Bilingual Students, Language Conflict, Language - Culture Shock: Situations Faced by Teachers Assigned to Eastern Regions of Turkey

İki Dilli Öğrenciler, Dil Çatışması, Dil - Kültür Şoku: Türkiye'nin Doğu Bölgelerine Atanan Öğretmenlerin Yüzleştikleri Durumlar

Yusuf KIZILTAŞ*

ABSTRACT: Many bilingual students studying at schools in rural areas of Eastern and Southeastern Turkey experience language conflict in the process of acquiring Turkish. Likewise, teachers appointed to schools where bilingual students are educated, especially from the western regions of Turkey, have problems adapting to the region's culture and language. The problems experienced and seen cause language and culture shock for teachers. At the same time, these problems lead to various negativities on students and teachers in the education process. In this study, language conflict experienced by bilingual students was evaluated according to teacher opinions. Likewise, it is aimed to question the dimensions and consequences of language and culture shock in teachers. Teachers from different branches (*n*=120) working in the district villages of Van province were included in the study group. Research data were collected via an online questionnaire in the spring semester of the 2020-2021 academic year. The collected data were analyzed with the MaxQDA 2020 program. It was concluded that the students experienced intense language conflict at school. Similarly, it was concluded that the teachers also experienced language and culture shocks in the eastern regions where they were assigned.

Keywords: Bilingual students, language conflict, language shock, culture shock, teachers.

ÖZ: Türkiye'nin Doğu ve Güneydoğusunun kırsal bölgelerinde bulunan okullarda eğitim alan birçok iki dilli öğrenciler Türkçeyi edinme sürecinde dil çatışması yaşamaktadırlar. Aynı şekilde iki dilli öğrencilerin eğitim gördüğü okullara Türkiye'nin özellikle batı bölgelerinden atanan öğretmenler de bölgenin kültürüne ve diline uyum sağlamada sorun yaşamaktadırlar. Yaşanan ve görülen sorunlar öğretmenler için dil ve kültür şokuna neden olmaktadır. Aynı zamanda bu sorunlar, eğitim sürecinde öğrenci ve öğretmenler üzerinde çeşitli olumsuzluklara yol açmaktadır. Bu çalışmada iki dilli öğrencilerde yaşanan dil çatışması öğretmen görüşlerine göre değerlendirilmiştir. Aynı şekilde, öğretmenlerde de dil ve kültür şokunun boyutlarını, sonuçlarını sorgulamak amaçlanmıştır. Van ilçe köylerinde görev yapan farklı branşlardan öğretmenler (*n*=120) çalışma grubuna dâhil edilmiştir. Araştırma verileri 2020-2021 eğitim-öğretim yılı bahar döneminde çevrimiçi anket yoluyla toplanmıştır. Toplanan veriler MaxQDA 2020 programı ile analiz edilmiştir. Öğrencilerin okulda yoğun dil çatışması yaşadıkları sonucu ortaya çıkmıştır. Benzer şekilde öğretmenlerin de atandıkları doğu bölgelerinde dil ve kültür şokları yaşadıkları sonucuna varılmıştır.

Anahtar kelimeler: İki dilli öğrenciler, dil çatışması, dil şoku, kültür şoku, öğretmenler.

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* Asst. Prof. Dr., Yuzuncu Yil University, Van, Turkey, ysfkiziltas@gmail.com, https://orcid.org/0000-0001-9434-4629

The concept of bilingualism, which is considered to speak two languages at the same proficiency level (Ramírez-Esparza & García-Sierra, 2014), is now accepted as an essential and inevitable reality. The factors that make it inevitable that almost one in three people (Wei, 2000) or even half of the world's population (Grosjean, 2010) are bilingual are sometimes the desire to access information from different sources and societies (Mohamed, 2018), sometimes intense human mobility and the multicultural nature of societies (Trisnawati, 2017). Among many factors that cause individuals to be bilingual (Antoniou, 2019), especially the society inhabited and the multicultural structure of the society take a special place. In multicultural and multilingual societies, the obligation of individuals to learn and use the official or dominant language (target language) of the society to which they belong, other than their first language (Citrin et al., 1990), is quite striking. The process of acquiring a second language after their mother tongue can ultimately lead individuals to become bilingual (Ramírez-Esparza & García-Sierra, 2014). However, although the efforts of individuals to become bilingual by learning the dominant language of the society other than their first language is sometimes an advantage, this process may not always take place at the desired level (Danbolt, 2011; Trisnawati, 2017). Due to the occasional and insurmountable difficulties of the second language acquisition process, this process can lead to various negative consequences for bilingual students and other individuals in the long run (Danbolt, 2011). Due to the inability to reach the desired level of proficiency in the second language (Genesee, 2008), it becomes inevitable that bilingualism often turns into a problematic dimension. It can be said that one of the biggest causes of the problems that arise is language conflict.

Language Conflict, Language and Culture Shock

It is known that bilingual students and many individuals experience some problems acquiring a second language (Muarich, 1999). The language conflict (Van Heuven et al., 2008) and the language shock (Schumann, 1986), primarily due to the mixing of the first language with the second language (Guiberson, 2013), are of particular importance among these. As a result of the encounter of two different languages, it is highly likely that the words enter into competition and create confusion in the brain. This problem can often be explained by language conflict (Van Heuven et al., 2008). Likewise, Benyelles (2011) draws attention to the fact that more than one language in the same region can trigger language conflict.

Another problem experienced by many individuals with bilingual students when they enter the environments where the second language is spoken can be expressed as language and culture shock (Schumann, 1978). Schumann; combines language and culture shock under the heading of affective factors in the 'acculturation model'. However, language shock should be considered separately from language conflict. Because if there is language shock, you may not have been exposed to the second language intensively before. There may also be a possibility of no exposure to the second language. According to Fan (2010), language shock; is considered one of the main factors of culture shock. There are adverse effects of the discomfort and foreignness of the individual who enters a different environment on the language. Because culture and language are concepts that affect each other. Therefore, it is a strong possibility that both concepts affect each other. The culture shock was first used

by cultural anthropologist Kalervo Oberg (Luo, 2014) and may be caused by linguistic differences. Therefore, the prerequisite for a good understanding of language shock is to understand culture shock. According to Schumann (1986), culture shock is experienced more in adults. In humans, sadness, stress, anxiety, depression in culture shock manifested by symptoms (Saylag, 2014), individuals enter an unfamiliar environment (Rese, 2018) that they have not previously experienced. Communication also decreases during this process.

