**NEAR EAST UNIVERSITY**

**GRADUATE SCHOOL OF EDUCATIONAL SCIENCES**

**DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**FAMILY LANGUAGE POLICIES IN NORTHERN CYPRUS WITH REGARD TO ENGLISH LANGUAGE TEACHING**

**MA THESIS**

**Khayala ZEYNALOVA**

**Nicosia**

**June, 2020**

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**Supervisor**

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**June, 2020**

# APPROVAL OF THE THESIS

We certify that we have read the thesis submitted by Khayala Zeylanova titled "Family Language Planning Policies in Northern Cyprus with Regard to English Language Teaching" and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Educational Sciences.

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**DECLARATION**

I hereby declare that all information, documents, analysis and results in this thesis have been collected and presented according to the academic rules and ethical guidelines of Graduate School of Educational Sciences, Near East University. I also declare that as required by these rules and conduct, I have fully cited and referenced information and data that are not original to this study.

Khayala Zeylanova
11/06/2020

# ACKNOWLEDGMENT

# DEDICATION

*This thesis is dedicated to my son, Fatih Zeynal.*

# ABSTRACT

**Family Language Policies in Northern Cyprus With Regard to English
Language Teaching**

**Khayala ZEYNALOVA**

**MA, Department of English Language Teaching**
**Thesis Supervisor: Assoc. Prof. Dr. Çise ÇAVUŞOĞLU**
**June 2020, 56 pages**

This study investigates the family language policies (FLP) of parents whose children
are learning English as a foreign language (EFL) in northern Cyprus by looking at
the interrelationships between the three elements of FLP, i.e. parents' language
ideologies, parents' language management and parents' language practices. Designed
as a phenomenological study, the current investigation employed a qualitative
approach, where semi- structured individual interviews were conducted with a total
of 30 parents, where 21 were mothers of young children and 9 were fathers. The
interviews were recorded using a smartphone and data collected through these were
transcribed and analyzed qualitatively in reference to the research questions using
open and axial coding. The results indicated that the parents' FLP was shaped
extensively by their positive attitudes towards English as a foreign language. They
were keen on teaching their children English from a very early age, considering the
possible personal and economic advantages it may bring to their children in the
future. However, English was seen as a 'language only' and teaching of cultural
elements were not desirable. Such an ideology impacted their language management
and practices; they chose a private pre-school for their children mainly because of its
emphasis on foreign language provision. They also tried to support their children's
language learning practices with short activities at home or instances of code-
switching. Financial burden of supporting their children's foreign language learning
and the status of English as an international language emerged as the main factors
impacting their FLP. Based on the findings of the current study, further research is
recommended on the perceptions of private school administrators with regard to FLP
of the parents of children enrolled in their schools. In addition, a further investigation
into why parents emphasized English as a foreign language as well as their FLP
regarding their mother tongue can help researchers better understand the parents'
stance in this regard.

# ÖZ

## Kuzey Kıbrıs'ta İngilizce Öğretmenliği İle İlgili Aile Dil Politikaları

### Khayala ZEYNALOVA

### Yüksek Lisans, İngilizce Öğretmenliği Bölümü
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### Haziran 2020, 56 Sayfa

Bu çalışma, küçük çocukları kuzey Kıbrıs'ta yabancı dil olarak İngilizce (YDİ) öğrenen ebeveynlerin aile dil politikalarını (ADP), ADP'nin üç unsuru olan ebeveynlerin dil ideolojileri, ebeveynlerin dil yönetimi ve ebeveynlerin dil uygulamaları bağlamında incelemektir. Fenomenolojik bir çalışma olarak tasarlanan araştırmada, nitel bir yaklaşım kullanmış, 21'i anne ve 9'u baba olmak üzere toplam 30 ebeveyn ile yarı yapılandırılmış bireysel görüşmelerin gerçekleştirilmiştir. Görüşmeler bir akıllı telefon kullanılarak kaydedilmiş ve toplanan veriler açık ve eksenel kodlama yöntemleri kullanılarak nitel olarak analiz edilmiştir. Araştırmanın sonuçları, ebeveynlerin ADP'lerinin büyük ölçüde YDİ'ye karşı olan olumlu tutumları çerçevesinde şekillendiğini göstermiştir. Gelecekte çocuklarına getirebileceği olası kişisel ve ekonomik avantajları göz önünde bulundurarak, çocuklarına çok erken yaşlarda İngilizce öğretmek konusunda kararlılık göstermişlerdir. Ancak, ebeveynler arasında İngilizce'yi "sadece dil" olarak görmelerinden kaynaklanan ve kültürel unsurların öğretilmesine olmusuz bakan bir dil ideolojisi de gözlemlenmiştir. Bu ideoloji ailelerin dil yönetimi ve uygulamalarını da etkilemektedir; yabancı dil öğretimine verdiği önemden dolayı çocuklarını özel bir okul öncesi kurumuna göndermektedirler. Ayrıca, çocuklarının dil öğrenme sürecini evde düzenledikleri küçük aktiviteler veya dil değişimleri ile desteklemeye çalıştıkları da anlaşılmıştır. Çocuklarının yabancı dil öğrenimini desteklemenin mali yükü ve İngilizcenin uluslararası dil olarak statüsü ebeveynlerin ADP'lerini etkileyen ana faktörler olarak ortaya çıkmıştır. Bu çalışmanın bulgularına dayanarak, özel okul yöneticilerinin okullarına kayıtlı çocukların ebeveynlerinin ADP'sine ilişkin algıları hakkında daha fazla araştırma yapılması önerilmektedir. Buna ek olarak, ebeveynlerin İngilizce'yi neden yabancı dil olarak vurguladıkları ve anadilleri ile ilgili ADP'lerinin incelendiği araştırmaların yapılması, araştırmacıların ebeveynlerin bu konudaki tutumunu daha iyi anlamaları açısından destek olacaktır.

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# List of Abbreviations

**FLP**        : Family Language Policy

**ELT**        : English Language Teaching

**OPOL**       : One Parent One Language

**HL@H**       : Heritage Language at Home

**EFL**        : English as a Foreign Language

# CHAPTER I

# Introduction

**Background of the Study**

Because of globalization bilingualism and multilingualism became more popular around the world. People learn languages because of many reasons: education, carrier, marriage and so on. Progressively, parents begin to think about how to raise their children regarding the languages and to control the environment around the family and in terms of the languages they come in contact with. Decisions around these practices are called family language policies (FLP). FLP is defined as explicit and overt planning in relation to language use among family members (Shohamy, 2006). FLP studies children-caretaker interplays, and finally, child language development. De Houwer (1999; 2007) argues that it maintains a window into parent language ideologies and reflects attitudes and ideologies. Wei (2008) discriminated three major study perspectives in respect to bilingualism/ multilingualism: the linguistic perspective, the psycholinguistic perspective and the sociolinguistic perspective. Culture is the context in which languages are used and they cannot exist outside this context (Jessner, 2008, Schwarts & Yagmur, 2018). In this study, language learning will be researched from a sociolinguistic perspective, which focuses on language in society (Hudson, 1996).

