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Views and Experiences of Turkish-French Bilingual Children, Their Parents, and Teachers Regarding the Language Acquisition Process

Türkçe-Fransızca İki Dilli Çocukların, Ebeveynlerinin ve Öğretmenlerinin Dil Edinim Sürecine İlişkin
Görüş ve Deneyimleri

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Abstract: This research aims to explore the views and experiences of Turkish-French bilingual children, their parents, and teachers regarding language acquisition in the context of bilingual experiences in early childhood. This research adopted a case study design, which is one of the qualitative research methods. Participants were selected through purposive and snowball sampling methods from among Turkish families living in France, based on the children's age and bilingualism criteria. Four bilingual children aged 5-6 living in France, eight of their parents, and three Turkish teachers teaching Turkish and Turkish culture to the children participated in the study. The data were collected using semi-structured interview forms designed for children, families, and teachers. To examine the language acquisition processes, semi-structured interviews were conducted independently with parents, teachers, and children. Parents and teachers stated that children should first acquire their native language correctly and adequately, and subsequently learn the second language at a good level. On the other hand, while children noted that they used French more easily in speaking skills, they felt more comfortable with Turkish in listening and comprehension skills. The findings indicate that children have stronger comprehension skills in their native language, but use their second language more effectively, particularly in speaking.

Keywords: bilingual, young child, parental language views, teachers' language views.

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Öz: Bu araştırmanın amacı, erken çocukluk dönemindeki iki dillilik deneyimleri bağlamında, Türkçe-Fransızca iki dilli çocukların, ebeveynlerinin ve öğretmenlerinin dil edinim sürecine ilişkin görüş ve deneyimlerini ortaya koymaktır. Çalışmada, nitel araştırma desenlerinden biri olan durum çalışması kullanılmıştır. Araştırmanın çalışma grubu; Fransa'da ikamet eden Türk aileler içerisinde, çocukların yaşı ve iki dillilik durumları ölçüt kabul edilerek amaçlı ve kartopu örnekleme tekniğiyle belirlenmiştir. Çalışmaya, Fransa'da yaşayan 5-6 yaş aralığında dört iki dilli çocuk, onların sekiz ebeveyni ve çocuklara Türkçe ve Türk kültürü öğreten üç Türk öğretmen katılmıştır. Veri toplama araçları, çocuklar, aileler ve öğretmenler için hazırlanan yarı yapılandırılmış görüşme formlarıdır. Araştırma kapsamında dil edinim süreçlerini incelemek amacıyla; ebeveynlerle, öğretmenlerle ve çocuklarla birbirinden bağımsız olarak yarı yapılandırılmış görüşmeler gerçekleştirilmiştir. Ebeveynler ve öğretmenler, çocukların öncelikle ana dilini doğru ve yeterli bir şekilde edinmeleri, ardından ikinci dilini iyi düzeyde öğrenmeleri gerektiği yönünde görüş bildirmişlerdir. Çocuklar ise konuşma becerisinde Fransızca'yı daha kolay kullandıklarını belirtmişken dinleme ve anlama becerilerinde Türkçede daha rahat olduklarını ifade etmişlerdir. Bulgular, çocukların ana dilde daha güçlü anlama becerisine sahip olduklarını, buna karşın ikinci dili özellikle konuşmada daha etkin kullandıklarını göstermektedir.

Anahtar Kelimeler: iki dilli, küçük çocuk, ebeveyn dil görüşleri, öğretmenlerin dil görüşleri.

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1. INTRODUCTION

The arrival of Turkish immigrants in France began with the 1961 Labor Agreement between Türkiye and France and subsequently evolved into patterns of family reunification and more permanent settlement. Estimates place the number of Turkish immigrants and their descendants in France between 600,000 and 800,000 (Denizeau, 2024). People of Turkish origin in France constitute a significant portion of the immigrant population nationwide, and with the increase in immigration, bilingualism has become common in many households. However, as observed in other immigrant communities, a significant decline in the use of the heritage language occurs across the first generation to the second and third generations, and many immigrant children substantially reduce their use of the heritage language as they approach adolescence (Akıncı, 2014).

Families play a crucial role as social units in preserving heritage languages (Cangelosi et al., 2024). Through family communication, parents serve as the primary source of linguistic input, both explicit and implicit (Liang & Şin, 2021). In this context, planning strategies are employed to support the acquisition and maintenance of the heritage language. These strategies influence the language ideologies, practices, and heritage language preservation efforts of families with bilingual children (Tang & Zheng, 2023). Academic studies on heritage language use across the first, second, and third generations often reveal patterns of language loss and linguistic shift (Akıncı, 2017; Montrul, 2023; Sevinç, 2016). Heritage language use in immigrant families in France is changing, particularly alongside immigrants' linguistic integration and their efforts to adapt to the dominant local language, namely French (Candemir Özkan et al., 2022). First-generation immigrants actively use their heritage language at home. In their first years of living in France, these individuals mostly speak their native language and raise their children using this language. Second-generation immigrants generally learn French in school and actively use it in their social lives. While this generation often continues to use the heritage language as the heritage language within the family domain, the rate of its use has decreased significantly compared to the first generation, as their command of French has increased (Baştuğ & Kara, 2018). Because second-generation immigrants use French more frequently, they may prefer to raise their children in French, often using it as their mother tongue, and their ties to the heritage language gradually weaken (Akdoğan Öztürk & Yücelsin Taş, 2018).

The above studies reveal the decisive role of families in the intergenerational transmission of the heritage language in immigrant families, particularly the shift from the heritage language to French within the French context. Therefore, the views of children, their families, and teachers regarding language use, language attitudes, and experiences with the heritage language are considered important for understanding how language acquisition processes are shaped. While these studies offer valuable insights into intergenerational language change and family language practices, research focusing on early childhood remains limited, and perspectives on young children's bilingual experiences are largely underrepresented in the literature. Furthermore, previous research has generally addressed parental attitudes or language use patterns separately, without adequately examining the interaction among children, families, and educators within a holistic analytical framework. Accordingly, this study aims to bring together the perspectives of children, parents, and teachers to address the development of bilingualism in early childhood from a comprehensive and multidimensional perspective.

1.1. Theoretical framework

This study aims to understand the language acquisition processes of bilingual (Turkish–French) children by adopting Jim Cummins' (2000) "developmental interdependence" and "threshold hypotheses" together with Lev Vygotsky's sociocultural theory (1978) as a comprehensive theoretical framework. When Cummins' (2000) developmental interdependence hypothesis and threshold hypothesis are considered jointly, they offer a more holistic explanation of bilingual individuals' linguistic and cognitive development. According to the developmental interdependence hypothesis, proficiency in a second language (L2) is largely dependent on the cognitive-academic language skills that have been previously

developed in the first language (L1). In other words, conceptual knowledge and linguistic awareness acquired in L1 can be transferred to L2. The threshold hypothesis, on the other hand, posits that bilingualism yields cognitive advantages only when individuals attain a certain level of proficiency in both languages; below this threshold, bilingualism may impede rather than facilitate (Cummins, 2000). In this respect, Cummins' (2000) framework provides a strong analytical basis for examining the relationship between the mother tongue (Turkish), predominantly used at home, and the school language (French) in the context of immigrant children.

