An Overview of Research on Turkish Language Education: A Bibliomety Study

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Abstract: There are several indicators that distinguish an academic discipline, including journals, lectures and graduate programs. One of them is the presence of academic publications in the respected citation indicators such as Web of Science (WoS). The aim of this study was to examine the published studies in the field of Turkish language education in scientific journals scanned by WoS. In the study, data was collected through document analysis and citation analysis methods in order to understand the contents of the studies conducted in this field. A total of 128 studies on Turkish language education included in WoS academic database were examined and the findings obtained from the analysis were shown in tables. According to the results, information related to the most discussed and examined topics in Turkish language education, the countries and institutions that support the studies, the authors who contributed the most to the articles and the language in which the publications were more frequently made, and which keywords the authors frequently used, had been reached. According to these findings, it is possible to note that studies on Turkish language education has increased in the last 10 years, but it is still insufficient.

Keywords: *Bibliometry; Citation Distribution; Turkish Education; Web of Science*

Introduction

Bibliometric Research in General

Bibliometric research can be defined as the discipline of quantitative perspectives that allow the researchers to explore the effects and research trends of a particular scientific field and the use, production and dissemination of publications. In other words, it is the statistical analysis of the publications used to evaluate the quality of scientific articles and to measure the impact of research works conducted by individuals, researchers, institutions, etc. Bibliometric studies provide accurate information on the effectiveness of scientific publications (Al, 2008).

The term bibliometric was first used by Pritchard, but bibliometic studies spanned until the 1900s where the publications on comparative anatomy between 1543 and 1860 were statistically analyzed. Known as the father of bibliometry, Garfield made a great breakthrough in bibliometric studies when he officially founded the Scientific Citation Index (SCI) in 1963. This facilitated the statistical analysis of the scientific literature on a large scale (Tatar & Ece 2012:1-16).

After the foundation of Science Citation Index (SCI), bibliometric analysis was greatly used in order to find the relationships between keywords and authors, collaboration among researchers, citation analysis, languages and much more in scientific fields. Despite the rapid advancement in science, studies in humanities are relatively low. One of the reasons for such an imbalance in studies between science and humanities, is the citation behavior of researchers and the non-transferable nature of scientific knowledge without making changes in the field of humanities (Asan, 2004).

In bibliotectic studies, various characteristics of scientific communication were obtained by analyzing the specific features of documents or publications. The

most frequently used sources can be determined by citation analysis studies which is included in bibliometry. The rate of aging in the literature related to a certain field is determined and data that enable the creation of a core journal collection are obtained for the disciplines (Al and Coştur, 2007).

Bibliometric studies "deals with the statistical analysis of the data such as the author, subject, cited author, cited sources and it is possible to reveal the general structure of a particular discipline in accordance with the statistical results obtained (Bozkurt and Çetin, 2016:232). "The topics studied in a given country, the authors that work on these topics, the collaboration between the authors and the topics that are more or less studied are identified in a particular disciplined by using bibliometric methods" (Zan, 2012). It is used for the evaluation of scientific researches by conducting quantitative analysis of research publications.

Bibliometric Studies on Turkish Language Teaching

In Turkey, studies, conducted from the perspective of the field education/teaching, are examined with different methods. In many fields, the research that evaluate the intensity of the topics, method characteristics and the findings obtained from the study come to the forefront in the academic studies. Studies on Turkish education as a native language and on Turkish education and teaching as a foreign language and the researches that examine the issues that these studies focused on gained momentum in recent years (Bozkurt and Uzun, 2015).

In Turkey, the researches in which studies on the education/teaching of the field were examined and thus tried to determine the basic trends become increasingly prominent nowadays. There are numerous studies that evaluate the subject areas under concentration, characteristics of methods and findings that were revealed in academic studies in almost every field. Researches that focus on the tendencies in Turkish education as a native tongue and its teaching as a foreign language have come to the fore in the last five years (Bozkurt and Uzun, 2015).

When examining the bibliometric studies in the literature, the articles published in the refereed journals and thesis works come to the forefront. For example, Erdem (2009), in his study, collected the resources on teaching Turkish as a foreign language under the headings of historical resources and modern resources. "In historical sources, a total of nine sources were included together with Mahmud al-Kashgari's *Dīwān Lughāt al-Turk*. Historical sources related to teaching Turkish as a foreign language cover between XIth and XVIth centuries. Contemporary sources include books, theses, articles, seminar and symposium proceedings." Erdem enlightened the researchers by providing brief information about the content of the sources that he included in his study.