The focus of this study is on FLP of parents of young children who are learning English as a foreign language (EFL) in northern Cyprus. Although, northern Cyprus is a tiny country, it provides good options for giving a choice of education for children who are between the ages of two and five. Pre-school education is provided by kindergartens and creches for the children between the ages of four and six. The standards of care and pre-school education are usually high and children learn with scheduled play times and creative sessions. Nowadays, that the importance of pre-schools in the term of child's development has proved scientifically, many parents in northern Cyprus prefer to send their children to private schools that cater for all ages from nursery to university.

The educational system of northern Cyprus is divided into two sections: state schools and private schools. However, the system is centralized. In other words, private schools are controlled and approved by the Ministry of Education and must accept the principles about curriculum, assessment, disciplinary issues and standards of teaching provided by the Ministry in order to be able to provide their services. There are 21 government based pre-schools in northern Cyprus. As opposed to that, there are more than 50 private pre-schools operating in northern Cyprus at the time. Not all of these schools offer extra instruction in English. Some of the prominent private pre-schools in in northern Cyprus which are offering education in English (and sometimes bilingual education) are Near East Pre-School, Necati British Pre-School, and The English School of Kyrenia, Levent Pre-school, Atmosfer Pre-School, Green Flipper Pre-School and Minik Dahiler Pre-School. A majority of these schools are located in the capital city, Nicosia.

Due to the sociological changes in the context in northern Cyprus, more families have both of their parents working. This brings the dilemma of whether to send their children to kindergartens to be looked after or to take them to their grandparents. In the recent years, probably due to the fact that the retirement age has been changed to 65 and 68 for women and men respectfully, more families are sending their children to kindergartens. However, while choosing these pre-schools, they are making choices consciously, regarding the kind of education that these institutions provide carefully. Foreign language instruction has been observed to be one of the rising trends in parents' choice of pre-school institutions in northern Cyprus.

**Statement of the Problem**

Northern Cyprus is a touristic island. There are many foreigners, tourists, and students from different countries. English is a foreign language but it has a very important place in not only in the tourism industry but also in education. It is not in competition with other foreign languages; it is the only other language taught as a compulsory lesson in schools. Influence of global American culture through media, movies, pop music, English is omnipresent

in everyday life. Another reason for learning English is that many Turkish Cypriots have family ties with relatives in the United Kingdom. (Yazgın, 2007) Other important reason for learning English is career, higher education, access to information and travel. So Turkish Cypriot parents' attitudes towards the English language seem to be quite positive (Yazgın, 2007).

Nowadays, pre-schools in northern Cyprus are looking for EFL teachers because of the demand by parents and the rising competition among schools. All of these factors impact each other. However, no scientific study has investigated the FLP of parents in northern Cyprus to understand their language ideologies and reasons for such early choice of teaching their children a foreign language. Therefore, it is important to understand the FLP of parents of young children.

**Purpose of the Study & Research Questions**

This study aims to understand the FLP of parents of young children whose children are learning EFL in northern Cyprus. Particularly, it aims to focus on parents' ideologies, language management and language practices among family members. It also refers the potential interplay among these variables. More specifically, it aims to answer the following questions:

1. What are the family language policies with regard to English as a Foreign Language among parents of young children in northern Cyprus?

a. What are families' attitudes towards and beliefs about foreign language use?

b. How do they view English in the variety of languages available to their children?

c. How do they put their family language choices, ideologies and policies into practice?

d. How do these policies impact their school choices?

2. What factors shape their language ideologies and family language policies?

**Significance of the Study**

Due to migration, EFL classrooms in northern Cyprus in pre-school age are becoming increasingly multilingual, where understanding the FLP plays a significant part in order to help teachers understand the linguistic backgrounds of their students. In addition, it enables teachers to comprehend the rationale and expectations behind parents' sending their children to pre-school where EFL is offered. Finally, this study is significant as it suggests a connection between the FLP and language pedagogy. Understanding the FLP of parents will enable school administrators in making decisions regarding both hiring teachers and organizing their language teaching practices and curricula.

**Limitations**

The main limitation in this study was the time constraint. During the planning of the study, it was planned that each parent would be interviewed once. However, as the interviews went on, it was apparent that one visit was not enough. Moreover, due to limitations in time given for the study, only one parent was interviewed from each family. This meant that it was not possible to observe inconsistencies among parents and different points of view regarding FLP.

Second, the current study is limited to FLP of parents whose children are learning English as a foreign language. The study did not include families where English was the main language of communication among parents at home or families where a foreign language other than English is learned.

# CHAPTER II
# Literature Review

This chapter provides the background to the literature related to bilingualism and multilingualism. Then, it reviews four Family Language Policy (FLP) theories: three generations theory, ecology theory, group socialization theory and Spolsky's family language policy model. Review presents the reason why researcher chose Spolsky's model for this thesis.

## Family Language Policy

Spolsky states that "language policy is all about choices" (2009, p. 1). In FLP, these choices are made by the families about which languages they would teach to their children. These decisions are very difficult in cases of migrant families living in Diasporas, where there is an official language of the host country and there is a heritage language. Moreover, in countries where there are multiple official languages, such as Singapore (Ren & Hu; 2013), several factors affect the parents' choices of languages. In the current global setting in language use, English is an important alternative, even in countries such as northern Cyprus, where the community is largely monolingual. Therefore, the choice of which languages to use and when become decisions to be made by the parents. If parents desire to raise a bilingual child, and if one of parent knows English, they can decide by whom and in what situations they are going to speak to child in the target language. For instance, a child may speak in Turkish with the father and in English with the mother. In many cases, these decisions are made by parents. However, if the language management is controlled by an authority, such as an institution that officially controls language practices or the Ministry of Education, choices could not be made freely because there would be a policy of language learning and teaching (Spolsky, 2009).

From the point of Kaplan and Baldauf (1997), language planning is like a body of ideas, so language policies suggested by authorities, such as the government, scientists, and schools, change beliefs and rules, using language practice for communities. Spolsky (2004) explains that the scope of language

policy research includes nations and government, religious organizations, workplaces, supra-national groups, schools and families. This definition was the first time that family was included in the language policy research field as an important context where languages are planned and learned. The term FLP was developed later used in sociology, education (Dewaele & Wei, 2012), psychology (Salas, Tannenbaum, Kraiger, & Smith-Jentsch, 2012), and other fields. So far in the literature related to FLP, the main focus has been immigrant families, where conflicts of first and second/third generations' language choices have been more visible. In other words, FLP has so far been concerned primarily with bilingual and multilingual families. However, due to the changing demands in the world economy, globalization and language attitudes, and foreign language instruction has been on the agenda of many parents as well as schools in countries where families themselves or the linguistic context they live in are not bilingual or multilingual. Hence, FLP in such contexts need to be investigated.

**Review of Family Language Policy Theories**

Studies concerning FLP are related to "how languages are worked, studied and discussed inside families" (King, Fogle & Logan-Terry, 2008, p. 907). Some of the important theories of FLP are Fishman's three generations theory, Haugen's language ecology theory, Harris's group socialization theory and Spolsky's language policy theory (Alter, 2000). However, it is again important to highlight that all of these theories focus on the context of diasporic communities where language learning is a result of family migration (King, 2016).