Language Conflict in Bilingual Students in Rural Regions of Turkey

Turkey's Eastern and Southeastern Anatolia regions are considered more rural and disadvantaged (EGR, 2020; Erol & Özdemir, 2020) compared to the other five geographical regions. Compared to other regions, these regions have differences in terms of both the languages used in the region, culture, and climate (Derince & Eyüboğlu, 2012). There are other students from different languages whose first language is Arabic, Zaza (Asrağ, 2009; Yılmaz & Şekerci, 2016). Although there are many bilingual students in rural areas, it is known that the first language of these students is mainly Kurdish (Koşan, 2015; Yılmaz & Şekerci, 2016). There are other students from different languages whose first language is Arabic, Zaza (Asrağ, 2009; Yılmaz & Şekerci, 2016). In other words, it is possible to say that there is a multilingual and cultured environment in Turkey (Derince & Eyüboğlu, 2012; Koşan, 2015; Kotluk & Kocakaya, 2018). According to Wei (2008), other multicultural countries in different countries have an official language and different languages spoken. However, it should be noted that bilingual students in rural areas (Eastern and Southeastern Anatolia regions) of Turkey are official citizens of the Republic of Turkey; that is, they are not a minority (Yakışır, 2009). In this context, it is known that students whose first language is Kurdish have some problems (reading, communication, academic failure, discipline) throughout their education (Derince & Eyüboğlu, 2012; Susar Kırmızı et al., 2016; Tulu, 2009; Uğur, 2017).

Bilingual students start school by learning Turkish, the official language of the country, at a certain level (Ceyhan & Koçbaş, 2011) before starting school. Since these students are not foreign to Turkish, they can overcome the effect of language shock over time. On the other hand, in more rural areas and even in villages, the level of Turkish learning of many bilingual students may remain at a lower level (Derince & Eyüboğlu, 2012; Tulu, 2009). This disadvantage causes bilingual students to experience language conflict at school and in the classroom (Susar Kırmızı et al., 2016; Yılmaz & Şekerci, 2016). Language conflict (Kızıltaş & Kozikoğlu, 2020) is inevitable as bilingual children enter a systematic Turkish environment for the first time (Koşan, 2015; Tulu, 2009) and they are prohibited from using their first language (Kurdish).

Language and Culture Shock in Teachers Assigned to Rural Regions of Turkey

The problems experienced in rural areas where bilingual students continue their education are not limited to language shock and conflict. Among the teachers assigned to schools in these regions where bilingual students are educated, teachers from western or other regions of Turkey and foreign to the region (Kozikoğlu & Senemoğlu, 2018) also constitute a significant proportion. Moreover, most teachers do not know bilingual students' first language (Uğur, 2017). As a result, many teachers come across someone

who speaks the Kurdish language for the first time. It is expected that this will create language shock (Kozikoğlu & Senemoğlu, 2018). Likewise, the culture of the cities where teachers were born and raised and the life, culture and even the climate of the regions where the schools they work in bear some differences (Aygül & Korkmaz, 2018; Derince & Eyüboğlu, 2012; Kotluk & Kocakaya, 2018; Kozikoğlu & Senemoğlu, 2018).

The unity of many elements (common religion, shared history, a single nation) brings people in Turkey's eastern and western regions together on a common ground (Özcan, 2016; Yakışır, 2009) plays an essential role in breaking the impact of cultural conflict. In other words, teachers assigned to the eastern regions of Turkey are more likely to experience an inevitable shock process in cultural terms. Cultural conflict is experienced more when people go to environments and countries where different religions (Chaudhary & Yadav, 2018) and traditions prevail (Banaszkiewicz & Buczkowska, 2015). On the other hand, this is not the case in culture shock. Therefore, it can be said that the problems experienced in teachers assigned to the eastern regions of Turkey are centered around language and culture shock.

The language and culture shock experienced in teachers, along with the language conflict experienced in students, cause various problems in the individual and social context (Ceyhan & Koçbaş, 2011; Susar Kırmızı et al., 2016) on bilingual students. The rural areas are the country's provinces with the lowest academic success in national and international exams in Turkey (Derince & Eyüboğlu, 2012; EGR, 2020; Koşan, 2015) is just one of the examples that confirm this adverse event situation. Therefore, it is crucial to discuss these problems.

Language conflict, language and culture shock experienced in rural areas of Turkey in the context of students/teachers are fundamental problems. However, the lack of studies directly addressing this problem in rural areas of Turkey is another problem. There are a limited number of studies, albeit far from these problems in disadvantaged regions (Aygül & Korkmaz, 2018; Kotluk & Kocakaya, 2018; Saylag, 2014). It is understood that the studies conducted are far from the concepts of language conflict, language and culture shock experienced in the context of bilingual students and teachers. On the other hand, it can be said that there are studies in this field in countries other than Turkey (Benyelles, 2011; Rese, 2018). However, the lack of similar studies on this problem specific to Turkey is also seen in foreign literature.

Current Study

This research; focuses on the language conflict experienced by bilingual students in rural Turkey and the language-culture shock seen in teachers working in these regions. This study aims to reveal the source and results of these conflicts, in short, all dimensions. The purpose of filling the gap created by the studies in this scope in the literature and creating awareness on this issue makes the research important, meaningful and original. In this context, some questions were sought for answers. In the context of bilingual students in schools in rural regions of eastern and southeastern Turkey and teachers assigned to schools in these regions, the following questions were tried to be answered:

- What are the dimensions of language conflict experienced by bilingual students?

- What are the consequences of language conflict in bilingual students?
- What are the solutions to eliminate the consequences of language conflict experienced by bilingual students?
- How is the extent of the language and culture shock experienced by teachers?

