



LEARNERS' VIEWS ON THE TEACHING OF TURKISH AS A MOTHER TONGUE IN GERMANY*

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Abstract

The concept of mother tongue in foreign countries refers to the native language that immigrants bring to and speak in the countries to which they have migrated. This language is usually used by immigrant groups and passed on to subsequent generations through the act of speaking in the immigrant families themselves. Within the context of the modern history of immigration, it is observable that immigrants both make efforts to transfer the standard form of their language (including its written form) from generation to generation and to establish schools and other units for that purpose. Since the mid-twentieth-century, formal educational institutions in Western countries permitting immigration have actively been interested in the teaching of the mother tongue of immigrants.

The overall objective of this paper is to analyze the structure of Turkish courses in the Federal Republic of Germany and Turkish students' views on these courses. Turkish -as a language spoken by 5 million people in many countries of Western Europe- occupies a preeminent position among the minority languages. Unfortunately, Turkish does not receive the attention it deserves. In the European Union countries, and in line with prevailing understandings of minority rights, more than two million children and young people in schools are supposed to receive a good education in the Turkish language. However, only limited facilities exist in most of these countries to achieve that goal

As a relational survey method, this research is based on the analysis of Turkish immigrant students' perceptions/views on the Turkish language with respect to some variables. It includes immigrant students of Turkish origin (students in the age group of 11-18 years, of the 5th-12th grade) who live in various states of Germany (Baden-Wurtemberg, Lower

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Saxony, Bremen, Hamburg and Berlin). The sample consists of 580 students (of the same age and grade) selected through random cluster sampling approach. In this research, two questionnaires are used by the researcher in order to determine some demographic characteristics and perceptions/views of students on the Turkish language.

Perceptions/views of students on Turkish language are primarily portrayed as percentage-frequency and cross tables; the dependence of these perceptions/views on demographic variables are then controlled via chi-square analysis and finally the results are interpreted within the context of research hypotheses.

Key Words: Mother Tongue in Germany; Mother Tongue; Foreign Language; Teaching Turkish.

ALMANYA'DA ANA DİLİ OLARAK TÜRKÇE ÖĞRETİMİNE İLİŞKİN ÖĞRENCİ GÖRÜŞLERİ

Öz

Yurtdışında ana dili kavramı altında, göçmenlerin göç ettikleri ülkelere götördükleri ve oralarda konuştukları ana dilleri anlaşılmaktadır. Çoğu zaman bu diller; göçmen grupları arasında ve göçmen aile içinde konuşulmakta ve bir sonraki kuşağa da aktarılmaktadır. Modern göç tarihinde, göçmenlerin ana dillerinin standart biçimlerini ve yazı dillerini kuşaktan kuşağa aktarma çabalarının olduğu gözlenmekte ve bunun için okullar ya da benzeri birimler kurdukları görülmektedir. 20. yüzyılın ortalarından bu yana göç alan batılı ülkelerin resmi eğitim kurumları da, göçmenlerin ana dillerinin öğretilmesiyle aktif bir şekilde ilgilenmişlerdir. Bu bildirinin genel amacı, Almanya Federal Cumhuriyeti'nde sunulan Türkçe ana dili derslerinin yapısını ve öğrencilerin Türkçe dersleriyle ilgili görüşlerini ortaya koymaktır. Türkçe, Batı Avrupa'da birçok ülkede 5 milyon insan tarafından konuşulan en büyük azınlık dili olmakla birlikte hak ettiği ilgiye sahip değildir. Avrupa Birliği ülkelerinde, azınlık hakları doğrultusunda iki milyondan fazla çocuk ve gencin okullarda iyi bir ana dili Türkçe eğitimi alması gerekirken, bu ülkelerin çoğunda sınırlı imkânlar mevcuttur. Araştırma, Almanya'daki göçmen Türk öğrencilerinin Türkçe dersine yönelik algıları/görüşlerinin bazı değişkenler açısından incelenmesi için gerçekleştirilen ilişkisel tarama modelinde bir araştırmadır. Araştırmanın evreni, Almanya'nın değişik eyaletlerinde (Baden-Württemberg, Aşağı Saksonya, Bremen, Hamburg ve Berlin) öğrenim görmekte olan 11-18 yaş grubunda ve 5.-12. sınıf arasındaki

Türk kökenli göçmen öğrencilerdir. Örnekleme, bu öğrencilerin öğrenim gördükleri okullardan tesadüfi küme örnekleme olarak seçilen okullarda aynı yaş ve sınıf düzeyindeki 580 öğrenciden oluşmaktadır. Araştırmada öğrencilerinin bazı demografik özelliklerini ayrıca Türkçe dersine yönelik algıları/görüşlerini saptamak amacı ile araştırmacı tarafından iki anket kullanılmıştır. Türkçe dersine yönelik algıları/görüşleri öncelikle yüzde-frekans ve çapraz tablolar olarak betimlenmiş, görüşlerin demografik değişkenlere olan bağımlılıkları ki-kare (chi-square) analizi ile denetlenmiş ve sonuçlar araştırmanın hipotezleri bağlamında yorumlanmıştır.

Anahtar Kelimeler: *Almanya'da Ana Dili Türkçe, Ana Dili, Yabancı Dil, Türkçe Öğretimi.*

1. INTRODUCTION

The concept of native language encompasses the native languages that immigrants take with them to the countries where they have migrated and which they continue to speak in those countries. Most of the time, these languages are spoken among immigrant groups and immigrant families. Furthermore, they are transferred to subsequent generations over time. In the modern history of immigration, immigrants' efforts in transferring their standard forms of native languages and literary languages from generation to generation are clearly observable; moreover, it has been frequently seen that immigrants establish schools or similar educational units to accomplish this purpose. By way of exemplification, it is sufficient to mention the schools established by German immigrants in Russia, South and North America, the schools established by Polish immigrant workers in the Ruhr Region of Western Germany, Holland and northern France, and the schools established by immigrant Indians in the United Kingdom. Since the mid-20th century, official educational institutions in immigrant-receiving western countries have been actively interested in teaching the native languages of these immigrant groups.

1.1. Historical Background of Immigration in Germany

Mediterranean countries have assumed an important role in respect of labor force migration to the western part of the Federal Republic of Germany. In 1955, at a time when there was a considerable demand for temporary labor, Germany's Federal Employment Agency concluded labor agreements with a number of Mediterranean countries, namely Italy, Portuguese, Spain, Yugoslavia, Greece, and Morocco as well as Turkey. Thereafter, and as a consequence of these agreements, significant number of workers began to migrate to West Germany in a relatively short period of time. At first, the ensuing wave of labor force migration presented a temporary character, But

an immigration boom also occurred due to the subsequent arrival of the families of immigrant workers to the country especially in the early years of the 1970s (a process which principally began in the 1960s) and finally in 1973 the recruitment of temporary foreign labor was ended.