**Three Generations Theory**

According to Fishman, Cooper and Newman (1971) languages among families change in the following way among generations: The first generation of immigrants are faced with the local language but they continue to use their first language mainly. In the family, for example, a Spanish couple move to Britain and then they start to speak English and Spanish in the house. In the second phase, the second generation of the immigrants grow up in the bilingual family. The same Spanish couple's children may speak Spanish

among the family and English when they are in society. So they become bilinguals. In the third phase, the third generation is most likely to only speak the language of the host community, causing language loss and/or attrition. Fishman (1991) recommends the reversing language shift and he develops this theory into Reversing Language Shift Model. In Fishman's theory, FLP is important as the language used by the parents and issues such as the influence of the mother-child relationships on how the children acquire languages is crucial.

**Ecology Theory**

Haugen recommends Ecology Theory, which focuses on the relationships between languages and their linguistic and non-linguistic contexts (Alter, 2000; Garner, 2005). It researches the language in an embedded way, trusting that with socio-political isolation, there cannot be any language. Ecology of language relates languages and their interactions to all members, both inside and outside of the family. The term "ecology" implies that the theory can be used to extend its implications to other fields, such as psycholinguistics, sociolinguistics, and ethno linguistics, and so on.

**Group Socialization Theory**

Harris (1998) presents Group Socialization Theory and asks the question: "Why do children turn out the way they do?" (p. 185). Harris answers this question and underlines the emphasis of fellows more than parents. This theory mostly shows the importance of parents on the life of children especially in the first 5 or 6 years. After the age of 6, which is the age to start compulsory education in schools in many countries, peers play a more important role and affect children's language development and use than their parents. Although in the current context of early childhood education, the age limits that Harris has suggested may have changed, his theory is still important in placing the peers around children as important factors in language development.

**Spolsky's Family Language Policy Theory**

Spolsky (2004) separates language policy into three components: (a) language ideology or belief, (b) language practice and (d) language management. Language ideology or belief denotes the attitudes and beliefs of parents and other family members about languages. What languages family members believe should be used gradually relates to language practice. To change language practice, language use is manipulated through language management (Spolsky, 2004). Besides that, Spolsky defines three conditions when FLP usually receives attention: (1) when language practice of family is started to change by authority of family; (2) when family progressively start to speak several languages; (3) when a family immigrates to another place where another language is used. In FLP, there is no need for written rules among family members, there are choices about language ideology and language practice.

**Parental Language Ideologies and Practice**

Language ideology is described by Irvine (1989) as "the cultural (or subcultural) system of ideas about social and linguistic relationships, together with their loading of moral and political interests" (p. 255). Norms and values of the society in which people live in affect their linguistic behaviors. Therefore, parent's language ideologies and practices are shaped by these beliefs and attitudes, which in turn affect their FLP. De Houwer (1999) and Hu and Ren (2016) highlights the relationship between parent language ideologies, practice and their outcomes. Relying on these two authors, Zheng (2015) suggests the following diagram to represent children's language experience and identity formation:

**Figure 1:** Children's Language Experience and Identity Formation
(Zheng, 2015).

This model shows that three elements interact with each other. Parents first decide whether they want to raise bilingual children or not, so they decide on manners about code-switching. After that, they use the languages they choose in language practice with their children and this will support children in forming their linguistic identities. (Hu & Ren, 2016; Kopeliovich, 2010; Tuominen, 1999). Interaction of different ideologies and practices shapes children's language experiences and identities. For example, Song (2016) has investigated Korean families who live in America to understand attitude and beliefs among second generation Korean Americans regarding family support. In this study, English language was accepted as an international language by the Korean families and therefore they developed their ideology to teach their children to speak English fluently. Their ideology "naturalizes the ideology of Korean as a solitary national identity" (Song, 2016, p. 40) among their Korean community.

Different elements influence language ideologies in relation to FLP (Smith-Christmas, Bergroth, Bezcioğlu-Göktolga, 2019). These include be socio-cultural background and migration (Curdt-Christiansen, 2009) and personal language experiences (King & Fogle, 2006; King & Fogle, 2013). Specific ideologies may not be considered as prescriptive for FLP and language practices. For example, though majority of parents in Soviet Union claimed that they support Russian as an L1, only 27% of parents actually used in as an L1 to teach their children (Altman, Burstein Feldman, Yitzhaki, Armon Lotem, & Walters, 2014; Kopeliovich, 2010). Additionally, the parents' ideologies may also be defined by family structure (Kopeliovich,

2010; Spolsky, 2009). Changes to the family structure, such as having new children or parents divorcing may impact the way languages are experienced by family members (Bonvillian & Patterson, 1999; Yamamoto, 2001). Thus, all relevant factors need to be considered when understanding FLP and language practices.

**Parent Language Practice and Management**

Spolsky (2009) describes family language management as "efforts to control the language of family members, especially children" (p. 430). He also explained FLP as the rules accepted to control language practice among family members (Spolsky, 2009). There must be one leader for controlling and practicing policies in this case. Schwartz (2010) argues that there are two kinds of family language management: the one with external control and with internal control. External control is about controlling the external context where a language is learned (Lanza & Svendsen, 2007; King & Fogle, 2006; Tuominen, 1999; Zentella, 1997). This includes having related materials at home for example, or having access to technologies that would support children's language learning activities. It also includes choices such as finding a suitable neighborhood for living or a school for studying (Cunningham-Andersson & Andersson, 2004). Internal control is about managing of the family linguistic environment (Kopeliovich, 2010).

One parent one language (OPOL) and Heritage Language at Home (HL@H) are famous FLPs in language management (Zheng, 2015). In OPOL, for instance, a conscious decision is made between the parents where every parent speaks in one language and only uses that language for communication with children. It mainly appears in families where parents come from various linguistic backgrounds and where they want their children to have both parents' linguistic heritage (Wei, 2008). Nevertheless, while OPOL works in some cases, it is not very effective in others. Döpke (1998) recommends three important features in successful OPOL at home: (1) rich language attitudes; (2) monolingual use of languages by parents deepens the complexity of language input to their children; and (3) code-switching abilities of children improve. Thus, it can be argued that OPOL on its own is not useful for a

