

Types and the Classification Criteria of the Bilingualism in Turkey: A Meta-Synthesis

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ABSTRACT

This meta-synthesis study aims to reveal the types of bilingualism in Turkey by interpreting the quantitative data and findings obtained from studies on bilingualism types. In the light of the findings, 28 types of bilingualism and 5 classification criteria have been identified in the theses written on bilingualism in the “Turkish Higher Education Institution Thesis Center database”. The synthesis data show that the most addressed type of bilingualism in 22 theses was “balanced” and “dominant bilingualism”. The most frequently used criterion in classifying bilingualism is “skill level criterion”, followed by “age of acquisition”, “cognitive organization,” and “status of the two languages”.

Key words: Bilingualism, Bilingualism in Turkey, Classification Criteria of Bilingualism, Types of Bilingualism, Meta-synthesis

INTRODUCTION

Language, which is also our identity, enables us to understand ourselves. While it gives meaning to life, it is a status determinant for some communities. Individuals have moved to various regions where different languages have been spoken throughout history. Such elements like natural events, wars, sometimes the thought of living a better life, and sometimes the desire to live in a new place have caused people to migrate. People who have to communicate have adapted to the place they live in. Therefore, individuals learned the language of the region they went to. People who try to keep their own language alive in the places they visit have learned the region’s language and inevitably turned into bilingual individuals. This situation has made it inevitable for bilingual and even multilingual individuals to emerge in most parts of the world.

It is widely acknowledged that in our increasingly interconnected world, borders and distances have become less significant. According to Grosjean (2010), over 50% of the global population is bilingual, revealing that the majority of countries are proficient in at least two languages. This situation has made bilingualism a subject of curiosity and has led to many studies in this field. Almost every subject has been researched on the phenomenon of bilingualism in world literature. The variability in spoken languages among individuals can be attributed to a variety of factors, including political, natural, religious, cultural, economic, educational, and technological influences. It can also be a personal choice to speak multiple languages in one’s natural setting (Wei, 2000, pp. 3-5). In addition, there are approximately 7,097 living languages today (Ethnologue: Languages of the World, 2019).

Furthermore, in regions such as Asia and Africa, where it is common for an individual to speak more than one language, the rate of bilinguals is relatively higher (Grosjean, 2013). Likewise, Turkey, as a bridge between Europe and Asia, contains various diverse ethnolinguistic communities. Expectedly, the number of bilinguals and even multilingual are pretty high. However, studies on bilingualism and its types in Turkey are limited, despite such ethnolinguistic diversity. Such studies are thought to set an example for bilingual children in Turkey to have a healthy process and become highly literate in both languages.

Bilingualism and the Ethnolinguistic Diversity of Turkey

The word “Bilingualism”, which is the English equivalent of the word bilingualism, is formed by the combination of the words “bi” in Latin and “lingualism” in linguistics (Cengiz 2009, 192). The word equivalents of this concept in the Western languages is “Bilingualism” in English, “Bilinguisme” in French, and “Zweisprachigkeit (Bilingualität, Bilingualismus)” in German (Oruç 2016, 284). “Bilingualism is the regular use of two or more languages (or dialects), and bilinguals are those people who use two or more languages (or dialects) in their everyday lives” Grosjean (2008, p. 10). Also, Diebold (1964) proposed “incipient bilingualism” stating that a person cannot produce meaningful utterances. Thus, Diebold characterized the initial stages of contact between two languages. On the other hand, Weinreich (as cited in Mackey 1970, 51-85) offers a definition that includes the

alternative use of two languages in his article “Definition of bilingualism”:

If we are to study the phenomenon of bilingualism, we have to think of it as something purely relative. Moreover, we must include the use of any language, not just two. Therefore, we will accept bilingualism as the alternative use of two or more languages by the same person (Mackey, 1970, p. 555).

Bilingualism is a complex concept that lacks a universally applicable definition. Its different situations and contexts have made it a subject of study across various fields, which has led to many methodological challenges. The literature on bilingualism is riddled with different criteria for defining it, such as fluency, language proficiency, and language use, among others. These criteria differ from one researcher to another, making it difficult to draw conclusive results even when studying the same research group.

Considering the status of bilingualism and the ethnolinguistic diversity of Turkey, Turkey is a country where many languages are spoken due to its cosmopolitan structure. After the establishment of the Republic of Turkey, the number of members of different language-speaking communities was classified based on the languages they spoke through censuses from 1927 to 1965. The number of people in terms of mother tongue is as follows in Table 1.

