THE USE AND ENVIRONMENTS OF TEACHING TURKISH AS A FOREIGN LANGUAGE IN FRANCE

Araştırma Makalesi

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Abstract

In 2016, an important educational regulation was introduced for bilingual children's mother tongue education in France. This regulation has transitioned from ELCO, a bilingual and multicultural education system, to EILE education. Depending on this regulation, Turkish teaching in France has been regulated as international foreign language teaching within the scope of EILE. In this context, some students' Turkish learning stories (use and environments) in France were examined. The data were collected from the students who attended the Turkish lessons given in the Turkish associations at the weekend and from the Turkish lesson teachers. According to these data, it was determined that Turkish is frequently spoken in the family environment. Interviews were then conducted with four Turkish language teachers. During these interviews, Turkish education was examined in the context of multigrade classrooms, bilingualism, and instructional services. The teaching of Turkish was evaluated within the framework of a multigrade classroom environment and teaching to bilinguals. As a result of these evaluations, results were obtained within the scope of teaching Turkish to bilingual and foreign students at primary school level in France. According to these results, recommendations were made to support Turkish teaching in EILE classrooms.

Keywords: France, Turkish teaching, environments, foreign language

FRANSA'DA YABANCI DİL OLARAK TÜRKÇE ÖĞRETİMİNİN KULLANIMI VE ORTAMLARI

Öz

2016 yılında Fransa'daki iki dilli çocukların menşe dili eğitimi için önemli bir eğitim düzenlemesi yapılmıştır. Bu düzenleme, iki dilli ve çok kültürlü eğitim sistemi olan ELCO'dan EILE eğitimine geçiştir. Bu düzenlemeye bağlı olarak Fransa'da Türkçe öğretimi EILE kapsamında uluslararası yabancı dil öğretimi olarak düzlenmiştir. Bu kapsamda Fransa'daki bazı öğrencilerin Türkçe öğrenme hikayeleri (kullanım ve ortamlar) incelenmiştir. Veriler, MEB'e bağlı Türk derneklerindeki hafta sonu verilen Türkçe derslerine katılan öğrencilerden ve Türkçe dersi öğretmenlerinden toplanmıştır. Bu verilere göre Türkçenin aile ortamında sıkça konuşulduğu belirlenmiştir. Daha sonra dört Türkçe dersi öğretmeni ile görüşmeler gerçekleştirilmiştir. Bu görüşmelerde Türkçe öğretimi; birleştirilmiş sınıf, iki dillilik ve öğretim hizmetleri kapsamında incelenmiştir. Ulaşılan sonuçlara göre Türkçenin öğretimi, birleştirilmiş sınıf ortamı ve iki dillilere öğretimi çerçevesinde değerlendirilmiştir. Bu değerlendirmeler sonucunda Fransa'da ilkokul kademesindeki iki dilli ve yabancı öğrencilere Türkçe öğretimi kapsamında sonuçlara ulaşılmıştır. Bu sonuçlara göre EILE sınıflarında Türkçe öğretimini destekleyecek önerilerde bulunulmuştur.

Anahtar Kelimeler: Fransa, Türkçe öğretimi, ortam, yabancı dil.

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INTRODUCTION

Different demographic structures have emerged in France due to immigration from different countries in the last seventy years. Accordingly, language teaching in France has also differentiated. In this context, language teaching is given as the national and official language (French), local languages (dialects), the mother tongue of minorities of immigrant origin, and foreign languages. Each language teaching involves different needs, teaching models, teaching services, and teaching policies because people who speak these languages have different sociological, cultural, and geographical characteristics. Due to these differences, this research focused on the mother tongue teaching of immigrant minorities. The teaching of the mother tongue of minorities of immigrant origin has a more recent history in France because these languages have become widespread in France since the 1970s, primarily due to the effects of the Second World War. Through labor agreements, l'*Enseignement Langue et Culture d'origine* (ELCO) [Native Language and Culture Education] agreements were signed between France and Portugal, Italy, Tunisia, Morocco, Spain, Yugoslavia, Turkey, and Algeria (Akıncı & Jolly, 2010; Haut Conseil à l'intégration, 2010). Within the framework of these agreements, Turkish was taught both as a mother tongue and as a foreign language. From 1978 to 1992, Turkish was taught within ELCO within the framework of agreements in the form of letters. Therefore, Turkish language teaching within ELCO could not be realized at the desired level until 1992 due to the lack of teachers (de Tapia, 2010). As the Turkish population in France increased and new generations settled permanently in France, the importance and scope of Turkish language teaching began to expand over time. A similar situation was observed in the Maghreb countries because families of migrant workers from Tunisia, Morocco, and Algeria have settled permanently in France, increasing their population. This has expanded the importance and scope of Arabic as a mother tongue. However, a different picture emerged for the working families who immigrated to France from Europe, as the number of Portuguese, Spanish, Italian, and Serbian students decreased according to the participation rates in ELCO classes. Some of the working families from these countries have returned to their countries (Odile & Sandoz, 2008**;** Domergue, 2004).

