

Reflections of Bilingualism on the News Headlines

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ABSTRACT

Bilingualism has been the subject of a lot of research in the last century. Bilingualism is having the competence to speak two languages. The reasons for bilingualism of individuals may differ. Some of them may have parents from different languages, some may be children of ethnic minority or immigrants. In daily life it is possible to encounter more bilinguals than monolinguals. Bilingualism is not a new phenomenon, and it takes place in the media and news in different ways under different titles related to it. In this study, the news about bilingualism in the newspapers of the USA, the UK, France, Germany, and the Netherlands is analyzed in terms of content which is named as discourse analysis. The contents are categorized under five different titles which are neurological, social-cultural, psychological, educational, national categories. It has been found that majority of news related to bilingualism belong to educational category which shows that bilingualism draws attention and is given importance in educational contexts. Another categorization in this study is implemented for speech act categories. Each headline is categorized according to the speech acts which are representatives, directives, commissives, expressives and declaratives. In this study it was found that majority of headlines belong to representative category of speech acts.

Key words: Bilingualism, News, Headline, Discourse Analysis, Speech Acts

INTRODUCTION

All children are born with the capacity to acquire the language that they are exposed to. The children do not need to put a special effort to learn the structure and vocabulary of their mother tongue (Haznedar, 2021) Bilingualism has a long history as people have a need to communicate with people from different languages and culture. Bilingualism has existed as a phenomenon in every civilization. The education of bilinguals has been the subject of the 20th century. However, we can encounter instances of bilingual education in the Mesopotamian times. Although it may not be similar to today's bilingual education, there were some bilingual scribal texts written for communicational, economic, political, and social aims. Due to the multicultural nature of the region, people had to find a way to communicate with each other. Bilingualism is as old as human history, and it is closely concerned with individuals, groups, and countries. Bilingualism can be observed in different contexts such as family, school, or community. For some people, learning another language may be intentionally for keeping pace with the developments in the globalized world, for learning about another culture, for communication in trade or communicate with the immigrants. Beyond this intentional and conscious learning of a language, bilingualism can be unintentional. Some bilingual children are born in multilingual families or immigrant

families. Those children grow up by hearing two or more different languages simultaneously (Özşen et al., 2020).

Children born in immigrant families face some difficulties in maintaining their parents or ancestors' language. The most important challenge for bilinguals is having fluency and proficiency in both family language and mainstream language. Fluent bilingualism is a richness for individuals. If bilinguals stop using one of the languages, they transform to monolingualism which is accepted as a loss. This loss is usually due to the fact that parents do not usually communicate with their children in their native languages as they fear their children's facing failure at school. Another reason for the loss of one of the languages may be due to the long term plan for returning to the native country. Another case for bilinguals is that they live in close districts with the speakers of their languages, and they maintain their native language with high vitality. However, third and fourth generations may not be so determined to maintain their native language and transfer it to new generations (Portes & Shauffler, 1994).

BACKGROUND

Reflections of Bilingualism on the Media

Linguistic diversity is reflected in different ways through the media. The characters in the films sign stereotypes about

ethnic differences. Code switching situations are the subject of linguistic variety and evaluated differently for the use of each language. In the films, linguistic stereotypes are implicated according to the mainstream group. Those stereotypes are related to different use of language by ethnic minorities, immigrants, or indigenous minorities. However, current sociocultural transformation processes give clues about the open display of linguistic diversity. The accent used by each group is a sign of difference among the others (Androusopoulos, 2007).

Even if the socio-economic situation (SES) of the bilingual children is controlled, it is revealed that bilingual children fall behind with their peers at school. Their proficiency in the mainstream and heritage language may not be sufficient to achieve the assigned tasks at school. The reason why monolingual children outperform bilingual children is that bilingual children are exposed to different languages simultaneously. The quality and quantity of input they receive is limited and usually not sufficient. In addition, bilingual children choose the language that they are going to speak, usually this language is the mainstream language to which they are exposed more than their heritage language. Although SES of children is not taken as a variable, bilingual children of immigrants usually fall behind with their monolingual peers in terms of linguistic competence together with their mother tongue. In other words, independent from the SES bilingual children are usually reported to lack linguistic abilities in both the mainstream language and heritage language. This can be due to the fact that immigrant children have limited access to the mainstream language outside school and also the quality and quantity of exposure to their heritage language is not sufficient. In time the bilingual children become dominant bilinguals in the mainstream language by decreasing the use of their heritage language. Bilingual children's language preference and dominance change with age and according to their need. Androusopoulos (2007) state that Canada is a good example for raising successful bilinguals in comparison to other countries. The success of French-English bilinguals depends on the equal prestige of the languages in the country, easy access to both of the languages and both of the languages are national languages of the country. For this reason, French-English bilinguals in Canada are found to be more successful than Spanish-English bilinguals in the USA.