Karahan (2005), providing information about the demographic structure of bilinguals in Turkey by citing the General Population Census given in Table 1, acknowledged demographic information about the languages spoken in Turkey in his study called “Bilingualism in Turkey”. According to his research, it is possible to find traces of bilingualism in the conduct of political, commercial, military,

and religious affairs since the ancient times of Anatolia. In Turkey, a significant portion of the population, specifically 20%, are bilingual individuals who have a different mother tongue than Turkish (General census 1969; cited in Karahan 2005).

According to a study (Konda 2006, p. 19), the main ethnic identities in Turkey are as follows: Turkish 78.1%; local identities (those who define themselves as Manav, Laz, Turkmen, Yörük, Anatolian Turkish tribes and those who identify with their region names) 1.5%; Asian Turk 0.1%; 0.3% of Caucasian origin; 0.2% of Balkan origin; immigrant 0.4%; Kurdish 13.4%; Arab 0.7%; Roma 0.1%; 0.07% from other countries. In addition, the proportions of the mother tongue they speak are as follows: Turkish 84.54%; Kurdish/Kurmanji 11.97%; Zazaki 1.01%; Arabic 1.38%; Armenian 0.07%; Greek 0.06%; Hebrew 0.01%; only 0.12%; Circassian 0.11%; Coptic 0.01%. It is known that families from different cultures maintain their mother tongue in Turkey, which has a cosmopolitan structure.

Individuals of Kurdish origin living in eastern Turkey actively use their mother tongue Kurdish. Also, Arabic, Greek, Bulgarian, Greek, Laz, Bosnian, etc. languages are among the main languages still spoken today. Turkey is renowned for being the home to many languages, which has resulted in a significant number of bilingual and multilingual individuals.

METHOD

This study is a meta-synthesis of qualitative studies on types of bilingualism in Turkey. The method suggested by Timulak (2009) was adopted for the data analysis, and a descriptive/interpretive analysis was carried out. Timulak (2007, 2009)

Table 1. Distribution of human population speaking different mother tongues in turkey

	Mother-tongue	Total population		Mother-tongue	Total population
<i>Muslim Minority</i>	Turkish	28,438,818	Latin Languages	French	3,302
	Abaza	4,563		Spanish	2,791
	Persian	948		Italian Romanian	2,926 406
	Arabic	365,340	Anglo-Sakson Languages	German	4,901
	Albanian	12,832		Dutch	366
	Bosnian	17,627	Slavic Languages	English	27,841
	Caucasian	58,339		Russian	1,088
	Georgian	34,330		Serbian	6,599
	Kurdish	2,219,502		Bulgarian	4,088
	Kirman	45	Slavic Languages	Czechoslovakian	168
	Kirdash	42		Croatian	45
	Laz	26,007		Swedish	292
	Pomak	23,138		Polish	110
	Zaza	1,506			
<i>Other Minority</i>	Armenian	33,094			
	Jewish	9,981			
	Hellenic	48,096	Other Languages		42,290
			Total		31,391421

Source: State Institute of Statistics, 1969

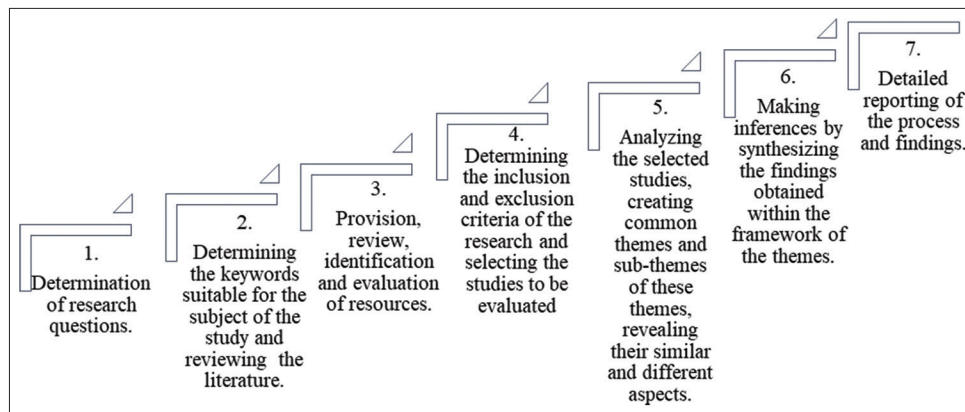


Figure 1. Meta-synthesis studies process steps

states that the basic idea behind meta-synthesis studies is to develop a more comprehensive, comparative perspective on the subject studied. Meta-synthesis studies are (Aspfors and Fransson 2015; Staneva, Bogossian and Wittkowski 2015; Campbell, Pound, Morgan, Daker-White, Britten, Pill and Donovan 2011; Thomas and Harden 2008; Sandelowski and Barroso 2007; Noblit et al. Hare 1988), it is seen that the researchers followed similar process steps with minor differences.