In the 1980s, with the influx of ethnic German immigrants coming from Eastern Europe and the growing number of refugees coming from Africa, the Middle East, and the Far East, an increasing differentiation in immigrants languages in west Germany began to be clearly observed. Meanwhile, with the increase in the number of people born in Germany, a second generation of immigrants had appeared.

Currently, the third generation of immigrant labor is living in Germany. While ethnically German-origin people acquire German citizenship by virtue of legal entitlement, the third generation who are not of ethnic German-origin, is able to acquire German citizenship due to the fact that they were born in Germany.

1.2. The Structure of Mother Tongue Language Course in Germany

In the 1960s, a number of embassies located in Germany began to initiate steps in the direction of providing their citizens children with education in the official mother tongue of their own countries, and bilateral negotiations were conducted on this issue. In 1964, German Ministries of Culture Conference (Kulturministerkonferenz) advised that “educational departments and administrators should endorse the courses concerning the native languages of foreign children with additional help” (Reich 2010, 446).

In 1971, it was also advised in the Ministries of Culture Conference that “whether the cultural management of these courses were inside or outside of the states’ area of responsibility is to be determined by their own authorities” (Reich 2010, 446). Upon the advice of the Ministries of Culture Conference, the states of Bavaria, Rheinland-Pfalz, Hessen, North Rhine-Westphalia, and Lower Saxony determined that they would take over the responsibility for the provision of mother tongue courses for the children of immigrant workers. By contrast, the states of Baden Württemberg, Saarland, Bremen, Hamburg, Schleswig-Holstein, and Berlin states decided that these courses were not their responsibility. Since then, there have three different parallel structures regarding the mother tongue courses of foreign immigrant children living in Germany:

1. Mother tongue courses financed and controlled by German school administrations,
2. Mother tongue courses conducted by the agencies of Mediterranean countries and provided by these countries,

3. Mother tongue courses offered in private institutions outside the agreements made by the government (Reich 2000 a).

1.2.1. Implementations of Mother Tongue Course in The States of the Federal Republic of Germany (The Situation In Terms Of German States)

The decisions of the Ministries of Culture Conference which were taken in 1971 and 1976 concerning mother tongue courses for foreign immigrant children by the German State constitute the official superstructure upon which subsequent action has been taken and are still valid today. According to these decisions, mother tongue courses- officially represented as "supplementary course in the mother tongue"- have voluntarily been offered to learners as an additional course of between 2 and 5 hours per week. The mother tongue course is commonly conducted in this way; however, it has almost been a rule to provide these courses at a maximum of 2 hours per week. Most of the teachers involved have received teacher training but are merely employed to give mother tongue lessons. However, in recent years, young immigrant teachers born and educated in Germany and who had received their teacher training in Germany, and who are part of the second generation, have also started to be appointed to provide mother tongue course.

Bilingual classrooms emerged in the 1990s and comprise the other form of mother tongue course provision. The fundamental idea in this model is to present a wide range of bilingual educational opportunities, including the mother tongues of immigrants. These courses are an open model for learner's various language biographies. The first and typical example of this model is the German-Italian high school (Deutsch-Italienische Gesamtschule) which has provided education in the city of Wolfsburg since 1993. In addition, the Berlin State Europe Schools (Staatliche Europaschulen) established in 1993, is to be regarded as the one of the most developed types of this model. In addition to this school system in Berlin, German-English school, German-French school, two German-Turkish schools and four German-Greek schools continue to offer mother tongue provision. Undoubtedly, these schools perform their education function in the mother tongue. There are also bilingual German-Turkish, German-Italian, German-Spanish, and German-Portuguese classes located in Hamburg.

1.2.2. MOTHER TONGUE COURSES OFFERED BY COUNTRIES WITH HIGH IMMIGRANT POPULATIONS IN GERMANY

In the federal states where there is no responsibility on the part of the state Education Department to offer mother tongue courses, it is the responsibility of the official consular or diplomatic representatives of countries that have a large immigrant profile in Germany to offer mother tongue courses. The courses in these states are carried out in accordance with the curricula in the countries concerned.

Teachers are generally civil service appointees of those particular countries. The German Education Department in the federal states provides classrooms for these courses. Moreover, some cultural institutions have been established within the framework of cultural policies for the citizens of other countries living in Germany.

1.3. General Framework Of Turkish Instruction Abroad (Situation In Terms Of Turkish State)

All the services provided for Turkish citizens abroad are stipulated in Turkish Law. Article 62 of the constitution stresses that *“The State shall take the necessary measures to ensure the family unity, the education of the children, the cultural needs, and the social security of Turkish nationals working abroad, and shall take the necessary measures to safeguard their ties with their homelands and to help them when they are back home”*. Thus, it is clearly stated that the state has assumed the responsibility to meet the needs of citizens in every field of life and to take the necessary measures for children’s education. Similarly, the Ministry of Education is responsible for the education and instruction of Turkish citizens abroad as set out in Article 59 of the National Education Law. In line with these pronouncements, international cultural agreements with particular countries have been entered into at different times, and when these agreements expired, they have been renewed again. Mother tongue education abroad is designed so that Turkish children will know, protect and develop their own culture and identity (in line with the Ministry of Education’s Directive- “Turkish and Turkish Courses Curricula”- ¹ approved by the minister on 03.08.2009 and set out in Law no. 112. In accordance with the curriculum, Turkish and Turkish Culture Course Teaching Material (1-3, 4-5, 6-7, 8-10. grades) for Turkish children abroad, a Turkish and Turkish Culture Workbook (1-3, 4-5, 6-7, 8-10. Grades), and Turkish and Turkish Culture, Turkish and Turkish Culture Teacher Guidebook (1-10. grades) were approved as teaching materials by the Board of Education and Discipline on 02.09.2010 and set out in Law no. 121. In November 2010, almost four hundred thousand text books for the use of teachers/learners. were sent to the education attache's offices of the countries determined by the Foreign Affairs General Management The agreement made concerning this issue had been concluded by the German and Turkish governments in 1957². In respect of this agreement, articles 1 and 4 are related to mother tongue courses. Article 7 specified that these courses are limited to 5 hours per week. The Turkish-German Joint Education Commission, which is responsible for implementing this agreement, meets regularly. The 19th meeting of the Commission was held in Berlin between 30 November-1December 2010. The issues discussed at the meeting were announced to

¹Yurt Dışındaki İşçi Çocukları İçin Türkçe-Türk Kültürü ile Yabancı Dil Olarak Türkçe Öğretim Programı Ankara: Milli Eğitim Basımevi, 2009.

²8 Mayıs 1957 tarihli Türk-Alman Kültür Anlaşması

the public through a signed protocol. Furthermore, as a result of the bilateral agreements concluded with many countries, Turkish has become an optional second foreign language course. Therefore, the "Curriculum of Turkish Course as a Foreign Language"³ has been developed for Turkish citizens' children living abroad and learners who would like to select Turkish as a second foreign language. In addition, this curriculum has been designed for use from the 6th grade of the country where the children are living and is to continue to the 11th grade.

