

T.C.
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF GRADUATE STUDIES



THE EFFECTS OF BILINGUALISM AND MULTILINGUALISM ON
LEARNING ENGLISH AS A FOREIGN LANGUAGE

MASTER THESIS

Metin YILDIZ

Department of English Language and Literature

English Language and Literature Program

September, 2020

T.C.

ISTANBUL AYDIN UNIVERSITY

INSTITUTE OF GRADUATE STUDIES



**THE EFFECTS OF BILINGUALISM AND MULTILINGUALISM ON
LEARNING ENGLISH AS A FOREIGN LANGUAGE**

MASTER THESIS

Metin YILDIZ

(Y1712.020046)

Department of English Language and Literature

English Language and Literature Program

Thesis Advisor: Prof. Dr. Veysel KILIÇ

September, 2020

DECLARATION

I declare that all the information and documents have been obtained in the base of the academic rules and ethical conduct. I also declare that all cited studies have been fully referenced.

(08/07/2020)

Metin YILDIZ

FOREWORD

I would like to express my sincere gratitude to my supervisor Prof. Dr. Veysel KILIÇ for his support and motivation during my master's education and throughout the research. I am very thankful to him for my being able to keep in touch with him any time I needed help. With his admirable personality and deep knowledge that enlightened us, he inspired me to go forward in this field. Words would be meaningless to describe my gratefulness for his guidance and patience in every step of the research.

I also wish to thank my wife Asst. Prof. Dr. Songül ÇETİK YILDIZ for her help, patience and great support during my master's process and the research.

I want to express my sincere thanks to my friends Dr. Hacı YAPICI and Dr. Halit IRMAK for their support during this process.

I would like to thank my beloved family; my parents, my dear sisters, and my friends who are like family to me for their support and love.

September, 2020

Metin YILDIZ

THE EFFECTS OF BILINGUALISM AND MULTILINGUALISM ON LEARNING ENGLISH AS A FOREIGN LANGUAGE

ABSTRACT

With the rise of globalization, bilingualism and multilingualism have prevailed for people from different countries to interact and collaborate. That led bilingualism and multilingualism to attract attention from scholars to investigate whether bilingual and multilingual learners possess any advantage in learning a new language and if so how. So this motivated me to carry out a study on how being bilingual or multilingual eases the process of learning a new language. The purpose of this study is to find out whether the languages already known by bilinguals or multilinguals have any positive effects on foreign language learning based on monolingual, bilingual and multilingual participants' answers to the Language Acquisition Questionnaire. The questionnaire which was developed by Cook and composed of six clusters of psychological, personal and social monolingualism and psychological, personal and social bilingualism was applied to the students. For the study participants were selected from the learners that are studying at the language classes of some of the high schools in Mardin. The participants of the study were selected from the high schools that have language classes and 250 participants aged between 16-20 were included in the study. Nearly two hundred and thirty of the participants were bilingual or multilingual (Turkish-Kurdish, Turkish-Arabic, Turkish-Kurdish-Arabic-, Turkish-Kurdish-Arabic-English etc.) and about twenty of them were monolinguals.

Key words: Bilingualism, Multilingualism, Attitude

İNGİLİZCE'NİN YABANCI DİL OLARAK ÖĞRENİLMESİNDE İKİ DİLLİLİĞİN VE ÇOK DİLLİLİĞİN ETKİLERİ

ÖZET

Küreselleşmenin çıkışı ile gittikçe daha fazla çok kültürlü şehirlerin oluşması sonucunda iki veya çok dilliliği farklı ülkelerden insanların etkileşim ve işbirliğine gidebilmeleri için daha gerekli bir ihtiyaç haline getirdi. Bu, iki dilliliğin ve çok dilliliğin bilim adamlarının dikkatini çekerek, iki dilli ve çok dilli öğrenenlerin, tek dilli olanlardan daha kolay veya daha hızlı öğrenme gibi yeni bir dili öğrenmede herhangi bir avantaja sahip olup olmadığı ve eğer varsa nasıl olduğu gibi soruları yanıtlamaya yöneltti. Bu da beni iki dilli veya çok dilli olmanın yeni bir dil öğrenme sürecini nasıl kolaylaştırdığı konusunda bir çalışma yapmaya motive etti. Bu çalışmanın amacı, başka bir dil öğrenirken iki dilli veya çok dilli kişilerin herhangi bir avantajı olup olmadığını belirlemektir, yani tek dilli, iki dilli ve çok dilli katılımcıların Dil Edinme Anketi'ne verdikleri yanıtlara dayalı olarak iki dilli veya çok dilli olanların zaten bildiği dillerin yabancı bir dil öğrenmede olumlu bir etkisi olup olmadığını bulmaktır. Bu nedenle Cook'un, psikolojik, sosyal ve kişisel tek dillilik ve psikolojik, sosyal ve kişisel iki dillilik gibi alt kümelerden oluşan Dil Tutumu Anketi öğrencilere uygulanmıştır. Araştırmanın katılımcıları Mardin'in farklı liselerinin dil sınıflarında okuyan öğrencilerden seçildi. Yaşları 16-20 arasında yaklaşık iki yüz elli öğrenci katılımcı olarak dahil edildi. Katılımcıların yaklaşık iki yüz otuz iki dilli veya çok dilli (Türkçe-Kürtçe, Türkçe-Arapça-, Türkçe-Kürtçe-Arapça-, Türkçe-Kürtçe-Arapça- İngilizce vb.) ve yaklaşık yirmi tanesi tek dilli idi.

Anahtar Kelimeler: İki dillilik, Çok dillilik, Tutum

TABLE OF CONTENTS

DECLARATION	ii
FOREWORD	iii
ABSTRACT	iv
ÖZET	v
ABBREVIATIONS	ix
LIST OF TABLES	x
I. INTRODUCTION	1
A. Statement of Purpose and Problem	5
B. Purpose of the Study	6
C. Significance of the Study	6
D. Research Questions	6
E. Limitations to the Study	7
F. Definition of the Terms.....	7
1. Multilingualism.....	7
2. Bilingualism	7
3. Attitude.....	8
II. LITERATURE REVIEW	9
A. Bilingualism	9
B. Multilingualism.....	10

C.	Positive effects of bilingualism and multilingualism	10
D.	Effects of attitude on language learning process.....	13
E.	Cognitive effect of bilingualism and multilingualism	14
III.	METHODOLOGY.....	16
A.	Research Design.....	16
B.	Participants	16
C.	Materials.....	17
D.	Data analysis	17
E.	Procedure.....	18
IV.	FINDINGS	19
A.	Monolingualism, Bilingualism, Multilingualism Attitudes Questionnaire..	19
1.	Demography	19
2.	Spoken Languages other than Turkish at Home	20
3.	Understanding Languages other than Turkish	22
4.	The Effect of Known Languages on Learning a New Language.....	24
5.	Social monolingualism.....	28
6.	Psychological monolingualism	30
7.	Personal feelings about monolingualism	32
8.	MISC Vivian Cook items.....	34
9.	Gardner's 8.....	36
10.	Selection from Baker's Attitudes to Bilingualism test.....	38
V.	DISCUSSION AND CONCLUSION	40
VI.	REFERENCES.....	53

APPENDICES.....60

ABBREVIATIONS

LAQ: Language Attitudes Questionnaire

PIQ: Personal Information Questionnaire

MISC: Miscellaneous

VC: Vivian Cook

SPSS: Statistical Package for Social Sciences

F: Frequency

%: Percent

LIST OF TABLES

Table 1: Do you speak any language other than Turkish at home?	20
Table 2: Please state which language(s) you speak at home except from Turkish.	21
Table 3: Can you understand when you hear another language?	22
Table 4: Please state the language/s that you can understand when you hear.	23
Table 5: Do the languages you already know have any effect on learning the next language?.....	24
Table 6: If there is an effect of the languages you already know on learning another language, is it positive or negative?	24
Table 7: When you hear a conversation in a language you don't know, do you understand any part or word?	25
Table 8: If you understand any word or any part of the conversation that in a language that you don't know, is the reason of it your bilingualism or multilingualism?	26
Table 9: Please state how many languages you know.	27
Table 10: General factual feelings about social monolingualism	28
Table 11: General opinions about psychological monolingualism	30
Table 12: Personal feelings about monolingualism	32
Table 13: MISC Vivian Cook items.....	34
Table 14: Gardner's 8.....	36
Table 15: Selection from Baker's Attitudes to Bilingualism test	38

I.INTRODUCTION

Migration flows, globalization and growing diversity have raised multilingualism greatly among the people (May, 2014). About 70% of the world's population knows two or more languages. And this shows the need to search for the effects of bilingualism and multilingualism in foreign language teaching and learning process (Trask, 1999). Foreign language learning classes may include monolingual students or they may include bilingual/multilingual students in one or more of the local languages. Researches determine that the state of bilingualism facilitates the foreign language learning process. While learning another language, it is strongly believed that bilingual people learn a new language relatively easier than monolingual ones (Genesee and Lambert, 1983; Magiste, 1984; Thomas, 1988; Bild and Swain, 1989). The belief can be supported by these ideas: Bilinguals are linguistically more accustomed to language learning and as they already learned a second language before, they can transfer by using their experience because of already having experienced learning strategies, sensitivity and grammatical differences between languages. Several scholars support this idea by their studies that are not universal (Cenoz and Valencia, 1994; Hurd, 1993; Klein, 1995; Swain et al., 1990; Zobl, 1993). In the region of Basque on 320 participants that are between 17 and 20 a sophisticated study was carried out by Cenoz and Valencia's (1994). The findings of the study showed that bilinguals (Spanish and Basque) were better at language learning compared with monolinguals that know only Spanish. The result was put forward with taking in to account some other influential factors like age, motivation, intelligence and length of exposure to English. According to the results, it seems that bilingualism itself facilitates the third language learning process. And it was stated that for communication bilingual speakers have greater metalinguistic awareness and sensitivity. For bilinguals that are better at learning a third language, another facilitating factor can also be the transfer from language to language phonologically (sound system) and pragmatically

(communication) (Verhoeven, 1994). The suggestion of such a transferring between languages is foreseen in the interdependence hypothesis of Cummins (1976). According to Cenoz and Genesee (1998) who provided a review of research on this topic, bilingualism significantly facilitates the third language acquisition.

According to the findings of a study it was demonstrated that the experiences of the native language of immigrant bilinguals help immigrants to acquire a foreign language and its vocabulary and grammar less difficultly (Hopp et al., 2019). Bilingualism is not only proficient command of two languages but there are many more benefits as well: together with executive functions and metalinguistic awareness, bilingualism is connected with a lot of linguistic and cognitive advantages (Bialystok et al., 2010; Adesope et al., 2010; Barac et al., 2014; Bialystok, 2017). When compared to monolinguals, children that are bilingual have superior performance on verbal and non-verbal tasks (Peal and Lambert 1962). In addition to this, in a study, it was intended to search the effects of childhood bilingualism on the skills of language learning in adulthood (Eisenstein, 1977). In the study of (Thomas, 1988; Valencia and Cenoz, 1993) also it was conducted that bilingual students have more advantages and superiority in learning a foreign language than the students that are monolingual. Thomas (1988) demonstrated that compared with monolinguals, bilinguals are much more sensitive to linguistic systems and bilinguals can learn a foreign language more effectively. Bilinguals are more advantageous in languages that's why it is easier for them to make comparisons between two languages; knowing two languages facilitates the process of learning another language and becomes an asset for bilinguals. Hereby, bilingual people can profit this asset to create the structure of a foreign language in order to learn more effectively. (Corder, 1979). In a study, it was reported that in foreign language classrooms, with their former experience bilinguals may have the advantage of acquiring languages efficiently because of linguistic, metalinguistic and enhanced cognitive abilities (Hopp et al., 2019). Unlike monolingual learners that can rely on just first language, bilingual learners can make resource to the structural transfer of not only first language but also of second language properties at the initial state of third language learning (Garcia-Mayo, 2012). At the different models of third language acquisition transferring from various sources are facilitative and cumulative (Flynn et al.,

2004) in which bilinguals and multilinguals have the option of selecting from a large pool of grammatical options, so bilinguals can exploit cross-linguistic correspondences to a greater extent than monolinguals as foreign language learners. The use of languages known previously ease the process of acquiring the grammatical aspects of the target language.

According to some scholars (Verhoeven, 1994; Berman, 1994; Modirghamene, 2006) the factors like actively using language in contexts, that is with families, within the peers, in community, facilitates the third language learning process. After looking through the literature on bilingualism, Modirghamene (2006) states that bilingual people develop some skills in the language learning processes such as enhanced language processing strategies, advanced cognitive operations (Lambert, 1981) and communicative skills (Baker, 1988) which facilitate third language learning.

While acquiring the first language in bilingualism, cross-linguistic effects typically surface in that the comparatively weaker language is exerted influence by the stronger language but not vice versa (Montrul, 2015). When sequential multilingualism happens, that is when language learners haven't been exposed to more than one language at the same time from the birth, it is seen that the second or third languages are effected by the first language provided that the first language was learnt to a certain proficiency (Rauch et al., 2012). It can be inferred that such observations which indicate that in foreign language acquisition a common underlying proficiency is needed in order the facilitating effects of language transfer to take hold (Cummins, 2000).

