



Araştırma Makalesi • Research Article

Reasons, Views, and Practices of Parents as EFL Teachers Raising Bilingual Children in Turkey*

İngilizce Öğretmeni olan Ebeveynlerin Türkiye’de İki Dilli Çocuk Yetiştirmeye Yönelik Sebep, Görüş ve Uygulamaları

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Abstract: Bilingualism has drawn considerable interest among non-native English speakers with the rise of English. For this reason, this study investigates the reasons, views, and practices of English as a Foreign Language (EFL) teachers as parents about their raising a bilingual child. The study adopted a qualitative research design and used the interviewing technique. After the ethical approval dated 15 April 2021 and numbered 2021/21 was obtained from the university, the data of the pilot and main studies were collected through purposive sampling from nine non-native English parents who raise bilingual children. In addition, participants were interviewed with semi-structured interview questions. All responses were analyzed using content analysis in NVivo12, and interrater reliability was calculated. The findings showed parents had academic and life-related reasons for raising bilingual children, such as living abroad, traveling the world, studying at a bilingual school, and developing cognitive skills. Their views towards advantages were similarly rooted in academic and life themes. However, the disadvantages were rather related to child, society, and family themes. It included having language delays, being prejudiced by society, and being discouraged by family members. Regarding the practices, the study highlighted that parents were unaware of scholarly approaches to bilingual parenting methods and intuitively acted in their manner.

Keywords: Bilingualism, Non-native parents, EFL teachers, Qualitative research

Öz: İngilizcenin dünya dili olmasıyla birlikte iki dillilik anadili İngilizce olmayan birçok insan tarafından ilgi çekmektedir. Bu sebeple, bu çalışma Türkiye’de İngilizce öğretmeni olarak çalışan ebeveynlerin iki dilli çocuk yetiştirmeye yönelik sebep, görüş ve uygulamalarını araştırmayı amaçlamaktadır. Bu çalışma nitel araştırma desenini benimsemiş ve görüşme tekniğini kullanmıştır. Üniversiteden 15 Nisan 2021 tarihli ve 2021/21 sayılı etik kurul izni alındıktan sonra pilot ve ana çalışmaların verileri amaçlı örnekleme tekniğine dayanarak önceden belirlenen kriterlere göre anadili İngilizce olmayan, iki dilli çocuk yetiştiren ve Türkiye’de devlet okulunda İngilizce öğretmeni olarak çalışan dokuz ebeveyninden toplanmıştır. Yarı yapılandırılmış sorularla görüşmelerin

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cevaplar NVivo12'de içerik analiziyle analiz edilmiş ve kodlayıcılar arası güvenilirlik hesaplanmıştır. Bulgular ebeveynlerin iki dilli çocuk yetiştirmeye yönelik sebeplerin yurtdışında yaşama, seyahat etme kolaylığı, iki dilli okulda öğrenim görme ve gelişmiş bilişsel becerilere sahip olma gibi yüksek oranda akademi ve hayat ile ilgili olduğunu göstermiştir. Avantajlarına yönelik görüşler benzer şekilde akademi ve hayat temalarını içermekteyken dezavantajları daha çok çocuk, toplum ve aile temalarıyla ilgili ve dil gelişiminde gecikme, toplum tarafından yadırganma ve aile üyeleri tarafından cesaretin kırılmasını içermektedir. İki dilli çocuk yetiştirme ile ilgili yapılan uygulamalar hakkında ise ebeveynlerin bilimsel araştırmalardan haberdar olmadıkları, bu nedenle sistematik hareket etmeden kendi sezgi ve yöntemleriyle çocuklarını yetiştirmeye çalıştıkları tespit edilmiştir.

Anahtar Kelimeler: İki dillilik, Anadili İngilizce olmayan ebeveynler, İngilizce öğretmenleri, Nitel araştırma

Introduction

In recent years, bilingualism has had a noticeable interest in people worldwide. One-third of the world's population is monolingual, meaning the total number of monolingual speakers is less than bilingual speakers worldwide. Thus, two-thirds of the children worldwide are estimated to be raised in a bilingual environment (Crystal, 1997). This means that bilingualism will continue to be the focus of attention in the upcoming years. Many non-native people seek ways to learn a second language. Thus, many have been raising their children bilingually for various reasons, such as having a better job, traveling worldwide, and learning a third language quickly (Akgül et al., 2017). Rapid changes in technology, expansion of social media usage, and migration might be among the factors that lead families to raise a bilingual child. (Baker, 2001; Bialystok, 2001; King & Fogle, 2006). Among these reasons, different benefits could be mentioned, especially regarding a child's cognitive development. According to Grosjean (2009), bilingual children do better when compared to monolingual children in some tasks, especially those requiring attention control and analysis of representation. They could succeed less in tasks such as vocabulary tests that are made up of only one language. According to him, different languages are for different domains of life. Traveling or living in another country is also the focus of parents who try to raise their children bilingually. (Grosjean, 2009). Bialystok (2017) also claims that children's physical and cognitive development is affected by bilingualism. Pieretti and Roseberry-McKibbin (2016) state that the population of children exposed to two different languages at school is increasing worldwide.

