

Third Generation Turkish Children and Bilingual Bicultural Education Models: Hessen State KOALA Project *

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Abstract

The aim of this research is to evaluate KOALA Project which aims to support the bilingual and bicultural children, that is developed under Frankfurt Model in Hessen State, Germany. It is aimed to assess the Project with views of Turkish teachers, German classroom teachers, German school principals, Turkish students and Turkish parents. In the research, qualitative method and phenomenology design is used. In order to choose the participants of the study, purposive sampling method and maximum variety sampling method have been used. Data has been obtained via the semi structured interview forms developed by the researcher. The data collection period has lasted for 10 months in Hessen State's cities. Content and descriptive analyses have been made in data analysis process. Results of the research are as follows: KOALA helps the students to develop their bilingualism in their bilingual and bicultural situations also to achieve better educational levels and to develop their self-esteem. In schools where KOALA principle is applied, attendance to Turkish mother tongue courses is complete. KOALA also supports Turkish teachers in their professional lives and emotionally. KOALA contributes to intercultural communication and learning. All teachers and school principals who state that KOALA should continue to be applied and be widespread in other schools suggest more course hours and Turkish teachers with adequate German language proficiency. The findings of the research show that KOALA Project is an important support for bilingual and bicultural students. The suggestions can be stated as: other research on KOALA be made; to inform the Turkish authorities about KOALA so that they can contact with the German authorities to help KOALA to be better applied and practiced in more other schools with Turkish children population.

Keywords: Germany, migration, third generation Turkish children, bilingualism and bilingual education models, Frankfurt Model, KOALA Project

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3. Kuşak Türk Çocukları ve İki Dilli İki Kültürlü Eğitim Modelleri: Hessen Eyaleti KOALA Projesi

Öz

Bu araştırmanın amacı Almanya'nın Hessen eyaletinde Frankfurt Modeli altında geliştirilen ve iki dilli iki kültürlü öğrencilere destek sağlamayı amaçlayan KOALA Projesini Türkçe öğretmenleri, Alman sınıf öğretmenleri, Alman okul müdürleri, Türk öğrenciler ve Türk velilerin görüşleri açısından değerlendirmektir. Araştırmada nitel araştırma yöntemi ve olgubilim deseni kullanılmıştır. Araştırmanın katılımcılarının belirlenmesinde amaçlı örnekleme yöntemi ve maksimum çeşitlilik örnekleme tekniği kullanılmıştır. Veriler, araştırmacı tarafından geliştirilen yarı yapılandırılmış görüşme formları ile toplanmıştır. 10 ay süren veri toplama süreci Hessen eyaletinde bulunan şehirlerdeki okullarda gerçekleştirilmiştir. Elde edilen verilerin analizinde içerik analizi ile birlikte betimsel analiz yapılmıştır. Araştırmanın sonucunda; eğitim programlarından yola çıkarak iki dilliliği desteklemeyi amaçlayan KOALA'nın öğrencilere iki dilli, iki kültürlü konularında ve iki dilliliklerinin gelişiminde destek sağladığı görülmüştür. KOALA'nın öğrencilerin daha yüksek seviyeli okullara gitmesinde destek olduğu, kendilerine güvenlerini artırmada yardımcı olduğu görülmüştür. KOALA okullarında anadili derslerine katılımın eksiksiz olması araştırmanın bir diğer sonucudur. KOALA ile Türkçe öğretmenlerinin de mesleki ve duygusal kazanımları olduğu görülmüştür. KOALA'nın kültürler arası iletişim ve öğrenmeyi desteklemede etkisinin olduğu diğer bir bulgudur. Araştırmaya katılan öğretmen ve müdürler KOALA materyalleri ve hizmet içi eğitim seminerlerinin etkili ve yararlı olduklarını ve KOALA ile ulaşılmak istenen amaçlara uygun olduğunu belirtmişlerdir. Hessen eyaletinde 2000 yılında çıkan yasadan dolayı artık yerel anadili öğretmeni atanmadığı için Türkiye'den gelen konsolosluk öğretmenlerinden bazılarının Almanca dil yetersizliği nedeniyle KOALA'nın uygulanmasında sorunlar yaşandığı görülmüştür. KOALA'nın devam ettirilmesi ve yaygınlaştırılması gerektiğini belirten tüm öğretmen ve müdürler KOALA için daha fazla ders saatinin gerektiğini ve Almancayı iyi bilen Türkçe öğretmenlerine ihtiyaç duyulduğunu belirtmişlerdir. Araştırmanın bulguları KOALA Projesinin iki dilli ve iki kültürlü çocuklara destek sağladığını göstermiştir. Araştırma sonucunda; belirli zaman aralıklarıyla KOALA ile ilgili başka araştırmalar yapılması, Türk makamlarını KOALA hakkında bilgilendirerek Alman makamlarla, yeterli personelin sağlanarak daha iyi uygulanabilmesi için görüşmeler yapmaları ve KOALA'nın daha çok okulda uygulanması için çalışmalar yapılması önerilebilir.

Anahtar Sözcükler: Almanya, göç, 3. Kuşak Türk çocukları, iki dillilik-iki dilli eğitim modelleri, Frankfurt Modeli, KOALA Projesi

Introduction

Immigration process that is as old as the history of humanity (Abadan-Unat, 2006) has effected Turkey especially after the second World war because of the shortage of labor in Europe. Germany has made laborforce agreements with countries including Turkey (1961) which lasted until 1973 when petrol and the economic crisis started (Koçtürk, 2008). However, the migration flow has continued with the family Reunion in 1982. Nowadays the Turkish immigrants in Germany has been permanent settlers instead of being temporary workforce (Parlakıyıldız, 2008).

Turks living in Germany since 1961 has holded the status of guest workers, then immigrants and afterwards ethnic minority. As being guests have turned into permanent settlings, various problems the most important of which is the “education of the migrants’ children” has arisen (Aksoy, 2010). But these problems have not been realized soon as Swedish writer Max Frisch points out as: “we called for workers, but humans arrived” (Zengin, 2000).

With the realization that these immigrants are permanent, a new field called “integration” has arisen for sociologists, psychologists, economists and political scientists (Şahin, 2010). The most important prerequisite for the integration of the migrant children and youth is seen as “education” as education is a chance for cultural and social integration (Schwirner, 2006). But Germany has been late for the arrangement of education as a key point for education and only became interested when the children of the migrants have started compulsory schooling in 1964 which resulted in the heterogeneous student population in German schools (Nohl, 2009).

The German education system has a hyrerarchical structure. The most important transition after the primary school that lasts for 4 years is choosing the secondary education to be attended: Hauptschule, Realschule or Gymnasium. This decision effects the child’s future position in the employment market and professional career (Claus & Nauck, 2009).

For a migrant child living in a foreign country it is very important to learn and preserve both their mother tongues and the language of the country being lived in. This is a prerequisite for bilingualism (Alabay, 2008). Bilingualism can be acquired in two ways basicly: The first is to communicate with the child in two languages beginning from birth. The second is in which parents should be competent in both of the languages and not confuse them. So that they can first teach the mother-tongue than the second language. When this is not possible it is the duty of the school to teach the second language (Huber, 2009).