New modifications were made to the ELCO course content for the children of immigrants who settled permanently in France through labor migration agreements (Bertucci, 2007). In this context, the course content is organized in a way suitable for adapting to French culture and the French education system and learning the mother tongue and culture [Haut Conseil à l'intégration (High Integration Council), 2010]. With this change, public schools offered ELCO courses free of charge until 2016. ELCO teachers' salaries were provided by their countries of origin, and these teachers were assigned for three to six years (Domergue, 2004).

Recently, there has been an important change in the mother tongue education policy for children with an immigrant background in France. The name of this change is *Enseignement Internationaux des Langues Etrangeres* (EILE) [International Foreign Language Education]. With this change, ELCO education, which continued until 2016, was gradually transformed into EILE. Thus, France has decided that ELCO's mother tongue and culture education will now be provided as foreign language education. Although this is seen as a new regulation, mother tongue education has been included or attempted to be included within the scope of foreign language education in some previous periods (Kerziland Vinsonneau 2004, cited in Resnik, 2010). However, this last amendment entirely organized mother tongue education as a foreign language. Based on this fundamental change, This research aimed to determine the status of Turkish teaching as a foreign language in France. Following this purpose, this study sought answers to the following questions: What are students' stories of learning Turkish and their use of Turkish in daily life? Moreover, What are the teachers' observations in the context of Turkish language teaching?

METHOD

Research Model

The research process was structured as an explanatory/descriptive case study to analyze the relationship between Turkish teaching and students' use and environment of Turkish. In this research design, the researcher uses one or two cases to provide information about a situation (Datta, 1990, cited in Aytaçlı, 2012). In order to examine the first case, we identified students' out-of-school learning environments related to the target language. The data were collected from students through a structured questionnaire. We used this data to examine how the students communicated with Turkish. In the second case, we examined some aspects of teaching Turkish through intensive interviews with teachers. The data were recorded and analyzed.

Research and Publication Ethics

Permissions were obtained for data collection from the Turkish Ministry of National Education (No 43574040) and France Ministry of National Education. At the same time, necessary permission was obtained for the compliance of the research with ethical rules. In this context, the study was approved by the Ethics Committee of Muş Alparslan University (Date: 23.11.2021 & No 30404).

Sample / Study Group

The sample consisted of 126 primary school students and four Turkish language teachers in France. All students and teachers volunteered to participate in the research process. Table 1 presents detailed information about the participants.

Table 1. Participant Details

Student information			Teacher information				
Variables	N	%	Variables	1st teacher	2nd teacher	3rd teacher	4rd teacher
Gender			Licence	Primary school teaching department	English education department	Primary school teaching department	Department of Turkish language and literature
Girl	60	48	Years of work as a teacher	25	27	12	20
Boy	66	52	Years of work as a teacher of ELCO	5	5	1	5
Total	**126**	**100**	Years of work as a teacher of EILE	1	2	2	2
Age			Master	Non	Non	Non	Non
7	25	20	Doctorate	Non	Non	Non	Non

8	26	20	Number of students in the last year	102	117	95	106
9	27	21	Turkish student	97	110	92	103
10	48	39	Foreign student	5	7	3	3
Class							
CE1	21	17					
CE2	26	20					
CM1	39	31					
CM2	40	32					
Total	**126**	**100**					

Data Collection

Collecting data from students: The Turkish lessons given by the teachers assigned by the Ministry of National Education of the Republic of Turkey in the Turkish associations were determined.The data were then collected by attending classes with teachers. Data were collected over nine weeks. A pilot study was conducted in the first week. The data were analyzed using SPSS 25. These items' frequency values, numbers, and ratios were determined, and the results were transferred to tables.

Collecting data from teachers: The second part focused on the evaluation of the teaching process of Turkish based on teacher observations. For this purpose, intensive open-ended interviews were conducted with four Turkish language teachers. The interview with each teacher lasted approximately one hour and was conducted over the phone because teachers teach in schools in different regions, and therefore they usually spend the time between classes on the road or resting and do not have the opportunity for long face-to-face meetings after classes. Therefore, the interviews were conducted on weekends or outside working hours on weekdays. The researcher observed the Turkish teaching process in the lessons given by the teachers at the associations on the weekend. In this observation process, the researcher's findings were reflected in the interview items.

Data Collection Tools and Analysis

Structured questionnaire form: A structured questionnaire consisting of closed and open-ended items was used to collect student data. The questionnaire consisted of eleven items: gender, age, age of learning the target language, grade, target language learning environment, mother nationality, mother's languages, father's nationality, father's languages, mother's education level, and father's education level. A pilot study was conducted with twenty participants. In the first examination, it was determined that the students generally left this section blank because they did not have enough information about the educational level of their parents. Therefore, these two items were removed from the questionnaire. It was also determined that some students left this section blank because they did not know the exact age of learning Turkish. However, this item was not removed from the questionnaire since it was important for the study. The "Do not know" option was added to the Likert intervals of this item. After this correction, the questionnaire was submitted for expert review, and after the expert evaluation, the questionnaire was made ready for the actual application.

