

## **The Destruction Seen in Disadvantaged Bilingual Students in Rural Regions of Turkey: A Theoretical Study of Sad Portraits**

**Yusuf Kızıltaş<sup>i</sup>**

Van Yüzüncü Yil University

### **Abstract**

There are significant numbers of disadvantaged bilingual students in rural areas of Turkey, such as Southeastern and Eastern Anatolia. These students face various problems, especially while acquiring Turkish as a second language. Each of the emerging problems represents a sad portrait. So much so that almost all of these portraits reflect some harsh truths in our faces. Revealing sad portraits is very important. Because most of these situations lead to irreparable results, the effects of the damage they cause cannot be erased. Purposes such as better explaining the distinction between looking and seeing, presenting the traumas and destructions inherent in this narrative, and revealing the realities and results boldly make the study meaningful. So as to achieve this aim, a literature review was conducted on disadvantaged bilingual students. Then, the studies on this subject were examined and the relevant information was revealed and evaluated. In this theoretical research, which is a first in the context of literature in Turkey, sad portraits representing disadvantaged bilingual students in rural areas are discussed. Sad portraits; absenteeism and early school leaving, child marriages, uninsured child labor, juvenile delinquency, substance abuse, academic failure. Each sad portrait causes serious problems in the long run.

**Keywords:** Rural Regions, The Bilingual Students, The Sad Portraits, Destructions

**DOI:** 10.29329/ijpe.2023.534.4

**Submitted:** 25/07/2021

**Accepted:** 27/02/2023

**Published:** 01/04/2023

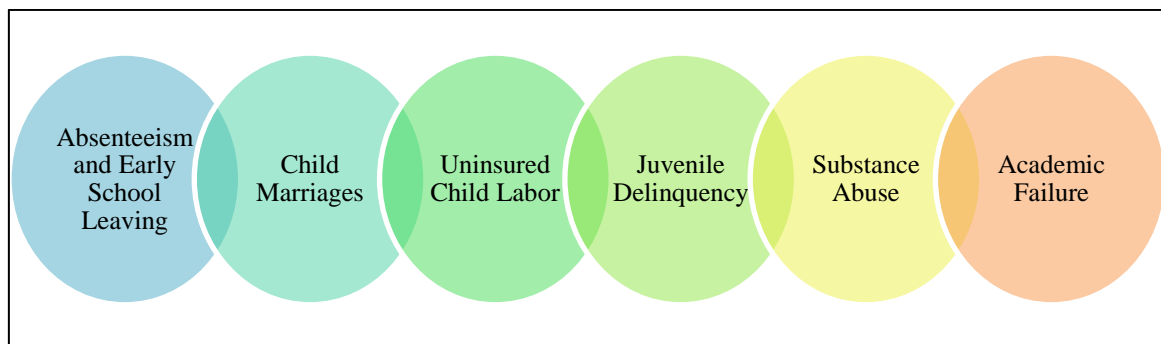
<sup>i</sup> **Yusuf Kızıltaş**, Asst. Prof. Dr. Primary School Education, Education Faculty, Van Yüzüncü Yil University, ORCID: 0000-0001-9434-4629

**Email:** yusufkiziltas@yyu.edu.tr

## INTRODUCTION

There are many bilingual students (Düzen, 2017; Pekgenç, 2019) in the Southeastern and Eastern Anatolian regions of Turkey. Compared to the other five geographical regions of Turkey, bilingual students attending schools in the rural areas of these two regions face serious disadvantages in various fields (Aytekin & Yılmaz, 2018; Canpolat, 2020; Emin, 2019; Erol & Özdemir, 2020; MEB, 2020; Kulaksız, 2008; Uğur, 2017) can be said to be intertwined with problems (Asrağ, 2009; Çoşkun, Derince, & Uçarlar, 2010; Kırmızı, Özcan & Şencan, 2016; Özdemir, 2016; Yalçın, 2017; Yılmaz & Şekerci, 2016). Especially due to the inability to acquire Turkish as a second language (Aytekin & Yılmaz, 2018; Canpolat, 2020; Kızıldaş, 2021), various devastations occur in bilingual students in rural areas (Alaca, 2011; Aytekin & Yılmaz, 2017; Derince, 2012; Emeç, 2011; Pekgenç, 2019; Tulu, 2009; Uğur, 2017; Yazıcı & Temel, 2012) are inevitable. Each of the resulting destructions is a disadvantage in the context of bilingual students (Alaca, 2011; Canpolat, 2020), themed sad portraits. It is worth noting that sad portraits contain stories, omissions, mistakes (Uğur, 2017) that are serious and need to be questioned at their core. It is also possible to see the findings related to this situation in various researches (Aytekin & Yılmaz, 2018; Yılmaz & Şekerci, 2016). Exposing sad portraits bearing sections from disadvantaged bilingual students (Canpolat, 2020) makes them accessible to the community, developing solutions (Öztepe, 2019; Taşkaya, Turhan & Yetkin, 2015). So much so that sad portraits, which are symbols of the resulting destruction, will often not be compensated for in disadvantaged bilingual students (Ceyhan & Koçbaş, 2011; Çelikten, Şanal & Yeni, 2005) dimensions.