Although most of these children with migrant origin have made efforts and developed strategies to accept and impose their bilingual and bicultural situations they could not achive this except for some exceptions (Nakipoğlu-Schimang, 2011). The reason is that these children can’t find the required support for language learning and therefore can’t learn both of the languages completely (www.koala-projekt.de). This leads to a worse problem called semi-bilingualism (Alleman-Ghionda, 2011).

As semi-bilingualism situation not only effects languagae usage but also the ability to think, children can't construct a whole thinking system and therefore are unsuccessful in school and social life (İleri, 2008).

For the bilingual education of the children mother tongue courses are important. However, these courses are usually selective and after the school program. What is worse is that as these courses are after the school time, there is no one left in the school. Students as well as some parents do not give importance to these courses (Karaca, 2011) as the grades taken in these courses do not effect the grade point average in the school report which is another reason for the low interest in these courses (Yıldız, 2012). But it's very important to integrate these courses into the school curricula (Moldenhawer, 1995). Another worrying situation is the decline in the compulsory mother tongue courses since 2000 like in Hessen State (Neumann, 2007).

Today in Germany the Turkish people are living altogether as four generations. The first generation are the ones who arrived in Germany in 1960s with the aim of getting a job and saving money and then going back to Turkey. Whereas the second generation are the children of the first generation most of whom was born abroad. The grandchildren of the first generation were all born and grown in Germany and lived their socialization processes, educational lives and their entire lives in Germany (Aksoy, 2010).

Turkish children are presented as the biggest minority group and very disadvantaged in German education system. Most of the children are sent to the low-level schools or special schools for children with disabilities just because of their lack of German competency. Most of the children leave the school even without a diploma (Becker, 2010). When compared with the other migrant groups Turkish children are presented as the least successful group in PISA results (Canbulat, 2009). The reason for the unsuccessful situation of Turkish children usually stems from the lower socio-economic levels of the families and their lack of language proficiency (Leblebicioğlu, 2009). Another reason is the "imported bride and grooms" brought to Germany just for marriage and their inability in German language after the problem of ghettoization of the Turks as they want to live nearby. This leads to their inability to help their children in the education system (Nakipoğlu-Schimang, 2001, 2010).

Germany has developed some educational models for the migrant children. These models are named after the state they are developed in such as: Bavaria, Berlin, Memmingen, Nordrhein-Westfalen, Krefeld and Frankfurt (Güzel, 2010).

Frankfurt Education Model in the context of Multilingualism

Variety and heterogenority are the most important phenomenia in 21st century when globalization is effective in all domains of life. Migrant students should be educated with "learning aimed at variety" in their bilingual and bicultural situations. So the first thing to do is to define their current situation and the changing situation of the migration (Nakipoğlu- Schimang, 2009).

As the required language support is not provided students acquire neither their mother tongues nor the German language. Taking into consideration the generations; the language development and skills of the third and the now growing fourth generation are very different from each other. As stated in Hessen Primary Education General Curriculum some are good at their mother tongues whereas insufficient in German; some have insufficient language proficiency in both of languages known as semi-bilingualism. Some are very good at both the languages whereas some are not good in mother tongue but very good in German proficiency (FBZ, 1997; Nakipoğlu-Schimang, 2009).

Frankfurt Model requires that the migrant children are accepted and respected by the society and only by this way they can be successful. The model provides building stones one of which is developed under this model called the “KOALA Project” (Nakipoğlu-Schimang, 2010).

The abbreviation of “**KO**ordiniertes **AL**pabetisierung im **A**nfangsunterricht (Coordinated Teaching of Alphabet in the Initial Years)” is organized by the FBZ (Fachberaterzentrum für Migration-Expert Consultancy Center for Migration) that is under the Hessen Ministry of Education (HKM) that deals with the learning needs and educations of the students with migrant origin which was established in 1970’s (Nakipoğlu-Schimang, 2011, 2009). The duties of the Center are to support the bilingual developments of the children and promote their mother tongues and German language proficiencies. If the mother tongue, which helps the student to gain language consciousness and language development, is systematically developed, then German, the key point in the success of students will also be developed (Nakipoğlu-Schimang, 2011a). Therefore, this center updates the current language learning and support programs taking into account the heterogeneous situations of the students. So, the coordinated teaching of the mother tongue courses with German courses, KOALA, is among the basic duties of the center (Nakipoğlu-Schimang, 2009).

KOALA project

As the language proficiencies of the students with migration origin are various, the teaching methods in the mother tongue teaching should be changed according to this situation. As stated before; mother tongue courses could have become the first and the dominant language for some, whereas it could have become the second or even the foreign language for others. So, this varied situation should be taken into account in the mother tongue courses and various method-techniques should be used (Nakipoğlu-Schimang, 2011).

KOALA takes into account heterogeneous situations of the students. KOALA is to update the language learning and support programs according to the current situation and acceptance of the mother tongue as a foreign language and teaching mother tongue courses in coordination with German courses (Nakipoğlu-Schimang, 2009). KOALA aims at teaching the alphabet coordinatively (eg. German/Turkish) (www.koala-projekt.de). One of the most important aims of KOALA is to prevent

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the mistakes in language learning from the very beginning of education by taking into account the similarities and differences between German and the mother tongue. This means the change of the mother courses. KOALA requires new methods than the monolingual teaching as the students are bilingual. With KOALA students could achieve the link between their bilingual and bicultural situations and see their bilingual situations consciously. With the methods in KOALA such as “learning to learn” and “learn by oneself” students can develop their bilingualism without getting help from anyone (Nakipoğlu-Schimang, 2011a, 2010, 2012).

Turkish/German KOALA is applied in Hessen State as well as the other states in Germany as long as there are available teachers and schools. There is also KOALA Plus which is applied in 3rd and 4th grade life sciences and maths courses with bilingual-bicultural studies. There is also KoLeF which is applied in 5th and 6th grades. KOALA is applied as Portuguese/German and Serbian/German besides Turkish/German (Nakipoğlu-Schimang, 2011a).

KOALA has been applied as a sample project in Francke School in Frankfurt that had a student population with various nationalities beginning from 1991/92 semester to 1995/95 semester. As it was seen that more schools need such a project, KOALA has been started to be applied by the Hessen State. The main aim has been to lower the language insufficiency until the 4th grade (<http://www.koala-projekt.de/html/baslarken.htm>). Following Hessen State, North Rhine Westphalia State has also started to apply KOALA in schools where the amount of the migrant bilingual raising children are approximately 30% (Werges, 2004).