In addition, Vygotsky's sociocultural theory conceptualizes language acquisition not as an individual process but as one that develops through social interaction. According to Vygotsky, learning occurs through interaction with more knowledgeable others, such as parents, teachers, and peers (Vygotsky, 1978). Within this perspective, language functions not only as a tool for communication but also as a fundamental mediator of cognitive development. Therefore, Vygotsky's framework provides a complementary lens for analyzing the interactions among family members, teachers, and children in this study. By integrating Cummins' (2000) emphasis on cognitive and linguistic transfer with Vygotsky's interaction-based approach, this study adopts a holistic theoretical framework that captures both the individual and social dimensions of bilingual development.

1.2. Current study

Children of Turkish-origin families living in France are positioned within two distinct linguistic and cultural systems, encountering both Turkish at home and French in school and social settings. This diverse linguistic environment requires children's language development to be evaluated not only individually but also in the context of social interactions, family practices, and educational support. Cummins' (2000) developmental interdependence and threshold hypotheses, together with Lev Vygotsky's sociocultural theory, emphasize the mediating role of language in children's cognitive development, suggesting that learning is a social phenomenon and occurs through interactions with "more competent individuals" (Vygotsky, 1978). This approach provides an important theoretical foundation for understanding how the diversity of linguistic input and interaction styles to which bilingual children are exposed in home, school, and social environments shape the rate of language acquisition, the quality of their language skills, and transitions between the two languages. In this context, presenting the views of Turkish-French bilingual children regarding their own language acquisition processes, their parents' experiences, and their Turkish teachers' assessments is relevant to sociocultural theory, as children's language development is a dynamic process shaped by multiple cultural factors, such as parents' language attitudes, teachers' pedagogical support, and the child's daily social interactions (Rogoff, 1990; Wertsch, 1985). Within this framework, the language acquisition processes of bilingual (Turkish-French) children can be conceptualized as a field of intercultural interaction; therefore, language development cannot be considered independent of the social context.

1.3. The purpose of the research

This study aims to examine the Turkish development and language acquisition processes of Turkish-French speaking bilingual preschool children living in France. To achieve this aim, the study addresses the following research questions:

1. What are the experiences and opinions of parents regarding the language acquisition of their bilingual children?
2. What are the experiences and opinions of Turkish and Turkish culture teachers working in France regarding the language acquisition process of bilingual children?
3. What are the experiences and opinions of bilingual Turkish-French speaking preschool children living in France regarding their language acquisition?

1.4. The importance of research

This research is deemed important because it examines the language acquisition processes experienced by children of Turkish origin in France within the context of bilingualism in a holistic manner, both within their families and in the school environment, and highlights the impact of sociocultural interactions on language development. Examining the perspectives of children, parents, and teachers on language use together can provide a deeper understanding of the attitudes and practices that shape the intergenerational transmission of the heritage language. Furthermore, the findings will contribute to the development of bilingual education policies and the strengthening of heritage language support programs, thereby addressing a significant gap at both the academic and societal levels.

2. METHODOLOGY

2.1. Research model

This study formed a part of a larger study. A case study, a qualitative research method, was used. A case study is a research design that aims to examine a specific phenomenon in an in-depth and holistic manner within a real-life context. Merriam (2018) defines a case study as an interpretive process aimed at understanding a specific situation, example, or case within its natural boundaries. This approach allows the researcher to examine participants' experiences, perceptions, and contextual interactions in depth, contributing to a more comprehensive and nuanced understanding of the phenomenon under study. In this study, the language acquisition processes of young children were examined from a holistic perspective, including children's experiences as well as the perspectives of their families and Turkish teachers.

2.2. Participants

The participants were selected using a combination of purposive and snowball sampling methods. Initially, purposive sampling was employed to identify Turkish teachers who teach Turkish and Turkish culture to young children, as these teachers served as entry points to families meeting the study criteria (Creswell & Poth, 2018; Palinkas et al., 2015). Subsequently, children and their parents were identified through these teachers and invited to participate; the selected families were ensured to include bilingual children aged 5-6 who were attending preschool. Finally, in line with recommended practices for accessing hard-to-reach populations of children and families (Valerio et al., 2016), snowball sampling was used to recruit additional families through referrals from the initial parents.

All participating parents were Turkish and spoke Turkish with their children at home. All participating children had learned Turkish as a first language and began preschool education at age three. Participating teachers were assigned to teach Turkish and Turkish culture classes. Participating parents consisted of 5 mothers and 3 fathers. Parents have lived in France for at least 8 years. 3 mothers and 1 father stated that they did not speak French, while the others stated that they were bilingual. Participating teachers were chosen from those who taught Turkish lessons at the weekend. It has been determined that the teachers, two women and one man, have been working in France for at least three years and had graduated from education departments. The study involved four bilingual children, their eight parents, and three Turkish language teachers. To ensure the confidentiality of all participants, children were coded as C1, C2..., mothers as M1, M2..., fathers as F1, F2..., teachers as T1, T2...

2.3. Data collection

Qualitative data of the research were collected through interviews. Semi-structured interviews were conducted with bilingual children, families, and teachers. After the interview questions were prepared, expert opinion was obtained from three faculty members working in the field of early childhood education. After the proposed changes were completed in line with the opinions of the experts, the pilot study of the questions was carried out with a child, a mother, and a teacher from outside the study group. After the pilot implementation, the interview questions were rearranged, and the actual interviews were conducted. The researcher and participants spoke Turkish during the data collection process.

Considering the developmental characteristics of children aged 5-6, and to account for their attention spans and participation levels, interviews were conducted individually in two short sessions of approximately 30 minutes each on different days, instead of a single continuous session. The first 10-15 minutes of each session were dedicated to building a secure connection with the researcher by discussing topics such as the child's favorite games, books, and cartoons, thereby increasing the flexibility of the interview (Quintela Do Carmo et al., 2024). Next, semi-structured interview questions regarding language acquisition were used, supported by age-appropriate techniques such as role-play, illustrative examples, and short scenario-based prompts to facilitate verbal expression and ensure that children's responses reflected their real experiences (Datko, 2015). Interviews continued with explanatory questions, asking children to provide examples from their daily lives, which increased the validity of the collected data by allowing children to respond comfortably and meaningfully. For example: *"What language do you speak at school?"* If the child mentions Turkish friends: *"What do you talk about in Turkish with your Turkish friends? Can you give examples?"* and *"With whom do you speak French at school? For example, who did you talk to about the funniest thing that happened at school, and how?"*

In the interviews with the families, a semi-structured interview form consisting of 18 main questions was used, covering topics such as which language they would like their child to learn first, how their children's language development changed after starting pre-school, their views on the advantages or disadvantages of raising a bilingual child, and their experiences. Family interviews were conducted over three separate days and lasted approximately two hours with each family. In the interviews with the children's Turkish teachers, a semi-structured interview form consisting of 19 main questions was used. These questions aimed to reveal their experiences, observations, and thoughts about the language development processes of Turkish-French speaking children while teaching Turkish. Interviews with each teacher lasted approximately one hour per teacher in a single session. All of the interviews were recorded with the permission of the participants. All interviews were transcribed. After the interviews, the participants' responses were transcribed and checked for accuracy.