It is also an important issue that the sad portraits were drawn by whom and for what reasons/pencils. Your portraits; Communication, inability to acquire basic language skills, Turkish-Kurdish language conflict, language/culture shock in teachers, lack of pre-school education, intense teacher mobility, paid teaching (Aytekin & Yılmaz, 2018; Biçer & Alan, 2018; Canpolat, 2020; Eğitim-Bir-Sen Report, 2019; Gözüküçük & Kıran, 2018; Kırmızı, Özcan & Şencan, 2016; Kızıldaş, 2021; Kozikoğlu & Senemoğlu, 2018; Pekgenç, 2019; Sarı, 2001; Su, 2020; Taşkaya, Turhan & Yetkin, 2015; Turan, 2019; Uslu, 2017; Uygun, 2013; Yalçın, 2017; Yılmaz & Şekerci, 2016) can be said to be nourished and supported. Many of the reasons explained are almost ink reinforcement to the pens that paint the portrait. For these reasons, it is necessary to share the promotional brochure of the exhibition of sad portraits presented to society (Figure 1). In other words, after presenting a general portrait of the portraits, it may be more accurate to start wandering around the sections of the exhibition.



**Figure 1** Sad Portraits of Disadvantaged Bilingual Students

Each of the destruction that occurs in disadvantaged bilingual students represents a sad portrait (Figure 1). Therefore, it is of great importance that each of these portraits, which are stated to cause significant problems and consequences in the long run, should be discussed separately: Welcome to the exhibition of sad portraits of disadvantaged bilingual students!

### **Purpose, and Method of the Study**

There is a lack of studies that reveal the damage caused by the learning losses experienced by bilingual students who acquire Turkish as a second language in the context of various factors. It is also necessary to draw attention to the deficiency in this area by discussing that the negativities caused by the inability to acquire Turkish sufficiently should not be limited to purely academic failure. The aim of the study is to reveal and discuss the sad results that occur in bilingual students and the factors that affect these results. The realization of this discussion based on the research results in the literature makes the study a compilation research. In the context of the stated objectives, answers to the following research questions were sought:

1. What are the reflections of not being able to acquire Turkish enough on absenteeism and early school leaving?
2. What is the role of not being able to acquire a language in the emergence of child marriage in bilingual students?
3. What are the dimensions of uninsured child labor among bilingual students?
4. What is the level of substance use and addiction among bilingual students?
5. How does not being able to acquire Turkish adequately reflect on the academic failures of bilingual students?

## FINDINGS

### Sad Portraits

#### Absenteeism and Early School Leaving

The phenomenon of early school leaving (Gil et al., 2018), which is affected by various factors, is that students do not attend school during the compulsory education years (Álvares & Estevão, 2013) or give up the right to receive a diploma at the end of the education process. It is considered an undesirable situation in that it causes the resources of the society to be wasted and prevents qualified individuals' training (Kartal & Ballı, 2020). In disadvantaged bilingual students in Turkey; the existence of cases that start with absenteeism eventually result in early school leaving (E.U. The report, 2005; Sincar, 2015) is an important fact (ERG, 2018). These risk factors that await many bilingual students ultimately reveal a sad portrait. Şimşek and Şimşek (2013) state that especially when it comes to the secondary education level, the tendency of students in rural areas to drop out (Adelman & Székely, 2016) gets stronger, and this situation results in early school leaving. He emphasizes that this situation also becomes a barrier to integrating bilingual children into society, making them disadvantaged (Hunt, 2008; Uğur, 2017).

Early school leaving; It is more common in students whose first language is Kurdish/Arabic (Şimşek, 2011; Şimşek & Şahin, 2012), who have low academic achievement, have problems with socio-cultural and family issues. Likewise, it is seen intensely in immigrant, insufficient/low socio-economic families (Rodriguez et al., 2020; Rumberger, 2001). School dropout compared to urban students (Chin, 2015). Disadvantaged bilingual students (ERG, 2011; Fırat, 2015) in rural areas of Turkey's Southeastern and Eastern Anatolian regions are experienced more intensely (Gökşen, Cemalçılar & Gürlesen, 2006). Similarly, Rumbaut (1995) states that early school leaving may be inevitable for bilingual students in rural areas (Podešvová, 2017) if the second language cannot be acquired sufficiently (Chin, 2015; Hunt, 2008). Likewise, in the UNESCO (2015) report, it is seen that learning a second language other than the mother tongue (Sincar, 2015; Uğur, 2017) and the failure to overcome the resulting language barrier (Mokibelo, 2014) have a significant impact on early school leaving (Huang, 2005).