Within the scope of this research, the data collected on bilingualism were synthesized and reported by following the steps of meta-synthesis. The steps of the meta-synthesis comprising the research method are shown in Figure 1.

Data Collection Tool & Analysis

The research database consists of studies on the types of bilingualism in Turkey in the literature. The collected data were analyzed by following the steps of the meta-synthesis research in Figure 1. The fifth and sixth steps work in a cyclical process. All the statistical analyses were applied with SPSS. In particular, descriptive statistics were used for the percentages and frequencies of the quantitative data. The data were evaluated and reported in the findings section. In the conclusion part of the research, inferences were made about the types and classification of bilingualism in Turkey due to quantitative and qualitative data synthesis.

Determination of classification criteria for bilingualism types

Bilingualism types identified in selected articles were categorized according to Kara and Şihanlioğlu's (2019) Bilingualism Classification Models and stated in Table 2.

Followingly, we investigated different hypotheses on bilingualism across previously published studies in Turkey. The data obtained are reported in the findings section. Finally, the data synthesized from the findings are presented in the conclusion section.

Table 3 presents the inclusion and exclusion criteria applied to the literature review. Also included studies were given in detail in Table 3. The reviewed studies were evaluated based on these criteria. The detailed flow regarding

Table 2. Classification criteria for bilingualism types

Bilingualism Classification Models
Age of acquisition
Acquiring languages at different/same times
Cognitive organization
Bilingual skill level
Status of the two languages

Table 3. Inclusion and exclusion criteria applied to the literature search

Inclusion criteria	Exclusion criteria
<i>Qualitative studies focusing on</i>	
Main subject: Types of Bilingualism in Turkey.	Journal not accessible online
Related fields: Language acquisition, Language education, Linguistics. Psychology, Sociology,	Study not focused on the features of the types of bilingualism
Keywords: language acquisition; language education; linguistics; mother tongue; code-switching; language loss; psychology, sociology; language teaching; preschool education; preschool children; Turkish; foreign language education; foreign language teaching; and bilingualism	
Thesis	presentations, review articles; official reports, book reviews; theoretical articles, Duplicate publications
Titles: Types of Bilingualism in Turkey,	Irrelevant titles
Participants: Bilingual individuals in Turkey,	Monolingual and multilingual individuals
Geography: Study was conducted in Turkey	Study conducted outside of the Turkey
Languages: Written in English, Turkish and French	Studies in all other languages

the determination process of the studies included in the meta-synthesis is presented in Figure 2.

Table 4. Summary of 22 qualitative and quantitative items included in the meta- synthesis

Citation identifier	Topic	Scope	Languages (Bilingual)	Model	Classification criteria of bilingualism	Types of bilingualism mentioned in the study	Data collection tool & Analysis	The features of participants
1. <i>Aydınerk, & Başol. (2019)</i>	The influence of French language practices on the written production skills of bilingual students at Anadolu University	- Bilingualism - Language skill (writing)	Turkish-French	Descriptive	- skill level	- Balanced bilingualism - Dominant bilingualism - productive	- Questionnaire - Interview (document)	bachelor's & masters degree students
2. <i>Kızıltoprak. (2019)</i>	Code switching as a communication strategy of oral communication: case of bilingual students at Anadolu University	- Bilingualism - Language skill (oral communication) - Code switching	Turkish-French	Descriptive	- skill level	- Balanced bilingualism - Dominant bilingualism	- Observation	Immigrant bilingual students of French Language Teaching (bachelor's degree)
3. <i>Haznedar et al. (2019)</i>	Factors Affecting Turkish Reading Acquisition: Comparative Evaluation of Turkish Reading Processes in Bilingual Children	- Reading Acquisition - Reading Processes in Monolingual and Bilingual Children	Arabic -Turkish Kurdish-Turkish	Experimental	- bilingual skill level	- dominant bilingualism - balanced bilingualism - productive	- Vocabulary Reading Test (COBIT) - Turkish Reading Comprehension Test - Morphological Awareness Test - Rapid Automatic Naming Test (HOTI) - Vocabulary (WISC- R)	- Turkish monolingual students - Bilingual students whose mother tongue is Arabic - Bilingual students whose mother tongue is Kurdish
4. <i>Şhamlıoğlu, (2021)</i>	Written expressions of Syrian late bilingual individuals in Turkey	- Late bilingual individuals (writing) - Error analysis of written expressions - Bilingualism	Arabic -Turkish	Mixed-method	- age of acquisition	- late bilingualism - early bilingualism	- Written documents - Error analysis - Document survey - Content analysis - Error percentage, frequency for quantitative data	- 80 Syrian late bilingual individuals whose mother tongue is Arabic

