

Turkish Language Courses Taught in from the Perspective of Turkish-German Relations

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Abstract

The relations between Turkey and Germany have a long history that involves collaboration and partnership in many areas. After 1960s, this relationship gained a new dimension as hundreds of thousands of Turkish workers immigrated to Germany. This paper presents a brief history of the relations between the two countries, and the cultural and language-related problems experienced by Turkish people in Germany. More specifically, it focuses on the background and current state of the Turkish Language and Culture course taught to the Turkish youth in German schools. Problems regarding the implementation of this course are discussed with reference to official statistics. Finally, suggestions are offered to address the challenges faced to improve the Turkish Language and Culture course so that Turkish children can successfully learn their origin-language, and eventually achieve competence in both Turkish and German in their academic studies.

Keywords: *Turkish-German relations, Turkish immigrants, First language education, Turkish Language and Culture course.*

Öz

Türk Alman İlişkileri ve Almanya'da Verilen Türkçe Dersleri

Türkiye ve Almanya arasındaki ilişkilerin birçok alanda işbirliği ve ortaklık içeren uzun bir tarihi vardır. Bu ilişki, 1960'lı yıllardan sonra yüzbinlerce Türk işçinin Almanya'ya göç etmesiyle yeni bir boyut kazanmıştır. Bu çalışma iki ülke arasındaki ilişkilerin kısa bir tarihini sunarken Almanya'da yaşayan Türklerin deneyimlediği kültür ve dil sorunlarını da ele almaktadır. Çalışmanın ana odak noktası ise Alman okullarında okutulan Türkçe ve Türk Kültürü dersinin geçmişi ve mevcut durumunun incelenmesidir. Bu dersin yürütülmesinde karşılaşılan sorunlar resmi istatistiklere atıfta bulunularak tartışılmıştır. Son olarak, Almanya'da yaşayan Türk çocuklarının köken dillerini iyi bir düzeyde öğrenebilmeleri ve akademik hayatlarında daha başarılı olmaları adına hem Türkçe hem de Almancada yeterlilik kazanabilmeleri için Türkçe ve Türk Kültürü dersinin geliştirilmesinde karşı karşıya kalınan zorlukların aşılmasına yönelik olarak öneriler sunulmuştur.

Anahtar Sözcükler: *Türk-Alman ilişkileri, Türk göçmenler, Ana dil eğitimi, Türkçe ve Türk Kültürü dersi.*

EXTENDED ABSTRACT

Die Geschichte des Türkischunterrichts in Deutschland lässt sich Hunderte von Jahren zurückverfolgen. Für Deutsche wurden verschiedene Lehrbücher zum Unterrichten von Türkisch als Fremdsprache geschrieben. Die ersten Werke wurden von Kriegsgefangenen und Freigelassenen, Kaufleuten und Missionaren geschrieben. Der Anfang des 19. Jahrhunderts verfasste "Codex Cumanicus" ist das erste türkische Lehrbuch. Neben den turkologischen Fakultäten und Fremdsprachenzentren an Universitäten in der Bundesrepublik Deutschland lassen sich Türkischkurse auch im Primar- und Sekundarbereich in zwei Hauptkategorien einschätzen: Erstens Türkisch als Fremdsprache und zweitens Türkisch als Muttersprachenunterricht (Herkunftssprache, türkische Sprache und türkische Kultur bzw. Landeskunde).

Nach den Suchergebnissen des von der Bundesrektorenkonferenz erstellten Hochschulatlas; An 19 verschiedenen Universitäten des Landes gibt es Lehrangebote für Turkologie auf Bachelor- oder Master-Niveau. In Deutschland werden neben den hier genannten Fachbereichen Türkisch als Fremdsprachenkurse im Fremdsprachenzentrum oder in den Fachbereichen Moderne Fremdsprachen vieler Hochschulen angeboten. Türkisch wird so wie Englisch, Französisch, Chinesisch, Spanisch usw. angeboten. Es kann mit einem "Sprachkurs"-Status geöffnet werden, nicht als nach EU-Normen mit ECTS akkreditiertem Lehrangebot. Anträge auf Eröffnung des Lehrangebots als Fremdsprachenkurs mit ECTS-Punkten werden mit der Begründung zurückgewiesen, dass es für das Türkisch als Fremdsprache keine internationale Standardprüfung für Sprachstandsanalyse gibt.

Innerhalb des deutschen Schulsystems ist es möglich, Türkisch als Fremdsprache auch an Mittelschulen, Realschulen und Gymnasien außerhalb der Grundschule anzubieten. In Schulen wie der Haupt- oder Mittelschule in Bayern z.B. kann Türkisch am Ende der 9. Klasse in der Qaliprüfung als Fremdsprache gewählt werden. Dafür sollte der Schüler die Schulleitung beantragen; Um die Prüfung erfolgreich zu bestehen, müssen sie den angebotenen Türkisch- und Türkische Kulturkurs besucht haben. Da diese beiden Bedingungen nicht erfüllt sind, können Studierende dieses Recht nicht in Anspruch nehmen. An Realschulen ist es möglich, anstelle des zweiten Fremdsprachenkurses Französisch nach Englisch in der Wahlpflichtkursgruppe von der 7. Klasse bis zur 9. Klasse auf Antrag von Eltern einen zweiten Fremdsprachenkurs Türkisch anzubieten. Dazu muss der Eltern-Lehrer-Verband die Zuweisung von Lehrkräften bei der Schulleitung beantragen. Obwohl diese Situation im lokalen Schulgesetz verankert ist, werden in diesen Schulformen keine Türkischkurse angeboten, da die Bürger Französisch als zweite Fremdsprache bevorzugen oder an den Treffen des Eltern-Lehrer-Vereins bzw. Elterntreffen nicht teilnehmen und dies von Schulverwaltungen nicht fordern.

In der Bundesrepublik Deutschland leben etwa 580.000 Kinder türkeistämmiger Herkunft. Auf der anderen Seite arbeiten 503 Lehrer unter den Konsulaten. Die Teilnahme am Unterricht für Türkisch und Türkische Kultur ist freiwillig, kostenlos und es muss von den Eltern mit einem Antrag gefordert werden, damit der Unterricht

eröffnet und der bestehende Unterricht fortgesetzt werden kann. Der Unterricht für Türkisch und türkische Kultur findet in den öffentlichen Schulen in der Regel nach dem regulären Unterricht oder während der freien Stunden statt. Es wird auf Wunsch von 12 Schülern geöffnet. Der Unterricht findet in der Praxis 2 Stunden pro Woche statt; Sie hat keinen Einfluss auf das Bestehen der Klasse und wird in der Regel nicht mit einer versetzungsrelevanten Note bewertet. In einigen Bundesländern, wie beispielsweise Bayern, können in Zusammenarbeit mit den Schulverwaltungen die Lehrkräfte in den Zeugnissen der Schüler die Teilnahme vermerken oder eine gesonderte „Teilnahmebescheinigung“ ausgestellt.

Der Unterricht Türkisch und türkische Kultur bzw. Landeskunde wird in den Schulen, an denen die Schüler teilnehmen, völlig kostenlos angeboten, hauptsächlich in Form von Kulturarbeit im Rahmen des normalen Unterrichtsplans der Schüler in der Zeit außerhalb der aktiven Unterrichtszeit. Ziel des Unterrichts ist es, die Kommunikationsfähigkeiten und die unterschiedlichen Sprachwierigkeiten der Lernenden sowohl in der gesprochenen als auch in der geschriebenen Sprache zu verbessern und zu entwickeln. Eingeschlossen sind Aktivitäten in den Bereichen "Hören", Sprechen", Lesen-Verstehen, "Schreiben", "Grammatik" und "Landeskunde", die zu den Kompetenzbereichen des Kurses gehören.

