An Overview of Bilingualism and Bilingual Education

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Abstract: Bilingualism is the case which occurs when an individual can communicate in two languages. A bilingual person can fully or partially comprehend the messages transmitted in two separate languages. Nowadays, as an inevitable consequence of a very high rate of migration, common implementation of international trades, international tourism events and a diversity of education programs, people are required to be able to communicate in at least two languages together with their mother tongue. Bilingualism plays an important role in today's world because of globalization. As it is related to individuals and languages, it requires detailed investigation in individual, societal, political, cultural, historical, scientific and global level. Considering the importance of the situation, this study focuses on the definition, causes, types, dimensions, outcomes and taxonomy of bilingualism as well as examples across the globe and Turkey. It aims to connect the bilingualism to the changes in people and society, too. It also provides implications of bilingualism in educational context.

Keywords: *Bilingualism, Education, Language, Community, Society*

INTRODUCTION

Bilingualism is a term which refers to communication of a person in two different languages. Some researchers claim that if a person can talk at least a few words in two different languages, s/he is bilingual. Others such as Kokturk, Odacioglu and Uysal (2016) defend that if a person has been raised in a dual-language environment and s/he is equally proficient in the perfect use of two different languages, s/he is bilingual. Wallner (2016) claims that bilingualism is speaking fluently in a language apart from the mother tongue. Ignatkina and Tosuncuoğlu (2020) mention that bilingualism is using two languages efficiently and in a natural flow. Luk and Bialystok (2013) state that despite a diversity of definitions of bilingualism, all agree with that bilingualism is a diverse and complex phenomenon. In this article, the former claim is accepted.

Bilingualism has a long history as humans have needed to communicate with people speaking different languages. According to Baker and Wright (2017), starting from the time when earliest communities existed, bilingualism has been a phenomenon in every civilization. Unlike the long history of bilingualism, bilingual education came into prominence in the 20th century. However, there are some earlier examples of bilingual education in history in contrast to the common belief claiming bilingual education started in the 1900s. The misconception that bilingualism is a recent topic might result from two important handicaps of bilingual education, which are ambiguous past of bilingualism and disconnecting bilingualism and bilingual education today with their historical roots. Although they might not be parallel to today's understanding of bilingual education, Mesopotamian civilization provides us with some instances of bilingual education. "We have a large number of bilingual texts within the system of scribal tradition and education" (Galter, 1995, p. 25). These texts were written as a consequence of communicational, economic, political and social processes in Mesopotamia. Multiculturality of the region was the main reason behind the actions regarding the bilingual texts and education in that humans have had to find ways to deal with the multicultural societies throughout the history as they have been obliged to or have preferred to share the same environment and means. Taking this into account, it would be appropriate to name bilingualism and bilingual education as phenomena which are commonly related to individuals, groups, countries and nations. Thus, bilingual education is a significant component of a social, political, cultural, economic and educational world. Likewise, bilingualism is affected by several factors such as political or socio-cultural ones.

Considering the interconnectedness of bilingualism and society, research and studies conducted and published in the area of bilingualism and bilingual education are of great importance for the communities. Seeing that, a compilation of previous studies conducted in the fields of bilingualism and bilingual education is reported in this paper. This study also aims to provide an insight into reasons behind bilingualism, types and dimensions of bilingualism as well as outcomes of bilingualism. In addition, it focuses on bilingualism in the context of Turkey. It also gives information about the reasons for bilingual education and its purposes. It examines the taxonomy of bilingual education, as well. It also gives information about the advantages and disadvantages of bilingual education in addition to bilingual education in Turkish context. Finally, it declares some implications for educational context.

CAUSES OF BILINGUALISM

Bilingualism is a term which is used for the situations in which a person is able to communicate in two languages. This term may come out as a result of conscious or unconscious processes. For an individual to be bilingual, a diversity of motivations is required in these processes. People show tendency to become bilinguals due to several reasons:

- The language(s) to which people are exposed in family, at school or in community

- The will to survive in today's globalized world

- In the political context, people's desire to develop diplomatic relations with other countries if they are politicians

- The desire to understand the principles of their beliefs when their religious doctrine is written or presented in a different language

- The must to communicate with local people in the case of immigration

- The desire of local people to do trade with minority groups

- Personal interest in language learning.