(Contd...)

Table 4. (Continued)

Citation identifier	Topic	Scope	Languages (Bilingual)	Model	Classification criteria of bilingualism	Types of bilingualism mentioned in the study	Data collection tool & Analysis	The features of participants
5. Ege, (2019)	An ethnographic study on bilingualism	- Language usage - Ethnography - Bilingualism	Arabic -Turkish	Ethnographic	- status of the two languages	- folk bilingualism	- Participatory observation method - Semi – structured interview - Sound recording - Snowball sampling, Story telling	Arab Alevis/Nusayris living in Dover Neighborhood of Defne district of Hatay province.
6. Kızıtk, (2016)	School readiness and language skills, and to examine the relationship between school readiness and language skills of bilingual and monolingual children	- Language development of children - School readiness - Receptive language, - Bilingualism - Translation	Turkish- Unknown	Descriptive	- bilingual skill level	- semilingualism - receptive	- Metropolitan Readiness Test - Turkish Expressive and Receptive Language (TERL) Sociodemographic Questionnaire - t- test, chi- square test	. Study group consisted of 97 bilingual, 93 monolingual of 190 children who registered in 6 different schools in İzmir.
7. Çetinkaya, (2015)	Bilingualism and translation	- Bilingualism - Translation	Turkish-English	Descriptive	- bilingual skill level	- balanced - dominant balanced - semilingual balanced - unbalanced symmetric - asymmetric passive – receptive productive	Questionnaire Interview	Participants consist of faculty members from Istanbul University Translation Studies and Hacettepe University Translation and Interpreting Department.
8. Gürleyen, (2014)	The influence of Macedonian syntax on Turkish syntax used by Macedonian-Turkish bilingual individuals	Bilingualism, Syntax, Sentence, Word group, Turkish, Macedonian	Macedonian- Turkish	Descriptive	- age of acquisition	(a) Childhood bilingualism - Simultaneous - Consecutive (b) Mature bilingualism (c) Adult bilingualism	- Questionnaire - Interview (document)	- Eight simultaneous bilinguals in Turkish and Macedonian.

(Contd...)

Table 4. (Continued)

Citation identifier	Topic	Scope	Languages (Bilingual)	Model	Classification criteria of bilingualism	Types of bilingualism mentioned in the study	Data collection tool & Analysis	The features of participants
9. Ermağan, (2021)	Bilingualism between German and Turkish in the case of Alanya: A sociolinguistic analysis in terms of phonology, morphology, semantics and syntax	- Code-switching - Language teaching Language-culture Sociolinguistic	German-Turkish	Descriptive	- age of acquisition	- Late bilingualism	- observation - interviews - content analysis	Late bilingual Germans living in Alanya
10. Kanar, (2020)	French-Turkish bilingualism in children	- Language acquisition - Language education Language teaching - Preschool education - Bilingualism	Turkish-French	Descriptive	- acquiring languages at different/same times	- simultaneous bilingual - sequential bilingual	- Brainstorming - Questionnaire - Demonstration - Simulation - Dramatization	Two kids who have only 16 months of difference between each other
11. Ercan, (2016)	The Relationship Between Individual Identity and Language In Multilingual Communication Effect	- Language - Bilingualism - Identity - Language identity relation, Communication	Turkish-Kurdish Kurdish-Turkish-Zazaki Turkish-Armenian	Descriptive	- status of the two languages	- Additive Bilingualism - Subtractive Bilingualism - folk bilingualism	- observation - interviews - content analysis - SPSS	People living in Elazığ city center in 2014
12. Şahin, (2016)	Assessing the language learning strategy use of monolingual and bilingual students in foreign language learning	- Language learning strategy use - Foreign language learning - Bilingualism	Turkish-Kurdish Turkish-Arabic Turkish-Zazaki Turkish-Russian Turkish-German Turkish-Bulgarian Turkish-Bosnian Turkish-Albanian	Mixed-method	- bilingual skill level	balanced – dominant balanced – semilingual balanced – unbalanced symmetric – asymmetric passive – receptive productive	- ANOVA - t test - observation - interviews - content analysis	Data obtained from 991 bilingual secondary school students studying in selected schools in the provinces of Siirt and İzmir were used.

