

Received: 21.07.2024  
Accepted: 14.02.2025

Received in revised form: 10.02.2025  
Available online: 28.02.2025

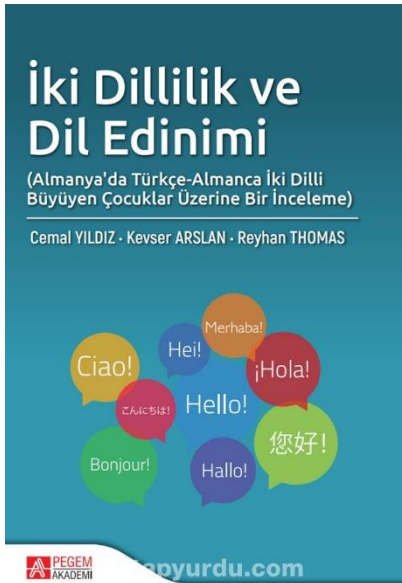
### Book Review

Citation: Altınışik, B. (2025). Bilingualism and Language Acquisition (A Study on Children Growing Up Turkish-German Bilingual in Germany- Book Review. *Turkophone*, 12(1), 18-20. <https://dx.doi.org/10.55246/turkophone.1503170>

## BILINGUALISM AND LANGUAGE ACQUISITION (A STUDY ON CHILDREN GROWING UP TURKISH-GERMAN BILINGUAL IN GERMANY- BOOK INTRODUCTION<sup>1</sup>

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### 1. INTRODUCTION



With the globalizing world, the concepts of multiculturalism and multilingualism have become increasingly important. It has been observed that individuals living away from their homeland eventually experience issues related to their native languages due to migration, international marriages, the desire to learn about different cultures and communicate, and similar circumstances. Specifically in Germany, it is suggested that children of Turkish families who emigrated for employment purposes become detached from their native language and culture, particularly after the third generation.

Written by experts in the field of bilingualism, this book examines the problem in detail. It investigates language acquisition among Turkish children raised bilingually in Germany across various variables. In addition to comprehensive theoretical explanations, the field research and findings provide readers with a solid

framework for understanding the topic. Published by Pegem Akademi in June 2023, with its third edition released in February 2023, the book consists of five chapters:

Chapter 1, titled Language Acquisition and Bilingualism or Multilingualism, contains three main sections. The first section provides theoretical information on the concepts of mother tongue, bilingualism, and multilingualism based on existing literature. It presents various perspectives and definitions related to these concepts and the types of bilingualism, addresses the difficulty of formulating a precise definition of bilingualism, and discusses scientific studies and outcomes in the fields of bilingualism and multilingualism. It emphasizes that, contrary to popular belief, bilingualism

<sup>1</sup> Original book: Yıldız, C., Arslan, K., & Thomas, R. (2023). *İki Dillilik ve Dil Edinimi* (Almanya'da Türkçe-Almanca İki Dilli Büyüyen Çocuklar Üzerine Bir İnceleme). Ankara: Pegem Akademi. ISBN 978-625-7676-84-7

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and multilingualism do not impede language acquisition. Common language-acquisition terms encountered in the literature (e.g., simultaneous first-language acquisition, monolingual first-language acquisition, early and late second-language acquisition, formal second-language acquisition, sequential bilingual acquisition, natural and directed language acquisition) are explained and classified by age. While experts disagree on some classifications, early language acquisition is highlighted as a critical factor. Skutnabb-Kangas's bilingualism criteria, illustrating different variables, are presented in a table. Subsequent sections discuss factors affecting language acquisition, input and output concepts, parental attitudes, parent-child relationships, parents' assessment of their child's bilingualism, and strategies for supporting the child, concluding with an interim summary.

Chapter 2, titled *The Situation of Multilingualism and Language Acquisition in the German Context*, comprises seven main sections. It begins by describing the structure of the German education system. The first two sections offer a brief history of bilingual education in Germany and trace its development to the present day. The third section examines current bilingual education in the country, discussing three instructional approaches: bilingual classrooms, bilingual courses, and bilingual modules. The fourth section outlines various bilingual-education models and provides examples of their implementation in schools. Under the heading *Attitudes toward Multilingualism in Germany*, the chapter explores the place of bilingualism in the eyes of the German public and institutions, as well as the prejudices encountered. It notes that German policymakers perceive the strong cultural and linguistic attachment of Turks living in Germany as problematic.

Chapter 3, titled *A Study on Turkish Bilingual/Multilingual Children in Germany*, presents research conducted in relation to the theoretical information discussed in earlier chapters. Subsections explain the research methodology, research questions, study group, limitations, data-collection instruments, and the administration and analysis of the prepared surveys. Data obtained from the surveys were used to develop a program and prepare multilingualism reports for each child. When classifying the data from these reports, eight categories were established based on the variables identified in section 1.3, *Factors Affecting Language Acquisition*.

Chapter 4, titled *Findings and Comments*, consists of two main sections: "Parents' Views on Their Children's Bilingual or Multilingual Status" and "Percentage and Frequency Tables for Demographic Variables." In the first section, six of the 135 children's reports—generated from data classified according to the variables in section 1.3—were selected as examples, tabulated, and commented upon. The complete set of reports is available in the appendix of the study. The second section discusses the findings from surveys administered to the 135 parents, based on the eight categories mentioned above.

Chapter 5, titled *Conclusions and Discussion*, explains the research outcomes through quantitative data following the survey application and discusses factors believed to aid the development of bilingualism among Turkish children in Germany. It offers recommendations expected to guide future studies on bilingual children. This chapter concludes with an appendix section. Appendices 1 and 2 list terms from the international literature and their Turkish equivalents, thereby providing a resource for international academic research. Considering all these aspects, this book is regarded as an indispensable resource for researchers seeking comprehensive and in-depth knowledge on language acquisition and multilingualism

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