number of reasons. First, OPOL parents cannot balance out the bilingual environment outside, i.e. when children go to school for instance, the language environment changes and affects the OPOL context at home. In addition, there must be a language through which parents communicate between themselves, which shows there is not one language inside of family. Spolsky has developed model adding other elements into the diagram of De Houwer (1999) and others. Zheng (2015) offers the following adapted model:
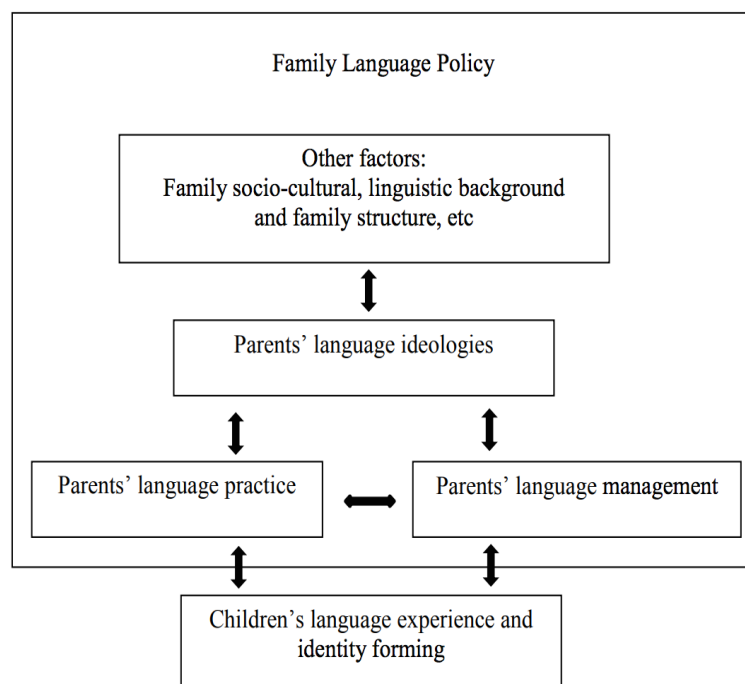


**Figure 2.** Adapted Framework of Spolsky's FLP (Zheng, 2015)

Why Spolsky's family language policy theory?

There are three groups of FLP theories: those who support the external influence on the children's language use; those who support the family's influence upon children's language experience; and those who support both (Zheng, 2015). Fishman, Cooper and Newman (1971) and Fishman (1991) had studied how languages pass through generation to generation in migrant families and the importance of the relationship between mother-children, which is the main bond for language maintenance according to him. Fishman mentions the effect of the family. However, Harris (1998) thinks that fellows and social relationships play an important role for improvement of language.

He believes that inside and outside influence will guidance to children for their language development and choices. On the other hand, comparing Haugen's abstracted theory to Spolsky, he supplies three components of FLP. This makes Spolsky's model the most comprehensive of all the previous models. Thus, this research will be on Spolsky's model. Model shown earlier presents the factors which Spolsky believes influence FLP and children's language development from a sociological perspective. Even, under these concepts, different researchers might find various factors of FLP. Looking through language management, for instance, Schwarts, Moin and Klayle (2013) study how parents look for bilingual kindergarten, controlling extra-family and intra-family language environment.

**Review of Relevant Research**

Smith-Christmas, Bergroth and Göktolga (2019) refined the opinion of "success" in FLP. The researchers centered on the experiences of at a parent in three families debating a pro-minority language FLP. Those parents' experiences were accommodated in various sociopolitical context: an immigrant context, an autochthonous minority language context and an officially bilingual state. The researchers accomplished by defending for a more family-based access to rating the personal " success" of personal FLPs, on the contrary relying on the child's linguistic output as the major presences refers of assigning whether or not an FLP is "successful".

Göktolga (2017) discussed the FLP among second generation Turkish families in the Netherlands. The researcher described the language ideology, practice and management strategies of parents, children who were in the early years of primary school and their classroom teachers. She discussed the role of parents, children and teachers as active agents in shaping the language activities in the families.

Viljamaa (2012) investigated constructing FLP as a case study on bilingual FLP. The aim of the research is to investigate the influence of parents' decisions on language use and influence children might have on family language use. The research has focused on how two bilingual families have come to build FLP and what perspectives have affected this policy. The

findings of the study showed that the influence on the language practices of the families was established from the children's part. Therefore, he has concluded that having more children may bring forth elements that can influence the bilingual development of a child.

Zheng (2015) examined FLP of an English-Turkish bilingual family in northern Cyprus. The aim of study was to find out the FLP of this family. The results of thesis indicated three specific strategies that this family employed to maintain their language practices within the family. These were: (1) English was used at home; (2) When there were Turkish guests, they would switch to Turkish; (3) love dictates rules within the house and obedience to these rules (Zheng, 2015).

Göktolga and Yağmur (2018) has studied the influence of Dutch teachers on family language policy of Turkish immigrant parents. The findings investigated discordance between parental aspirations regarding teachers' advice for parents and teacher expectations regarding parental role in the schooling and home language use for immigrant children. The interplay between parental beliefs and teachers' opinions show diverging attitudes towards the value of heritage language, schooling and parental participation. Göktolga and Yağmur (2017) investigated the FLP of second generation Turkish immigrant families and their language planning activities in the Netherlands by exploring their language ideologies, practices and management strategies. The findings of the study demonstrated that although Turkish regard is main part of the linguistic ideologies which families were studied. It was also found that their language practices and management strategies greatly differed from each other. Children's educational success was the main drive behind family FLPs.

# CHAPTER III
# Methodology

This chapter focuses on the research design of the current study and then clarifies the data collection procedure. Afterwards, information about the participants are presented and the data collection instruments together with information on the analysis procedures are clarified. Eventually, procedures related to the ethical issues are clarified.

## Research Design

The current study was designed using a qualitative approach (Alase, 2017) to explore the Family Language Policies (FLP) among parents with young children in northern Cyprus. The phenomenological study is a qualitative research design that focuses on the commonality of a lived experience within particular group (Creswell, 2013; Padilla-Diaz, 2015). Interviews are conducted with a group of individuals who have first-hand knowledge of an event, situation or experience (Creswell, 2013). The interviews are generally in question and answer format and analyzed by transcribing each and every word. Interviews were conducted with a small group of respondents to gain insights of the problem and are conducted to develop insight on human behavior, to discover the way people think and feel (Brand & Slater, 2003). The aim of the study is not to generalize the findings but to understand the participants' perceptions on the issue.

In the current study, semi-structured phenomenological interviews were used as a window to their understanding of FLP (Rabionet, 2011). Furthermore, it is operative and   particularly, beneficial in the fields of education, where an issue can be investigated in depth. The study focused on the main components of FLP and its effect on children's language experience, as it was discussed in Chapter II. It also focuses on FLP from the aspect of how parents control extra-family language context, such as the option of monolingual school or bilingual schools. It intensifies on how parents desire to maintain their children's language environment beyond family. In addition, it concentrates on methods through which the family desires to maintain their

intra-family language environment. Data about the following were in the focus of this study:

1. Family socio- cultural and linguistic background.

2.  Three components of FLP:

a) Parents' language ideologies

b) Parents' language management

c) Parents' language practice

3. Outcomes of FLP in reality.

## Participants

The study was designed using a qualitative phenomenological study model. Based on the aims of the study, parents of young children who are learning English as a foreign language (EFL) in a pre-school institution were selected as participants. The sampling for the study was purposeful and the target population were the parents of the pre-school age children who attended a specific pre-school in Nicosia where extra tuition in EFL was offered. For the purposes of this study, the school will be called Little Bees.