Es wird im Sinne der Nachhaltigkeit nicht als ausreichend erachtet, dass türkische Kinder ihre Muttersprache mit den derzeit angebotenen Herkunftssprachkursen (Türkisch und Türkische Kultur) grundsätzlich lernen. Aus diesem Grund können Studien durchgeführt werden, um Curricula zu entwickeln, die für bilinguale Lernumgebungen geeignet sind und deren Inhalte nach lokalen und regionalen Gegebenheiten zusammengestellt werden.

Als Fazit; Wenn die Ursachen von Problemen im akademischen oder diplomatischen Bereich im Zusammenhang mit den Problemen von Staatsbürgern im Ausland übersehen werden und Lösungen versucht werden, sich nur auf die Ergebnisse zu konzentrieren, ist die erarbeitete Lösung nicht nachhaltig, sondern führt die Mitarbeiter in einen Teufelskreis. Mittel- und langfristig werden neue Probleme nicht zu vermeiden. Wird hingegen die Energie- und Ressourcenverschwendung mit alltäglichen Aktivitäten aufgegeben, die der Öffentlichkeit Sichtbarkeit verschaffen und dazu dienen, mittlere Manager in den Augen der Bürger populär erscheinen zu lassen, entstehen neue und mögliche Probleme. Die diplomatischen mittel- und langfristig zu erwartenden Krisen werden erst dann bewältigt, wenn die direkten Probleme und ihre Ursachen entsprechend dem strategischen Planungsansatz untersucht werden. Es leichter zu handhaben und die gewünschten ergebnisse leichter zu erzielen sind die neuen Feldstudien nötig¹.

¹ Diese Studie entstand aus der Studie Deutsch-Türkische Beziehungen und der Türkischunterricht in Deutschland zum 60. Jahrestag des am 30. Oktober 1961 in Bad Godesberg unterzeichnete Anwerbeabkommen zwischen der Bundesrepublik Deutschland und der Türkei der Migration.

Introduction

Germany is structured as a federal state. Within this structure, both 16 different states and the central government have their areas of special authority in the country. States are independent in domestic security, education, higher education, culture and local government (Auswärtiges Amt 2018: 7). State government enforce their own law along with the federal law legislated by the central government. Therefore, when it comes to an issue such as education in which German state governments have authority according to their domestic regulations, it would not be possible to conduct a general evaluation for the whole country. In the present study, an essential outline of education in Germany is thus presented. It is thought that it will be useful if readers also refer to the works cited in the references and search for new resources accordingly to gain in-depth knowledge on this issue.

The Federal Republic of Germany demonstrate the current political functionalities of a past that reflects a decentralised cultural and economic structure of the country through states and allows for the representation of different regional identities. After the World War II, the country attained its internationally-recognised constitutional identity in 1949, and in 1990 gained its current structure through the unification of the former East Germany (German Democratic Republic) and West Germany (Federal Republic of Germany). It is notable that the state of Saarland has a history that is quite similar to Hatay province joining the Republic of Turkey later, and joined the Federal Republic of Germany afterwards on the first of January, 1957, when it was a semi-independent state under the aegis of France after the World War II.

According to the data (dated 30 September 2021) of the Federal Statistical Office of Germany, Destatis, the demographical structure of the country consists of nearly 83.2 million people, of whom 41 million are male and 42 million are female. Of this population, 72.650.269 are German while the rest are foreign nationals. The average life expectancy is 78 years in men and 83 years in women. People aged between 70-80 constitute 7.6 million individuals of the total population.

Germany can be regarded as a country of immigration, considering the fact that 1,120,000 immigrants came in the first 11 months of 2020, while 897,000 people left the country. The immigrant population is 21.2 million in Germany where one out of every four people is considered to have an immigrant background. Of this population, 128,900 people have acquired German citizenship, and according to the Central Register of Foreign Nationals (Ausländer-Zentralregister (AZR)), 11.2 million people are of foreign nationals. This rate corresponds to 26% of the total population.

The number of citizens holding Turkish citizenship in the country is 1,472,390, and 68,620 are under 20 years old and the average age has been recorded as 46.1. In addition, the number of Turkish immigrants who became German citizens in 2019 was 16,235, and had an average age of 28.7. The number of people with a Turkish descent is 2,038,131 in the country. In the table below, information regarding the distribution of Turkish people living in the country and the citizens of other major countries are presented in terms of total population and age ranges.

Countries	Total	Distribution of Population by Age				Average Age
		Under 20	20-45	45-65	Over 65	
Total	11 228 300	1 857 165	5 583 650	2 764 185	1 023 300	37,7
European Total	7 789 825	986 430	3 676 995	2 218 920	907 480	40,8
28 EU Countries Total	4 882 495	685 445	2 330 820	1 373 205	493 025	39,7
EU Candidate Countries Total	1 966 755	156 680	894 340	608 415	307 320	44,1
Turkey	1 472 390	68 620	658 450	499 100	246 225	46,1
(Those who became German in 2019)	16 235	2 440	12 270	1 405	120	28,7
African Total	600 925	125 035	375 150	83 705	17 035	30,5
Americas Total	296 710	26 315	165 345	78 350	26 700	40,1
United States of America	121 645	10 685	51 815	40 145	19 005	44,6
Asian Total	2 408 320	673 915	1 307 835	361 110	65 460	29,7
Australia and Oceania	18 345	1 225	11 505	4 040	1 575	39,5
Stateless, Non-nationals	114 170	44 245	46 815	18 055	5 055	27,8

Table 1. Distribution of Foreign Nationals Living in Germany²

In Germany, 33.5% of the population is a high school graduate, 46.6% has a vocational education and 18.5% has higher education. More than half of the population aged between 20-24 has a high school degree (i.e. Abitur). On the other hand, the number of academics aged between 30-34 is twice the previous generation.

Turkish-German Relations from Past to Present

The history of German-Turkish relations goes back to hundreds of years ago (see Araslı 2009; Gencer 2002; Koçak 1991, Öztürk 2000). Several reasons led Europeans to initiate eight different Crusades to Anatolia between the years 1096-1270: European knights sought for fame, poor Europeans wanted to improve their economic situation by acquiring new lands, the Byzantine emperor Alexios I Komnenos asked Pope Urban to send for Europe's help against Turks, and clergymen announced a “Just War” (i.e. bellum iustum in Latin) to obtain holy places like Jerusalem, Antioch. and Alexandria. There were also political reasons including the expulsion of Turks from Anatolia and preventing their transition to the Balkans. The first Turkish-German encounter in history happened when the Anatolian Seljuk Sultan, Kilij Arslan II came across the

² Destatis, Central Register of Foreign Nationals (Ausländer-Zentralregister (AZR)), April 15, 2020.

German king and Roman emperor, Friedrich I in the Second Crusade. In late 1147, they were defeated by the Anatolian Seljuk, Mesud I near Eskişehir (i.e. 26 October 1147-the second Battle of Dorylaeum). Later, with an agreement between the two sides, the German army was allowed to go to Jerusalem (Çakır 2012: 27). However, the emperor's dream to reach Jerusalem continued only until he reached the Dim Stream in Mersin where he drowned (Alperen 2018: 625). His successor, emperor Conrad III of the Hohenstaufen dynasty came to Anatolia leading the army during the Crusades. Although he battled against the Anatolian Seljuk, Mesud I, friendly relations were also established between the two leaders (see Yıldırım 2008: 490).