Method

Research Design

Phenomenology design, one of the qualitative research methods, was used in the study. Phenomenology focuses on phenomena that we are aware of in daily life but do not have an in-depth and detailed understanding (Büyüköztürk et al., 2016). For example, language conflict in bilingual students who acquire Turkish as a second language and the language and culture shock experienced by teachers assigned to schools in these regions are known but need detailed examination. Therefore, the phenomenology design was used to obtain detailed information about the testimonies, experiences, and perceptions of teachers in different branches, who were thought to have information about these phenomena.

Participants

The study's working group consists of teachers (female=85, male=35) working in different branches in Van province in the 2020-2021 academic year (Table 1). Criteria sampling from purpose-made sampling methods were used to determine the working group. In criteria sampling, specific criteria are determined to fit the purpose of the research. Then, individuals, events or situations that meet the specified criteria/criteria are included in the workgroup (Büyüköztürk et al., 2016).

Table 1

Descriptive Information of the Teachers

Branch	Gender	Professional Seniority	*n*	Total
Primary School Teacher (*n*=73)	Male	0-5 year	25	
		6-10 year	1	29
		11-15 year	3	
	Female	0-5 year	39	
		6-10 year	4	44
		11-15 year	1	
Preschool Teacher (*n*=47)	Male	0-5 year	5	
		6-10 year	1	6
		11-15 year	-	
	Female	0-5 year	35	
		6-10 year	4	41
		11-15 year	2	

Looking at Table 1, most of the teachers participating in the research are female teachers (*n*=85). It is noteworthy that the number of primary school teachers participating in the research is also in the majority (*n*=73). In this study, the fact that teachers work in disadvantaged areas (district village schools) and that their branches are classroom teachers/preschool teachers are considered criteria. Furthermore, two branches are selected as criteria because bilingual students' first meeting with the school is preschool (*n*=47) or primary school (*n*=73). In other words, it is the occurrence of the first and intense periods of language conflict at the said education levels.

Data Collection Tool and Process

In this study, the data were collected through an online questionnaire. Google Forms is one of the techniques included in this scope. It can be said that web-based online surveys such as Google Forms are valuable and effective in reaching many people quickly (Kumar & Naik, 2016; Raju & Harinarayana, 2016). In such a period when the Covid-19 pandemic made it difficult to come face to face, the advantages of collecting data with an online survey were utilized. Depending on the purpose of the research, five open-ended questions were asked to the teachers. These questions are: "Can you share your experiences about language conflict in students during the process of acquiring Turkish as a second language", "What do you think about creating psychological and social distance in bilingual students", "When you were assigned to a school/region with bilingual students, did you experience language and culture conflicts, could you share your thoughts?", "What are the consequences of language conflict experienced by bilingual students in the process of acquiring Turkish", "What are your suggestions for solutions in order to overcome the language conflict experienced by students in the process of acquiring Turkish as a second language?". In the personal information form included in the data collection tool, the gender and branches of the participants were tried to be determined. Participants were encouraged to participate in the research voluntarily. Second language acquisition, language-culture relationship the opinions of academicians working on their subjects have been utilized. After the opinions of four experts, one of the questions prepared was removed, and it was decided to collect data over five questions. Likewise, the questions in the online questionnaire were evaluated in the context of language and content by field experts. After that, the questions and the research were piloted on 15 teachers. After all the procedures, online survey questions were finalized.

Data Analysis

The data collected from teachers via online questionnaires were analyzed using content analysis. Content analysis is to gather similar data within the framework of specific concepts and themes and to interpret them by organizing them in an understandable way (Yıldırım & Şimşek, 2013). Themes in questions, categories and codes were created according to these themes. In order to ensure the external reliability of the research, detailed explanations regarding the stages such as the purpose of the research, study group, data collection tool, data collection and data analysis are included. The collected data was transcribed. The data shared with an expert was provided to be coded independently. Then, the coding made by the researcher and the expert were compared. According to the formula of Miles and Huberman (1994)

(Reliability=Consensus/(agreement+disagreement)), the percentage of agreement between two different coders was calculated, and 95% agreement was found. Therefore, it was decided that the codes made were reliable (Miles & Huberman, 1994). In coding the data, MaxQDA 2020 qualitative data analysis was used.

Ethical Procedures

Ethical committee approval for this study was obtained from the Ethics Committee of Van Yuzuncu Yil University (Num: 2021/06-14; Date: 30.04.2021).
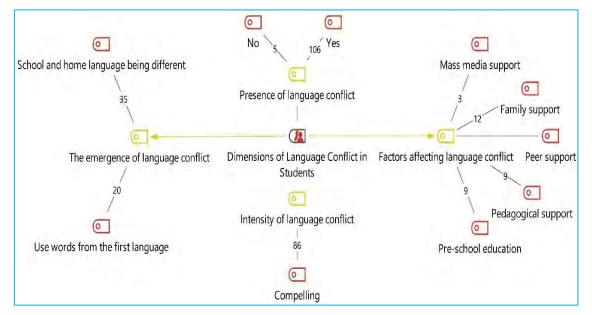
Findings

Data obtained from interviews with teachers; "dimensions of language conflict", "psychological distance in bilingual students", "social distance in bilingual students", "language shock in teachers", "culture shock in teachers", "consequences of language conflict in bilingual students", and "solutions for resolving language conflict in bilingual students" are grouped under seven themes. The research data were presented by describing them according to the determined themes.

Dimensions of Language Conflict

The teachers' opinions were gathered under "dimensions of language conflict" (Figure 1).

