

Professional Book Review

Kaya, I. & Aydin, H. (2014). *Pluralism, Multicultural and Multilingual Education*. Ankara: Ani Academic Publishing. pp. 224, ISBN: 9786055213725. (15\$)

Reviewed by Sahibe Kadioglu, Yildiz Technical University, Turkey



This book which was written by İlhan Kaya and Hasan Aydın thoroughly deals with the pluralism, multicultural, and multilingual education subjects. After theoretical identification of the multicultural education, its worldwide approach examples are examined in detail. Additionally, the situation where the Turkey is and the things it should do in this matter are indicated by analyzing teacher training programs in the world. Models in this subject which can be implemented in Turkey are emphasized and information regarding the experience and the steps taken by Ottoman Empire and the Republic of Turkey are given (p. 8). The book consists of eight sections and its wide bibliography immediately catches attention.

The book “Pluralism, Multicultural and Multilingual Education” consists of eight sections. These sections were organized as follows:

1. Background, Content, Method and Basic Findings
2. Multicultural Education
3. Bilingual Education
4. Country Examples for Bilingual Education
5. Bilingual Education in Ottoman Empire and Republic of Turkey Eras
6. Teacher Training Programs for Bilingual Education
7. Turkey’s Bilingual Teacher Training Experience
8. Conclusion and Bibliography

In the first section, multiculturalism and multilingualism periods are summarily explained. It was stated that the nation-states which were established with the French revolution ignore multiculturalism structures and that the multiculturalism which enables different ethnical groups to express themselves and to undergo education in their own languages, is an important opportunity. Considering the historical process, attempts for assimilating ethnical groups or ignoring them have failed, and as a result, the process to make certain changes in this regard was initiated with the recognition of the fact that this situation is a diversity and richness. With the establishment of the Republic of Turkey, centralization and at the same time the phenomenon to ignore and control this cultural diversity were commenced, while ethnical groups in the Ottoman Empire had their autonomy for living their own languages and cultures. However, as a result of the recognition of the fact that said cultural diversities are regarded as a source of richness by other countries in the world and that this point of view can no longer be maintained, first steps were taken with the European Union membership process. Mother tongue based and multicultural education is discussed at the present time and some set-outs were implemented. What Turkey can do is investigated in the book by mentioning the countries which experience this process.

In the second section, the definition of multicultural education is described as an education reform and process, which is widely known. It is emphasized that the multicultural education is an important mission which provides justice in education by drawing attention to its necessity in the sense of constituting a solution of society’s problems. Strong aspects of multicultural education are expressed as the integration and harmonization of society, escalation of productivity and establishing different points of view, while weak aspects of it can be summarized as the emphasis of race and ethnicity, inadequacy of teachers on this matter, formation of excess-awareness on students and as the fact that each culture thinks itself superior than the other. Demand of different groups in Turkey started to be considered and some effort are carried out in this regard. It is seen that these steps are important, though they are not sufficient. It is also emphasized that the education structure is not that much ready for a multicultural education.

In the third section, bilingual education and its models are emphasized. What matters here is that providing education of an ethnic language as an elective language course is not a bilingual education. It is important to be able to carry out bilingual education activities with two or more languages. The right to receive mother tongue based education is secured by international agreements and it is expressed that this is a humanistic right. It is underlined that mother tongue based education is important for individuals to be able to maintain their own cultures and identities. Bilingual education

models are described as transition model, sustainment model and enriching model. In transition model, it is intended for individuals to complete their mother tongue based education in their primary education period and maintain their education with the dominant language. The transition model, which is the weakest, is frequently used in America. The sustainment model, however, further preserves the cultural identity. It is regulated in a way that half of the education is provided in mother tongue. It is indicated that this model is used in England for Welsh, in Spain for Catalan and in Canada for French. As for the enriching model, it intends to expand on other groups while it has an aim to preserve the cultural identity as in the sustainment model. In this way, it is intended to combine the society with each other and to remove social inequalities. In addition to these three main models, heritage model is also described. This model intends the education of local languages which have begun fading away.