Bialystok, (2001) stated that bilingual learners have higher metalinguistic awareness. And she demonstrated that bilingual learners, compared to monolingual learners, were more fluent in judging the sentences' grammaticality. The switching task could be performed in a more rapidly way by bilinguals than by monolinguals. (Lambert and Tucker, 1972) showed that bilingual learners, for promoting their metalinguistic ability, can effectively compare two languages. In the research that (Keshavarz and Astaneh, 2004) carried they demonstrated that bilingual learners (Persian-Turkish bilinguals and Persian-Armenian bilinguals) were better at vocabulary learning than

Persian monolingual learners. (Kassaian and Esmae'li, 2011) demonstrated that bilingualism has a high correlation with the breadth of vocabulary knowledge and reading skills in a study with 30 Persian-Armenian female bilingual learners and 30 Persian female monolingual learners at two different education centers. Moreover, Errasti (2003) underlined the effects of bilingualism on third language writing skills. Clyne et al., (2004) indicated that bilingual learners can use metalinguistic awareness in order to learn another language more efficiently than monolingual learners.

The significance of motivation and attitude is also an inevitable fact in the process of English learning. Extensive researches were made on attitude and on the relation of attitude with the linguistic performance of learners by (Gardner et al., 1979). According to them, as language is a part of the different ethnolinguistic communities, language learners are supposed to be prepared psychologically to learn a new language. In a recent study also it was reported that the exposure in the early ages to bilingualistic sound systems prompts the brain to respond to the fundamental frequency, a basic feature of all speech sounds that signals important indexical information for language identification, talker and vowel (Skoe et al., 2017).

According to (Gottardo, 2008) bilingualism is a complex phenomenon which can be influenced by such factors as age, first language, situation and environment. Unlike monolingual learners, bilinguals have potent mental abilities and cognitive flexibility (Peal and Lambert, 1962). Extra brain training happens with the help of bilingualism and benefits health at old age, when sets in and its impact on brain functioning i.e., the cognitive functions at high levels are attached to brain training at early ages. With the help of the brain training, cognitive functions work more properly even at the older ages. The term "cognitive reserve" is used to name this brain training process in early life and bilingualism or multilingualism is a relevant part of it (Spitzer 2016). It was demonstrated that the cognitive requirements associated with bilingual and multilingual processing provide a form of mental exercise, and it strengthens brain fitness and cognitive reserve. So, it could delay cognitive failure symptoms that are associated with the disease of Alzheimer's and forms of dementia (Klein et al., 2016). The largest study on this case was done in India and showed that regardless of the cause of dementia, speaking more than

one language helped a delay of onset in dementia by about 4.5 years. (either Alzheimer's disease or vascular dementia or frontotemporal dementia) (Chertkow et al., 2010). Greater neural activation was seen in the left-hemisphere homologs of bilingual children and adults (Jasinska and Petitto, 2013).

A. Statement of Purpose and Problem

There have always been studies on bilingualism and multilingualism and the effects of them on different fields and the difference between monolingualism and bilingualism. On the other hand, there is little known about the effects of knowing two or more languages on the process of learning another language, about how it supports the process and what kind of supports it has during the learning process. But in this study, the main purpose is to search for the positive effects of multilingualism and bilingualism on learning another language, how it opens a new gate to the new language learning process according to the participants' answers to the Language Acquisition Questionnaire (LAQ) (Cook, 2001). As I live in a multilingual city (Mardin, Turkey), I can easily observe the effects of bilingualism and multilingualism on social areas. Together with these ideas and with the support of the different studies, it can easily be understood that knowing more than one language has also a lot of benefits on cognitive processes.

Hermann's question (1980) "How is that some can learn a foreign language fast and expertly, while others fail under the same circumstances?" was, on linguistic studies, the beginning of a new phenomenon. Some kinds of attitudes of the learners are the underlying answer to the question. Recent researches demonstrate that attitude has an important effect on behaviour. And attitude has an impact on learning the foreign language as well, as linguistic performance is also a behaviour. So, in the current study, it will be examined whether bilingualism and multilingualism have any effect on attitude during the foreign language learning process or not.

B. Purpose of the Study

More than fifty percent of the world population knows two or more languages that is they are bilinguals or multilinguals and they already have two or more linguistic mechanisms that may be helpful in learning another language. That's why I aim to find out the positive effects of having already known two or more languages on learning a new language. I want to identify the approach of a learner to a new language according to the students' being monolingual or bilingual/multilingual and whether bilingual/multilingual learners can specialize in that foreign language better than monolinguals.

C. Significance of the Study

Much more than half of the people living in the world know two or more languages, that is they are bilinguals or multilinguals and as a result of this there have been several studies about or related to bilingualism and multilingualism. This shows that multilinguals or bilinguals already know more than one or two languages when they start to learn another foreign language, so this shows the difference about the experience of the languages between bilingual/multilingual learners and monolingual learners. The experience of knowing two or more languages may offer advantages to bilinguals and multilinguals during the foreign language learning process. By the help of this study, it is aimed step beyond the current level of knowledge about the positive effects of bilingualism and multilingualism on learning another language.

D. Research Questions

The questions that will be addressed in this paper are as followings:

- 1) Do bilingual and multilingual learners of English have positive attitudes towards learning English when compared to the monolingual ones?
- 2) What can be the attitudes of the monolinguals and bilinguals to the personal, social and psychological monolingualism?

3) What can be the attitudes of the monolinguals and bilinguals to the personal, social and psychological bilingualism?

4) Do bilingual and multilingual students have advantages in the process of learning English when compared to monolingual learners?

E. Limitations to the Study

Multilingualism and bilingualism are too broad concepts to be able to explain them in simple interpretations or definitions. Moreover, in order to evaluate them such factors as cognitive, mental, social, socioeconomic, gender, age, the extent of language exposure and usage, the age of language acquisition and so on need to be taken into account. And the study was conducted on the students of high schools aged between 16 and 20 who try to learn English at language classes, however, the students may not be so aware of the effects of languages they already know or the positive effects of being bilinguals or multilinguals during the language learning process.

F. Definition of the Terms

1. Multilingualism

Multilingualism is the knowledge and the ability to be able to use three or more languages (Bhatia and Ritchie, 2013). Multilingualism means having the regular ability to use two or more languages in everyday lives, in societies, in groups and individually. Multilingual people are the humans that have the fundamental ability who know several languages and this defines an embedded phenomenon in cultural developments (Franceschin, 2011).

2. Bilingualism

Different scholars give different connotations for the term “bilingualism” (Saunders, 1988). For several scholars, bilingualism is “native-like control” of two languages (Bloomfield, 1933) and it is called as “ideal bilingualism”. Moreover, Thiéry (1976) calls a “true” bilingual as a person that would at all times be taken for a native by native

speakers of both languages concerned while Haugen (1953) describes that bilingualism starts “at the point where a speaker of one language can produce complete, meaningful utterances in the other language”.

It is defined as simultaneous and consecutive bilingualism by Mclaughlin (1987), the first term is acquiring the second language at the same time with the first one or after the first one, on the other hand, the second definition is learning the second language with exposing to the second language when you go abroad or holiday. Mclaughlin (1987) gives another definition for the terms and defines that simultaneous bilingualism occurs when students get contact with two languages in the first three years of their life but consecutive bilingualism comes when the students get contact with the second language after that period (after the first three ages). Grosjean (1982) states that there is another term called receptive bilingualism, which means the learner cannot speak the language but he/she understands it.

3. **Attitude**

Attitude is a significant factor for the process of language learning (Gömleksiz, 2010). This term is supported by the study of Serin et al., (2010), so they state that attitude is a very significant factor in the process of learning the second language for the success of the students.

II.LITERATURE REVIEW

A. Bilingualism

The term "bilingualism" has been interpreted differently by many scholars. It is defined as simultaneous and consecutive bilingualism by McLaughlin (1987), the first term is acquiring the second language at the same time with the first one or after the first one, on the other hand, the second definition is learning the second language with exposing to the second language when you go abroad or holiday. McLaughlin (1987) gives another definition for the terms and defines that simultaneous bilingualism occurs when students get contact with two languages in the first three years of their life but consecutive bilingualism comes when the students get contact with the second language after that period (after the first three ages). Grosjean (2013) states that there is another term called receptive bilingualism, which means the learner cannot speak the language but he/she understands it.

Language shift is the main reason of receptive bilingualism. If the speaker lives for a long time in a country he/she may get familiar with the host language, however, the speaker may understand the language but may not speak (Svecova, 2009).

According to Roeper (1999), contradictory choices are found in some domains of every language if such languages are deeply analyzed and then hidden bilingualism exists. Roeper (1999) states that every speaker of any language is unconsciously bilingual because even the little speakers of the language can use different utterances to define the same meaning in the same context or language. And this means that the evolution of that language comes to the present form of the language from its first origin. When the speaker starts school the informal grammar is replaced by the formal one, however, the speaker doesn't totally forget the replaced one. According to Roeper (1999) when hidden bilingualism occurs for a speaker of one specific language, the real bilingualism that is

being the speaker of two separate languages will be complex and difficult to interpret and it has to be researched in a detailed way.

Bilingualism is such a broad concept that it is hard to describe it shortly with simple terms. Several scholars have interpreted it differently, according to cultural, social, metalinguistic awareness, the period of acquisition of the languages, the environment of the learner, the kind of the exposure to the language, etc.

B. Multilingualism

Multilingualism means having the regular ability to use two or more languages in daily lives, in societies, in groups and individually. Multilingual people are the humans that have the fundamental ability who know several languages and this defines an embedded phenomenon in cultural developments. That's why it is stated by cultural sensitivity. (Franceschin, 2011).

According to Bhatia and Ritchie (2013) the term multilingualism refers to the knowledge and the ability to be able to use three or more languages. The ability of being able to speak two or more languages, either by an individual or by a group of speakers, is multilingualism. According to many scholar, multilinguals outnumber monolinguals (Tucker, 2018). Most of the European people are believed that they can speak at least an additional language to their initial language (European Commission, 2016).

C. Possitive effects of bilingualism and multilingualism

Baker and Jones (1998) state that the advantages of bilingualism and multilingualism can be handled in three groups, cultural. social and cognitive. Bilinguals may communicate in different languages in the family as a result of the marriage of different language speaker, having elderly people at the same home (e.g. who speak a regional language) or migration. So, this helps them communicate with more people in the community or family. And knowing two or more languages makes it easier to travel internationally. Self-monitoring and language sensitivity is stated as useful tools in the duration of a communication. Bilingualism provides more cultural experience, economic

advantages and eliminates barriers. Additionally, bilingualism provides cognitive advantages like creative thinking and facilitates flexibility in thinking. Bilingual people are thought to have more creative thinking abilities and their performances get higher results in problem-solving tasks (Bialystok, 2001).

In a class that foreign language is taught there may be monolingual and bilinguals / multilinguals students in one or more of the local languages. Many studies indicate that knowing more than one language can provide advantages for the students. In learning another language, it is believed that bilingual people can learn a new language relatively easier than monolingual ones (Swain et al., 1999; Thomas, 1988; Zobl, 1993). The belief can be supported by these ideas: Bilinguals are linguistically more accustomed to language learning and as they already learnt a second language before, they can transfer by using their experience because of already having experienced learning strategies, sensitivity and grammatical differences between languages. Several scholars support this idea by their studies that are not universal (Genesee and Lambert, 1983; Magiste, 1984; Bild and Swain, 1989; Hurd, 1993; Cenoz and Valencia, 1994; Klein, 1995). Cenoz and Valencia's (1994) carried out a sophisticated study on 320 students aged from 16 to 19 in the country of Basque. According to their findings, the performance of the bilingual learners (Basque and Spanish) was better than monolingual learners' performance. The result was put forward with taking in to account some other efficient factors like age, motivation, intelligence and length of exposure to English. According to the results, it seems that bilingualism itself facilitates the third language learning process. And it was stated that for communication bilingual speakers have greater metalinguistic awareness and sensitivity. For bilinguals that are better at third language learning, another facilitating factor may also be the transfer from language to language phonologically (sound system) and pragmatically (communication) (Verhoeven, 1994). The suggestion of such a transferring between languages is foreseen in interdependence hypothesis of Cummins (1976). According to Cenoz and Genesee (1998) who provided a review of research on this topic, bilingualism mostly facilitates the third language acquisition.