Bilingualism is a complicated phenomenon that scholars have described in different ways since it is affected by various factors such as the age of a child that is exposed to each language, parental language skills providing input to the child, society's bilingualism, or multilingualism structure (Baker, 2011). Therefore, in the literature review, there are different definitions of bilingualism. For example, Bloomfield (1993) defined bilingualism as a person's ability to speak both languages at a native-like level; Haugen (1953) suggested that the bilingualism process began with "the ability to produce complete and meaningful utterances in the second language" (as cited in Akgül et al., 2017). That is, these earlier definitions of bilingualism are inclined to "restrict bilingualism to balanced mastery of two languages" by considering "the boundary between acquisition and learning (Baker, 2001, p. 87), while the later definitions "have allowed much greater variation in competence" (Bhatia, 2004, p. 9). For example, according to Wei (2000), bilingualism is the alternate use of two more languages by one individual" (p. 22). Ignatkina and Tosuncuoğlu (2020) mention that bilingualism uses two languages efficiently and in a natural flow. The latest definitions of bilingualism tend to be more pragmatic and consider people as "bilinguals" even if they have little proficiency in a second language.

Considering all these criteria, which play an influential role in achieving bilingualism, it is seen that people worldwide seek ways to raise their children bilingually both in native and non-native contexts. While there are several studies on native contexts, few studies have investigated non-native contexts from the perspective of parents raising bilingual children in order to understand their reasons (Nordstrom, 2022; Romanowski, 2018), views (Lee et al., 2015; Akgül et al., 2019; Bal et al., 2020; Seo, 2021), and practices (Ascough, 2010; Seo, 2021). To the researchers' best knowledge, no studies have been found to focus on the views, reasons, and practices of English as a foreign language (EFL) teachers in Turkey as parents who try to raise their children as Turkish-English bilinguals. It is hoped

that these bilingual parents, within the framework of this study, will contribute to a deeper understanding of raising a bilingual child in a non-native context and will become a guide for the parents interested in raising their children bilingually.

Literature

Definition and Types of Bilingualism

Researchers earlier explained bilingualism as being exposed to each language from birth, and there is a balance in each language regarding understanding and producing. However, these kinds of conditions might only sometimes be provided because the bilingualism process is affected by several factors. These factors lead to different levels of bilingualism for any person. Valdes and Figueroa (1994) classify bilinguals by

- Age
- Ability
- Balance of two languages
- Development
- Contexts where each language is acquired (p. 255).

A crucial factor playing an essential role in bilingualism is the age of acquisition. When a child is exposed to both languages before puberty, this is called early bilingualism. Late bilingualism or adult second language acquisition refers to learning two languages after puberty. In the process of bilingualism, one of the approaches is concerned with acquiring language simultaneously or sequentially. Simultaneous bilingualism is acquiring both languages simultaneously, while sequential bilingualism is learning a different language after being proficient in another. This kind of proficiency is generally achieved at 3-4 (Montrul, 2013).

Another issue to be considered in the bilingualism procedure of an individual is how s/he is exposed to both languages. Romaine (1995, as cited in Barrett, 1999) listed six types of childhood bilingualism:

1. *One person-one language (OPOL)*

When one parent speaks the majority language of the community, and another speaks another from birth, the child is generally raised as bilingual. The term was first coined by Maurice Grammont, a French linguist (Barron-Hauwaert, 2004). In her book *Observations sur de le langage des enfants* (1902), she claimed that when a child is exposed to both languages, which each parent strictly separates, s/he will learn both languages without substantial effort and confusion. One-parent-one language is regarded as one of the most efficient bilingualism methods. Case studies on the one-parent-one language method go back to French Ronjat (1913, as cited in Barrett, 1999), who raised his children as German-French bilingual in a French community. That is, native speakers of the community apply the one-person-one language method.

2. *One language-one environment or Minority language at home (MLAH)*

One language-one environment method, also known as minority language at home (MLAH), requires parents to have different native languages. However, they both speak only a minority language to their child. In this way, the child learns the majority language of the community outside the home, generally nursery school, kindergarten, and daycare. An outstanding example of this method was conducted by Fantini (1985). The researcher conducted ten years of a longitudinal study, one of the earliest examples of this type of study. Both parents spoke only Spanish to the child, and the child learned English outside the home, mostly in nursery school.

3. Non-dominant home language without community support

The difference between this method and the former MLAH is the parents' language. In a non-dominant home language without a community support strategy, both parents have the same mother tongue. They speak their mother tongue, and the child learns a different language outside the home. For example, Oksaar (1977) raised her child bilingually in an English-speaking community.

4. Double non-dominant home language without community support

This method can be discussed when parents have different mother tongues and the majority language is foreign to both parents. Each parent speaks their language to the child, who is exposed to a different language in the community. This method results in multilingualism as the third language is on the scene. An example study of this method is by Hoffman (1985, as cited in Barrett, 1999), in which the parents spoke German and Spanish to the child, and the child learned English from the community.

5. Non-native parents

In this strategy, both parents share the same language with the community. For example, one of the parents speaks their second language (L2), aiming to raise the child bilingually. An example study of this strategy was carried out by Döpke (1992). In her book *One Parent-One Language: An Interactional Approach*, she also addresses non-native parents as one parent-one language (OPOL) method.