(Contd...)

Table 4. (Continued)

Citation identifier	Topic	Scope	Languages (Bilingual)	Model	Classification criteria of bilingualism	Types of bilingualism mentioned in the study	Data collection tool & Analysis	The features of participants
13. Yilmaz, (2016)	Assessment of verbal fluency in Kurdish-Turkish bilingual adults	- Kurdish-Turkish bilingualism - semantic fluency - phonemic fluency - action fluency	Turkish-Kurdish	Mixed-method	- age of acquisition	(a) Childhood bilingualism - Simultaneous - Consecutive (b) Mature bilingualism (c) Adult bilingualism	- Participant Information Form - Standardized Mini Mental Test (SMMT) - Secondlanguage-Language History Form - SPSS - Shapiro Wilk test - t test	The participants of this study consisted of bilingual adults residing in Hakkari and Van provinces speaking Kurdish (Kirmanci dialect) and Turkish. 85 bilingual individuals participated in the study. Participants are individuals aged 18 years and over, without any neurological or psychiatric disorders.
14. Yükses, (2013)	Bilingualism and attitudes towards foreign language learning	Monolingualism - Bilingualism Multilingualism - Attitudes, - English Language - Foreign Language Learning	Turkish-Arabic Turkish-Kurdish Turkish-German Turkish-English Turkish-Zaza Turkish-Russian Turkish-Persian Turkish-Laz Turkish-Bosnian	Descriptive	- cognitive organization	- Social bilingualism - Psychological bilingualism - Personal bilingualism	- The Language Attitudes Questionnaire (LAQ) - t test - chi-square test - SPSS	- 389 University students - 46 of the participants were 27 Turkish-Arabic, 9 Turkish-Kurdish, 3 Turkish-German, 2 Turkish-English, 1 TurkishZaza, 1 Turkish-Bosnian, 1 Turkish-Russian, 1 Turkish-Persian, and 1 Turkish-Laz bilinguals
15. Yavuz, (2021)	The effect of micro teaching method on the writing skills of seventhing blinging students	Micro teaching Bilingualism Writing skill Creative writing.	Turkish-Kurdish	Experimental	- bilingual skill level	- balanced - dominant - passive – receptive productive	- Shapiro-Wilk Z test - SPSS - t test	It was conducted with a total of 28 bilingual seventh grade students, 14 of whom were experimental and 14 were control.

(Contd...)

Table 4. (Continued)

Citation identifier	Topic	Scope	Languages (Bilingual)	Model	Classification criteria of bilingualism	Types of bilingualism mentioned in the study	Data collection tool & Analysis	The features of participants
16. Akbuğça, (2020)	A Comparison of Temporal Gestures According to the Language Used and L2 Proficiency in L1-Turkish and L2-English Bilinguals	Metaphor, time, temporal gestures, bilingualism	Turkish-English	Mixed-method	- cognitive organization	- Compound Bilingualism - Coordinated Bilingualism	- LEAP- Q - PPVT- 4 - ELAN software	- Twenty-seven right-handed Turkish-English bilingual undergraduate students - All participants are native Turkish speakers
17. Özpolat, (2020)	Investigation of the Effects of Bilingualism on the Development of Receptive and Expressive Language in Children in Early Childhood	Bilingualism, Language Development, Receiver Language, Expressive Language	Turkish-Unknown	Experimental	- bilingual skill level	- balanced – dominant - passive – receptive productive	- TEDIL - t testi, - ANOVA	- It was conducted with a total of 120 bilingual (60), monolingual (60) children aged 2- 7 living in Adiyaman.
18. Su, (2020)	Reflections of bilingualism at pre-school education: An ethnographic case study	Pre-school, Bilingualism, School culture, Classroom culture, Peer culture	Turkish-Kurdish	Ethnographic	- status of the two languages	- Additive Bilingualism - Subtractive Bilingualism - folk bilingualism	- observation - interviews - Document survey	Thirteen Turkish-Kurdish bilingual students in the five-six age group studying in kindergarten.
19. Yazıcı, (2019)	Neuropsychological evaluation of the population of Eastern and Southeastern Anatolia on executive functions and complex attention	Cognitive Processes, Executive Functions, Complex Attention, Cultural Neuropsychology.	Turkish-Kurdish	Experimental	- cognitive organization	- Compound Bilingualism - Coordinated Bilingualism Social bilingualism - Psychological bilingualism - Personal bilingualism	- ANOVA - Wisconsin Card Sorting Test - Stroop Test - Trail Making Test	80 people speaks Kurdish from the Eastern and Southeastern Anatolia Region and as 80 people as comparison group from different provinces of Turkey, totally composed of 160 people
20. Karşı, (2015)	Developmental relations among cognitive flexibility, bilingualism and metacognitive judgments	bilingual children, cognitive flexibility, metacognitive judgments, judgments of learning, feeling of knowing.	Turkish-Armenian	Experimental	- cognitive organization	- Compound Bilingualism - Coordinated Bilingualism Social bilingualism - Psychological bilingualism - Personal bilingualism	- ANOVA - TIFALDI- AD	- 75 Armenian-Turkish bilingual children (48 girls, 27 boys) - 75 monolinguals aged 45- 77 months