Göçer and Moğul (2011) discussed the studies conducted on teaching Turkish as foreign language from *Dīwān Lughāt al-Turk* to 2011 with a general perspective and offered solutions for the problems experienced in this field. In this context, it has been emphasized that teaching Turkish as a foreign language need to be considered as a distinct discipline and the necessity of preparing an educational program to be applied in this field. It was pointed out that the educators who would be assigned to teach Turkish as a foreign language should be equipped adequately and the education given in parallel with the contemporary world should be given importance. It was also

emphasized that teaching Turkish as a foreign language should be taught by contemporary methods and techniques by going out of traditional methods.

Göçer, Tabak and Coşkun (2012), in their study, made mention of the institutions and individuals conducting studies on teaching Turkish as a foreign language. They listed the studies in the field carried out until 2012 as books, articles, theses and proceedings. It was aimed with this study to present the studies collectively in this field to the academicians who wish to study teaching Turkish as foreign language.

Varışoğlu, Şahin and Göktaş (2013), in their study, identified trends of the subject areas, methods, data collection tools used, data analysis methods and sampling characteristics of the researches on Turkish education published between 2000 and 2011 in journals indexed by SSCI and ULAKBIM Social Sciences Databases in Turkey. 558 articles in 44 journals, selected from databases, were evaluated and articles were examined by using Turkish Education Publication Classification Form (TEPCF). As a result of the research, it was determined that studies in scanning model in terms of article management were in abundance, the quantitative research methods were used mostly, the data were mostly collected by using documents and questionnaires, and descriptive analysis were mostly used among data analysis methods. It was observed that the primary school students were used as a sample group, groups whose numbers range from 31 to 100 as the sampling size, and the easily accessible sampling technique as the sampling technique.

In the bibliography trial by Kahriman, Dağtaş, Çapoğlu and Ateşal (2013), studies on teaching

Turkish as a foreign language until 2013 were collected under the sub-headings of "Books on Teaching Turkish to Foreigners, Articles on Teaching Turkish to Foreigners, Theses on Teaching Turkish to Foreigners and Seminar and Symposium Proceedings on Teaching Turkish to Foreigners." These studies provide guidance to researchers and foreigners who will learn Turkish as a foreign language and bring an integrated perspective to the studies already conducted.

The bibliography trial, by Göçer, Çaylı, and Çavuş (2016), aimed to bring together the studies on teaching of Turkish as a foreign language between 2013 and 2015. In order to contribute to the literature, articles, proceedings, and theses conducted at Master's and PhD levels were presented to the information of the relevant researchers in a neat manner.

Erdem, Gün, Şengül and Özkan (2015), in their study, attempted to determine the frequency of the use of the keywords in 160 scientific articles conducted on the field of teaching Turkish as a Foreign Language published in national and international journals between 2000 and 2014 and the area in which they were concentrated.

Aktaş and Uzuner-Yurt (2015) examined the abstract sections of the articles in the field of Turkish education in terms of scientific content. 724 articled, published between 2004 and 2013, were analyzed. The articles, analyzed by purposeful sampling method using the scanning model, were evaluated in accordance with the Turkish Education Article Abstract Analysis Form prepared on the basis of expert opinions. As a result of the study, it was determined that the abstracts of the articles in the field of Turkish education, to a large

extent, did not contain any information other than aims and conclusions. In addition, it was pointed out that the methodology sections were not mentioned and no findings, conclusions or suggestions were included in the abstracts.

Taş and Okur (2015), in their study, evaluated the studies conducted on Turkish education and teaching at higher education level. The sub-headings of the study are as follows: studies on vocabulary teaching; studies on syntax, class rules and punctuation; studies on writing skills; studies on reading skills; studies on speaking skills and studies on listening skills.

Özçakmak (2017), in his study, aimed to determine towards which subjects the postgraduate studies conducted on Turkish Education were oriented. In this respect, graduate theses conducted on the field of Turkish Education between 2011 and 2015 were evaluated in accordance with their academic year, type, institute, university, target population and topic. As a result of the research, it was understood that most of the theses were composed of master's theses and the remaining portion was composed of doctoral dissertations. It was identified that the most number of these were composed in educational sciences and social sciences institutes.

Büyükikiz (2014), in his study, examined graduate theses on the field of Turkish teaching prepared by between 1981 and 2012 in accordance with their types, year of publication, subjects, language skills analyzed, and methods used by making classification. The types of theses analyzed in the study focused mainly on teaching Turkish to foreigners. A total of 147 graduate theses were accessed as a result of the search. The study emphasizes the importance of the subjects of teaching Turkish to foreigners.

Mert (2002), in his study, included 132 graduate theses, 190 articles 72 books and 34 proceedings. 19 of the graduate theses were conducted on teaching Turkish to foreigners. The scope of the study constituted by teaching Turkish as native language, teaching it as a foreign language and teaching Turkish to the speakers of Turkish dialects and accents.