6. Mixed Languages

As the name suggests, parents and society are bilingual in the mixed-language method. Parents often code-switch, and the child is non-systematically exposed to both languages. As an example of this method, Burling (1959) moved to India with his wife and son to study for two years, and their son Stephan, who was sixteen months old at that time, had a chance to practice the Garo language in India. Parents also spoke Garo at home from time to time, but they returned to their hometown by the end of their studies. The bilingualism process was interrupted and resulted in language loss.

The current study was based on Döpke's (1992) description of a non-native parents method called OPOL. It means that both parents are native speakers of their community, but one parent speaks L2 to the child. Regarding OPOL, within this study, both parents are Turkish native speakers in a Turkish context, but one parent speaks English with their child.

Defined by many scholars, bilingualism has been well-researched in various psychological, pedagogical, and sociological disciplines. Some researchers (e.g., Koven, 2007; Dewaele, 2015; Wilson, 2013) studied how bilinguals specifically react when languages are shifted, while some (Gursoy & Ozcan, 2018) concluded that bilingual speakers have a unique profile and make their decisions depending on the context, culture, self-perception, and sense of self. However, few writers (e.g., Akgül et al., 2019; Bal et al., 2020) have been able to draw on any systematic research into parents' perspectives in a Turkish context.

Reasons

Regarding the reasons, Lee et al. (2015) studied Spanish minority people living in the United States. They found that Spanish people preferred to send their children to English-only classes and have them learn Spanish at home and English at school because they believed that learning English would provide good job opportunities. There are several studies about maintaining a minority language at home, but there are few studies among non-native language speakers who try to raise their children bilingually. For example, Romanowski (2018) indicated that the reasons Polish families raised bilingual children in a monolingual environment varied. Some families wish their children to communicate in another language, while others prepare their children for bilingual education. These expectations require different input levels; therefore, families are supposed to arrange their practices according to their reasons for raising bilingual children. This study considers why parents working as EFL teachers raise bilingual children.

Views of advantages and disadvantages

The studies indicated that parents decide on raising bilingual children in consideration of advantages. For example, Wu (2005) revealed that Chinese parents who live in the U.S. tend to raise their children as English-Chinese bilinguals so that their children can maintain their heritage language, Chinese, have good academic opportunities, and eventually obtain a proper occupation by speaking English. According to another research by Bal, Tona, and Akman (2020), teachers and families support the idea that "younger is better." They found it advantageous at earlier ages because knowing and speaking languages would be more persistent. Moreover, parents remarked that being bilingual has some advantages on children's social and cognitive development and emphasized that they had better linguistic skills through a one language-one environment, a common bilingualism method applied by families.

On the other hand, Wu (2005) demonstrated some disadvantages of MLAH, which is one of the methods used by families to raise their children bilingually when English-Chinese bilinguals in the U.S. speak only Chinese at home. For example, parents are hopeless because of society's intolerance of the Chinese language. Though their children are exposed to English at school and in different social settings, parents noticed that English gradually replaces Chinese, and their children have difficulty maintaining their heritage language. Moreover, according to a recent study (Seo, 2021), which was conducted through an analysis of a blog written by Korean mothers, it was found that mothers, who are devoted to non-native bilingualism and raise their children bilingually, tend to have three dilemmas during this upbringing process: mothers' concerns for their own English levels, the resistance of the children to speak English and lack of sources to lead them to a challenging process.

Practices

A literature review shows that families adopt different methods by considering their needs and aims. For example, Surrain (2018) revealed that Spanish families who live in England regarded English acquisition as a requirement for the occupational opportunity and family communication. However, they had different ideas about how the bilingualism process should be supported. Some families applied a Spanish-only-at-home policy, one of the bilingualism methods known as MLAH. In contrast, others were more flexible in providing language opportunities, thereby speaking each language at home and benefitting from school-based support.

Another study (Akgül et al., 2019) compared the views of parents who live in their hometown with those living in another country during the bilingualism process of their children. They showed that both groups had similar ideas on the definition of bilingualism and the age of the children they started to raise bilingually. Nevertheless, they differed in their attributions to bilingualism, reasons for raising a bilingual child, and thus bilingual parenting methods and practices. Parents living in another country adopted the one language-one environment method and allowed their children to acquire the language by nature; on the other hand, parents living in their own country were found to endeavor deliberately by resorting to some practices. Among the practices of parents who live in their hometown are listed cartoons, audio-visual media, books, songs, TV, reinforcing school activities at home, conversation in the second language, doing routine tasks in the second language, summer camps, using the second language during free times, and finding a foreign assistant/nanny.

Japanese parents have devoted themselves to raising Japanese-English bilingual children in recent years. For example, Ascough's longitudinal study (2010) findings revealed how much effort families spend on the bilingualism process. For example, many families moved to another city to give their children a better education in more conventional schools. Even some fathers changed their occupations to increase the quality of time spent with their children and exposure to English. In addition, they provided their children with various opportunities such as audio-visuals, CDs, DVDs, bedtime stories, and traveling to native English-speaking countries. This longitudinal study disclosed that no matter the method or techniques used by parents to raise bilingual children, an essential issue is parents' continual efforts and flexibility. Similarly, the term "Maternal English Education" emerged in Korea, where many Korean mothers devote themselves to raising their children bilingually though they are

concerned with their level of English proficiency (Seo, 2021). Moreover, mothers' intense self-worries about their English proficiency resulted in heavy reliance on ready-made English learning materials such as DVDs, authentic books, or songs.