Open-ended condensed interview form: Data were collected from the teachers using an intensive interview form. The interview topics were determined as the combined classroom environment, bilingualism factor, methods and techniques used in the lesson, students' interest and participation in the lesson, assessment and evaluation processes, lesson time and teaching Turkish basic language skills. Open-ended interviews were conducted within the framework of the main topics determined because they provide the participants with the opportunity to talk more, the interview process is more flexible with open-ended questions, and it provides the opportunity to access more detailed information about the research (Kuş, 2003; Karasar, 1995). The answers given by the four teachers were recorded in the relevant sections of the interview form and analyzed.

RESULTS

Findings related to the first research question

As of 2016, important changes for languages of origin in France are limiting the course content to language education and transforming education into international foreign language education. The articles of the EILE courses that came into force with the EILE Agreement signed with Turkey in 2021, which are related to Turkish teaching methods, are as follows:

- The organizational procedures of Turkish education are explained in eight articles. In this context, the nature of the Turkish course is shown as international foreign language teaching. This teaching, an elective course, covers students from CE-1, the first grade level of basic education, to CM-2, the last grade level of primary school. It is open to all students who wish to participate voluntarily in the course in schools determined by obtaining the necessary permissions from competent institutions and organizations.
- The French authorities organize the teaching process of the Turkish language course in cooperation with the Turkish authorities. The teaching is carried out within the scope of the general principles of French teaching and the applicable legislation.
- The implementation schedule of the Turkish language course is in addition to the compulsory school hours of the current program and is open to all students. This course is organized as an elective course outside of compulsory school hours and is one hour and thirty minutes per week.
- The skills that students will acquire in the Turkish language course and the assessment process of these skills are assessed by the EILE teachers referred to in Article 3, paragraph 1. The assessment result is communicated to the teacher responsible for the student, and the result is presented to the representative through a report card.
- It is stated that the Turkish curriculum will be developed jointly by the parties according to the Common European Framework of Reference for Languages. Paragraph 7 is related to the level at which the curricula, course contents, and teaching activities should be prepared. In Turkish language course contents and teaching activities, it is aimed that students' Turkish language skills reach level A1 according to the Common European Framework of Reference for Languages. Teachers adapt their teaching practices according to the level of the students.

- Regarding the continuity of Turkish education after EILE classes, it is stated that the families of students enrolled in EILE classes in the last grade of primary school should be informed for students who want to continue Turkish education at the end of EILE. In the rest of this article, there is no explanation about the continuity of Turkish education after EILE. Therefore, Turkish

education after primary school is excluded from the scope of EILE [Resmî Gazete, 2021; Ministère de l'Education Nationale, de la Jeunesse et des Sports (Ministry of National Education, Higher Education and Research), 2016].

It is clear from these articles that EILE courses are controlled and supervised by France and the respective countries of origin. The country of origin regulates the course content and teaching services. Therefore, EILE courses, which are open under the name of foreign language courses are open to all students in France. Thus, an arrangement has been made for teaching languages of origin within the scope of international foreign language teaching. In this context, the study examined how Turkish is taught in home environments. Thus, the characteristics of Turkish to be taught as a foreign language in children's daily lives were determined. In terms of this feature, the following question was emphasized: How are students' experiences with Turkish? In order to determine the students' experiences with Turkish, we looked at the age of language learning, languages spoken at home, and language use environments. At the same time, to examine the students' language history, the nationalities of their parents and the languages spoken by their parents were determined. These results are shown in Table 2.

Table 2. Language characteristics of participants

Relation with the target language (Turkish)					
Variables	**N**	**%**	**Variables**	**N**	**%**
Turkish learning age			**Languages spoken at home**		
Unknown	20	16	Only Turkish	34	27
From birth (at least 2 years old)	60	48	Only French	9	7
3-4 years old	22	17	Turkish and French	77	61
5-6 years old	12	9	Turkish, French, and another language	6	5
7 years old or starting school	7	6	Total	**126**	**100**
8 years old and older	5	4			
Total	**126**	**100**			
Language learning environments					
Family and media	112	89			
Others	14	11			
Total	**126**	**100**			

Table 2 presents the frequency of students' communication with Turkish and their language stories. In order to determine the frequency and characteristics of students' communication with Turkish, the age of learning Turkish, languages spoken at home, and language environments were analyzed. When the students' age of learning Turkish is analyzed, it is seen that most of them (48%) started learning Turkish at the age of two, that is, from a very early age. At the same time, a significant proportion of the students

(17%) stated that they learned Turkish at the age of three or four, while some students (16%) could not remember when they learned Turkish. As seen in this section, very few students (15%) learned Turkish after five. These percentages indicate that most students have spoken Turkish since they were four. In order to better analyze this result, the languages spoken at home were determined. In this context, students were asked which languages they speak at home. The table shows that the majority of the students speak French and Turkish (61.1%) or only Turkish (27%) at home, while a small number of students speak only French (7.1%) and Turkish, French, and another language (4.8%) at home. The environments in which students use Turkish were also analyzed. According to the results, it was determined that a significant majority of the students (89%) use Turkish in the family and media environment. The remaining few students use Turkish in other contexts, such as school and friends.