When the Ottoman Empire started to be seen as a new threat to the European countries, the Turkish-German relations resumed. In 1554, during the reign of Suleiman the Magnificent, Cardinal Busbeck worked as the Austrian Ambassador to the Ottoman Empire entrusted with full authority by Karl I. Although the Germans and Ottomans did not come face to face during the Siege of Vienna (1529), it is known that some German principalities supported Austria. The last war in which Turkish and German soldiers fought against each other was the second Siege of Vienna (1683). The Kingdom of Prussia as a military power in the 18th century sided with the Ottoman Empire against the Russians and Austrians. Being aware of this support, the Ottoman Empire became the first state to congratulate the Prussian King Friedrich, leading to a visit by Asım Efendi to Berlin and then King Friedrich's sending Johannes Jorgowsky to Istanbul in 1721 (see Muhtar, 1999); thus, a mutual official relationship was established between the two countries.

Ferdinand II who ascended the throne in 1740 appointed count Carlo E. Rexin as an ambassador to Istanbul. A "Peace and Amity Treaty" was signed between the Kingdom of Prussia and Ottoman Empire represented by Grand Vizer Koca Ragıp Pasha and count Carlo E. Rexin; based on this treaty, Ahmet Resmi Efendi was assigned as an ambassador to Berlin. Then, his son and successor, Wilhelm I also continued to have close ties with the Ottoman Empire for strategic reasons (see Özakıncı 2007). This treaty was renewed by Selim III in 1790.

The trade relations between the Ottoman Empire and the Germans started with the Trade Agreement signed in 1840. Research studies on Anatolia were conducted through the German Oriental Society (Deutsche Morgenländische Gesellschaft -DMG) established in Darmstadt on 2 October 1845 to research and disseminate information about the languages and cultures of the East, Asia, Oceania and Africa. The employees of this society received special permission to carry out archaeological excavations in Turkey; Archaeologist Heinrich Schliemann carried the Trojan treasures, and engineer Karl Humann carried the Zeus Temple in the Pergamon Acropolis to Berlin (Önder 1983). The Baghdad Rail Line Project was implemented through the Anatolian Railways Company, which was established with the Turkish-German partnership in 1898; German schools and hospitals were opened; many students have been sent to Germany to study. In 1913, there were 1301 Turkish people studying in Germany and working in a tobacco factory. They used to publish a magazine titled *Neue Türkei* (New Turkey) in Berlin (see Çolak 2014).

The importance that Sultan Abdülhamit attributed to the relations between the two countries was maintained by the Union and Progress Party with the Constitutional Monarchy. Prior to the World War I (1914-1918), Edward VII, the King of the United Kingdom, and the Russian Emperor, Nikola II held a meeting in today's Estonian capital, Tallinn (i.e. Reval) located in the Baltic coast of the Gulf of Finland on 9 June 1908. The fact that the Germans were not invited to this meeting reinforced the Turkish-German friendship (Arı 1997). During the World War I, German warships Goeben and Breslau that were escaping from the British and French navies crossed the Dardanelles and entered the Marmara Sea on 10 August 1914 with the permission of the Deputy Commander-in-Chief of War, Enver Pasha. Although the ships were adopted by naming Goeben as Yavuz and Breslau as Midilli (Bayur 1983: 161), these two ships bombarded Russian ports on 29 October 1914. Afterwards, Russia declared war and the Ottoman Empire was suddenly landed in the middle of the war. Thus, Britain and France declared war on the Ottoman Empire by taking side with their ally, Russia. Entering the war alongside the Germans in November 1914, the Ottoman Empire handed over its army to German General Liman von Sanders at the very beginning, and therefore had to fight on many fronts such as Çanakkale, Palestine and Syria.

Wilhelm II visited Istanbul for the third time in 1917, and the Ottoman crown prince, Vahdettin, paid a return visit the same year. Mustafa Kemal who was the commander of the First Army appeared in the delegation as the "army representative". Diplomatic relations were interrupted by the Armistice of Mudanya on 30 October 1918, and the diplomatic relations were reinstated through a Friendship Treaty (3 March 1924) between the new Republic of Turkey founded following the War of Independence, and Germany. In the period until the World War II, a Consular Agreement (1929) and a Trade Agreement (1930) were signed.

Turkey that insisted not to go into the World War II until 2 August 1944 accepted distinguished scientists from Germany starting from 1933 and employed them in universities. This brought about important contributions "in structuring of our universities, resurrecting our arts and cultural life in accordance with Western norms, the establishment of major industrial facilities, and areas such as urban planning and municipal work." (Yıldırım 2008: 492).

The German language became widely spoken among Turkish scientists. The diplomatic relations were disrupted due to Turkey's taking side against Germany in the World War II. The state of war between the two countries ended by means of a law legislated at the Turkish Grand National Assembly on 24 July 1951 after the war, followed by the reinstatement of the diplomatic relations when the German side was notified about the law.

Germany and Turkey signed the "Agreement on the Recruitment of Turkish Workers in the Federal Republic of Germany" on 20 October 1961, which took the relations to a new stage.

Foreign Labour Employment in Germany

Germany has evolved into a multinational and multicultural demographic structure that receives more and more immigrants in recent years. In some settlements, more than 50% of the population is of immigrant background. Therefore, the current identity does not overlap with the traditional German identity in history, and values are also changing and transforming with the demographic structure. As Hermann Bahr noted in his diary (23 October 1923), almost everyone tries to rebuild a German identity and there is uncertainty about who to call a German (Borchmeyer 2017: 13).

After the World War II, Germany decided to tackle the labour shortage required to restructure the country with foreign workers. Labour agreements were signed first with Italy in 1955 and then with Spain and Greece in 1960. Despite this, the labour shortage could not be resolved. Afterwards, agreements were finalised with Turkey (1961), Morocco (1963), Portugal (1964), Tunisia (1965) and Yugoslavia (1968) (Koçtürk 2008; Bacinoğlu and Bacinoğlu 2001; Unver 2015).

The labour agreement between the Republic of Turkey and the Federal Republic of Germany entered into force for one year starting from 1 September 1961 with the acceptance of the note of the Federal Republic of Germany (dated 30 October 1961 and no. 505-83 SZV/3-92-42) offering to place unemployed Turkish citizens to a job through German employers (Tuna 2011). In a meeting between the delegations held in Bonn on 19 May 1964, discussions were made on the issues that emerged in practice, and additional articles were added to the agreement (Çakır 2019a: 95). A social security agreement was signed between the two countries on 30 April 1964. Based on these agreements, the number of Turkish workers who went to Germany reached nearly hundreds of thousands of people. Recruiting workers from Turkey has been officially stopped in 1973 because of the world oil crisis and economic difficulties. However, due to family reunification, the number of Turkish citizens in Germany reached up to 1.8 million. Germany started applying radical measures, and obliged Turkish citizens to obtain visas in 1980. In family reunification, the age limit for the family members coming from Turkey was reduced to 16 (Kaya 2000: 59). Moreover, a law was enacted on 28 November 1983 to encourage return. Germany provided monetary aids to workers who decided to return Turkey between 31 October 1983 – 30 June 1984, and paid them 10,500 DM on top of 1,500 DM per child. After returning to Turkey, workers were paid back their retirement cuts they paid during the time they worked in Germany, adaptation courses were opened in Turkey for children of workers' families to adapt to the life in Turkey, and a bilateral agreement was signed with Turkey in 1984 to manage this process (see Kaya 2009). In addition, while the “Law on Foreigners”, which entered into force on 1 January 1991, facilitated the transition to German citizenship, it also brought along restrictive provisions on unemployment. Eventually at this point, every Turkish child born in Germany is given German citizenship, and the Turkish-origin German citizens in the country are not evaluated in the statistics as they are shown as German citizens in the negotiations between the two countries. Immigration from Turkey to Germany continue both legally and illegally, and this immigration is reflected in all areas of societal and social life.