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TYPES AND DIMENSIONS OF BILINGUALISM

Bilingualism has two different types to be examined starting from the period of childhood. Children may have two different types of bilingualism named simultaneous (sometimes called infant bilingualism) and sequential childhood bilingualism. Baker (2001) states that "this separates child who are exposed to two languages from birth from those who acquire a second language later." (p. 87). To illustrate, a child whose mother is Russian, and father is Turkish is referred as 'a simultaneous bilingual' on condition that s/he is exposed to both parents' languages at the same time. Bhatia and Ritchie (2006) state the cases in which children communicate with both parents in different languages are accounted as "one person, one language" principle, and are associated with simultaneous acquisition. On the other hand, a child whose mother tongue is Turkish will be defined as a 'sequential bilingual' if s/he is exposed to English at a later age.

In the context of bilingualism in the early childhood, Bialystok (2017) claims that children's development is affected by bilingualism. Pieretti and Roseberry-McKibbin (2016) state that the population of children who are exposed to two different languages at school is increasing around the world. With the increasing number of bilingual children, bilingualism is a phenomenon to investigate. To define a child as a bilingual, both language acquisition and language learning play a vital role. While language acquisition is defined as developing language skills without being taught, language learning is a formal process in which children are taught to be able to communicate in the second/target language. However, Baker (2001, p. 87) states that "the boundary between acquisition and learning is not distinct and separate (e.g. informal language acquisition can occur in a second language class.)".

Furthermore, it is not adequate to limit bilingualism only with the period of childhood as people may become bilinguals due to various reasons such as intrinsic and extrinsic motivations in later stages of their lives. It is possible to declare that adults may have two different types of bilingualism which are simultaneous and sequential as well as children do.

Simultaneous versus Sequential Bilingualism

Simultaneous bilingualism is the process of two different languages' acquisition at the same time by an individual. For a person to be a simultaneous bilingual, a high rate of exposure to two different languages at one time is required. When the term 'simultaneous acquisition' is taken into account, it would be appropriate to examine it in four different dimensions:

1. The Language(s) Which Is (Are) Spoken by Parents

The monolingualism or bilingualism of the parents determines children's acquisition of bilingualism. The monolingualism or bilingualism of the parents determines children's acquisition of bilingualism. For example, children living in Malta are likely to have parents both of whom are able to speak Maltese and English at the same time. It would be inferred that the bilingualism of each parent might increase the chance of being bilinguals for children in Malta. Similarly, as it is pointed out by Baker (2001), monolingualism of both parents would result in the bilingualism of children when children have a chance to acquire a second language from the social environment.

2. The Language(s) To Which the Child Is Exposed by Parents in Practice

This dimension occurs when a child is exposed to different languages as a result of the agreement of both parents on communicating with the child in different languages separately or in different contexts. The circumstance in which a child's mother speaks to him/her in English and Turkish at the same time might set a good example for it. Another example would be the circumstance in which the mother communicates only in Turkish while the father prefers to speak only English with

the child. A third situation, which focuses on the use of the minority language at home and the use of the majority language outside as Baker (2001) suggests, would appear when Turkish immigrant parents in Germany speak Turkish with their children while the children are exposed to German at school or in other social environments apart from their home.

3. The Language(s) to Which the Child Is Exposed by Other Members of the Family

Children might prefer different languages while communicating with the parents and while speaking to each other. The case of Syrian immigrants in Turkey might set a good example for it. In that, Syrian children tend to speak Turkish to each other with the effect of school, media and peers while they need to speak Arabic with their parents at home. Family may not always refer to a nuclear one, as a result of which, extended family members might have an influence on children's simultaneous language acquisition as long as they are involved in an interaction. As Baker (2001) exemplifies, a Chinese child living in the USA might need to understand Cantonese or Mandarin when he/she is to visit a relative although he/she communicates in English at home or at school.

4. The Language(s) to Which the Child Is Exposed in the Community

The languages spoken around a child have a serious impact on children's bilingualism. Baker (2001) remarks that while the child is exposed to a particular language inside the house, s/he can experience another language outside the house (i.e. in a nursery school, medium of instruction of which is different from the mother tongue).

Baker states that "sequential acquisition of bilingualism refers to the situation where a child acquires a first language, and later becomes proficient in the second language." (2001, p. 93). It means that the acquisition of the second language is always dependent on the first language a child acquires in the case of sequential bilingualism. Thus, sequential bilingualism may come up in diverse contexts.