Figure 1

MAX Maps Code Theory Model Regarding Dimensions of Language Conflict

According to the opinions of the teachers, in the classroom and school, it is understood that from time to time, bilingual students (Turkish-Kurdish) offer support to their peers who have not yet reached a certain level of proficiency in Turkish (*n*=16). Emphasis is placed on the importance of family support (*n*=12) and peers in supporting the Turkish language learned in the classroom and school. Lack of family support triggers language conflict. Especially outside of school, in the family, the use of televisions, computers, smartphones, tablets in the environment provides more intertwining with Turkish by using mass media (*n*=3). This situation may positively

affect the development of Turkish according to the results of the participants' opinions. In addition, in-service and pedagogical support (n=9) to be provided to teachers is essential in contributing to students who cannot overcome the language barrier and do not have the required proficiency in Turkish. Another great point in teachers' views is that language conflict in bilingual students who have received preschool education (n=9) has a short course. Participant views on these situations are as follows:

> As bilingual students communicate with other children in the classroom, they use Turkish effectively (T23).
>
> The child does not understand me, and I do not understand him. If he cries, you cannot comfort the child. Sometimes I even wanted to cry. Later, we communicated through my children, who knew Turkish (T86).
>
> In addition, not speaking Turkish in the family environment makes it more difficult for children to learn (T58).
>
> Problems experienced in children who receive preschool education are much less (T68).

Considering the teachers' opinions, it is understood that teachers have difficulties in terms of language conflict experienced in bilingual students. It can be said that preschool education also plays an essential role in this process. Families' contribution in overcoming the language conflict process is precious. So much so that the continuation of the use of the first language in the family negatively affects the reinforcement of Turkish learned at school. This habit sometimes causes the use of words from the first language (n=20) in the classroom environment from time to time. Ultimately, the difference between the language used at home and school (n=35) constitutes the starting point of the conflict. After a particular stage, the intensity of language conflict becomes challenging (n=86) for students in many ways. Participant views on these situations are as follows:

> In my students whose mother tongue is Kurdish, Turkish concepts, objects, shapes first make sense in Kurdish to understand the events. Then it translates it into Turkish. This causes difficulties and time in the learning process. He tries to think in Kurdish and answer the Turkish question I ask. He answers with sentences in Turkish, a little in Kurdish, due to his insufficient Turkish vocabulary (T121).
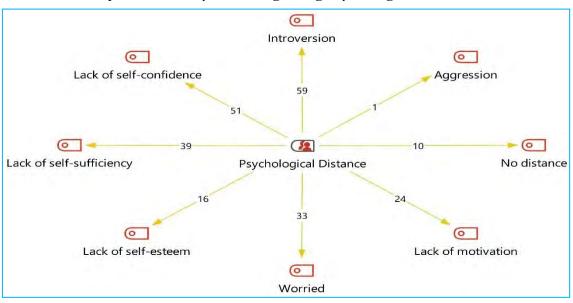>
> Since Kurdish is spoken in the students' homes, they know it as a mother tongue and live this way. This is why Turkish is a second language. Kurdish is naturally spoken because the parents do not speak Turkish (T35).
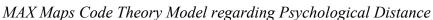
As understood in teachers' opinions, language conflict in bilingual students who acquire Turkish as a second language is undeniable (n=106). On the other hand, the number of teachers who stated that there was no language conflict (n=5) and the number of teachers who did not express their opinion is deficient (n=9).

Psychological Distance in Bilingual Students

The teachers' opinions were gathered under "psychological distance in bilingual students" (Figure 2).

Figure 2

MAX Maps Code Theory Model regarding Psychological Distance

Students lack motivation towards a second language that they do not command (*n*=24). This deficiency is accompanied by the inability of the students to consider themselves competent and the low self-efficacy (*n*=39) perceptions. Teachers stated a lack of self-confidence (*n*=51) below this. These disadvantages in bilingual students can negatively affect their self-esteem (*n*=16). Their positive views and thoughts towards themselves are affected by this situation. All the negativities experienced make students more worried (*n*=33) and introverted (*n*=59) individuals. Participant views on these situations are as follows:

> They get along better with students whose mother tongue is Kurdish like them, and more difficultly with other students. I think this is because they had trouble expressing themselves in Turkish (T37).

> They are very dull and cowards. The worried caused by the inability to speak Turkish inevitably prevented them from expressing themselves. Even when expressing their indispensable needs, they talked tightly and hard. Nevertheless, even though they spoke Kurdish, they started to relax a little when they saw that I understood them (T101).
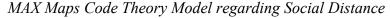
> Students who cannot express themselves well are introverted and lack self-confidence. Furthermore, in the following periods, they become afraid to ask questions despite speaking Turkish, cannot defend themselves against an injustice and experience a feeling of inadequacy (T112).
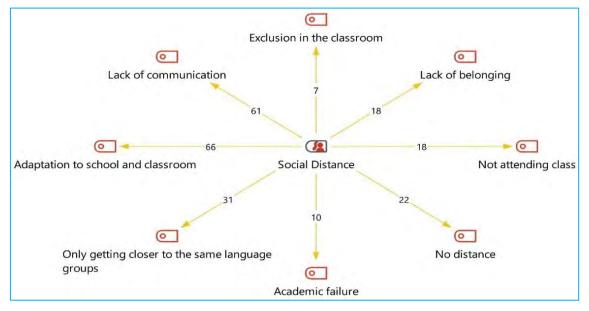
Considering the teachers' views, it can be said that students create a psychological distance from themselves and isolate themselves from the classroom. It is also reported that they show aggression (*n*=1), albeit rarely. On the other hand, it should be noted that there are teachers' opinions that bilingual students do not enter a psychological distance (*n*=10).

Social Distance in Bilingual Students

The teachers' opinions were gathered under "social distance in bilingual students" (Figure 3).