Table 3. Children's language story

Language story (Turkish)		
Variables	**N**	**%**
Mother's nationality		
Turkish	112	89
French	7	5,5
Other	7	5,5
Total	**126**	**100**
Father's nationality		
Turkish	111	88,1
French	3	2,4
Other	12	9,5
Total	**126**	**100**
Mother's language		
Only Turkish	35	27,8
Only French	6	4,8
Turkish and French	78	61,9
Turkish and other language	3	2,3
Turkish, French, and another language	4	3,2
Total	**126**	**100**
Father's language		
Only Turkish	1	,8
Only French	2	1,6

Turkish and French	112	88,9
Turkish and other language	1	,8
Turkish, French, and another language	10	7,9
Total	**126**	**100**

Most mothers (89%) and fathers (88%) are Turkish. The total proportion of mothers and fathers of French and other origins is relatively small, and the numbers of French and foreign parents are similar. These data show that many students' parents are Turkish and of the same origin. In order to determine the dominant language of communication at home, the languages used by mothers and fathers in the home environment were determined. The table shows that mothers mostly speak Turkish and French (62%) and only Turkish (28%). At the same time, some mothers spoke only French (5%), Turkish and other languages (2.3%), and three languages (3.2%), Turkish-French-other language. A different result emerged in terms of the languages spoken by the fathers. Unlike mothers, most fathers speak Turkish and French (89%). It was determined that one father spoke only Turkish, two fathers spoke only French, one father spoke only Turkish and other languages, and ten fathers spoke Turkish, French and other languages. Here, it is also seen that there are more fathers who speak three languages at home (Turkish-French-other) than mothers.

Looking at this table, it is seen that, in general, Turks of immigrant origin in France marry Turks. However, even though the spouses are chosen from similar backgrounds, it is seen that French is spoken in the family. Therefore, the rate of speaking Turkish and French at home is higher than the rate of speaking only Turkish. In this table, the data obtained as other origins and other languages for the parents are not independent of Turkey. Because in the other category of the form (other language), students are (Kurdish and Bulgarian). These children mostly speak their mother tongue at home. Their parents also speak Turkish. Therefore, these families know and speak Turkish, French, and their mother tongues daily. Considering the use of Turkish in these family environments, Turkish is not a completely foreign language for these children because they communicate with Turkish both with people in Turkey and through the media (TV and internet).

Findings related to the second research question

This section conducted intensive interviews with four teachers. These interviews focused on the teaching of Turkish in a multigrade classroom, the bilingualism factor, the methods and techniques used in the lesson, students' interest and participation in the lesson, assessment and evaluation processes, lesson time, and the teaching of basic language skills in Turkish. During the interview process, teachers were asked to share their knowledge, experiences, feelings, and thoughts about these issues. The information provided by the teachers on these issues is shown below.

Teaching Turkish in multigrade classrooms: Turkish is generally taught in multigrade classrooms and as a foreign language in France. When the multigrade classroom teaching in both programs was compared, the teachers provided the following information: "The biggest challenge is timing. Today's children only get ninety minutes (Teacher 1)". The other teacher stated that the positive aspect of a multigrade classroom is that it creates "peer learning opportunities among students," The negative aspects are "Each level needs are different, not enough attention is paid to students, classroom facilities

are not suitable for unified education. Four different language groups and a single teacher create difficulties, and there is difficulty in prioritizing between levels." To overcome these problems, "Start with a common activity, draw attention to the common subject and give independent activities to advanced students. Low-level students should be given special attention, and then the activities of higher level students should be carried out together." (Teacher 2). Another teacher stated that the factor of 'multigrade classroom' in both education programs as "It becomes more difficult as the number of classes increases. Because there is a shortage of time." (Teacher 3). The last teacher said, "It gives children from different regions the opportunity to socialize and socialize. Time is not enough. Teaching according to different levels is tough, and the teacher has to be more creative (Teacher 4)".