The aims of the KOALA Project are (Nakipoğlu-Schimang, 2012; 2010; 2009; 2004) to:

- Provide bilingualism starting from the curriculum.
- Help the students to associate with their bilingual-bicultural situations and develop their proficiencies in both languages.
- Support the school age child emotionally and develop their self-esteem and provide motivation.
- Help children cope with the problems arisen from being bilingual and develop their language developments by themselves (learning to learn, learn by oneself).
- Provide the introduction, reinforcement and maintaining of the letters and voices learnt in German.
- Support language skills and accelerate writing language.
- Prevent the problems encountered because of the socio-cultural differences in both of the languages and prevent the confusion by presenting similarities and differences.
- Support the children and help them to achieve the required level for being successful in school.
- Teach the general subjects taking into account the mother tongue courses content (Nakipoğlu-Schimang ve Binışık, 1998).

Although it is called KOALA Project, it is neither an independent nor a completed project. It is a didactical decision and a principle. In this context the principles of KOALA are as follows (Nakipoğlu-Schimang, 2012; 2010; 2009; 2004; www.koala-projekt.de):

- KOALA is a flexible program that can be arranged according to the circumstances of the school; it can be organized, developed and is changeable in this context. There is no completed or ready outline for KOALA but various didactic and methodological suggestions.
- KOALA starts from the point that the children are bilingual and bicultural and aims establishing relations with the languages they know with the purpose of developing their general language skills.
- KOALA requires the cooperation between the mother-tongue teacher and the German teacher. Mother tongue course should be in accordance with the other courses in terms of content and methods.
- KOALA aims at the cooperative relation of the parents and the teachers.
- KOALA aims the participation of the families.
- As KOALA provides the coordinated study of the teachers, students and parents; it also pioneers the intercultural learning.
- As KOALA provides the cooperation and coordinated studies of the mother tongue teachers and the general course teachers (generally teachers with German origin) it provides intercultural communication among the teachers.
- KOALA is the adoption of the German as foreign language and German as second language (DaF/DaZ) to the general courses.

In KOALA practices Turkish mother-tongue teacher cooperates with the German general education classroom teachers (the number of teachers with Turkish origin is also increasing). Turkish teacher joins the classes of the German teachers and see the migrant children in the general education courses to detect what problems they encounter. By this monitoring system the problems the child encounters could be early diagnosed and helped in solving the problem until it isn't too late for the future success in school. In the other method the mother-tongue teacher takes the Turkish students to her/his class during the general course hour in order to teach the misunderstood parts that are taught in parallel.*

In order for KOALA to be properly applied in schools, there are some qualifications needed from the teachers the most important of which is the German language proficiency of Turkish teacher to cooperatively and coordinatively work with the German teacher. It is also a desired situation for the German teacher to know a little Turkish such as knowing the differences between the Turkish and the German alphabet, a few Turkish sentences or pronounce the Turkish students' names correctly. In fact, the aim is to work in equal circumstances with a mutual clarity and respect and try to prevent before problems arise (Nakipoğlu- Schimang ve Binışık, 1998). Also for the consulate Turkish teacher another feature in addition to language proficiency is the need to have the knowledge on the problems and circumstances of the migrant children (Nakipoğlu-Schimang, 2010).

* Interviews with FBZ director.

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As KOALA aims to minimize the mistakes the students can make in language learning because of the complexities arising from the interaction of the languages, each mother tongue's own features are taken into account and bilingual materials are developed in order to support the mother tongue courses by FBZ (Nakipoğlu-Schimang, 2011a).

However, there are some problems in applying KOALA such as the revocation of the regulation that makes the mother tongue courses compulsory. With this decision Turkish and Turkish culture courses are now selective courses (Güzel, 2010). Although politically harmed, KOALA preserves its perpetuation as it is advantageous for schools, students, German teachers and Turkish teachers and is accepted by them.

The aim of this study is to evaluate the KOALA Project Project with views of Turkish teachers, German classroom teachers, German school principals, Turkish students and Turkish parents.

Method

Research Model

This study aiming to evaluate the KOALA Project in views of teachers (Turkish and German), students, school principals, students and parents, is a survey model descriptive research in which qualitative data collection and analysis techniques have been used. Phenomenology design which aims to unveil the events that we already know yet we can't produce clear statements and gives the opportunity to examine these events thoroughly (Yaman, 2010) has been used in the study.

Qualitative research can be conducted by several ways (Miles & Huberman, 1994), whereas "interview method" which is among the most used data collection tools have been used in this study. The other method used in the research is focus group interviews which provide the researcher to gain the deep thoughts of the participants who have accepted to take part in your research (Mears, 2009) and these interviews could also be grouped as structured, semi-structured or unstructured as the other interviews (Punch, 2011). In these kinds of interviews, the groups are composed of 6-10 participants from the similar backgrounds and the interview lasts for 1 or 2 hours. These interviews provide a high quality data in the social context (Patton, 2002).

Population and Sample

The population of the study is all of the KOALA schools in Hessen State where the Project has started. The sample of the study has been selected with purposive sampling method and maximum triangulation method. This method provides choosing participants in a maximum level of variety (Yıldırım & Şimşek, 2011). The criteria for maximum variety sampling are 20 schools in which:

- KOALA is in the formal curriculum of the school and not; but the teachers work according to KOALA principles and methods.
- KOALA is applied since the beginning/ just started to apply KOALA
- KOALA is used in the desired level/KOALA is applied more restricted
- There is no teacher shortage/KOALA can not be applied because of the desired teacher features.
- KOALA principle is applied in Serbian and Portuguese languages other than Turkish.
- Teachers with Turkish origin work as the classroom teachers and apply KOALA
- There is only consulate teacher for the Turkish mother-tongue courses
- The socio-economic level of the district is very low (Turkish ghettos)/better socio-economic levels.

The study has been conducted with 14 Turkish teachers working in Hessen Ministry of Education, 3 consulate Turkish teachers, 10 school principals, 12 German teachers, 11 students (6 of who attend 5th grade and 5 of who attend 6th grades) and parents from 6 schools (a total of 38 parents).

Data Collection and Analysis

In order for the preparation of the semi-structured interview forms, the researcher has attended the KOALA in-service trainings in Weilburg and have made pre-interviews with teachers. A large-scale literature review on KOALA has been made. The KOALA materials, previous in-service trainings reports, resources about KOALA have been examined. Continuous and long interviews have been made with the FBZ director. Interviews have been made with the other experts in Frankfurt. KOALA schools-courses and Turkish courses also parent meetings have been monitored. A retired Turkish teacher has been interviewed. And finally semi-structured interview forms have been prepared. After the expert views have been taken for the forms, the language has also been checked and pilot interviews have been made with 2 Turkish teachers, 1 school principal, 1 German classroom teacher and in a parent meeting.