Other factors also play an essential role in absenteeism and early school leaving. Gender factor is very effective in early school leaving in bilingual students. Boys represent a significant proportion at this point. Şimşek (2011) attributes this situation to the efforts to eliminate low living standards and contribute to the family budget. In fact, according to the O.E.C.D. (2020) report, with the Covid-19 pandemic, especially male students in rural areas were more likely to drop out of school in this sense. On the other hand, Subrahmanyam (2016) underlines that bilingual female students in rural areas have a higher early school leaving due to social norms. Küçükler (2018) explains this situation with distrust of girls, the hopelessness that they will be successful, and the dominance of conservative thinking.

The long-distance between school and home, early marriage, grade repetition, dissatisfaction with the teacher and the school, the schools do not offer sufficient socio-cultural opportunities, the school environment with various negativities, the difficulties created by the education programs, the high number of siblings in the family, the family indifference other reasons for early school leaving can be listed as factors such as insufficient teacher capacity, negative attitudes/behaviors of teachers, separation of parents, low educational level of parents. Therefore, early school leaving cannot be reduced to a single cause (Küçükler, 2018). However, it is also worth remembering that there is still no detailed database in Turkey on such a sensitive issue (Shafique, 2013; Gil et al., 2018; Hoşgör & Smits, 2006; Kartal & Ballı, 2020; Mokibelo, 2014; Ntelele Mohlouoa, 2014; Özdemir, Şirin & Sezgin, 2009; Özdemir et al., 2010; Rodriguez et al., 2020; Şimşek, 2010, 2011; Yokozeki, 1996). In summary, it is possible to evaluate early school leaving under three headings as an individual, familial and social (Nikolaou, Papa, & Gogou, 2018). On the other hand, Yokozeki (1996) evaluates the reasons for early school leaving as student-parent, school-system. These titles are essential in terms of revealing the sensitivity of early school leaving. Furthermore, Rodriguez et al. (2020) also point out that early school leaving is a severe issue, causing economic losses (Yılmaz & Şekerci, 2016), and its cost to society is hefty (Nikolaou, Papa & Gogou, 2018; Shannon & Bylsma, 2016). These factors and facts are valuable in better understanding the importance of early school leaving and this sad portrait.

### **Child Marriages**

Child marriages among disadvantaged bilingual students in rural areas of Turkey's Eastern and Southeastern Anatolian regions (Orcan & Kar, 2008) represent a sad portrait (Kaptanoğlu & Ergöçmen 2012). The concepts with which this situation is most related to can be explained as absenteeism, early school leaving (Öğülmüş et al., 2013), economic and socio-cultural deficiencies (Uysal, Eren, & Şimşek, 2019), mother tongue difference (Kaptanoğlu & Ergöçmen, 2012; Smith, Stone & Kahando, 2012). Mokibelo (2014) states that early marriages are a result or cause of early school leaving (Hunt, 2008; Liu, 2014; Malatyali, 2014). He emphasizes that this process has started to take place since the primary school level. However, at this point, he draws attention to the fact that sometimes girls may be willing to early school leaving for emotional reasons. In Eastern and Southeastern Anatolian regions, wedding dresses are seen as a control mechanism, especially for girls not sent to school (Burcu et al., 2015).

The number of girls in early marriages at a young age is higher, and the age range in these marriages decreases to 12-13 (Öğülmüş et al., 2013). Similarly, Shafique (2013) states that early school leaving is more common among students, especially in rural areas, and states that one of the saddest consequences of this situation is the early marriage of girls and boys. Furthermore, girls cannot overcome the barrier of acquiring a second language, and the pessimism created by a long education process accelerates the removal of girls from school (Köseli & Çelik, 2020). Finally, the slightest presence of girls' unsuccessful performance at school can be enough to be a driving force for early marriage (Smith, Stone, & Kahando, 2012). Sad portraits of child marriages are shown in image 1.



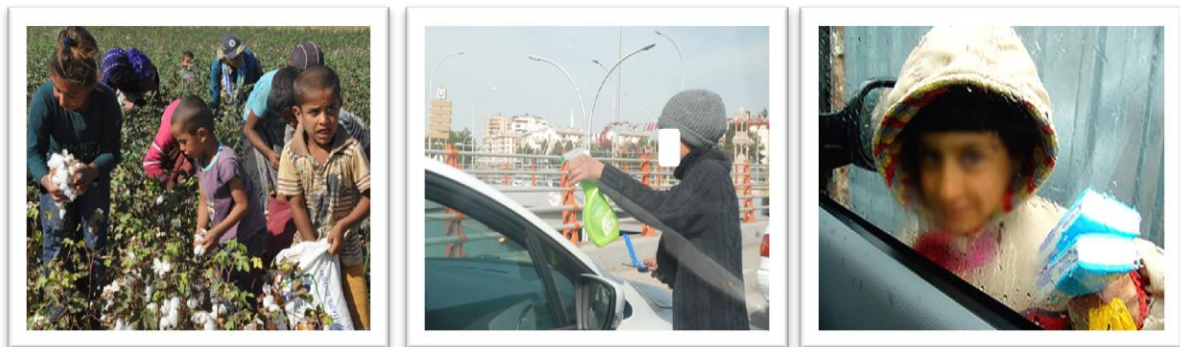
**Image 1** Sad Portraits Created by Child Brides

(Reference: [sehrivangazetesi.com](http://sehrivangazetesi.com), [gazetegercek.com.tr](http://gazetegercek.com.tr), [www.sabancivakfi.org](http://www.sabancivakfi.org))

In summary, child marriage is more common among girls whose mother tongue is Kurdish and Arabic in rural and even urban areas than children in other regions. This situation can be considered as one of the reasons that increase the risk of being a child bride (Kaptanoğlu & Ergöçmen, 2012; Sözer, 2020; Zeyneloğlu, Civelek & Coşkun, 2011). The fact that mother tongue difference triggers child marriage is quite striking when compared to other reasons.