In agreements concerning the education of foreign children, UNESCO advanced the obligation that a learner should learn and perfect his/her mother tongue (1954). In the Conference of the Ministers of Education held on 14.5.1964, it was decided to include the mother tongue course in the school curriculum. The Standing Conference of the Ministers of Education and Cultural Affairs advised educational administrators to take proper precautions concerning the education of foreign children through its decisions of 14-15 May 1969 and 3 December 1971. As a result of a decision taken by the same committee on 8 April 1976, it was advised that foreign children should be accommodated completely in the German school system and to protect and support their bond with their own language, culture, and history. Moreover, it was determined that the Turkish language should be included in the curricula⁴.

The legislative intention of Turkish mother tongue courses, which are still being carried out in Germany, is based on 486 Law Directive on 25 June 1977 (77/486 EWG). 486 Directive contains a clause related to mother tongue education:

Article 3: "Member States shall, in accordance with their national circumstances and legal systems, and in cooperation with States of origin, take appropriate measures to promote, in coordination with normal education, teaching of the mother tongue and culture of the country of origin for the children referred to in Article 1." (see <http://eurlex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:31977L0486:EN:HTM>)

Based on a decision of the European Commission dated 25 June 1977 and directive 486, the Ministry of Culture, Youth and Sports in the State of Baden-Württemberg arranged mother tongue courses through the regulation issued on 14.12.1982. The courses have been taught by teachers appointed by the Turkish Republic and taught by Turkish teachers employed by the countries in provincial administration. At the request of the learner, parents courses are carried out for 2 hours per week within

³Yurt Dışındaki Türk Çocukları İçin Yabancı Dil Olarak Türkçe Öğretim Programı, Ankara: Milli Eğitim Bakanlığı, Talim ve Terbiye Kurulu Başkanlığı, 1999.

⁴Kultusministerkonferenz-KMK, 1976, s.1-4, aktaran: Ünal Akpınar, "Zur Schulsituation der Kinder ausländischer Arbeitnehmer." *Zur Integration der Ausländer im Bildungsbereich-Probleme und Lösungsversuche* 40. Hrsg. von Langenohl-Meyer; Wöneskes; Bendit; Blasko; Akpınar; Ving. München: Juventa Verlag, 1979, s.107.

normal course hours when the number of learners has reached at least 15. The knowledge and class levels of learners in Turkish course classrooms are not the same. In other words, the teacher is required to teach in classrooms full of learners who have different levels of language proficiency. This is to be regarded as a multigrade class. Generally these courses are given in the afternoon, when non-foreign or native learners take a religion and ethics class. When these courses are to be given is a matter under the school principal's authority. Since these courses typically coincide with breaks and weekends, they impose an extra burden on learners.

As briefly mentioned above, the aim of this research is to determine the perceptions/views of learners on Turkish course implemented in Germany.

2. METHODOLOGY

This research which is rooted in a relational survey method, has been carried out to analyze the perceptions/views of Turkish immigrant learners in Germany on Turkish course in terms of certain variables. Relational survey models are research models that seek to determine the presence and degree of change between two and more variables (Gay 1987: 251, Karasar 1991: 81, Gall *et al.* 1999: 178). Due to the fact that most educational problems have definable qualities, research using a survey model can provide significant contributions in respect of understanding and increasing knowledge in terms of theory and practice (Balci 2001: 19-21).

2.1. Population and Sampling

The population of the research is composed of Turkish immigrant learners between the ages of 11 and 18 attending 5th and 12th grades in different states in Germany (Baden-Württemberg, Lower Saxony, Bremen, Hamburg, and Berlin). The sampling of the research consists of 580 learners, who are of the same age and grade level selected through random cluster sampling method.

2.2. Data Collection Techniques and Tools

A survey developed by the researcher has been employed to determine the perceptions/views of learners on Turkish courses and also some of their demographic characteristics. The first part of the survey includes questions designed to obtain personal knowledge related to the independent variables of the research. The literature has been reviewed before the development of the scale; afterwards, an item pool has been formulated by collecting information from learners living in Germany and still attending university in Turkey. The collected information concerns their Turkish learning experiences and is based on open-ended questions. Furthermore, surveys employed in earlier similar researches have proved to be

beneficial (Kutlay, 2007, Pilancı 2009, Belet et al. 2009). From these items the scale has been developed by paying attention to different categories (the self and identity, personal and general reasons of language learning, socio-cultural elements etc.,) in the direction of expert views and the aims of the research.

The survey is composed of two parts excluding the part asking questions regarding the learner. In the first part, there are 16 questions concerning why learners take Turkish courses. In the second part, there are 41 statements on Turkish course views. Through these questions, learners' attitudes in such categories/subjects as the self, identity, personal and general reasons of language learning, socio-cultural elements etc., have been measured. Three point Likert scale has been employed (1 = Disagree, 2 = Partially Agree, 3 = Agree).

2.3. Implementation

The survey was carried out in May and June of 2011 by Turkish teachers employed in Germany. The researcher informed the course teachers informed of survey procedures through face-to-face interview and on the phone. The surveys were distributed by the teachers and the learners were given the required explanations and their questions were replied to immediately. While the learners were in the process of completing the survey, the teachers checked their surveys by circulating in the classroom, advised the learners in case of inadequacy in their responses to parts of the survey and then collected the surveys. The anonymously filled-out surveys were posted to the researcher by the teachers participating in this process.

2.4. Data Analysis

In the analysis of the data, SPSS for Windows 15.0 has been used. The participant learners' perceptions/views on Turkish course have been described through percentage, frequency, and cross tables. Then, the dependencies of the views on demographic variables are checked through chi-square analysis; finally, the results of the research are interpreted in the context of the research hypothesis.

3. FINDINGS AND INTERPRETATION

3.1. Demographic Information (Descriptive Analysis)

Table 1. State Name

Groups	f	%
Berlin	76	13,1
Baden Württemberg	187	32,2
Lower Saxony	256	44,1
Hamburg	57	9,8
Total	576	99,3
Unanswered	4	,7
Total	580	100,0

As is seen in the table, 76 of the learners (13,1 %) attend schools in Berlin, 187 of the learners (32,2 %) go to school in Baden Württemberg, 256 of the learners (their 44,1 %) continue their education in Lower Saxony, 57 of the learners (9,8 %) receive education in Hamburg. Additionally, 4 of the learners (0,7 %) left the question unanswered.

Table 2. Age

Groups	f	%
10 and under	166	28,6
11-15 age	367	63,3
16 and above	42	7,2
Total	575	99,1
Unresponded	5	,9
Total	580	100,0

As is displayed in the table, 166 of the learners (28,6 %) are 10 and under 10 in age, 367 of the learners (63,3 %) are between 11 and 15 years of age, 42 of the learners (7,2%) are 16 and above 16 age. 5 of the learners (0,9 %) left the question unanswered.

Table 3. Gender

Groups	f	%
Female	333	57,4
Male	244	42,1
Total	577	99,5
Unanswered	3	,5
Total	580	100,0

As is shown in the table, 333 of the learners (57,4 %) are female, 244 of the learners (42,1 %) are male. 3 of the learners (0,5 %) left the question unanswered.