As for the analysis of the gathered data, descriptive and content analysis methods have been used. As suggested by Yıldırım and Şimşek (2011), parent and student interviews that do not include very detailed information has been analysed via descriptive analysis, whereas detailed and in depth data from the interviews with the teachers and principals have been analysed via content analysis. The five phases of data analysis have been used (Denscombe, 2007): the first is the preparation of the data in which the voice recorded interviews has been transcribed into text files. The transcribed texts are important in providing for the direct quotations from the interviews (Morgan and Guevara, 2008). Also some codes have been given for the privacy of the participants such as (TT1 for Turkish Teachers, GT for German Teachers and etc.). The second phase in the qualitative data analysis is to know and be familiar with the data. The researcher has repeatedly read the data in detail. The

third phase is to interpret the data by coding the familiarized data and putting them into categories and deciding on the themes. Lastly deciding on the concepts and reaching some general statements but always keeping in mind the repetition principle has been the important aim in this phase. The fourth phase has been verifying the data and the fifth phase has been presenting the whole data (Denscombe, 2007). Therefore, the themes that have arisen in the research have been given as headings in the findings part.

Findings

Results of the research have been presented through the themes emerged from the interviews and explained under the following headings.

General Situation and the Problems

The socio-cultural status of the schools

KOALA is applied in districts where one or more languages are dominant and specific languages and cultures are specialized (Nakipoğlu-Schimang, 2010). In the interviews it was seen that; the schools are in districts where students with foreign origin are intensive, the socio-economic levels of the families are weak. The parents are usually unemployed or have a very low income. Similarly, the educational levels of the families are low. Families live in districts called as ghettos. Teachers and school principals stated that this situation has important effects on the educational status of the students.

The changing structure of migration

In the interviews done it has been seen that the ratio of the students with foreign origin is very much higher than the German students, and even in some classes there is not even one German student. This reality shows itself apparently in Germany who has not seen himself as a country of migration for many years (Kolb, 2008).

Another evidence for the changing structure of the migration is the situation that Turkish migrants are now married with foreign spouses (Arabic, Polish, Japan and etc.). Another situation is the spouse selection of the Turkish youth; they choose their wives or husbands from Turkey. This leads to the spouse not having any German, and having been socialized in a completely different country than Germany that lead to family disputes which effect the children negatively. Another problem is the inability of the mother in helping the child in terms of lessons because of German language deficiency.

The situation and problems of the students

As the data from the interviews have been arranged it has been seen that the Turkish levels of the students, their knowledge of Turkish culture, personal problems and the problems related with the family and educational problems also vary.

Turkish proficiency levels

Turkish teachers emphasize that Turkish level of students are very much different to that of students living in Turkey. One of the reasons is the limited usage of Turkish in a German speaking society and school. Turkish teachers also state that the Turkish the students speak here is very different from standart Turkish and there are regional accents as they learn Turkish from their parents or grandparents who have migrated from Turkey long ago and usually of village origin. Another problem in the Turkish proficiency of the students is their limited vocabulary which usually stems from the socio-economic level of the family and therefore the limited support they provide for their children. Another reason for lack of Turkish proficieny is because parents talk with insufficient German instead of Turkish with their children. Moreover, as parents usually work the children are more in contact with their sisters and brothers and they speak German among themselves.

information about Turkish culture

Similar to the Turkish language proficiency levels, students' knowledge on Turkish culture is also varied. Turkish teachers state that these differences stem from sociocultural and economic levels of the parents and their human capital. A resource for the students to learn about the Turkish culture has been the satellite that provided the Turkish channels. However, the effects of Turkish channels are limited with TV series and football matches. In terms of Turkish national and religious feasts, Turkish students are reported to know the religious feasts more than the national feasts as almost all of them live it within their families. Some Turkish teachers state that as there is not any celebration of formal feasts in Germany, students are not very aware of the Turkish feasts. For this gap, Turkish teachers prepare Turkish national feasts such as National Children's Day, and invite the whole school to these feasts.

Turkish teachers also emphasize the importance of the relevance of the parent interest in the child for their knowledge in Turkish culture. The researcher witnessed during the course time that a Turkish child couldn't recognize the picture of a mosque and told that it was a castle. What is important here is that; the parents of this generation are from the 2nd generation most of whom did not grow up in Turkey. So they have very little to offer to their children things that they also don't know well. Here the importance of KOALA materials shows up as in these letter-tables, the letter "C" is presented with Cami=Mosque. The researcher during the class visits in the Turkish courses witnessed that in courses after the Ramadan, Turkish teachers make feast celebrations in the class peculiar to Ramadan feast such as kissing hands or eating confiture. Teachers also made dialogues asking "What is usually done in the feasts? What have you done in the Ramadan feast? During these activities all children seemed very happy and pleasant.

problems related with the family and personal problems

Turkish teachers stated a variety of problems about children one of which is the negative effect of the choice of the parents (spouses) from Turkey. This leads to the

problem between the couples which are reflected to the child in turn. Another problem effecting the children is the parents' problems who live especially in lower socio-economic districts. Here the problems are; neglect, unemployed parents or families with just one parent. Teachers believe that these problems effect the educational success of the students.

Turkish teachers state that as the Turkish culture is very much different than the German culture, the difference in child raising create a problem for Germans who give very much importance to discipline. Turkish teachers think that as the German levels of the children are not very good they prefer to stay silent in the classes. But this is interpreted as a personal problem by German teachers as they prefer the child to be talkative in the classrooms. Similarly, as Turkish children can't explain themselves in German very well, their behaviours appear to be as social problems by teachers. But thanks to applying KOALA in the schools these problems are early solved via the communication between the Turkish teacher and the school.

German teachers stated that Turkish children don't have apperant personal problems but as Turkish teachers, they pointed out to family structures. Some teachers stated that they see some kind of difference in child raising, such as freeing the boys more than the girls. German teachers believe that problems Turkish children live stem from the low socio-economic levels of the families which they believe lead to the weak information about the school and the education system. A German classroom teacher with Turkish origin had the chance to compare cultural differences as she also grew in Germany. She stressed the importance of the family on the cultural, lingual and educational development of the child and emphasized that the difference between these cultures usually result in the above mentioned problems.

German school principals stressed that there are not apperant problems in Turkish children but problems that could appear in any child is because of the families' socio-cultural levels and mothers' educational levels. In their mind when the mother is uneducated or doesn't know German this effects the child's educational development negatively. In accordance with the views of Turkish and German teachers, school principals emphasize the differences between the two cultures that may cause a problem for the children.

Interviews with the German classroom teachers as well as principals show that there aren't any apparent problems in children. This may be the result of being a KOALA school as the children are always supported both in language development and emotionally. Behaviour problems such as bad-temper, provoke quarrel children who can not explain themselves very well live (Nakipoğlu-Schimang, 2001) aren't seen in these schools. This is thought to be a positive effect of KOALA.

educational problems

Turkish teachers think that educational problems of children stem from their parents' inability to help them in their courses because of their lack of language, low socio-economic levels, lack of information on the German education system and

weak educational backgrounds. This is why children are left alone in their educational problems. All Turkish teachers think that parents have language problems and as they aren't able to help their children educationally, children get help usually from their sisters and brothers or go to the school help after school time which parents think the support is enough. Even the parents who grew up and educated in Germany sometimes can't help their children as they think that they know everything but the reality is that they cause their children to be semi-bilingual as they aren't good at Turkish and not very good in German. Again the problem of the mother or father and especially the mother coming from Turkey and having not any German proficiency leads to educational problems in the child as these parents can't support their children in educational subjects. Similar to being a cause for personal problems, again the difference in child raising in two cultures may result in educational problems in the children. Some parents can't take care of their children because of hard working conditions. Some parents have many children so they can't care and concern all of them. Turkish teachers emphasize the lack of language in parents which is the lack in both of the languages. And when the parents don't send their children to kindergarten before school the child has to learn everything the first grade requires plus things that should have been learnt in kindergarten. This leads a burden on the child. What is even more interesting is that although parents send their children to kindergarten, because of the heterogenous structure of the kindergartens, child still can't learn German as the rest of the children are also foreign.