2.4. Analysis of data

The qualitative data analysis process was conducted using content analysis (Merriam, 2018). All interviews were transcribed verbatim using a word processing software. The data were read, coded, and categorized by two independent researchers (Yıldırım & Şimşek, 1999). Inter-coder reliability was assessed using percentage agreement, following Miles and Huberman (1994), resulting in 86% agreement between coders, indicating high reliability. Discrepancies were discussed and resolved through consensus. Content analysis was applied to identify recurring topics, issues, and concepts in the data (Denzin & Lincoln, 2011). Codes, categories, and themes were generated based on the coding process for further analysis. The analysis followed an inductive approach, in which codes, categories, and themes were derived from the data rather than being predetermined (Merriam, 2018).

2.5. The role of the researcher

In this study, the researcher assumed the role of interviewer in the data collection process. In qualitative research, the interviewer plays an active role in uncovering the experiences and opinions of participants (DiCicco-Bloom & Crabtree, 2006). Accordingly, the researcher aimed to explore in depth the participants' experiences and perspectives regarding the children's language acquisition process through direct interaction during the interviews. The researcher maintained an impartial stance throughout the interviews, creating an environment that allowed participants to freely express their perspectives; for children, this included introductory activities, playtime, visual aids, and storytelling. The researcher is also a parent who had lived abroad for one and a half year, raising bilingual children during that period. Since the researcher shared similar experiences with the study participants, she took measures to mitigate potential bias through self-reflection, including possessing knowledge of the study topic and population, and actively seeking guidance from individuals familiar with the participants (Berger, 2015).

2.6. Credibility

To ensure the reliability of the research, the interview data were transcribed and confirmed through member checking. Furthermore, to enhance the credibility of the findings, direct quotations from the participants were included, and in accordance with ethical principles, participants' identities were anonymized using codes.

2.7. Ethical permission for the research

In this study, all rules specified in the Higher Education Institutions Scientific Research and Publication Ethics Directive were adhered to. None of the actions specified in the second section of the directive, Actions Contrary to Scientific Research and Publication Ethics, were taken. Approval for this study was obtained from Aydın Adnan Menderes University, Education Research Ethics Committee (No: 84982664-604.01.02).

Ethics Committee Approval Information

Name of the committee that conducted the ethics evaluation: Aydın Adnan Menderes University, Education Research Ethics Committee

Date of the ethics evaluation decision: 9 July 2020

Ethics evaluation document number: 84982664-604.01.02 / 2020/10-I

3. FINDINGS

The findings from the content analysis of parents', teachers', and children's views on language acquisition were organized by participant groups and structured around distinct themes. Parents' perspectives and experiences were grouped into three main themes: 1) first language acquisition, 2) strategies for teaching Turkish to their children, and 3) the advantages and disadvantages of bilingualism. Similarly, teachers' views were classified under three themes: 1) the Turkish-France acquisition process, 2) strategies for supporting Turkish, and 3) academic and language development. Children's perspectives and experiences were categorized into two themes as well: 1) their own language acquisition, and 2) language use preferences. This participant-focused thematic organization provides a multifaceted and detailed understanding of language acquisition and bilingualism. This participant-focused thematic organization is illustrated in Figure 1.

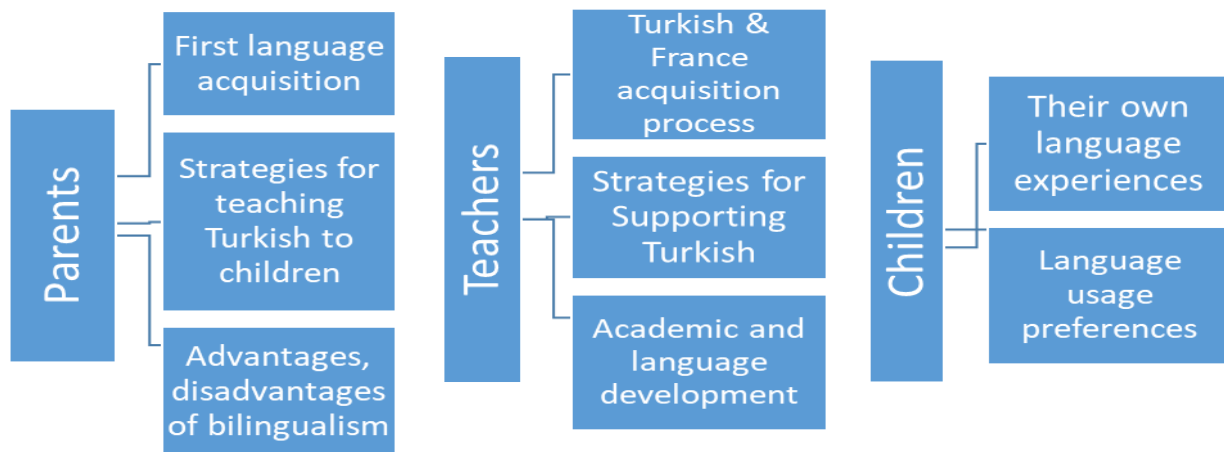


Figure 1. Participant-focused themes in language acquisition and bilingualism

Findings regarding mothers' and fathers' views and experiences about bilingual acquisition

1) First language acquisition

Participating parents emphasized that their children should first learn Turkish as a first language. All participants reported that they had been using Turkish in communication with their children since birth. Parents' prioritization of Turkish was found to be based on both socio-cultural and educational reasons. From a socio-cultural perspective, parents highlighted the importance of preserving Turkish identity, maintaining connections with Turkish-speaking relatives, and sustaining cultural ties with Türkiye. For example, F3 explained in the following statements why his child should know Turkish.

"Our Turkish is important to us. We try to go to Türkiye every year. I was born in France, but my wife was born in Türkiye. Let our children see where my children's mother was born and raised. We go to our villages, so they can see our homeland, I always speak Turkish. Here is where your grandparents grew up and worked there. We tell about our culture in the way they lived a part of their lives here. This is how we explain our culture, meeting with relatives, getting closer, our Turkish, and Türkiye. We spent the holidays there. We attend weddings. That's why we care about going to Türkiye and speaking Turkish."

