lessons." is higher among students born in Turkey compared to those born in Britain. However, the level of agreement with the statement "I use Turkish web-sites on the internet." is higher among students born in Britain compared to those born in Turkey.

The results have shown that the attitude of students who were born in Turkey towards the statement "English students should also receive Turkish lessons." indicates that they would like to communicate using their mother languages in the society. Moreover, that students born in Britain use Turkish web-sites more frequently shows that they prefer computer environment while learning Turkish; so it is important to use contemporary methods that may spark students' interest rather than traditional ones while teaching Turkish to bilingual students.

It is considered that students who are born in Turkey being directly exposed to their mother tongue in society during a period of time is influential in them having more of a desire to speak Turkish in society. This shows us that their use of the mother tongue in the family is influential in children's attitudes towards language.

The fact that students whose place of birth is the UK benefit more from web sites in Turkish language education once again brings up the fact that the teaching of Turkish should be arranged according to the interests and needs of the target group.

Table 4: Comparison of Positive and Negative Attitudes towards Turkish Language and Lessons Based on Mother's Birthplace

		N	Mean	SD	F	P	Difference (Tukey)
If Turks continue speaking Turkish, they will protect their identity.	England	26	2,5385	.60982			
	Turkey	70	2,6571	.51960			
	Other	9	2,6667	.54772			
	Total	105	2,6286	.55839	,445	,642	-
I want my children to learn Turkish in the future.	England	26	2,5385	,50839			
	Turkey	68	2,5441	,65640			
	Other	9	2,4444	,52705			
	Total	103	2,5340	,60740	,106	,899	-
Turkish teachers do not give sufficient education.	England	26	1,5769	,70274			
	Turkey	70	1,4857	,67551			
	Other	8	1,1250	,35355			
	Total	104	1,4808	,66800	1,417	,247	-
I do not like the way Turkish teachers teach	England	26	1,5385	,64689			
	Turkey	68	1,5735	,71896			

lessons.	Other	8	1,1250	,35355	1,554	,217	-
	Total	102	1,5294	,68514			
I like Turkish lessons.	England	26	2,2692	,66679			
	Turkey	70	2,4429	,71497	2,201	,116	
	Other	10	2,8000	,42164			-
	Total	106	2,4340	,69033			
Turkish course books are not very informative.	England	24	1,7083	,69025			
	Turkey	69	1,5652	,69617			
	Other	7	1,2857	,48795	1,087	,341	-
	Total	100	1,5800	,68431			
Turkish lessons are very boring.	England	26	1,7692	,71036			
	Turkey	69	1,5362	,67692			
	Other	8	1,5000	,75593	1,150	,321	-
	Total	103	1,5922	,69221			
I use Turkish web-sites on the internet.	England	25	1,7600	,72342			
	Turkey	68	1,9118	,68535			
	Other	9	2,0000	,70711	,575	,565	-
	Total	102	1,8824	,69359			
I spare time for Turkish after the classes.	England	25	1,6000	,70711			
	Turkey	70	1,9000	,70505			
	Other	8	2,1250	,64087	2,379	,098	-
	Total	103	1,8447	,71066			
My attendance to Turkish lessons wouldn't increase my success in other lessons.	England	26	2,5769	,57779			
	Turkey	70	2,0429	,82419			
	Other	9	2,0000	,70711	4,906	,009	1-2
	Total	105	2,1714	,79005			
English students should also receive Turkish lessons.	England	26	1,1923	,49147			
	Turkey	70	1,6000	,76896			
	Other	9	2,1111	,60093	6,492	,002	1-2,3
	Total	105	1,5429	,73417			
Turkish is very important for getting a good job.	England	25	1,2400	,52281			
	Turkey	69	1,6377	,68537			
	Other	8	1,6250	,51755	3,636	,030	1-2
	Total	102	1,5392	,65509			
I believe a good knowledge of Turkish is essential for finding a good job.	England	26	1,0385	,19612			
	Turkey	69	1,5507	,71817			
	Other	9	1,7778	,66667	7,736	,001	1-2,3
	Total	104	1,4423	,66576			
Having a good knowledge of Turkish language increases success in other lessons.	England	26	1,5769	,70274			
	Turkey	69	1,8406	,67787			
	Other	8	2,3750	,51755	4,429	,014	1-3
	Total	103	1,8155	,69660			

Table 4 shows that students' attitudes towards the statements "My attendance to Turkish lessons wouldn't increase my success in other lessons.", "English students should also receive Turkish lessons.", "Turkish is very important for getting a good job.", "I believe Turkish language is essential for getting a good job" and "Having a good knowledge of Turkish language increases success in other lessons." do not change significantly based on their mother's birthplace ($p < 0.05$).