For German teachers, educational problems of Turkish children stem from family structures. Teachers stress the importance of discipline. They believe in the importance of following and checking child's homeworks. The other problem is similar to Turkish teachers' views that mothers who have migrated for marriage don't know German and can't help their children.

Similar to views of Turkish and German teachers, school principals also think that reason for the existing educational problems is about families' language deficiencies, weak educational backgrounds as well as low socio-economic statuses. It must be remarked that like the German teachers, school principals emphasize that Turkish children don't have apparent educational problems which could be thought as the effect of being a KOALA school.

Some of the parents interviewed stated that their children had some problems in German but these problems have decreased. It could be said that with the comparative bilingual studies in KOALA schools, the children are having less problems and reflecting little to their parents.

Views on the aims of KOALA

Table 1

Views of Teachers and Principals on the Aims of KOALA

Turkish Teachers	German Teachers	German Principals
Maximize student levels (1)	Not leaving students alone in their language problems (1)	Solve the problems related with migration for all migrant students (1)
Provide the development of students in two languages (2)	Provide and support the development of students in two languages (2)	Provide and support the development of students in two languages (1)
Provide students learn in two languages (3)	Provide the integration of the students (3)	Reaching students more (1)
Prevent confusion by the cooperative study of teachers (3)	Prevent confusion by the cooperative study of teachers (1)	Teach reading and writing with the help of the mother tongue (2)
Speed up lingual developments of students (5)	Appreciation of Turkish (1)	Make comparative studies via mother-tongue (1)
Recognition of Turkish teacher by all students (1)	Recognition of cultures mutually (2)	Cooperative study of the teachers (1)
	Support lingual development with content unity (1)	Provide the integration of the students (1)
		Teach students with the similar methods and content in mother tongue and general courses (1)
		Provide the communication among student-parent-school by the help of mother-tongue teacher (1)

All teachers and principals stated the aim of KOALA as support for the problems the students face and help them develop in the both languages. So it can be said that aims of KOALA are clearly understood by teachers and principals.

Benefits of and Gainings from KOALA

Change in the school organization

An important feature of KOALA is cooperative study of Turkish and German teacher. This work requires some organization changes in the schools. But this organization differs according to the circumstances of the schools. In the interviews this variation has been seen: In schools where Turkish teacher has a convenient level of German proficiency, in addition to 2 hours for Turkish courses, 2 additional courses are given for Turkish teacher to attend the general German courses to study cooperatively with German teacher. In some schools the whole school program is organized so that the coordinated lessons can be done in Turkish and German (eg. No coordination course is organized when the course is maths). In some schools where there is no Turkish teacher, German classroom teacher with Turkish origin teaches Turkish and as she is always within the class she does the coordinated KOALA studies.

The most important organization in the school is including and integrating Turkish courses into school time. In schools where there is a considerable number of Portuguese or Serbian students KOALA is also done in Serbian and Portuguese. All teachers and principals in the interviews stated that they plan their cooperated work. This happens in some schools as a scheduled meeting every week as part of the school program whereas in schools where there is no chance or opportunity for that, German and Turkish teachers arrange their meetings, even in the break time. So, it could be said that as it is mentioned in KOALA principles “KOALA isn’t a completed project but a didactic decision so it can be applied differently according to the school circumstances. And KOALA requires the cooperative study of the teachers” (www.koala-projekt.de, Nakipoglu Schimang, 2009, 2011) is applied in all the schools in the research and all studies in these schools serve for the KOALA principle.

content and time organization with coordinated team teaching

With KOALA, Turkish teachers and German teachers try to provide content and method unity in order to avoid confusion in both languages for children. Turkish teachers use language signs that are used by German teachers in teaching the letters so that Turkish children wouldn’t be confused. Turkish teachers teach with subject, method and voice unity and emphasize the similarities and differences in both alphabets as well as similarities and comparisons between the two cultures which provide the mutual respect to different cultures.

changing structure of mother tongue courses

In all interviews Turkish teachers stated that the structure of the classic mother tongue courses has changed such as; courses are usually done bilingually and comparatively, with parallel methods and contents with German courses. The most important change is that Turkish courses are in school time instead of being after the

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school when there is no one left in the school. So, the attendance is 100%. Even students from other nationalities want to attend these courses.

Benefits of KOALA for students

When the interviews were analysed, it was seen that children are provided with educational, emotional and cultural and lingual advantages with KOALA.

educational advantages

Turkish teachers state that with the support of KOALA, one of the biggest problems of Turkish children, to attend special schools (Gesemann, 2005) just because lack of language, has decreased. As Turkish teachers have the chance to work with German teachers and monitor students in classroom, they have the chance to solve problems before the 4th grade.

“... with the help of KOALA I see what problems our students encounter in the class. So I study on those difficulties with them and I communicate with the parents. And really for many years since KOALA, our students don’t go to Sonderschule anymore... “(TT1)

Teachers emphasized the positive effect of KOALA but all stressed that just KOALA isn’t enough and support from the parents is also important. For teachers KOALA has support on learning as it reinforces the two languages and prevents the confusion from the differences in the two languages:

“...I think KOALA speeds learning. As the confusion is over with the comparative studies. Moreover, when you realise that the child has not understood something you can interfere in two languages; in which you think they will understand better...” (TT4)

German teachers can also monitor the development in children as they work with Turkish teacher. German teachers also believe that KOALA helps children to go higher schools with the help of support in two languages:

“... none of my last graduated students went to Hauptschule. Most of the girls started Gymnasium. Of course KOALA has an effect on this. Because we work alltogether and even parents help us as they believe that they are taken into account... “(GT2)

German teachers stated that KOALA has positive effect on students’ integration:

“... I think KOALA effects the learning processes and future school career positively. Especially when Turkish teacher Mr... is in my class for cooperative teaching I see that Turkish children are more concentrated and attentive because Mr.... tells the subjects they don’t understand in their own languages...” (GT4)

Similar to teachers, all school principals confirmed the positive effect of KOALA on educational success but they attracted attention to other factors such as parental support.