Shortlists of possible participants were created based on the target population in collaboration with the school administration. At the time of the study, I was part of the staff of this specific school, so I had access to the details of the parents. I was also granted permission by the school administration to contact the parents for this study. Two groups of parents were selected; the first group were parents of young children between the ages of 2-3 and the second group were sampled among parents whose children are between 4-5. There were 15 parents in each group. The participants were contacted individually. One parent for each child was targeted for each interview. Among the participants, 21 parents had two children. Nine parents had one child. Twenty one parents were graduates of higher education while nine parents were high school graduates. Three parents were single at the time of the study. Only one interview was in English. All other interviews were in

Turkish since the parents' first language was Turkish and they were given the
option of conducting the interview in any language they preferred. Three
mothers also spoke in Arabic at home. Two fathers and two mothers spoke
both English and Turkish at home. All participants were given pseudonyms to
allow for confidentiality.

Table 1.

*Socio-cultural Characteristics of the Participants*

| Interviewee | Parent | | Level of Education | | Family Motivation/Support | | Knowledge of English | |
|---|---|---|---|---|---|---|---|---|
| Category | Mother | Father | High School | Higher Education | Yes | No | Yes | No |
| No. of Participants | 22 | 8 | 13 | 17 | 18 | 12 | 18 | 12 |

**Data Collection Procedures**

Following the aims of the study, I conducted individual, semi-structured
interviews with the sampled parents whose young children were attending the focal
school in northern Cyprus. This school provides tutoring after school hours and
English language education for children between the ages of 2-3 and 4-5. It also has
a section for young children, which works as a kindergarten. Thirty parents
participated in the audio- recorded semi-structured interviews for the study.
Participants were interviewed once in the whole data collection process. Each
interview lasted on average for 25 minutes. In most cases, mothers only were
interviewed although in two instances both parents participated. While parents were
given a choice to conduct the interview in English or Turkish, all chose Turkish,
except one parent. There were eight fathers and twenty two mothers. The choice of
the place of interviews were also given to the parents and they all preferred to have
them at home. So, I visited the parents at their homes and conducted the interviews in
a place of their choice, considering that they would be more comfortable to express

their ideas. This also allowed me to appear in my "research" role, rather than my "teacher" role in front of the parents, which could have caused bias in their responses. So, the possible effect of my position in the school on their views was minimized. The interviews were later transcribed verbatim to be analyzed qualitatively.

**Data Collection Instruments**

The qualitative interviewing is a flexible and powerful tool to capture the voices and the ways people make meaning of their experiences (Kvale, 2008). During the interview process, I tried to capture their voices and understand the issue from their perspectives. Therefore, the interview questions were designed to investigate parents' language ideologies, practices and strategies that they use for their children. The semi-structured interview questions (see Appendix A) were used to initiate the interviews but I also allowed them to provide further explanations where the participants were willing to offer more. I also probed further where participants appeared to offer little insight into the question using question such as "Can you tell me more about that?" or "Can you give an example for me?"

The interview questions were first drafted in English based on the initial literature review. Then, these were reviewed by the supervisor and refined in terms of wording. Some repetitive questions were removed. Later, the questions were translated into Turkish, which were again checked by the supervisor for clarity and correctness of expression. Both Turkish and English questions were taken to each interview and the one preferred by the participants were used.

**Data analysis**

In the data analysis stage, I analyzed the data qualitatively according to two research questions. There are three important issues covered in the research questions: parents' language ideologies, parents' language management, parents' language practice. I transcribed interviews verbatim, then used open coding to identify the main themes (Kendall, 1999; Khadkar, 2009). Open Coding is used as a qualitative data analysis procedure in designs such as phenomenology and Grounded Theory. Open coding is when major themes in the data are identified to be defined,

analyzed, and shared with others and where possible relations with others are implied. It is very important to name the right concepts because "people act toward things based on the meaning those things have for them; and these meanings are derived from social interaction and modified through interpretation" (Khandkar, 2009, p. 1). I created tentative labels for chunks of data that summarized what the participants said in order to establish properties of each code. Then, I used axial coding to identify the relationships among the open codes and found connections (Kendall, 1999).

**Ethical Considerations**

The first step to abide by the ethical principles was to apply for the approval of the study by the Near East University's Ethical Research Review Board. Once approval was granted (see Appendix B), the school administrators were contacted and informed about the research aims. To access the participants, the school administrator's verbal consent was obtained. Then, each participant was contacted through the information provided by the school administration.

The participants were first given oral information about the aims and the procedures to be involved in the research. If they stated that they would be interested, then they were provided with the consent from (see Appendix C) and their consent was obtained in writing. The interviewees were given the option to choose the place where the interviews would be conducted to allow for them to feel comfortable and maintain confidentiality. Parents were allowed to bring their spouse to the interviews if they wished to. The interviews were recorded using a smart phone. As assured in the consent form, the participants were given pseudonyms and no personal information was collected from them during the interview. All efforts were made to prevent any data to be directly connected to any of the answers that the participants gave. All the audio-recordings are kept in a password-protected folder on the computer.

# CHAPTER IV
## Findings and Discussion

This chapter will present the findings of the qualitative analysis of family language policies (FLP) among the participants of the current research, who were the parents of young children in a private pre-school in northern Cyprus. The analysis centered on the research questions, which focused on (a) the families' attitudes towards foreign language use; (b) their views about Turkish and English languages; (c) their language practices in relation to foreign languages; (d) the impact of their FLP on their school choices; (e) and the factors that appear to shape their FLP. The results indicated a number of emerging themes in the data among the parents and in the following sections, these themes will be discussed.

## Attitudes towards Mother Tongue and Foreign Language Learning

### *An Important Tool for Communication*

The analysis of the data suggested that the parents had extremely positive attitudes towards learning and using English for communication purposes. Many parents expressed that they would want their children to be bilingual or multilingual. Several parents have suggested that English is an international language and people need to learn English to be able to communicate with people from different countries. In this respect, Şeyma, the parent of a 4-year old, said: "If I don't know English, how can we communicate? It is very important for communication. […] and you can understand people in different countries." Similarly, Selin (parent of a 5-year old) explained that learning a foreign language impacts our lives positively because when we travel to different countries, we can communicate with people there. She also argued that English is a language "acceptable in all countries in general" so it is necessary for communication. During the interview, Selin also added that she wanted her child to learn English because of the multi-ethnic composition of the classrooms in Cyprus. She recalled that her child had a Nigerian peer in his classroom and she wanted him to be able to communicate and form friendships with such people. This was the reason for her to start promoting English language learning for her child.

Thus, the increasing migration and the changing ethnic composition of the classrooms is also a motivator for families to promote foreign language learning.

Turkish language, on the other hand, was always referred to as the "mother tongue" of the families (e.g. Kenan, father of a 3-year old). Turkish had a central place in their accounts of languages as tools for communication. Melis, the parent of a 4-year old, claimed that Turkish "is our own culture so it has a completely different place for us. And I think this is true for everyone around us." In a similar vein, Cemil, the father of a 5-year old, claimed that Turkish "is our mother tongue. He will learn it whether he likes it or not because it is our mother tongue." Şeyma also explained that the "mother tongue should be learnt at home with your family and parents," which shows how the participants place the role of mother tongue teaching on the family. In other words, the place to learn a foreign language is projected as a school while the family is supposed to teach the child the mother tongue.