The sequential bilingualism might occur because of global, local, social, political, cultural, religious and demographic changes. English is regarded as the global language. Crystal (2003) points out that you can see politicians talking in English, English signs and advertisements, English menus in restaurants and English speakers in hotels all around the world. This would definitely encourage people from different countries to communicate in English so that they can survive abroad. In the political context, people would acquire a second language to be able to develop diplomatic relations with their counterparts in other countries if they are politicians. In addition, people tend to acquire a second language so that they can understand the principles of their beliefs when their religious doctrine is written or presented in a different language. In terms of demographic changes, the cases in which two or more ethnic groups start to live together in the same region could be given as an example. When an ethnic group migrates to another country, they need to communicate in the language of that country at some point. Similarly, local people in that country might acquire the language of immigrants if they need to trade or do business with the minorities.

Baker (2001) divides means of acquisition into two categories, which are formal and informal means. As the names suggest, formal means are related to official contexts such as courses, and informal means refer to the unofficial environment where people are exposed to a language such as playgrounds.

Age-related Dimensions of Bilingualism

The age factor in language learning is a topic having been debated for years. Some people think learning a language at an early age provides a higher level of proficiency in the language while others claim that people learning the language in later stages of their lives are likely to be more

competent in communicating in the language. Researchers of the area mostly suggest that being at a younger age is to the benefit of the learner.

"Children are better second language learners than adults because their brains are specially organized to learn language, whereas those of adults are not. This is the explanation of the critical period hypothesis." (Birdsong, 1999). This definition indicates children seem to be more advantageous than adults in terms of language acquisition in that adults' biological features pose a challenge for them in developing certain language skills.

Patkowski (1994) summarizes the relevant research on critical age hypothesis in two points, which are, (a) in order to attain full native-like competency in L2 phonology, one needs to be a young learner most of the time, (b) statistics reveal a huge difference between young and older learners' overall competence in the long-run. In the light of the relevant research, it would not be surprising to observe that children who are at nursery school might be better at pronouncing vocabulary than adults at an evening class as they are exposed to the language more in their natural environment during the critical period.

Another point to consider when comparing young learners to adult learners in terms of language competency would be the L1 transfer (also called language transfer or first language transfer), which is a crucial result of the critical period. "Language transfer" is a term used for the tendency to transfer the phonology, syntax, and semantics of the first language into the learning of the second language.

L2A during the critical period should show little or no effect of transfer from the first language because direct access to UG should override cognitive intervention in the process of constructing the system of rules for the second language. Learning after the critical period, however, would reflect elements of the first language because general cognitive resources would be recruited to construct the linguistic system, and they would naturally begin with the linguistic structures already in place (Bialystok & Hakuta, 1999, p. 167). Therefore, establishing a new linguistic system would be quite difficult for an adult when the existing knowledge of the individual on the first language acquired is taken into account. S/he would compare both languages, which would result in disadvantageousness of her/him.

Compound versus Coordinate Bilingualism

Compound and coordinate bilingualism refer to the concept of different grammar in the brain and the use of different grammar structures as a result of the possession of two languages. "Compound bilingualism", also defined as "simultaneous bilingualism", is referred to the bilingualism which occurs when a person acquires two languages at the same time in the same environment. On the other hand, "coordinate bilingualism" occurs when two languages are acquired in different stages of life.

Bilingualism in terms of Balance of Two Languages

Bilingualism might result in the balance of two languages, which means a person is equally competent in both languages. Even though the evaluation of a balanced bilingual competency is nearly impossible, a person can be named as a "balanced bilingual" if he/she is able to communicate equally in each language considering the context. "Unbalanced bilingualism", on the other hand, means the discrepancy in the competency of two languages. In such cases, a person is unable to communicate in equal competency in both languages.

Formal cases often play an unsuccessful role in equal competency of bilinguals in both languages. Two types of reasons can be accounted for this failure, which are individual-based reasons and professional reasons. Individual-based reasons stem from the speakers themselves. They may personally lack a purpose to acquire a language. It might result from the unpopularity of the target

language, the absence of a context to use that language or inability of the learner to concentrate on learning. In addition, learners might not practice the target language adequately in correlation with the motivational factors. The age of the learners plays a significant role in acquiring a language with high or low level of competency, as well. Professional reasons originate in the planning stage of the acquisition. Insufficient staging of lesson plan, use of the unauthentic materials and implementation of wrong methods are among professional reasons.

Context-related Dimensions of Bilingualism

Informal Second Language Learning

Baker (2001) claims that children tend to become bilingual unconsciously in the environment they live without any formal intention; through the exposure of TV channels watched at home, the communication with the people around them and peer-interaction. For instance, a Turkish child living in Germany may be unconsciously competent both in Turkish spoken by the family members or social groups s/he belongs to, and German spoken by his/her friends or people in the street.