Bilingual children should not be expected to perform each language as two different monolinguals. Bilingual children and bilingual adults can develop competency in each language to the extent that they need the language in their daily life. Children from immigrant families need to have competency in the heritage language to communicate with the family and relatives and they also need to have competence in the mainstream language to adapt to be successful at school and in social contexts. Bilingualism is a personal richness for individuals' social, cognitive, and academic development. If the bilingualism of the child is not supported with sufficient input, the child will lose one of the languages even if they are exposed to the language in their early childhood. The children's language proficiency in each language

depends on the exposure to the language from proficient speakers, the value of their heritage language in the society and encouragement to use the language (Hoff, 2018).

Bilingualism of the individuals is reflected in different ways in the news media. According to a study conducted by Levis and Davies (2018), 45 percent of media writers supported bilingualism and wrote in favor of it. 39 percent were against bilingualism and 16 percent had mixed opinion. 96 percent of media authors were found to be against bilingual education (Levis & Davies, 2018).

Language Policy and Bilingualism

Since 1839, bilingual education is a part of American education system. In this system, academic context was given in two languages. However, in time children needed to have higher proficiency in English to be successful at school. This system supported the maintenance of children.

Bilingual education has been a part of American education since 1839. Sociological and educational professionals suggest that immigrants who keep their bilingual skills by developing their proficiency in both languages and maintaining their heritage culture and also adapting to mainstream culture are more successful in the long term than their monolingual English speaker peers.

The students who attend bilingual education programs have less dropout rates than the immigrants who joined only- English monolingual programs. In Mexican American schools, Spanish and English lessons were given, the students who attended this City Elementary schools showed high performance in their school lessons. When the students were given the test in English, they performed well. This finding shows that Spanish education did not hinder the students' development in English. Only English programs turned out to have negative effects on students' school performance in secondary education. The number of bilingual students speaking a language with English in the USA in 2004 was almost 10 million. For such a big number of students at school age, developing new methods for improving bilingual children's English and training teachers about bilinguals' language learning became a crucial issue to be focused (Parmon, 2010).

According to a study conducted by Sikora and Pokropek (2021), immigrant students in Australia, Canada, Denmark, Great Britain, Ireland, Netherlands, New Zealand, Sweden, and the United States are stated to be more dedicated for learning than their native peers. Whereas immigrant students in Belgium, Germany, Greece, Israel, Spain, and Switzerland are not very optimistic about their school life and occupational targets. In Austria, France, and Luxembourg only immigrants who speak the mainstream language both home and at school are optimistic about their future such as choosing high status jobs. In Norway linguistically diverse individuals did not show any kind of pessimism about their success in the future. Due to the fact that across the world the number of immigrant students increase day by day, the motivation and educational attainment of those children are the subjects of educationalists and policy makers. Optimism of immigrants about their future change according to ethnic origin

and host country contexts. Each day the number of immigrants' children who are university graduates are increasing which shows that their optimism for getting high status jobs is increasing (Sikora & Pokropek, 2021).

Mother tongue instruction and bilingual education are different points to be taken into consideration. As the mobility of groups of different language speakers' increases, they try to find out ways of transferring their language to young generations in their immigrant countries. While in some schools, immigrant languages are offered as extra-curricular programs in community schools, in some schools those languages are not offered at all. Mother tongue instruction was organized in the early years of immigration to Western Europe, as the immigrants were planning to return back to their countries. In time, the idea of teaching mother tongue has changed as majority of immigrant workers did not return back to their countries. Bilingual education with the ethnic minority language in schools in Western Europe is not supported as the children do not encounter their heritage language in any field of education and occupation.