### **Uninsured Child Labour**

It is known that uninsured, that is, without social security, child labor (Öğülmüş et al., 2013) is more common (Gün, 2017) among disadvantaged bilingual students in rural areas of Eastern and Southeastern Anatolian regions of Turkey. This negativity also reveals a sad portrait. Uninsured child labor can be associated with many situations. It should be said that poverty, absenteeism, and early school leaving, especially in rural areas, cause child labor (Amao, Oni, Yusuf, & Omonona, 2010; Yaman & Yılkan, 2019). In this context, Rodriguez et al. (2020) draw attention to the relationship between early school leaving and uninsured child labor by stating that rural students who leave school early enter low-paid jobs with low benefits for them. On the other hand, according to the O.E.C.D. (2020) report, with the Covid-19 pandemic, male students in the rural areas left school early and started working in various jobs. While noting that this situation is inevitable to contribute to the family budget and close the income gap, it says that female students also work from time to time. Therefore, child labor ultimately emerged. Likewise, Ntelele Mohloua (2014) states that socio-economic deficiencies lead to early school leaving and that this situation results in child labor (Yokozeki, 1996). Therefore, poverty triggers this situation seriously. In bilingual students whose mother tongue is different, informal forms of child labor such as selling handkerchiefs on the street, painting, collecting paper-coal, seasonal agricultural work, and apprenticeship represent a significant proportion (image 2).



**Image 2** Children Wiping Windows, Children Selling Handkerchiefs and Seasonal Agricultural Worker Children

(Reference: [urfahaber63.com](http://urfahaber63.com), [ozgurkocaeli.com.tr](http://ozgurkocaeli.com.tr), [www.urfahaber63.com](http://www.urfahaber63.com))

In addition, it can be considered as a necessary form for disadvantaged bilingual students to go to the western provinces of Turkey and work in construction. Therefore, child labor, which falls until 8, causes absenteeism at school (Asrağ, 2009; I.L.O., 2004; Özen et al., 2005; Yaman & Yılkan, 2019). The majority of the students working in the hazelnut fields in the Black Sea region of Turkey consist of children whose mother tongue is Kurdish (Yılmaz, 2017). Therefore, disadvantaged bilingual students in rural areas of Turkey's Eastern and Southeastern Anatolian regions experience more child labor. The mother tongue variable is an essential factor in affecting this situation.

### Juvenile Delinquency

It is a fact that the involvement of the child in crime (Al-Anazi & Al-Shamli, 2011), which is considered an important problem in the world, is also essential in Turkey. The problem of involvement in crime (Karacelil, 2013) is more common among disadvantaged bilingual students in rural and urban areas of Turkey's Eastern and Southeastern Anatolian regions. The problem of child criminalization is defined as 'juvenile delinquency' in the literature (Özen et al., 2005) and includes the delinquency of children under the age of 18 (Rathinabalan & Naaraayan, 2017), is affected by various reasons. Child abuse, the impact of mass media, regional impact, peer pressure, feuds, deficiencies in education, labeling of children, negative teacher attitudes/attitudes, low socio-economic level, lack of supervision of parents, family apathy, migration, terrorism, low level of education of families, crowded family structure causes the child to become involved in crime (Çifci, 2008; Ekinci, 2016; Ferdoos & Ashiq, 2015; Özen et al., 2005; Raselekoane et al., 2019; Rathinabalan & Naaraayan, 2017; Sakuta, 1995; Slomkowski et al., 2001). Rodriguez et al. (2020) also state that rural students who usually leave school (Raselekoane et al., 2019) or the area they live in early (Özen et al., 2005) become prone to committing crimes after child labor. This situation makes students vulnerable to entering prisons. He states that this destruction hurts the public conscience (Doll, Eslami, & Walters, 2013). Similarly, it draws attention to the fact that children who are considered minorities in the country are weaker in their education systems and are more likely to commit crimes.

The crimes committed by disadvantaged bilingual children vary widely. These crimes are usually; theft, wounding, murder, drug use, snatching, substance use, pickpocketing, participation in demonstrations related to terrorism and terrorism, etc. (Ekinci, 2016; Ferdoos & Ashiq, 2015; Özen et al., 2005). When we look at the E.U. Report (2005), children who burned the Turkish flag by getting involved in crime in Turkey in 2005, for example, are disadvantaged children whose mother tongue is Kurdish. In this situation, disadvantaged bilingual students can be considered as being put forward and used at the point of involvement in a crime. Along with the prejudices that have occurred, it is also seen that some disadvantaged bilingual students are described as 'stone-throwing children', 'children throwing stones at the police' (image 3).