Formal Second Language Learning

Besides the natural environment of a child, formal education plays an important role in becoming a bilingual. Under the title of 'formal education', it is possible to name voluntary language classes, evening classes, Ulpan classes and distance learning methods as well as language laboratories, computer-assisted language learning and language courses (Baker, 2001). In contrast to unconsciously acquiring a language, formal language learning often happens consciously. While it is more unconscious to learn a language at early ages, it becomes a conscious process in the later stages of the life considering job opportunities and social status as an adult.

(a) Voluntary language classes: Baker (2001) states that when family planning of a language is not enough to protect the bilingualism of the children in an immigrant community, and educational environment in schools prevents the use of minority languages, the local community might organize extra classes for children so that they can protect the heritage language. These classes will provide the community with a context to share the heritage culture, common values and ethics. Thus, it will contribute to the diversity of languages and cultures.

> Voluntary provisions may be for religious, cultural, social, integrative and ethnic minority vitality reasons. Thus, the providers are often religious institutions such as synagogues, mosques, temples and Orthodox churches. Jewish families attending a local synagogue are often enthusiastic for Hebrew to be taught to their children to maintain a Jewish identity and for religious observance. Moslems have often been keen for Qur'anic Arabic to be transmitted for worship in the mosque, just as gurdwaras have been instrumental in the acquisition of Panjabi. The Roman Catholic Church also has promoted the community language teaching of Polish, Ukrainian and Lithuanian. (Baker, 2001, p. 95)

Offering voluntary classes for the continuation of a particular identity would be an effective way to sustain the values of a community in the age of fusion, which is an inevitable outcome of globalization. Otherwise, all the religious, social and ethnic identities would be liable to transform into one single unit. Then, we would live in a monochrome environment rather than celebrating the diversity of the identities and cultures.

The United Kingdom contributes to the development of the minority languages by providing community language classes (Baker, 2001). It is an unavoidable action of the country considering the political and economic interaction of the country with the other communities across the country and the world in addition to the balance change among the languages. Edwards (2001) explains that it is highly possible for community language classes to integrate into the mainstream education in the

future considering Britain's becoming a member of the European Union, increasing importance of global trade and balance shift between the world languages as well as the efforts of ethnic group minority communities. Taking this into account, it would be appropriate to state that practical reasons attach a great importance to the protection of the minority languages. The attrition of the minority languages would result in the loss of political, economic and social interlocutors.

(b) Evening classes: As adult learners do not have time during the day most of the time, evening classes are offered for them at night or in the evening. They might try to learn a language as a requirement for their occupations, or they may learn it for other personal reasons. As Baker (2001) states, it might be organized to pass a proficiency test in the second language or to gain proficiency in the minority language.

(c) Ulpan courses: When a community needs to undergo a recovery process as a result of a social and political incident, it might employ ulpan courses so that it can transfer the heritage language to the following generations. "Ulpana is an Aramaic word, which could be translated as teaching, training or studio" (Newcombe & Newcombe, 2010). Ulpan courses require intensive training in Hebrew and cultural subjects. These courses provide the individuals with cultural components in addition to education in the heritage language. Lav (2009, Table 1) indicates the operation of Ulpan Department as following:

Table 1: The Ulpan Department operates in the following areas:

Note: From "The Integration Process in Israel," by Y. Lav, 2009, *Öif Dossier*, p. 20. Copyright 2009 by Österreichischer Integrationsfonds.

Baker (2001) states that the intensity of the courses is dependent upon the purpose of the course and the learners provided that the content includes communication and cultural elements. In other words, position of the immigrants, thus the motivation for taking place in the community will be the determinant in how many hours of course they will take. It is natural to see the concept of ulpan courses in Basque and Welsh in that these are also the communities which went through a recovery process to be able to conserve their heritage culture.

(d) Distance learning methods: With the development of technology, a lot of sources for language learning and acquisition such as software of coursebooks, online videos that contain language lessons provided by teachers, online language lessons, computer- assisted language learning facilities have become easily accessible. For instance, for a full-time working adult, it is preferable to take online language lessons provided by a professional teacher or institution in the comfort of his/her home after the intensive working hours he/she spends at work.

OUTCOMES OF BILINGUALISM

Nowadays, it is a must for a person to be a bilingual in order to survive in this multicultural and multilingual world. Being able to communicate in more than one language has been an advantage which almost everyone may want to use in our globalized world. However, it is important for people to use the languages they know correctly considering which of the languages they need to use in order to communicate. Bilingual adults and children tend to use all the languages they own separately. Nicoladis states that "current research suggests that 'in terms of phonology, lexicon, and syntax, children seem to produce their two languages differently from very early in development." (as cited in Baker, 2001, p.91). Furthermore, children are able to code-switch easily when they talk to a monolingual or a bilingual person. 'Code-switching' refers to mixing or changing the structures, vocabulary and other components of at least two languages when a person possesses at least two languages. Nicoladis and Genesee (1997) point out that parents' attitude, children's ability to use the language(s), education language, communication with peers, children's characteristics, social and cultural environment might determine a child's language preference. As well as children do, adults' preference to use both languages or either of them is highly affected by several situations such as language barriers or lack of practice.