Sievens and Van Avermaet (2016) state that since the late 1950s, a great number of migrant workers from Mediterranean countries (Southern Europe, North Africa, Turkey) have been involved in labor migration to Western Europe. This immigrant moved rapidly from temporary residency to permanent residency. The immigrant language in a short while became a widely spoken minority language in Europe. EU movement and globalization have fed linguistic and cultural richness in Western Europe. Raising children with both the heritage language and the mainstream language was suggested by EU commission. In other words, bilingual education was preferred as a sound L1 knowledge would provide a foundation for a successful L2 acquisition and cognitive development for children (Sievens & Van Avermaet, 2016). As for the bilinguals in the USA, bilinguals' education has been approached from different perspectives. Levis and Davies (2018) state that despite the multitude of languages spoken by indigenous people and major immigrants in the United States, the obstacles of bilingual education made English the prominent language and English as single language to be used was suggested (Levis & Davies, 2018).

Attitude towards Bilingualism

Wu (2005) suggests that other than social coverage and language programs, mind-set is another effect on individual's language use or choice. A mind-set can be viewed from many angles, and there are several ways to measure how it relates to language. Information, emotion, and conduct are these things. Each object has unique, recognizable functions that can be tested for language mind-set outcomes. In addition to using questionnaires and tests to measure language proficiency, researchers may also use assessments to test language knowledge. You can record or video people's real-life actions and language use in different contexts and topics with other speakers. Another method is to ask subjects to report how they feel about language for an emotional survey. A combination of techniques can give us more information about attitudes toward language and actual behavior.

The Chinese parents who participated in a study about the maintenance of heritage language in the USA shared a positive attitude toward maintaining their native language but felt hopeless about the maintenance of their heritage language in the USA. They stated that "We believe it is important to maintain and master English well enough for academic purposes. However, we all agree that the pressure from mainstream society makes it difficult for children to maintain Chinese language skills." The only thing they could do was sending their children to a weekend school in China or speak more Chinese to them at home. In the U.S. context, as children stayed longer and got older, they tended to switch to English home language use, literacy environment, parental views, time spent learning the two languages, and whether the mother is the primary caregiver. The degree to which children preserve their first language and bilingualism depends on a variety of factors, including birth order, age, number of siblings, if the grandparents live together, and how frequently the family travels back to their own country. American schooling and mainstream society play an important role in helping children retain their native language. English is the predominant language spoken in this expansive environment, and children receive long English lessons of up to eight hours a day. As a result, they know more English than they do taking two hours of Chinese class on the weekends. Another variable is the difference in teaching methods. As a result, they are less proficient in Chinese than in English.

Another category is children's personality. Personality is one of the most important factors that set the individual differences in language acquisition. Together with personality, children's motivation, age, family background, previous language learning experience, their caregivers are all playing a role for children's developing a good attitude towards the language and language learning. For bilinguals in the immigrant context, age 3 or 4 is critical for acquiring the languages simultaneously when they start preschool. Chinese-English bilinguals in the USA schools are reported to use English more than Chinese when they start school, and they lose their Chinese. If the children are aware that their parents also know English, they stop using Chinese at home. Their personality, motivation, self-identity, and age affect how they feel toward Chinese and English. Heritage language maintenance usually depends on the children's and families' motivation to keep their language alive and also prestige of the language in the society plays an important role for raising balanced bilinguals (Wu, 2005). For bilingual children's identity formation, school achievement and establishing successful social relations, they need to be approached from different angles like neurology, sociology, psychology, personality, and quality of language acquired from the family (Bartlett, 2007).

It is argued by Portes and Schauflier (1994) that in the early 20th century, the scholars opposed to bilingualism by supporting the view that bilingualism causes failure at school, leads to mental disorders and damages cognitive development and psychological well-being. The cognitive effect of bilingualism was stated to be impairing children's

development. Firstly, they stated that there were genetic differences between the races and their competence in a language is usually dependent on their genes. Another belief was due to the use of a different language at home, the children confuse the language, and, in the end, they lack intellectual ability. Those two points which supported the bilinguals as disadvantageous groups was confuted in 1962 with the systematic research on the cognitive effects of bilingualism which rendered positive results.