Figure 3

MAX Maps Code Theory Model regarding Social Distance

Lack of communication with students and teachers (*n*=61) due to the problem of not having enough command of the second language causes them to hesitate to participate in the lesson (*n*=18). Students in a different and intensely spoken second language environment; experience some tides at the point of seeing themselves belonging to the class, to the school (*n*=18). Although students try to participate in the lesson, they also consider the possibility of being mocked in the classroom (*n*=7). In such cases, they try to overcome their loneliness by showing closeness to students in a similar situation (*n*=31). These problems negatively affect the adaptation process of bilingual students to both the classroom and the school (*n*=66). Ultimately, academic failure (*n*=10) also becomes inevitable. Participant views on these situations are as follows:

> Such students are very comfortable with their friends; on the contrary, they are very on their toes in the classroom environment. Therefore, he prefers not to talk with his teachers unless he is obliged to or promised by the teacher (T8).
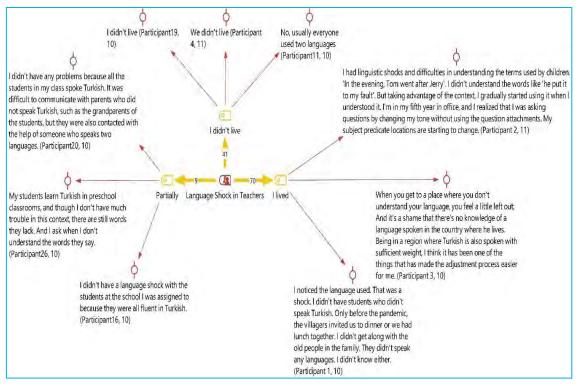
> I think it is adversely affected in every way. They also have Turkish-speaking friends in the classroom. It is challenging to comply with them. He is trying to set up a game alone. Friendships are troubled. Since he cannot establish a dialogue with the teacher, in the same way, he cannot gain the necessary confidence and has emotional difficulties within himself (T111).

Considering the teachers' opinions, it should be noted that there are teachers' opinions that bilingual students do not maintain social distance (*n*=22).

Language Shock in Teachers

The teachers' opinions were gathered under "language shock in teachers" (Figure 4).

Figure 4

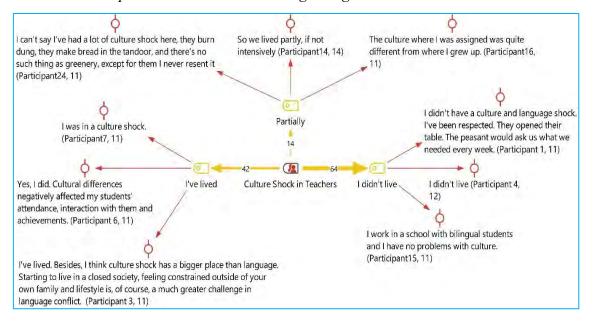*MAX Maps Code Sub Code Model regarding Language Shock in Teachers*

As seen in Figure 4, it is understood that most of the teachers experienced language shock (*n*=70). However, there are also opinions stating that teachers partially experienced language shock and overcame this shock over time (*n*=9). On the other hand, the number of teachers who did not experience language shock is also significant (*n*=41).

Culture Shock in Teachers

The teachers' opinions were gathered under culture shock in teachers (Figure 5).

Figure 5

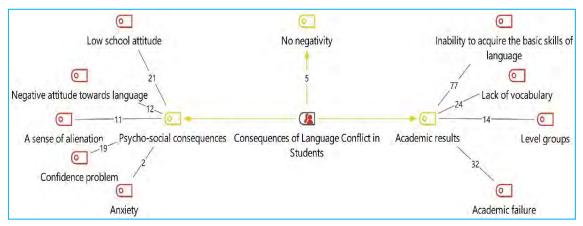*MAX Maps Code Sub Code Model regarding Culture Shock in Teachers*

As seen in Figure 6, it is understood that most of the teachers do not experience culture shock (*n*=64). In addition, opinions state that teachers partially experience culture shock (*n*=14). On the other hand, the number of teachers who experienced culture shock among teachers is also significant (*n*=42).

Consequences of Language Conflict in Bilingual Students

The teachers' opinions were gathered under "consequences of language conflict in bilingual students" (Figure 6).

Figure 6

MAX Maps Code Theory Model of Consequences of Language Conflict in Bilingual Students

According to the teachers' opinions, the most major problem arising from language conflict among bilingual students was the inability to acquire basic skills of Turkish (*n*=77). Due to language conflict, students cannot acquire language skills such as reading, writing, speaking, and listening. Undoubtedly, the lack of vocabulary in the second language at the desired level (*n*=24) is also seen as one of the critical problems. In such cases, students cannot acquire and acquire the second language sufficiently. This situation leads to the formation of level groups (*n*=14). Ultimately, academic failure (*n*=32) becomes inevitable. Participant views on these situations are as follows:

> The student does not know where to talk or speak (D36).

> He starts 3-0 (three zeros) before starting his education. First, they try to adapt the grammatical structure of Kurdish to Turkish in terms of language. This situation causes Kurdish words to be confused with Turkish all the time. Secondly, speaking in a different language at home and speaking in another language at school causes them to have difficulties finding words to express themselves (T62).

> They have some difficulties in reading, understanding and writing. For example, while trying to read and understand a text or listen to a text, they think of the words in Kurdish and translate them into Turkish in their minds. This situation causes children to understand what they read longer than what they listen to. Furthermore, unfortunately, their academic success is declining (T80).

Inadequate command of the second language can make students more anxious (*n*=2) and have a negative attitude towards language (*n*=12). In addition, students sometimes feel like they are in a foreign (*n*=11) environment. As a result, the loss of self-confidence in bilingual students (*n*=19) becomes inevitable, and they start to have a negative attitude towards school (*n*=21).

> First of all, when they think they are not understood, they take a negative attitude towards the school and start isolating themselves. In addition, even if they understand Turkish, they can close themselves to speaking because of the concern that I will be condemned when speaking Turkish is not appropriately enough (T101).

> I think there is prejudice against language (T111).

> Since character development occurs at this age, they grow up as individuals who lack self-confidence in the future. For this, we, classroom teachers, should make a tremendous effort (T2).
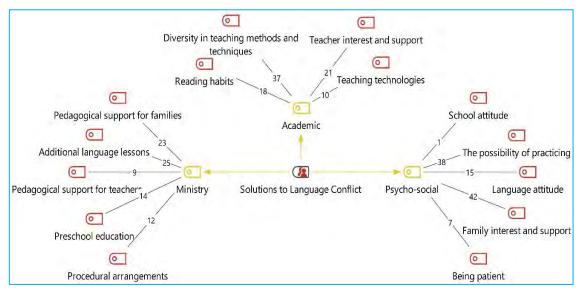
It should be noted that there are a limited number of teachers' opinions stating that there is no conflict among bilingual students (*n*=5) and that students do not have difficulty in this sense.