Language Loss

People mainly tend to lose their minority language when they have an intense exposure of a majority language. Mosin et. al. (2017) argued that it is possible that a person's lexical capacity may be affected negatively because of the unbalanced use of two languages. For example, a Syrian living in Turkey uses Turkish mainly in his/her education, peer-interaction and in many other fields of social life. Thus, s/he only uses his/her mother tongue with family members or with other minority language speakers of his/her community, and s/he gives priority to Turkish as it seems to have more prestige and more preference. A precaution which would be taken either by the family or by the government in terms of language planning is a must for a bilingual person so that s/he does not lose his/her minority language (Baker, 2001). Family language planning is a highly important component in proceeding the bilingual status of individuals; in that, family is the unit in which people get the basic values. When families fail in teaching their children their cultural elements, morality and ethics, and how to be the women or men they want them to be, they will end up having nothing in common, which will result in the loss of intimacy (Wong Fillmore, 1991). The loss of intimacy will eventually bring the loss of that language in the community in question together with the other cultural elements. It would be a disadvantageous situation for a bilingual individual since s/he loses a language; correspondingly, it would result in the attrition of an identity.

Codeswitching

Bilingual people might code-switch consciously or unconsciously while communicating with speakers of different languages considering the context. While some bilinguals mix the two languages, they have such as Turkish speakers living in Germany (i.e. Danke schön canım!), a few others can separate the two languages considering people they interact with are monolinguals or bilinguals. Language interference which is effective in determination of a person's language may be a good example of mixed code-switching. If a bilingual child is unable to differentiate between the two languages, it would be easily inferred that s/he experiences problems with language interference. For instance, a bilingual child who speaks Turkish at home and English at nursery might ask for water in Turkish at nursery school while s/he is communicating with his/her teacher. Similarly, s/he can greet his/her parents in English at home.

Borrowing some words or phrases from a language (language borrowing) is a common issue because of globalization. For example, English words such as 'drone' and 'selfie' are used commonly due to the technological developments around the world. As a bilingual Turkish and English speaker, one tends to use the English version of these words while communicating in Turkish in his/her daily life. It would be the result of the popularity of these words around the world. It could be argued that

when languages come into contact with one another, it is inevitable to borrow words or phrases from other languages (Baker, 2001).

Children as Language Brokers

As stated by Baker (2001), minority families might need their children to mediate between two communities. These children are responsible for translating or interpreting the conversations between the minority and majority community. For instance, when a Turkish family hosts a child from another country as a part of April 23 National Sovereignty and Children's Day, and the family members are monolinguals, the host child builds a bridge between the guest and the family in terms of communication. S/he translates the messages between the family members and the foreign child to break the communication barriers so that they can share their cultural or social values and experiences with one another. Interpreting the messages may sometimes be challenging for a child because they do not have the ability to think like an adult due to cognitive insufficiency. It may cause an intensive emotional and linguistic pressure on the child. However, interpreting can provide several benefits for children. Children play a valuable role in the family and keep the family together. They can gain maturity and improve themselves in cultural and social aspects by getting information from adult world at an early age, convey the messages faster than a monolingual, have a high level of metalinguistic awareness and gain empathy by linking two languages including their cultures and social lives. As stated by Baker (2001), minority families might need their children to mediate between two communities. It means these children are responsible for translating or interpreting the conversations between the minority and majority community. For instance, when a Turkish family hosts a child from another country as a part of April 23 National Sovereignty and Children's Day, and the family members are monolinguals, the host child builds a bridge between the guest and the family in terms of communication. S/he translates the messages between the family members and the foreign child to break the communication barriers so that they can share their cultural or social values and experiences with one another. Interpreting the messages may sometimes be challenging for a child in some cases because they do not have the ability to think like an adult as a result of cognitive insufficiency. It may cause an intensive pressure on the child in terms of emotional and linguistic cases. Furthermore, interpreting can provide several benefits for children such as creating a valuable role in the family and keeping the family together, they can gain maturity and improve themselves in cultural and social aspects by getting information from adult world at an early age, conveying the messages faster than a monolingual, having a high level of metalinguistic awareness and gaining empathy by linking two languages including their cultures and social lives.