Sevim and Özdemir-Erem (2012), in their study, critically examined the titles and abstracts of the master's theses in the field of Turkish Education. In the study, 128 master's theses written on the disciplines of Turkish Education were included in the evaluation. In the study, the titles and abstract sections of 128 theses were analyzed by providing explanation on how theses titles and abstracts had to be prepared in accordance with APA. At the end of the study, it was identified that the title sections of the theses were composed in accordance with APA, however, the abstract sections were found to be insufficient.

Turan, Sevim and Tunagür (2018), in their study, analyzed doctoral dissertations in the field of Turkish education from the perspective of various variables. The abstract sections of a total of 223 doctoral dissertations in the field of Turkish education in 13 different universities between 2007 and 2017 were analyzed within the scope of this study. As a result of the analysis, it was observed that information on aim, result and sampling were given adequately in abstracts. However, information on the significance of the study, data collection and data analysis techniques, findings and suggestions was not at sufficient level.

Coşkun, Özçakmak, and Balcı (2012), in their study, evaluated postgraduate theses in the field of Turkish education conducted between 1981 and 2010 from a holistic pointed of view by classifying them according to their type, target group, year of publication, universities, institutes and subjects. In their study, theses works, discovered in the National Thesis Center of YOK (Higher Education Institution) as a result of scanning in terms of 141 concepts, discipline, thesis author and the names of supervisors, were recorded with a triple coding method. 84.2% of theses, determined in the study, were master's theses, and 15.8% of them were doctoral dissertation. The number of theses prepared between 2006 and 2010 was higher than those prepared between 1981 and 2005. Most of the theses were related to I. and II. levels of secondary schools. 27 universities that coordinated in more than 10 theses works were identified in the field of Turkish education. It was concluded that 70.1% of theses were prepared in Social Sciences Institutes, 25.6% of them in Educational Sciences Institutes and 4.2% of them in other institutes. The most studies topics were collected under five sub-headings: methods and techniques, textbooks, reading instruction, children's literature and writing instruction. As a result of this classification, it was observed that theses focused on certain topics and topics close to one another were frequently treated.

Basic trends in the proceedings on the field of education-teaching of Turkish presented at international scientific meetings regularly held in Turkey were reported at another study conducted on the related topic. The basic trends and the areas that require development in Turkish education-teaching were focused through this report.

The findings obtained from 837 proceedings directly related to the field indicate that the speaker plane targeted by the proceedings in the above-mentioned scientific meetings was mostly the first language (mother tongue), proceedings on material (tool) assessment (especially textbook analysis) and skill development (especially writing and reading skills) surpassed in number in terms of subject area, the studies were mostly conducted for the purpose of situation identification (descriptive) and, hence, the studies that offer innovation/recommendation were quite low (Bozkurt and Uzun, 2015).

Methodology

Research Method

Bibliometric studies, which examine scientific researches in any field with a realistic approach, are a commonly used method today. It is a method of recording, describing, classifying and qualitative analysis of written documents related to the relevant branch of science. Since such research facilitates systematic study, it was accepted as a study area that investigates defines and categorizes written documents (Sünnetçioğlu et al., 2017).

Population and Sampling of the Research

The population in this study, conducted with the aim of obtaining general information on the publications in the field of Turkish education, was constituted by all of the academic studies registered in the WoS (Web of Science) academic database. The sampling of the study was restricted to 128 publications registered in the WoS academic database.

Data Collection and Evaluation

Internet databases, Social Sciences Citation Index (SSCI), Emerging Resources Citation Index (ESCI), Conference Papers Citation Index - Social Sciences and Humanities and Arts and Humanities Citation Index (A & HCI) were selected for the bibliometric analysis of the present study. In order to obtain comprehensive data and to reach the search results clearly, the keywords were identified as Turkish Teaching, Turkish Language Teaching, Turkish Language Education, Teaching Turkish to Foreigners, Teaching Turkish as a Second Language, Teaching Turkish as a Foreign Language, Teaching Turkish as a Foreign Language and Turkish Education. Searches were limited to time or any country. Therefore, documents that contain only these sentences in their titles, abstracts or keywords were included in the study.

All collected data were analyzed in two main groups: document analysis and citation analysis. Apart from WoS (Web of Science) categories, publication types and the most important authors, sources, universities and keywords, Web of Science database was used for citation analysis that include authors, journals, countries, universities and references with most citations for the document analysis that involve years of distribution.

Data were presented in the form of tables and figures. VosViewer program was used only for the keywords adopted by the authors. VosViewer 1.6.9 is a software tool developed by van Eck and Waltman in 2018.