French and English-speaking bilinguals are tested in Canada and being truly bilingual is associated with higher scores on intelligence tests. A real bilingual is someone who can effectively speak in two languages and who, compared to monolingual peers, demonstrates more cognitive flexibility and an improved capacity for dealing with abstract topics. For instance, a study of a large national sample of US high school students discovered a link between bilingualism and academic achievement in Hispanic kids. Genuine bilinguals perform significantly better academically than true monolinguals and true semi-bilinguals, according to a recent study of San Diego High School students. True bilinguals benefit from the positive effects of being bilingual and therefore perform better than their monolingual peers. Many studies have shown that true bilingualism has a positive impact on academic performance, yet many students in the United States quit other languages to improve their English. No other country is in rapid decline. The first generation often acquired enough English to function economically. The second generation continued to speak their native tongue at home while speaking English at work, school, and other public places. English became the predominant language in the third generation, and it continued to dominate the generations after that. This pattern has historically applied to all immigrant groups, with the exception of a few isolated minorities (Portes & Shauffler, 1994).

Social Aspect of Bilingualism

Having a good foundation of mother language in early childhood is crucial for children's social and academic development. If the children do not have enough proficiency in their mother tongue, it is inevitable that next generations will not be able to learn that language.

Children should have a positive attitude towards their mother tongue and have communication with the family in the mother tongue. If the mother tongue is totally taken out from children's life, the children's proficiency in the language will decrease in time. In early childhood children may encounter problems about acquiring the language at home as their caregivers may be insufficient to give a good quality and quantity of input. The children from high SES families are stated to have better language proficiency in comparison to their peers coming from low SES families. For immigrant children it is stated that usually subtractive bilingualism is the case more than additive bilingualism as the children give up using their mother tongue at the expense of learning the mainstream language. Promotion of additive bilingualism among immigrant children is suggested. If the mother tongue is not cherished in the society, children develop negative

attitude towards their heritage language and culture. To gain social acceptance among their native peers, they refuse their cultural roots and try to behave in the similar way as their native peers (Wang, 2021).

Cognitive and Pragmatic Aspect of Bilingualism

For cognitive and pragmatic aspect of bilingualism, Backus and Yağmur (2019) state that socio-pragmatic skills of the children are important for raising psychologically healthy and academically successful individuals. A proficient speaker is aware of different registers of speech, and they know what to say and how to say in a given situation. Bilingual children need to have awareness about speech acts and pragmatics of the language. Pragmatic competence is one of the most important skills that bilinguals need to have in both languages. Pragmatics deal with the use of language in interpersonal situations and it includes performance of speech acts like apologizing, complaining, complimenting, thanking etc. Pragmatic development in children is related to the feedback and comprehensible input given the children. Due to the flexibility and subjectivity of the evaluation of pragmatics, it is difficult to construct a standardized test which measures pragmatic competence.

Making a pragmatic mistake is not the same as making a grammatical mistake. Using a wrong word may be grammatically correct but pragmatically inappropriate. Since speech acts do not occur in isolated contexts, they should be analyzed in relevant discourse. For bilingual children of Turkish immigrants, the way they speak may change pragmatically according to group-specific changes and proficiency level in Turkish may not be sufficient to give appropriate prompts or responses (Backus & Yağmur, 2019).

For L2 learners, long term language achievement depends on different variables such as the competency acquired in L1, language setting, the quality and quantity of input provided, the proximity of languages to each other. Different competencies in L1 affect the competency level targeted in L2. Bilingual language users of L2 English from different heritage language groups show different performances due to the proximity of their heritage language to English. According to a study conducted by Jia, Aaronson and Wu (2002) European language speakers were more successful than Asian speakers in terms of L2 production since European languages are linguistically closer to English than other Asian languages. Spanish-English bilinguals were more successful than Chinese-English and Vietnamese-English bilingual speakers. Together with the heritage language effect, age of second language acquisition, social and cultural adaptation play a very important role for ultimate success of immigrants in both languages (Jia et al., 2002).

Bilingualism and Literacy

One of the most important and confusing issue about bilinguals is teaching literacy in early childhood. There is a conflict on whether to teach how to read and write in the mother tongue or the mainstream language which they will encounter at school. Language and cognitive development

of children is a crucial subject for pre-school period. Some bilinguals acquire literacy skills in their mother tongue and some directly acquire the mainstream language when they go to school without any pre-school mother tongue instruction. The bilinguals' exposure to literacy highly depends on the parents' level of education, their expectations for children's education, their proficiency in the languages and awareness about language teaching. Teaching literacy feeds children's lexical development, increases metalinguistic awareness and directly helps cognitive development (Bialystok, 2003).