BILINGUALISM IN TURKISH CONTEXT

Turkey hosts a diversity of cultures. Ayaz and Karataş (2017) state that cosmopolitan nature of the country results in the use of different languages. It is highly possible for a citizen of the country to become bilingual while living in that society. As the official language of Turkey is Turkish, speakers of minority languages are to speak Turkish in official contexts in line with the legal regulations. Therefore, speakers of minority languages tend to become bilinguals. Turkish speakers can become bilinguals through interaction with minorities, education system and the effects of globalization. In short, Turkey provides its citizens with many opportunities and environments so that they can become bilinguals as the country gives importance to diversity.

CAUSES AND AIMS OF BILINGUAL EDUCATION

Bilingual education is a complex progress which must be classified considering several aspects such as the diversity of languages used at home, used for implementing the curriculum, used by the people in the community. Considering the differences in the contexts, all bilingual education programmes are different. While categorizing the bilingual education types, it is essential to deal with the aims of the education type first.

As cited in Baker (2001) "A frequent distinction in aims is between transitional and maintenance bilingual education." (p.192). In transitional bilingual education, it is aimed to replace the minority language with the majority language with the help of assimilation. In maintenance bilingual education, while students are encouraged to use their minority language, they are also taught to protect the rights of an ethnic minority group in a nation and maintaining their cultural identity.

- People can communicate with each other in a natural environment and become a part of a community socially.

- Bilingual education may aim to bring various people together under the same umbrella.

- Thanks to bilingual education, a person can build efficient language skills providing employment opportunities.

- Bilingual education may aim to keep a person's language at the same level in order not to lead to minority language loss. It also prevents a person from the assimilation of ethnic and religious identity.

- We can also aim to develop his/her minority language skills in order to reach the completely proficient level in academic aspects.

TAXONOMY OF BILINGUAL EDUCATION

Considering a diversity of targets, in a classroom, bilingual education does not require to use the languages in an equalized way due to several aspects such as political, socio-cultural or economic issues. Classification of education is a good way to cover the aims and outcomes.

Table 2: Forms of education for bilingualism

WEAK FORMS OF EDUCATION FOR BILINGUALISM

Type of Program	Typical Type of Child	Language of the Classroom	Societal and Educational Aim	Aim in Language Outcome
SUBMERSION (Structured Immersion)	Language Minority	Majority Language	Assimilation	Monolingualism
SUBMERSION with Withdrawal Classes / Sheltered English)	Language Minority	Majority Language with 'Pull-out' L2 Lessons	Assimilation	Monolingualism
SEGREGATIONIST	Language Minority	Minority Language (forced, no choice)	Apartheid	Monolingualism
TRANSITIONAL	Language Minority	Moves from Minority to Majority Language	Assimilation	Relative Monolingualism
MAINSTREAM with Foreign Language Teaching	Language Majority	Majority Language with L2/FL Lessons	Limited Enrichment	Limited Bilingualism
SEPARATIST	Language Minority	Minority Language (out of choice)	Detachment/ Autonomy	Limited Bilingualism

STRONG FORMS OF EDUCATION FOR BILINGUALISM AND BILITERACY

Type of Program	Typical Type of Child	Language of the Classroom	Societal and Educational Aim	Aim in Language Outcome
IMMERSION	Language Majority	Bilingual with Initial Emphasis on L2	Pluralism and Enrichment	Bilingualism & Biliteracy
MAINTENANCE/ HERITAGE LANGUAGE	Language Minority	Bilingual with Emphasis on L1	Maintenance, Pluralism and Enrichment	Bilingualism & Biliteracy
TWO-WAY/DUAL LANGUAGE	Mixed Language Minority & Majority	Minority and Majority	Maintenance, Pluralism and Enrichment	Bilingualism & Biliteracy
MAINSTREAM BILINGUAL	Language Majority	Two Majority Languages	Maintenance, Pluralism and Enrichment	Bilingualism & Biliteracy

Notes: (1) L2 = Second Language; L1 = First Language; FL = Foreign Language.
(2) Formulation of this table owes much to discussions with Professor Ofelia García. This typology is extended to 14 types of bilingual education in García (1997, p. 410).

Note: Forms of Education. From *Foundations of Bilingual Education*

(3rd ed., p. 194), by C. Baker, 2001, Clevedon, Buffalo,

Toronto, Sydney: Multilingual Matters Ltd. Copyright 2001 Colin Baker.