Education of Workers' Children

The education system in the Federal Republic of Germany was developed in a liberal structure between the years 1770-1830, and today the bourgeois acts based on an educational understanding at the first and top sections of the society. This structure has been transforming with foreigners coming to the country, and empirical studies conducted for the past two decades have found that the school achievement of immigrant children is lower than their German peers (see Hopf 1981; Reiser 1981; Esser 1990; Alba et al. 1994; Büchel and Wagner 1996). In the 2006-2007 school year, 9,355,857 students study in schools providing general education in the country, and the rate of foreign students is 9.7%. The largest group of foreign students are those carrying Turkish passports (42.7% male and 40.3% female). The second and third largest groups consist of Italian and Serbian-Montenegrin students, respectively (Siegert 2008: 18).

STATES	Primary school	Middle School	High school	Vocational high school / school	Other	Total	Approximate Turkish Population
Berlin	2,534	2,954	1,637	2,425	254	9,804	267,180
Baden Württemberg	4,227	9,685	2,422	18,400	1,567	36,301	262,094
Lower Saxony	16,120	-	18,516	4,812	-	39,448	95,740
Bremen	1,999	-	542	1,389	-	3,930	25,575
Saxony-Anhalt	128	-	29	30	-	187	2,207
Bavaria	2,235	5,690	1,611	11,209	686	21,431	420,000
Rhineland-Palatinate	1,035	2,272	503	4,326	218	8,354	62,419
Saarland	559	451	118	603	52	1,783	11,830
Hamburg	3,224	3,389	893	1,416	-	8,922	53,038
Schleswig Holstein	2,797	2,229	526	730	-	6,282	32,517
North Rhine Westphalia	6,144	21,114	7,713	22,478	-	57,449	505,531
Hessen	1,636	3,864	2,786	8,931	619	17,836	300,000
TOTAL	42,638	51,648	37,296	76,749	3,396	211,984	2,038,131

Table 2. Distribution of Turkish Students and Citizens in Germany by School Types and States³

As a result of the PISA surveys conducted by the Organisation for Economic Cooperation and Development (OECD) with the participation of 57 countries, it was

³ Education Office, Turkish Embassy in Berlin.

determined that the school success of 15-year-old students with a foreign or immigrant background in Germany was two years behind their peers. However, in the study conducted in 2018, there was no radical change in this difference compared to the past (see Reiss et al. 2019). The reading comprehension research study, which is known as PIRLS (Progress in International Reading Literacy Study) internationally and as “IGLU” (Internationale Grundschul-Lese-Untersuchung) in Germany, that was conducted on primary school students in the years 2001, 2006, 2011 and 2016 similarly demonstrated that inequality in the German education system still continued based on social strata and immigration factors. German scientists, particularly Gogolin (1995: 481), published studies stating that if the language development levels of immigrant students are improved, their school success will also go up (Fthenakis 1985; Estel 1993; Esser 2006). In her study, Rolffs (2009) made the following observation about Turkish children:

When a child who speaks little German, that is, does not speak it as his/her mother tongue starts school, he/she has to compete with children whose mother tongue is German in terms of success, and is expected to achieve at least the same level as them. This inevitably puts stress on the child who will either win this race doing as best as he/she can, or lose wearily. Statistics clearly show that the overwhelming majority of Turkish-origin children lose this race, and around 25% of young Turkish people drop out without getting any school diploma. This is not because these children are lazier or retarded; on the contrary, it is due to the fact that the current education system does not provide an environment that will support and facilitate their learning and provide them a setting where they feel good.

This evaluation is thought to be sufficient to explain the school success of Turkish children in the country.

According to the higher education statistics, most of the foreign students in Germany in the fall semester of the 2019/2020 academic year come from China. During this period, a total of 411,601 foreign students were enrolled in German universities. The three largest countries from which foreign students come to Germany to are China, Turkey and India. According to the data of the Federal Statistical Office of Germany, Destatis, approximately 2,891,049 students study at German universities in the fall semester of the 2019/2020 academic year. The proportion of newly enrolled students is 54.8%, and the number of students who are in the field of business administration is 236,952. The preferred areas of study are mainly law, economics and social sciences, followed by engineering and humanities.

Bilingualism and Language Acquisition

In Germany, many studies were conducted on language learning and second language acquisition of the second generation and naming the subsequent languages. While studies focused mainly on how to define migrant workers (Çakır 1991, 2015) and daily spoken languages (Clyne 1968; Keim 1978, 1981, 1984; Heidelberger Forschungsprojekt 1975; Meisel 1975), over time, they investigated the new generation's language and educational problems (Schwenk 1988). With respect to

language education, bilingualism and language acquisition have come to the fore in this respect.

The new terms that have emerged with this trend are to be explained in this section. Language learning is the process of raising awareness and acquiring knowledge in the target language in a directed or undirected way in formal settings. Individuals are “conscious” and “willing” in language learning, whereas the “subconscious” process of language is defined in language acquisition. Regarding this process, various theories including the monitor model, input hypothesis and affective filter theory have been proposed (Krashen 1982, 2002; Klein 1992). Detailed information about these theories will not be presented here, but can be accessed from relevant sources.

When language acquisition theories are concerned, the issue of Language Acquisition Device (LAD), which has not been agreed between Chomsky and Krashen, comes to prominence. While Chomsky (2018) states that the language acquisition process is over at the end of childhood, Krashen believes that this process continues in adulthood. According to this theory, Chomsky argues that cognitive learning is effective instead of language acquisition, and language acquisition is not possible for adults, unlike Krashen. Below are the primary differences between language learning and acquisition.

<i>Language Acquisition</i>	<i>Language Learning</i>
similar to a child's first language acquisition	formal grammar is taught
'a language' is acquired naturally	one needs to have a knowledge of a language
Subconscious	Conscious
implicit knowledge	explicit knowledge
formal instruction does not help	formal instruction does help

Table 3. Distinctions Between Language Learning and Language Acquisition⁴

Bilingualism is defined as “having two different languages and therefore two separate systems that provide effective communication between two different worlds” (Baziers and von Overbeke, as cited in 1968: 133, Aslan 2020). Bilingualism has been a studied on individual or social/institutional scales (Karaağaç 2011; Bölükbaş-Kaya et al. 2019). Individual bilingualism is defined as additive bilingualism (“additiver Bilingualismus” in German) and subtractive bilingualism (“subtraktiver Bilingualismus” in German). Individuals evaluate their language status socially and economically; if they tend to exclude their own language and culture at this stage, this can be a case of subtractive bilingualism. (Genç 2011). When evaluated in terms of individuals' linguistic competence, bilingualism is addressed in terms of three aspects that are balanced bilingualism, dominant bilingualism and semilingualism (see Uyar 2012).

Studies on bilingualism are grouped based on the time the language is learned/acquired (learning/acquisition of both languages simultaneously or the second language later), learning conditions (learning the second language in a natural

⁴ Adapted from Krashen/ Terrell 1983: 29.

environment or formal educational institutions), proficiency (equal performance in both languages, in other words, having advanced practice of alternative usage (Weinreich 1968: 1), the second language being dominant over the first language in time) and the relationship between the two languages (the first language being valued in the environment where the second language is spoken) (see Rolffs 2009). In Turkey, studies on bilingualism and the other languages learned afterwards have also increased through translation studies (Yılmaz 2014; Ateşal 2017; Haznedar 2021).

With respect to Turkish people in Germany, bilingualism studies refer to the necessity that individuals need to have equal command over both languages to be defined as bilinguals (Braun 1937). However, Cummins (1982) points out in his interdependence hypothesis (Interdependenz-Hypothese) the importance of language acquisition and transition between languages in the process of bilingual education. The types of bilingualism and its cognitive effect are summarised in Table 4 based on the literature.