In the statements of the father above, the importance of language for the continuation and preservation of his children's cultures is clearly indicated. Parents think that children who know Turkish can participate in cultural activities and maintain their culture to a certain extent. Participating mothers and fathers stated that learning Turkish is necessary for educational reasons. In particular, they emphasized that the acquisition of Turkish has positive effects on the second language, enables children to be more successful at school, and provides opportunities such as attending a good university in Türkiye in the future. For example, M2 said: "Knowing Turkish helps my child perform better in French school because their comprehension skills improve. They already have a structured language in their mind. If this success continues, I think they can also go to and study at good universities in Türkiye. In fact, there are Turks here who study at university and then go to Türkiye for Erasmus programs" reveals that the parent believes that learning Turkish first will have positive effects on their child's learning of the grammar structure of the second language. Overall, these findings indicate that parents view Turkish both as a key element in maintaining cultural continuity and as a crucial foundation for their children's educational achievement and second language learning.

2) Strategies for teaching Turkish to children

In a social environment where the first language is not spoken, the participants stated that they followed three basic ways to teach Turkish to their children. These were identified as Turkish interaction, Turkish media, and actively facilitating their children's Turkish learning. Parents reported that they constantly speak Turkish at home, watch Turkish television channels, bring Turkish books from Türkiye and read with their children so that their children can learn Turkish, and make an effort to continue Turkish lessons in France. For example, F3 said, *"For example, we mostly only speak Turkish at home, while playing. We are reading books. On the phone, I sometimes speak Turkish when talking to my children. Turkish lessons in schools continue. They will continue Turkish lessons..."* and M5's *"Books, games, and conversations. Of course, cartoons in Turkish on TV. And we go to Türkiye every summer. We have to speak Turkish there. It also helps"*. Parents think that when their children acquire Turkish at home from their parents for the first three years and start their education in French schools after the age of three, they learn French in the pre-school period, and that the first language provides a positive transfer to the second language.

3) Advantages and disadvantages of bilingualism

Mothers and fathers stated the disadvantages of their children being bilingual to include academic inadequacy, delays in language development, mispronunciations, and inability to fully master both languages. For example, M4 stated, *"My son's level of understanding and speaking French is 55%. My daughter is at 80%. After all, they are not French. In primary school years, they have difficulty understanding some words, especially because they do not know them. For example, when my daughter is reading a story, because she does not know some words, she does not fully understand the story. Since my son doesn't understand French well, he doesn't fully understand the lessons at school, and they fall behind French children."* From his statement, it is revealed

that since his children's vocabulary is not comparable to that of a French child, they experience inadequacies in understanding and speaking what is told at school, and delays in learning to read and write. In addition, M4 "two sons were referred to speech therapy because they could not make the sounds of French words properly. 90% of Turkish children living here are unable to understand or speak French. They are referred to speech therapy. It works great. Children often close the gap". From her statement, it is seen that especially the deficiencies in second language development are intervened early and children are directed to speech and language therapy, and this process has effects. In addition, the F2 stated that after his children learned French, he stopped using Turkish, their first language, and that he was worried that his French would not be as good as a French and would not be sufficient in both languages.

"I'm looking at my son right now, if we hadn't spoken Turkish at all with him, if we had spoken French since he was born, I look at the -l , -la part, his French would have been perfect. Because we both (parents) are good at French. For example, I tried very hard, don't use it like that. I always spoke Turkish, I always spoke Turkish with him, so that his Turkish would be good. But I see now he is 5 years old, and he always translates it into French outside. At home, he asks in French, and I answer in Turkish. The child, who could express much (Turkish) better six months ago, now uses strange words. For example, I'm worried about that. His Turkish will not be good. His French is not perfect either. It is not easy; education needs to be stronger."

In terms of advantages, mothers and fathers emphasized that bilingualism provides their children with multiple benefits: access to higher education in both countries, increased employment opportunities in both countries, and facilitation of learning a third language. As M5 stated, "There are very good universities in T rkiye. My children can go to T rkiye for university if they want. There are also those who go to study French departments in T rkiye. My daughter and son can marry a Turkish guy and work in T rkiye. In terms of business, T rkiye can be more advantageous in some departments," highlighting the perceived educational and professional benefits of bilingualism. Similarly, F2 noted, "Currently, companies in France want them to know both Turkish and French very well. They don't just prefer Turks who are fluent in French," indicating that proficiency in both languages is considered an advantage for future employment opportunities in France and T rkiye. In addition, M3 observed, "Since our children can learn both languages, they also learn English more easily at school. Teachers say that too. There are those who are adults from the second generation who are English and German teachers, and from the third generation who are studying English, German, and even French departments." This suggests that bilingual children are more receptive to learning additional languages and perceive bilingualism as an advantage, as it facilitates acquiring third or even fourth languages.

Therefore, it can be concluded that parents consider bilingualism to be an advantage in terms of positive transfers in working in different countries, getting university education, and learning a third language when a high level of both languages is achieved with adequate and early education interventions. On the contrary, if the necessary educational early interventions are not taken, it has been determined that bilingualism can be a disadvantage because academic inadequacies and delays, regressions, and inadequacies in language development can be observed.

Findings regarding teachers' experiences and opinions about their bilingual children.

1) Turkish & French acquisition process

Teachers who teach Turkish and Turkish Culture courses in France emphasize that children who do not achieve a high level of proficiency in Turkish, particularly at the secondary school level, also tend to perform poorly in French. For example, T1 stated, "Especially in the college group, that is, in the middle school students, whether it is reading comprehension or grammar in French, if they can express themselves well in Turkish, if they are successful in Turkish, they are more successful in French lessons, and their grades are better. But I observe that children who cannot speak Turkish and cannot read also fail in French." Teachers agree that learning the first language at a good level has positive effects on learning the second language. Similarly,

T2 stated, *"The new generations (mothers and fathers) received education in France. They cannot even express themselves fully in Turkish. The children of these families who cannot speak or read Turkish also fail to speak French. In bilingual education, it is necessary to learn both languages well. This does not differ much in primary school, year 1 or 2. They have a specific Turkish and French vocabulary, but at the secondary school level, this difference becomes even wider. If the Turkish vocabulary is high, the French vocabulary increases accordingly."* These statements support the view that the two languages influence each other. For this reason, teachers emphasize the importance of developing children's listening, reading, comprehension, and speaking skills in Turkish.

2) Strategies for supporting Turkish

It was reported by teachers that the majority of children attending Turkish lessons are able to understand Turkish; however, they experience difficulties in speaking, reading, and writing. To this end, the teachers indicated that they monitor children's Turkish development through observation reports, administer written and oral examinations for older age groups, and organize courses aimed at improving children's academic achievement in France, particularly when high school students select Turkish as a foreign language subject. Teachers also stated that they incorporate gamification techniques in Turkish and Turkish Culture lessons conducted after school and encourage the reading of storybooks at home. For example, T2 said, *"I am communicating with the family. I suggest that at least one of you speak Turkish. Of course, the child will have difficulties, but when she/he does not feel obliged, she/he does not speak and forgets. I also brought storybooks from Türkiye. I give these books to families and recommend them to read and tell with their children every evening or day, if available. I'm talking about the books. A child should not read alone. The child should read, and the family should listen. It mixes up with the French alphabet and makes some words sound wrong. I explain the words that the child does not know."* This statement indicates that the teacher actively guides families in addressing the deficiencies identified in children's first language acquisition and holds the view that improving first language proficiency positively contributes to second language learning.