Considering the phonological, syntactic, and lexical differences between the languages of bilinguals, teachers need to be aware of literacy strategies. Teachers need to know that for bilinguals each language is unique and develop literacy education approaches accordingly. For instance, while teaching English literacy firstly consonants are taught, in teaching Spanish literacy vowels should be taught first. As an essential part of teaching literacy in reading and writing in Spanish, phonological and syntactic awareness is prioritized. Thus, each language requires different points to be prioritized when teaching literacy and the teachers need to be knowledgeable about children's home language and bilingual literacy (Ramirez, 2000).

Developing literacy in both languages is both responsibility of parents and school. In some countries, bilingualism is welcomed and in some it is viewed as an obstacle for mainstream language acquisition. At the appropriate time and early intervention for bilingual literacy activities definitely support age and school level language and literacy development resulting in the elimination of school failure (Rehman, 2022).

Discourse

Conveying a message and interpreting the received message is beyond knowing the linguistic forms and structures. Language users' competency in a language require more than the language itself, they need to know discourse rules (Drid, 2010).

The speakers of a language actively use language in written or spoken context to meet a range of needs in their daily life. Since the users do this in a routine way, they are not aware that they have a competence to create and maintain a context in an appropriate way. Language users actively build the world around themselves through language (Gee, 1999).

Discourse Analysis

For discourse analysis, the linguists relate the linguistic elements with the utterances and interpretation of meanings on intra-textual connections which is named as linguistic context. For analyzing the meaning conveyed in a spoken or written text, the analyst focuses on the linguistic items around it. How the sentences are related and properties of the related items which make the meaning a whole is the subject of discourse analysis. Context can be approached from a wider perspective by going beyond the linguistic boundaries to interpret the external world. Identifying the features of a situation affect the linguistic choices.

Discourse Analysis shifts the focus of linguistic analysis from a sentence-centered approach, and it takes it one step further to examine the interplay of language items and the way they merge with the external world to get their real communicative identity. Here the linguistic behavior appears to be the outcome of a larger discourse apparatus, including the traditional grammatical one (Drid, 2010, p.23).

As for the scope of discourse analysis, Drid (2010) further states that it is related with semiotics, pragmatics, speech acts and conversational maxims and it can be in the category of descriptive, narrative, expository, and argumentative analysis.

Speech Acts

Speech acts can be focused under the title of pragmatics. In the scope of pragmatics Implicature, Speech Acts, Presupposition, Context, Adjacency Pairs, and Deixis and Distance are taken into consideration. As for the speech act categories, there are five different subtitles to be analyzed which are representatives, directives, commissives, expressive, and declarations (Gee, 1999).

In relation with the content people create speech acts. There may be different reasons or variables lying behind the use of speech acts such as gender, culture, age, location etc. For speech acts to be comprehensible both the receiver and conveyer need to be in a mutual understanding context. In this sense, cross-cultural, cross-generational or cross-national comparisons can also be done on the use of speech acts (Putri et al., 2020).

Hidayat (2016) explains the categories of speech acts as follows. Representatives are linguistic utterances which convey the deductions and statements from real life observations. In other words, the utterances which are produced out of the facts and observations obtained. Directives are the utterances used for making someone take an action for something. It can be a command, question, request, order or suggestion. As for commissives, they are the utterances used for a commitment for a future action like promising, threatening, offering, refusing, or pledging. Expressives another category of speech acts which is used for expressing a psychological state like thanking, apologizing, welcoming or congratulating. Finally, declarations are used to declare a change in a current situation like declaring cease fire, christening, announcing marriage of a couple, firing from a job (Hidayat, 2016).

Research Questions

In this research the following questions are sought for:

1. How does the content of news on bilinguals show differences across the five countries which are United States of America, United Kingdom, Germany, France, and the Netherlands?
2. What kind of context is covered in the news and how is the distribution of each content?
3. What kind of speech acts are performed in the headlines and how is the distribution of titles according to the speech acts?