**Image 3** Children Throwing Stones at Police, Children Damaging Public Vehicles and the Polices Try to Win These Children

(Reference: sozcu.com.tr, haberturk.com, yenisafak.com)

This term is an argument of communities and organizations that advocate acts of terrorism. It is necessary to be sensitive to ending this approach that feeds the purpose of terrorism. Otherwise, it

may become inevitable to create prejudices against bilingual students whose mother tongue is different and the people in the regions where these students live. Finally, social prejudices and negative perceptions gain legitimacy (Durna & Kubilay, 2010; Karacelil, 2013). In this respect, it can be effective to follow disadvantaged bilingual students in many subjects, including not falling behind in the education process.

### Substance Abuse

Substance abuse or addiction in disadvantaged bilingual students in rural areas of Turkey's Eastern and Southeastern Anatolian regions (Ekinçi, 2016; Kurban & Yolaçan, 2008) represents a sad portrait. Disadvantaged bilingual students generally; substances such as cigarettes, drugs, cannabis, pills, and alcohol are used, and the students in this group are generally leaving school (Ekinçi, 2016). These types of addiction are seen in urban and rural areas in the form of volatile substances such as thinner and bally and the use of cocaine and especially bonsai (Tomanbay, 2016; UNICEF, 2011; Yaşan & Gürgen, 2004). Likewise, Ekinçi (2016) states that substance abuse is a significant problem, and treatment centers are needed for its treatment. Unfortunately, these bilingual students living in urban areas are left to their fate. However, this is not a problem limited to bilingual students. So much so that Tomanbay (2016) draws attention to the fact that children are dragged into the swamp of substance addiction, regardless of whether they are Turkish or Kurdish. He states that, especially in provinces such as Van, Bitlis, and Batman, the cries of families who lost their lives are not heard and that this problem will have a devastating effect on society in the long run. More importantly, the fact that the substance in question is elementary and cheap to obtain (especially bonsai) is the biggest reason for the age of addiction falling below 11. On the other hand, substances such as heroin are imported into Turkey, especially from Van, Ağrı, Hakkari (regions where bilingual students are dominant) (Duman & Akosman, 2021; E.M.C.D.D.A. Report, 2014). This situation is an essential factor in substance abuse or addiction in the region. Van is one of the provinces with the highest rate of substance abuse and use in Turkey (Duman & Akosman, 2021). Some striking sad portraits of substance abuse are shown in image4.



**Image 4** Children in the Bonsai Crisis, Shoot Bally, and Substance Addicts Treated in Rehabilitation Centers (The order of the photos in the bibliography)

(Reference: Gök, 2021, ilkehaberajansi.com.tr, cnnturk.com)

There are various reasons behind the substance abuse experienced by disadvantaged bilingual students. These reasons are; wannabes to friends, feelings of curiosity, high youth unemployment, easy access to substances, the cheapness of substances, limited employment opportunities, presence of substance users in the family, families with many children, low education levels of families, domestic communication, lack of socio-economic opportunities in individuals, etc. (Duman & Akosman, 2021; Yaşan & Gürgen, 2004). On the other hand, Mothibi (2014) students in rural areas; states that there is a significant relationship between the school environment, academic failure, early school leaving, teacher-student conflicts, aggression in students, and substance abuse. This relationship can also be considered a different example of revealing the situations that trigger substance abuse. Therefore, the substance abuse problem of some disadvantaged bilingual students in rural areas of Turkey has a serious dimension. Various reasons play an essential role in this problem.

## **Academic Failure**

Academic failure is perhaps one of the most notable sad portraits of many disadvantaged bilingual students in the rural areas of Eastern and Southeastern Anatolia. So much so that when we look at the results of both national and international exams, a more unsuccessful picture prevails in these regions compared to other regions of Turkey (M.E.B., 2019; Sarier, 2010; Şahin, 2018). There are many reasons for this problem. For example, intensive teacher mobility in schools where disadvantaged bilingual students study, inability to acquire basic language skills, pre-school education is not compulsory, paid teaching practice, deficiencies in the physical structure of schools, Turkish-Kurdish language conflict, reading comprehension problems, the inadequacy of Turkish vocabulary, teaching The need for materials, crowded classrooms can be explained as the most important reasons for academic failure (Esersin, 2017; Kızıldaş, 2021; Kırmızı, Özcan, & Şencan, 2016; Kırmızı et al., 2019; Oktay, 2012; Özdemir, 2016; Öztepe, 2019; Özoğlu, 2011; Sarier, 2010; Sincar, 2015; Yılmaz, 2016; Yılmaz & Şekerci, 2016). On the other hand, Canpolat (2020) mainly draws attention to the fact that the language at school (Turkish) is different from the language at home (Kurdish), and the time it takes to fill the gap created by this negatively affects academic achievement (Düzen, 2017; Fırat, 2015; Öztepe, 2019; Sincar, 2015). However, according to Asrağ (2009), this problem can be seriously prevented with effective Turkish teaching. Therefore, linguistic differences play a dominant role in the academic failure of disadvantaged bilingual students.