At the findings of Hopp et al., (2019) it was demonstrated that the immigrant bilinguals' experiences of native language help immigrants to acquire a foreign language

and its vocabulary and grammar less difficultly. Bilingualism is not only proficient command of two languages but there are many more benefits as well: together with executive functions and metalinguistic awareness, it is associated with various linguistic and cognitive advantages (Bialystok et al., 2010; Barac et al., 2014; Adesope et al., 2010; Bialystok, 2017). Children that are bilingual are more successful on verbal and non-verbal tasks compared to monolingual children (Peal and Lambert, 1962) In addition to this, Eisenstein (1977) intended to investigate the effects of bilingualism in childhood on foreign language learning skills in adulthood. In the study of (Thomas, 1988; Valencia and Cenoz, 1993) also it was conducted that the bilingual students have better performance and superiority in learning a foreign language than the students that are monolingual. Thomas (1988) demonstrated that bilingual learners are much more sensitive and bilinguals can learn a foreign language more effectively than monolingual learners. Bilinguals are more advantageous in languages that's why it is easier for them to make a comparison between two languages; knowing two languages facilitates the process of learning another language and becomes an asset for bilinguals. Hereby, bilingual people can profit this asset to create the structure of new language in order to learn more effectively (Corder, 1979). In a study, it was reported that in foreign language classrooms, with their former experience bilinguals may have the advantage of acquiring two or more languages efficiently because of enhanced linguistic, metalinguistic and cognitive abilities (Hopp et al., 2019). Unlike monolingual learners that can rely on just first language, bilingual learners can make resource to structural transfer of not only first language but also of the properties of second language at the first steps of learning third language (Garcia-Mayo, 2012). At the different models of third language acquisition transferring from various sources are facilitative and cumulative (Flynn et al., 2004) in which bilinguals and multilinguals have the option of selecting from a large pool of grammatical options, so bilinguals can exploit cross-linguistic correspondences to a greater extent than monolinguals as foreign language learners. The use of languages known previously ease the process of acquiring the grammatical aspects of the target language.

According to some scholars (Verhoeven, 1994; Berman, 1994; Modirghamene, 2006) the factors like using of the languages actively in all contexts, that is with families, within the peers, in community, facilitates the third language learning process. After looking through the literature on bilingualism, Modirghamene (2006) states that bilingual people develop some skills in the language learning process such as enhanced language processing strategies, advanced cognitive operations (Lambert, 1981) and communicative skills (Baker, 1988) which facilitate third language learning.

Bialystok (2001) indicated that bilingual learners have great metalinguistic awareness. And she demonstrated that bilingual learners, compared to monolingual learners, were better at judging the sentences' grammaticality. The switching task could be performed in a more rapidly way by bilinguals than by monolinguals. (Lambert and Tucker, 1972) showed that bilingual learners can effectively compare two languages in order to promote their metalinguistic ability. In the research that (Keshavarz and Astaneh, 2004) carried they showed bilingual learners (Persian-Turkish bilinguals and Persian-Armenian bilinguals) were better at vocabulary learning than Persian monolingual learners. (Kassaian and Esmae'li, 2011) demonstrated that bilingualism has a high correlation with the breadth of vocabulary knowledge and reading skills in a study with 30 Armenian-Persian female bilinguals and 30 Persian female monolinguals at two different education centers. Moreover, Erasti (2003) underlined the effects of bilingualism on third language writing skills. Clyne et al., (2004) stated that by using metalinguistic awareness bilingual speakers can learn the target language more effectively than monolingual speakers can. According to Mejia (2011) being bilingual or multilingual is very important for people so that they can compete in the global labor market.

D. Effects of attitude on language learning process

In the English learning process attitude and motivation are inevitable facts and are of great importance. Broad research was done on attitude by Gardner et al.,(1979) and they focused on the linguistic performance that attitude effects. As much as they recommended, foreign language learners should be psychologically prepared in order to

learn another language as it is a part of a different ethnolinguistic community. In a recent study, it was reported that the exposure in the early ages to bilingualistic sound systems prompts the brain to respond to the fundamental frequency, a basic feature of all speech sounds that signals important indexical information for language identification, talker and vowel (Skoe et al., 2017).

E. Cognitive effect of bilingualism and multilingualism

According to (Gottardo, 2008) bilingualism is a complex phenomenon that can be influenced by such factors as age, first language, situation and environment. Unlike monolingual learners, bilinguals have potent mental abilities and cognitive flexibility (Peal and Lambert, 1962). Extra brain training happens with the help of bilingualism and benefits health at old ages, that is cognitive functions at high levels are attached to brain training at early age. With the help of the brain training, cognitive functions work more properly even at the older ages. The term "cognitive reserve" is used to name this brain training process in early life and bilingualism or multilingualism is a relevant part of it (Spitzer, 2016). The cognitive requirements connected to bilingual and multilingual processing were demonstrated to provide a kind of mental exercise, and it strengthens brain fitness and cognitive reserve. So, it can delay cognitive failure symptoms that are associated with the disease of Alzheimer's and forms of dementia (Klein et al., 2016). The largest study on this case was done in India and showed that regardless of the cause of dementia, speaking more than one language helped to postpone dementia by about five years. (either Alzheimer's disease or vascular dementia or frontotemporal dementia) (Chertkow et al., 2010). Greater neural activation was seen in the left-hemisphere homologs of children and adults that are bilingual. (Jasinska and Petitto, 2013).

Referring to the cognitive superiority of bilingual participants, Cummins (1976) focused on the linguistic competence of bilinguals. Ben-Zeev (1977) by dealing with the vocabulary of the students tried to reveal the effectiveness of cognitive strategy and the developments of bilingual people. Diaz (1991) reveals that bilingualism provides a wider perspective on cognitive strategies.

Each of the studies is a gate to show us the facilitating factors of having already known two or more languages in learning a new language, is a gate to go further to see how bilingualism and multilingualism make the lives of the people easier or stronger.

III.METHODOLOGY

Description of the program or schedule of the study, the participants, how the participants have been chosen or selected, the methods to be used, data analysis and design of the study are going to be provided in this chapter.

A. Research Design

In the present study, a descriptive research design has been implemented with the aim of identification of whether bilingualism/multilingualism has any positive effects on learning a new language and how it facilitates the language learning process.

B. Participants

For the study the target population is the students that study at language classes of different high schools in Mardin. 250 students were included in this study and the participants were selected from the high schools which have foreign language teaching classes. More than 90% of the participants (about 230) were bilinguals and multilinguals (Turkish-Arabic, Turkish-Kurdish, Turkish with both Kurdish and Arabic or Turkish with any other language) and less than 10% of the participants (about 20) were monolinguals. In the Personal Information Questionnaire, the participants were asked to state their gender, age, the field of education and family language use. At the Questionnaire, the participants' general idea about monolingualism, bilingualism and multilingualism was analyzed and they were asked to define which language/languages they know, which language/languages they can understand and which language/languages they hear in their daily life. The participants' ages are from 16 to 20.

The participants that attended to the questionnaire and defined that they know some languages other than Turkish, Kurdish and Arabic (such as English, German, French,

Norwegian and Russian) were also expressed as bilinguals or multilinguals in the study, even though they may not fulfill the bilingual or multilingual criteria fully.

C. Materials

In order to collect data, all the students that study in foreign language teaching classes of the various high schools of Mardin were asked to complete a Personal Information Questionnaire (PIQ) and the Language Attitudes Questionnaire (LAQ) which were developed by Cook (2001). At the PIQ, the students were requested to share some information about themselves such as the class they were studying at, their age and gender. Besides, the participants were asked to state whether there are any other languages spoken at their homes and whether they can understand when they hear another language being spoken. The LAQ is composed of six clusters in which there are questions about the participants' perceptions about psychological, social and personal monolingualism and psychological, social and personal bilingualism.

D. Data analysis

SPSS-V23 package program and Office program were used in the analysis of the data obtained from the survey. Frequency and percentage calculations for these data were evaluated by analyzing them. According to the views they involve, the statements were grouped. The statements of the first group were about the attitudes of participants' monolingualism, bilingualism, multilingualism and each of the statements of first group was handled one by one. In the second group, the statements were about the feelings of the participants about social monolingualism. In the third group, the statements about psychological monolingualism were directed to the participants. In the fourth group, there were statements on personal opinions about monolingualism of the participants. In the fifth group, the statements were about second learning issues such as pronunciation, code-switching or age factor. In the sixth group, statements about participants' attitudes toward a foreign language and its community were directed to the participants. In the seventh

group, statements about the participants' attitudes towards bilingualism were looked for. After analyzing all the statements of a group one by one, the total frequency was presented.

E. Procedure

The study is a descriptive research that's why from various high schools of Mardin 250 students who learn English at eleventh and twelfth language classes were selected as the participants for the study. Each of the participants was given a questionnaire and asked to fill out. The data was analyzed in a detailed way in order to be able to see the relevance between the participants' being monolingual or bilingual/multilingual and the participants' attitude to foreign language learning. At some former similar researches, the participants in bilingual groups were generally homogeneous and likewise they had positive attitude to learn foreign language. However, I think they may not completely fulfill the "bilingual" criteria. That's why in this study the group of bilinguals configured heterogeneously. The pairs of bilingual participants are configured differently such as Turkish-Kurdish, Turkish-Arabic, Turkish-Arabic-Kurdish, Turkish-Arabic-Kurdish-German and so on. They were asked to give answers to 7 point Likert-scale questionnaires. There were questions about the participants' opinions about psychological, social and personal monolingualism and psychological, social and personal bilingualism. It was asked to the participants to mark a number from one to five to show to what extent they agree or disagree with the statement.

IV.FINDINGS

It is generally supposed that bilingualism and multilingualism (linguistic background) notably effect the performance of language learners in learning another foreign language. As a result, feedbacks from students showed that having already known two or more languages (bilingualism and multilingualism) affects foreign language learning in a positive way and supports the process.

A. Monolingualism, Bilingualism, Multilingualism Attitudes Questionnaire

1. Demography

a) Age

The participants' ages are between 16 and 20. When evaluating in the statistics, the ages were defined as 16: 1, 17: 2, 18: 3, 19: 4, 20: 5

b) Gender

The participants' ages are between 16 and 20. And 77.2% (193) of the students from 250 that participated in the questionnaire were female and 22.8% (57) of the students participating in the questionnaire were male. The students that participated in the questionnaire were selected randomly from different high schools of Mardin which had foreign language teaching classes.

2. Spoken Languages other than Turkish at Home

Table 1: Do you speak any language other than Turkish at home?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	218	87.2	87.2	87.2
No	32	12.8	12.8	100.0
Total	250	100.0	100.0	

It was asked to the participants if they speak any other language at home other than Turkish or not. According to the table, from 250 students 87.2% (218) of the participants answered as "yes" which shows that 87.2% (218) of the participants are at least bilinguals and Just 12.8% (32) of the participants answered as "no" which shows that they are monolinguals (Table 1).

Table 2: Please state which language(s) you speak at home other than Turkish.

	Frequency	Percent	Valid Percent	Cumulative Percent
None	23	9.2	9.2	9.2
Kurdish	150	60.0	60.0	69.2
Arabic	31	12.4	12.4	81.6
Kurdish, Arabic	19	7.6	7.6	89.2
Kurdish-English	14	5.6	5.6	94.8
Arabic-English	10	4.0	4.0	98.8
Kurdish-Arabic-English	3	1.2	1.2	100.0
Total	250	100.0	100.0	

It was asked to the participants to state the language or the languages spoken at their homes (other than Turkish). And 250 participants responded as following: Of 250 participants Kurdish is spoken by 150, Arabic is spoken by 31, Kurdish and Arabic are spoken by 19, Kurdish and English are spoken by 14, Arabic and English are spoken by 10 and Kurdish, Arabic and English are spoken by 3 students (Table 2).

In table 2 it is seen that 46 (17.4%) students are multilingual who speak more than two languages at home as they defined that they speak Kurdish and Arabic 19 (7.6%), Kurdish and English 14 (5.6%), Arabic and English 10 (4.0%), Kurdish, Arabic and English 3(1.2%) together with Turkish at their homes. When taking the results into account we see that English is spoken in some families and it is probably because of the fact that some of the families that know English especially speak in it with their children to teach them this language.

3. **Understanding Languages other than Turkish**

Table 3: Can you understand another language when you hear?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	238	95.2	95.2	95.2
No	12	4.8	4.8	100.0
Total	250	100.0	100.0	

It was asked to the participants if they can understand any language other than Turkish when they hear. 95.2 (238) of the participants said that they can understand another language or some other languages other than Turkish and just 4.8% (12) of them said that they cannot understand when they hear any language other than Turkish (Table 3).

Table 4: Please state the language/s that you can understand when you hear.

	Frequency	Percent	Valid Percent	Cumulative Percent
None	7	2.8	2.8	2.8
Kurdish	67	26.8	26.8	29.6
Arabic	16	6.4	6.4	36.0
English	4	1.6	1.6	37.6
Kurdish-English	81	32.4	32.4	70.0
Kurdish-Arabic	20	8.0	8.0	78.0
Arabic-English	14	5.6	5.6	83.6
Kurdish-Arabic-English	18	7.2	7.2	90.8
Kurdish-English-German	4	1.6	1.6	92.4
Kurdish-Arabic-English-French	1	0.4	0.4	92.8
Kurdish-English-Arabic-German	7	2.8	2.8	95.6
English-Arabic-Norwegian	1	0.4	0.4	96.0
Arabic-English-German	2	0.8	0.8	96.8
Russian - Kurdish	1	0.4	0.4	97.2
English	7	2.8	2.8	100.0
Total	250	100.0	100.0	

It was asked to the students to state the language or languages they could understand and 95.2% (238) of the participants said that they could understand another or some other languages other than Turkish but only 4.8% (12) of them said that other than Turkish they couldn't understand any languages. The answers show that the participants of the study,

in general, can understand one or more languages from Kurdish, Arabic and English (Table 4).