“... KOALA has positive effects on students’ achievement but there are also other factors. But it is a great chance for students to be supported by Turkish teacher at an early stage and for the parents to communicate with the school. So, it helps the students go to higher level schools...” (SP1)

All teachers and principals explained educational benefits of KOALA; as to provide the chance to attend higher level schools, decrease in attending to schools for disabled students, help in integration and providing bilingual support to promote learning. So, it can be said that in these schools KOALA’s aim to help the students to reach the level for success (Nakipoğlu-Schimang, 2004) and providing integration (Werges, 2004) is reached.

emotional advantages

For Turkish teachers KOALA increases the self-confidence of students:

“...when we enter the German classroom the teacher explains: “Mr... is our Turkish teacher but he will be teaching with us 2-3 hours a week. He is the same as me to you. You can ask your questions to him”. So all the students know us. Most of them ask questions, mostly the children with foreign origin. They feel confidence towards me. They see me some kind of a shelter. So I think KOALA is effective psychologically...” (TT9).

Some teachers state that even German parents have asked the school management if their children can attend the Turkish classes, as the teacher as well as Turkish is popular and prestigious for other students:

“...as we teach with German teacher in the same classroom, all students see us like their teachers. They really respect us...” (TT6)

When the researcher visited a school, German and other students wanted to sing a song in Turkish to researcher to show that they know Turkish, too.

KOALA also gives language and culture consciousness to students and they realize that their bilingual situations are an advantage for them:

“... KOALA provides a language consciousness. Our students say: we have also Turkish; we are different...” (TT8)

“... the child says “see! We have this in Turkish too!” and protects his language. And these kinds of children are a positive contribution to Germany as they start to protect German better. “see! Saint Nicholas was born in Turkey!” or “we pronounce this in Turkish like this...” so even the contents go parallel. This is so important!...” (TT10)

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“...our children are no more ashamed that they are Turks as when I first started teaching. We show that we have similar feasts and etc....” (TT1)

German teachers, very similar to Turkish teachers stated the emotional advantages of KOALA to students:

“...our coordinated studies have emotional effects. Students gain self-confidence. When Mrs... enters the class, she doesn't even need to do something extra. Even sitting near students is enough. Then I see that child is more encouraged and actively attends the course with confidence. They believe that they are better understood.”(GT9)

As principals are not in the classrooms, they explained their thoughts according to the feedback they got from teachers and their overall observations, with similar results as the teachers.

“...KOALA supports children in multiple ways without doubt. It also strenghtens the mutual understandings...” (SP10)

It can be said that one of the aims of KOALA that is to increase the self-confidence and provide motivation (Nakipoglu-Schimang, 2009, 2004, www.koala-projekt.de) are actualised in the schools researched.

linguistic advantages

promoting lingual development by own self

As students learn parallel subjects with similar methods, they have the chance to promote their languages by themselves without much support, by the help of KOALA. This is especially important as seen in interviews with parents, that children are usually alone in educational support.

Teachers state that with KOALA children are able to promote themselves; thus “learn to learn”.

“...when the same methods are used in German and Turkish class, then the child gets used to it. They learn to study alone...” (TT5)

“...even by asking “ok, this is ... in German. But what is it in Turkish?” means promoting yourself...” (TT14)

“... the child comes to me and says “teacher! I know this subject... But I don't know this, can I study in this group instead of that?” and etc. (TT2)

“... even the parents notice the improvement in their children. Last week a parent told me that her child is very good at finding even the mistakes in the TV subtitles. To hear these are so important for us...” (TT13)

Teachers again emphasized the importance of parent support and the limited time for achieving the activities. It can be said that the aim of KOALA, to help students to promote their lingual developments themselves and provide learning to learn (Nakipoğlu-Schimang, 2009, 2004, www.koala-projekt.de) is actualised in the schools of research.

advantages on bilingualism

For Turkish teachers, as with KOALA early intervention is provided to students, the problem of being semi-bilingual which is to be incomplete in both languages (İleri, 2008) decreases.

“... it accelerates learning as confusion is over. Whenever you realize that the student hasn't comprehended you can interfere in two languages. So the child notices that in fact he knows and gains self-confidence... that is the feature of KOALA; to use the both languages... two languages develop simultaneously...I have the chance to compare the schools with and without KOALA; The levels are very different. A 5th grade student from a KOALA school is equivalent to an 8th grade student from a school without KOALA...” (TT4)

...Of course, KOALA is a support to decrease semi-bilingualism. To maintain both languages together... Their German is developed parallel to their Turkish... (TT12)

For German teachers KOALA studies constitute language consciousness in students:

“... with KOALA self-confidence of Turkish or Moroccan students develop... They see that the mistakes they make are normal because it is a part of language development...” (GT7)

“... KOALA really contributes to bilingualism; because as they are not competent in both of the languages, KOALA helps them to develop in both of them...” (GT5)

School principals stated similar views on the effect of KOALA on bilingual development of the children:

“... we can analyse the language problems better with KOALA and therefore provide a convenient support. We can improve the students in two languages as the teachers team teach. We know that the brain needs the both languages and the subjects are reinforced with the both languages and a bilingual communication is also established...” (SP4)

All of the parents interviewed stated that Turkish is very important for them and they want their children to learn it well. They are conscious of the fact that if their children learn Turkish well, then they can learn German well. They realize that their children have become self-confident in Turkish and showed very positive progress not only in Turkish but also in German.

Parents also stated that their children are positive not only towards Turkish but also to Turkey and Turkish culture. Their children attend the Turkish courses enthusiastically. Although they don't know that these studies done are called KOALA, they know about the method and realize that support is given to their children for their bilingual development.

Students stated that when they started school their German level they learnt in kindergarten was not sufficient as well as their Turkish levels. Students explained that they learnt Turkish better at school and their confusion between Turkish and German has decreased. Although students don't know the name of the practice as KOALA, they remember their Turkish teachers' attendance to German courses. They pointed out how happy they were when their Turkish teacher came to their German courses. They remember teaching their German friends and teachers the correct pronunciations of their names which shows their sensitivity to their language.

Teachers, school principals, parents and students expressed that KOALA helps the students in their bilingual situations more or less. So, it can be said KOALA provides the improvement of competencies of students in their bilingual situations (Nakipoglu Schimang, 2009, www.koala-projekt.de, <http://www.raa.de/koala.html>) are actualised.