Solution Suggestions for Resolving Language Conflict in Bilingual Students

The teachers' opinions were gathered under "consequences of language conflict in bilingual students" (Figure 7).

Figure 7

MAX Maps Code Theory Model Including Solution Suggestions for Overcoming Language Conflict in Bilingual Students

Students need to be more intertwined with Turkish to have a positive attitude towards the Turkish language (*n*=15). Therefore, Turkish should not be limited to the school environment. Support from the family (*n*=42) is also essential in this sense. Bilingual students who are sufficiently exposed to Turkish also have the opportunity to practice the language sufficiently (*n*=38). However, to be rewarded for this process, both the teachers and the family must be patient (*n*=7). With this patience process, a positive attitude towards school (*n*=1) is developed in bilingual students. Participant views on these situations are as follows:

> I advise families to speak Turkish at home so that the child does not have dilemmas at home, and I give the task of rereading books; I think it makes an outstanding contribution to language development (T48)

> They need more exposure to learn Turkish faster and easier. Therefore, I suggest that parents accelerate learning Turkish by speaking Turkish at home (T64).

> It should be taught with small steps and patience. It is said that when they do it wrong, it is not a bad thing; they can learn words over time. In this way, the child will feel safe and not be biased against the second language (T85).

In order to minimize the negative consequences of language conflict among bilingual students, some solutions can be developed at the ministerial level. Some procedural arrangements (*n*=12) can be made in the context of regulations and directives. It is also essential to have additional language lessons (*n*=25) to improve Turkish language skills. It is understood from the teachers' opinions that it will be possible to overcome this process with minor damage with the pedagogical support to be provided to teachers (*n*=9) and similarly to families (*n*=23). In particular, making preschool education compulsory (*n*=14) was stated to be effective in carrying the

language development of bilingual children to a reasonable level. Participant views on these situations are as follows:

> I think teachers should get language training (T106).

> To be in constant communication with families and encourage Turkish to be spoken in the family. To open literacy courses for parents who do not speak Turkish. Encouraging families to speak Turkish and not be concerned about the environment they live in (Ö73).

> Kindergarten classes should be opened. Because unfortunately, many village schools do not have kindergartens. Furthermore, when a student who does not know Turkish starts directly from the first grade, both the student and the teacher have a lot of difficulties (T97).

Teachers' interest and support (*n*=21) can profoundly contribute to the students in this context. Providing diversity in teaching methods and techniques (*n*=37) by making use of instructional technologies (*n*=10) can be expressed as essential issues that should be taken into consideration by the teacher. In addition, it is imperative to develop reading habits (*n*=18) in students. Participant views on these situations are as follows:

> We try to complete the language acquisition process by constantly repeating everything they learn and explaining the meaning of everything they learn by enriching them with videos, movies, and games (T74).

> I am reading books, using visual pictures, watching educational videos, using the question-answer technique, connecting to a daily routine, expressing words with body language… (T83).

It is understood that teachers offer essential solutions to eliminate the language conflict experienced by bilingual students. However, how much the proposed solutions contribute to the problems should be questioned. Therefore, there is a need to discuss the solutions in the context of the literature.

Discussion

It is known that there are many bilingual students in rural areas in the east and southeast of Turkey (Koşan, 2015). Therefore, it can be said that bilingual students are introduced to systematic second language (Turkish) teaching and their school life (Özdemir, 2016; Tulu, 2009). However, while some of these bilingual students start school with a particular and satisfactory level of Turkish proficiency, many of them may fall far below the desired level of proficiency in this regard (Susar Kırmızı et al., 2016). Therefore, it is crucial to discuss language conflict (Turkish-Kurdish) comprehensively and other problems (Asrağ, 2009; Öztepe, 2019; Tulu, 2009; Yılmaz & Şekerci, 2016) among bilingual students in rural areas who are below a certain level of proficiency in Turkish. Therefore, the first of the discussion topics of the research is language conflict experienced by bilingual students, the causes and consequences of language conflict. In the same way, the proposed solutions to minimize language conflict were also discussed.

In the context of the first problem of the research, the first discussion topic is the dimensions of language conflict. The majority of the teachers participating in the study stated that bilingual students experience language conflict. This result; shows significant consistency with various research results (Guiberson, 2013; Saunders, 1988; Van Heuven et al., 2008). According to the EGR (2020), newborns in East and Southeast Turkey generally speak Kurdish with their families. This problem, which causes students to have insufficient Turkish skills, causes them to experience a language barrier at school. Fathima Seefa (2017) emphasizes that the mother tongue should avoid these

problems. Otherwise, there will be some conflicts. In the study conducted by Nicoladis et al. (2016), it is stated that there is no conflict in second language acquisition. Similarly, Cohen (2014) states that the probability of language conflict is very low in individuals who know and speak both languages at a certain level.

There are also various factors under the theme of language conflict. Among these factors; It is essential that the language used in the family is predominantly Kurdish and that the Turkish language learned at school is not sufficiently reinforced. These situations increase language conflict. Therefore, it becomes inevitable for students to use words from the first language (Kurdish) from time to time in the process of teaching Turkish. These results are consistent with various research results (Emeç, 2011; Öztepe, 2019; Tulu, 2009; Turan, 2019; Yılmaz & Şekerci, 2016). It is understood from Hardiyanti's (2017) research results that almost similar problems are experienced in some areas of Indonesia. Fathima Seefa (2017) also states that situations such as not having the opportunity to practice the language learned at school and not being exposed to the language sufficiently outside the school hurt language acquisition. Lack of family support: Hamidi (2015) also emphasized an obstacle in reducing language conflict and problems. Family support and cooperation (Özdemir, 2016; Songbatumis, 2017) are also crucial in overcoming the problems caused by language conflict. Peer support is another factor that draws attention under the theme of language conflict (Asrağ, 2009; Öztepe, 2019). Yılmaz and Şekerci (2016) also draws attention to the importance of this factor.