In the fourth section, countries which provide bilingual education are examined. It was the state of Ohio which first started to provide bilingual education in 1839 in America where many various ethnical groups sheltered. Bilingual education started to be implemented in other states later on. In 2000's, states of California, Arizona and Colorado does not support bilingual education which is supported by the law and it is still argued. It is seen that the use of Welsh, Celtic and Gaelic which are present in United Kingdom is not easy at all. As for Sweden; Finnish, Semitic, Romanian, Yiddish and Meänkieli languages were acknowledged as official languages as of 1999. In Spain, minority demands which were heavily refused until 1975 were recognized with the constitution of 1978, and thus the minorities achieved the right of education in their own languages. In Switzerland where bilingual education is implemented in a most successful manner, each student has to know two languages. In Germany, mother tongue education was provided in 1999 at necessary areas. Bilingual education was deemed significant particularly in terms of integrating migrant families with the society. Romania recognized the right of minorities and supported bilingual education during European Union membership process. In France where regional language term is used instead of minorities' languages, also started to be used even if it was compelling. Canada appears as a state which shelters different ethnical groups and which adopted multiculturalism. Education activities were left to local authorities and education policies were formed according to region's characteristics. Lastly, bilingual education in Mexico is examined. Local residents who were exposed to assimilation for a long time achieved their rights, even if just a little, with the laws which were enacted in 1993, 2001 and 2003. In addition to Spanish, 68 local languages were adopted as official languages in the country.

In the fifth section, bilingual education studies in Ottoman Empire era and in Republic of Turkey which was founded later on are investigated. It is expressed that Ottoman Empire which cohabited with ethnical groups for many years attributed this to multicultural and multiethnic education and training structure. In other respects, it is seen that Kurdish language were adopted as main education language in oriental madrasas. That the teachers know the language which the relevant area necessitates is important. This situation was completely changed in Republic of Turkey which was founded after Ottoman Empire. New state which attributed collapsing and division to ethnical groups, completely refused the rights and demands of different ethnical groups in its first years. Kurdish people were ignored in Treaty of Lausanne, while other minorities' rights were protected. Multilingual education remained limited with Greeks, Jews and Armenians. As of 1980, a democratization process begun and some important steps started to be taken in the process of EU membership. It is specified that the lack of mother tongue based education is at the hearth of Kurdish problem and that some studies need to be done in this regard. Turkey's readiness for this matter, substructure deficiencies, teacher and resource necessity and problems in implementations are expressed. Model suggestion for Turkey is primarily the implementation of Kurdish elective course, then transition model and enriching education model at last.

In the sixth section, teacher training programs which are of vital importance for the implementation of bilingual education are discussed. It is emphasized that the path to educate in different languages and dialects was cleared in 2012 and that the mother tongue based education can be provided in private schools as from 2013. In spite of the fact that there are initiatives in this respect, serious problems occur in their implementation because of the substructure deficiencies. The prominent difficulty in this sense occurs in the training programs for teachers. Teacher training programs which are implemented in America, Canada, Spain, United Kingdom, Peru and Sweden are examined in detail. In addition, it is strongly emphasized that the multilingual and multicultural education depends on the general policy of the country and that the ameliorations made in this respect will influence the education.

In the seventh section, Turkey's experience and process about training bilingual teachers appear. Education in the mother tongue at private schools was enabled thanks to "Democratization Package", which is the first ring of the chain. In addition to this, it is seen that Armenian language

appears together with the Turkish language in some Armenian schools; and this situation is deemed to be amongst the succeeding examples for the education of both languages and for Armenian culture not to drop behind. These schools serve as models in sense of putting the education in Kurdish language into operation as well. During this process, departments in universities are gradually opened. Negotiations were carried out with six universities which provide education in Kurdish and Zazaki in their books. It also stated that unfortunately there is not any study for the appointment of students who studied in these departments to a labor. Private schools and Provincial Directorates for National Education which situate at the East and Southern Anatolia zones stated that there isn't any demand for education in mother tongue at the present.

In the eighth section, which is the last section of the book, what Turkey needs to do for multicultural and multilingual education process is explained in sum. It is seen that this critical process is unfortunately not conducted in a planned way. Turkey should take requests into consideration and should deem these diversities as richness, instead of ignoring different groups.

Methodologically, studies, models, and experiences in direction of multicultural and multilingual education are investigated by carrying out an extensive literature review. 55 countries were examined and models which are appropriate for Turkey are emphasized. Development process of Kurdish language and Kurdish education was examined by performing field research. Negotiations were performed with 40 directors in this respect (p. 18). Additionally, teacher training programs were included in this study and what the country did was investigated. After a detailed examination, USA, Canada, United Kingdom, Spain, Peru, and Switzerland were compared with Turkey. Interviews with 12 Provincial Directorates for National Education and with some private schools' principals were performed and acquired information was analyzed. Interviews were realized generally via telephones calls.

Mother tongue based education which is secured by international agreements is considered as a humanistic right. That multicultural and multilingual education which is argued by a certain part and which is successfully implemented by the others take part in Turkey as well, has importance in this study. Studies in this field should be supported and society's attention and sensitivity should be acquired. Multicultural and multilingual education notions are explained in the study, while the aspect regarding how this type of education can be implemented in Turkey is meticulously emphasized.