4. The Effect of Known Languages on Learning a New Language

Table 5: Do the languages you already know have any effect on learning the next language?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	203	81.2	81.2	81.2
No	47	18.8	18.8	100.0
Total	250	100.0	100.0	

It was asked to the participants to point out whether the languages having been known have any effect on learning a new language or not. And 81.2% (203) of the participants defined that there are effects of the former languages but 18.8% (47) of the participants said that there is no effect of the former languages. Here the participants weren't asked about the positivity or negativity of the effect (Table 5).

Table 6: If there is an effect of the languages you already know on learning another language, is it positive or negative?

	Frequency	Percent	Valid Percent	Cumulative Percent
None	31	12.4	12.4	12.4
Positive	205	82.0	82.0	94.4
Negative	14	5.6	5.6	100.0
Total	250	100.0	100.0	

Looking at the participants' answers it is seen that the participants in general agree about the languages having already known by the students affect the language learning process in a positive way, consequently, 82% (205) of the participants stated that they

think bilingualism and multilingualism facilitate the foreign language learning process. 12.4% (31) of the students saw neither positive nor negative effects and 5.6% (14) of them thought that there are negative effects of the languages already known on learning a new language (Table 6).

Table 7: When you hear a conversation in a language you don't know, do you understand any part or word?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	232	92.8	92.8	92.8
No	18	7.2	7.2	100.0
Total	250	100.0	100.0	

A question as "whether or not it has ever happened to participants to understand any word or part of a conversation which is in a foreign language that they don't know at all" was asked to the participants. 92.8% (232) of the participants' responses showed that they had experienced such situations and they generally experience. 7.2% (18) of the participants said that they had never experienced to figure out any word or part of a conversation in a language they don't know (Table 7).

Table 8: If you understand any word or any part of the conversation that in a language that you don't know, is the reason of it your bilingualism or multilingualism?

	Frequency	Percent	Valid Percent	Cumulative Percent
None	5	2,0	2.0	2.0
Yes	202	80.8	80.8	82.8
No	43	17.2	17.2	100.0
Total	250	100.0	100.0	

Here it was asked to the participants what the reason was for understanding a word or a part of a conversation in a language the students don't know at all, whether the reason is the languages that the participants already know (bilingualism and multilingualism). That is, they were asked if bilingualism or multilingualism helped them figure out some words or parts of a conversation in another language or not. 80.8% (202) of the students stated that it is bilingualism or multilingualism that enable them to understand some words or parts of a conversation in another language which they don't know, while 17.2(43) of them stated that knowing more than one language has no effect on understanding the unknown language and 2.0% (5) of them stood neutral (Table 8).

Table 9: Please state how many languages you know.

	Frequency	Percent	Valid Percent	Cumulative Percent
1 language	7	2.8	2.8	2.8
2 language	106	42.4	42.4	45.2
3 language	110	44.0	44.0	89.2
4 language	25	10.0	10.0	99.2
5 languages	2	0.8	0.8	100.0
Total	250	100.0	100.0	

It was asked to the participants to write how many languages they know and it was seen that from 250 students 42.4% (106) of the students defined themselves as bilinguals, 54.8% (137) of them defined themselves as multilinguals and 2.8% (7) of them defined themselves as monolinguals (Table 9).

5. Social monolingualism

Table 10: General factual feelings about social monolingualism

	Strongly agree		Agree		Partly Agree		Neutral		Partly Disagree		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
1. In my country people have an advantage who use one language every day rather than more than one language.	21	8.4	7	2.8	3	1.2	12	4.8	9	3.6	22	8.8	176	70.4
2. In my country people who speak only one language every day have more friends than people who speak more than one language.	27	10.8	10	4.0	7	2.8	20	8.0	11	4.4	27	10.8	148	59.2
3. In my country most people use only one language every day.	58	23.2	29	11.6	29	11.6	53	21.2	15	6.0	12	4.8	54	21.6
4. In my country people who use two or more languages every day get better jobs than those who use only one.	151	60.4	20	8.0	18	7.2	8	3.2	10	4.0	10	4.0	33	13.2
5. In everyday life in my country most people need to speak more than one language.	95	38.0	21	8.4	32	12.8	44	17.6	20	8.0	12	4.8	26	10.4
6. People who live in my country should all speak the same language.	28	11.2	8	3.2	12	4.8	29	11.6	13	5.2	22	8.8	138	5.2
7. A country is more successful if the people in it speak more than one language.	128	51.2	31	12.4	25	10.0	19	7.6	16	6.4	8	3.2	23	9.2

In this cluster of the questionnaire, it was asked to the students to identify their attitude toward monolingualism in their society. While the first, the second, the third and the sixth statements support monolingualism, the fourth, the fifth and the seventh statements support multilingualism. It is quite apparent at statement 1 that most of the students attending the questionnaire disagree about the favor of being monolingual rather than being bilingual and the percentage being so high is a clear answer to the statement. According to both monolinguals and bilinguals/multilinguals people need to know and speak in two or more languages in daily life in their country. At statement 4, with a percentage of 60.4% the participants show a big agreement about the convenience of finding a job easily with the help of knowing more than one language. And at statement 7, more than half of the participants think that if the people that live in a certain country speak two or more languages, the country becomes more successful (Table 10).

6. Psychological monolingualism

Table 11: General opinions about psychological monolingualism

	Strongly Agree		Agree		Partly Agree		Neutral		Partly Disagree		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
1. People who speak more than one language have less psychological problems than people who speak only one.	39	15.6	26	10.4	17	6.8	50	20.0	15	6.0	29	11.6	74	29.6
2. People who speak one language think less clearly than those who speak two or more.	86	34.4	30	12.0	31	12.4	29	11.6	21	8.4	13	5.2	40	16.0
3. People know more if they speak one language rather than two or more.	31	12.4	10	4.0	17	6.8	12	4.8	11	4.4	33	13.2	136	54.4
4. People who speak one language get more confused about their identity than people who speak two or more.	40	16.0	11	4.4	25	10.0	32	12.8	24	9.6	30	12.0	88	35.2
5. People who speak one language are less open-minded than people who speak two or more.	53	21.2	18	7.2	23	9.2	35	14.0	20	8.0	20	8.0	81	32.4
6. People who speak one language are more trustworthy than people who speak two or more.	17	6.8	15	6.0	10	4.0	24	9.6	11	4.4	18	7.2	155	62.0
7. People who speak one language are more emotionally stable than people who speak two or more.	20	8.0	11	4.4	15	6.0	37	14.8	18	7.2	28	11.2	121	48.4
8. Speaking two languages at home is a handicap for a child.	16	6.4	6	2.4	6	2.4	12	4.8	6	2.4	23	9.2	181	72.4
9. People who use one language all the time usually succeed at their careers more than people who speak more than one language.	25	10.0	11	4.4	8	3.2	9	3.6	11	4.4	25	10.0	161	64.4
10. People who speak one language every day are more relaxed than people who speak more than one language.	20	8.0	10	4.0	22	8.8	33	13.2	33	13.2	30	12.0	102	40.8
11. People who speak one language every day have worse memories than those who speak two or more.	47	18.8	20	8.0	20	8.0	30	12.0	21	8.4	29	11.6	83	33.2
12. People who speak two or more languages think more quickly than those who speak one.	94	37.6	26	10.4	20	8.0	25	10.0	22	8.8	24	9.6	39	15.6

Even though there are slight differences between the responses in general about opinions about psychological considerations of monolingualism, if it is evaluated statistically, the only visible statistical significance in the difference of the responses may be found in statements 3, 6, 7, 8, 9 and 10, showing strong disagreement about "3" that monolinguals know more than bilinguals or multilinguals, "6" which states that monolinguals are more trustworthy than bilinguals or multilinguals, "7" that monolinguals are emotionally more stable than bilinguals or multilinguals, "8" it is a disadvantage to speak more than one language with children, "9" monolinguals are better at their career than bilinguals or multilinguals, "10" monolingual people are more relaxed than bilinguals or multilinguals in their daily life. These responses show that there is not a general agreement on the favor of monolingualism in society (Table 11).

The similar responses given in many of the statements in this cluster might suggest that nearly none of the participants agree on the presence of a relation between the psychological status and the number of the languages one speaks.

7. Personal feelings about monolingualism

Table 12: Personal feelings about monolingualism

	Strongly Agree		Agree		Partly Agree		Neutral		Partly Disagree		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
1. It is important for me to speak my first language well rather than to speak other languages.	63	25.2	20	8.0	26	10.4	32	12.8	17	6.8	39	15.6	53	21.2
2. I will always feel more myself in my first language than in another language.	90	36.0	25	10.0	28	11.2	33	13.2	16	6.4	20	8.0	38	15.2
3. I would like to be considered a speaker of two languages rather than just a speaker of my first language.	153	61.2	22	8.8	12	4.8	8	3.2	17	6.8	6	2.4	32	12.8
4. I would feel more at home with people who speak two or more languages than with people who speak only my first language.	60	24.0	27	10.8	30	12.0	44	17.6	19	7.6	22	8.8	48	19.2
5. I would prefer to use one language every day rather than two or more.	15	6.0	13	5.2	16	6.4	30	12.0	16	6.4	27	10.8	133	53.2
6. I would be happier if I spoke one language every day than if I spoke two or more.	19	7.6	9	3.6	17	6.8	12	4.8	20	8.0	31	12.4	142	56.8
7. I would feel a less confident person if I spoke one language every day than if I spoke two or more.	18	7.2	13	5.2	13	5.2	64	25.6	14	5.6	28	11.2	100	40.0

In this cluster, personal perceptions towards self-identity and monolingualism were looked for with the statements that were directed to the participants. Here it was looked for whether there is a relation between the students' social identity and their attitude towards a new language. In this cluster, the responses were in general similar for the feeling about monolingualism but according to the answers of the participants at statement 3, 5 and 6 the answers were in a tendency to support bilingualism and multilingualism (Table 12).

8. MISC Vivian Cook items

Table 13: MISC Vivian Cook items

	Strongly Agree		Agree		Partly Agree		Neutral		Partly Disagree		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
1. The people who speak a language best are those who know only one language rather than two or more.	24	9.6	6	6.4	18	7.2	33	13.2	31	12.4	34	13.6	94	37.6
2. Native speakers make the best language teachers.	36	14.4	20	8.0	28	11.2	55	22.0	21	8.4	27	10.8	63	25.2
3. You should try not to use your first language while you are learning another language.	46	18.4	26	10.4	25	10.0	27	10.8	8	3.2	23	9.2	95	38.0
4. It is important not to have an accent in another language.	53	21.2	21	8.4	15	6.0	28	1.2	21	8.4	29	11.6	83	33.2
5. Switching between languages in a conversation is rude even if the other person knows both languages.	47	18.8	21	8.4	18	7.2	37	14.8	19	7.6	28	11.2	80	32.0
6. Children learn second languages better than adults.	116	46.4	35	14.0	25	10.0	20	8.0	14	5.6	16	6.4	24	9.6
7. People who go to live in a new country should give up their own language.	20	8.0	8	3.2	13	5.2	9	3.6	22	8.8	31	12.4	147	58.8
8. It is difficult to learn a second language in a classroom.	63	25.2	22	8.8	22	8.8	33	13.2	18	7.2	30	12.0	62	24.8

In this cluster, there are statements generally about manners of speaking languages and effective language learning styles. There are no big differences between the responses about who the best language speakers are and who make the best language teachers, that is the participants didn't give any big different percentage on it. But the participants have strong agreements on the need for foreign language learning at early ages and they strongly think that one should give up his or her native language while learning another language (Table 13).

9. Gardner's 8

Table 14: Gardner's 8

	Strongly Agree		Agree		Partly Agree		Neutral		Partly Disagree		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
1. Speaking or learning another language is important to me because it will allow me to be more at ease with people who speak that language.	157	62.8	26	10.4	14	5.6	15	6.0	5	2.0	9	3.6	24	9.6
2. Speaking or learning another language is important to me only because I need it for my career.	30	12.0	14	5.6	22	8.8	20	8.0	32	12.8	26	10.4	106	42.4
3. Speaking or learning another language is important to me because I will be able to meet and talk to more kinds of people.	175	70.0	17	6.8	20	8.0	13	5.2	8	3.2	6	2.4	11	4.4
4. Speaking or learning another language is important to me because it will make me more knowledgeable.	158	63.2	26	10.4	18	7.2	22	8.8	8	3.2	5	2.0	13	5.2
5. Speaking or learning another language is important to me because I will be able to enjoy the films and books of the people who speak it better.	173	69.2	23	9.2	19	7.6	13	5.2	6	2.4	4	1.6	12	4.8
6. Speaking or learning another language is important to me because I think it will someday be useful in getting a good job.	180	72.0	24	9.6	13	5.2	8	3.2	5	2.0	9	3.6	11	4.4
7. Speaking or learning another language is important to me because I will be able to take part more freely in the activities of other cultural groups	161	64.4	29	11.6	25	10.0	18	7.2	5	2.0	5	2.0	7	2.8
8. Speaking or learning another language is important to me because other people will respect me more if I know another language.	76	30.4	33	13.2	22	8.8	45	18.0	13	5.2	21	8.4	40	16.0

At this table integrative motivations (Gardner, 1985) are the topic of the statements and the attitudes of the participants toward target culture and in general terms, society. While looking generally it is easily seen that the responses of the students tend to support bilingualism/multilingualism but when looking one by one, at the first statement the participants think it is important to speak or learn another language for being able to join in other cultural groups' activities more freely. At statement 2 the responses are not far different but the common idea is that the foreign language is not just for their career. The statements 3, 4, 5 and 6 show very strong agreement on the ideas about language's making them knowledgeable, enabling them to enjoy the books and the film in the target language, helping them find a good job and making it easier for freely taking part in activities of other cultural groups. (Table 14).