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Table 4. (Continued)

Citation identifier	Topic	Scope	Languages (Bilingual)	Model	Classification criteria of bilingualism	Types of bilingualism mentioned in the study	Data collection tool & Analysis	The features of participants
21. Cengiz, (2006)	The bilingualism in Hatay in relation to the language and culture	Culture, Code-Switching, Multilingualism, Multiculturalism, Bilingualism	Turkish-Arabic	Descriptive	- status of the two languages	- Natural bilingualism - Cultural bilingualism - folk bilingualism	- observation - interviews - Document survey	25 people are chosen from the different regions of the city depending their language usage.
22. Akyol, (2009)	The acquisition of Turkish by a bilingual child: A case study	Cross- Linguistic Influence, Sequential Bilingualism	Turkish-English	Longitudinal study	- acquiring languages at different/same times	- sequential bilingualism - simultaneous bilingual - sequential bilingual	- audio- recordings - toys, reading - books, drawing - pictures, cooking	- One English- Turkish bilingual child - One Turkish monolingual child

Table 4 shows the Summary of 22 Qualitative and Quantitative Items Involved in Meta-synthesis. A classification was made regarding the characteristics such as “scope”, “participants”, language and research method of these 22 studies.

FINDINGS

The theses selected in the previous section were synthesized. In this section, the findings that emerged from quantitative data analysis are presented.

Table 5 shows the bilingual pairs in the theses examined within the scope of the research. The most common

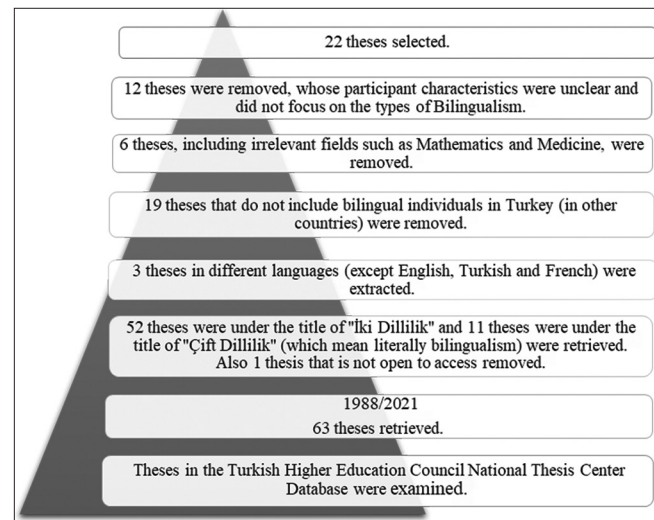


Figure 2. Database reviewing and study selection process

Table 5. The bilingual pairs and frequencies with the framework of research

Bilingual Pairs	Pairs	
	N	Percent
Turkish-Kurdish	8	20.0
Turkish-Arabic	6	15.0
Turkish-English	4	10.0
Turkish-German	3	7.5
Turkish-Zazaki	3	7.5
Turkish-French	3	7.5
Turkish-Russian	2	5.0
Turkish-Bosnian	2	5.0
Turkish-Armenian	2	5.0
Turkish-Unknown*	2	5.0
Turkish-Persian	1	2.5
Turkish-Laz	1	2.5
Turkish-Bulgarian	1	2.5
Turkish-Albanian	1	2.5
Turkish-Macedonian	1	2.5
Total 15	40	100.0