"In the paired comparisons carried out through Tukey test, the following results were obtained- The level of agreement with the statement "My attendance to Turkish lessons wouldn't increase my success in other lessons." is higher among the participants whose mothers were born in Britain compared to those whose mothers were born in Turkey.

- The level of agreement with the statements "English students should also receive Turkish lessons." and "I believe a good knowledge of Turkish is essential for finding a good job." is lower among the participants whose mothers were born in Britain compared to the other participants.

- The level of agreement with the statement "Turkish is very important for getting a good job." is lower among the participants whose mothers were born in Britain compared to those whose mothers' birthplace is Turkey.

- The level of agreement with the statement "Having a good knowledge of Turkish increases success in other lessons" is lower among the participants whose mothers were born in Britain in comparison to those who chose the 'other' option for their mothers' birthplace.

As it is understood from the results obtained, the attitude of the students whose mothers were born in Britain towards Turkish language and Turkish lessons is more negative in general. It is thought that this situation resulted from such factors as their mothers' coming from a different ethnic origin or lack of information about the importance of mother language education.

Table 5: Comparison of Positive and Negative Attitudes towards Turkish Language and Lessons Based on Father's Birthplace

			<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>F</i>	<i>P</i>	<i>Difference (Tukey)</i>
If Turks continue speaking Turkish, they will protect their identity.	England	7	2,5714	,53452	1,296	,278	-	
	Turkey	86	2,6047	,57964				
	Other	10	2,9000	,31623				
	Total	103	2,6311	,55994				
I want my children to learn Turkish in the future.	England	7	2,2857	,48795	,950	,390	-	
	Turkey	84	2,5238	,63009				

	Other	10	2,7000	,48305			
	Total	101	2,5248	,60982			
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Turkish teachers do not give sufficient education.	England	6	1,5000	,54772			
	Turkey	86	1,4767	,66380			-
	Other	10	1,6000	,84327	,149	862,	
	Total	102	1,4902	,67112			
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I do not like the way Turkish teachers teach lessons.	England	6	1,33331,5529	,51640,69874			
	Turkey	85	1,4444	,72648			
	Other	9			,357	,701	-
	Total	100	1,5300	,68836			
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I like Turkish lessons.	England	7	2,5714	,53452			
	Turkey	86	2,4070	,70923	,340	,116	
	Other	11	2,5455	,68755			-
	Total	104	2,4327	,69344			
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Turkish course books are not very informative.	England	6	1,6667	,51640			
	Turkey	84	1,5714	,69915			
	Other	8	1,6250	,74402	,070	,933	-
	Total	98	1,5816	,68749			
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Turkish lessons are very boring.	England	6	1,6667	,51640			
	Turkey	85	1,6000	,69351	,026	,975	
	Other	10	1,6000	,84327			-
	Total	101	1,6040	,69396			
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I use Turkish web-sites on the internet.	England	7	1,8571	,69007			
	Turkey	83	1,8554	,70074			
	Other	10	2,0000	,66667	,193	,825	-
	Total	100	1,8700	,69129			
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I spare time for Turkish after the classes.	England	6	1,6667	,51640			
	Turkey	85	1,8118	,71538			

	Other	10	2,3000	,67495	2,379	,098	-
	Total	101	1,8515	,71255			
My attendance to Turkish lessons wouldn't increase my success in other lessons.	England	7	2,1429	,37796			
	Turkey	86	2,1744	,81446			
	Other	10	2,2000	,78881	,011	,009	-
	Total	103	2,1748	,78500			
English students should also receive Turkish lessons.	England	7	1,7143	,75593			
	Turkey	86	1,4884	,73154			
	Other	10	2,0000	,66667	2,399	,096	-
	Total	103	1,5534	,73735			
Turkish is very important for getting a good job.	England	6	1,3333	,51640			
	Turkey	85	1,5412	,68231		,634	-
	Other	9	1,6667	,50000	,458		
	Total	100	1,5400	,65782			
I believe a good knowledge of Turkish is essential for finding a good job.	England	7	1,7143	,75593			
	Turkey	85	1,4000	,65828			
	Other	10	1,6000	,69921	1,028	,362	-
	Total	102	1,4412	,66858			
Having a good knowledge of Turkish language increases success in other lessons.	England	6	1,6667	,81650			
	Turkey	85	1,7529	,65294			
	Other	10	2,4000	,69921	4,367	,015	1-3
	Total	101	1,8119	,68866			

When the data on Table 5 are analyzed, it can be seen that students' attitudes towards the statement "Having a good knowledge of Turkish increases success in other lessons." changes significantly based on their fathers' birthplace ($p < 0.05$).