## **RESULTS, AND DISCUSSION**

In many disadvantaged bilingual students in the rural areas of Turkey's Eastern and Southeastern Anatolia regions, some problems arise when acquiring Turkish as a second language. In this context, the problems faced by the students whose first language is Kurdish grow with other problems over time and become an obstacle that is difficult to overcome. The problems that arise vary, and each one contains different causes, stories, tragedies, wrongs in essence. These various problems represent a sad portrait. In this research, the causes and consequences of what these portraits are discussed together.

The first of the sad portraits experienced by many disadvantaged bilingual students in the rural areas of Eastern and Southeastern Anatolia of Turkey can be expressed as absenteeism and early school dropouts. The most significant causes of this condition are; Inadequate acquisition of a second language other than the mother tongue, early marriages, grade repetition, negative attitudes of teachers, negativity in the school environment, family incompatibility, low socio-economic level, low level of education of parents, inadequate physical conditions of schools, etc. As a result, this situation can lead to early school leaving (Aladağ, 2016; Canpolat, 2011; Cömert, 2018; Yardımcı, 2018) by causing indifference towards school and lessons (Sarı, 2001). In particular, the inability to acquire a second language (Turkish) causes bilingual students to feel foreign (Fırat, 2015) and to feel not belonging to school (Alaca, 2011; Ceyhan & Koçbaş, 2009; Coşkun, Derince & Uçarlar, 2010; İnal, 2020; Sincar, 2015; Uğur, 2017). Therefore, it can be said that this situation also leads to absenteeism and dropout. According to the result of his research, Sincar (2015) draws attention to the fact that the relations between teachers and students who have a good level of Turkish are better. However, he emphasizes that the communication with the students who cannot learn Turkish is not good and that these students are absent. Therefore, it is stated that the problem is language-based. In the study conducted by Şimşek (2011), it was emphasized that language difference is effective in dropping out of school. Similarly, according to the ERG (2011) report, it is noted that absenteeism and early school leaving occur in regions where bilingual students live heavily. Fırat (2015), on the other hand, states that especially the difference in mother tongue is adequate in early school leaving. He states that this is also effective in school dropouts, which are common in the eastern regions. Uğur (2017), on the other hand, explains school dropouts with the refusal of bilingual students to speak their mother tongue at school. The situations also expressed by Coşkun, Derince & Uçarlar (2010) show a unique quality. Accordingly, bilingual students lag behind their peers while trying to learn Turkish skills while starting school. This causes them to fall behind in the curriculum, making students disadvantaged individuals, leading to absenteeism and early school leaving. The importance and necessity of practical



Turkish teaching skills for bilingual students become more apparent after these discussions. Not being able to learn Turkish at a reasonable level leads to early school leaving in the long run.

Child marriages are another sad portrait experienced by many disadvantaged bilingual students in rural areas of Turkey's Eastern and Southeastern Anatolian regions. Reasons such as early school leaving and absenteeism, socio-cultural deficiencies, low academic achievement in girls, pressures from the concept of morality, and tribal culture lead to child marriages. Moreover, the failure caused by the different mother tongues causes this problem in the long run. These results are consistent with various research results (Burcu et al., 2015). It is possible to come across this consistency in the research conducted by Kaptanoğlu and Ergöçmen (2012). In the Eastern Anatolia region, where children of Kurdish origin live predominantly, girls are married off at a young age. To put it more clearly; It is emphasized that 4 out of 10 girls are child brides. In order to overcome this problem, it can be said that primary education is essential and the family's mastery of second language skills is adequate (Smits & Hoşgör, 2006). On the other hand, Malatyalı (2014), who draws attention to the increase in early school leaving with child brides, also states that this problem is seen more intensely in the eastern regions. Tuğrul (2018), on the other hand, expresses similar thoughts and states that early marriage should not be limited to specific regions and draws attention to the fact that the problem is seen in many regions. The UNFPA (2020) report mentions that early marriage is associated with the difference in mother tongue and not being able to acquire Turkish enough. It is stated that when the teacher is not understood, there can be no learning, and this cannot be carried home as information, so this will create a prejudice against the school in the parents. With this prejudice, it is stated that the child will be removed from the school, considering that the school does not bring anything to the child. As a result, the child will become a seasonal agricultural worker or meet early marriage. As it can be understood from this information and results, not acquiring Turkish enough in bilingual students also triggers child marriage in the long run.