Table 6. Frequencies of classification criteria of bilingualism

	Criteria	
	<i>N</i>	<i>Percent</i>
<i>Classification criteria of bilingualism</i>		
age of acquisition	4	18.2
acquiring languages at different/same times	2	9.1
cognitive organization	4	18.2
bilingual skill level	8	36.4
status of the two languages	4	18.2
Total 5	22	100

language pair investigated was Turkish-Kurdish, with a rate of 20.0%, as eight of the total 22 theses consisted of it. The Turkish-Arabic bilingual pair was included in 6 theses and is the second most addressed bilingual pair with a rate of 15.0%. The Turkish-English bilingual pair was observed in 4 theses and is the third most cited bilingual pair with a rate of 10.0%. Turkish-German, Turkish-Zazaki, and Turkish-French were mentioned three times and had a rate of 7.5%.

The classification of bilingualism is presented in Table 6, outlining the specific criteria used for this designation. Five different bilingualism classification criteria were determined in 22 selected theses. The most used criterion in classifying bilingualism is bilingual skill level. Bilingual skill level is the most used bilingual classification criterion in the 22 theses and has a rate of 18.2%. The second most used criteria in classifying bilingualism are the age of acquisition, cognitive organization, and status of the two languages. These three criteria have a rate of 18.2% among 22 theses. Acquiring languages at different/same times is another bilingual classification criterion with a rate of 9.1%. Table 7 shows a descriptive frequency analysis of the types of bilingualism identified in the 22 theses.

As seen in Table 7, 28 types of bilingualism were identified among the 22 theses analyzed. The most addressed type of bilingualism in 22 theses was balanced and productive bilingualism with 9.0%. The second most addressed type of bilingualism in 22 theses was dominant bilingualism, with a rate of 7.7%. The third most addressed type of bilingualism is receptive bilingualism, with 6.4%. Passive, folk, and individual bilingual types were mentioned 4 times, and their rate was 5.1%.

RESULT

This study investigated the types of bilingualism and classification criteria in Turkey with an aim to reveal the types of bilingualism and classification criteria. In this research, 63 theses were selected. After the inclusion and exclusion process, 22 theses were included in the research. The theses included in the research were analyzed in detail, and the data obtained were reported in the findings section.

Based on the integration of qualitative and quantitative data, the analysis of the “Turkish Higher Education

Table 7. Percentages of types of bilingualism mentioned in the study

	Types	
	<i>N</i>	<i>Percent</i>
balanced	7	9.0
dominant	6	7.7
productive	7	9.0
simultaneous	2	2.6
consecutive	2	2.6
late	2	2.6
early	1	1.3
folk	4	5.1
semilingualism	3	3.8
receptive	5	6.4
unbalanced	2	2.6
symmetric	2	2.6
asymmetric	2	2.6
passive	4	5.1
childhood	2	2.6
mature	2	2.6
adult	2	2.6
additive	2	2.6
subtractive	2	2.6
social	3	3.8
individual	4	5.1
psychological	3	3.8
compound	3	3.8
coordinated	3	3.8
cultural	1	1.3
natural	1	1.3
sequential	1	1.3
Total 28	78	100.0

Institution Thesis Center database” reveals the existence of 28 distinct types of bilingualism as identified in various theses on the subject. The identified 28 bilingual species were categorized according to 5 classification criteria. Types and the classification criteria of the bilingualism seen in Turkey can be listed as follows;

As shown in Table 8, there is diversity concerning bilingualism types in Turkey. In addition, bilingual individuals in Turkey are categorized according to 5 different classification criteria. These criteria are the age of acquisition, acquiring languages at different/same times, cognitive organization, bilingual skill level, and status of the two languages. The types of bilingualism in Turkey are mostly classified according to the bilingual skill level criterion; the second most used criteria in classifying bilingualism are the age of acquisition, cognitive organization, and status of the two languages. Due to its geographical location and ethnolinguistic features, it is natural that the types of bilingualism in Turkey show such diversity. We also understand

Table 8. Types and the classification criteria of the bilingualism seen in turkey

The Classification Criteria					
	<i>Age of acquisition</i>	<i>Acquiring languages at different/same times</i>	<i>Cognitive organization</i>	<i>Bilingual skill level</i>	<i>Status of the two languages</i>
<i>Types of bilingualism</i>	late	simultaneous	social	balanced	folk
	early	consecutive	individual	dominant	additive
	childhood	sequential	psychological	productive	subtractive
	mature		compound	semilingualism	natural
	adult		coordinated	receptive	elite
				unbalanced	cultural
				symmetric	
				asymmetric	
				passive	

this diversity in the number of bilingual pairs analyzed before the synthesis process.