<i>Types of bilingualism</i>	<i>Cognitive effects</i>
<i>Additive bilingualism</i> good command of both languages	Positive cognitive effects
<i>Dominant bilingualism</i> good command of one of the two languages	Neither positive nor negative cognitive effects
<i>Semilingualism</i> poor command of both languages	Negative cognitive effects

Table 4. Types of Bilingualism and its Cognitive Effects (Appel/ Muysken 1987: 112)

Bekar (2016: 5) reported that languages and cultures of Turkish-speaking people of Turkish origin (i.e. holding Turkish and German citizenship) “are subject to exclusion new generations under the name of harmonization efforts, and new generations are gradually assimilated.” Yıldız (2003: 12) found that students are not able to master both languages at the same level, one of the spoken languages is always dominant with the other becoming secondary, and the rate of learning caused differences across environment, family and cultural structure based on ability and intelligence.

	<i>Turkish only</i>	<i>Turkish and German</i>			<i>German only</i>
		<i>Dominant Turkish</i>	<i>Dominant German</i>	<i>Equal levels of Turkish and German</i>	
First generation	+++	+++	-	+	-
Second generation	++	+++		++	-
Third generation	-	+	+++	++	+

Table 5. Language Levels of Turkish Students⁵

⁵ One plus (+) means poor command, two plus (++) intermediate and three plus (+++) good command. Source: Bekar 2015.

Turkish Language Courses in Germany

Germans are one of the leading nations that learn Turkish as a foreign language for reasons such as missionary, communication, military, politics, education, economy, tourism and immigration (Özbal 2020: 180). Therefore, the history of teaching Turkish in Germany goes back to hundreds of years ago. Textbooks on teaching Turkish as a foreign language were written for Germans. The first works were of those who were taken prisoner in the war and then released, merchants and missionaries. One of these works is “Codex Cumanicus” written by German missionaries in early fourteenth century. Güzel and Barın (2013: 26) state that this work consists of two notebooks; the first notebook is 55 pages long and the second one is 26 pages long. The bibliographic analysis conducted in Özbal's (2020) qualitative research is a guide for those who want to gain extensive information on this work.

Except for the Turkology departments and foreign language centres in universities, Turkish courses at primary and secondary education level in the Federal Republic of Germany can be evaluated under two main groups: the first is Turkish as a foreign language course, and the second is Turkish as a first language (origin language, Turkish and Turkish culture) course.

Turkology Departments and Turkish a Foreign Language Courses at Universities

According to the data available on the Higher Education Compass (Hochschulkompass: <https://www.hochschulkompass.de>) created by the German Rectors' Conference (Hochschulrektorenkonferenz), there are 19 Turkology-related departments at undergraduate or graduate level in Germany. These programs and the universities that provide them are listed in Table 6.

Area of Study	University	Degree of Completion	Mode of Education	City	Level
Geschichte, Sprachen und Kulturen des Vorderen Orients/ Schwerpunkt Turkologie	Universität Hamburg	Bachelor	International Program, Part-time, full-time education	Hamburg	Undergraduate
Geschichte u. Kultur d. Vord. Orients/ Turkologie	Freie Universität Berlin	Bachelor	Full-time education	Berlin	Undergraduate
Turkologie	Otto-Friedrich-Universität Bamberg	Master	Part-time education, Full-time education	Bamberg	Graduate
Turkologie	Freie Universität Berlin	Master	Full-time education	Berlin	Graduate

Turkologie	Georg-August-Universität Göttingen	Bachelor (2-Anadal)	Full-time education	Göttingen	Undergraduate
Turkologie	Georg-August-Universität Göttingen	Master	Full-time education	Göttingen	Graduate
Turkologie	Johannes Gutenberg-Universität Mainz	Bachelor of Arts (Two Programs - Bachelor)	Full-time education	Mainz	Undergraduate
Kulturwissenschaften des Vorderen Orients (Elite-Masterstudiengang)	Otto-Friedrich-Universität Bamberg	Master of Arts	Part-time education, Full-time education	Bamberg	Graduate
Linguistik	Johannes Gutenberg-Universität Mainz	Bachelor of Arts (Two Programs-Bachelor)	Full-time education	Mainz	Undergraduate
Linguistik	Johannes Gutenberg-Universität Mainz	Master of Arts	Full-time education	Mainz	Graduate
M.A. Nahoststudien	Hochschule für Jüdische Studien Heidelberg, Universität Heidelberg	Master	Full-time education	Heidelberg	Graduate
Naher und Mittlerer Osten	Ludwig-Maximilians-Universität München	Bachelor of Arts	Full-time education	München	Undergraduate
Nahoststudien	Ruprecht-Karls-Universität Heidelberg, Hochschule für Jüdische Studien	Master	Full-time education	Heidelberg	Graduate
Sprachen und Kulturen der islamischen Welt	Universität zu Köln	Bachelor of Arts (One	Full-time education	Köln	Undergraduate

		Program)			
Sprachen und Kulturen der islamischen Welt	Universität zu Köln	Bachelor of Arts (2 Anadal)	Full-time education	Köln	Undergraduate
Turcology	Johannes Gutenberg-Universität Mainz	Master of Arts	Internationaler Studiengang, Tam zamanlı eğitim	Mainz	Graduate
Türkeistudien	Universität Duisburg-Essen	Bachelor of Arts 2 Anadal	Full-time education	Essen	Undergraduate
Türkisch	Rheinische Friedrich-Wilhelms-Universität Bonn	Bachelor	Full-time education	Bonn	Undergraduate

Table 6. Turkology Departments in German Universities

Apart from the departments mentioned here, Turkish as a foreign language courses are opened in the Foreign Language Centres or departments of modern foreign languages in many German universities. Turkish language courses can be opened with a “class” status, rather than a credit course like English, French, Chinese and Spanish. Requests for Turkish courses to be opened as a foreign language course with ECTS credits are rejected on the grounds that there is no international standard exam that measures Turkish as a foreign language proficiency. While each of our institutions that aim to teach Turkish as a foreign language (e.g. Turkish Ministry of Education, Ankara University Turkish Teaching Centre, Yunus Emre Institute, Turkish Maarif Foundation) prepares a separate curriculum, they cannot come together and agree on a single program and an internationally valid exam related to this program, which is a subject of another discussion. On the other hand, for German, four countries (i.e. Germany, Austria, Switzerland, Liechtenstein) came together to prepare the Profil deutsch (Globaniat et al. 2012), a single framework program, and they administer exams created based on the language levels in this framework (see Quetz 2010 - GER A1, A2, B1, B2, C1, C2). The Turkish Ministry of National Education became a member of the Association of Language Testers in Europe (ALTE), and initiated a process to administer an internationally recognised and reliable Turkish language test. In this sense, it seems essential that other institutions that teach Turkish language are also accredited by EAQUALS (Evaluation and Accreditation of Quality Language Services), which encourages “achieving excellence in language education through quality accreditation”.

According to the Program Atlas (<https://yokatlas.yok.gov.tr/>) created by the Turkish Council of Higher Education (YÖK), there are three main groups of undergraduate programs on German in Turkey: German Language and Literature, German Translation and Interpreting, and German Language Teaching. The data

updated in 2020 shows that there are a total of 32 higher education programs in Turkey that contribute to German language and culture including 15 German Language and Literature programs in 13 universities, German Language Teaching programs in 17 universities, and 10 German Translation and Interpreting programs in six universities. Moreover, in all Turkish universities, German courses are opened as compulsory or elective foreign language courses, and these courses are credited in the scope of European Credit Transfer and Accumulation System (ECTS) and affect passing to the next grade/year.

In response to the practice in Germany, the status of the German Language and Literature, and German Language Teaching programs that were opened in Turkish universities without sufficient number of faculty members/instructors should be reconsidered. In addition, the foreign language courses in state schools as well as the student quotas of the German-related programs and the state of German courses in Turkish universities may need to be revised.