The bilingual factor: Teachers' evaluations were received on the bilingual factor in Turkish classes. In this context, a teacher discussed the Turkish learning situation of bilingual children in France compared to bilingual children in Turkey: "Children in Turkey experience Turkish more at home, in the media, at school, and on the street. The children here only see this language in the family environment. This affects many areas, especially vocabulary. Also, children in Turkey learn Turkish from kindergarten onwards (Teacher 1)". The other teacher, on the other hand, found this issue more related to the family environment and said, "Bilingualism creates difficulties. Because if the mother tongue is not used consciously in the home environment, Turkish becomes more of a soup. When it is not learned well, it also causes language pollution. Successful children have success in two languages (Turkish and French)" (Teacher 2). Another teacher emphasized the relationship between bilingualism and learning: "A child's learning development can be common in Turkish and French. Bilingualism is not completely an obstacle to children's success. External factors dominate the child's language development." (Teacher 3). Another teacher saw bilingualism as an advantage and stated, "Bilingualism turns into an advantage depending on the student's purpose of learning the language" (Teacher 4).

Methods and techniques used in the lesson: This section analyzed the teaching methods and techniques. In this context, the first teacher stated the difficulty she experienced in using common methods and techniques due to the different Turkish proficiency levels of the students "There is a level problem, which makes it difficult to find materials. However, if the number is small, using different methods can be a more advantageous issue." (Teacher 1). The other teacher emphasized this factor more comprehensively and explained the use of methods and techniques: "Since the methods and techniques applied for beginner and advanced Turkish level are different, the same method is not applied. Some methods are used in more detail or superficially according to language skills. Even though we as teachers use the materials prepared by the Ministry of National Education (MoNE), there are no texts that are exactly suitable for the level, and we make our arrangements about the texts. Because even the best materials do not fully meet the needs of all children here. The role of the teacher is important here. Of course, a single source is not possible. There should be a wealth of resources. Since the needs and levels of learning Turkish here are more differentiated according to each school and class, they cannot be solidified with standard language education. There should be more flexible and multiple teaching materials and method techniques (Teacher 2)." The other teacher "I think it is difficult to use different methods. We should organize the whole activity according to the classroom environment that day. For example, multigrade is specially prepared for the classroom. Therefore, you have no chance to create a common activity. The prepared activity changes for all schools." (Teacher 3), while another teacher associated using different methods in the lesson with different family structures and explained this situation as follows: "Children from different family structures are important because, especially foreign parents or one of the parents being foreign makes foreign language teaching methods necessary. On the

other hand, mother tongue education methods are mandatory in classes where the majority have Turkish parents (Teacher 4)."

Students' interest in and participation in the lesson: At this stage, teachers' feelings and thoughts were included in the context of students' interest, participation, and attendance. The first teacher saw these as related to the teacher's effort and stated: "Bringing students from different levels together successfully in class depends on the teacher's effort. That is, if the student finds a good climate, he/she supports the group spirit in the lesson. In other words, the consciousness of our group is formed (Teacher 1)." Another teacher, on the other hand, found it related to the number of classes and teaching methods and said, "Since the number of students is not high, it is possible to include 15 students on average in the lesson. Since they usually divide the class after 20, there is no problem with class participation. There is no direct disadvantage for the class as long as the control and lesson management are good. At the same time, time needs to be adjusted well. Groups need to be changed. There is a chance to develop communication with other friends. If the same students work together, there are negative situations such as jealousy and student authority. If the teacher is not active in peer learning, the child can get support from French when he/she has difficulties." (Teacher 2). The other explained the student's participation in the lesson: "If the child's level is good, he/she participates. If not, they show shyness" (Teacher 4).

Measurement and evaluation processes: At this stage, the teachers explained how they prepared the assessment tools and evaluation process for the Turkish lesson and the difficulties they experienced in this context. The first teacher described the difficulties she experienced, especially in preparing questions, as follows: "Since we create questions from different levels, it is difficult to determine how many answers will be received, especially leveling the questions as simple, medium, and difficult is a tough situation. Time is not enough." (Teacher 1). The other provided the following information about the different dimensions of measurement and evaluation as a process: "Direct measurement and evaluation cannot be done. Measurements are mostly process-based and prepared with observation reports. Portfolios are also used. Teacher opinion. If French teachers are interviewed, better evaluations are made. Shy children show participation in the future. The child's learning development can be common in Turkish and French (Teacher 2)". The other teacher stated, "I evaluate with the MoNE activity bulletin. I make individual evaluations, not group evaluations" (Teacher 3). The last teacher emphasized that the assessment and evaluation process is not realistic and evaluated this situation as follows: "Time is a big obstacle, it is not in line with reality, it is inflated, it is for the show, it is difficult to make measurement and evaluation because there is no regular education. There is a negative reaction among families as to why his/her child was given a high grade and my child a low grade. We should not scare children. It can reduce children's participation in the lesson. Class hours can be increased for measurement and evaluation (Teacher 4)".