Based on the literature described, recent trends have indicated that people raise children bilingually in non-native contexts as well. Although there is a considerable number of studies on native contexts, very little attention has been paid to the role of parents in non-native contexts during this bilingualism process. Some studies investigated the parents' reasons (Romanowski, 2018), views (Lee et al., 2015; Akgül et al., 2019; Bal et al., 2020; Seo, 2021), and practices (Ascough, 2010; Seo, 2021); however, no previous study has investigated the reasons, views, and practices of the bilingual parents who work as EFL teachers in Turkey. Therefore, the present study seeks answers to the following research questions:

1. What are the reasons for the parents working as EFL teachers in Turkey to raise bilingual children?
2. What are the views of the parents' working as EFL teachers in Turkey on the advantages and disadvantages of raising bilingual children?
3. What kind of practices, methods, and skills do the parents working as EFL teachers in Turkey use in order to raise bilingual children?

Method

The current study adopted a qualitative research design, and the interviewing technique was used to explore parents' perspectives regarding raising bilingual children. Through interview techniques and in-depth analysis (Creswell, 2013), the qualitative approach allows for an in-depth description and seeks to answer how and why the intervention is done (Creswell, 2007; Baxter et al., 2008).

Participants

Participants included one parent (1 female) for the pilot study and eight parents (6 females and 2 males) for the main study who have been raising their children bilingually and working as EFL teachers at schools/universities in Turkey. The participants were selected according to maximum variation sampling, a purposive sampling technique (Creswell, 2013). Based on some pre-defined criteria, the participants were chosen from different regions in order to ensure variation and validity. Among these criteria, the participants were first determined to be L1 Turkish parents, so one L2 Turkish parent was excluded from the study. Then, one of the parents was expected to work as an EFL teacher to ensure their English proficiency. Third, before the selection process, the parents were asked preliminary questions, including theoretical and practical knowledge, to establish that they raise their children bilingually. For example, the questions regarding what bilingualism referred to the parents, how long, how often, and how they raised their children bilingually. Table 1 shows descriptive information about the participants and provides evidence that their children were raised bilingually.

Table 1. Descriptive Information of the Parents

Parents	Work Experience	Place	Parents' use of English	Frequency	Duration of English Use
Participant 1 Özlem	16 years	Konya	both parents speak English	everyday/always	from 2 years of age to 15 years
Participant 2 Ayşe	12 years	Ankara	one parent usually and another parent rarely speaks English	everyday/usually	from 2,5 years of age to 5 years
Participant 3 Ayşegül	11 years	Çanakkale	one parent usually and another parent rarely speaks English	everyday/usually	from 18 months of age to 2,5 years
Participant 4 Gülce	9 years	Muğla	only one parent speaks English	everyday/usually	from birth to 2 years 2 months
Participant 5 Gülbin	8 years	Antalya	One parent usually and another parent rarely speaks English	everyday/usually	from 6 months of age to 20 months

Participant 6 İslam	6 years	Kocaeli	only one parent speaks English	everyday/ usually	from 6 months of age to 16 months
Participant 7 Necati	6 years	Konya	only one parent speaks English	everyday/ usually	from 3 months of age to 18 months
Participant 8 Hülya	5 years	Hatay	only one parent speaks English	everyday/ usually	from birth to 15 months

Data Collection Tool and Procedure

Upon reviewing the previous research on the topic of interest (e.g., Ascough, 2010; Lee et al., 2015; Akgül et al., 2019), the researchers prepared semi-structured interview questions. The validity of the questions in the form was sustained in two ways: by expert opinion and a pilot study. Expert opinions were received from two experts qualified in bilingualism and academic writing. Then the interview was piloted on one parent who was excluded from the study, and the interview comprehensibility was tested. Following the feedback, the questions were finalized. The interview questions were in the English language.

The first section, descriptive information, involves open-ended questions about the parents' and bilingual children's background information, such as teaching experience, duration of exposition to a second language, and the channels they were exposed. Most importantly, the parents were questioned about the concept of bilingualism and how their child is categorized as bilingual. The second section includes other open-ended questions about the parents' reasons for raising a bilingual child. Then, the third section, views of advantages and disadvantages, investigates the parents' views on the positive and negative aspects of raising a bilingual child. Last, the parents' practices are questioned to understand the parents' training system further.

Data were collected through online one-on-one interviews at nine sessions. Before the interviews, the participants were informed about the content of the research and interview questions. Then, having taken their consent, the researchers recorded the interviews, which lasted approximately half an hour.

Data Analysis

The data collected through the interviews were recorded. Then these interviews were transcribed utilizing the program Otter. A qualitative research design uses content analysis to interpret the data by presenting in codes and themes (Patton, 2002; Polit & Beck, 2006). Therefore, the transcriptions were coded via a qualitative software program, Nvivo 12.0. By the research questions, the themes were created, and the data were coded under these themes by two raters. The codes were computed, and the frequency and percentages were calculated. The statements were sampled in the findings section to illustrate various noteworthy views and practices. Regarding the external reliability of the content analysis, the first and the second rater analyzed the data through the Constant Comparison Method (CCM) to determine the codes and the themes (Leong, Joseph, and Boulay, 2010). The interrater agreement technique was calculated according to the formula (the number of agreements/the number of agreements (x) the number of disagreements multiplied by 100) of Tawey ad Gast (1984, as cited in Aşık & Kuru Gönen, 2020). It was .90 and indicated a high degree of reliability.