METHOD

In this research, qualitative research analysis is used, and discourse analysis is applied for 25 different news on bilingualism. The news headlines are numbered 1 to 5 for each country. Headlines of the selected news for each country are shown in Appendix. Discourse analysis is a kind of qualitative research, and the texts are analyzed with interpretation. Discourse analysis is used in social and human science in relation with the language. “Discourse analysis is a methodological approach that allows one to examine the constitutive role that discourses play in contemporary society” (Vaara, 2015).

In this study, the news articles are categorized according to the content that they focused. The content categories are identified as Neurological, Social-Cultural, Psychological, Educational, National categories. In addition, the headlines of the news are categorized according to speech acts which are representatives, directives, commissives, expressives and declaratives. Five different news on bilingualism are randomly selected from the newspapers of five different countries which are United States of America, United Kingdom, Germany, France, and the Netherlands. The countries which receive high number of immigrants are selected.

FINDINGS

The news articles were placed into the abovementioned five content categories and then they were classified according to five different speech acts. Table 1 below represents the division of the news headlines according to these five categories:

In the content analysis, when a cross-national comparison is done in terms of categories distribution, majority of the news on bilingualism have been found to be in educational context. After educational context, the following categories which equally included majority of news was in the neurological, socio-cultural, and national contexts. As for psychological context, there were 3 news which is the least but close to the previous categories. It is not surprising to see the highest number of news under educational category as education is the most sensitive and crucial subject concerning the bilinguals. Education is directly and indirectly related with challenges that bilingual children face. Fewer number of news on psychological side of bilingualism implies the lack of interest and research on psychological well-being of bilinguals.

In Figure 1, it can be concluded that highest number of news are in educational context when the countries are evaluated in total. Education holds the highest number in the USA and in the Netherlands. In the UK, bilingualism in neurological context holds the highest number of news. In France, educational and psychological content news are equally distributed. The lowest number of news in general is in psychological content.

The news article headlines were classified according to speech acts as well. Table 2 shows the headlines divided into the categorized speech acts as follows:

The headlines in the newspapers are not written in formal tones, they are usually similar to the parts of a daily speech.

When the headlines are analyzed according to the use of speech acts, representatives are used more than the others. Declaratives, expressives and directives followed the representatives respectively. The headlines give clues about the content of the news texts. All the headlines are related with the content in line with the expectations. As the majority of headlines are usually statements over the observations, the news on bilinguals are also analyzed to be statements which accounts for representatives in speech acts.

In Figure 2, it can be concluded that the highest number of headlines belong to the representatives. Respectively directives, expressives and declaratives follow representatives. The lowest number of speech acts used in the headlines belong to commissives category. As commissives are the utterances used for future occasions, it is not commonly seen in bilingualism news. In the news concerned with bilingualism, usually facts belonging to the past and present is shared. The current issues for bilinguals are revealed with obtained findings. The news headlines are directly related with the content representing the issue covered.

DISCUSSION AND CONCLUSION

Bilingualism is reflected in different ways in multinational societies. While it is cherished by some, it is evaluated as a drawback for school success in the others. There are many factors which affect how bilinguals are raised in a country. Bilingualism of individuals in a country can be due to immigration, dual language application of the country,