Table 4. Generally Spoken Language at Home

Groups	f	%
German	44	7,6
Turkish	158	27,2
Mixed	367	63,3
Total	569	98,1
Unanswered	11	1,9
Total	580	100,0

As is seen in the table, 44 of the learners (7,6 %) state that generally German is spoken at home, 158 of the learners (27,2 %) mention that Turkish is spoken at home, and 367 of the learners (63,3 %) indicated that mixed language is used at home. 11 of the learners (1,9 %) left the question unanswered.

Table 5. The Language Spoken with Turkish Friends

Groups	f	%
German	149	25,7
Turkish	58	10,0
Mixed	354	61,0
Total	561	96,7
Unanswered	19	3,3
Total	580	100,0

As is displayed in the table, 149 of the learners (25,7%) state that generally they speak German with their friends, 58 of the learners (10,0%) said that they speak Turkish with their friends; besides, 354 of the learners (61,0%) mentioned that they speak a mixed language with their friends. 19 of the learners (3,3%) left the question unanswered.

3.2. Chi-Square Analysis Results

The participant learners' perceptions/views on the Turkish course have been described through percentage, frequency, and cross tables. Then, the dependencies of the views on demographic variables were checked through chi-square analysis. Within the scope of this paper, χ^2 value of the total 57 statements in the survey and p values showing dependency between related variables are presented. Detailed analyses and interpretations are to be published as a major research monograph by the researcher.

Table 6. Chi-square Analysis Results Concerning Dependency of Statements on "Age" Variable

Statements	χ^2	P
1) I need to improve my Turkish to learn Turkish culture.	12,404	$p < ,05$
2) Turkish is very important to find a good job.	11,300	$p < ,05$
3) I love speaking Turkish.	9,689	$p < ,05$
4) I join Turkish courses to be with my other Turkish friends together.	55,144	$p < ,001$
5) I join Turkish courses as I feel myself closer to Turkish course teachers.	55,693	$p < ,001$
6) My family wants me to take Turkish course.	55,284	$p < ,001$
7) I join Turkish courses to improve my German.	32,840	$p < ,001$
8) I find Turkish course books beneficial.	25,005	$p < ,001$

9) Turkish course teachers are more interested in us.	30,202	$p<,001$
10) I like Turkish courses.	16,756	$p<,01$
11) Turkish courses are enjoyable.	27,656	$p<,001$
12) The time allocated for Turkish courses are enough.	31,884	$p<,001$
13) I do not want to speak Turkish apart from Turkish courses.	16,774	$p<,01$
14) Having better Turkish increases my success in other courses.	17,201	$p<,01$
15) I do my Turkish course homework regularly.	15,587	$p<,01$
16) Turkish course books do not teach me much.	12,104	$p<,01$
17) I enjoy reading texts in Turkish courses.	14,846	$p<,01$
18) I want to have a sincere friend speaking Turkish well.	11,721	$p<,05$
19) Turkish will not be useful for me to learn science and technology.	11,404	$p<,05$
20) I believe that Turkish is a must to find a good job.	10,499	$p<,05$
21) I like reading Turkish magazine-newspaper apart from Turkish course books.	20,321	$p<,001$

As a result of chi-square analysis conducted to determine whether responses are dependent on "age" variable, the dependency between 21 variables and "age" variable has been found to be statistically significant.

Table 7. Chi-square Analysis Results Concerning Dependency of Statements on "Gender" Variable.

Statements	χ^2	p
1) I want to improve my Turkish.	8,975	$p<,05$
2) I need to improve my Turkish to learn Turkish culture.	6,171	$p<,05$
3) I join Turkish courses as I feel myself closer to Turkish course teachers.	13,538	$p<,01$
4) Reading texts in Turkish courses are very boring.	6,112	$p<,05$
5) I do not want to speak Turkish apart from Turkish courses.	19,912	$p<,001$
6) I cannot fulfill my Turkish course homework thoroughly	8,785	$p<,05$
7) I can tell my feelings and ideas by improving my Turkish.	10,453	$p<,01$
8) I do not get along with Turkish course teachers much.	7,222	$p<,05$
9) Turkish course teachers do not teach us much.	8,179	$p<,05$
10) German learners should take Turkish course.	7,067	$p<,05$
11) I love watching Turkish TV channels.	15,333	$p<,001$
12) I feel more relaxed myself among people speaking Turkish.	6,016	$p<,05$
13) My learning Turkish will not be beneficial for my cultural improvement.	9,219	$p<,05$

As a result of chi-square analysis conducted to determine whether responses are dependent on "gender" variable, the dependency between 13 variables and "gender" variable has been found to be statistically significant.

Table 8. Chi-square Analysis Results Concerning Dependency of Statements on “Place of Birth” Variable

Statements	χ^2	p
1) I want to get on well with my relatives (kin, friends) when I go to Turkey.	8,510	$p < ,05$
2) I do not want anyone to laugh at my Turkish in Turkey.	6,222	$p < ,05$
3) My family wants me to take Turkish course.	6,947	$p < ,05$
4) I want to get education in Turkey.	8,369	$p < ,05$
5) Reading texts in Turkish courses are very boring.	10,978	$p < ,05$
6) I want to have a sincere friend speaking Turkish well.	13,469	$p < ,01$

As a result of chi-square analysis conducted to determine whether responses are dependent on “place of birth” variable, the dependency between 6 variables and “place of birth” variable has been statistically found significant.

Table 9. Chi-square Analysis Results Concerning Dependency of Statements on “Language Spoken at Home” Variable.

Statements	χ^2	p
1) Every Turkish youth must know Turkish language very well.	11,982	$p < ,05$
2) I love speaking Turkish.	27,224	$p < ,001$
3) I like Turkish courses.	10,937	$p < ,05$
4) I do not want to speak Turkish apart from Turkish courses.	33,876	$p < ,001$
5) I dislike learning Turkish.	13,568	$p < ,01$
6) I cannot fulfill my Turkish course homework thoroughly.	12,330	$p < ,05$
7) Learning Turkish will not increase my knowledge.	18,238	$p < ,01$
8) I do my Turkish course homework regularly.	13,887	$p < ,01$
9) Attending Turkish courses will not increase my success in other courses.	11,150	$p < ,05$
10) Turkish course books are very difficult.	16,418	$p < ,01$
11) Turkish course books do not teach me much.	11,096	$p < ,05$
12) Turkish courses are getting boring.	13,368	$p < ,05$
13) I love watching Turkish TV channels.	11,164	$p < ,05$
14) If I know Turkish, I feel myself more relaxed among people in Turkey.	10,081	$p < ,05$
15) I do not feel myself relaxed among people speaking Turkish.	9,951	$p < ,05$
16) I definitely want my children to learn Turkish in the future.	13,753	$p < ,01$

17) Turkish will not be useful for me to learn science and technology.	14,840	$p<,01$
18) It is unnecessary for a Turkish learner living in Germany to know Turkish very well.	17,626	$p<,01$
19) In Germany, Turkish will disappear in the future.	12,477	$p<,05$
20) I love speaking Turkish with my Turkish friends.	15,699	$p<,01$
21) I use Turkish web sites on the Internet.	15,196	$p<,01$

As result of chi-square analysis conducted to determine whether responses are dependent on "language spoken at home" variable, the dependency between 21 variables and "language at home" variable has been found to be statistically significant.