Findings and Comments

Growth Design of Turkish Education Studies

The distribution of Turkish education researches according to years can be seen when examining Table 1. According to this, it drew attention that while the year in which the most number of publications conducted was 2013, the year in which the least number of publications conducted was 2008. It was understood when examining the table that the most fruitful period in terms of Turkish education researches was the years between 2012 and 2015. The increase in the research on Turkish education especially in the last 10 years is one of the main reasons for this. These researches, which slow down after 2015, started to increase again in 2018. It can be stated when considering the total number of publications between 2007 and 2018 that the studies in the field of Turkish education were not yet at the desired level.

Table 1

Distribution of Research on Turkish Education According to Years

Publication Year	Number of Publication	Publication Year	Number of Publication
2018	12	2012	11
2017	6	2011	7
2016	9	2010	10
2015	18	2009	8
2014	18	2008	2
2013	23	2007	4

Area Classification of Turkish Education Publications According to Web of Science

According to Web of Science, it was observed that the first place in Turkish education researches was occupied with 90 publications (70.3%). This was followed by the interdisciplinary studies in Social Sciences (12.5%) with a very big difference.

Multidisciplinary studies followed it in the third place with 10 publications (7.8%). These were followed by Anthropology with 9 publications (7.0%), Humanities with 8 publications (6.2%), Area and Folklore Studies with 6 publications (4.6%), Linguistics with 5 publications (3.9%), Language Sciences with 3 publications (2.3%), Educational Sciences disciplines with 2 publications (1.5%), Business, Literary Theory Criticism, Management, Religion, Social Work and Sociology with 1 publication (0.7%).

The most important reason for education and educational researches to be in the first place by a long way originated from the fact that the system in the fields of teaching Turkish to foreigners and instructing Turkish as a mother tongue was not entirely settled. The problems and deficiencies in the system attracted the attention of the researchers and led them to conduct studies in this field. Another noteworthy feature in the table was that Turkish language was not adequately researched in terms of linguistics. This can be explained with the fact that the academic journals that offer content in the field of linguistics in Turkey were not indexed by Web of Science.

Table 2

Distribution of Research on Turkish Education in Web of Science

	Web of Science Classification	Number of Publications	Percentage (%)
1	Education, Educational Researches	90	70.3
2	Social Sciences Interdisciplinary	16	12.5
3	Multidisciplinary	10	7.8
4	Anthropology	9	7.0
5	Humanities Multidisciplinary	8	6.2
6	Field Research	6	4.6
	Folklore	6	4.6
7	Linguistics	5	3.9
8	Language Sciences	3	2.3
9	Educational Sciences Disciplines	2	1.5
10	Business	1	0.7
	Literary Theory Criticism	1	0.7
	Management	1	0.7
	Religion	1	0.7
	Social Work	1	0.7
	Sociology	1	0.7

Institutions with Highest Number of Publications in Educational Research

It was stated in Table 3 that the studies on Turkish education and teaching, which have gained importance in recent years, were supported by universities. Ankara University and Istanbul University took the first place with 8 publications each in the distribution of researches on Turkish education according to universities. Akdeniz University, Anadolu University, Dokuz Eylül University, Hacettepe University and Kırıkkale University took the second place with 6 publications. Atatürk University and Çanakkale Onsekiz Mart University shared the third place with 5 publications. Çukurova University, 19 Mayıs University and Selçuk University occupied the fourth place with 4 publications. Gazi University and Near East University were included in the ranking with 3 publications.

Document Types of Turkish Education Research

Academic articles constituted the first place with 80 publications (62.5%) when examining the document types of Turkish education researches. The proceedings were in the second place with 46 publications (35.9%). Book review and editorial material followed in the third place with 1 publication (0.78%). In terms of its contribution to science and scientific knowledge, it may be interpreted as ordinary that the academic articles were ranked the first in this table.

Table 3

Distribution of Turkish Education Researches According to Universities

Institution	Number of Publication	Institution	Number of Publication
Ankara University	8	Kıbrıs International University	2
İstanbul University	8	Eastern Akdeniz University	2
Akdeniz University	6	Fırat University	2
Anadolu University	6	Karadeniz Technical University	2
Dokuz Eylül University	6	Kazan Fed University	2
Hacettepe University	6	Mersin University	2
Kırıkkale University	6	Mustafa Kemal University	2
Atatürk University	5	Okan University	2
Çanakkale Onsekiz Mart University	5	Pamukkale University	2
Çukurova University	4	Sakarya University	2
Ondokuz Mayıs University	4	Süleyman Demirel University	2
Selçuk University	4	Uşak University	2
Gazi University	3	Yıldız Technical University	2
Near East University	3	Ahi Evran University	2
Adıyaman University	2	Ardahan University	2
Ahi Evran University	2	Kıbrıs International University	2
Ardahan University	2	Doğu Akdeniz University	2