10. Selection from Baker's Attitudes to Bilingualism test

Table 15: Selection from Baker's Attitudes to Bilingualism test

	Strongly Agree		Agree		Partly Agree		Neutral		Partly Disagree		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
1. It is important to be able to speak two languages.	179	71.6	24	9.6	14	5.6	9	3.6	4	1.6	9	3.6	11	4.4
2. Knowing two languages makes people cleverer.	84	33.6	37	14.8	43	17.2	31	12.4	10	4.0	12	4.8	33	13.2
3. Being able to write in two languages is important.	156	62.4	36	14.4	19	7.6	13	5.2	12	4.8	8	3.2	6	2.4
4. All schools in my country should teach pupils to speak in two languages.	143	57.2	25	10.0	24	9.6	26	10.4	6	2.4	9	3.6	17	6.8
5. Children in my country should learn to read two languages.	153	61.2	23	9.2	29	11.6	20	8.0	5	2.0	8	3.2	12	4.8
6. People who speak two languages can have more friends than those who speak one language.	122	48.8	22	8.8	30	12.0	25	10.0	17	6.8	10	4.0	24	9.6
7. People may earn more money if they speak two languages.	130	52.0	26	10.4	40	16.0	23	9.2	9	3.6	6	2.4	16	6.4
8. People know more if they speak two languages.	110	44.0	34	13.6	30	12.0	31	12.4	20	8.0	7	2.8	18	7.2

Here the statements were directed to the students to see their opinions about social, economic and intellectual effects which learning another foreign language could have on people in a certain region. Here also there can be seen that the big part of the participants supports the advantages of bilingualism in society. The participants are in general aware of the favor of the foreign language as the cluster shows but the idea that '*knowing two languages makes people cleverer.*' cannot get certain support and the participants have different answers for it (Table 15).

V.DISCUSSION AND CONCLUSION

Foreign language learning has always been one of the most complex components of educational sciences. There has been extensive research on foreign language learning to identify its components, to explain the learning styles, to set up approaches or to explain the ones already set up and so on. Bilinguals and multilinguals can easily make comparisons among the languages they know because they have the opportunities to be able to do so; and this facilitates the foreign language learning process. As a consequence, bilinguals and multilinguals can benefit these facilitating factors so as to generate foreign language structure and learn faster and more effectively.

The purpose of this study is to find out whether bilinguals or multilinguals have any advantages when learning another language i.e. whether the languages a person knows have any positive effect on learning another language and if there is any connection between attitudes toward foreign language learning and bilingualism and multilingualism. According to the participants' responses, it can easily be seen that bilingual or multilingual learners have more positive attitudes towards learning a foreign language than the monolingual students do. The participants' responses were generally conservative to the statements on group-identity and self-identity as they tended to broaden their linguistic repertoires. As the responses checked, it is easily seen that almost all the students that already know more than one language are much keener on new languages and they think that the different languages they know can make them feel more important in a social environment and can help them be more promising in an occupational area.

At table 1. It was asked to the participants if they speak any other language at home other than Turkish or not. According to the table, from 250 students 87.2% (218) of the participants answered as "yes" which shows that 87.2% (218) of the participants are at least bilinguals and Just 12.8% (32) of the participants answered as "no" which shows that

they are monolinguals. In the streets of Mardin, a cosmopolitan city, you can hear more than four languages in daily life that is why it is not a surprising result that nearly in the 90% of all the participants' houses more than one language is spoken. The active use of languages in a certain region makes people be daily exposed to them and with the daily use of the languages, people somehow understand or learn them. Modirksamene (2006) claims that a bilingual has different kinds of contexts with the help of the active usage of the languages and this is an essential factor in developing language processing strategies. Being able to communicate in different languages on a daily basis is very important, it helps us to see new cultures and worlds from new gates and this makes us more curious about the world. So, in the end, we may have a more flexible and executive brain that enables us to have a more brilliant future.

At the following table (Table 2) It was asked to the participants to state the language or the languages spoken at their homes (other than Turkish). And 250 participants responded as followings: Of 250 participants Kurdish is spoken by 150, Arabic is spoken by 31, Kurdish and Arabic are spoken by 19, Kurdish and English are spoken by 14, Arabic and English are spoken by 10 and Kurdish, Arabic and English are spoken by 3 students. At the former table, we saw that 32 participants said that they were monolinguals but here at the current table, it is seen that only at the homes of 23 participants, Turkish is the only spoken language, and this demonstrates that the parents of some participants, who defined themselves as monolinguals, are bilingual or multilingual, that is the parents of them know more than one language but they speak only Turkish at home. In several families, children speak different languages with different members of the family, for example; a child speaks in Kurdish with his or her grandmother who doesn't know any other languages other than Kurdish while he or she speaks in Turkish with the rest of the family. One of the main reasons is that many parents communicate in community language at home in order to prepare their children for school. But the parents forget that children are more adaptable than the parents think. speaking heritage language at home facilitates learning more languages actually and it gives them the chance of being immersed in their heritage language.

At table 3. It was asked to the participants if they can understand any language other than Turkish when they hear. 95.2 (238) of the participants said that they can understand another or some other languages other than Turkish and just 4.8% (12) of them said that they cannot understand when they hear any language other than Turkish. So the result demonstrates that even the participants that defined themselves as monolinguals can understand another language when they hear. Because of the fact that the students live in this cosmopolitan city, they are always exposed to different languages according to their neighborhood even though they speak only Turkish at home. Knowing one of the languages spoken around (Kurdish or Arabic), one can easily learn the other regional language because of being exposed to and already having the mechanism of picking up the language and having the ability to learn a language more easily.

At the table 4. it was asked to the students to state the language or languages they could understand and 95.2% (238) of the participants said that they could understand another or some other languages other than Turkish but only 4.8% (12) of them said that other than Turkish they couldn't understand any languages. The answers show that the participants of the study in general can understand one or more languages from Kurdish, Arabic and English. As a result, it can be said that most of the learners that participated in the study may be bilingual or multilingual. The participants were selected haphazardly from different high schools in Mardin which have language teaching classes, especially from Artuklu / Mardin and Kızıltepe / Mardin, but the results show us that nearly all of the participants may be bilinguals or multilinguals and this can ease my thesis on the regard of the idea that bilingualism and multilingualism in a region go on spreading as the languages are spoken.

At table 5. It was asked to the participants to point out whether the languages having been known have any effect on learning a new language or not. And 81.2% (203) of the participants defined that there are effects of the former languages but 18.8% (47) of the participants said that there is no effect of the former languages. Here the participants weren't asked about the positivity or negativity of the effect.

At the following table, looking at the participants' answers it is seen that the participants, in general, agree about the languages having already known by the students affect the language learning process in a positive way, consequently, 82% (205) of the participants stated that they think bilingualism and multilingualism facilitate the foreign language learning process. 12.4% (31) of the students saw neither positive nor negative effects and 5.6% (14) of them thought that there are negative effects of the languages already known on learning a foreign language. The age of the students that participated in the questionnaire varies from 16 to 20 and I think they are still too young to think scientifically, nevertheless, 82 percent of the participants believe that the languages having already known may have positive (facilitating) effects on foreign language learning. And as most of the bilinguals and multilinguals experience, the structures or the words in the target language may have similarities to the languages having already known and this substantially might facilitate the process of foreign language learning. When somebody is bilingual or multilingual he or she could pronounce the words of the target language a lot better, for example, if a student knowing Kurdish or Arabic want to learn Russian, he or she can easily pronounce the word because many of the words of these languages are pronounced from the larynx and actually it could be hard to pronounce if you haven't done before. And the interrogative sentence type of Russian language is not different from its affirmative sentences, the same with the Kurdish language changing the intonation makes the sentence an interrogative one. Researchers have for a long time been curious about the similarities between human languages. According to a new study done by Fedzechkina (2018) from the University of Arizona, some of these similarities are possibly based on the human brain's preference for effective processing of information. Also, Fedzechkina (2018) claims that the world languages are actually very different on the surface, however, they have a lot of underlying similarities in common which are called cross-linguistic generalizations or linguistic universals.

At the table 7. a question as "whether or not it has ever happened to participants to understand any word or part of a conversation which is in a foreign language that they don't know at all" was asked to the participants. 92.8% (232) of the participants' responses showed that they had experienced such situations and they generally experience. 7.2%

(18) of the participants said that they had never experienced to figure out any word or part of a conversation in a language they don't know. As a result, it can be seen that most of the participants must have at least once got the similarities between the distinct languages. This question is one of the most important parts of the questionnaire because the most important purpose of the study is to see if the languages that bilinguals or multilinguals know facilitate the foreign language learning processes or not. As the responses of the question show, the students that know more than one language might sometimes understand some parts or some words of a conversation in a language which they don't know at all. As we all know because of the cultural interaction, trade, immigration, etc. people from different cultures and have different languages have always been in touch throughout the history and as a result of this, it is very natural that languages have similarities, consequently, it can be said that the more languages you have in your repertoire the more possible it is for you to understand different languages, each of the known languages can be a plus key to understand another new language. After using English-Hebrew bilinguals from the United States and Israel aged between 5 and 8, Ben-Zeev (1977) indicated that bilingual learners have advantages because with two different sets of construction rules they already have the experience of using two language systems. That's why bilingual learners seem to be more analytical and flexible in language skills. Such an example also can be given to the facilitating factors of bilingualism and multilingualism, the more languages bilinguals and multilinguals know means the more probable that there may be common words in the minds of them and this might ease a new language learning. From this point of view "cognates" can be given as an example for common words among the languages. According to (Meara 1993; Muller-Lance 2002) cognates provide advantages in the language learning process, especially comprehension. In fact, these advantages are exploited by the inter-comprehension approach (Klein 1999), which aims to promote multilingualism by teaching learners how to discover second or third language cognates. Taking into account the semantic and formal similarities between them, cognates are seen to form strong connections in bilingual and multilingual mental lexicon (Herwig 2001, Muller-Lance 2002).

At table 8, it was asked to the participants what the reason was for understanding a word or a part of a conversation in a language the students don't know at all, whether the reason is the languages that the participants already know (bilingualism and multilingualism). That is, they were asked if bilingualism or multilingualism helped them figure out some words or parts of a conversation in another language or not. 80.8% (202) of the students stated that it is bilingualism or multilingualism that enable them to understand some words or parts of a conversation in another language which they don't know, while 17.2(43) of them stated that knowing more than one language has no effect on understanding the unknown language and 2.0% (5) of them stood neutral. Everybody may have observed that when one is speaking with somebody that doesn't know his or her language, he or she is despairingly speaking loudly with exaggerated gestures, these gestures somehow may make him or her understand. This may be one of the reasons to understand the language you don't know at all but in general, all languages have some words or some statements in common and that should be the main reason to understand any part of a conversation in an unknown foreign language. Actually many languages can be close to each other, especially the languages that are geographically not far and thanks to several different reasons knowing more languages might make it easier to understand other languages because the languages may have similar words which can be derived from the same roots, may be understood in context or the words themselves may even be the same. All in all, the more languages a person has in his repertoire, the simpler it may be for him or her to learn new languages and the more possible he or she can understand the languages he or she doesn't know.

At table 9 the participants were asked to write how many languages they know and it was seen that from 250 students 42.4% (106) of the students defined themselves as bilinguals, 54.8% (137) of them defined themselves as multilinguals and 2.8% (7) of them defined themselves as monolinguals. All in all, it can be seen that 97.2% (243) of the students may be bilingual or multilingual. If I return to the very beginning of the questionnaire 32 of the participants responded that Turkish is the only spoken language at their homes. When they were wanted to state the languages that are spoken at home except Turkish, only 23 of them stated that no language is spoken other than Turkish. When the

participants were asked whether they can understand another language or some other languages (other than Turkish) when they hear, only 12 of them said that they cannot understand any other language. And as a result, when they were requested to state the languages they can understand when they hear, only 7 participants responded that they cannot understand any other language. These results all in all may mean that several parents who are actually bilingual or multilingual speak no other language at home other than Turkish, may mean that living in a multicultural region or multilingual region help the people living there get the spoken languages in that area, and may mean that already knowing two or more languages might make it easier to understand the other languages that the people don't know. For me, each language that you know can be a big step on the way of learning or understanding another language or other languages. Actually the question is ambiguous if someone is asked whether he or she can speak two languages. Someone may be bilingual but in practice, he or she may tend to speak only one language. He or she may regularly speak both languages but he or she can be less competent in one language. Moreover, another may use one of the languages for reading and writing, while he or she uses another for speaking (Baker, 2001).