Submersion Education

Submersion education is a process which requires a minority language student to study all day long in a majority language environment full of fluent majority language speakers. Carroll and Combs (2016) state that sufficient exposure to target language is necessary to acquire the target language. Similar to English medium schools in Turkey, both students and teachers are expected to communicate in the majority language rather than the minority language. In order to create a successful environment to the submersion education, some regulations must be enacted.

- Considering the aims of education, minority language students are put into the groups with each other not with majority language students. In this education environment, language grading (immersion) is essential in order to make the students competent in the majority language.

- While creating the student groups, it is crucial to consider the diversity of majority language levels of language minority students.

- Students' minority language may contribute to the learning process of the majority language.

Submersion with Pull-Out Classes

In order to create an appropriate environment required for teaching the majority language, submersion education may take place with or without the help of withdrawal or pull-out classes. In withdrawal classes, students may be pulled out for compulsory lessons in the majority language. There are some handicaps which may affect withdrawn students' success. First, the students who are pulled out may fall behind the curriculum and it may be impossible for them to catch up with the others. Secondly, it may affect the relationship between the peers in a negative way. The withdrawn students may be thought to be insufficient in the majority language by their peers.

Segregationist Education

A government's policy or aim may affect the education system in which the learning and acquisition happen among the minority language speaking students. In this system, minority language speaking students are forced to be isolated from the speakers of the majority language environment in order to discriminate the minority group or provide acquiescence. "Segregationist education forces a monolingual language policy on the relatively powerless" (Baker, 2001, p.198).

Transitional Bilingual Education (TBE)

Transitional bilingual education provides students with the use of their minority language or they are taught in their L1 until they become fully competent in the majority language with firm steps. May (2016) states that students use their mother tongue to make the process of transition into second language easier. Increasing the practice in the majority language step by step and decreasing the use of the minority language in the classroom environment is the main aim to make students proficient enough to deal with the mainstream education.

As Ramirez and Merinohere state there are two ways to implement TBE: providing minority language speakers with the home language in the classroom up to two years (early-exit) and providing students with the help of their minority language usage in the classroom for nearly half of the lessons until the sixth grade (late-exit) (as cited in Baker, 2001, p.199). In order to build a good rapport with the children and understand the progress of language learning to create strategies for teaching, a teacher must be bilingual and competent in both of the languages and s/he must switch the languages if needed.

Mainstream Education (with Foreign Language Teaching)

In most countries, students take their education in their home language although some foreign language teaching may take place. For instance, in Turkey, students take their education in Turkish, but they have second language lessons such as English and German at school. However, this type of education is not effective in terms of second language learning because of the time limit or lack of enough practice in the second language. To create a conducive environment for making the students functionally bilinguals, keeping motivation high and being advantageous financially are the key factors.

Separatist Education

In this kind of education, minority group isolates its language from the majority language for different reasons and in different contexts. Although there are not so many examples of this kind of education, it still exists.

BENEFITS AND DRAWBACKS OF BILINGUAL EDUCATION

Bilingual education provides individuals and societies with many benefits as well as some drawbacks depending on the contexts. Therefore, it is highly important to detect the outcomes of bilingual education.

- Minority language speaking students may have difficulty in understanding the instructions of the teacher, peculiarly in the first couple of months of the school.

- The teacher may be unable to support his/her instructions to clarify the message with non-verbal tools.

- Students who have difficulty in conveying the instructions may be demotivated and unwilling to participate in the learning process.

- In mainstream education classes, discrepancy between the students who range from competent majority language owners to those who have difficulty in conveying the meaning may be challenging for the teacher.

- In order to create a balance between competent and incompetent students, a teacher is required to have a good range of expertise.

- Assimilation of the minority language may end up with the ignorance of a student's identity, cultural values and ethnic group. This ignorance may increase the stress level of the student and lead to build a language barrier.

- In the learning process, doing different things at the same time may cause stress.

- Students can communicate with each other and become a part of their natural social environment.

- Bilingual education brings different students from a diversity of cultures together under the same umbrella.

- Students enhance their chances to find appropriate business opportunities as a result of bilingual education.

- A student develops his/her minority language skills in order to reach the completely proficient level in academic aspects.

BILINGUAL EDUCATION IN TURKISH CONTEXT

Mainstream with foreign language teaching bilingual education system is adopted in Turkey. Turkish is the official language, and it is the dominant language in many contexts as well as the education system. English as a foreign language classes are offered in schools across the country. Apart from English, some other languages such as German and French are also offered as elective foreign languages by schools. There are some schools providing CLIL (Content and Language Integrated Learning) in Turkey, which means medium of instruction is another language rather than the mother tongue. English is medium of instruction in those schools in Turkish context. However, the

country does not put focus on English medium education to a great extent. Many schools adopt Turkish as the medium of instruction around the country.