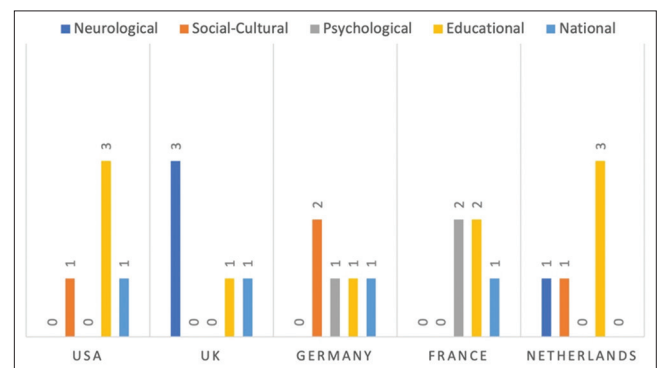


Figure 1. News headlines' distribution according to the content categories

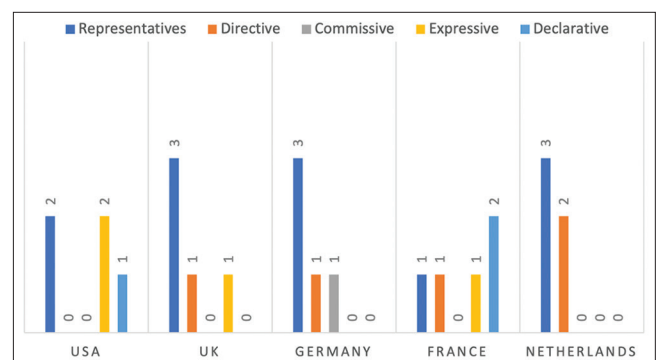


Figure 2. News headlines' distribution according to speech acts

Table 1. Placement of the news articles into the content categories

	Neurological	Social-Cultural	Psychological	Educational	National
USA		1-Language inclusion: one more facet of being a good neighbor		2-Immigrant Parents Complain of Language Barriers in Schools 3-Language remains the main barrier for immigrants moving to Steamboat 4- More US schools teach in English and Spanish, but not enough to help Latino kids	5-Half of the world is bilingual. What's our problem?
UK	2-Speaking two languages boost IQ in children 5-Why being bilingual works wonders for your brain? 4-Bilingual children 'show advantage' in noisy classrooms			3-Children of Migrants Outperform British Kids, Despite Barriers to Learning Language	1-Britain's multilingual children: 'We speak whatever language gets the job done'
Germany		1-'Multilingualism is an enrichment, not a deficit': raising bilingual kids in Germany 4-Bir, iki üç – Which languages meet in kindergarten?	5-Many children in Germany grow up bilingual (Viele Kinder in Deutschland wachsen zweisprachig auf)	3-Fewer and fewer immigrants successfully complete the German test	2-Good languages, bad languages? (Gute Sprachen, schlechte Sprachen?)
France			2-Raising bilingual children 'does cause frustration' 1-Six dos and don'ts for raising bilingual children in France	4-France to launch 'emergency' English learning plan for schools 5-Parents protest changes to Paris bilingual schools	3-The effect of language training on immigrants' economic integration: Empirical evidence from France
Netherlands	5-Impact of language mixing in bilingual children	2-Speaking just one language is not the norm: encouraging bilingualism in NL		1-Klokhuis Science Prize for research into bilingualism among Frisian children (Klokhuis Wetenschapsprijs voor onderzoek naar tweetaligheid onder Friese kinderen) 3-Amsterdam schools could do more to embrace bilingualism: survey 4-Will the Netherlands' own students be at a loss for (Dutch) words?	

colonization or ethnic settlements in the country. Whatever the reason is all bilinguals experience similar language learning paths. However, according to the approaches applied in the countries, the success of bilinguals shows a lot

of differences. Bilinguals of the same languages can show different levels of proficiency in each language in different countries. The prestige of the languages in the country, the access to the languages, the language education in the

Table 2. News Headlines categorized into speech acts

	Representatives	Directive	Commissive	Expressive	Declarative
USA	1-Language inclusion: one more facet of being a good neighbor 4-More US schools teach in English and Spanish, but not enough to help Latino kids			3-Language remains the main barrier for immigrants moving to Steamboat 5-Half of the world is bilingual. What's our problem?	2-Immigrant Parents Complain of Language Barriers in Schools
UK	2-Speaking two languages boost IQ in children 3-Children of Migrants Outperform British Kids, Despite Barriers to Learning Language 4-Bilingual children 'show advantage' in noisy classrooms	5-Why being bilingual works wonders for your brain?		1-Britain's multilingual children: 'We speak whatever language gets the job done'	
Germany	1-'Multilingualism is an enrichment, not a deficit': raising bilingual kids in Germany. 3-Fewer and fewer immigrants successfully complete the German test (Immer weniger Zuwanderer absolvieren erfolgreich Deutschtest) 5-Many children in Germany grow up bilingual (Viele Kinder in Deutschland wachsen zweisprachig auf)	4-Bir, iki üç – Which languages meet in kindergarten?	2-Good languages, bad languages?		
France	3-The effect of language training on immigrants' economic integration: Empirical evidence from France	1-Six dos and don'ts for raising bilingual children in France.		4-France to launch 'emergency' English learning plan for schools Parents protest changes to Paris bilingual schools	2-Raising bilingual children 'does cause frustration' 5-Parents protest changes to Paris bilingual schools
Netherlands	2-Speaking just one language is not the norm: encouraging bilingualism in NL 3-Amsterdam schools could do more to embrace bilingualism: survey 5-Impact of language mixing in bilingual children	1-Klokhuis Science Prize for research into bilingualism among Frisian children (Klokhuis Wetenschapsprijs voor onderzoek naar tweetaligheid onder Friese kinderen) 4-Will the Netherlands' own students be at a loss for (Dutch) words?			