Table 4

Distribution of Turkish Education Researches According to Document Types

	Publication Type	Number of Publication	Percentage(%)
1	Article	80	62.5
2	Proceedings	46	35.9
3	Book Review	1	0.78
4	Editorial Materials	1	0.78

Distribution of Turkish Education Research According to Journals

Procedia Social and Behavioral Sciences journal ranked the first with 37 publications (28.9%) in the distribution of Turkish education researches according to journals when examining Table 5. The most important reason for proceedings to occupy the second place can be attributed to the fact that they received more prior acceptance than academic articles in the scientific world after the 2000s. Due to the fact that the conference proceedings could be published in scientific journals in article format later on, it may not be accurate to compare articles and conference proceedings (Pekacar et al. 2018). In the table, Hacettepe University Journal of Education took the second place with 13 publications (10.1%). A total of 133 publications were listed in the table. While 63 of these consisted of proceedings in the conferences, 70 of them were periodical publications. Scientific journals and proceedings have great importance for the development of science. Following the developments in the scientific field closely involves following periodicals and conferences.

Table 5

Distribution of Turkish Education Researches According to Journals

Titles of Sources	Number of Publications	Percentage (%)
Procedia Social and Behavioral Sciences	37	28.9
Hacettepe University Journal of Education	13	10.1
Anthropologist	9	7.0
Bilig	6	4.6
Egitim Arastırmaları Eurasian Journal of Educational Research	6	4.6
Eğitim ve Bilim (Education and Science)	6	4.6
Kuram ve Uygulamada Eğitim Bilimleri (Education Sciences in Theory and Practice)	6	4.6
Milli Folklor (National Folklore)	6	4.6
World Conference on Educational Sciences New Trends and Issues in Educational Sciences	5	3.9
World Conference On Learning Teachıng and Administratıon Papers	5	3.9
5th World Conference on Educational Sciences	4	3.1
Erpa International Congress on Education Erpa Congress 2014	4	3.1
Edulearn Proceedings	3	2.3
World Conference on Learning Teaching Administration 2011	3	2.3
2nd International Conference on Lifelong Learning and Leadership for all Iclel 2016	2	1.5
4th World Conference on Educational Sciences Wces 2012	2	1.5
Akdeniz Language Studies Conference	2	1.5
Eurasia Journal of Mathematıcs Science and Technology Education	2	1.5
International Conference on Teaching and Learning English as an Additional Language Globelt 2016	2	1.5
Selçuk University Journal of Faculty of Letters	2	1.5
Tarih Kültür ve Sanat Araştırmaları Dergisi Journal of History Culture And Art Research	2	1.5
Türkish Online Journal of Educational Technology	2	1.5
Türkiyat Araştırmaları Dergisi Journal of Studies in Turkology	2	1.5
13th International Educational Technology Conference	1	0.7
14th Language Lıterature and Stylistics Symposıum	1	0.7

Distribution of Turkish Education Research According to Countries

Turkey attained the first place in distribution of Turkish education research according to country with 109 publications (85.1%). Cyprus occupied the second place with 6 publications (4.6%). The United States of America took the third place with 3 publications (2.3%). Bulgaria and Russia shared the fourth place with 2 publications (1.5%). Kazakhstan, the Netherlands and Romania followed in the fifth place with 1 publication (0.7%).

Table 6

Distribution of Turkish Education Researches According to Countries

	Countries/Regions	Publication Number	Percentage (%)
1	Turkey	109	85.1
2	Cyprus	6	4.6
3	USA	3	2.3
4	Bulgaria	2	1.5
4	Russia	2	1.5
5	Kazakhstan	1	0.7
5	Holland	1	0.7
5	Romania	1	0.7

Distribution of Turkish Education Researches According to Authors

According to Table 7, the most widely published authors in the Turkish education research were Karababa and Ulaş with 5 studies, followed by Kolaç, Sevim and Tüm with 4 publications.

Table 7

Distribution of Turkish Education Researches According to Authors

Authors	Number of Publications	Authors	Number of Publications
Karababa Z.C.	5	Kalfa M.	2
Ulas A. H.	5	Keskin F.	2
Kolac E.	4	Kırmızı F. S.	2
Sevim O.	4	Koşaner O	2
Tüm G.	4	Melanlıoğlu D.	2
Dilidüzgün S.	3	Mete F.	2
Epçaçan C.	3	Önkaş N. A.	2
Güneyli A.	3	Özdemir C.	2
Aktaş O.	2	Reıchelt M.	2
Anonymous	2	Selçuk G.	2
Birant C. C.	2	Tan E.	2
Bölükbas F.	2	Tezer M.	2
Elkatmış M.	2	Tüzel S.	2
Güven A. Z.	2	Usta G.	2
		Yıldız Ü	2

Distribution of Turkish Education Researches According to Languages

According to the findings obtained, English language attained the first place in the distribution of Turkish education researches according to languages with 92 publications (71.8%). It is possible to explain this situation with that fact that English is the common language of the global scientific world. Language and globalization are two phenomena that feed each other. While the language finds the opportunity to develop and spread through mass media provided by globalization, the globalization acquires global

language as a means to spread more rapidly and effectively (Ekim, 2017).