In the paired comparisons carried out through Turkey test based on fathers' birthplaces, it was concluded that the level of agreement with the statement "Having a good knowledge of Turkish increases

success in other lessons." is lower among the participants whose fathers were born in Turkey compared to those whose fathers' were born in another country.

The fact that the place of birth of the mother and father is an important factor in the attitude toward Turkish shows us that we have forgotten that teaching of the mother tongue starts with the family as well as how important the family, in particular the mother, is in the child's general development and in their linguistic development. For this reason, it should be kept in mind that if it is wished for new generations to learn their mother tongues sufficiently and for them to have a consciousness of the mother tongue, this is tied to the attitude of the mother and father, and parents must be made aware of this issue. When the effects of attitudes towards Turkish class are considered, the practices of some Turks in European countries that make marriages with people from their own nationalities from Turkey difficult are more meaningful.

4. Conclusion

Today, it is known that bilingual individuals are more in number than those who can speak only one language. Especially in Europe, there are many students whose mother language is Turkish and who are bilingual. It is a fact that mother language education is important for bilingual students in learning the language of the country they live in and adapting to their present societies. However, there have been people arguing that learning mother language becomes an obstacle in learning the language of the country that students live in, over the last years. As a result of several relevant studies, it was indicated that "The best determiner of cognitive-academic language development is one's level of cognitive/academic language skills in his mother language. This result supports the fact that one's learning his mother language well would not be an obstacle before his learning another language.

As in other European countries, there are problems that Turkish immigrants experience in Britain. Intergenerational conflict, alienation, use of drugs, unemployment and the inactivity of the non-governmental organization that would ensure solidarity across the Turkish society in Britain can be count among these problems.

Also, most of the Turkish teachers assigned by the Ministry of National Education to give Turkish Language and Culture lessons were not Turkish language teachers in fact; the teachers did not speak English; they used the teaching methods applied in Turkey and were not aware of the education system in Britain - all of these take place among the abovementioned problems. Furthermore, the Turkish course books prepared and sent by the Ministry of National Education of Turkey to Britain were not varied and were above the level of students. Another unfavorable situation in the provision of Turkish education as a first language, in the country was the discussions about the removal of Turkish language from GCSE exam as a result of the fact that Turkish parents do not encourage their children to take the exam.

In the light of all these information, it was considered necessary to carry out a study about Turkish language education in Britain and thus 105 students whose mother language is Turkish participated in the study where the attitudes towards Turkish language and lessons as well as reasons for attending Turkish lessons are investigated. 45.7% of the participants were aged 10-12; 49.5% were 13-15 and 4.8% were 16 and above; 53.8% of the sample group consisting of 140 students in total was female

while the rest 46.2% was male. The majority of the students (87.6%) was born in Britain and 12.4% was born in Turkey. Also, 11.5% of the students studied at 6th grade; 39.6% at 7th grade; 18.8% at 8th grade; 19.8% at 9th grade; 4.2% at 10th grade and 6.3% studied at 11th grade or at higher levels.

The fact that the majority of the students was born in Britain and began to receive education in this country shows that they use the language of the country, not their mother languages in the society. Thus, it is a very essential need to provide mother language education in the country as the children live in an environment where their own language is not spoken, at the stage which is very critical for language development.

In the present study, it was demonstrated that the demographic characteristics of students had a significant effect on some aspects in their attitude towards Turkish language and Turkish lessons.

As a result of the unilateral ANOVA test, it was determined that the attitudes towards the judgments of "British students must also take Turkish lessons" and "Turkish lessons are very boring" differ significantly according to age ($p < 0.05$).