Ethical Procedures

The Ethics Committee Approval was received from Süleyman Demirel University on April 15, 2021, numbered 2021/21). All procedures performed in this study involving human participants followed the ethical standards of the institutional research committee.

Findings

Qualitative data were collected through interviews and analyzed through constant and comparison methodology of themes and codes. The data analysis resulted in a sum of 163 codes within 15 themes. The findings were classified into three categories: a) parents' reasons for raising bilingual children, b) parents' views about the advantages and disadvantages of raising a bilingual child, and c) parents' practices for raising a bilingual child. Tables from the analysis and the samples extracted from interviews were presented in italics to illustrate the findings by order of the research questions.

As is presented in Table 2, regarding the first category of parents' reasons for raising a bilingual child, four themes emerged: academic, career, life, and parental. The findings revealed that parents are highly interested in their children's school, life, and career success. Considering English is essential in every aspect of life, parents were determined to equip their children with fundamental skills in advance. One important finding is that parents were more devoted to raising their children bilingually in order to invest in their academic and life success rather than a career because parents were aware that the academic opportunities such as *studying abroad*, *studying at a bilingual school*, *developing cognitive skills* and *being successful at school* would lead them to *have better career opportunities* in the future. Also, parents pay attention to their children's success in life and prefer them to become world citizens, such as *traveling comfortably in the world*, *speaking with foreigners for daily conversation*, *meeting new people and cultures*, and *following recent developments* in the world.

Table 2. Parents Reasons for Raising a Bilingual Child

Themes	Codes
Academic	Studying at bilingual school
	Developing cognitive abilities
	Being successful at school
	Studying abroad
	Facilitating learning other languages
	Being a native-like
	Not feeling urged to send private college for English
	Being a universal language
	Learning earlier is better
	Inefficient language teaching at schools
Career	Having better career opportunities
	Working abroad
Life	Living abroad
	Traveling in the world
	Meeting new people
	Speaking for a daily conversation
	Meeting new cultures
	Facilitating his life
	Adapting to a new culture if they move abroad
	Catching up with the developments
Having better life conditions	
Parental	Being one parent's wish

Another important finding is that parents are interested in raising them bilingually so that children can choose to work and live abroad in the future. Parent (4) stated: *"I want him to be able to live wherever in the world. I don't want him to be tied to Turkey. If he wants to live abroad, if he wants to study in bilingual schools if he wants to travel. I want him to know the language."* In this sense, parents tend to have their children become familiar with new languages, cultures, and people. Even one parent (3) stated their likelihood of living abroad: *"I don't know if we will live in Turkey all our lives. We might just go abroad. I want you to have that ability to immerse in another culture, another teaching"*

program”, and thought that this bilingualism process would have their child adapt to a new culture and language more easily if they moved abroad. In addition, one interesting finding was that two parents mentioned the foreign language teaching at state schools was inefficient, so one parent (4) claimed, “A lot of parents in Turkey send their kids to private schools because they want them to learn English better, and to be feeling better.” However, due to this bilingualism process, they do not need to send to private schools, and she stated, “I can send them to a government public school.”

Related to the second category, Table 3 shows parents' views about the advantages of raising their children bilingually. The majority of the participants commented that the bilingual process helped the development of their children in an academic sense. They tend to *have better cognitive, interpersonal, and critical thinking skills*, which expectedly increase their *success at school*. For example, one parent (1) stated, “*there was no language delay.*” Considering the participants' children are still underage, parents could not have most probably observed beneficial aspects of their life. Nevertheless, they foresaw they would “*become successful in life,*” “*have two worlds to view the people, to analyze the people, and to communicate with them.*” They could “*travel abroad easily.*” Two parents also reminded that this bilingualism process has advantages for parents. For example, people around them do not understand English, so this might create a language between the parent and child, and also the parent could warn their child in English in the middle of the crowd if they “*want to hide a conversation*”(Parent 8). As for the theme 'psychological,' one parent acknowledged that she was first concerned about giving a low level of affection; however, she indicated a “*remote relationship*” for the lack of affection rather than the second language.

Table 3. Parents' Views about Advantages of Raising a Bilingual Child

Themes	Codes
Academic	Having better cognitive skills
	Being successful at school
	Having better interpersonal skills
	Having better critical thinking skills
	No language delay
Life	Being successful in life
	Having two visions, worlds
	Travelling easily in the future
	Hiding a conversation in a crowd
Parental	Parents' having fun when child mixed both languages
	Parents' practicing as an EFL teacher
	Creating a language between mom and child
Psychological	No low level of affection