Furthermore, teachers responsible for teaching Turkish believe that families speaking Turkish at home or watching Turkish TV series or cartoons alone are insufficient for supporting children's language development. For example, T3 stated: *"It's very wrong for families to expect their children to speak perfect Turkish with just two hours of Turkish lessons on the weekend. I don't think enough Turkish is spoken at home. If a mother or father came to France through marriage, the children inevitably speak Turkish with that parent. If the children have older siblings who have learned French at home, they speak French with them. They want their children to read books. Parents don't pay attention to how their children pronounce the Turkish words in the books, or whether they know the meanings of the words."* And T1's statement: *"If the family supports Turkish at the French school, we see the same sensitivity and interest in Turkish. Turkish channels are watched in every home. I advise them to read Turkish books, but (the families) don't have the habit of reading French books either."* These statements indicate that although families claim to value Turkish, teachers consider these efforts not enough on their own.

3) Academic and language development

Teachers believe that language deficiencies are a significant factor contributing to academic failure among bilingual children and that these challenges extend beyond spoken language skills to include literacy development. In this context, T3 stated, *"The biggest problem for immigrant children is their inability to speak French. They cannot learn or retain the material because they don't fully understand the lessons. This can be perceived as academic failure by teachers in French schools. It's even thought that these children have cognitive problems; however, this is not actually the case,"* emphasizing that the inability of these children to use both languages at a high level, despite being bilingual, leads to academic failure at school. Furthermore, supporting this perspective, T1 stated that *"Children learn to speak French in preschool, but learning to read and write is a different matter. They need to decode sounds in reading and writing skills. Some Turkish children may not learn to read and write as quickly as French children. After learning to read and write, they make more spelling mistakes. Sometimes parents wonder if it would be better if they learned to read and write in Turkish first,*

so that French reading and writing would be easier. There are a few families who have done this, and their children learned to read and write in French more easily." This statement further highlights that bilingual children may experience difficulties not only in spoken language but also in reading and writing skills. Taken together, these statements indicate that the academic difficulties experienced by bilingual children are closely related to deficiencies in both spoken language and literacy skills rather than cognitive limitations, thereby underscoring the critical importance of developing strong language proficiency in both areas.

Consistent with previous findings on the relationship between bilingualism and academic achievement, T1 highlighted the positive effects of bilingual proficiency on learning a third language: *"If a child's Turkish and French reading, writing, listening, and speaking skills are supported within the family, their language development reaches a very good level. They even perform better than French students in French dictation exercises. Furthermore, they are more successful in learning a third language at university and higher education."* As T1 points out, supporting Turkish and French reading, writing, listening, and speaking skills not only improves children's overall language proficiency but also contributes to improved performance on formal academic tasks such as French dictation exercises.

Findings regarding children's experiences and views on bilingualism.

1) Their own language experiences

Interviews with the children revealed that they felt more successful in understanding Turkish, while they felt more competent in speaking French. For example, 5-year-old C3 stated, *"I understand Turkish very easily. My mother is reading a book, I understand them all. My teacher is reading a book in French. I can't understand all of them, I guess,"* indicating that she perceives herself as more proficient in understanding Turkish. Similarly, 5-year-old C1 said, *"I understand Turkish movies very well. I can easily understand what my mom and dad are saying. But since I always spoke French at school, it's easier for me to speak French now. I always start to speak French."* This suggests that extended time spent at school, combined with limited French use at home and the social context of interacting with peers, supports the development of French-speaking skills and leads children to prefer French for verbal expression.

2) Language usage preferences

It was also observed that children choose languages according to the environment, situation, and communication partner. For instance, 6-year-old C2 remarked, *"It's easier to speak Turkish with my family. My friends and teachers speak French at school. I speak French with them, too. Both are easy,"* whereas 5-year-old C4 said, *"I have Turkish friends at school. We speak Turkish and play games with them. We speak French and play games with my French-speaking friends."* These findings indicate that children make deliberate language choices and are able to produce and organize their thoughts in both languages, depending on context.

4. DISCUSSION, CONCLUSION, and SUGGESTIONS

Discussion and implications based on parents' views and experiences

1. First language acquisition and parental beliefs

This study highlights the strong importance parents place on their children acquiring Turkish as a first language, reflecting a broader pattern documented in recent literature, where immigrant families actively preserve heritage languages to protect cultural identity, intergenerational ties, and communication with relatives (Guardado, 2018; Olabiyi & Roman, 2025). Research emphasizes that the emotional dimensions of heritage language preservation and use are closely linked to transnational family ties and identity construction, particularly in immigrant contexts, where language functions as a significant cultural resource (İnan & Harris, 2025; Olabiyi & Roman, 2025). The findings also demonstrate that parents need practical strategies to support their children's bilingual development, providing flexible language management and additional heritage language input at home (Wilson, 2020). Similarly, the socio-cultural motivations expressed by parents, such as preserving Turkish identity, maintaining ties with relatives, and sustaining cultural traditions, are consistent with findings from recent research indicating that strong

first language proficiency enhances children's sense of belonging and supports the development of ethnic identity in multilingual contexts (He, 2006).

Beyond cultural considerations, parents in this study also attributed clear educational value to the acquisition of Turkish. Their belief that a strong foundation in the mother tongue facilitates second language learning is strongly supported by recent research demonstrating cross-linguistic transfer between languages, where cognitive and academic skills developed in the first language support additional language learning (Engel de Abreu et al., 2025; Escudero et al., 2020). This aligns with Jim Cummins' (2000) interdependence hypothesis, which continues to be empirically supported in contemporary bilingual education research.

2. Strategies for teaching Turkish: Home practices and educational limitations

The findings indicate that parents rely on strategies such as home interaction, media exposure, and literacy activities to support Turkish development. These practices highlight the importance of input quantity and quality in early bilingual development, particularly in minority language contexts (Daskalaki et al., 2020). However, exposure alone is not sufficient for effective language development. While passive media exposure in multilingual home environments appears to play a significant role in language development in young children (Cycyk & De Anda, 2021), it seems to have a limited effect compared to active, structured interaction and guided learning.

At the same time, families recognize the practical necessity of acquiring the majority language for social adaptation and academic success (Akgül et al., 2019), as also reported in studies on Gaelic-English bilinguals and other minority-language communities (Peace-Hughes et al., 2021). Parents' belief that a strong foundation in the mother tongue facilitates the acquisition of additional languages and supports broader cognitive development aligns with Cummins' (2000) linguistic interdependence hypothesis, and is further echoed by findings indicating that the mother tongue is seen as a prerequisite for learning new languages (Schwab & Güneşli, 2025). Consistent with Vygotsky's Socio-Cultural Theory (Vygotsky, 1978), these perspectives highlight that children's bilingual and bicultural development is shaped through continuous interaction with their family and social environment, and that maintaining the heritage language alongside the majority language supports both cognitive growth and socio-cultural integration.