Uninsured child labor is another sad portrait of many disadvantaged bilingual students in rural areas of Turkey's Eastern and Southeastern Anatolian regions. The other reason for this problem, which arises from early school leaving, can be poverty or socio-economic deficiencies. In this context, informal forms of child labor such as selling handkerchiefs on the street, painting, collecting paper and coal, seasonal agricultural work, apprenticeship, and working in construction represent a significant proportion. Depending on the factors stated, it is understood that such practices seen in bilingual students are also encountered in different research results, and this causes significant problems (Kızıldaş, 2021; MGTİAR, 2014; TESEV, 2008; Yaman & Yılkan, 2019). In this respect, it can be said that the results of this study are consistent with the results of various studies. Yaman & Yılkan (2019) also draws attention to the fact that those who experience child labor in coal collecting are generally in disadvantaged areas in terms of education. Cömert (2018), on the other hand, states that children sometimes work to sell illegal cigarettes. On the other hand, Uğur (2017) also draws attention to the density of seasonal agricultural workers among students whose mother tongue is Kurdish. He states that it is compulsory and necessary for these children to use Turkish to continue child labor in their cities. He also draws attention to how they are exposed to various reactions when they use their first language. According to the MGTİAR (2014) report, it is understood that the majority of seasonal child workers are students whose mother tongue is Kurdish (Yılmaz, 2017). It is stated that these students do not attend school even though they are registered at the school. Likewise, Gün (2017) states that the children working on the street are mainly composed of students whose mother tongue is Kurdish. According to the TESEV (2008) report, to reduce uninsured child labor among Kurdish children, the teacher shortage in the region should be met, the needs of schools should be met, and material support should be provided. Furthermore, children who do not attend school should be ensured in the same way. So much so that because of these problems, it is stated that the eastern regions are at the bottom in the national exams. Ultimately, if these deficiencies are eliminated, it will be possible to learn Turkish language skills reasonably. This is very important in order to prevent student losses.

A crime is one of the sad portraits experienced by many disadvantaged bilingual students in rural areas of Turkey's Eastern and Southeastern Anatolian regions. According to the research results; child abuse, the effect of mass media, peer pressure, blood feuds, deficiencies in education, labeling

children, negative teacher attitudes/attitudes, low socio-economic level, lack of parental control, family indifference, migration, terrorism, low educational level of families, Situations such as crowded family structure exacerbate the problem of involvement in crime in children. Likewise, according to the results of this study, crimes are generally; theft, injury, murder, drug use, smuggling, drug use, pickpocketing, participation in demonstrations related to terrorism, and involvement in terrorism, etc., can be evaluated as. On the other hand, some children are involved in crime in society; It is also understood that they are described as 'children throwing stones at the police and 'children throwing stones at the police. İnal (2020) also draws attention to the fact that the academic failure of bilingual students and the low participation due to the lack of interest in the lessons result in traumatic behaviors. He states that due to the inability to acquire enough Turkish, students fail in the classroom and are dragged into early school leaving and have emotional breakdowns. Undoubtedly, involvement in crime can be considered as traumas waiting for students in this context. Coşkun, Derince &, Uçarlar (2010) also state that the difference in mother tongue creates some long-term problems especially for students of Kurdish origin. They emphasize that students have problems in reading and that they drop out of school early without reading and that this results in being dragged into crime. Therefore, he says that the rate of committing crimes is very high among children of Kurdish origin (İçli, 2016). Looking at UNICEF's (2011) report titled *The Situation of Turkey*, it is stated that children aged 12-17 are involved in crime in large cities where the Kurdish population is densely populated. Is being drawn. On the other hand, Toğa (2021) looks at the involvement of children in crime from different perspectives in this situation; family indifference, poverty, violence, the high number of children, the presence of other individuals who committed crimes in the family, etc. indicates that the factors are influential. However, he also emphasizes that the backwardness of his peers in language learning causes some unique problems and triggers conflicts in the long run. This is a common occurrence in neglected children. Yardımcı (2018) also contributes to these reasons; He states that working in unsafe and unhealthy jobs at an early age, the heterogeneous structure created by the urban environment, and peer pressure cause students whose mother tongue is Kurdish to commit crimes. It draws attention to the fact that schools, teachers' attitudes, and curricula should also be reviewed to prevent involvement in a crime.

Substance abuse is one of the sad portraits experienced by many disadvantaged bilingual students in rural areas of Turkey's Eastern and Southeastern Anatolian regions. Substances such as cigarettes, drugs, cannabis, pills, alcohol, bally, cocaine, heroin, and bonsai are used. This question; Pretention to friends, sense of curiosity, high youth unemployment, easy access to substances, cheap substances, limited employment opportunities, presence of substance users in the family, families with many children, low educational level of families, lack of communication within the family, the inadequacy of socio-economic opportunities in individuals appear to be affected by factors such as. In the studies conducted by Toğa (2021), attention is drawn to the existence and intensity of substance use among students in the eastern regions. When they cannot find a substance, it is emphasized that children become involved in crime by stealing. It is already known that there is a relationship between crime and substance use (Holliday, 2017). Likewise, İçli (2016) in his research draws attention to the fact that children who use drugs in metropolitan cities such as Istanbul are predominantly of eastern origin (Aladağ, 2016; Cömert, 2018). In other words, it can be said that this habit is observed more intensely in students whose mother tongue is Kurdish. In the study conducted by Duman and Akosman (2021), it is noted that the transportation of substances is effortless, especially in the province of Van. He states that this situation also increases substance use and addiction. It is especially emphasized that the number of substance use and addiction in Van is alarming. It is also stated that these children often experience problems within the family. All the above discussions understand that early school leaving in bilingual students leads to involvement in crime due to insufficient acquisition of a second language. Therefore, the issue of substance use and addiction can be indirectly associated with this situation.