Turkish Courses Taught in Primary and Secondary Schools

Although it is not possible to state a general rule for Germany, apart from Grundschule (primary school), it is possible to open Turkish as a foreign language courses in Mittelschule (secondary school that prepares for and directs towards a vocational education), Realschule (upper secondary school) and Gymnasium (secondary school and high school targeting college, university).

In the type of school like Hauptschule or Mittelschule (secondary school that prepares and guides for a vocational education), for example in Bavaria, Turkish can be selected as a foreign language in the secondary school completion exam (i.e. Qaliprűfung). For this, students must submit a petition to the school administration, and in order to be successful in the exam, they must attend the Turkish Language and Culture Course. Since these two conditions are not fulfilled, students cannot benefit from this right.

In Realschule (upper secondary school), opening Turkish as a foreign language course instead of French beside English in the compulsory electives group from seventh to ninth grades is possible only with the request of school-parents associations. For this, the school-parents association must ask the school administration to find a teacher. However, although this is included in the local legislation, since the citizens prefer French as the second foreign language or they do not attend the meetings of school-parents associations and do not go after this issue, Turkish as a foreign language courses are not opened in this school level (Realschule).

Turkish as a foreign language courses taught in high schools in Germany show different application models depending on the state as is stated by akır (2014 2019a, 2019b) who is an experienced researcher and language teacher trainer. Accordingly, in Gymnasium (middle school and high school towards college or university education), Turkish is taught as an elective foreign language course. Although this course is

included in the curriculum at A1 level starting from the 10th grade, it is opened at A2 level due to various reasons (e.g. lack of teachers, insufficient applicants) and thus students can enrol for this course through an A2 proficiency test. The course is taught at B1 level in the 12th grade. Students can be tested from this course in the graduation exam (i.e. Abitur) at the end of the 12th grade. For this course to be opened, students need to apply to their school administration and form groups of 12 participants. In schools where these groups cannot be formed, they can take this course from another school where it is offered. Although it does not seem quite realistic for a student studying in one school to go to a school in another district to take Turkish classes only, students who choose the course should be able to reach C1 level instead of B1 on the grounds that their native language is Turkish. Due to the failure in the graduation exam (Abiturprüfung), the number of schools where Turkish as foreign language courses are opened decrease every passing year. There is no numerical data about the students taking this course.

First Language Education, and the Turkish Language and Culture Course

In Federal Germany, there are approximately 580,000 children of Turkish origin. In this context, there are 503 teachers who work under the Turkish consulates. As of the 2016/2017 academic year, around 100,800 students attend Turkish as a first language courses in Germany, and this figure corresponds to 17.3% of the total number of Turkish-origin children. Of these students, nearly 37,400 students attend the Turkish courses delivered by the teachers working in Turkish consulates, and this corresponds to nearly 6.4% of Turkish-origin children.

The Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany [Die Ständige Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland] decided to take appropriate measures for the education of foreign children in the country with historical decisions taken on 14-15 May 1969 and 3 December 1971. It was aimed that children preserve and develop their first language knowledge, adapt to their own school system when they return to their countries of origin, and preserve their language and identity (Çakır 2019a: 95). In addition, the European Council adopted a recommendation for member countries to take the necessary measures for the first language education of immigrant children in their countries (see Çakır 2001, 2002, 2018).

The number of students taking Turkish courses and the status of these courses in schools, and the regulations that Turkish teachers working in each state must comply with differ across different state systems (Çakır 2016c). In particular, teachers who are sent to Germany by the Turkish Ministry of National Education to teach Turkish Language and Culture course as affiliated with the consulates in their region are expected to be able to cope with different models of application (Çakır & Yıldız 2016). This is due to the fact that education and cultural affairs are left to the local ministries of education in the Federal Republic of Germany, which consists of 16 states. Therefore,

the organization of the courses in each state is different and includes unique practices that are independent from each other.

As of 2021, the Turkish Language and Culture course taught to Turkish people in the states of Baden-Württemberg, Bavaria, Saarland and Schleswig-Holstein are planned and implemented only by the foreign missions of the Republic of Turkey. While all kinds of administrative and financial support are given to this course in the state of Baden Württemberg, Bavaria considers this course as purely the cultural work of the consulates. In the process, local ministries of education also contribute to the activities related to promotion and announcement. In some states, a dual model is applied. Accordingly, Turkish courses are opened by two separate responsible institutions, that is under the responsibility of both consular teachers and state offices for education. These are the federal states of Bremen, Hamburg, Hessen, Berlin and Lower Saxony. In the federal states of North Rhine-Westphalia and Rhineland-Palatinate, first/origin language courses are the responsibility of the state administrations.

Region of the Attaché's Office		Number of Students Taught by Teachers Assigned by Local Authorities	Number of Students Taught by Teachers Assigned by the Turkish Ministry of National Education	TOTAL
1.	Berlin	1,624	1,872	3,496
2.	Düsseldorf	12,414	---	12,414
3.	Essen	11,041	113	11,154
4.	Köln	10,510	---	10,510
5.	Münster	9,124	---	9,124
6.	Hamburg	900	1,620	2,520
7.	Hannover	3,894	680	4,574
8.	Karlsruhe	-	6,602	6,749
9.	Mainz	6,125	473	6,598
10.	Munich	-	2,442	2,442
11.	Frankfurt	4,065	3,780	7,845
	Nurnberg	-	1,507	1,507
13.	Stuttgart	-	8,926	8,926
TOTAL		59,697	28,162	87,859

Table 7. Distribution of Students Taking Turkish Courses Across Germany (January 2021)⁶

⁶ Education Office, Turkish Embassy in Berlin.

As is seen in Table 7, the number of students attending the Turkish Language and Culture course taught by teachers assigned by the local authorities is the highest in Düsseldorf, Essen and Cologne, while the number of students attending these classes taught by teachers assigned by the Turkish Ministry of National Education is the highest in Stuttgart, Frankfurt and Karlsruhe. This table has also significance in terms of presenting the cities where Turkish people are centrally populated.

State	Beginner		Elementary		Intermediate		Advanced		Total
	Female	Male	Female	Male	Female	Male	Female	Male	
Berlin	100	88	392	391	309	317	153	81	1831
Essen	32	48	0	0	18	11	0	0	109
Frankfurt	500	489	858	856	377	342	66	72	3560
Hamburg	106	109	349	340	242	224	72	38	1480
Hanover	99	93	106	100	127	112	23	20	680
Karlsruhe	353	392	1476	1482	931	882	238	200	5954
Mainz	19	8	90	103	91	88	21	9	429
Munich	145	132	646	641	347	276	80	60	2327
Stuttgart	507	486	2302	2293	1051	957	106	97	7799
Total	1861	1845	6219	6206	3493	3209	759	577	24,169

Table 8. Number of Students Attending the Courses Organised by the Turkish Ministry of National Education at the Beginning of the 2020-2021 School Year⁷

Taking the Turkish Language and Culture course is not compulsory, and the course must be requested by parents with a petition so that it can be opened. Turkish Language and Culture course is usually held in schools after normal classes (afternoons) or during free hours. A course is opened at the request of 12 students, and the groups generally include students from different grade levels. In practice, classes are held two hours a week, and do not affect promotion to a higher grade and is generally not graded. A brief note that the Turkish Language and Culture course have been taken can be written on students' report card thanks to teachers' cooperation with school administrations in certain states including Bavaria, or a separate "attendance certificate" by the Office of the Educational Attaché can be given to students as an attachment to their report card.

⁷ Database of the Education Office, Turkish Embassy in Berlin.