3. Perceived advantages and disadvantages of bilingualism

In this study, parents expressed both positive and negative views regarding bilingualism. This aligns with trends frequently highlighted in current research. On the one hand, bilingualism is associated with cognitive, linguistic, and academic advantages such as improved language learning skills (Nguyen & Winsler, 2021) and increased metagrammatical awareness (Torregrossa et al., 2023). Furthermore, longitudinal studies show that bilingual children can benefit from early stages of additional language learning, particularly in vocabulary and grammar (Koşkulu-Sancar et al., 2026). On the other hand, parents' concerns about delayed language development and the inability to achieve full proficiency in both languages are supported by findings in Babayiğit et al. (2022)'s study regarding limitations in vocabulary and difficulties in reading and comprehension. Furthermore, parental observations regarding language mixing and changes in language dominance reflect the dynamic nature of bilingual development. Language use appears to be highly context-dependent and influenced by environmental factors such as school language, peer interaction, and the societal dominance of one language (Paradis & Jia, 2017). Overall, the findings suggest that bilingualism is both an opportunity and a challenge, depending on the level of support, the quality of input, and opportunities for meaningful language use. Recent research consistently emphasizes that the advantages of bilingualism are not automatic but depend on sustained, high-quality exposure and balanced development between languages.

Overall, from the perspective of the parents in this study, bilingualism is viewed as both an opportunity and a challenge. This finding is consistent with studies showing that the effects of bilingualism vary depending on the level of support (De Houwer, 2020), the quality of input (Unsworth, 2016), and

opportunities for meaningful language use (Rowe & Snow, 2020). In line with parental experiences, research emphasizes that the advantages of bilingualism are not spontaneous (Paap et al., 2015) but depend on consistent, high-quality exposure (Place & Hoff, 2016) and balanced development between languages through the interaction of social and environmental factors (Tiulkova et al., 2024).

Discussion and implications based on teachers' views and experiences

1) Turkish & French acquisition process

Teachers' concerns about bilingualism (e.g., perceived academic shortcomings, language development delays, mispronunciations, and children's deficiencies in both languages) reflect another theme widely discussed in the literature. Vygotsky's Socio-Cultural Theory posits that language development is shaped by social interaction and supported learning, and that bilingual children's mixing of words from both languages in the same sentence or delayed recall of words is not a deficit but a natural consequence of navigating multiple language systems in diverse social contexts (Vygotsky, 1978). From a bilingual developmental perspective, Cummins's Threshold Hypothesis emphasizes that negative academic outcomes are not due to bilingualism, but rather to a deficiency in both languages due to limited input or inadequate educational support (Cummins, 2000). Research also suggests that features often interpreted as "delays" or "mispronunciations" are typical stages of bilingual acquisition rather than indicators of long-term linguistic weakness (Paradis, 2010; Matrat et al., 2022). Therefore, although participating teachers perceived these aspects of bilingualism as disadvantageous, both theoretical frameworks and empirical evidence indicate that the disadvantages of bilingualism stem not from bilingualism itself, but from inadequate environmental and educational practices that fail to provide balanced, meaningful, and sustainable input in both languages.

Studies further strengthen the interdependence between first and second language proficiency, particularly among Turkish-French bilingual children. In this context, Çayırılı and Karatay (2024) observed that Turkish children in France predominantly acquire Turkish in the home environment-often in non-standard forms-and frequently exhibit spelling errors. Furthermore, research indicates that French becomes the dominant language at an early age (Akıncı, 2017), and due to the complexity of evaluating bilingualism, both language development and the assessment of potential language impairments depend on multiple factors (Tuller et al., 2018). Research in the preschool years shows that early support for bilingualism positively affects the interdependent development of both first and second language skills; strong first-language proficiency—such as vocabulary and oral comprehension—directly supports second-language outcomes, particularly as children progress in school (Davison et al., 2011; Hammer et al., 2007). In alignment with this, longitudinal evidence suggests that bilingual preschool children with well-developed L1 Turkish vocabulary skills are significantly more prepared to utilize and benefit from L2 talk environments to boost their second-language acquisition (Grøver et al., 2018). Furthermore, preschool bilingual children participating in structured language-support programs strengthen their language abilities by maintaining their first language while making significant gains in their second language (Boese et al., 2023; Winsler et al., 1999). Given that quality classroom interaction and linguistic input shape this interdependent development, these findings strongly support the claim that strengthening teachers' Turkish proficiency is also necessary for effective French learning.

2) Strategies for supporting Turkish

In settings where the native language lacks broader social support, teachers recommend that parents expose their children to Turkish at home, rely on Turkish media, and continue with formal Turkish instruction, highlighting the socially mediated nature of language development. Vygotsky's Socio-Cultural Theory (Vygotsky, 1978) argues that language acquisition occurs through culturally meaningful interactions within a child's immediate social environment, suggesting that consistent use of Turkish at home by parents is crucial for preserving the first language. Similarly, Cummins' (2000) Interdependence Hypothesis aligns with the idea that strong native language skills support overall language and cognitive development, thus requiring teachers to implement strategies such as providing Turkish books, engaging

with Turkish media, and maintaining participation in Turkish and culture classes to strengthen first-language literacy and oral proficiency. Empirical studies further support these theoretical claims, demonstrating that parental involvement in a child's language learning process (De Houwer, 2007), access to heritage language media (Curdts-Christiansen, 2016), and structured language instruction (Magacho Borsari, 2025) enhance the continuity of heritage languages in diaspora contexts. Therefore, relevant teacher recommendations for family practices are consistent with both sociocultural and bilingual development theories, illustrating how conscious family language policies can compensate for the limited presence of the mother tongue in the broader social environment.

Recent studies emphasize the effectiveness of interactive and multimodal strategies in supporting first-language development. Interactive storytelling, for instance, enhances vocabulary, narrative skills, and cognitive flexibility in bilingual preschool children (Suggate et al., 2021). In addition, guided play has been shown to positively effect on the language proficiency of bilingual children (Cekaite & Simonsson, 2023). In the context of Turkish-speaking children, dialogic reading has been shown to significantly enhance children's language skills (Ergenekon & Işıkoğlu, 2026; Şimşek & Işıkoğlu-Erdoğan, 2021). The need for educators to receive guidance on how to support language use at home (Jones Diaz et al., 2024) also aligns directly with the teaching practices described in this study and provides opportunities for children to achieve higher levels of proficiency in their first language.