Some parents pointed out that Turkish language has no special place in their lives, other than providing them a means to communicate with the people who know the same language (e.g. Ayşegül, mother of a 5 year old) because Turkish is not an international language. However, they did not deny the place of Turkish language in their everyday lives. The extracts presented above represent the positive attitudes towards Turkish language among the participants. They also show how they see the role of the family as the teacher of the mother tongue while they see the school as the teacher of the foreign languages. Furthermore, they indicate a very strong first language ideology, where ownership and belonging play important parts. Their use of the personal possessive "our" to refer to Turkish language as their mother tongue demonstrates this strong ideology.

### *Culture is a Thorny Issue*

Although the majority of the parents wanted their children to be able to communicate in foreign languages, especially in English, learning of foreign cultures emerged as a thorny issue. Despite their positive attitudes towards learning English and its potential benefits, parent supported the idea of "keeping our culture while learning other languages." For example, Melis, the parent of a 3-year old, argued that learning a foreign language is very important because then the person will be able to communicate with "people from other cultures" but she also argued that participating

in cultural celebrations, such as Halloween, was not something she would desire her children to do while learning a foreign language. Selin also argued that her child was too young to learn about cultural practices so she only focuses on language rather than teaching the child cultural elements when practicing English as a foreign language. Similarly, Şeyma explained that culture is very important when learning a foreign language and that "one of the purposes of learning a new language is getting to know about the culture of that language as well" but she strongly believed that these cultural teaching should be only studies and not practiced. She said that the cultural practices are "not for applying that literally […] broaden your language about them and you keep your culture as well." So, it is clear form these quotes that the language ideologies of the majority of the parents are towards learning the language as a linguistic code for communication only. Unfortunately, they believe that culture should not be a part of language teaching and learning for young children.

### *English and its benefits*

Participants almost unanimously talked about the benefits their children would gain from learning English. In this respect, they presented extremely positive attitudes towards learning English and teaching their children English. The most common benefit mentioned by the parents for learning English as a foreign language (EFL) was that their children would be able to study abroad. Cypriot families are usually known for the importance they place on education. Therefore, it is not surprising that many parents believed that their children would benefit academically from learning English. Selin, the mother of a 5-year old, called learning English as a "golden bracelet" that her children would have in the future. Like many other parents, she counted "making his life easier in the future" in case he wants to study abroad. As an extension of this view, the participants believed that learning and knowing English will help their children to find better jobs and therefore have better career opportunities. In this respect, Kerem, the father of a 3-year old, explained that due to Cyprus being an island famous for tourism, he believed that his child will have an advantage in the job market if he learns English. Therefore, he called learning English at a young age "an investment for the future" (Kerem).

The participants also referred to English as a possible source of personal development for their children. Some parents believed that by knowing English, children will be able to access more resources in the future, and therefore help improve their careers as well. Some other participants viewed English as a positive investment in helping their children learn about and have connections with other people in other countries. As mentioned earlier, English is identified as an "international language" by the parents and thus it is seen as a bridge between their children and the rest of the world. For example, Şeyma explained that her child "may have foreign friends coming from abroad, I would like him to have foreign friends so that he can communicate with other people so knowing English is a very good thing."

In terms of learning English, all parents believed that starting to learn English is the earlier the better. Hüseyin, the father of a 2-year old, said that "the earlier the child starts to learn a foreign language, the easier it will be for him to learn and it will be better for the future." In the same way, Melis (mother of 3-year old), also argued that in the past, English was taught starting in the fourth grade in state schools. Nowadays, many private schools provide opportunities for learning English at an earlier age and therefore "the earlier the better for their future lives and for their future careers" (Melis).

## Language Management and Practices

### *Language Use at Home: Turkish with a Little bit of English*

The participants' responses showed that the parents have maintained Turkish as the main home language and they supported their children's foreign language learning as an additional language via simple activities at home (additive bilingual-home environment). Home language use patterns of families determines children's achievement and language development (Dolson, 1985). Therefore, additive bilingual home situations have conspicuous advantages. Parents speak only their own native language to their children, however, they want to raise their children bilingual or multilingual awareness. Parents in the current study also have strategies for managing children's foreign language learning. These strategies include watching movies, cartoons in English, listening to music in English, reading books in English,

sending their children to after school activities to consolidate language learning at school, teaching basic English words before the child reaches school age and providing extra English lessons.

It appeared from the interviews that those parents who were competent in English language made efforts to create a bilingual environment at home; Turkish was still the main language but English was used in small conversations or in the form of codeswitching. Meryem (mother of 5-year old), for example, explained that she mostly spoke to her child in Turkish language in everyday life. However, she and her husband also tried to help and do activities in English at home. Selin, the mother of a 5-years old revised things that child had learnt at school by asking simple questions such as "What color is that?", "What animal is this?" Yasemin, the parent of a 3-year old child, used Turkish and English at the same time by codeswitching at home. Gamze (mother of a 3-year old) also spoke Turkish and English at home because her mother-in-law was a foreigner, which she took as an advantage for teaching her child a foreign language. Additionally, İlayda, the mother of 5-year old, said that they mostly spoke in Turkish at home but that they had short dialogues in English as well. From the answers of these parents, although Turkish is the main language of communication with children at home, children are exposed to English through short conversations.

In addition to using short conversations and occasional codeswitching, especially parents who have expressed that their own English language proficiency is low appeared to support their children's language learning through several technological tools and multimedia applications. In the 21$^{st}$ century today, learning cannot happen without "tech" (Netto-Shek, 2017). When the language of technology and applications are considered, it can be said that learners are surrounded by English. Beers, Porbst and Ref (2007) argue that "21$^{st}$ century learning is dependent on students' achievement in four capacities: inventive thinking, effective communication, high productivity and digital-age literacy" (p. 3) In addition, "Today's teachers don't just teach language; they are also expected to prepare children with the skills needed for success in the 21$^{st}$ century world." (Baker, 2016, p. 23). So, it is not surprising that parents also employ technological tools to help them encourage their children's language learning. Melis (mother of 3-year old), said that, "I open YouTube videos for improving listening skills of my child". Şeyma, the

parent of 4 years old child, also discussed that she sang a song in English or a special movie for children in English. Salim, the father of a 5-year old child, exposed his child to simple words, such as numbers and colors but using posters put in her room. Yeliz (mother of 2-year old), also argued that, she was not very confident that she could not help at home , however, a child were listening to music and watching cartoons. So, parents utilized sources that were available for them to support their children's language learning experiences in cases where they did not feel confident enough to help their children improve.