The last of the sad portraits of many disadvantaged bilingual students in rural areas of Turkey's Eastern and Southeastern Anatolian regions is academic failure. Factors include intensive teacher mobility, inability to acquire basic language skills, not compulsory preschool education, paid to teach, physical inadequacy of schools, Turkish-Kurdish language conflict, reading comprehension

problems, short Turkish vocabulary, lack of teaching materials, crowded classrooms cause academic failure. Understandable. Ultimately, students in this scope fail national and international exams more than their peers in other regions. As a matter of fact, various research results draw attention to the learning losses and academic failures experienced by bilingual students due to the factors mentioned above (Asrağ, 2009; Canpolat, 2011; Emeç, 2011; Gözükcük, 2015; Kızıldaş, 2019, 2021; Özdemir & Altıparmak, 2005; Öztepe, 2019; Sönmez, 2006; Turan, 2019; Yılmaz & Şekerci, 2016). In other words, it can be said that the results of this research overlap with the results of many studies in the context of various factors. It was especially emphasized by Asrağ (2009) that the insufficient acquisition of Turkish would lead to chaos in bilingual students, so this situation should be given importance. It is even observed that the communication between teachers and students who cannot learn the second language adequately is sometimes provided with body language (Sincar, 2015). On the other hand, Aslan, Arslantaş, and Aslan (2015) state that the academic success of bilingual students increases by teaching Turkish well, increasing continuity in preschool education, and increasing support from parents. Likewise, Kırmızı, Özcan, and Şencan (2016) state that receiving preschool education in rural areas contributes significantly to improving Turkish language skills. In the study conducted by Coşkun, Derince and Uçarlar (2010), it is understood that bilingual students who do not learn or do not know the second language sufficiently are more unsuccessful academically. Drawing attention to the fact that these students generally repeat the grade, it is emphasized that the biggest reason for this is linguistic. Therefore, it can be said that the development of Turkish language skills in bilingual students will effectively minimize academic failures.

### **Suggestions**

The attendance of disadvantaged bilingual students in rural areas of Turkey's Eastern and Southeastern Anatolian regions should be regularly monitored. The support of non-governmental organizations, headmen, opinion leaders, and institution managers should be sought to bring early school leavers to school. In addition, collaboration with relevant government agencies should be made to minimize the factors that cause this problem.

Administrative and judicial penalties should be applied to parents to marry disadvantaged bilingual students at a young age. In this regard, support units should be established, and the relevant institutions of the state should provide regular school visits.

In order to prevent disadvantaged bilingual students in rural areas from working at a young age, financial support should be given to the family budget at regular intervals. In this context, aids such as stationery and clothing can be added to the support of free textbooks provided to children.

Cooperation with law enforcement and health institutions should be done to prevent disadvantaged bilingual students living in rural areas from getting involved in crime and using drugs. In this context, seminars can be given to families and students by security and health personnel at schools. It is also essential that the people who cause the crime are exposed to deterrent sanctions. Finally, all kinds of support should be provided to children who are dragged into the substance swamp. ÇEMATEM (Child and Adolescent Substance Addiction Treatment Center) and AMATEM (Alcohol-Substance Addiction Research, Treatment and Training Centers) centers should be opened in many provinces of the eastern regions.

In order to minimize the academic failures of disadvantaged bilingual students in rural areas of Turkey's Eastern and Southeastern Anatolian regions, effective Turkish teaching is essential. Preschool education should be made compulsory in order to complete the deficiency in this regard. On the other hand, irregular and unfair assignments within and outside the province should be avoided so that the classrooms are not affected by the constant problem of changing teachers. Particularly at the primary school level, paid teaching should be abolished entirely and immediately. It should be ensured that permanent/contracted teachers stay in regional schools. For this, a well-equipped and satisfactory incentive model should be developed.

Field studies should be conducted on sad portraits representing disadvantaged bilingual students in rural areas of Eastern and Southeastern Anatolian regions of Turkey. On this subject, in-depth research can be done on one or more of the sad portraits by taking the opinions of teachers and parents.

EU, MEB-supported projects can be developed to eliminate the sad portraits of disadvantaged bilingual students in rural areas of Eastern and Southeastern Anatolian regions of Turkey.

The proportion of disadvantaged bilingual students in rural areas with early school leaving and becoming involved in juvenile delinquency should be investigated. In this regard, the problems can be carried to a different dimension, especially by interviewing students in prisons.

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