Age Group	Beginner		Elementary		Intermediate		Advanced		Total
	Female	Male	Female	Male	Female	Male	Female	Male	
6 years	331	308	318	323	4	1	0	0	1285
7 years	767	725	1271	1211	20	9	0	1	4004
8 years	482	495	1622	1634	222	186	6	7	4654
9 years	141	156	1731	1656	691	593	20	10	4998
10 years	90	104	884	958	752	726	45	37	3596
11 years	30	31	173	190	630	542	76	56	1728
12 years	9	18	120	115	516	511	149	125	1563
13 years	6	5	50	50	392	393	142	123	1161
14 years	3	0	17	37	158	120	170	127	632
15 years	2	3	24	22	102	127	151	91	522
Total	1861	1845	6210	6196	3487	3208	759	577	24143

Table 9. Distribution of Students Taking the Turkish Language and Culture Course by Age Across Germany⁸

The Turkish Language and Culture course is taught by experienced teachers of the Turkish Ministry of National Education who are experts in their fields and speak at least one foreign language. These teachers are selected among those who have at least five years of teaching experience in Turkish schools through written and oral examinations, and following a seminar on adaptation to a foreign mission, they are assigned to needed centres by the Inter-Ministerial Joint Cultural Commission (BAOKK).

The reason why the total number of students taught by teachers assigned by the Turkish Ministry of National Education do not add up as presented in in Tables 7, 8 and 9 is that the numbers reflect the situation at the time. The course is elective and has no effect to promotion to a higher grade. It is regarded by local authorities as a cultural activity and by parents as an activity without compulsory attendance. It is delivered through a blended model (i.e. a combination of face-to-face and distance education) due to the COVID-19 global pandemic. Therefore, numerical data do not match.

After the written and oral exam phases by the Ministry of National Education, Turkish language teachers selected among the candidates who are successful in in-service training involving seminars on adaptation to a foreign mission and are assigned

⁸ Turkish Ministry of National Education Data Processing System, January 2021.

for a maximum of five years, for one year at a time, are paid from the BAOKK budget. Some unseemly labels ascribed to Turkish teachers are unfounded. The examination and research processes conducted for Turkish teachers should be reviewed in terms of the German teachers that the German government send to Turkey, and the asymmetrical relationship between the two countries should be returned to normal, which are issues that both sides need to work on. (s. Çakır/ Yıldız 2016a, 2016b).

Name of Mission	Date of Starting Service	Teacher	Instructor	Approximate Number of Turkish People
Office of Educational Attaché in Hannover	01,03,1977	12	0	265,230
Office of Educational Attaché in Köln	1986	0	2	300,000
Office of Educational Attaché in Münster	14,12,1985	0	0	250,000
Office of Educational Attaché in Nurnberg	1966 (BK)	27	3	150,000
Office of Educational Attaché in Düsseldorf	1977-78?	0	0	300,000
Office of Educational Attaché in Stuttgart	1977	163	1	255,000
Office of Educational Attaché in Berlin	1952	31	0	250,000
Office of Educational Attaché in Mainz	1977	14	2	74,249
Office of Educational Attaché in Frankfurt	1972	47	0	373,966
Office of Educational Attaché in Karlsruhe	1973	119	1	110,000
Office of Educational Attaché in Essen	1986	5	0	280,000
Office of Educational Attaché in Hamburg	-	47	0	148,000
Office of Educational Attaché in Munich	1977	42	1	199,215
TOTAL		487	10	2,955,660

Table 10. The Number of Teachers, Instructors and Citizens Receiving Educational Services Based on the Regions of Educational Attaché's Offices⁹

For the Turkish Language and Culture course, a new syllabus was prepared that is based on international standards defining language proficiency in accordance with the Common European Framework of Reference for Languages structured the same way as European Language Portfolio (ELP) by language teaching experts, and that was

⁹ Figures provided by the Offices of Educational Attaché affiliated with the Turkish Ministry of National Education.

approved by the Head Council of Education and Morality of the Turkish Ministry of National Education. This syllabus is in use as of the 2018/2019 school year. During the process in which it was prepared, main themes were determined, multilingualism, multiculturalism, different school types and language levels were taken into account, and the views of parents, teachers and students were also considered.

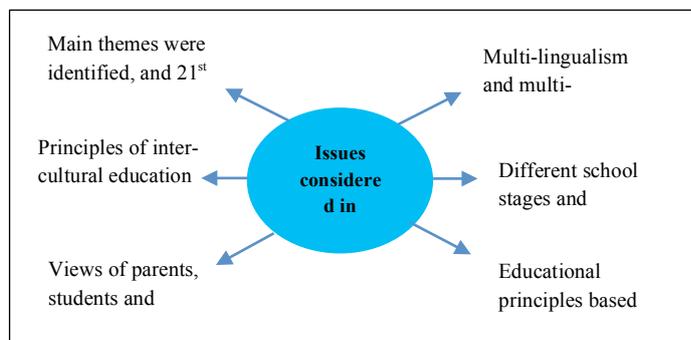


Figure 1. The Development Process of the Turkish Language and Culture Course Syllabus

The new textbooks prepared based on the new syllabus and approved by the Turkish Head Council of Education and Morality were printed 150,000 copies. They started to be used as of the 2018-2019 school year after being distributed for free to all students taking the course via the teachers of the Ministry of National Education. As is foreseen in the syllabus, the textbooks are structured based on international standards defining language proficiency, that is the Common European Framework of Reference for Languages (CEFR) that has same logic as the European Language Portfolio (ELP), and contain student's books and workbooks in eight different levels starting from false or true beginners of Turkish.

The textbooks do not contain false information about Germany in accordance with Article 14 of the Cultural Agreement signed in 1957. The new syllabi, course contents and instructional materials that are also handed over to German counterparts in German, English and French translations can be revised and updated in the meetings of Turkish-German Joint Education Experts (KEUK) that are held every two years.

The Turkish Language and Culture course is taught free of charge in schools that students attend in form of a cultural activity and it is held out of active class hours in the regular class schedule. The course objective is to improve and develop students' communication skills and their ability to use different grammatical structures in speaking and writing. It involves skills activities in areas such as “listening”, speaking”, “reading”, “writing”, “grammar” and “knowledge of Turkish geography and history”.

Teachers can also create course materials in line with the expected outcomes and pedagogical goals of the course, and classes are conducted with the support of Education Informatics Network (EBA) of the Turkish Ministry of National Education. The purpose of the EBA platform is to support Turkish and Turkish Culture lessons by using information technologies at school, at home; in short, wherever needed, and to

ensure the efficient use of technology in education. The goal of the EBA platform is to develop and present suitable, reliable and right e-contents appropriate to grade levels. Teachers of the Turkish Language and Culture course are provided in-service trainings on how to use EBA to develop contents and enrich their online classes.

Turkish Courses Offered by the Yunus Emre Institute

The Yunus Emre Institute continues its activities on teaching Turkish with centres it has opened in many parts of the world within the framework of its mission to enhance the recognition, credibility and reputation of Turkey in the international arena, and it conducts these activities in Germany through its head in Cologne. In Cologne, it opens Turkish as a foreign language courses as well as those courses that aim to introduce and spread the Turkish culture and pass it on to next generations. In addition, Turkish courses are offered to anyone who wants to learn Turkish through its online learning portal (turkce.yee.org.tr) created in 2020 in the headquarters of Yunus Emre Institute in Ankara.

In addition to general Turkish courses, business Turkish, Turkish for young learners, Turkish for tourism, translation workshops and Turkish in the press and media courses are planned and implemented in line with needs and demands. In-service training programs are also organized domestically and abroad for teachers serving in the field, and successful candidates are given a “Certificate of Teaching Turkish as a Foreign Language”.