Table 10. Chi-square Analysis Results Concerning Dependency of Statements on "The School Attended" Variable

Statements	χ^2	p
1) I do not want anyone to laugh at my Turkish in Turkey.	24,373	$p<,001$
2) I need to improve my Turkish to learn Turkish culture.	24,271	$p<,01$
3) Turkish is an important language in Europe.	22,454	$p<,05$
4) Turkish is very important to find a good job.	27,802	$p<,05$
5) I love speaking Turkish.	34,520	$p<,001$
6) I want to understand Turkish radios and TV channels better.	26,454	$p<,01$
7) I join Turkish courses to be with my other Turkish friends together.	51,393	$p<,001$
8) I join Turkish courses as I feel myself closer to Turkish course teachers.	39,127	$p<,001$
9) My family wants me to take Turkish course.	54,706	$p<,001$
10) I join Turkish courses to improve my German.	38,410	$p<,001$
11) I find Turkish course books beneficial.	38,311	$p<,001$
12) I want to get education in Turkey.	20,928	$p<,05$
13) Turkish course teachers are more interested in us.	50,859	$p<,001$
14) I like Turkish courses.	29,436	$p<,001$
15) Turkish courses are enjoyable.	40,608	$p<,01$
16) Reading texts in Turkish courses are very boring.	23,573	$p<,05$
17) The time allocated for Turkish courses are enough.	25,041	$p<,01$
18) Learning Turkish will not increase my knowledge.	18,981	$p<,05$
19) Having better Turkish increases my success in other courses.	36,926	$p<,001$

20) Attending Turkish courses does not increase my success in other courses.	23,735	$p<,05$
21) I can tell my feelings and ideas by improving my Turkish.	43,470	$p<,001$
22) Turkish course books do not teach me much.	20,203	$p<,05$
23) I enjoy reading texts in Turkish courses.	39,619	$p<,01$
24) I spare time for Turkish out of class.	25,964	$p<,01$
25) I want Turkish course hours to be increased.	18,813	$p<,05$
26) There is no need to spare time for Turkish out of class.	31,215	$p<,05$
27) I believe that Turkish is a must to find a good job.	24,986	$p<,01$
28) I feel more relaxed myself among people speaking Turkish.	20,792	$p<,05$
29) If I know Turkish better, I will be more relaxed among people in Turkey.	21,121	$p<,05$
30) My knowing Turkish well will be helpful in my future life.	45,886	$p<,001$
31) I want to have a sincere friend speaking Turkish well.	46,656	$p<,001$
32) I do not feel more relaxed myself among people speaking Turkish.	19,169	$p<,05$
33) Turkish will not be useful for me to learn science and technology.	22,814	$p<,05$
34) Turkish is very important to find a good job.	38,476	$p<,001$
35) If Turks continue speaking Turkish, they will protect their Turkish identities.	32,416	$p<,001$
36) I like reading Turkish magazine-newspaper apart from Turkish coursebooks.	41,685	$p<,001$
37) I like speaking Turkish with my Turkish friends.	19,973	$p<,05$

As a result of chi-square analysis conducted to determine whether responses are dependent on “the school attended” variable, the dependency between 37 variables and “the school attended” variable has been found to be statistically significant.

Table 11. Chi-square Analysis Results Concerning Dependency of Statements on “Generally Spoken Language with Turkish Friends” Variable

Statements	χ^2	p
1) Turkish is very important to find a good job.	9,774	$p<,05$
2) I love speaking Turkish.	14,035	$p<,01$
3) I join Turkish courses to be with my other Turkish friends together.	12,618	$p<,05$
4) I do not want to speak Turkish apart from Turkish courses.	23,633	$p<,001$
5) Learning Turkish will not increase my knowledge.	11,639	$p<,05$
6) Having better Turkish increases my success in other courses.	18,264	$p<,05$
7) Attending Turkish courses does not increase my success in other courses.	11,061	$p<,05$
8) I want Turkish course hours to be increased.	10,900	$p<,05$
9) Turkish is very important to find a good job.	10,796	$p<,05$
10) I feel more relaxed myself among people speaking Turkish.	18,546	$p<,05$
11) I want to have a sincere friend speaking Turkish well.	12,195	$p<,05$
12) Turkish will not be useful for me to learn science and technology.	15,974	$p<,01$
13) It is unnecessary for a Turkish learner living in Germany to know Turkish well.	13,840	$p<,05$
14) I believe that Turkish is a must to find a good job.	10,657	$p<,05$
15) I like reading Turkish magazine-newspaper apart from Turkish course books.	23,931	$p<,001$
16) I like speaking Turkish with my Turkish friends.	48,706	$p<,001$
17) I use Turkish web sites on the Internet.	18,609	$p<,05$

As a result of chi-square analysis conducted to determine whether responses are dependent on “generally spoken language with Turkish friends” variable, the dependency between 17 variables and “generally spoken language with Turkish friends” variable has been statistically found significant.

Table 12. Chi-square Analysis Results Concerning Dependency of Statements on “The School Mother Finished in Germany” Variable

Statements	χ^2	p
1) I join Turkish courses as I feel myself closer to Turkish course teachers.	36,344	$p < ,01$
2) I can tell my feelings and ideas by improving my Turkish.	30,432	$p < ,05$
3) Turkish course books do not teach me much.	31,740	$p < ,05$
4) I definitely want my children to learn Turkish in the future.	29,436	$p < ,05$
5) I like reading Turkish magazine-newspaper apart from Turkish course books.	30,066	$p < ,05$

As a result of chi-square analysis conducted to determine whether responses are dependent on “the school mother finished in Germany” variable, the dependency between 5 variables and “the school mother finished in Germany” variable has been statistically found significant.

Table 13. Chi-square Analysis Results Concerning Dependency of Statements on “The School Father Finished in Germany” Variable

Statements	χ^2	P
1) I join Turkish courses as I feel myself closer to Turkish course teachers.	30,927	$p < ,05$
2) I find Turkish course books beneficial.	39,120	$p < ,01$
3) I do my Turkish course homework regularly.	27,819	$p < ,05$
4) I do not get on well with Turkish course teachers.	30,687	$p < ,05$
5) Turkish course books do not teach me much.	31,489	$p < ,05$
6) I spare time for Turkish out of class.	39,141	$p < ,01$
7) Turkish is very important to find a good job.	28,927	$p < ,05$
8) My learning Turkish will not be beneficial for my cultural improvement.	30,477	$p < ,05$
9) My knowing Turkish well will be helpful in my future life.	27,175	$p < ,05$
10) I definitely want my children to learn Turkish in the future.	41,597	$p < ,001$
11) Turkish will not be useful for me to learn science and technology.	30,405	$p < ,05$
12) I believe that Turkish is a must to find a good job.	31,475	$p < ,05$

As a result of chi-square analysis conducted to determine whether responses are dependent on “the school father finished in Germany” variable, the dependency between 12 variables and “the school father finished in Germany” variable has been found to be statistically significant.