### *Parents as Motivators*

Through the interviews, it was clear that parents used their personal learning stories, experiences, advice from their family members, friends and relatives to help shape the way they formed their FLP. Almost all parents said that they discuss the language policies and practices they will adopt with their spouse. Many of them also expressed that the extended family members such as grandparents of their children were consulted when making decision. More importantly, they talked about their own language learning experiences, which they relied on to shape their FLP. Parents themselves were very motivated to learn and use English in their everyday lives. Therefore, in cases where they did not have the opportunity to learn the language themselves at a young age, parents were very supportive of the "earlier the better" idea. For example, Mehmet (father of a 3-year old) said that his parents never guided him in terms of English language learning and all of his language learning experiences were based on his time at school. Similarly, Yasemin (mother of a 3-year old) complained that her parents did not lead her and her policy is different. She was keen on doing all she could to support and motivate her child in learning English. Işın, the mother of a 2-year old, explained that in the past, there was not enough interest: "Parents weren't aware of it. Nowadays, parents are interested of teaching English. But in our times there was not anything like that." İrfan, the father of a 5-year old, also argued that in his times, getting a good mark in lessons in school was enough but for him a good mark is not enough and he wants his child to learn better and more.

Some parents have chosen to employ a babysitter who speaks English all the time to promote language learning. This is a good policy although not many of the parents can afford it. In addition, some parents argued that they would not trust another person to come and take care of their child. Those who were in favor of this option stated that they were looking for babysitters with previous experiences of looking after kids and foreign language competence. These babysitters are expected to teach English language through everyday conversations as well as games and activities.

### *School Choice*

School choice is an important FLP decision since many parents perceive school as the first place to start learning a foreign language. As Soysev, Çavuşoğlu and Kurt (2018) have argued, especially in the public schools in northern Cyprus, English language is not perceived as linguistic and cultural capital. It is a means of enriching future economic possibilities. In addition, her research has shown that students who commanded a higher amount of linguistic and cultural capital in English were seen as popular and academically superior by students and teachers (Soysev, Çavuşoğlu & Kurt, 2018). Therefore, school is an important place for accessing these possibilities. However, many of the parents explained that their first reason for choosing this particular school was the experience of the teachers – they were interested in quality of the teaching staff. Provision of English as a foreign language was the second main reason, nonetheless important. Melis, the parent of a 4-year old, claimed that main reasons for choosing a privately owned pre-school was the quality of the staff members and foreign language learning every day at regular hours. She claimed that private schools teach not only English lessons, they teach German or French, which is an advantage. Similarly, İlayda, Cemre and Gökçe wanted their children to learn not only English; they wanted them to learn more than two languages and claimed that more languages would be extra points for their future life and for their self-confidence.

Esin, the mother of a 4-year old, said: "Because there are always English teachers in private schools, so I paid attention to whether there was an English teacher when I was sending my child to this school. In some preschool institutions, the classroom teacher gives English lessons. The reason I chose this is because there

are teachers separate for English lessons. In half an hour every day, they take lessons in English every day and they become familiar with the language." Similarly, Şeyma, the parent of a 4-year old, said: "They give more attention to English, to children, to education and they get special lessons and special activities, plays. I want to recommend it for another parents to send their children there."

The participants pointed out that they paid attention to class size in schools as well. In private schools, the class size is smaller than public schools. Private schools force public schools to compete (Arum, 1996). In northern Cyprus, there are many reasons for parents' choice of private schools. As mentioned before, many parents would like the school to have specialized EFL teachers. Some parents for example mentioned that they did not want their children to learn English as a second language but they want it to be a foreign language. This is why they did not send their children to schools like "Nejat British" (another privately owned school) because in those schools, medium of instruction is in English. They said that they preferred education in Turkish with English taught as a foreign language. Yet, they also said that they valued the English language education of this particular school because of the importance they give to English language. They compared the private pre-school's education in this respect to state schools and they also said that they would not send their children to state schools because there is not enough English language instruction there. Melis (mother of a 3-year old) explained that she had sent her child to a private school because of foreign language education. In addition, Cemil, the father of a 5-year old, claimed that, "The only difference between private schools and public schools is that (in private schools) foreign language education is given importance." Kenan, the father of a 3-year old, said that, "It is one of the first conditions we look at because we want our child to learn a very important foreign language."

Parents in the current study also looked for less students in one group, which they believed would affect the language learning practices in the classroom, and questioned the ways of teaching languages. Private schools tend to use new approaches to teaching English more than state schools and parents notice this. Parents follow advice, ask from around, and listen other parents' practice, research about success and background of schools. Salim, the father of a 5-year old child, said that he found this school from advice of others and heard that there would be good

education and English lessons. Cansu, the mother of a 3-year old, said that the first thing that they did was asking about the school, and then they would follow the growth, development of their child and understand school's status. Mehmet, the father of a 3-year old, said that: "We already came to this school by asking others and we were pleased and after we came because it was close to my parents' and our hourse." Nazmiye, the mother of a 5-year old, debated that: "The main reasons for my choice are that it is close to my home, I have heard positive things from the people who have had experience there, and the school's hygiene." All of these factors were additional to the primary factors, which were quality and experienced teachers and foreign language education.

### *Factors that Shape FLP*

When the factors that affected the parents' FLP were investigated, the financial factors, parents' future plans, status of English as a foreign language in Cyprus and parents' attitudes towards English and other foreign languages emerged as significant themes. The very first factor mentioned by the parents with regard to support given to their children in terms of learning English was related to the choice of the school; they were ready to pay for their children's pre-school education because they believed that a private school would give their children a better foundation in learning English. Some parents mentioned that this was a financial burden and that they would send their children to state schools if they knew that English language education was good there. For example, Mehmetali, the father of a 3-years old child, expressed his wish that all public schools would be like private schools with regard to language education but without any payment because for people with low financial status it is difficult to put their children in private schools. According to him, this process must start from pre-school because when children do not receive good English instruction from an early age, they may negative bad effects and disadvantages of later in the elementary school, middle school and high school. In addition, some parents indicated that they would also pay for extra foreign language lessons outside of the school for their children but that this is very difficult to afford. Meryem, the mother of a 5 years old child, said: "We call a private teacher to give lessons and help our child about homework." Another mother, Cansu expressed that, they sent their children to extra English lessons. It is obvious that

parents are invested in teaching their children English as some of them even hired a foreign nanny to take care of their children and teach them English at the same time.

As presented earlier, it was obvious that parents had very positive attitudes towards English as a foreign language. Therefore, their positive attitudes emerged as an important factor in shaping their FLP. Due to these positive attitudes, they modified their language practices at home to support their children's language learning experiences at school by singing songs or watching specific EFL focused videos with them. As Serpil, the mother of a 5-year old pointed out, her child listened to music in English at home. So they listened to music at home in English to support this process. Şeyma, the parent of a 4-year old, said that: "Yeah, to be honest I don't have special activity, maybe I will sing a song in English or maybe I will teach them to play with [technology] that we use in English or they will attend special movie for children English for entertainment."

Moreover, their future plans for their children also emerged as an important factor which affected their school choice as well as language practices. Many participants talked about how they believed learning English would not only help their children get a "better job" and have "better career prospects in the future" (Melis, Şeyma, Salim, Selin) but also improve them as persons (Kısmet, Irfan, Gökçe ). Therefore, they wanted their children to learn English from an early age and they managed their FLPs accordingly.

Finally, perceived popularity of English language among the participants as a foreign language was an important factor for them to develop FLPs that supported learning English at a young age. Some parents, for example Melis, mentioned other foreign languages which could be taught to their children but they did not appear to be valuing any of these languages as much as they did English. This is why their FLP centers on English as a foreign language and is closer to bilingualism rather than multilingualism.