Table 8

Distribution of Turkish Education Researches According to Languages

Languages	Number of Publication	Percentage (%)
English	92	71.8
Turkish	34	26.5
Russian	2	1.5

Table 9

Distribution of Turkish Education Researches According to Fields

	Research Fields	Number of Publication	Percentage
1	Education-Educational Researches	90	70,3
2	Social Sciences Other Subjects	16	12,5
3	Arts Humanities Sciences Other Subjects	14	10,9
4	Science Technologies Other Arts	10	7,8
5	Anthropology	9	7,0
6	Field Studies	6	4,6
6	Linguistics	6	4,6
7	Business Economy	1	0.7
7	Literature	1	0.7
7	Religion	1	0.7
7	Social Work	1	0.7
7	Sociology	1	0.7

Distribution of Turkish Education Researches According to Fields

The distribution of Turkish education researches according to fields was presented in Table 9. Educational researches attained the first place with 90 publications (70.3%). Social Sciences and other subjects followed the ranking with the second place with 16 publications (12.5%). Arts and Humanities occupied the third place with 14 publications (10.9%),

Science Technology the fourth place with 10 publications (7.8%), Anthropology the fifth place with 9 publications (7.0%) and Field Studies and Linguistics shared the sixth place with 6 publications (4.6%).

The Most Frequently Used Keywords by Authors According to Turkish Education Researches

According to the findings obtained, the most frequently used keywords by authors in 128 studies were shown in Figure 1 by coloring. In reference to Turkish education researches obtained as a result of scanning the keywords in Web of Science, the most frequently used keywords and their distribution according to years were displayed by Vosviewer. The keywords with correlation power within these clusters consisted of words such as *teaching Turkish as a foreign language, Turkish language education, Turkish teaching, teaching culture and vocabulary in Turkish education as a foreign language, language skills, Turkish and attitudes.* Keywords of *Turkish, Turkish language teaching,* and *Turkish as a foreign language,* which hold a central position among these words, are the words that have a strong relationship with other words. While the relationship between the words that are close to each other in the image was quite intense, there was no direct relationship between the words that are distant from one another. The intensity of the colors in the image and the keywords used were important in terms of showing the direction of the studies.
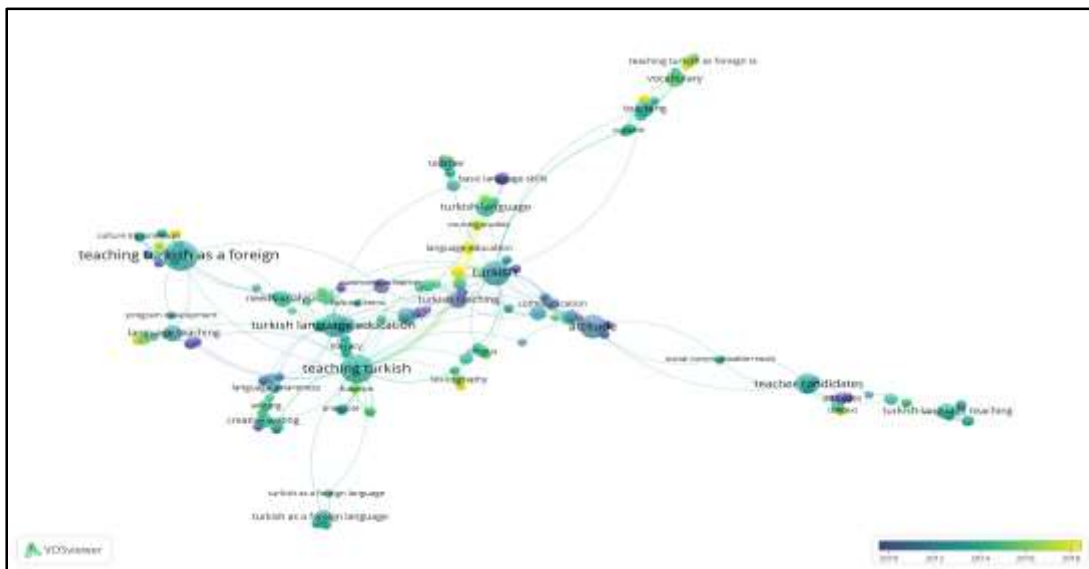