At table 10 (General factual feelings about social monolingualism), the students were asked to identify their attitude toward monolingualism in their society. While the first, the second, the third and the sixth statements support monolingualism, the fourth, the fifth and the seventh statements support multilingualism. It is quite apparent at statement 1 that most of the students attending the questionnaire disagree about the favor of being monolingual rather than being bilingual and the percentage being so high is a clear answer to the statement. According to the responses of both monolinguals and multilinguals/bilinguals, people need to know and speak in two or more languages for their daily life in their country. At statement 4, with a percentage of 60.4% the participants show a big agreement about the convenience of finding a job with the help of knowing more than one language. And at statement 7, more than half of the participants think that if the people of a country can speak two or more languages, the country may become more successful. As the responses of the participants show, many of them support being bilingual or multilingual not only in their daily life to speak with their families or friends

but also in their careers in order to be more successful. But at the statement 3. the answers may be dispersed because of the language which is spoken in a region is stable in general, even in our city Mardin more than 3 languages are spoken but at the certain areas, certain languages are spoken. That is one language is in a certain area but more languages are needed for a wider area. According to Bialystok (1988) bilingual people that have different levels of bilingualism have different advantages when compared to one another or with monolingual people. In the study of Kassaian and Esmæ'li (2011) it is stated that bilingual speakers have a larger vocabulary than monolingual speakers. Together with this, bilinguals are better at word reading skills.

At table 11 (General opinions about psychological monolingualism.) Even though there are slight differences between the responses in general about opinions on psychological considerations of monolingualism, when evaluated statistically, the only visible statistical significance in the difference of the responses may be found in statements 3, 6, 7, 8, 9 and 10, showing strong disagreement about "3" which states that monolinguals know more than bilinguals or multilinguals, the participants were in a big majority disagree with that idea because they saw no connection between one language and knowing more, "6" which claims that monolinguals are more trustworthy than bilinguals or multilinguals, sometimes language switching is may not be so correct if the the switched language is not known by somebody in the same environment, except from such a situation there is no connection between the language and the trustworthiness, "7" which states that monolinguals are emotionally more stable than bilinguals or multilinguals, "8" which claims that it is a disadvantage to speak more than one language with children. Several studies have alleged that acquiring more than one language in early childhood may improve a whole host of cognitive abilities, these abilities may help them to be able to focus on a busy environment, may help them use their brain to adapt at switching between tasks and may help them have a better memory to remember things. And these studies imply that acquiring more than one language clearly makes the children's brains better. "9" which claims that monolinguals are better at their career than bilinguals or multilinguals. A big number of the students disagreed with the idea that always using one language gains more advantages than using two or more. And "10"

which claims that monolingual people are more relaxed than bilinguals or multilinguals in their daily life. These responses show that there is not a general agreement on the favor of monolingualism in society. The similar responses given in many of the statements in this cluster might suggest that nearly none of the participants agree on the presence of a relation between the psychological status and the number of the languages one speaks.

At table 12 personal perceptions towards self-identity and monolingualism were looked for with the statements that were directed to the participants. Here it was looked for whether there is a relation between the students' social identity and their attitude towards a new language. It is demonstrated by some authors that social identity is of great importance for the formation of language attitudes (Abraham, 1987; Cargile and Giles, 1997). In this cluster, the responses were in general similar for the feeling about monolingualism but according to the answers of the participants at statements 3, 5 and 6 the answers were in tendency to support bi-multilingualism. At the statements 1, 2 and 4, the participants gave similar answers but the statement 4. is an important point because the first language is the language that may come out at the moment when the most intense emotions are experienced (at the situation of panic, fear, raptures, etc.).

At table 13 (MISC Vivian Cook items.), there are statements generally about manners of speaking languages and effective language learning styles. There are no big differences between the responses about who the best language speakers are and who makes the best language teachers, that is the participants didn't give any big different percentage on it. But the participants have strong agreements on the need for early age foreign language learning and they strongly think that one should give up his or her native language while learning another language. The participants' responses to the statement 2 showed their disagreement about '*Native speakers make the best language teachers.*', because as we know well there are four language skills (listening, speaking, reading and writing) and the native speakers are better in 'speaking and listening' because they daily live the language rather than having education of teaching language, yet the non-native teachers may also teach the other skills 'writing and reading' as well as the native ones after having a good education of language teaching. At statement 5 the number of the students that agreed and disagreed was not far from each other, because as it was stated

before sometimes language switching is may not be so correct if the switched language is not known by somebody in the same environment, but if the spoken language and the language switched in are both known by the people in that environment, it might not be seen as rudeness. At statement 8 the number of the participants that strongly agreed and strongly disagreed was almost the same, this result may be because of the students' not remembering about the process of learning a language is gone in a classroom but the exposing to a language may be anywhere in which a foreign language is spoken. As English journalist and author Geoffrey Willans said, "You can never understand one language until you understand at least two." If the language teachers also are asked the same question, the same answer could be got, it is hard to recognize grammatical idiosyncrasies and idiomatic expressions of one language without struggling to learn another language. The similarities or diversities of the expressions of the languages and the comparisons in grammatical structures between the languages may be given by successful language teachers as it needs to be done.

At table 14 (Gardner's 8) while looking generally it can be seen that the responses tend to support bilingualism and multilingualism. When looking one by one, at the first statement the participants think that it is important to learn another language for being able to speak with the people native of that language. At statement 2 the responses are not far different but the common idea is that the foreign language is not just for their career, that may mean the students have more important reasons for learning a language than for a career. The statements 3, 4, 5, 6 and 7 show very strong agreement on the ideas about language's making them knowledgeable, enabling them to enjoy the books and the film in the target language, helping them find a good job and making it easier to join in other cultural groups' activities more freely. At statement 8 it is seen that knowing a language may not mean to be more respectful.

Languages provide us to use tools which are not invented personally by an individual user of the language, which have been devised in preceding times and re-circulated for long periods of time by others. So, in this wise, it immediately connects the young language user or a new learner of a language to cultural traditions in time or space. This connection with the past is an important way where languages, in this case, temporal

traditions, provide a unique form of access to some other cultural traditions. (Bianco, 2010).

At table 15 the statements were directed to the students to see their opinions about social, economic and intellectual effects which learning another foreign language could have on people in a certain region. Here also there can be seen that the big part of the participants praises the advantages of bilingualism in society. As being language class students, the participants are in general aware of the favor of the foreign language as the cluster shows but the idea that '*knowing two languages makes people cleverer.*' cannot get certain support and the participants have different answers for it.

In conclusion, thanks to learning or acquiring a second or third language before and having the ability of being able to use the experiences such as; language learning strategies, sensitivity to languages and grammatical differences in various languages, bilinguals and multilinguals must be good at language learning. These experiences may help bilinguals and multilinguals learn a foreign language together with grammar and vocabulary with less difficulty. They have proficient command of two or more languages and they have metalinguistic awareness and executive functions. Knowing more than one language, speaking these languages daily show that bilinguals or multilinguals may have the ability of fluent code-switching, so this demonstrates that they in a big probably have an easy code-switching system from one language to another with easy usage of grammatical patterns and articulation system of different languages. Other than the benefits of being bilinguals or multilinguals, knowing more than one language is more than a need. In this modern time and global world, it is must to be bilinguals or multilinguals, especially the languages that may be called as lingua franca should be known by so many people for worldwide social interaction, trade, tourism, technologies and so on. Having been exposed to a few languages at the same time unconsciously in a certain region that two or more languages are spoken in, language learners might turn their former unconscious experiences into conscious and they might display their linguistic power with using their experiences. These experiences may include pronunciation, the ability in building sentences in different languages (grammatical patterns that may help in building sentences in another language), vocabulary knowledge, the ability of switching

from a language to another, etc. So the linguistic experience is one of the most facilitative keys in learning another language for bilinguals or multilinguals.

Other than the prejudice all around our country that students, in general, think that learning a foreign language is hard work, if the monolinguals and multilinguals are compared, it can be seen that bilinguals and multilinguals may be psychologically more ready for another language and they may have more facilitative factors in their hands. Because monolinguals may have never experienced strategies in learning a new language before, while bilinguals or multilinguals are in a big probably already aware of the strategies of language learning. While learning a new language, bilingual or multilingual learners might expeditiously notice the similarities with one of the languages they know and they might use these similarities in order to speed up their language learning process. Such an example can be given; if a person that has never ridden a bike wants to ride a motorbike, he has to learn both the technical specifications of that motorbike and how to not fall the motorbike but a person that knows how to ride a bike needs to learn just the technical differences between a bike and a motorbike and he will be able to ride the motorbike easily without falling it down thanks to the former experiences. Based on this example it can be said that multilingualism may be the ability to understand different described languages which may help grouping the undescribed ones with an effort of analyzing them, something like hearing various sounds in nature and getting the known sounds and simulate the unknown with the known, something like smelling different smells and identifying them. Because there is more defined information in the mind, and this knowledge may somehow enable learning the new information faster and more effectively and may support the process.

While teaching bilinguals or multilinguals, we as teachers need to uncover the conscious or unconscious linguistic knowledge of the students, their metalinguistic awareness, sensitivity, language strategies that learners must have already had. As known bilingual and multilingual learners can step from a language to another easily by using different grammatical patterns and vocabulary automatically, this ability may give us the opportunity and the possibility of giving examples in different languages and make similarities or differences from any language that the learners know. And these

opportunities might make the language teaching process advance more efficiently. As mentioned in the thesis, different languages may have some similarities to be caught by the learners, these can be in grammatical patterns, for example, the interrogative and the affirmative types of the sentences in Russian and Kurdish are the same (that is they have no difference in written form but the intonation makes the sentences affirmative or interrogative) and knowing one of these two languages may ease learning the other language or can be the similarities in vocabulary that all languages might have some in common that may ease the language learning process. By using the similarities, language teachers can ease the language teaching process by providing an easier way to learn languages and by strengthening the memories of the learners, because the analogy is also a memory strengthening technic and in this way, the similar words could be memorized more efficiently and permanently. On the whole, the more languages the people know, the easier/the more they may get common parts from all the languages and this might help them to have a linguistic power. For future studies language teachers that grew up in bilingual or multilingual cultures can be focused to understand the impact of bilingualism/multilingualism on foreign language learning. As language teachers like of English, Turkish, Kurdish, Arabic, French, etc. can be more capable of language learning processes, they could provide us with more experience in that matter. This could be covered in a future study.

VI. REFERENCES

- ABRAHAM R.G., “Field Independence-dependence and the Teaching of Grammar”, **TESOL Quarterly**, 1987, 19, 689-702.
- ADESOPE O.O., LAVIN T., THOMPSON T., & UNGERLEIDER C., “A systematic review and meta-analysis of the cognitive correlates of bilingualism”, **Review of Educational Research**, 2010, 80(2), 207–249.
- BAKER C., **Key issues in bilingualism and bilingual education**, Clevedon: Multilingual Matters (Series); 35, 1988.
- BAKER C., & JONES S.P., **Encyclopedia of bilingualism and bilingual education**. Philadelphia, USA: Multilingual Matters Ltd., 1998.
- BAKER C., **Foundations of bilingual education and bilingualism/Colin Baker**, 3rd edn. Bilingual Education and Bilingualism: 27, 2001.
- BARAC R., BIALYSTOK E., CASTRO D.C., & SANCHEZ M., “The cognitive development of young dual language learners: A critical review”, **Early Childhood Research Quarterly**, 2014, 29(4), 699–714.
- BEN-ZEEV S., “The influence of bilingualism on cognitive development and cognitive strategy”, **Child Development**, 1977, 48, 1009–1018.
- BERMAN R., “Transfer of writing skills between languages”, **TESL Canada Journal**, 1994, 12, 26-46.
- BHATIA T.K., & RITCHIE W.C., **The handbook of bilingualism and multilingualism**. West Sussex, UK: Black Well Publishing, 2013.
- BIALYSTOK E., “Levels of bilingualism and levels of linguistic awareness”, **Dev Psychol**, 1988, 24, 560–567.
- BIALYSTOK E., **Bilingualism in development: Language, literacy, and cognition**. New York: Cambridge University Press, 2001.