country, attitude towards bilingualism play an important role for raising successful bilinguals. Educational attainment of bilinguals is the focus of many research as it is closely connected with family language use and language policy of the country. To find a solution for language gap between the native monolinguals and immigrant bilinguals, some researchers suggest bilingual education (Mouw & Xie, 1999) while some suggest submersion to the mainstream language. Recognizing the difficulties that bilinguals encounter at school, giving support to the families, establishing a good

contact with the teachers, good communication with the administration of the school and the parents will give better results for students' school achievement (Bartlett, 2007).

In this study, the news on bilinguals are analyzed and categorized according to the content that news has covered. The content of the news is analyzed to identify the categories. According to the findings, the highest number of news are covered in educational context. This finding implies the reality that bilingualism is one of the most important issues in the education system of the countries. In this study, the

reason why the lowest number of news is covered in psychological context can be accounted with the fact that bilinguals have not been dealt with in terms of psychological well-being or psychological effects of being a bilingual is not voiced. Especially in immigrant and minority context, the psychology of bilinguals needs to be given importance. A lot of study has been conducted on the neurological aspect of bilinguals, their developmental stages, language production stages etc.

In addition, the headlines are categorized according to the use of speech acts. Speech acts are the parts of speech which convey different messages through the use of certain words. Speech acts are an important subject of pragmatics. In the newspaper headlines different speech acts are performed. Depending on the content, to draw the attention to the readers, different wording and syntax can be utilized. In this study, the headlines related to bilingualism are categorized according to the use of speech acts and most commonly used speech act was found to be representatives and least commonly used speech act in this study was commissives. The use of speech acts depends on the content. For example, if the subject is about health, probably directives will hold the majority of headlines or if the subject is about weather condition representatives will hold the majority of headlines.

This study can be elaborated and expanded with more news by including bigger number of countries and bigger number of newspapers can be involved. For further studies, the news about bilinguals can be analyzed in terms of the language policies of the countries.

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APPENDIX

News headlines divided into countries				
US News Headings	UK News Headings	Germany News Headings	France News Headings	Netherlands News Headings
1-Language inclusion: one more facet of being a good neighbor	1-Britain's multilingual children: 'We speak whatever language gets the job done'	1-'Multilingualism is an enrichment, not a deficit': raising bilingual kids in Germany	1-Six dos and don'ts for raising bilingual children in France	1-Klokhuis Science Prize for research into bilingualism among Frisian children (Klokhuis Wetenschapsprijs voor onderzoek naar tweetaligheid onder Friese kinderen)
2-Immigrant Parents Complain of Language Barriers in Schools	2-Speaking two languages boost IQ in children	2-Good languages, bad languages? (Gute Sprachen, schlechte Sprachen?)	2-Raising bilingual children 'does cause frustration'	2-Speaking just one language is not the norm: encouraging bilingualism in NL
3-Language remains the main barrier for immigrants moving to Steamboat	3-Children of Migrants Outperform British Kids, Despite Barriers to Learning Language	3-Fewer and fewer immigrants successfully complete the German test (Immer weniger Zuwanderer absolvieren erfolgreich Deutschtest)	3-The effect of language training on immigrants' economic integration: Empirical evidence from France	3-Amsterdam schools could do more to embrace bilingualism: survey
4-More US schools teach in English and Spanish, but not enough to help Latino kids	4-Bilingual children 'show advantage' in noisy classrooms	4-Bir, iki üç – Which languages meet in kindergarten? Bir, iki üç – Welche Sprachen treffen sich im Kindergarten?	4-France to launch 'emergency' English learning plan for schools	4-Will the Netherlands' own students be at a loss for (Dutch) words?
5-Half of the world is bilingual. What's our problem?	5-Why being bilingual works wonders for your brain?	5-Many children in Germany grow up bilingual (Viele Kinder in Deutschland wachsen zweisprachig auf)	5-Parents protest changes to Paris bilingual schools	5-Impact of language mixing in bilingual children