Class time one of the main differences in both education systems is the duration of the lessons. This is because the lessons, which can last up to three hours in ELCO education, are reduced to 90 minutes in EILE education. In this context, teachers described the time factor in lessons as follows: "...having children at different levels increases the time need. There is a limited time. "(Teacher 1). Other teachers said, "It is enough. Because the lessons are at the end of the school day, students' attention is important (Teacher 2)", "The current time is insufficient. It takes a long time to prepare for the lesson (Teacher 3)", "I do not find it sufficient (Teacher 4)".

Basic Turkish language skills: At this stage, teachers evaluated the development process of children's speaking, listening, reading, and writing skills in Turkish, the factors affecting their development, and the problems they encountered in teaching from different aspects. In this context, the first teacher shared

her evaluations of children's basic Turkish language skills: "When they make a mistake while speaking, some children withdraw and become even more closed to communication. ...It directs them to the common text because of the level difference. Even the length of the sentences in the text affects it. It is advantageous to have fewer classes when teaching the alphabet to children. However, students who come to class less often have problems with forgetting in a short time. Raising awareness among families and getting support from exercises at home is necessary. Reading and reading comprehension (in Turkish) are related to reading and comprehension skills in French. Since my classes are not crowded, and my students are leveled in only two levels, I do not have difficulty in finding the reading text (Teacher 1)" The other teacher emphasized what should be done for the development of skills and stated the following: "Questions about the visual should be asked. Conversations about it can be supported from simple to difficult. Topics should be concretized for speaking topics. Common listening text should be made suitable for the class. One word with small groups, sentences with advanced classes... Younger ages get bored when listening to older ages. In this case, I start with common activities, customize them according to the students and then return to group activities. (Teacher 2)" The other teacher stated the difficulties she experienced while teaching the skills: "The fact that the text level is not common makes it difficult. The student cannot listen to the end. It is difficult to adjust the speed and amount of writing. Lower grades should be written less. Students who read well should be prefixed. Sometimes different levels make pronunciation reluctant. (Teacher 3)." Another teacher elaborated on the general difficulties encountered in teaching skills and some solution suggestions and explained this section in more detail: "Role-modeling is important in speaking skills. Because when it is not pronounced well, it causes students to make fun of each other. As a suggestion, dialogs should be included, and speaking should be encouraged in listening texts. Every student should speak. It is necessary not to frighten, to encourage. ...There are not many advantages to listening skills. The greatest difficulty is determining the listening text. ....Writing activities should be done according to writing interests and competence. Texts should be selected according to their current interests. ...When short readings and joint activities are created in reading skills, it does not have much challenging effect. The reading text should be appropriate to interest and level, drama readings and animation methods should be used (Teacher 4)."

CONCLUSION AND RECOMMENDATIONS

According to the student registration forms, Arabic, Croatian, Serbian, Italian, Portuguese, and Turkish languages were taught within the scope of ELCO and EILE in 2019, while according to the EILE course registration form for the 2021-2022 academic year, Arabic, Italian, Portuguese and Turkish languages were taught within the scope of EILE [Direction des services académiques de l'éducation nationale (Department of Academic Services of National Education), 2019; Direction des services départementaux de l'éducation nationale (Directorate of Departmental Services of National Education) 2021; Ministère de l'èducation nationaled'enseignement supèrieur et de la recherche (French Ministry of National Education, Higher Education and Research), 2016]. The reasons for the not continuing of some countries may be related to the criteria for appointing EILE teachers. Because EILE teachers appointed by the countries of origin must have a French language certificate recognized by France and at least at the B2 level. This foreseeable difficulty of the countries finding teachers with B2-level French language certificates may be made it challenging to send teachers to France. With this important topic, countries need to give importance to teacher education. In this context, the target language teachers who will study in EILE class are required to take a formation that will improve their French language competence. Because EILE teachers must have a good level of French to communicate with foreign students in the classroom, especially during the first weeks of the lesson. At the same time, their French language competence is a very important factor in the process of communicating with other staff at the

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academy they are affiliated with and the school where they work. The importance of teachers' French language proficiency has been emphasized before (Güler Arı, 2015).

The first part of the study evaluated the frequency of communication with Turkish and the language history of the students. In this context, the age at which the students learned Turkish, the languages spoken at home, and the language environments were analyzed. When the students' age of learning Turkish was analyzed, it was determined that most of them started to learn Turkish in the family environment after birth or after the age of four. Therefore, children recognize Turkish as their mother tongue at a very early age. In fact, their oral communication skills in Turkish are expected to be at least at level A1 according to the Common European Framework of Reference. And also as in previous studies, it was determined that students learned to learn Turkish from different sources, especially television (Oksal & Güner, 2017; Çelik, 2016; Güler Arı, 2015). At the same time, it has been determined that most have been speaking French intensively at home and outside since birth. Therefore, the language development process of these children is shaped according to their bilingual learning characteristics. Considering this, children learn Turkish and French in a bilingual environment from birth. When we look at the Turkish stories of the children in the family environment, it is seen that most of the parents are of Turkish origin, while the number of parents of French and other origins is relatively low. In line with these fundamental issues, for these children Turkish education should be organized as a bilingual education. Because as has been emphasized before, especially in the curriculum to be prepared for bilinguals, basic language skills in both languages should be monitored, and development should be measured and evaluated according to both languages (Hopewell & Butvilofsky, 2016; Arslangilay & Özdemir, 2016).