Figure 1. The Most Frequently Used Keywords by Authors in Turkish Education Researches

Citation Analysis in Turkish Education

Most Cited Journals in Turkish Education Researches

Based on the citation analysis of the journals on Turkish education researches, more or less similar journals appeared in the list in terms of scientific effectiveness of the studies in the literature. According to this, *the Journal of Educational Sciences in Theory and Practice* was identified as the journal that received the most citations in the literature. *The World Conference on Educational Research – New Trends and Problems* and *Hacettepe University Journal of Education* followed this ordering respectively. As a result of the study by Doğan et al. (2018), a total of 759 publications were identified within this period in

which Hacettepe University remained in the index for 9 years. This result proved that the journal performed quite well during the time stayed in the index.

Table 10

Journals that Received Most Citations

	Journals	Documents	Citations
1	Educational Sciences in Theory and Practice	6	20
2	The World Conference on Educational Research – New Trends and Problems	5	16
3	Hacettepe University Journal of Education	13	10
4	Milli Folklor (National Folklore)	6	9
4	World Conference On Learnıng, Teachıng And Administration Papers	5	9
5	Eğitim ve Bilim-Education and Science	6	7
6	Eğitim Araştırmaları-Eurasian Journal of Educational Research	6	5
7	Anthropologist	9	3
7	Bilig	6	3
8	Erpa International Congress On Education (erpa congress 2014)	4	2
9	5th World Conference On Educational Scıences	4	1
9	World Conference On Learning, Teaching & Administratıon - 2011	3	1

The Most Cited Studies in Turkish Education Researches

The most cited study in Turkish education researches belonged to Güneyli (2009) with 10 citations. Güneyli presented this study at the World Conference on Educational Sciences - New Trends and Problems in Educational Sciences. The title of the work was *Evaluation of the attitudes of Turkish teacher candidates towards the teaching profession.* This is directly related to the educational research that took the first place in the classification of Turkish education researches according to fields. Temizkan (2011) came immediately after Güneyli with 6 citations. Temizkan's study, entitled *Effects of Creative Writing Works on the Writing Skills,* was published in the journal of *Educational Sciences in Theory and Practice.* Baytak (2012) and Bölükbaş (2011) shared the third place with 5 citations.

Table 11

The Most Cited Studies in Turkish Education Researches

Title	Authors	Title of Source	Publication Year	Conference Title	Total Citations
Evaluation of Turkish prospective teachers' attitudes towards teaching profession (Near East University case)	Guneyli, Ahmet; Aslan, Canan	World Conference On Educational Sciences - New Trends And Issues In Educational Sciences	2009	World Conference on Educational Sciences	10
The Effect of Creative Writing Activities on the Story Writing Skill	Temizkan, Mehmet	Educational Sciences in Theory and Practice.	2011		6
Factors appeared in student-teachers' views about computer-based instructional material development	Baytak, Ahmet	Energy Education Science And Technology Part B-Social And Educational Studies	2012		5
The Effectiveness of Cooperative Learnıng on the Reading Comprehension Skılls In Turkish as a Foreign Language	Bolukbas, Fatma; Keskin, Funda; Polat, Mustafa	Turkish Online Journal Of Educational Technology	2011		5
Developing a Writing Anxiety Scale and Examining Writing Anxiety Based on Various Variables	Karakaya, Ismail; Ulper, Hakan	Educational Sciences in Theory and Practice.	2011		4
Learning styles of teacher candidates: A sample of Firat University	Kazu, Ibrahim Yasar	African Journal Of Business Management	2010		4
Teacher candidates' real success situation on computers and their attitudes towards computer technology in the faculties of education	Ekizoglu, Nihat; Tezer, Murat; Bozer, Mehmet	World Conference On Learning, Teaching And Administration Papers	2010	1st World Conference on Learning, Teaching and Administration (WCLTA)	4
The relationship between candidate teachers' communication skills and their attitudes towards teaching profession	Yesil, Hulya	World Conference On Learning, Teaching And Administration Papers	2010	1st World Conference on Learning, Teaching and Administration (WCLTA)	4
The Cognitive and Affective Changes Caused by the Differentiated Classroom Environment Designed for the Subject of Poetry	Avci, Suleyman; Yuksel, Arzu; Soyer, Makbule;	Educational Sciences in Theory and Practice.	2009		4