Table 14. Chi-square Analysis Results Concerning Dependency of Statements on “The State lived In” Variable

Statements	χ^2	p
1) I want to improve my Turkish.	30,657	$p < ,001$
2) I want to get on well with my relatives (kin, friends) when I go to Turkey.	15,803	$p < ,05$
3) I do not want anyone to laugh at my Turkish in Turkey.	13,041	$p < ,05$
4) I need to improve my Turkish to learn Turkish culture.	15,085	$p < ,05$
5) I want to understand Turkish radios and TV channels better.	28,961	$p < ,001$
6) I join Turkish courses to be with my other Turkish friends together.	36,776	$p < ,001$
7) I join Turkish courses as I feel myself closer to Turkish course teachers.	43,528	$p < ,001$
8) My family wants me to take Turkish course.	31,138	$p < ,001$
9) I join Turkish courses to improve my German.	34,424	$p < ,05$
10) I want to get education in Turkey.	16,826	$p < ,05$
11) I like Turkish courses.	15,413	$p < ,05$
12) Turkish courses are enjoyable.	40,488	$p < ,001$
13) Reading texts in Turkish courses are very boring.	16,530	$p < ,05$
14) I do not want to speak Turkish apart from Turkish courses.	15,789	$p < ,05$
15) Having better Turkish increases my success in other courses.	20,573;	$p < ,05$
16) Attending Turkish courses does not increase my success in other courses.	20,784	$p < ,01$
17) I can tell my feelings and ideas by improving my Turkish.	46,046	$p < ,001$
18) Turkish course teachers do not teach us much.	16,286	$p < ,05$
19) German learners should take Turkish course.	12,646	$p < ,05$
20) I enjoy reading texts in Turkish courses.	14,795	$p < ,05$

21) I spare time for Turkish out of class.	24,291	$p<,05$
22) I want Turkish course hours to be increased.	15,888	$p<,05$
23) There is no need to spare time for Turkish out of class.	24,038	$p<,05$
24) Turkish courses are getting boring.	22,519	$p<,01$
25) Turkish is very important to find a good job.	21,454	$p<,05$
26) My learning Turkish will not be beneficial for my cultural improvement.	17,403	$p<,05$
27) If I know Turkish better, I will be more relaxed among people in Turkey.	16,459	$p<,05$
28) My knowing Turkish well will be helpful in my future life.	23,537	$p<,05$
29) I want to have a sincere friend speaking Turkish well.	19,446	$p<,01$
30) I do not feel more relaxed myself among people speaking Turkish.	15,918	$p<,05$
31) Turkish will not be useful for me to learn science and technology.	15,974	$p<,05$
32) I believe that Turkish is a must to find a good job.	21,219;	$p<,05$
33) In Germany, Turkish will disappear in the future.	23,417	$p<,05$
34) If Turks continue speaking Turkish, they will protect their Turkish identities.	12,920	$p<,05$
35) I like reading Turkish magazine-newspaper apart from Turkish course books.	25,831	$p<,001$
36) I like speaking Turkish with my Turkish friends.	16,588	$p<,05$

As a result of chi-square analysis conducted to determine whether responses are dependent on “the state dwelled in” variable, the dependency between 36 variables and “the state dwelled in” variable has been found to be statistically significant.

4. RESULT, DISCUSSION, AND SUGGESTIONS

4.1. Result

According to the results of this research examining the views of Turkish learners aged between 7 and 18 on mother tongue language as Turkish living in Germany, it has been found that the majority of the learners state that they want to improve their

Turkish in order to communicate with their families and Turkish friends well, use Turkish effectively, be successful in courses, get on with relatives in Turkey, take advantage of Turkish in their future careers, and get better at using the German language (see Table 6, 7, and 8). For the majority of the learners, the activities carried out concerning Turkish are mostly limited to speaking Turkish with family and Turkish friends, and apart from this, these activities are slightly limited to reading Turkish books and using the Internet (see Table 9). In the meantime, more than half of the learners stated that they use German-Turkish mixed language at home and similarly more than half of the learners (61,0%) mention that they use a mixed language among Turkish friends (see Table 5). The findings regarding the learners' wanting to learn Turkish in order to communicate with mostly their families and remaining the use of Turkish limited in family circle support both the findings of the researches Verhoven (1996), Baker (2000), Skutnabb-Kangas (2000), Belet (2009) and the views concerning the use of mother tongue in the literature. Furthermore, Baker (2000) and Skutnabb-Kangas (2000) point out that children use mother tongue commonly by speaking with families and relatives outside of the school circle.

When the views of the learners on Turkish courses were sought, more than half of the learners state that they love Turkish courses, find the courses enjoyable, Turkish course teachers treat them well (see Table 10), the time allocated for Turkish courses is adequate and they enjoy reading texts in Turkish courses; however, they express that Turkish course books are difficult (see Table 9) and they do not like the teaching styles of teachers. Therefore, they find the Turkish courses to be very boring. From the direction of the research findings, it is understood that more than half of the learners want to have a sincere friend speaking Turkish very well (see Table 10); most interestingly they definitely want their children to learn Turkish in the future (see Table 9). On the other hand, as is shown in the cross tables above it is determined that the views of learners on Turkish and Turkish courses with different ratios show dependencies on such variables as age (Table 6), gender (Table 7), place of birth (Table 8), generally spoken language at home (Table 9), the school attended (Table 10), the language spoken with Turkish friends (Table 11), the school their mother finished in Germany (Table 12), the school their father finished (Table 13), and the state lived in (Table 14). In other words, these aforementioned variables have a diversified effect on the responses given.