3) Academic and language development

The findings of this study indicate that the academic difficulties experienced by bilingual children stem not from cognitive deficits, but rather from limitations in language proficiency as well as reading and writing abilities. Teachers' perspectives reveal that children who are not sufficiently proficient in the language of instruction struggle to comprehend course content, and this situation is often misinterpreted as academic failure. This finding is consistent with studies emphasizing the critical role of language skills-particularly conceptual vocabulary and early literacy development (Kim & Yim, 2024)- as well as their impact on academic achievement (Kurt Yahşi & Öğretir Özçelik, 2025), especially during early childhood. Moreover, children learning a second language require a strong foundation in oral language to comprehend academic content (Gottardo et al., 2021). However, teachers' statements also indicate that bilingual children may experience significant difficulties in reading and writing development, particularly in areas such as phoneme decoding, reading comprehension, and spelling. This finding aligns with studies highlighting that literacy development in a second language requires strong phonological awareness and language-specific decoding abilities (Krenca et al., 2020). In conclusion, the acquisition of reading and writing skills in early childhood involves complex cognitive and linguistic processes. When these processes occur in a language in which the child has limited proficiency, bilingual children may require additional support and targeted interventions.

The findings demonstrate that bilingual children can achieve high proficiency and sometimes outperform their monolingual peers on some academic tasks when both languages are systematically supported, consistent with the cognitive and academic advantages of balanced bilingualism (Ali, 2023). Furthermore, the observed positive relationship between bilingual proficiency and third language acquisition supports studies suggesting that bilingual individuals develop enhanced language learning strategies and gain greater sensitivity to linguistic structures (Cenoz, 2003). Overall, these findings highlight the critical importance of early and balanced support for both spoken language and literacy development in bilingual children, emphasizing the need for educators to employ targeted instructional practices in both home and school languages to support language skills.

Discussion and implications based on children's views and experiences

The findings of this study highlight the dynamic interaction between bilingual children's language experiences, language preferences, and the sociocultural environment in shaping their language development. Children expressed that they feel more competent in listening comprehension in Turkish, while French has become dominant in their speaking skills. These findings indicate that extended

exposure to French in the school setting, combined with limited Turkish use at home, contributes to the development of French oral proficiency while Turkish remains stronger in comprehension. This pattern aligns with research showing that bilingual children often develop differential skills across their languages depending on exposure, use, and context (Montrul, 2023). Moreover, children's deliberate language choices reflect advanced metalinguistic awareness. As observed, children select languages based on context, interlocutors, and environment. This finding is consistent with previous research suggesting that bilingual children can strategically allocate their language use according to social and pragmatic demands, demonstrating cognitive flexibility and sociolinguistic competence (Bialystok, 2011; Cenoz, 2003).

However, factors such as limited use of Turkish outside the home, lack of Turkish reading materials, and predominantly French peer interaction in later years lead to the weakening of the first language. The importance of rich linguistic input and social interaction for sustaining the first language is emphasized in Vygotsky's Sociocultural Theory, which posits that language development is shaped by social and cultural tools within an enriched environment (Vygotsky, 1978). Likewise, book exposure plays a critical role in developing both vocabulary and literacy skills in the home language (Özkaya, 2021). Therefore, maintaining Turkish proficiency requires high-quality, engaging educational materials, child-centered and game-based activities in the classroom, and parent-supported programs that foster quality Turkish-language interactions at home.

Limitations and future suggestions

The contribution of this research is that it presents the language acquisition process of bilingual preschool children holistically from the perspectives of families, teachers, and children. However, the study has some limitations. The sample size is relatively small, and it only includes bilingual children receiving Turkish and Turkish culture education in specific schools. This may limit the generalizability of the findings. Since the study focuses on Turkish-French bilingualism, it may not fully reflect the dynamics of bilingualism in different language pairs or different socio-cultural contexts.

In future research, the generalizability of the findings can be increased by using samples from broader and more diverse educational settings. Furthermore, longitudinal studies that follow children's language development over the years can reveal the interaction of verbal language skills in two languages in greater detail. Experimental studies examining the effects of enriched materials and parent-supported programs, play-based activities, and language-focused interventions on bilingualism can provide practical guidance to educators and policymakers. Finally, it is recommended that future studies assess language proficiency using quantitative criteria.

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GENİŞLETİLMİŞ ÖZET

1. GİRİŞ

Göçmen ailelerde miras dilin yaşatılması ve nesilden nesile aktarılması bağlamında ebeveynler kritik bir rol oynamaktadır (Cangelosi vd., 2024; Liang ve Şin, 2021). Fransa'daki göçmen ailelerde özellikle ikinci kuşaktan itibaren Fransızca kullanımının arttığı ve buna bağlı olarak miras dil kullanımının giderek azaldığı görülmektedir (Akıncı, 2017; Candemir Özkan vd., 2022; Sevinç, 2016). Çocukların eğitim süreçlerinde ve sosyal çevrelerinde Fransızca'yı daha baskın bir şekilde kullanmaları; aile içi iletişim dinamiklerini ve miras dile yönelik aidiyet duygularını doğrudan etkilemektedir (Akdoğan Öztürk ve Yücelsin Taş, 2018; Baştuğ ve Kara, 2018). Alan yazınındaki çalışmaların çoğunlukla ebeveyn tutumları ve dil kullanım pratikleri üzerinde yoğunlaştığı; buna karşın, erken çocukluk dönemindeki iki dillilik deneyimlerini bütüncül bir perspektifle ele alan araştırmaların oldukça sınırlı kaldığı görülmektedir. Bu doğrultuda, mevcut çalışma çocuk, aile ve öğretmen görüşlerini birlikte ele alarak erken çocukluk dönemindeki iki dillilik gelişimini çok boyutlu bir perspektiften incelemeyi amaçlamaktadır.

2. YÖNTEM

Bu araştırmada nitel bir araştırma yöntemi olan durum çalışması kullanılmıştır. Çalışmada, küçük çocukların dil edinim süreçleri, çocukların deneyimlerinin yanı sıra ailelerinin ve Türkçe öğretmenlerinin bakış açılarını da içeren bütüncül bir perspektiften incelenmiştir. Katılımcıların belirlenmesinde, amaçlı ve kartopu örnekleme teknikleri birlikte kullanılmıştır. Araştırmanın başlangıç aşamasında, küçük çocuklara Türkçe ve Türk kültürü öğreten öğretmenlerin belirlenmesinde amaçlı örnekleme yöntemi kullanılmıştır. Bu öğretmenler, araştırma kriterlerini karşılayan ailelere ulaşmada kilit birer aracı görevi görmüştür (Creswell ve Poth, 2018; Palinkas vd., 2015). Araştırmanın çalışma grubunu; dört iki dilli çocuk, bu çocukların sekiz ebeveyni ve üç Türkçe öğretmeni oluşturmaktadır. Araştırmanın verileri görüşmeler yoluyla toplanmıştır. İki dilli çocuklarla, ailelerle ve öğretmenlerle yarı yapılandırılmış görüşmeler yapılmıştır. Araştırma kapsamında elde edilen verilerin çözümlenmesinde içerik analizi tekniği kullanılmıştır (Merriam, 2018). Araştırmacı, veri toplama sürecinde görüşmeci rolünü üstlenmiştir. Geçerlik ve etik önlemler alınmıştır.