Table 4 demonstrates parents' views about the disadvantages of raising their children bilingually. The majority of the participants evaluated the disadvantages from the children's perspective. Their *language delay, taking time to understand people around them who do not understand English, and refusing to speak English* were revealed. Interestingly, a different theme emerged within this section: social. The findings seemed that raising a bilingual child in an EFL setting led parents to be exposed to prejudices both from people and their family members. Moreover, two parents stated their family members “*were very anxious*” and “*discouraged.*” Even one of their family members said, “*Why don't you stop this? We cannot talk to the kid,*” and asked them to resolve this bilingualism process. After all, parents were mainly satisfied with the process. For example, one parent stated, “*I have not encountered any disadvantages yet.*”

Table 4. Parents' Views about Disadvantages of Raising a Bilingual Child

Themes	Codes
Parental	Having no disadvantage
	Parents' having understanding problems in daycare
Child	Having language delay
	Taking time to understand others do not speak English
	Child's refusing to speak to the parent
	Stopped speaking English for some time
Social	Being found strange by people outside
	Having family members anxious and discouraged
	Having family members prejudiced

As is seen in Table 4, the findings showed no disadvantage in the theme 'psychological.' This suggests that parents did not experience problems with giving and taking affection in contrast to the concerns of the parents who intend to raise their children bilingually.

Concerning the last category, parents were asked about what kinds of practices, methods, and skills parents use for raising their children bilingually. First, parents stated positive remarks about their practices through emerging codes as *useful*, *effective*, and *increased willingness to communicate*; one parent had *no idea*.

Table 5 indicates that most parents resorted to the materials produced for very young learners, including *story books*, *cartoons*, *games*, *flashcards*, *singing a song*, and *toys*. On the other hand, the minority of the parents resorted to practices requiring their own productivity, including *puppet*, *role play*, *realia*, and *speaking*. These findings suggest that parents could benefit from ready-made materials in the market and take a path properly according to their children's age and level to practice.

Related to the practices, two parents confirmed they used no technique, and one parent (7) stated, "*I don't believe in techniques, I don't believe in approaches. I am just speaking.*" This finding suggests that quite a few parents were inclined to use ready-made materials. Moreover, related to the methods they used, four parents stated they used no method and had no knowledge about the methods in bilingualism. After stating they "*don't know these methods*," they said, "*I think I applied my own methods*," "*This is my own method, the younger, the better*," and "*I did not graduate from university as a teacher, I studied language and literature.*" These findings suggest that parents are unaware of the bilingualism processes and what consequences the method they adopt might have on their children's cognitive and emotional development.

Table 5. Parents' Practices for Raising a Bilingual Child

Themes	Codes
Practices	Storybook
	Cartoon
	Game
	Not allowing mobile app
	Flashcard
	Singing a song
	Toy
	No technique
	Puppet
	Roleplay
	Realia
	Speaking
	Using mother tongue
	Drawing
	Radio

	Abbreviation in texting
Methods	No method
	OPOL
	Switching from one language to another
	OPOL and MLAH
	No knowledge
Skills	Speaking, listening, and vocabulary
	Speaking and listening
	Avoiding grammar and writing
	Avoid reading

Last, parents focus on *their children's speaking and listening skills* and are also interested in teaching new *vocabulary*. For example, parent (1) stated, *"I try to teach her some vocabulary, especially everyday vocabulary, sometimes some patterns of game procedures in English."* On the other hand, the findings showed that parents *"do not concentrate on teaching grammar and writing"* and another parent justified disregarding grammar and writing for their being very young and said, *"He was a baby."*

Discussion

The overall aim of this study was to shed light on EFL teachers as parents' bilingual experiences within the context of Turkey. The findings suggest that parents raise bilingual children to provide an opportunity for a better life in the future. Bearing the difficulties, they often resort to listening and speaking skills through ready-made materials. Interestingly, parents seem to lack knowledge about bilingual parenting methods and prefer developing their methods by following their intuition.

Reasons

Concerning the first research question, it can be deduced that English as a global language has affected parents' reasons for raising bilingual children. Similarly, in Akgül et al.'s (2019) study, both parents living abroad and in their own country stressed "globalization," "global citizenship," and "English as a global language" while raising their children bilingually (p. 9). Upon this variation, allowing children to live abroad, travel around the world, and meet new people and cultures without having difficulty is given precedence by parents within this study. Besides life-related reasons, the families focus on their academic and career development because they think developing cognitive and critical thinking skills leads to better school success. Academic success brings better job opportunities, which may lead to higher living standards. Specifically, there exist colleges that provide dual educational programs in Turkey. Many families are found to anticipate that their children might prefer to study in these dual programs because this influences overseas occupational opportunities that children may have in the future. This study's findings agree with Romanowski's (2018) findings, which presented why Polish families prefer to raise bilingual children in a monolingual environment. In this study, it was seen that some families wish for bilingual children because of "improving creativity and overall brain function" and "obtaining qualifications and better job opportunities" (p. 157). At the same time, some prepare their children for formal education in L2. In a similar vein, Nordstrom (2022) found that Swedish families in Australia preferred community language schools for their children because they considered bilingualism as a capital for "their future careers, travels and for academic qualifications" (p. 396). It is ensured that the reasons for parents' bilingual upbringing are mainly based on different themes, and these cases require different levels of input; thus, families seem to arrange their practices by their reasons for raising bilingual children through increasing family activities at home or sending their children to a dual program.