4.2. Discussion

It is ominous that negative reactions have emerged towards the values (language, religion, culture) which immigrants bring in both schools and other institutions in Germany. Turkish children have not yet received the same opportunities as German children have. According to the results of the international PISA 2009, "children of immigrant families face double inequality." The report points out that children of families who live in socially disadvantaged neighborhoods, receive low salaries and do

not have a high level of education, and the children who are assigned to school types by the education system labeled as “successful”, “middle successful” and “unsuccessful” are badly affected by these situations. According to the report, in the countries children are provided with the opportunity to receive an education together for a long time without any discrimination, the effects of social disadvantages lessen thanks to the education system. Moreover, Germany, as a country shows the highest rate in terms of the relationship between the social class of the children and the success at school. According to the statistics, in Germany 15% of the students who are 15 years old are of immigrant origin. Despite this, Germany is behind other OECD countries in terms of the supplementary language courses covered in schools. Only in one third of the schools where migrant children are numerically dominant are supplementary language courses provided. The OECD average is twice as high as the average to be found in Germany. In the studies conducted in Germany it is observed that Turkish children’s receiving a mother tongue education have increased their success at school because of the fact that students’ comprehending Turkish well means comprehending the language of the country they are in. What is learned in the mother tongue provides benefit for what is learned in the second language. On the other hand, students who go back to their home countries because of various reasons, if they had taken mother tongue courses, can both preserve their identities and accommodate to the new environment easily. That is why it is suggested that students take these courses. The grades of these courses are written in the school report but do not have an effect on their passing a grade. The parents, who desire their children to take these Turkish Language and Turkish Culture courses, apply to the schools and state that they wish their children to receive this course. Yet, it is a fact that neither parents nor students take an interest in Turkish courses. There are several reasons that could be advanced for this situation. Courses are offered in multigrade classes and in the afternoons when the school is empty; therefore, students are negatively motivated towards courses and they do not attend the courses. In spite of the aforementioned laws and decisions, the Turkish Course offered in recent years could not reach the desired level. The reason for the decrease in the desire to take Turkish Courses could be that parents have not paid necessary attention to the school and educational problems of their children due to excessively long working hours and their own language and related problems.

It can be seen that the greatest problem in the German education system is that it externalizes other cultures. According to the German Turkish Society, “this system looks down on other languages and cultures. The problem stems from ignorance, lack of respect, and non-acceptance. German must be taught as a second language for the children whose common language is Turkish. If this system is not applied, difficulties may occur. More than 80% of Turkish society in Germany comes from lower class. The education level is also low. It requires a long term for their children to have a good

educational level." (<http://www.solplatform.net/dis-haberler/2517-almanyada-ana-di-li-egitimi-erdoganin-bildigi-gibi-degil.html>).

The importance of Turkish language and Turkish culture courses is high for people living abroad. Language is one of the most important tools for people to engage in communication with his/her own culture. Language is the keystone which forms the culture of a nation. Loss of language may cause the breakdown of relations between the person and his/her own culture. The importance of the mother tongue to comprehending science has always been emphasized. With the help of mother tongue, scientific facts are acquired, without the mother tongue, it is impossible to comprehend mathematics (Pfundt 1982: 9-19). Mother tongue helps to learn other sciences such as physical sciences, social sciences, and helps to comprehend scientific principles, thereby helping the individual to perceive his/her environment and think clearly (see a.g.e.). Not being competent in the language affects child's learning as well. When the child receives an education in his/her mother tongue, his school success is actively affected (Akpınar 1979: 97). According to the results concluded from a number of studies, language proficiency level affects a child's development, school success and social behaviors. This effect is positive for those students who are competent in the language and negative for students who are not competent (Baytekin 1992: 7). That is why mother tongue education in Germany should become more common at schools.

4.3. Suggestions

Each state in Germany offers its own system in Turkish language education. 2 hours of Turkish courses are taught in a week. Yet, the desired level of success has not been achieved to date. In this regard, the following suggestions might prove useful:

1. Turkish should be taught for five hours a week as an elective course and should have an effect on passing grade.
2. Bilingual education models should be improved and extended, and Turkish should become a course which is taken by Germans willing to learn Turkish.
3. The current negative attitudes as a result of recently emerged negative behaviors towards the Turkish language must be corrected. 1

In order for these suggestions to be put in place, the German authorities, Turkish citizens in Germany and also the Turkish government, which is responsible for meeting the needs in every field to Turkish citizens as mandated by the Constitution of the Republic of Turkey and Turkish Law, should undertake the necessary action and each should play its part meticulously.

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GENİŞ ÖZET

Giriş

Yurtdışında ana dili kavramı altında, göçmenlerin göç ettikleri ülkelere götürdükleri ve oralarda konuştukları ana dilleri anlaşılmaktadır. Çoğu zaman bu diller; göçmen grupları arasında ve göçmen aile içinde konuşulmakta ve bir sonraki kuşağa da aktarılmaktadır. Türkçe, Batı Avrupa'da birçok ülkede 5 milyon insan tarafından konuşulan en büyük azınlık dili olmasına rağmen hak ettiği ilgiye sahip değildir. Bu çalışmanın genel amacı, Almanya Federal Cumhuriyeti'nde sunulan Türkçe ana dili derslerinin yapısını ve öğrencilerin Türkçe dersleriyle ilgili görüşlerini ortaya koymaktır.

Araştırma Yöntemi

Araştırma, Almanya'daki göçmen Türk öğrencilerinin Türkçe dersine yönelik algıları/görüşlerinin bazı değişkenler açısından incelenmesi için gerçekleştirilen ilişkisel tarama modelinde bir araştırmadır.

Evren ve Örneklem

Araştırmanın evreni, Almanya'nın değişik eyaletlerinde (Baden-Württemberg, Aşağı Saksonya, Bremen, Hamburg ve Berlin) öğrenim görmekte olan 11-18 yaş grubunda ve 5.-12. sınıf arasındaki Türk kökenli göçmen öğrencilerdir. Örneklem, bu öğrencilerin öğrenim gördükleri okullardan tesadüfi küme örnekleme olarak seçilen okullarda aynı yaş ve sınıf düzeyindeki 580 öğrenciden oluşmaktadır.

Veri Toplama Teknik ve Araçları

Araştırmada öğrencilerinin bazı demografik özelliklerini ayrıca Türkçe dersine yönelik algıları/görüşlerini saptamak amacı ile araştırmacı tarafından geliştirilen anket

kullanılmıştır. İki bölümden oluşan anketin birinci bölümü, araştırmının bağımsız değişkenlerine ilişkin bireysel bilgileri elde etmeye yönelik sorudan oluşturulmuştur. Ölçme aracı geliştirilirken önce literatür taranmış, daha sonra Almanya’da yaşayan ve halen Türkiye’de üniversitede okuyan öğrencilerden Türkçe deneyimleriyle ilgili açık uçlu sorular yöntemiyle bilgiler toplanarak bir madde havuzu oluşturulmuştur. Ayrıca daha önce yapılan benzer araştırmalarda (Kutlay, 2007, Pilancı, 2009, Belet, 2009, vd.) kullanılan anketlerden de faydalanılmıştır. Bu maddelerden hareketle değişik kategoriler (öz benlik ve kimlik, dil öğrenmenin özel ve genel nedenleri, sosyo-kültürel unsurlar vb.) dikkate alınarak uzman görüşleri ve çalışmanın amaçları doğrultusunda ölçme aracı geliştirilmiştir.

Öğrenciyle ilgili bilgilerin sorulduğu bölümün dışında, ankette iki bölüm yer almıştır. Birinci bölümde Türkçe derslerini almanın nedenleriyle ilgili 16 soru sorulmuştur. İkinci bölümde Türkçe dersi ile ilgili görüşleri 41 farklı yargı yer almıştır. Bu sorularla öz benlik ve kimlik, dil öğrenmenin özel ve genel nedenleri, sosyo-kültürel unsurlar vb. gibi kategorilerde/konularda öğrencinin tutumu ölçülmüştür. Soruların yanıtlanmasında 3’lü-Likert ölçeği kullanılmıştır (1 = katılmıyorum, 2 = kısmen katılıyorum, 3 = katılıyorum).