In the remainder of this section, data on the language characteristics of bilingual children in the home environment were collected. In this context, to determine the dominant language of communication at home, the marriages of the parents and the languages used in the home environment were determined. Because even among bilingual children, different characteristics depending on age and language learning environment. In this context, Baker (2006) explains the concept of bilingualism as simultaneous bilingual and sequential bilingual according to the time of acquisition of the two languages (Baker, 2006). According to the results of this study, it was observed that parents of Turkish origin were mostly married to spouses of Turkish origin. At the same time, it was determined that mothers mostly spoke Turkish-French and only Turkish, while fathers mostly spoke Turkish and French. Since the parents use Turkish and French together, these children learn both languages simultaneously.

In the second part of the study, teacher-oriented analysis was conducted. In this context, Turkish teaching process was examined by conducting intensive interviews with four teachers. In the interviews, the teachers shared their knowledge, experiences, feelings, and thoughts about the 'multigrade classroom' environment, bilingualism factor, methods and techniques used in the lesson, students' interest and participation in the lesson, assessment, and evaluation tools and processes, lesson time and teaching Turkish basic language skills. These issues were evaluated according to the information provided by the teachers.

A multigrade classroom is a learning environment where people of different ages and educational levels learn in the same classroom. Due to this characteristic, different strategies are used in multigrade classrooms, such as split timetable (subject phased), common timetable, curriculum rotation, in-class grouping, cross-class grouping, and peer teaching. Despite these different teaching strategies, there are different opinions about the success and quality of education in multigrade classrooms. In this context, Veenman (1995) stated that there was no significant difference between students' cognitive and affective achievement levels in combined and self-contained classrooms. However, the characteristics of Turkish

teaching in multigrade classrooms in France (teaching environment, purpose) should be evaluated differently from other multigrade classrooms. This is because the languages in the multigrade classroom emphasized by Veenman are official languages. This essential feature shows that children communicate with these languages in vast spaces. For example, in France, some primary school teachers occasionally use the multigrade classroom to teach French. However, the teaching of languages in Turkish multigrade classrooms is quite different. This is because Turkish is not the official language of instruction for these children. The 'multigrade classroom' factor should be evaluated with this fundamental point in mind. However, although the multigrade classroom feature in Turkish classrooms is different from other multigrade classrooms, according to the information provided by the teachers participating in this study, target needs in Turkish classrooms are similar to Mason and Burns' (1996) needs frequently encountered in integrated classrooms (less teaching time per group, differentiation of class level, intensive course content in insufficient time, teachers' needs in terms of equipment, research opportunities and in-service training, less time to help individuals and meet their needs). The main reason for this similarity stems from the main factors (learning styles, preferences and needs, age, academic achievement, learning capacity, interests, background knowledge, socioeconomic status, and school attendance) that play a decisive role in determining the instructional service in multigrade classrooms (Shareefa, 2021; Güler & Aygün, 2019; Brown, 2010; Vincent, 1999).

In the remainder of this section, the bilingualism factor is emphasized. Throughout the interviews, it was determined that bilingualism did not have a negative impact on this education process. However, it was emphasized that the bilingual characteristics of bilingual children in France are different from those of children in Turkey and that this should be considered, especially when designing the teaching process and materials. This is because children in Turkey have a wide range of Turkish habitats outside the home and school, and their sources of communication with Turkish are rich and diverse. According to some teachers' findings, using Turkish at home may make bilingual Turkish teaching difficult. Because if Turkish is not used consciously in the home environment, it may cause language pollution.

In the next stage of this section, the quality of instructional services in Turkish classes according to both the multigrade classroom and the bilingualism factor was emphasized. In this context, when the evaluations on the use of materials, methods, and techniques were examined, the difficulties experienced in using common materials, methods, and techniques due to the different Turkish proficiency levels of the students were pointed out. It was emphasized that the same method could not be applied because the methods and techniques applied according to the beginner and advanced levels are different. It was also stated that different methods, techniques, and materials are needed according to language skills. It was seen that teachers' effort, class size, different teaching methods and techniques, and families' attitudes and approaches towards Turkish lessons played a decisive role as factors affecting students' interest in and participation in Turkish lessons. In addition, effective teaching methods and techniques that support students' communication with each other have increased their interest in the course and motivation to learn Turkish. As emphasized in the previous research, teaching strategies suitable for the Turkish learning characteristics of children in France should be used (Çelik, 2016). When the measurement and evaluation dimension of the Turkish course is examined, it is determined that there are factors that make the measurement and evaluation process difficult, such as the difficulty of preparing questions suitable for each level due to the multigrade classroom, the fact that indirect measurements are more common than direct measurements, and that the measurements are not realistic due to the effect of the family factor on the evaluation results. Due to these factors, an assessment appropriate to the level of the student cannot be made. Because giving a low grade to the student or making a more unsuccessful evaluation compared to their peers reduces the motivation and