Views of Advantages and Disadvantages

The second research question investigated the possible advantages and disadvantages of raising children bilingually, and the findings suggest limited experiences and mostly parents' expectations. A potential limitation for this might be that the ages of samples are mostly ranked 2-3 years old, so the

parents could have observed cognitive and communication dis/advantages thus far. Unfortunately, they could not have a chance to observe any academic dis/advantages of the process. For example, only one participant whose child is a 16-year-old teenager noted that her child performed high academic skills at school and related it to her being bilingual.

Concerning the advantages, families highlighted how enjoyable the bilingualism process was and provided an opportunity to practice English as EFL teachers. In other words, families were satisfied because it also affected their professional teaching life. Surprisingly, an unexpected advantage was that parents had no emotionally remote relationships with their children, although their mother tongue was not English. However, families acknowledged that the issues such as low affection or remote connections were among their concerns before they started. Moreover, they also explained that their children would rather have a better relationship with a parent who speaks English, which creates a language between parent and child. This finding suggests that mutual relationships and emotional bonds might become more influential regardless of the spoken language.

Regarding the disadvantages, the most outstanding result is that most participants remarked they had not encountered drawbacks while raising their child bilingually. On the other hand, some families often indicated language delay in the child. King and Fogle (2006) similarly found language delay among the main concerns of families. Nevertheless, this was considered a minor problem since the delay was acceptable. This finding is significant in at least two major respects: First, it reveals the dedication of families to the bilingual development of the child, and second, even if the child has delayed speech, it is worth it because s/he will eventually speak two languages. In a comparative study, Hoff and Ribot (2017) asserted that Spanish-English bilingual children started to produce English words after six months to 1 year and lagged behind only-English speaking children. However, Pearson, Fernández, and Oller (1993) found no significant difference between bilingual and monolingual infants' and toddlers' lexical development. These contradicting results are due to the exposure rate of each language and social setting in which the children live. Therefore, the families within this study tolerated negligible delayed speech development.

Another disadvantage that families encounter is extended family members' prejudice against the bilingualism process. These family members are worried that they could not be able to communicate with the bilingual child, and this probably leads them to adopt negative attitudes towards parents. Another possible reason for this attitude might be the family member's ideological mindset in line with nationalism. There are similarities between the attitudes expressed by families in this study and those described by Polish families (Romanowski, 2018), which faced unpleasant and discouraging comments from surrounding people due to "the choice of language" (p. 160). On the other hand, some parents noted that they were supported by other family members after all, and a few stated that because of the Covid-19 pandemic, they rarely meet other family members, so they have had little idea regarding this aspect of their bilingualism process yet.

Unlike the Korean mothers who stated self-worries about their English proficiencies (Seo, 2021), in the Turkish context, families feel more comfortable about their English levels. That is probably because the study is among proficient English teachers, while Korean mothers are from many fields of occupation. On the other hand, as an expected result, some Korean mothers and Turkish parents stated that their children refused to speak English with their parents.

Practices, Methods, and Skills

On the third research question, this study found the practices, methods, and skills the parents adopted. To begin with the practices, it seems that parents use ready-made materials such as storybooks, flashcards, cartoons, songs, puppets, and realia while performing activities within the family, inconsistent with the findings of Akgül et al. (2019) and Seo (2021). This result may be explained by the adequate and varied supplience of materials in the market for teaching the English language. Nevertheless, Seo (2021) stated that families have difficulty finding proper and adequate sources to enhance their children's English skills. On the other hand, families' reliance on ready-made materials

might be explained by parents' lack of English proficiency (Seo, 2021) and their wish to expose their children to native speakers or parents' lack of endeavor to prepare their materials.

Among the materials, parents mostly preferred reading storybooks. The benefits of storybooks may explain this result. Ratminingsih and Budasi (2018) indicated that storybooks are very efficient with young learners since they create a fun and interactive learning environment and offer a significant cultural background in the target language. Families' other preferable techniques for providing input are cartoons and games, which foster children's imagination, and also provide a range of colorful visuals and pronunciation from different catchy characters. Consistent with Ascough's dissertation (2010), parents in this study resort to bedtime stories, audio-visuals, CDs, and DVDs. Parents also offer pleasurable songs and music (Bishop & Cates, 2001). One of the issues that emerged from the results is that parents prefer something other than mobile applications. It is because parents are concerned with exposing their children to the screen never or for a short time. Last, in contrast to one of the practices by Ascough (2010), traveling to native English-speaking countries was not found in this study by considering the lower ages of parents' children as yet.

When the children's ages are examined, one can conclude that parents followed two paths in raising bilingual children: "Simultaneous bilingualism" and "sequential bilingualism" (Özşen et al., 2020). Some parents started the process from birth and spoke both languages simultaneously, which is called simultaneous bilingualism. In contrast, others began after the child was exposed to their mother tongue for some time. This process is called sequential bilingualism. As Baker (2001) mentioned, parents generally tend to explain bilingualism as a balanced use of each language. Their views are consistent with early scholars' views. On the contrary, later scholars described bilingualism as using two languages efficiently and in a natural flow (Ignatkina & Tosuncuoğlu, 2020). The parents tend to adopt the One-Parent and One-Language (OPOL) method, and one parent adopts Minority Language At Home (MLAH). This outcome is contrary to that of Akgül et al. (2019), who found the adoption of MLAH by parents living in their own country. However, the disadvantages of bilingual upbringing in a monolingual setting were further questioned during the interviewing. Parents who apply the MLAH method indicated that their children have difficulty communicating with other family members or adapting to playgroups and nursery schools since they are only exposed to English at home and try to acquire Turkish outside the house. These families also encounter other family members' prejudice, and they feel frustrated once their family members cannot communicate with the child. In light of these findings, it can thus suggest that if families have a chance to adopt either method, they could choose OPOL rather than MLAH. Even if MLAH provides better English-speaking skills for the child, this finding supports OPOL because it would probably improve their emotional and social development. Another eloquent result of the adopted method is that families are unaware of the theoretical methods and have developed their methods, such as only-English speaking and frequently code-switching between languages.