- BIALYSTOK E., LUK G., PEETS K.F., & YANG S., “Receptive vocabulary differences in monolingual and bilingual children”, *Bilingualism: Language and Cognition*, 2010, 13(4), 525–531.
- BIALYSTOK E., “The bilingual adaptation: How minds accommodate experience”, *Psychological Bulletin*, 2017, 143(3), 233–262.
- BIANCO J.L., **The importance of language policies and multilingualism for cultural diversity**. ISSJ 199 UNESCO 2010. Published by Blackwell Publishing Ltd., 9600 Garsington Road, Oxford, OX4 2DK, UK and 350, Malden, MA 02148, USA, 2010.
- BILD E., & SWAIN M., “Minority language students in a French immersion programme: Their French proficiency”, *Journal of Multilingual and Multicultural Development*, 1989, 10 (3), 255–274.
- BLOOMFIELD L., **Language**. New York: Holt., 1933.
- CARGILE A.C., & GILES H., “Understanding Language Attitudes: Exploring listener affect and identity”, *Language and Communication*, 1997, 17(3), 195-217.
- CENOZ J., & GENESEE F., **Psycholinguistic perspectives on multilingualism and multilingual education**. In J. Cenoz, F. Genesee (eds), *Beyond Bilingualism: Multilingualism and Multilingual Education*. Clevedon: Multilingual Matters, 1998.
- CENOZ J., & VALENCIA J.F., “Additive trilingualism: Evidence from the Basque Country”, *Applied Linguistics*, 1994, 15, 195–207.
- CHERTKOW H., WHITEHEAD V., PHILLIPS N., WOLFSON C., ATHERTON L., & BERGMAN H., “Multilingualism (but not always bilingualism) delays the onset of Alzheimer's disease: evidence from a bilingual community”, *Alzheimer Dis Assoc Disord*, 2010, 24, 118–125.
- CLYNE M., HUNT C.R., & ISAAKIDIS T., “Learning a Community Language as a Third Language”, *International Journal of Multilingualism*, 2004, 1(1), 33-52.
- COOK V., “VC’s Test of Monolingualism Mark III.” Retrieved from: <http://homepage.ntlworld.com/vivian.c/SLA/Attitudes.htm>, 2001. (Access Date: 02 Marc 2020).

- CORDER S.P., "Language distance and the magnitude of the learning task", **Studies in Second Language Acquisition**, 1979, 2, 27-36.
- CUMMINS J., "The influence of bilingualism on cognitive growth; A synthesis of research findings and explanatory hypothesis", Working papers on bilingualism. The Ontario Institute for Studies in Education, Ontario, Canada, 1976.
- CUMMINS J., **Language, power and pedagogy: Bilingual children in the crossfire.** Bilingual education and bilingualism. Vol. 23. Bristol: Channel View Publications, 2000.
- DIAZ R.M., & KLINGER C., **Towards an explanatory model of the interaction between bilingualism and cognitive development.** In E. Bialystok (Ed.), *Language Processing in Bilingual Children*, 113–140. Cambridge, U.K.: Cambridge University Press, 1991.
- EISENSTEIN M., "Childhood bilingualism and adult language learning aptitude", **CUNY Forum**, 1977, 3, 47-61.
- ERRASTI M.P.S., "Acquiring writing skills in a third language: The positive effects of bilingualism", **International Journal of Bilingualism**, 2003, 7(1), 27-42.
- EUROPEAN COMMISSION, **Europeans and their languages, a survey coordinated by the Commission.** European Commission. Archived (PDF) from the original on 5 February 2016. Retrieved 15 November 2016.
- FEDZECHKINA M., BECKY C., & FLORIAN T.J., "Human information processing shapes language change", **Psychological Science**, 2018, 29(1), 72–82.
- FLYNN S., FOLEY C., & VINNITSKAYA I., "The cumulative-enhancement model for language acquisition: Comparing adults' and children's patterns of development in first, second and third language acquisition of relative clauses" **International Journal of Multilingualism**, 2004, 1(1), 3–16.
- FRANCESCHIN R., "Multilingualism and multicompetence: A Conceptual View", **The Modern Language Journal**, 2011, 95, 344-355.
- GARCIA-MAYO M.P., "Cognitive approaches to L3 acquisition", **International Journal of English Studies**, 2012, 12 (1), 129-146.

- GARDNER R.C., CLEMENT R., SMYTHE P.C., & SMYTHE C.L., **Attitudes and motivation test battery-Revised manual**. (Research Bulletin # 1 5). London: University of Western Ontario, 1979.
- GARDNER R.C., **Social psychology and second language learning: the role of attitudes and motivation**. London: Edward Arnold, 1985.
- GENESEE F., & LAMBERT W.E., “Trilingual education for majority language children”, **Child Development**, 1983, 54, 105–114.
- GOMLEKSIZ M.N., “An evaluation of students' attitudes toward English language learning in terms of several variables”, **Procedia Social and Behavioral Sciences**, 2010, 9, 913-918.
- GOTTARDO A., & GRANT A., **Defining bilingualism. Encyclopedia of Language and Literacy Development** (pp. 1-7). London, ON: Canadian Language and Literacy Research Network. Retrieved December 1st 2011. 2008.
- GROSJEAN F., **A psycholinguistic approach to code-switching: The recognition of guest words by bilinguals**. In: L. Milroy and P. Muysken (eds.), *One Speaker, Two Languages: Cross-Disciplinary Perspectives On Code-Switching*. Cambridge: Cambridge University Press, 1982.
- GROSJEAN F., **The Psycholinguistics of Bilingualism**. Blackwell Publishing Ltd., 2013.
- HAUGEN E., **The Norwegian Language in America: A Study in Bilingual Behaviour**. 2nd printing, revised 1969. Bloomington: Indiana University Press, 1953.
- HERMANN G., “Attitudes and success in children’s learning of English as a second language: The National Vs. The resultative hypothesis”, **English Language Teaching Journal**, 1980, 34(4), 247-254.
- HERWIG A., **Plurilingual lexical organisation: Evidence from lexical processing in L1–L2–L3–L4 translation**. In J. Cenoz, B. Hufeisen & U. Jessner (eds.), *Cross-linguistic influence in third language acquisition: Psycholinguistic perspectives*, 115–137. Clevedon: Multilingual Matters, 2001.
- HOPP H., VOGELBACHER M., KIESEIER T., & THOMA D., “Bilingual advantages in early foreign language learning: Effects of the minority and the majority language”, **Learning and Instruction**, 2019, 61, 99-110.

- HURD M., “Minority language children and French immersion: Additive multilingualism or subtractive semi-lingualism”, **Canadian Modern Language Review**, 1993, 49(3), 514–525.
- JASINSKA K.K., & PETITTO L.A., “How age of bilingual exposure can change the neural systems for language in the developing brain: A functional near infrared spectroscopy investigation of syntactic processing in monolingual and bilingual children”, **Developmental Cognitive Neuroscience**, 2013, 6, 87–101.
- KASSAIAN Z., & ESMAE’LI S., “The effect of bilinguality on L3 Breadth of vocabulary knowledge and word reading skill”, **Theory and Practice in Language Studies**, 2011, 1(8), 966-974.
- KESHAVARZ M.H., & ASTANEH H., “The impact of bilinguality on the learning of English vocabulary as a foreign language (L3)”, **Bilingual Education and Bilingualism**, 2004, 7(4), 295-302.
- KLEIN E.C., “Second versus third language learning: Is there a difference?”, **Language Learning**, 1995, 45, 419–465.
- KLEIN H.G., “Interkomprehension in romanischen Sprachen”, **Grenzgänge**, 1999, 6, 17–29.
- KLEIN R.M., CHRISTIE J., & PARKVALL M., “Does multilingualism affect the incidence of Alzheimer’s disease: A Worldwide analysis by country”, **SSM-Population Health**, 2016, 2, 463–467.
- LAMBERT W.E., & TUCKER G.R., **The bilingual education of children: The St. Lambert experiment**. Rowley, MA: Newbury House, 1972.
- LAMBERT W.E., **Bilingualism and language acquisition**. In H. Winitz (Ed.). Native language and foreign language acquisition (pp. 9-22). New York: New York Academy of Sciences, 1981.
- MAGISTE E., “Learning a third language”, **Journal of Multilingual and Multicultural Development**, 1984, 5(5), 415–421.
- MAY S., **The multilingual turn: Implications for SLW, TESOL and Bilingual education**. New York/London: Routledge, 2014.
- MCLAUGHLIN B., **Theories of second-language learning**. (1st Ed.). London, UK. Edward Arnold, 1987.

- MEARA P., **The bilingual lexicon and the teaching of vocabulary.** In R. Schreuder and B. Weltens (eds.), *The bilingual lexicon*, 279–297. Amsterdam-Philadelphia: John Benjamins Publishing Company, 1993.
- MEJIA A.M., “The national bilingual program in Colombia; Imposition or opportunity?”, **Journal of Applied Language Studies**, 2011, 5(3), 7-17.
- MODIRKHAMENE S., “The reading achievement of third language versus second language learners of English in relation to the interdependence hypothesis”, **International Journal of Multilingualism**, 2006, 3(4), 280-292.
- MONTRUL S., **Dominance and proficiency in early and late bilingualism.** In C. Silva-Corvalán, J. Treffers-Daller (Eds.). *Language dominance in bilinguals. Issues of measurement and operationalization* (pp. 15–35). Cambridge: Cambridge University Press, 2015.
- MULLER-LANCE J., **Tertiärsprachen aus Sicht der Kognitiven Linguistik: Überlegungen zu Fremdsprachenunterricht und Fremdsprachenfolge.** In J. Müller-Lancé & C. M. Riehl (eds.), *Ein Kopf viele Sprachen: Koexistenz, Interaktion und Vermittlung*, 133–149, 2002.
- PEAL E., & LAMBERT W., “The Relation of bilingualism to intelligence. **Psychological Monographs**”, 1962, 76, 546-558.
- RAUCH D.P., NAUMANN J., & JUDE N., “Metalinguistic awareness mediates effects of full biliteracy on third-language reading proficiency in Turkish-German bilinguals”, **International Journal of Bilingualism**, 2012, 16(4), 402-418.
- ROEPER T., **Universal Bilingualism.** Department of Linguistics, University of Massachusetts, Amshert, Mass. 01003, 1999.
- SAUNDERS G., **Bilingual Children: From birth to teens** (2nd ed.). Clevedon, Philadelphia: Mutlingual Matters Ltd., 1988.
- SERIN N., SERIN O., & CEYLAN A., “Affective characteristics of university students about english course and their attitude and thoughts toward the course”, **Procedia-Social and Behavioural Sciences**, 2010, 2(2), 1936-1939.

- SKOE E., BURAKIEWICZ E., FIGUEIREDO M., & HARDIN M., “Basic neural processing of sound in adults is influenced by bilingual experience”, **Neuroscience**, 2017, 349, 278–290.
- SPITZER M., “Bilingual benefits in education and health”, **Trends in Neuroscience and Education**, 2016, 5, 67–76.
- SVECOVA L., **Approach to Learning: Bilingual and ASL Children**.^[1]_{SEP}(Bachelor’s Diploma Thesis). Department of English and American Studies. Masaryk University, 2009.
- SWAIN M., LAPKIN S., ROWEN N., & HART D., “The role of mother tongue literacy in third language learning”, **Language Culture and Curriculum**, 1990, 3(1), 65–81.
- THIÉRY C., “Le bilinguisme vrai”, **Études de Linguistique Appliquée**, 1976, 24, 52-63.
- THOMAS J., “The role played by metalinguistic awareness in second and third language learning”, **Journal of Multilingual and Multicultural Development**, 1988, 9, 235-246.
- TRASK R.L., **The key concept in language and linguistics**. New York: Routledge London, 1999.
- TUCKER G.R., **A global perspective on bilingualism and bilingual education (1999)**. Carnegie Mellon University" (PDF). cal.org. Retrieved 8 May 2018.
- VALENCIA J., & CENOZ J., **Bilingualism and third language acquisition**. [A]ERIC Document Reproduction Service (ED 364 118), 1993.
- VERHOEVEN L., “Transfer in bilingual development: The linguistic interdependence hypothesis revisited”, **Language learning**, 1994, 44, 381-415.
- ZOBL H., **Prior linguistic knowledge and the conservation of the learning procedure**. In S.M. Gass & L. Selinker (eds), *Language Transfer in Language Learning*. Amsterdam/Philadelphia: John Benjamins, 1993.

APPENDICES

APPENDIX 1: Monolingualism, Bilingualism, Multilingualism Attitudes
Questionnaire

APPENDIX 2: General factual feelings about social monolingualism

APPENDIX 3: General opinions about psychological monolingualism

APPENDIX 4: Personal feelings about monolingualism

APPENDIX 5: MISC Vivian Cook items

APPENDIX 6: Gardner's 8

APPENDIX 7: Selection from Baker's Attitudes to Bilingualism test



T.C.
MARDİN VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 18278207-10.01-E.738511
Konu : İngilizce Öğretmeni
Metin YILDIZ'ın Anket Çalışması

10.01.2020

VALİLİK MAKAMINA

İlgi : Artuklu İlçe Millî Eğitim Müdürlüğü'nün 09.01.2019 tarihli ve 636607 sayılı yazısı ve ekleri.