A number of exams for various purposes such as in-service training, certification, placement and Turkish proficiency are administered within the Institute. Within the scope of the Turkish Proficiency Exam held three times a year, certification is offered to people who need it in their education process. These exams are simultaneously available in Turkey and in all countries where the Yunus Emre Institute is located. In this context, the Cologne Centre of Yunus Emre Institute can be accessed via <https://koln.yee.org.tr/tr> and the events can be followed from this address.

Turkish Language Projects of the Presidency For Turks Abroad And Related Communities

The Presidency for Turks Abroad and Related Communities (YTB), which is under the Turkish Ministry of Culture and Tourism, mainly carries out its activities focusing on the new generation of Turkish-origin German citizens who has grown up especially after the migration generation in Europe. Activities to create awareness in young people can undoubtedly contribute to Turkish language and culture. In this sense, YTB states various objectives on its corporate website (<https://www.ytb.gov.tr/yurtdisivotandans/genel-bilgi>). Some of these include the following:

- To protect and strengthen the ties of our university-age youth, who continue their life and education abroad, with Turkey and Turkish language,
- To increase the participation of our young people who continue their higher education in human rights advocacy and civil society activities with the “Human Rights Training Program”,
- To ensure that they have information about the functioning of our institutions with “Turkey Internships”,
- To contribute to our young people through educational programs with historical and cultural content, seminars, trips, workshops, vision talks and culture and arts programs, as well as an academic perspective, in the scope of the “Young Leaders” program,
- To strengthen the historical, social and cultural ties of our youth living abroad with Turkey by means of the “Youth Bridges” program.

In addition to its work towards the youth, YTB organises a wide range of activities for children, and carries out projects to collaborate with NGOs. Thanks to this cooperation, the Time for Turkish Project Support Program, the Preschool Bilingual Education Support Program and the Turkish Teacher Training Program for teaching Turkish to children were organised in Europe in general and in Germany in particular. Through NGOs, these projects were opened for application for Turkish citizens living abroad. On the other hand, in the Turkish Teacher Training Program, Turkish-origin teachers who have completed their education abroad receive training in Turkey with a scholarship, and return to their European country after the training. In this context, it is considered important in the context of implementing a work similar to the practice of assigning teachers from abroad by the Turkish Ministry of National Education. Furthermore, YTB has launched a website project (<http://ytbcocuk.com>) to make children feel close to Turkish language and Culture through digital platforms as they have fun. Detailed information about these projects and applications can be found on the aforementioned websites.

A Future Perspective

When Turkish language courses offered in Germany are evaluated in terms of efficiency and performance analysis, certain conclusions should be drawn.

In children living and studying in Germany, learning Turkish in addition to their school education primarily contributes to their language development. Research studies reveal that the better children speak their first language, the more successful they are in the second language. Bilingualism is an outcome, an additional value for children as well as for the society in which children grow up. However, if this is not accepted and supported by the agents of the dominant culture, problems may arise in children's

learning not only their own origin-language, but also the second language, that is, the language prevailing in the society and the language of the country in which they live. The awareness that children are expected to develop through bilingualism is inhibited by reasons such as trying to break the connection between children who could not benefit from the outcomes of bilingualism and have been given citizenship from birth with their origin-language, not accepting that they are bilinguals, explicitly or implicitly putting pressure on them because of their bilingual characteristic, and covering up the fact that the origin-language is a prestigious language (Çakır 2000). With children's loss of self-confidence, there is a decline in their school success, leading to undesirable consequences. The obvious indicator of these negative aspects is the statistics showing that a significant number of Turkish (and other foreign/immigrant) students drop out of their general or vocational education without obtaining a diploma. As Günay (2015: 71) states, the reason why students have to start life without completing their education can be that one of the main factors in second language acquisition is the failure to achieve the “cognitive transfer strategy”. Children's second language acquisition can be successful as long as it is fed by the first language. It is obvious that the contrary situation may create negative future perspectives for the new generations, which will not be beneficial for the society in which they grow up.

Due to the political attitudes adopted and the educational developments in various states in Germany in recent years, the Turkish Language and Culture course that has been taught in state schools for 50 years is observed to be mostly transferred to the responsibility of German states and to centres of NGOs. In this case, due to the fact that education and training activities have left formal education institutions, the sustainability of the courses disappear, which brings about the danger of not being able to return to formal education institutions. Therefore, it is an inevitable necessity to review the strategies implemented in the classes taught or to be taught by NGOs and to evaluate the gains of these strategies in short and long terms.

With respect to the educational opportunities that taking Turkish classes would provide students, they can choose Turkish as a foreign language instead of English in the graduation exams (i.e. Qualifizierte Mittelschulabschluss) of secondary schools (i.e. Mittelschule), and raise their grade's averages by taking the exam from this language. A high grade average would undoubtedly yield new opportunities for the transition to upper school stages. In addition, if students who attend a vocational high school (i.e. Fachoberschule or Berufsoberschule) certify that they know a second foreign language in the vocational high school graduation exams with a result document from an internationally recognized exam, they are awarded with Abitur (i.e. General High School Graduation Diploma) instead of Fachhochschulreife (i.e. Vocational Higher Education Qualification Diploma). In this way, the knowledge of Turkish language can provide students with a wider choice of university choices. Therefore, students' attendance to the Turkish language course can also create advantages for them in language proficiency exams.

Programs for training Turkish language teachers are not common in Germany. The Department of Turkish Studies (formerly known as Turkish Language Teaching

Department) at the University of Duisburg-Essen were founded in the Essen province of North Rhine-Westphalia in 1995 to train bilingual Turkish language teacher candidates to teach Turkish-German bilingual children and young people in the secondary school (Sekundarstufe) level. Those who study in this department that started both undergraduate and graduate programs in the scope of the European Higher Education Area and Bologna Process as of 2011-2012 academic year can graduate as Turkish-Mathematics or Turkish-English teachers. In the 2014/2015 academic year, there were 650 students in the department. There is no numerical data on how many graduates of the department, which had 450 graduates from its establishment in 1995 to 2013, work as Turkish language teachers. As in the example of Munich Ludwig Maximilian University, there seems to be an effort to create secondary disciplines in Turkish language teaching in some departments of Turkology. The best measure to be taken in this regard may be the cooperation of Turkish and German higher education institutions and the development and implementation of dual diploma programs for both training German as a foreign language teachers in Turkey and meeting the need for Turkish language teachers in Germany.

The monolingual structure in German educational institutions should be transformed into a bilingual structure and restructured in terms of the education of bilingual children. It is thus essential that there should be institutional and structural arrangements for children with immigrant backgrounds so that they are provided a comprehensive education in both languages, apart from the non-functional or ineffective language courses that only teach the first and second languages (Çakır 2001). These arrangements may include opening a “Turkish School” in Germany, similar to the German school in Turkey, or a balanced literacy in the two languages, implementing a bilingual education program emphasising the two cultures, and adapting school projects in which education is provided in two different languages like English and French to the Turkish language.

With the origin-language classes (i.e. the Turkish Language and Culture course), it is not likely that Turkish children will properly learn their first language. For this reason, studies can be carried out to further develop the curricula with content that is arranged according to local and regional conditions and is suitable for bilingual learning environments.

As a result, if the reasons behind the problems in academic or diplomatic efforts related to the problems of Turkish citizens abroad are overlooked and the only focus is on the result to provide solutions, it will lead to a vicious circle rather than being sustainable, and new problems will not be prevented in the medium and long term. Moreover, if the waste of energy and resources that serve one-day activities that achieve visibility in the public and popularity for administrators is abandoned, and if the focus is directly on problems and the reasons behind them in accordance with strategic public planning, new and possible problems and diplomatic crises, which are to be encountered in the middle and long term will be more manageable and it will be easier to yield desired outcomes from the efforts invested.

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