An expected result of the study is that the parents mainly emphasize listening and speaking skills and foster vocabulary acquisition in their children. Grammar and writing skills are disregarded, while reading is provided by the parents, thereby reading storybooks to their children. This finding is limited to the age of the children of the participants.

Conclusion

With the increasing demand for bilingualism, non-native parents seek ways to raise bilingual children. This study aimed to determine the reasons, views, and practices of families who work as EFL teachers and try to raise their children as Turkish-English bilinguals. Since the participants are non-native English speakers in their own country, the characteristics and demographic features of families affect the process of bilingualism.

One outstanding result of this study is that families are concerned with preparing their children for global citizenship in terms of academic, career, and social aspects. All the families included in the study are satisfied with the bilingualism process and their children's English level, no matter their

concerns or disadvantages. Though language delay and lack of affection are among the most significant concerns of the families during this process, it is surprisingly found that social pressure from extended family members and surroundings, including unpleasant comments and discouraging attitudes, have become more drastic. Lack of knowledge of families about scholarly methods and practices leads them to follow their intuition and act in their manner. Like previous studies, they resort to ready-made material use in the market.

The results of the study should be evaluated considering its limitations. The participants in our research have mostly lower-aged bilingual children who could have older to understand the advantages and disadvantages of future ages. Therefore, it is still being determined whether the families experience severe weakness with older bilingual children. For this reason, further studies might undertake samples of older-aged bilinguals.

This study has two-fold pedagogical implications for consideration in a teaching context in similar contexts. First, families should initiate the bilingual upbringing after having sufficient knowledge of theoretical methods and practices, which include essential factors affecting a child's emotional and social development as well as cognitive development. For example, the parent adopting the MLAH method experienced emotional and social problems with their child. Second, families are suggested to inform their acquaintances about possible delays and confusion in advance to lessen anxiety and their fear of lack of communication with the child.

Disclosure Statements

1. Contribution rate statement of the researchers: First author 50%, Second author 50%
2. No potential conflict of interest was reported by the authors.

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Appendices

Appendix 1. Semi-structured Interview Questions

A) Descriptive Information

1. Could you please tell me how old your child is? If you have more than one child, please specify one of them. (Maybe the older one or the bilingually raised one.)
Prompt: 0-18 Months, 18-24 months, 2-4 Years, 4-6 Years, 6-9 Years, 9-12 Years
2. Where do you live?
3. Do both parents speak English? Are you both Turkish?
4. Do you work as an EFL teacher? If yes, how long have you worked as an EFL teacher in Turkey?
5. How is your child exposed to English? Do you speak with your child or use another source such as TV, kindergarten, babysitter, etc.? Could you please give information about
 - (a) how often
 - (b) how long your child is exposed to English?Prompt: never.....always, every day, twice a day
Prompt: for two years and seven months
6. How do you describe being bilingual?
Prompt: being bilingual refers to "the ability to use two languages in everyday life (Wei, 2000). Being bilingual might "have very high levels of proficiency in both languages or have only limited proficiency in one and be far more proficient in the other."
7. Do you think your child is being raised as bilingual? If yes, could you please give information about why you think so?

B) Reasons

8. Could you please give information about your reason(s) for speaking English with your child?
Prompt: familiarizing with the language, teaching some basic words and chunks, raising a bilingual child, attending bilingual school, etc.

C) Views of advantages and disadvantages

9. What expectations do you have while raising your child as a bilingual?
Prompt: studying in a bilingual school dual programs, understanding English, speaking English
10. Do you think speaking English with your child has some advantages? If yes, could you please elaborate on this/these advantage(s)?
Prompt: Development of cognitive skills, analytical thinking skills, success in school and life, etc.
11. What kind of concerns do you have while raising a bilingual child?
Prompt: Language delay, low level of affection, remote relationship, etc.
12. Do you think speaking English with your child has some disadvantages? If yes, could you please elaborate on these disadvantages?
Prompt: Family member prejudice, stammering, language delay, refusing the L2 by the child, etc.

D) Practices

13. What kind of practices do you do while speaking English with your child?
Prompt: Cartoons, games, puppets, mobile applications, story books, flashcards, etc.

14. To what extent do you think your techniques influence your child's bilingualism?
Prompt: useful, useless, not effective, partly effective
 15. Have you applied any methods such as OPOL (One Parent One Language), OSOL (One Society One Language), MLAH (Minority Language At Home), or have you applied your own method?
 16. Do you think you emphasize any language skills/areas more than others? If yes, please specify
Prompt: reading, listening, speaking, writing, grammar, vocabulary
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