Republic of Turkey Directorate General of Migration Management (2017) states that the number of people having working permit in Turkey in 2016 is 56591 besides 174466 irregular migrants. It indicates that there have been a great movement to the country, and these people need adaptation in terms of social life, economic life and educational life in the country. Children of Syrian immigrants, having moved to Turkey in recent years, have been required to adapt to common education system in Turkey. This means that they have faced submersion bilingual education system. Students are to survive in schools even if they do not speak Turkish. Burlbaw & Özfidan (2017) suggest ethnic identity reinforcement for minority students to succeed. In some schools, Arabic is offered as an elective course so that immigrant students can maintain their heritage languages. Turkish students have a chance to take these courses; thus, to communicate better with their immigrant peers. Syrian students are provided with 15 hours of Turkish lessons. Thus, they are aimed to be integrated into the society more easily. Some institutions, either official or unofficial, provide Turkish classes not only for children but also for adults. Immigrants have a chance to adapt to Turkish society through the utilization of those courses. Peachy (2016) assumes that in Turkey, American model of instruction, which includes instructions in both the mother tongue and the national language is the most suitable and easy one to implement for bilingual education.

CONCLUSION AND EDUCATIONAL REMARKS

Bilingual education is a system, which dates back to around 5000 years, and is to be understood by figuring out its historical background. Fabian, Failasofah and Fnu (2018) define the basic aim of bilingual education as improving students' skills in two languages. In this study, different dimensions and types of bilingualism and the factors which lead people to become bilinguals have been explained. While it is possible to become a bilingual in a bilingual environment provided by parents or environment in which people live unconsciously, it is also possible for a person to be a bilingual person consciously. On the other hand, bilingualism can lead a person to lose his/her minority language because of intensive use or the prestige of the majority language.

Bilingualism might bring about some responsibilities for the children, as well. Interpreting another language is a common expectation of families from bilinguals. Bilinguals also tend to code-switch between the languages they speak. Although bilingualism seems to bring some minor disadvantages to individuals in some contexts, its advantages outweigh those minor drawbacks in that bilingualism ensure diversification of languages and cultures around the world.

Different bilingual education forms have also been investigated. Immersion education programs have some positive effects on bilingual education as well as some negative outcomes. These outcomes are related not only with the second language learning, but also with the success in the curriculum areas. Students' individual and social performances are affected in a positive way by strong forms of bilingual education. Baker and Polanco (2018) state that literacy and math growth rate of students in bilingual programs are faster, which is an important point for bilingual education. Herrera (2020) claims that "according to research, bilingual students perform better on tasks that require divided attention and executive control tasks" (p. 29). Ağaoğlu and Yağmur (2016) mention that balanced bilingual education allowing students to build on their mother tongue is a better way than mainstream language education.

Apart from the general framework, bilingualism and bilingual education in Turkish context have been examined. Studies have shown that countries in current world system adopt bilingual education systems. Coste (2014) states that cultural plurality and its effects on communities are to be accepted in schools. Blackledge and Creese (2010) claim that bilingual pedagogy provides teachers and learners with identity performance besides learning and teaching. Chimbutane (2009) states that bilingual education facilitates academic success and acculturation of immigrants into the community by protecting heritage culture of immigrants and leading majority community learners to learn a

second language. Mukan, Shyika and Shyika (2017) state that Canada's educational programmes at the beginning of the 21st century are aimed to be available to all communities in the society, which fosters bilingual education policies. Maljers (2007) mentions that The Netherlands established a bilingual education system to enable students learn the content of the subject while providing students with a second language. Holm, Sahlström, and Zilliacus (2017) declare that cultural integration of all students into the education and society through bilingual education is the focus of curriculum in Finland. According to Palaiologou (2016), Greece is working on bilingual education by asking universities to prepare related activities and programmes. Gao and Ren (2019) assert that Chinese government is in favor of bilingual education to unify the nation, modernize and develop linguistic diversity. It means Turkey needs bilingual education models to adapt to the rest of the world. Mukan, et al (2017) remark that economically developed countries include bilingual education programs in their system as they are aware of the significance of it in the society. Hegediš and Hus (2018) state that bilingual education is a sign of respect for others and provides equality among the ethnic groups. Taking all these points into consideration, more research on bilingualism and education is required for better application of bilingual programs as well as the acceptance of the importance of bilingual education.

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