İlimiz Artuklu ilçesi, Şakir Nuhoglu Kız Anadolu İmam - Hatip Lisesi İngilizce Öğretmeni ' Metin YILDIZ'ın, "**İki dilliliğin ve çok dilliliğin bir sonraki dili öğrenme üzerindeki pozitif etkileri / positive effects of bilingualism and multilingualism on learning another language**" adlı anket tez çalışması kapsamında; ilimiz genelindeki dil sınıflarının olduğu liselerde dil sınıfı öğrencilerine yönelik uygulanması isteği ile ilgili ilgi yazı ve ekleri ilişikte sunulmuştur.

Türkiye Cumhuriyeti Anayasası, Millî Eğitim Temel Kanunu ile Türk Millî Eğitiminin genel amaçlarına uygun olarak; **yürürlükte olan tüm yasal düzenlemelerde belirtilen hüküm, esas ve amaçlara aykırılık teşkil etmeyecek şekilde** denetimleri ilgili okullar, İlçe Millî Eğitim Müdürlüğü tarafından gerçekleştirilmek üzere; derslerin aksatılmaması kaydıyla; İlimiz Artuklu ilçesi, Şakir Nuhoglu Kız Anadolu İmam - Hatip Lisesi İngilizce Öğretmeni ' Metin YILDIZ'ın, "**İki dilliliğin ve çok dilliliğin bir sonraki dili öğrenme üzerindeki pozitif etkileri / positive effects of bilingualism and multilingualism on learning another language**" adlı anket tez çalışması kapsamında; ilimiz genelindeki dil sınıflarının olduğu liselerde dil sınıfı öğrencilerine yönelik anket çalışmasının uygulanması Müdürlüğümüzce uygun görülmektedir.

Makamınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Mahsum GÖNEN
Müdür a.
Şube Müdürü

OLUR
10.01.2020

Şehmus SÜMER
Vali a.
İl Millî Eğitim Müdürü



T.C.
MARDİN VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 18278207-10.01-E.776299
Konu : İngilizce Öğretmeni
Metin YILDIZ'ın Anket Çalışması

13.01.2020

DAĞITIMLI

İlgi : a) Artuklu İlçe Millî Eğitim Müdürlüğü'nün 09.01.2019 tarihli ve 636607 sayılı yazısı ve ekleri.
b) Valilik Makamının 10.01.2020 tarihli ve 18278207-10.01-E.738511 sayılı onayı.

İlimiz Artuklu ilçesi, Şakir Nuhoglu Kız Anadolu İmam - Hatip Lisesi İngilizce Öğretmeni ' Metin YILDIZ'ın, "**İki dilliliğin ve çok dilliliğin bir sonraki dili öğrenme üzerindeki pozitif etkileri / positive effects of bilingualism and multilingualism on learning another language**" adlı anket tez çalışması kapsamında; ilimiz genelindeki dil sınıflarının olduğu liselerde dil sınıfı öğrencilerine yönelik;

Türkiye Cumhuriyeti Anayasası, Millî Eğitim Temel Kanunu ile Türk Millî Eğitiminin genel amaçlarına uygun olarak; **yürürlükte olan tüm yasal düzenlemelerde belirtilen hüküm, esas ve amaçlara aykırılık teşkil etmeyecek şekilde** denetimleri ilgili okullar, İlçe Millî Eğitim Müdürlüğü tarafından gerçekleştirilmek üzere; derslerin aksatılmaması kaydıyla uygulanmasının uygun görüldüğüne ilişkin, ilgi (b) Valilik Onayı ve ekleri ilişikte gönderilmiştir.

Bilgilerinizi ve gereğini rica ederim.

Mahsum GÖNEN
Vali a.
Şube Müdürü

EK : İlgi (b) Valilik Onayı ve Ekleri

Dağıtım :
Gereği ;
-10 İlçe Kaymakamlığına
(İlçe Millî Eğitim Müdürlüğü)

Appendix 1: Monolingualism, Bilingualism, Multilingualism Attitudes Questionnaire

Please answer the following questions. All your answers will be confidential. / Lütfen aşağıda verilen soruları yanıtlayınız. Vereceğiniz cevaplar gizli kalacaktır.

School / Okul:	Age/ Yaş :			
Cinsiyet / Gender:	FEMALE/KADIN <input type="checkbox"/>	MALE/ERKEK <input type="checkbox"/>		
Do you speak any other language except from Turkish at home? / Evde Türkçe dışında başka bir dil konuşuyor musunuz?	YES/EVET <input type="checkbox"/>	NO/HAYIR <input type="checkbox"/>		
Please state if any / Varsa belirtiniz :				
Can you understand when you hear another language? / Türkçe 'den başka bir dil duyunca anlayabiliyor musunuz?	YES/EVET <input type="checkbox"/>	NO/HAYIR <input type="checkbox"/>		
Please state if any / Varsa belirtiniz :				
Do the languages you already know have any effect on learning the next language? / Daha önce bildiğiniz dillerin sonraki dili öğrenmede etkisi var mı?	YES/EVET <input type="checkbox"/>	NO/HAYIR <input type="checkbox"/>		
If any / Varsa	Positive effect/Olumlu <input type="checkbox"/>	Negative effect/Olumsuz <input type="checkbox"/>		
When you hear a conversation in a language you don't know, do you understand any part or word? / Bilmediğiniz bir dile bir konuşma duyunca herhangi bir bölümünü veya kelimesini anladığınız oluyor mu?	YES/EVET <input type="checkbox"/>	NO/HAYIR <input type="checkbox"/>		
If you understand, is the reason of it your <u>bilingualism</u> or <u>multilingualism</u> ? / Eğer anlıyorsanız, bunun sebebi sizin <u>iki dilliliğiniz</u> ya da <u>çok dilliliğiniz</u> mi?	YES/EVET <input type="checkbox"/>	NO/HAYIR <input type="checkbox"/>		
Please state the languages you know. /Lütfen bildiğiniz dilleri işaretleyiniz	Turkish/Türkçe <input type="checkbox"/>	Kurdish/Kürtçe <input type="checkbox"/>	Arabic/Arapça <input type="checkbox"/>	Other/Diğer



1: Strongly Agree (tamamen katılıyorum) 2: Agree (katılıyorum) 3: partly agree (kısmen katılıyorum) 4: Neutral (nötr) 5: Partly disagree (kısmen katılmıyorum) 6: Disagree (katılmıyorum) 7: Strongly Disagree (kesinlikle katılmıyorum)

Appendix 2: General factual feelings about social monolingualism

1. In my country people have an advantage who use one language every day rather than more than one language.

Agree 1 2 3 4 5 6 7 Disagree

2. In my country people who speak only one language every day have more friends than people who speak more than one language.

Agree 1 2 3 4 5 6 7 Disagree

3. In my country most people use only one language every day.

Agree 1 2 3 4 5 6 7 Disagree

4. In my country people who use two or more languages every day get better jobs than those who use only one.

Agree 1 2 3 4 5 6 7 Disagree

5. In everyday life in my country most people need to speak more than one language.

Agree 1 2 3 4 5 6 7 Disagree

6. People who live in my country should all speak the same language.

Agree 1 2 3 4 5 6 7 Disagree

7. A country is more successful if the people in it speak more than one language.

Agree 1 2 3 4 5 6 7 Disagree



Appendix 3: General opinions about psychological monolingualism

1. People who speak more than one language have less psychological problems than people who speak only one.

Agree 1 2 3 4 5 6 7 Disagree

2. People who speak one language think less clearly than those who speak two or more.

Agree 1 2 3 4 5 6 7 Disagree

3. People know more if they speak one language rather than two or more.

Agree 1 2 3 4 5 6 7 Disagree

4. People who speak one language get more confused about their identity than people who speak two or more.

Agree 1 2 3 4 5 6 7 Disagree

5. People who speak one language are less open-minded than people who speak two or more.

Agree 1 2 3 4 5 6 7 Disagree.

6. People who speak one language are more trustworthy than people who speak two or more.

Agree 1 2 3 4 5 6 7 Disagree

7. People who speak one language are more emotionally stable than people who speak two or more.

Agree 1 2 3 4 5 6 7 Disagree

8. Speaking two languages at home is a handicap for a child.

Agree 1 2 3 4 5 6 7 Disagree

9. People who use one language all the time usually succeed at their careers more than people who speak more than one language.

Agree 1 2 3 4 5 6 7 Disagree

10. People who speak one language every day are more relaxed than people who speak more than one language.

Agree 1 2 3 4 5 6 7 Disagree

11. People who speak one language every day have worse memories than those who speak two or more.

Agree 1 2 3 4 5 6 7 Disagree

12. People who speak two or more languages think more quickly than those who speak one.

Agree 1 2 3 4 5 6 7 Disagree



Appendix 4: Personal feelings about monolingualism

1. It is important for me to speak my first language well rather than to speak other languages.

Agree 1 2 3 4 5 6 7 Disagree

2. I will always feel more myself in my first language than in another language.

Agree 1 2 3 4 5 6 7 Disagree

3. I would like to be considered a speaker of two languages rather than just a speaker of my first language.

Agree 1 2 3 4 5 6 7 Disagree

4. I would feel more at home with people who speak two or more languages than with people who speak only my first language.

Agree 1 2 3 4 5 6 7 Disagree

5. I would prefer to use one language every day rather than two or more.

Agree 1 2 3 4 5 6 7 Disagree

6. I would be happier if I spoke one language every day than if I spoke two or more.

Agree 1 2 3 4 5 6 7 Disagree

7. I would feel a less confident person if I spoke one language every day than if I spoke two or more.

Agree 1 2 3 4 5 6 7 Disagree



Appendix 5: MISC Vivian Cook Items

1. The people who speak a language best are those who know only one language rather than two or more.

Agree 1 2 3 4 5 6 7 Disagree

2. Native speakers make the best language teachers.

Agree 1 2 3 4 5 6 7 Disagree

3. You should try not to use your first language while you are learning another language.

Agree 1 2 3 4 5 6 7 Disagree

4. It is important not to have an accent in another language.

Agree 1 2 3 4 5 6 7 Disagree

5. Switching between languages in a conversation is rude even if the other person knows both languages.

Agree 1 2 3 4 5 6 7 Disagree

6. Children learn second languages better than adults.

Agree 1 2 3 4 5 6 7 Disagree

7. People who go to live in a new country should give up their own language.

Agree 1 2 3 4 5 6 7 Disagree

8. It is difficult to learn a second language in a classroom.

Agree 1 2 3 4 5 6 7 Disagree



Appendix 6: Gardner's 8

1. Speaking or learning another language is important to me because it will allow me to be more at ease with people who speak that language

Agree 1 2 3 4 5 6 / Disagree

2. Speaking or learning another language is important to me only because I need it for my career.

Agree 1 2 3 4 5 6 7 Disagree

3. Speaking or learning another language is important to me because I will be able to meet and talk to more kinds of people.

Agree 1 2 3 4 5 6 7 Disagree

4. Speaking or learning another language is important to me because it will make me more knowledgeable.

Agree 1 2 3 4 5 6 7 Disagree

5. Speaking or learning another language is important to me because I will be able to enjoy the films and books of the people who speak it better.

Agree 1 2 3 4 5 6 7 Disagree

6. Speaking or learning another language is important to me because I think it will someday be useful in getting a good job.

Agree 1 2 3 4 5 6 7 Disagree

7. Speaking or learning another language is important to me because I will be able to take part more freely in the activities of other cultural groups

Agree 1 2 3 4 5 6 7 Disagree

8. Speaking or learning another language is important to me because other people will respect me more if I know another language.

Agree 1 2 3 4 5 6 7 Disagree



Appendix 7: Selection from Baker's Attitudes to Bilingualism test

1. It is important to be able to speak two languages.

Agree 1 2 3 4 5 6 7 Disagree

2. Knowing two languages makes people cleverer.

Agree 1 2 3 4 5 6 7 Disagree

3. Being able to write in two languages is important.

Agree 1 2 3 4 5 6 7 Disagree

4. All schools in my country should teach pupils to speak in two languages.

Agree 1 2 3 4 5 6 7 Disagree

5. Children in my country should learn to read two languages.

Agree 1 2 3 4 5 6 7 Disagree

6. People who speak two languages can have more friends than those who speak one language.

Agree 1 2 3 4 5 6 7 Disagree

7. People may earn more money if they speak two languages.

Agree 1 2 3 4 5 6 7 Disagree

8. People know more if they speak two languages.

Agree 1 2 3 4 5 6 7 Disagree



RESUME



Name Surname : Metin YILDIZ

Date and Place of Birth : 11.09.1983

E-mail : metinyldz_125@hotmail.com

Job: English Teacher / M.E.B

EDUCATION

Bachelor : Comrat State University. English and Russian Language and Literature, 2010.
Comrat, Moldova.

Pedagogical Formation Education Certificates:

Pedagogical Formation Education Certificate in English, Comrat, Moldova

Pedagogical Formation Education Certificate in Russian, Comrat, Moldova.

Pedagogical Formation Education Certificate in Turkish, Gaziantep, Turkey.

RESEARCH

Metin Yıldız, Veysel Kılıç. In a Cosmopolitan City Facilitative Factors of Bilingualism and Multilingualism in Foreign Language Learning Process. *International Journal of Media Culture and Literature* Year 6 Issue 1 - June 2020 (59-72)