Another result of the research is bilingual pair, which is the focus of studies on bilingualism in Turkey. Turkish-Kurdish bilingual pair is the most addressed bilingual pair with a rate of 20.0%. Turkish-Arabic bilingual pair is included in 6 theses and is the second most addressed bilingual pair with a rate 15.0%.

To summarize, Turkey's research on bilingualism is still in its early stages compared to other countries. Due to its ethnic structure, Turkey is suitable for research on bilingualism and has the necessary potential for this. However, more research and analysis are required in the bilingual field. Bilingualism, which is quite complex, can be associated with many issues due to its dynamic nature. Moreover, it is a field open to interdisciplinary work. Such studies are thought to set an example for bilingual children in Turkey to have a healthy process and become proficient in both languages. It is thought that this meta-synthesis research is vital in terms of shedding light on the studies to be conducted in the field of bilingualism in our country.

DISCUSSION AND CONCLUSION

Bilingualism (Marian and Shook, 2012) has been considered one of the most important facts of many countries in the world. The current state of research on bilingualism in Turkey reveals a lack of quantity in comparison to other areas of study. Existing studies in Turkey are also mainly related to Turkish bilinguals living abroad. The literature provides information about bilingual students living in Turkey in specific regions. However, the status of bilingual students living in the western regions of Turkey, except for the Eastern and Southeastern Anatolian Regions, is often not on the agenda. In other words, in Istanbul (17.5%) where bilingual students predominantly live (Konda, 2006), no significant findings have been found that these students still have serious problems. Research has been done on almost every subject on bilingualism globally; however, studies on the types and characteristics of bilingualism in Turkey are not sufficient. Today, there are as many bilingual or multilingual children as the ones that are growing up in monolingual

environments. As a result of innovations in the education system worldwide and the increasing need for people to relocate, bilingual immersion is expected to continue. In this context, much more research and knowledge in the field will be needed to improve bilingual children's literacy.

The current investigation is focused on revealing the types of bilingualism in Turkey. One of the complex issues related to bilingualism is defining types and classification of bilingualism. Karahan (2005) provided a comprehensive view of bilingualism in Turkey in terms of elitist and folk bilingualism. In her study, she presented a historical point of view for Turkish bilingual's types, and she regarded the types of bilingualism at the societal level as elitist and folk bilingualism. Kesmez (2015) classifies bilingualism into two categories: social and individual. Kesmez argues that Zaza-Turkish bilingual individuals in Turkey are more simultaneous and early sequential bilinguals. Buran (2010), emphasized that the mother tongue of approximately 90% of Turkey's population is Turkish and that the population is primarily monolingual.

Studies on bilingualism types in Turkey contain different interpretations of the definition and classification of bilingualism. The phenomenon of bilingualism in Turkey is presented in a narrow framework in line with the different approaches in the literature. We can attribute this situation to the complex nature of the bilingualism phenomenon. The multifaceted nature of bilingualism cannot be reduced to a single dimension, as it is influenced by a multitude of factors. For example, experts have made classifications according to different elements for the types of bilingualism. Therefore, we aimed to focus on the types of bilingualism and the classification criteria of these types in studies on bilingualism in Turkey. Some linguists are generally bilingual; while others classify them according to the level of fluency and proficiency in spoken languages, while others do so in terms of age, context, or the way languages are acquired, the time the second language is introduced, and the fluency of the skills in that language. This situation has made it difficult to put forward a standard definition of bilingualism that is commonly accepted. Therefore, if we are going to examine the phenomenon of bilingualism, we need to think that it is a relative field.

This research aimed to create a general framework for the types of bilingualism in Turkey. We observed the types and classification of bilingualism. Most of these are the inconsistency of terms in the literature. From this point of view, concepts and terms can be researched in detail to shed light on studies on bilingualism in Turkey. In addition, there is another deficiency in carrying out applied and experimental research with bilingual individuals in Turkey. Finally, it is thought that experimental studies to be carried out with bilingual individuals can make the nature of bilingualism clear.

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