Benefits of KOALA for teachers

Teachers working in Germany are in a different situation than the teachers in Turkey (Aras, 2007). The teachers interviewed usually gives lectures in more than one school, always help the parents like a social assistance. Teachers told about the advantages they had with KOALA which has been categorised as professional and emotional advantages.

professional benefits for teachers

The teachers in the research have almost been educated in Turkey and they started to teach in a new system in Germany. They believe that this had contributed so much to them:

"... KOALA contributed so much to me as I studied in Turkey... at first the methods, the school system was different for me but as I taught here my German has progressed and I have learnt the methods that will not be strange to students here..." (TT5)

"... if there wasn't KOALA and the comparative studies I couldn't lecture effective Turkish courses... I've learnt teaching in Turkey and came here, but when I understood the system and the methods here my communication with the students became very good as the gap of comprehension has dissappeared. There is already a gap between the school and home for the child, it was also with Turkish and German courses. But KOALA closed that gap..." (TT14)

personal and emotional benefits for teachers

One of the biggest problems of teachers in Germany is because the Turkish courses aren't included in the school program, they are left in a marginal situation and don't feel themselves belonging to school (Backus, 2006). However, as KOALA requires Turkish courses to be included in the school time this problem doesn't exist in KOALA schools:

"... first of all your courses are in the school time, not afternoon when everyone leaves the school and you stand just by the school servant.. You can also see the other teachers, you have common students, so common themes to talk about. You learn about their lifetsyles... you feel yourself belonging to school... when I complete my course I leave the school just as them... I feel myself like a teacher..." (TT9)

"...we feel self-confident with cooperative work. We feel ourselves as teachers. When we enter the German courses, the teacher introduces us: "look, Mrs... has come!..." (TT6)

So it can be said that in the schools examined, Turkish teachers and Turkish courses are an important part of the school (Nakipoğlu-Schimang, 2011) principle has been actualised.

Benefits of KOALA for parents

Parents in the interviews stated that they are very pelased with Turkish teachers who provide the communication between them and the school. In KOALA schools, Turkish teachers aren't the only bridge between the German teachers and Turkish students but also between the German teachers and the parents. They all state that they have very positive relations with the school and cooperation with the help of the Turkish teacher. It can be said that KOALA has a positive effect on parent and school relations. So, "KOALA aims and provides the participation of the parents to the school" (www.koala-projekt.de, Nakipoglu-Schimang, 2012, 2009) can be said to be actualised in the schools.

contribution to intercultural learning and communication

For all Turkish teachers intercultural learning and communication is supported by KOALA. Being included to whole school system, teamteaching with the German teacher and being recognised as not just a Turkish teacher but the teacher of the whole school is the contribution of KOALA for them. As with help of these studies, they believe that they can introduce Turkish culture to school, show the similarites and differences between the cultures in a respectable way:

"...KOALA supports intercultural learning! For example, our feasts! April, 23. Not just Turks, even Germans want to do something... they take us as an example. Since last year we celebrated April 23 completely internationally. All nationalities, Moroccans, Pakistanis, Indians etc. brought their local food... a

very good fusion... you saw in the meeting in the morning they put "international feast April 23" as the task of the school..." (TT1).

"...KOALA supports intercultural communication; such as an Afgan child learns Turkish, German child sings a Turkish song..." (TT6).

"...we have this bilingual song: Brother Jacobs. I play saz, German teacher plays the guitar and we sing it in German, English, Turkish... The students like this very much..." (TT12).

German teachers as well as Turkish teachers think that KOALA contributes to intercultural learning:

"...KOALA certainly supports it. Getting in touch with other nationalities and seeing that all have the same problems in acquiring the language. This brings children together. They see that they have the same problems and it is not a personal problem but just stems from language structures. A big profit for their self confidence..." (GT7).

"...Yes, KOALA supports especially in our team-teaching courses. For example, while I am teaching in German, Turkish teacher tells how it is in Turkish. This excites the children. We work intercultural..." (GT9)

School principals also believe in the effect of KOALA in intercultural education:

"...the teacher does not only work with Turkish students but also with other nationalities... KOALA brings the parents to schools. It surely supports intercultural education..." (SP1)

"... I believe the contribution of KOALA is high. Hope KOALA continues in our school. Because this is a mutual understanding. You see the other languages, religions... a very good exchange with the coordinated studies..." (SP3)

It is seen from the views that the principle that "KOALA cooperates among students, teachers and parents and is pioneer of intercultural learning" (Nakipoglu-Schimang, 2009; www.koala-projekt.de) is achieved in all of the schools.

Views on KOALA in-service trainings

All teachers and principals were asked their views on the efficiency of the in-service trainings in Weilburg Hessen, by the Hessen Ministry of Education that lasts for 2,5 days.

All Turkish teachers stated that these trainings are efficient, as they help them to understand KOALA better, and the materials developed in these seminars are very helpful.

“...very efficient seminars. The teachers are united, exchange of ideas, materials! Wish it was twice a year as in the past. We are renewed with these seminars and apply what we learn. The courses are colorful with the materials prepared here...” (TT1)

“... I have learnt KOALA as a system with the help of those seminars...” (TT7)

German teachers also find the seminars efficient:

“...the seminars really provide a motivation. They motivated me and were very enjoyable. We have understood Turkish better, what is same what is different than German. I have learnt that there are no articles (der/die/das) in Turkish. That was something new for me...” (GT11)

“...KOALA seminars are different than others. It is a very sincere atmosphere like a family as the teachers are working together for years. They do important content studies. It is a good experience to attend these seminars...” (GT4)

School principals stated that as they know the efficiency of these seminars they encourage their teachers to attend. A principal who once attended the seminar said:

“...really important seminars. The studies and preparations done there are good. I have learnt some much about Turkish there; I realised that why Turkish students had difficulties is the difference structure of Turkish from German...” (SP4)

It could be stated that the teachers and principals find the in-service trainings efficient in the research schools.

Views on KOALA materials

For schools working with KOALA principle, FBZ develops bilingual materials to support the mother tongue courses (Nakipoğlu-Schimang, 2011a). All Turkish teachers use the materials. They state that they are prepared suitable to KOALA's aims and they also worked in the preparation of the materials. As the materials are similar to the ones of German courses, students are used to using them.

“... the materials are very helpful in the coordinated studies, very similar to those used by German teachers. In the past Turkish was not taught like this... as children know this system they understand Turkish better... when they learn something in Turkish, they say it in German too. We can use the materials both in Turkish and KOALA courses...” (TT2)

The materials can also be used in schools where KOALA is not in the school curricula with the help of in-service trainings. Moreover, as the other resources in Turkish by other publishers contain mistakes these materials are very helpful to the teachers. Serbian teacher stated that after attending the in-service trainings and examining KOALA materials she also prepared her own Serbish materials.

German teachers are also aware of the KOALA materials. They state that these materials are similar to those they use in their courses which contributes to student’s lingual development as well as providing information for themselves to see the differences between the languages and empathy for their mistakes:

“...these materials are so similar to ours and very similar to our teaching methods. Very important in terms of students because if they can do something in Turkish then they can do it in German, too! Because they see they are the same. The previous materials that were not KOALA were completely different... for instance in the initial letters table I see that we say “banana” with “b” whereas it is “muz” so “m” in Turkish. So now i see that the child says “m” because he thinks from his mother tongue and it is not a mistake in fact! So we have also gained consciousness...” (GT4)

It could be stated that KOALA materials are convenient for what is aimed with KOALA and are found efficient by the teachers.

Views on the problems encountered in practising KOALA

The following table explains the views of teachers and principals about the problems they encounter while applying KOALA in their schools.