Title	Authors	Source	Year		Citations
	Balikcioglu, Suzan				
The Importance of Turkish Language Education In Protecting and Raising Awareness on Intangible Cultural Heritage	Kolac, Emine	Milli Folklore – National Folklore	2009		4
Determining the Psychometric Features of Reading Anxiety Scale	Melanlioglu, Deniz	Egitim Ve Bilim- Education And Science	2014		3
Phonological Problems Encountered in Multinational Classrooms in Teaching Turkish As a Foreign Language	Tum, Gulden	Hacettepe University Journal of Education	2014		3
The Effect of Corpus Assisted Language Teaching on the Learners' Proper Use of Punctuation Marks	Celik, Serkan; Elkatmis, Metin	Educational Sciences in Theory and Practice.	2013		3
Pre-service teachers' opinions about constructivism	Nayir, Ozge Yigitcan; Yildirim, Binnur; Kostur, Hakki Ilker	World Conference On Educational Sciences - New Trends And Issues In Educational Sciences	2009	World Conference on Educational Sciences	3

Table 12

The Most Cited Universities

	Universities	Documents	Citations
1	Near East University	3	15
2	Ankara University	8	10
2	Kırıkkale University	6	10
3	İstanbul University	8	8
4	Çukurova University	4	6
	Anadolu University	6	5
5	Ondokuz Mayıs University	4	5
6	Çanakkale Onsekiz Mart	4	3
7	Atatürk University	5	2
7	Dokuz Eylül University	6	2
8	Akdeniz University	6	1
8	Gazi University	3	1
8	Hacettepe University	6	1
9	Selçuk University	4	0

The Most Cited Universities in Turkish Education

The most cited universities in Turkish education were shown in Table 12. The most cited university was Near East University with 3 studies (15 citations). It was followed by Ankara University with 8 studies and 10 citations and Kırıkkale University with 6 studies and 10 citations. As can be seen, the number of studies did not provide a clear idea about the effect of the study. In this context, citation analysis should not be considered as the only criterion to examine the underlying causes of the impact of a study.

The Most Cited Authors in Turkish Education Researches

The most cited authors can be seen when looking at the distribution of the number of citations in Web of

Science of Turkish Education Researches according to years. The most cited authors were Güney et al with 3 studies and 12 citations. Tüm came in the second place with 4 studies and 6 citations.

Table 13

The Most Cited Authors

	Author	Documents	Citations
1	Güneyli, A	3	12
2	Tüm, G	4	6
3	Kolaç, E	4	5
4	Sevim, O	4	2
4	Ulaş, A	5	2
5	Dilidüzgün, S	3	0
5	Epçaçan,C	3	0
5	Karababa, ZC	5	0

Top Cited Countries in Turkish Education

Turkey is the leading country among the top cited countries in Turkish education. Turkey received 93 citations with 109 studies. It was followed by Cyprus with 6 studies and 22 citations. The Netherlands came in the third with 1 study and 2 citations. Although it received the first place, it was observed that the number of Turkey-based studies was more, but the citations per document were minimal. Many researchers suggest that the number of citations provided an idea of the quality of a publication. However, some researchers do not accept this and consider it as a measure of the visibility rate of the publication. In addition, older publications may receive more citations compared to new publications. Considering the fact that teaching Turkish to foreigners had shown progress especially within the last 10 years, the answer to the question as to why the

rate of citations per documents was low had come to light.

Table 14

Top Cited Countries

	Country	Number of Documents	Citations
1	Turkey	109	93
2	Cyprus	6	22
3	Holland	1	2
4	Bulgaria	2	1
4	USA	3	1

Conclusion and Suggestions

The most productive year in terms of the growth pattern of Turkish education researches was observed to be the year 2003. According to Web of Science, the educational researches occupied the first place in Turkish education researches. Ankara University was discovered to be the institution with the highest number of publications. Articles ranked the first when considering the distribution of Turkish education researches according to document types. *Procedia journal* held the first place in the category of journals. Turkey was observed to be in the first place in the publication ranking based on countries. Karababa was identified to be the most prolific author with 5 publications in Turkish education researches. The first place was held by English language when evaluating the distribution of Turkish education researches according to languages.

Hacettepe University Journal of Education was found to be the most cited journal in the citation analysis which constituted the second stage of the study. Although the journal was taken off the index in 2016,

it held the first place with 13 publications. It was understood that the journal performed well during the time it remained in the index. The most cited study in Turkish education researches was understood to be the conference proceeding by Güneyli (2009) with 10 citations. When comparing the most prolific authors table and the most cited studies, it was seen that authors in both tables happened to be different people. For this reasons, it can be stated that there was no correlation between the multitude of publications and their quality. Although Turkey occupied the first place in the ranking of most cited countries, the intensity of the original citations was seen to be claimed by Cyprus. The citation intensity is directly related to the visibility of documents.

Despite the increase in Turkish education researches in the last 10 years, it can be stated that it is still insufficient. Researchers need to carry out more research in this field of science. This study was expected to provide an idea to academicians who will carry out future studies in this field.

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