When we look at the binary comparison made with the Tukey test to determine which age groups preferred which judgments; The level of students in the 13-15 age group sharing the judgment of "Turkish lessons are very boring" is higher than the students in the 10-12 age group. The level of students in the 16 and above age group sharing the judgment of "British students must also take Turkish lessons" is higher than students in the 15 and lower age group.

These results obtained show that older students to a certain degree show more interest to mother tongue education because they are less bored by Turkish lessons and that they approach lessons more positively. Again, older students mainly sharing the judgment that "British students must also take Turkish class" indicates that they think that interaction within the society of the country should be mutual. It is considered that students in the 13 and above year group having the characteristics of the abstract process period is influential in the mentioned situation. As can be seen, the positive attitude towards Turkish class is progressing in proportion to the increase in age. The point that needs to be noted here is getting children to comprehend the importance of their mother tongue at young ages, which are the important and critical periods, teaching this to them effectively, and making them love it.

When the effect of gender characteristics on the attitude towards Turkish class was examined, it was determined that the attitudes on the judgment that "British students must also take Turkish class" show significant differences according to gender. The level of male students sharing the judgment that "British students must also take Turkish class" is higher than female students. Due to no significant difference being found besides this judgment, it was seen that the positive and negative attitudes towards Turkish and Turkish class does not differ between female and male students.

As a result of the T test, it was determined that there was a significant difference of attitudes related to the judgments of "British students must also take Turkish class" and "I am using Turkish web sites on the Internet" according to place of birth ($p < 0.05$). The level of participants whose place of birth is Turkey sharing the judgment that "British students must also take Turkish lessons" is higher than participants whose place of birth is the UK. The level of participants whose place of birth is the UK

sharing the judgment that "I am using Turkish web sites on the Internet" is higher than participants whose place of birth is Turkey.

According to the stated results, the attitudes of students whose place of birth is Turkey towards the fact that British students should also take Turkish class expresses the fact that they want to communicate by speaking their mother tongue in society. This situation shows that individuals who were exposed to their mother tongue in society adopt their mother tongue more and see this as more important than other languages. As the case of being exposed to the mother tongue in society did not occur for students whose place of birth is the UK, the importance they show to languages is less.

The higher use of Turkish websites of students whose place of birth is the UK shows that they prefer the computer environment while learning Turkish, and it is understood from this situation that the use of up-to-date methods that will interest many students is more important than traditional methods in learning Turkish for bilingual students. For this reason, advantage must be taken of technology in mother tongue education and the educational process must be arranged in a way that meets the needs and interest of individuals.

When the effect of the place of birth of the mother on attitudes towards Turkish class is looked at, the level of participants whose mother's place of birth is the UK sharing the judgment that "My continuation of Turkish class does not increase my success in other classes." is higher than those whose mother's place of birth is Turkey; and the level of those whose mother's place of birth is the UK sharing the judgment that "British students must also take Turkish class." and "I believe that Turkish is necessary to be able to find a good job." is lower than others. The level of participants whose mother's place of birth is the UK sharing the judgment that "Turkish is very important to be able to find a good job." is lower than those whose mother's place of birth is Turkey.

It was determined that the attitudes towards the judgment of "My Turkish being good increases my success in other classes" differ significantly according to the place of birth of the father ($p < 0.05$).

In the binary comparisons made with the Tukey test according to the place of birth of the mother and father, the result that the level of participants whose mother's place of birth is Turkey sharing the judgment that "My Turkish being good increases my success in other classes" is lower than those whose father's place of birth is "other" was obtained.

It is seen that the place of birth of the mother and father significantly affects the attitudes towards Turkish class. Just as it is in general upbringing, the mother of the individual in particular is influential in them learning their mother tongue. It is understood that mothers whose place of birth is Turkey are more attached to the mother tongue and that they are more aware of its importance. At this point, the negative attitude in some European countries placed for Turkish children not to learn their mother tongue and the practices that make it difficult for Turks to marry people living in Turkey are more meaningful.

No significant difference was seen in the attitudes of the genders of students towards Turkish class in the study of Ülker (2011) titled "Attitudes towards Turkish Language of Turkish Children Living in Belgium and Their Writing Abilities". In the study of Yıldız (2012) titled "Turkish Language Education for Turkish Children Living Abroad," significant differences were seen according to

variable ages and places of birth. In the same study, significant differences were determined according to variable genders and a different case to our study was obtained in this direction. When we look at studies that are similar to this study, even though there are small differences, it is seen that the results are generally in the same direction.

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