interest of both students and families in the lesson. This leads to students not coming to class or following the lesson incompletely. In terms of instructional services, lesson time was emphasized. The inadequacy of this time was revealed both in the observations and in the teacher interviews. In particular, it was determined that more time was needed for children of different levels to participate in the lesson. This is because a significant portion of the lesson is devoted to preparing students at different levels for the lesson. At the same time, it was observed that not enough time was given to each student to use the four skills. In addition, due to time constraints, the inability to give students a break after 45 minutes to rest or meet their needs revealed another problem arising from the lack of time. The need for time and timing planning for this lesson was also emphasized in the previous study (Oksal & Güner, 2017).

Finally, this section focuses on the needs related to teaching basic language skills in classrooms according to teachers' findings. As emphasized before, some of the difficulties and experienced by the students in the process of learning Turkish were evaluated by the teachers (Çelik, 2016). Conclusions were reached about some variables affecting the teaching of speaking, listening, reading, and writing skills in Turkish, the specific needs of the teaching process, and some of the needs encountered. Focusing on speaking skills, the importance of correct speaking models was emphasized. In addition, it was observed that when some children made mistakes while speaking, they withdrew and closed themselves off from communication because this was met with ridicule by other children. In order to overcome these problems, correct speech models should be shown to students, primarily through listening texts. At the same time, teaching practices that encourage students to speak even if they are wrong and a teaching environment that prevents students from making fun of each other and gives confidence to all students should be created. In listening skills, the problem of determining appropriate texts for each level was encountered in observations and interviews. Due to the inability to prepare texts suitable for the levels in the class, students, who have difficulty understanding while listening quickly get bored with the listening process. According to the information provided by the teachers, a similar result was found for reading skills because it was determined that there were fundamental problems, such as the inability to find texts suitable for the interest and level of the students in the class or the difficulty of shortening a specific text for students at four different levels. These results emphasized by the teachers are similar to the results of a previous study examining the Turkish language skills of children in France (Sönmez & Akıncı, 2022).

According to the teachers' findings, unlike oral skills, it was determined that the knowledge of the French reading process was effective in children's reading skills. French alphabet and reading rules are more effective, especially for students who are new learners of Turkish. In crowded classes with different levels, the problem of reading and reading comprehension becomes more critical. Finally, according to the teachers' findings about children's writing skills, it was determined that there were difficulties in adjusting the speed and amount of writing and in carrying out writing activities suitable for students' interests and competence. According to these basic difficulties, writing instruction should be organized according to students' knowledge of the Turkish alphabet and their ability to express themselves in writing in Turkish. In this context, lower grades should be given fewer writing activities, and writing activities should be carried out in words, sentences, and short paragraphs in accordance with the level. When we look at the general result regarding skills, it is essential to note that since Turkish education generally takes place in multigrade classrooms, the activities for each language skill are not appropriate for the level of the students. In addition, the fact that children are bilingual is also an essential issue regarding how language skills are taught. Therefore, both multigrade classrooms and bilingualism are essential factors in Turkish education. As a matter of fact, in the previous research, it was determined that these two factors are quite effective and important. Therefore, the findings here appear to be supported by previous research results (Sönmez & Akıncı, 2022). For this reason, teaching

Turkish should consider bilingual and multilingual students' emphasized characteristics and needs regarding the language learning process (Baxter et al 2021; Rumlich, 2020; Lee et al 2015; Schwartza & Shaulc, 2013; Stow & Dodd, 2005).

According to the data from the students' Turkish learning stories and the interview process, in order to ensure a natural fit between the EILE arrangement and the frequency and range of bilingual children's use of the target language in daily life, the content of Turkish education should be enriched with bilingual and foreign language teaching activities. Because there are both foreign and bilingual students in EILE classes. For this reason, it is recommended that teaching techniques, strategies, materials and course content should given in accordance with the needs of bilingual and foreign students. Through this alignment, the adverse effects of significant factors (externalized language and individual language) emphasized by Chomsky (1980) and MacSwan (2017) on the target language learning process of bilinguals can be prevented.

Therewithal, there is a need for instructional elements such as teaching strategies, materials, methods, techniques, and curricula focused on Turkish (target language) and French language skills. Because the effect of French teaching on the students who are in EILE classes is very important. For successful Turkish (target language) teaching in EILE classrooms, Turkish and French teachers need to work together to follow the students' language development. In this context, both countries (France and the target language country) can work collectively to realize teaching as a foreign language-based and bilingual-based teaching model(s).

Acknowledgments

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