Uygulama

Anketin uygulanması, Almanya’da görev yapan Türkçe dersi öğretmenleri tarafından 2011 yılı Mayıs-Temmuz aylarında gerçekleştirilmiştir. Araştırmacı, ders öğretmenleriyle yüz yüze ve telefonla görüşmeler yaparak uygulamayla ilgili hususları anlatmıştır. Öğretmenler sınıflara girerek öğrencilere anketleri elden dağıtmışlar, gerekli açıklamaları yapmışlar ve öğrenciler tarafından yöneltilen soruları anında cevaplamışlardır. Öğrenciler anketi doldururken, öğretmenler sınıf içerisinde dolaşarak kontrol etmişler, eksiklik durumunda öğrencileri uyarılmışlar ve bitiren

öğrencilerden anketleri toplamışlardır. İsimsiz olarak doldurulan anketler öğretmenler tarafından toplanarak araştırmacıya geri postalamıştır.

Verilerin Analizi

Verilerin çözümlenmesinde SPSS for Windows 15.0 paket program kullanılmıştır. Ankete katılan öğrencilerin Türkçe dersine yönelik algıları/görüşleri öncelikle yüzde-frekans ve çapraz tablolar olarak betimlenmiş, görüşlerin demografik değişkenlere olan bağımlılıkları ki-kare (chi-square) analizi ile denetlenmiş ve sonuçlar araştırmanın hipotezleri bağlamında yorumlanmıştır.

Sonuç

Federal Almanya'da yaşayan 7-18 yaş Türk öğrencilerin ana dili Türkçe dersleriyle ilgili görüşlerini inceleyen bu araştırma sonuçlarına göre; öğrencilerin büyük bir bölümünün Türkçelerini geliştirmek istedikleri, bunu ise Türkçeyi, aileleriyle ve Türk arkadaşlarıyla iyi iletişim kurmak, Türkçeyi etkili bir biçimde kullanmak, derslerde başarılı olmak, Türkiye'deki yakınlarıyla anlaşabilmek, ilerideki iş hayatlarında kendilerine fayda sağlaması, Almancalarının daha iyi olması için gibi nedenlerle öğrenmeyi amaçladıklarını ifade ettikleri görülmektedir (bkz. Tablo 6, 7 8). Öğrencilerin büyük çoğunluğunun Türkçeye yönelik yapılan etkinliklerin daha çok aile ve Türk arkadaşlarla yapılan konuşma ile sınırlı kaldığı, bunun dışında az da olsa Türkçe kitap okuyup, internet kullandıkları da görülmektedir (bkz. Tablo 9). Aynı zamanda öğrencilerin yarısından fazlası evde Almanca-Türkçe karma bir dil kullandıkları, aynı şekilde yarısından çoğunun (% 61,0) Türk arkadaşlarıyla da karma dil kullandıklarını ifade etmişlerdir (bkz. Tablo 5). Öğrencilerin ana dilleri Türkçeyi daha çok aileleri ile iyi iletişim kurmak için öğrenmek istemeleri ve Türkçe kullanımının da daha çok aile çevresi ile sınırlı kalması bulguları Verhoven (1996), Baker (2000), Skutnabb-Kangas (2000), Belet'in (2009) araştırma bulgularını ve literatürde ana dili kullanımına ilişkin görüşlerini destekler niteliktedir. Ayrıca Baker (2000) ve Skutnabb-Kangas (2000) ana

dilini çocukların daha çok okul çevresi dışında yaygınlıkla akranları ve ebeveynleriyle konuşarak kullandıklarını ifade etmektedir.

Öğrencilerin Türkçe dersleriyle ilgili görüşleri sorulduğunda ise, yarısından fazlasının Türkçe derslerini sevdikleri ve dersleri eğlenceli buldukları, Türkçe öğretmenlerinin kendilerine daha iyi davrandıklarını (bkz. Tablo 10), Türkçe derslerine ayrılan ders saatlerinin yeterli olduğunu ve Türkçe derslerinde metin okumaktan zevk aldıklarını, ancak diğer yandan Türkçe ders kitaplarının çok zor olduğunu (bkz. Tablo 9) ve Türkçe öğretmenlerinin ders anlatma şekillerinin hoşlarına gitmediğini, bu nedenle de Türkçe derslerini çok sıkıcı bulduklarını dile getirmektedirler (bkz. Tablo 9). Araştırma verilerinin elde edilen bulgular doğrultusunda, öğrencilerin yarıdan fazlasının çok iyi Türkçe konuşan samimi arkadaşlarının olmasını istedikleri (bkz. Tablo 10) ve en ilginç olanı da ileride çocuklarının mutlaka Türkçe öğrenmesini istedikleri anlaşılmaktadır (bkz. Tablo 9). Diğer yandan yukarıdaki çapraz tablolardan da görüldüğü gibi ankette Türkçe ve Türkçe derslerine yönelik görüşlerinin değişik oranlarda yaş (Tablo 6), cinsiyet (Tablo 7), doğum yeri (Tablo 8), evde genellikle konuşulan dil (Tablo 9), devam edilen okul türü (Tablo 10), Türk arkadaşlarıyla konuşulan dil (Tablo 11), annenin Almanya'da bitirdiği okul (Tablo 12), babanın bitirdiği okul (Tablo 13) ve bulunulan eyalet (Tablo 14) gibi değişkenlerle bağımlılık gösterdiği belirlenmiştir. Yani sözü edilen değişkenler verilen cevaplar üzerinde farklılaştırıcı bir etki oluşturmaktadır.

Öneriler

Almanya'da sunulan Türkçe ana dili eğitiminde her eyalet kendi sistemini uygulamaktadır. Dersler haftada 2 saat olarak verilmektedir. Ancak mevcut yapıyla istenilen başarı seviyesine ulaşılamamaktadır. Bu bakımdan aşağıdaki öneriler dile getirilebilir:

1. Türkçenin okullarda isteğe bağlı olarak haftada beş saat öğretilmesi ve sınıf geçmede etkili olması,

2. İki dilli eğitim modellerinin geliştirilmesi ve yaygınlaştırılması, Türkçenin aynı zamanda isteyen Almanlar tarafından da öğrenilmesi.

3. Son yıllarda Türkçeye karşı oluşan olumsuz tutum nedeniyle atılan adımların düzeltilmesi.

Bu önerilerin gerçekleşebilmesi için ise gerek Alman makamları ile yurt dışındaki Türk vatandaşlarının gerekse anayasa ve kanunlarımıza göre onların her alandaki ihtiyaçlarıyla ilgilenme görevi olan devletimizin üzerine düşeni yapma konusunda gerekli özeni göstermesi gerekir.