Another factor that draws attention under the theme of the dimensions of language conflict is related to teachers. It can be said that teachers need pedagogical support to overcome language conflicts (Asrağ, 2009; Kozikoğlu & Senemoğlu, 2018; Öztepe, 2019; Turan, 2019). Koşan (2015) also states that, according to his research, teachers need serious support in communicating with students who do not have a good command of Turkish (Özdemir, 2016). Kaya and Aydın (2013) also draw attention to this issue and state that teachers have problems in communication and need support, especially when they do not know the regional language (Yılmaz & Şekerci, 2016). Under the theme of the dimensions of language conflict, a separate parenthesis should be opened on instructional technologies. Accordingly, it is understood that the use of various instructional technologies and mass media effectively changes the course of language conflict. These findings are consistent with various research results (Asrağ, 2009; Ceyhan & Koçbaş, 2011; Hamidi, 2015; Koşan, 2015; Öztepe, 2019; Yılmaz & Şekerci, 2016). One of the most striking factors under the language conflict theme is preschool education. Conflict is almost non-existent in bilingual students with preschool education. These findings coincide with the results of various studies in the literature (Asrağ, 2009; Emeç, 2011; Hamidi, 2015; Öztepe, 2019; Tulu, 2009; Yılmaz & Şekerci, 2016).

In the context of the first problem of the research, the second topic of discussion is about psychological distance. As a result of the research, language conflict creates a psychological distance in bilingual students. Psychological distance manifested itself with the following symptoms: Self-confidence (Songbatumis, 2017), self-esteem, lack of self-efficacy and motivation, introversion and anxiety. Although it is rare, it is understood from the participant opinions that there is a tendency to aggression in students who acquire a second language. The symptoms and results of this study on the

psychological distance seen in bilingual students are consistent with the results of different studies (Coşkun et al., 2010; Ergün, 2017; Fırat, 2015; Turan, 2019; Uğur, 2017). Shin and Kim (2017) also states that language learning increases psychological distance. The more psychological distance is reduced, the more emotional and introversion can be reduced. Yılmaz and Şekerci (2016), on the other hand, state that students become introverted because they cannot express themselves in a second language.

In the context of the first problem of the research, the third topic of discussion is about social distance. Due to language conflict, bilingual students who acquire Turkish as a second language also experience social distances. Social distance in bilingual students; lack of belonging, lack of communication (Hamidi, 2015; Öztepe, 2019), exclusion in the classroom (Uğur, 2017; Yılmaz & Şekerci, 2016), not participating in the lesson, adaptation to school/class (Coşkun et al., 2010), showing closeness to the same language groups (Susar Kırmızı et al., 2016), academic failure. The listed symptoms cause students to isolate themselves and distance themselves from the classroom, teachers and the environment. These results regarding the social distance seen due to language conflict in bilingual students who acquire Turkish as a second language are consistent with various research results (Coşkun et al., 2010; Emeç, 2011; Ergün, 2017; İnal, 2019; Susar Kırmızı et al., 2016; Turan, 2019; Yılmaz & Şekerci, 2016). In particular, it can be said that the results of the research conducted by Sincar (2015) correspond to the results of this research to a great extent. Asrağ (2009) states that if the Turkish language skills are acquired sufficiently, the adaptation to school will be exceeded in bilingual students. Thus, it can be said that the distances will be exceeded.

The situation discussed in the context of the second problem of the research is related to the consequences of language conflict in bilingual students. Language conflict experienced by bilingual students causes some negative consequences. These negativities are discussed separately in psycho-social and academic contexts. In the psycho-social context of students who acquire a second language; There are problems such as low school attitude, negative attitude towards Turkish language, feeling of foreignness (Fırat, 2015; Sincar, 2015), self-confidence problem (Turan, 2019) and anxiety (Sunitha & Jayanthy, 2019). These results show some consistency with the results of various studies (Coşkun et al., 2010; Kumar & Naik, 2016; Songbatumis, 2017; Susar Kırmızı et al., 2016; Uğur, 2017; Yılmaz & Şekerci, 2016). According to Ceyhan and Koçbaş (2011), students experience problems in the context of belonging (Aygül & Korkmaz, 2018) in school environments where their language is not used. Milon (2016) also points out that students who acquire a second language in the countryside have a negative attitude towards language and do not take the language seriously. This situation creates fear and anxiety (Fathima Seefa, 2017; Sunitha & Jayanthy, 2019). On the other hand, according to the results of Ergün's (2017) research, it has been revealed that students who acquire a second language have a positive attitude towards language (Turkish).

Another result of language conflict can be discussed as academic results. In this context; inability to acquire basic language skills (not being able to understand what they read, not being able to read fluently, speaking and listening problems), lack of vocabulary (Songbatumis, 2017), academic failures (Ceyhan & Koçbaş, 2011; Coşkun

et al., 2010) problems arise. These results show some consistency with various research results (Emeç, 2011; Fathima Seefa, 2017; İnal, 2019; Khong & Saito, 2014; Milon, 2016; Sincar, 2015; Uğur, 2017). Sunitha and Jayanthy (2019) also states that students who acquire a second language in the countryside experience problems in learning the basic skills of the language, and this is due to the inability to acquire the language sufficiently, language confusion and conflict. Aygül and Korkmaz (2018) states that these problems related to language conflict cause academic failure. On the other hand, according to Susar Kırmızı et al., 2016, bilingual students fall behind at various stages of their education life. Failure to take the necessary measures for this situation may further reduce the level of success in students. She stated that bilingual students who have problems with reading comprehension and written expression are sometimes referred to the school guidance service and even to the Counseling Research Center because of this situation. For this reason, he states that students are left in the classroom, left to their own devices in the back of the classroom, and experience psychological wear and tear.