3. BULGULAR, TARTIŞMA VE SONUÇLAR

Ebeveynlerin, öğretmenlerin ve çocukların dil edinimi hakkındaki görüşlerine yönelik içerik analizinden elde edilen bulgular, katılımcı gruplarına göre düzenlenerek farklı temalar etrafında yapılandırılmıştır. Ebeveynlerin bakış açıları ve deneyimleri üç ana tema altında gruplandırılmıştır: 1) ana dili edinimi, 2) çocuklara Türkçe öğretme stratejileri ve 3) iki dilliliğin avantajları ve dezavantajları. Benzer şekilde, öğretmenlerin görüşleri de üç tema altında sınıflandırılmıştır: 1) Türkçe-Fransızca edinim süreci, 2) Türkçeyi destekleme stratejileri ve 3) dil gelişimi ve akademik gelişim. Çocukların bakış açıları ve deneyimleri de iki tema altında sınıflandırılmıştır: 1) kendi dil edinimleri ve 2) dil kullanım tercihleri. Katılımcı odaklı bu tematik düzenleme; dil edinimi ve iki dillilik süreçlerine dair çok yönlü ve derinlemesine bir bakış açısı sunmaktadır.

Araştırma sonuçları, ebeveynlerin çocuklarının Türkçeyi ana dil/miras dil olarak edinmelerine büyük önem attıklarını; bu durumun kültürel kimlik inşası, kuşaklar arası bağların korunması ve aile içi iletişimin sürdürülmesiyle yakından ilişkili olduğunu göstermektedir (İnan ve Harris, 2025; Olabiye ve Roman, 2025). Ana dilde oluşturulan güçlü bir temel ikinci dil öğrenimini desteklediği, bilişsel ve akademik becerilerin gelişimine katkı sağladığı ortaya konulmaktadır (Cummins, 2000; Engel de Abreu vd., 2025; Escudero vd., 2020; Wilson, 2020). Ayrıca ebeveynlerin; ev içi iletişim, medya kullanımı ve okuryazarlık pratikleri gibi çeşitli stratejilerle çocuklarının Türkçe edinimini destekledikleri ancak bu süreçte, aktif ve yapılandırılmış etkileşimin çok daha etkili olduğu görülmektedir (Akgül vd., 2019; Cycyk ve De Anda, 2021; Daskalaki vd., 2020). Son olarak iki dilliliğin hem avantajları hem de zorlukları barındıran dinamik bir süreç olduğu; bu sürecin seyrinin ise dil girdisinin niteliğine, sosyal çevreye ve

etkileşim olanaklarına bağlı olarak şekillendiği vurgulanmaktadır (Babayiğit vd., 2022; De Houwer, 2020; Nguyen ve Winsler, 2021; Torregrossa vd., 2023).

Çalışma; öğretmenlerin iki dilli çocuklarda gözlemlediği dil karışımı, gelişimsel gecikme ve akademik zorlukların temelde yetersiz dil girdisi ve destek eksikliğinden kaynaklandığını; buna karşın güçlü bir ana dil zemini ve erken dönem desteğiyle her iki dilin birbirini karşılıklı olarak besleyip geliştirdiğini göstermektedir (Akıncı, 2017; Cummins, 2000; Paradis, 2010; Vygotsky, 1978). Öğretmenler tarafından önerilen; evde Türkçe kullanımını artırma, medya ve kitap desteği sağlama ve yapılandırılmış öğretim süreçleri yürütme gibi stratejilerin, aile içi etkileşim ve kültürel aktarım yoluyla ana dilin korunmasında etkili olduğu ve bu sürecin genel dil gelişimini desteklediği ortaya konmaktadır (Cekaite ve Simonsson, 2023; Curdt-Christiansen, 2016; Suggate vd., 2021). Araştırma; iki dilli çocukların yaşadığı akademik zorlukların bilişsel bir yetersizlikten ziyade, özellikle okuryazarlık ve akademik dil becerilerindeki sınırlılıklardan kaynaklandığı görüşünü ortaya koymaktadır. Bununla birlikte bulgular, dengeli bir destek sağlandığında bu çocukların akademik başarıda avantaj elde edebildiğini ve sahip oldukları dil becerilerinin hem okuma-yazma süreçlerini hem de çok dilli öğrenmeyi etkilediğini göstermektedir (Ali, 2023; Cenoz, 2003; Kim ve Yim, 2024; Krenca vd., 2020; Kurt Yahşi ve Öğretim Özçelik, 2025).

Araştırma bulguları; çocukların Türkçede dinleme ve anlama becerilerinde daha güçlü, Fransızcada ise konuşma becerisinde daha yetkin olduğunu; bu durumun da dil kullanımı bağlamında, etkileşim ortamına ve sosyal çevreye bağlı olarak farklılaştığını göstermektedir (Bialystok, 2011; Cenoz, 2003; Montrul, 2023). Ayrıca Türkçenin okul dışı bağlamlardaki kullanım sınırlılığı, zengin dil girdisi sunan materyallerin eksikliği ve sosyal etkileşim fırsatlarının azalması ana dilin zayıflamasına neden olmaktadır. Bu bağlamda, Türkçenin yaşatılabilmesi/sürdürülebilmesi için zenginleştirilmiş dil ortamlarının, materyal desteğinin ve aile katılımını merkeze alan etkileşimli uygulamaların kritik önem taşıdığı ortaya konmaktadır (Özkaya, 2021; Vygotsky, 1978). Gelecek çalışmalarda daha geniş katılımcı gruplarıyla boyamsal ve deneysel araştırmalar yapılması önerilmektedir. Ayrıca, dil yeterliği ölçümlerini merkeze alan nicel çalışmaların gerçekleştirilmesi alan yazınına değerli bir katkı sağlayacaktır.

RESEARCH ETHICS APPROVAL

In this study, all rules stipulated under the "Directive on Scientific Research and Publication Ethics for Higher Education Institutions" have been observed. None of the actions listed under the directive's second section, titled "Actions Contrary to Scientific Research and Publication Ethics," have been committed.

Ethics committee approval details

Name of the ethics committee: Aydın Adnan Menderes University – Ethics Committee for Educational Research

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RESEARCHER CONTRIBUTION RATE

All processes of the study (conceptualization, data collection, formal analysis, research, methodology, software, resources, validation, visualization, writing – original draft, writing – review and editing) were carried out by the author.

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CONFLICT OF INTEREST

The author declare that there is no conflict of interest regarding the publication of this article.

DECLARATION of GENERATIVE AI USE

During the preparation of this work, the author utilized generative AI technologies solely to improve the language, readability, and academic fluency of the manuscript, as English is not the author's primary language. After using this tool/service, the author reviewed and edited the content as needed and take full responsibility for the contents of the publication.