# CHAPTER V
# Conclusion

This chapter concludes the current study by providing a summary of the main findings and recommendations for further research. Additionally, it maintains some implications for bilingual parents and English as a foreign language (EFL) teachers.

## The summary of parents' family language policies

From the results of the analysis, it can be said that the participants who were parents of young children in northern Cyprus have positive attitudes towards teaching and learning of EFL at a young age. Their language ideologies appeared to have a major role among the three Family Language Policy (FLP) elements. Generally, parents' expectations about their children regarding their school life and future career chances are the main factors in shaping their FLP. They see English as an investment. Families pay attention to education and know that social mobility is possible through education (Ogbu & Simsons, 1998). Therefore, parents organize and manage their language practices with the expectation that it will positively impact their children's education and therefore, future lives.

Parents have extremely positive attitudes toward English language and they are open about using it for communication. As English is accepted as an international language, increasing migration and the changing ethnic composition of the classrooms provides motivation for parents to teach their children EFL. Even though they want their children to learn English as a language, they do not want them to learn English culture related to this language. They highly respect the Turkish language as their mother tongue. However, they support their children's English language learning with activities. Most parents rely on their own learning experiences or listen to family members, friends and relatives' advice for shaping their FLP. The main criteria for their school choice is experience and quality of teachers, and then the second criteria is English language teaching. This appears to be one of the main reasons for parents' choice of private pre-schools because the state pre-schools do not provide sufficient language learning opportunities according to them.

**Implications**

Based on the findings of the current study, there are some implications for learning foreign languages, parents' choices, teacher-parent-student interactions for a better planning of home language activities and school achievement of children. This study has explored FLP of parents of young children in northern Cyprus. The results parents' high educational expectations accommodated in their daily home practices and school choices are the major factors that inform their FLP. These strong beliefs, attitudes and expectations about the importance of bilingual education results in an investment in the children's school lives very early on. Many parents also reiterated that they see the state schools as insufficient in providing this important service. Therefore, the first implication of the findings is that state schools should consider the ideologies and policies of families to provide the expected foreign language education at an early age.

Since one of the significant findings of this study was that the parents' school choice mainly depended on the quality of education provided as well as their foreign language teaching policies suggests that schools should include foreign language courses and also develop clear policies and programs to support learning of English as a foreign policy. Parents' attitudes regarding teaching of "language but not culture" also implies that parents need to be informed and guided about how languages are more than just economic capital but also social and cultural capital.

**Recommendations for Future Research**

Based on the findings of the current study, further research is recommended on the perceptions of private school administrators with regard to FLP of the parents of children enrolled in their schools. In addition, a further investigation into why parents emphasized English as a foreign language as well as their FLP regarding their mother tongue can help researchers better understand the parents' stance in this regard. Future studies may include finding parental perspectives on what happens in different intuitions outside the home with regard to children's development. Finally, not only, beliefs and opinions but also knowledge of parents regarding bilingualism and multilingualism need to be researched. Investigating the experiences and beliefs

of parents of bilingual children might also develop our understanding of the FLP of bilingual parents in northern Cyprus and in other contexts.

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# APPENDICES
# APPENDIX A

**Semi-Structured Interview Questions**

1. Why do you think we (should) learn different languages?
2. What do you think the role of Turkish language is in your life? What about your child?
3. What do you think the role of English language is in your life? What about your child?
   a. How do you think learning English will impact your child's life in the future? What are your expectations in this regard?
   b. What made you decide to teach them English?
4. a. Which languages do you use to communicate with your child(ren) in your everyday life? Which languages are they exposed to?
   b. Do you plan specific activities to teach your child English? If so, why? How?
   c. Do you have specific languages that you use for specific events/times/purposes? If so, why? How?
   d. Would you like your child to be a bilingual/multilingual person? Why? Why not?
5. What do you think is the role of the family in second/foreign language learning?
6. What were the reactions of other family members for your desire to teach your child English as a foreign language?
7. When you were growing up, have you had the chance to learn English? If yes, can you describe the experience?
8. What were your parents' thoughts/policies when you were growing up with regard to you learning English? Do you think your view of English language learning is different from that of your parents'?
9. How do you think your thoughts on languages will impact your child's language learning? Or his/her language use in the future?

# APPENDIX B

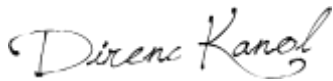## Ethical Research Review Board

02.10.2019

Dear Khayala Zeynalova

*Your application titled "Family Language Policies in Northern Cyprus with Regard to English Language Learning" with the application number YDÜ/EB/2019/374 has been evaluated by the Scientific Research Ethics Committee and granted approval. You can start your research on the condition that you will abide by the information provided in your application form.*

Assoc. Prof. Dr. Direnç Kanol

Rapporteur of the Scientific Research Ethics Committee

*Direnc Kanol*

**Note:** If you need to provide an official letter to an institution with the signature of the Head of NEU Scientific Research Ethics Committee, please apply to the secretariat of the ethics committee by showing this document.

# APPENDIX C

**Family Language Policies in Northern Cyprus with Regard to English**

**Language Learning Participant**

**Information Sheet and Informed Consent Form**

Dear Participant,

      You are asked to participate in a research study that we are carrying out in order to understand the family language policies of parents of young children who are learning English as a Foreign Language (EFL) in northern Cyprus. The data collected through this study will be used to understand the factors affecting the linguistic choices and practices of families as well as their school choices and plans for future with regard to language learning. If you agree to participate, we will be conducting one interview with you which is estimated to last for 30-40 minutes maximum. During these interview sessions, you will be asked to comment on issues related to languages you speak and the way you teach your children foreign languages. Each interview will take place in a confidential place. All interview sessions will be audio-recorded and these recordings will be kept by the research team for 2 years after the completion of the study, after which they will be deleted from all of our databases. All interviews will be transcribed by anonymising any identifying information.

      Please note that your participation in the study is voluntary and whether you agree to participate or not will have no impact on your child's education. The data collected during the course of this study will be used for academic research purposes only and may be presented at national/international academic meetings and/or publications. Your identity will not be revealed in any case to third parties and pseudonyms will be used in all observational and interview data. You may quit participating in this study at any time by contacting us. If you opt out of the study, your data will be deleted from our database and will not be included in any further steps of the study. In case you have any questions or concerns, please contact us using the information below.

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**APPENDIX D**

**TURNITIN REPORT**

Full Thesis

| 17% | 9% | 8% | 13% |
|---|---|---|---|
| SIMILARITY INDEX | INTERNET SOURCES | PUBLICATIONS | STUDENT PAPERS |

PRIMARY SOURCES

| 1 | Submitted to Eastern Mediterranean University<br>Student Paper | 4% |
|---|---|---|
| 2 | www.tandfonline.com<br>Internet Source | 2% |
| 3 | link.springer.com<br>Internet Source | 1% |
| 4 | Cassie Smith-Christmas, Mari Bergroth, Irem Bezcioğlu-Göktolga. "A Kind of Success Story: | 1% |