The conclusion discussed in the context of the third problem of the research is related to suggestions for reducing the effects of language conflict in bilingual students. In this part of the research, teachers have suggestions to minimize the language conflict experienced in second language learners. The solution proposals that emerged in this research can be evaluated under three headings: solutions presented in academic, ministry and psycho-social contexts. Academic solution suggestions offered by the teachers participating in the research; developing reading habits (Turan, 2019), providing diversity in teaching methods and techniques in the classroom (Songbatumis, 2017), using instructional technologies (Emeç, 2011; Fathima Seefa, 2017; Öztepe, 2019) and teachers' interests/support. These solution proposals overlap with various research results in the literature (Asrağ, 2009; Elibariki, 2017; Kumar & Naik, 2016; Songbatumis, 2017). Endriyati et al. (2019) is also seen in the research results. Sunitha and Jayanthy (2019) also states that it is necessary to create a rich language-learning environment and provide diversity in teaching methods, techniques, and materials.

Solution proposals at the ministerial level are; providing pedagogical support to families and teachers (Ergün, 2017), introducing extra Turkish language lessons in schools (Turan, 2019), making preschool education compulsory (Koşan, 2015), and legal/procedural regulations in various fields (Elibariki, 2017) is expressed as allowing teachers to act flexibly. These solution proposals are consistent with various research results in the literature (Asrağ, 2009; Milon, 2016; Öztepe, 2019; Susar Kırmızı et al., 2016). Similarly, Emeç (2011) states that preschool education is of great importance in regions where Turkish is spoken less. Therefore, it has been stated that making preschool education a necessity effectively minimizes many problems. According to Hamidi (2015), the Turkish curriculum and system should be reviewed and addressed, new curriculums should be created for regions where bilingual students are the majority, and the content of the courses given to teacher candidates at the university should be prepared for students whose mother tongue is different. The students' cultures (Sincar, 2015) lists suggestions such as. Similarly, it was emphasized that teachers should be given seminars (Elibariki, 2017; Öztepe, 2019) during the in-service training process. Hamidi (2015) also states that Turkish teaching laboratories can be opened. Anyiendah (2017) also states that language course hours are essential in second language

acquisition and emphasizes that, in a sense, these hours should be increased. In this way, it may become possible to compensate for the lack of exposure to the language outside of school. On the other hand, according to Endriyati et al. (2019), they emphasize that teachers working in rural areas are more deficient in the pedagogical sense and should be supported more (Khong & Saito, 2014).

The solution suggestions presented by the teachers participating in the research in the psycho-social context; is expressed as developing positive attitudes in students towards school and Turkish language, providing opportunities to use the Turkish language more, getting the support of families (Emeç, 2011; Öztepe, 2019; Turan, 2019) and being patient in this process. These solution proposals are consistent with various research results in the literature (Asrağ, 2009; Songbatumis, 2017). According to the results of his research, Milon (2016) states that it is essential for students to develop positive attitudes towards language and increase their participation. Likewise, the possibilities for students to use the second language should be further expanded. Similarly, Sunitha and Jayanthy (2019) state that second language learners should use the language more by ensuring that they are sufficiently exposed to the language. On the other hand, Fathima Seefa (2017) emphasizes that it is essential to create a classroom environment where students will feel comfortable to develop a positive attitude towards the second language.

The fourth and last problem of the research is related to the language and culture shock experienced by the teachers. The second discussion topic of the research is teachers. When the opinions of the teachers participating in the research are examined, it is seen that the majority of the teachers experience language shock. These results show a certain level of consistency with various research results in the literature (Aygül & Korkmaz, 2018; Coşkun et al., 2010; Emeç, 2011; Susar Kırmızı et al., 2016; Turan, 2019). Similarly, Dhillon and Wanjirude (2013) emphasizes that teachers also experience confusion and shock due to language confusion and conflict experienced by students in classes where different languages are spoken (Khong & Saito, 2014). Yılmaz and Şekerci (2016) also state that bilingual students' use of Kurdish words from time to time in the classroom forces teachers (Sunitha & Jayanthy, 2019).

Another issue discussed in the context of the fourth problem of the research is about culture shock in teachers. According to another result of the research, it is understood that most teachers experience culture shock against the traditions, food culture, dominant language, and life of the region. These results are consistent with various research results (Aygül & Korkmaz, 2018; Emeç, 2011; Hamidi, 2015; Khong & Saito, 2014; Kotluk & Kocakaya, 2018). Likewise, Emeç (2011) states that the unorthodox economic, social and cultural environment creates problems for teachers. Cultural difficulties; It is emphasized that there are obstacles in ensuring students' success and contributing to families (Khong & Saito, 2014). It can be said that teachers isolate themselves from the environment in this sense from time to time. İnal (2019) also talks about the difficulty of cultural conflicts experienced by teachers from the west and cannot be easily overcome. Stevick (1982), on the other hand, states that teachers' perceptions of the cultures of second language learners have a positive/negative determinant role on language learning processes.

Suggestions

In order to improve or reinforce Turkish language skills, additional Turkish language teaching courses can be included in the programs on certain days/times of the week at the primary school level. In addition, language lessons can be added to the IYEP (training program in primary schools) program. Therefore, all of these primary school students can participate in IYEP. Preschool education can be made compulsory to minimize the effects of language conflict. In addition, the content of preschool education programs can be enriched, especially for bilingual students in rural areas. Parents should be provided with teaching materials support for the use of the Turkish language in the lives of bilingual students outside of school. Tablet application to be distributed to students in rural areas can be an important initiative in this sense. In addition, language development can be supported with the programs/applications on these tablets. Teachers assigned to rural areas in the east from the western regions of Turkey should be given seminars not to experience language and culture shock. In universities, solutions should be offered by giving training to teacher candidates on issues such as language conflict, language and culture shock. Researchers can extensively investigate the academic consequences of language conflict in students. In addition, the relationship between the language and culture shock experienced by teachers and teachers' performance can also be examined.

Limitations

The research is limited to the data collected online from primary school teachers and preschool teachers. In addition, the research is limited to qualitative data.

Conflicts of Interest

I declare that I have no financial, commercial, legal or professional relationship or conflict of interest that may affect the research.

Author Bio

The researcher conducts research in the field of classroom education. He studies on bilingual students, learning Turkish as a second language, reading fluency, and reading comprehension. He received his Ph.D. degree in Classroom Education from Gazi University Graduate School of Educational Sciences in 2019. He still works at Van Yuzuncu Yil University.

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