Table 2

Views on the Problems Encountered

Turkish Teachers	German Teachers	German Principals
Limited time (All)	Limited time (All)	Limited time (All)
Not being able to practice KOALA due to teacher gap (1)	Turkish teachers not knowing	Turkish teachers not knowing German and not convenient for coordinated work (3)
The prejudice of the new school management (1)	German and not convenient for coordinated work (2)	The difficulty of organization as Turkish teachers work in more than one school (1)
KOALA becoming of secondary importance due to another project with the new management (1)		
Prejudiced and expectant parents (1)		

As seen from the table all teachers and principles believe that the time provided for KOALA activities are limited. The other apparent problem is the inconvenience of Turkish teachers as they are not proficient in German and this hindering the practice of KOALA.

Suggestions about KOALA

The following table explains the views of teachers and principals about what they suggest about the practice of KOALA.

Table 3

Suggestions about KOALA

Turkish Teachers	German Teachers	German Principals
The need for more time (All)	The need for more time (All)	The need for more time (All)
Dissemination of KOALA (All)	Sustainment of KOALA (All)	Sustainment of KOALA (All)
KOALA in higher grades also (All)	KOALA in higher grades also (All)	Turkish teacher with German proficiency (All)
Informing more schools (All)	Turkish teacher with German proficiency (All)	Turkish teacher who won't g back to Turkey after 5 years (All)
Persuading principal and teachers on KOALA (All)		KOALA in higher grades also (All)
More frequent in-service trainings (1)		Informing more school about KOALA (2)
Improvement of materials (1)		The consulate teachers' participation in the in-service trainings (1)
For teachers working in many school, providing them to stay just in that school the same day (1)		Bilingual (or more languages) teachers with migrant origin (3)

As seen in the table all teachers and principals demand more time for KOALA activities and the dissemination and sustainment of KOALA in more schools. The suggestions on KOALA seem to be about the need for more time, dissemination of KOALA and teachers who are convenient for coordinated study.

Results and Suggestions

The Turkish migration has completed its 50th year in Germany with the third and even the fourth generation raising. The educational problems of new generation stem from not knowing the language very well as they can't learn their mother tongues well. Many educational models have been developed in Germany for this problem. The subject of this research, KOALA Project developed under the Frankfurt model aims to support the children lingually, culturally and emotionally in order to help them become real bilinguals.

With this research that lasted for 10 months in KOALA schools, it could be stated that the aims are achieved in the schools examined. KOALA with its flexible curriculum structure is applied in all schools differently. Mother-tongue courses are now within the school hour for achieving the coordinated study of Turkish and

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German teachers which results in 100% attendance in these courses. In all schools, mother tongue course is accepted and embraced. With KOALA empathy towards other cultures and languages are provided.

KOALA provides lingual, emotional and educational benefits to students. KOALA supports students in the most problematic area; not being able to find a support in their language development. The content and method unity in the mother-tongue and general courses support children educationally. With the help and support the number of children attending lower degrees such as Hauptschule and special schools for the disabled students decrease. The problems are solved before it is too late by continuous monitoring of Turkish teacher. Turkish children educated in KOALA schools attend higher degree schools such as Realschule and Gymnasium.

The emotional benefit of KOALA is to increase self-confidence in students. As they know that there is always someone to support them in their courses and their mother-tongues, encourage them. They even earn a consciousness towards their culture and languages as well to others in an environment where their mother-tongue and culture is valued.

As KOALA helps students with its methods and materials in “learning to learn”, this also provides a support in their bilingual developments. As comparative studies are done and reinforcement in the both languages are made, this helps in decreasing to develop semi-bilingualism in students.

Also Turkish teachers gain benefits with KOALA. They are now a part of the school communicating with everyone, who work in the school time rather than when the school time is over. This leads to the self-confidence of teachers as they feel themselves belonging to school. They also develop themselves pedagogically and professionally and lingually as they team-teach with German teachers.

Parents also benefit from KOALA as Turkish teachers are a bridge between the school and them as they don't have the real chance to communicate because of their language problems. Especially mothers take roles in the school organizations. As KOALA appreciates different cultures, languages, special days, this contributes to the intercultural education and communication development in schools.

Both Turkish and German teachers are satisfied with the in-service trainings on KOALA which helps them understand KOALA systematically complete and improve their knowledge and practices. These trainings, as they are scientifically based, helps KOALA to be admitted by the school principals and German teachers.

All Turkish teachers use KOALA materials and believe that they are effective in actualising what KOALA aims. Materials help students to “learn to learn” and raise language awareness in students. German teachers after examining the materials have understood the differences in the structures of the languages which helped them to understand and realize the difficulties Turkish students experience in learning the two languages.

Except from three teachers, all teachers state that there are no problems in applying KOALA as it is accepted and appreciated by the whole school. The common problem for all the teachers and principals is that there is not enough time to apply KOALA. German teachers just complained about the Turkish colleagues without adequate language proficiency for the coordinated studies. The principals also complain about the same situation.

All teachers and principals suggested more time for applying KOALA. They all requested that KOALA should be continued, applied in more schools, applied in upper grades also. Some teachers suggested more in-service trainings while some suggested the improvement of the materials for computer environments. As the consulate teachers go back to Turkey after 5 years, principals suggested the Turkish students to become teachers in the future to teach Turkish. As a result, it can be said that as it aims; KOALA supports the students bilingually and biculturally in schools where it is applied.

Suggestions

- Taking into consideration the advantages provided to students, teachers and the schools KOALA should be disseminated in other schools where Turkish population is high. More meetings should be made to schools to inform about KOALA and its advantages. The positive results of the researches should also be disseminated.
- KOALA has been developed and started in Hessen State. However, the political decisions effect the teacher supply negatively. So this project should be continued where it's begun. Turkish authorities should communicate with German authorities in this respect.
- Taking into account the important role of the Turkish teachers in applying KOALA, consulate teachers from Turkey should be informed about KOALA before they go to Germany for five years. Preparing an in-service training to these teachers with the collaboration of Hessen and Turkish National Ministry of Education will prepare them and help not to lose the initial years of the limited five years to get used to KOALA. Another suggestion is to inform these teachers that they will work in KOALA schools, and those who don't want can be directed to schools that don't apply KOALA.
- For the teacher gap problem; students with Turkish origin who were born and educated in Germany so have a command of the education system and the language should be encouraged to be teachers. As in Essen University, more Turkish Teaching departments should be opened and students should be directed to these schools. This would help the better teaching of Turkish by these bilingual teachers and also help to better apply KOALA.

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- As the literature and this study reveals, family is a very important factor for student achievement. So, the families in Germany should be more informed and their consciousness should be raised. However, it was seen that the cooperation of school and teachers help the parents in this respect. In addition to this, parent associations should also support parents and pedagogs with Turkish origin and from Turkey should prepare family courses and trainings. This would be especially beneficial for parents who have come to Germany for marriage as they feel themselves lonely and foreign in a new country the language of which they do not know.
- This study has been beneficial also for the schools as they could see their situation and progress as explained by the teachers and principals. So, in addition to this research done by a Turkish researcher from Turkey, more research with specific time periods could be conducted in Germany to monitor the improvements and the problems.

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