

A Descriptive Study of Research on Teaching Turkish to Bosniaks

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Extended Summary

Introduction: We can simply define language as a tool which enables communication among human beings. Although its function mentioned in the previous sentence is quite important, its more significant and vital characteristic is that language is the transporter, the bearer of culture. In other words, the descendants become aware of their ancestors, they acquire their ancestors' values. Then, individuals gather around common ideals and they form a nation instead of being a pile of people. In these days, Turkish language is written and spoken language in a wide geographical area from Mongolia to Serbia, from Siberia to Iraq. Turkish language is among the most widely spoken languages of 21st century since its various dialects and braches are spoken by %3 of the world population and also it is spoken in 12 million m² area by 250 million people (Bakır, 2014: 436). Being the members of the same ethnicity is not the only factor which enables the people of this wide geography to gather around the common values and concerns. Even if they don't live in the same state anymore and they are geographically distant from each other, the people of this vast geography meet in common ground as a result of being members of the same civilization.

Method: This study evaluating the studies on teaching Turkish to Bosniaks is based on a document review. In a document review procedure, printed or electronic documents are examined and evaluated systematically (Bowen, 2009). In this study, ULAKBİM and GOOGLE SCHOLAR databases were searched and 26 Turkish articles published between 2010-2016, in which teaching Turkish to Bosniaks were discussed, were determined and analyzed. The "Article Classification Form" developed by Sözbilir and Kutu (2008) was revised and used by the researchers while the articles within the scope of the research were examined. The data of the study were analyzed by the content analysis method from the qualitative data analysis methods. Content analysis is a type of analysis that is used to examine the content of any written text or document (observation, interview, official and personal document, newspaper etc.) and to reveal the results of the examination numerically or statistically (Ekiz, 2009: 77).

Findings: 22 of the investigated studies in this research did not specify the sampling method used in the research. That is, it was seen that the sampling method wasn't identified in most of the studies. It was found that no data collection tools were mentioned in some of the studies and two different data collection tools were used in two studies. In addition, quantitative data analysis methods have been used in most of the researches, and researches usually examined the effect of the structural features of the Turkic language on language learning.

Conclusion and Discussion: No research method was mentioned in most of the studies about teaching Turkish to Bosniaks. However, the method is of great importance in educational research. According to McMillan and Schumacher (2010) and Bozkırlı (2018), the choice of method directly affects each stage of the research process. Therefore, the researchers should display sensitivity in the selection of methods in educational researches. However, the investigated studies have serious deficiencies in this respect. On the other hand, most of the studies in which research methods were mentioned are descriptive and compilation. It has been determined that there is no sampling method in the majority of the studies investigated within the scope of the study. The method which the researchers employed for sampling is not certain. While purposive sampling technique was used in two of the studies, random sampling was used in another two studies. Ercan (2014) stated that there is even no method section in most of the theses written about teaching Turkish to foreigners. It has been determined that the mixed approach is not used in the investigated studies. Mixed approach can make researches more effective since it covers quantitative and qualitative techniques. This approach also provides great convenience to the researchers during the detailed and in-depth investigation of complex phenomena (Halcomb ve Hickman, 2015). Johnson, Onwuegbuzie, and Turner (2007) state that the mixed approach is recognized as the third major research

technique with qualitative and quantitative research methods. Considering the data collection techniques in the investigated studies, it was seen that nine of the studies did not have any data collection technique. A researcher thinks through his research topic, interest and point of view in order to decide whether the information will be used as data or not (Merriam, 2013).

It is also the responsibility of the researchers to determine the appropriate data collection technique to the data obtained by them. Because; the results of a scientific research have to rely on certain data.

Studies about teaching Turkish to Bosniaks have some deficiencies in the context of data analysis depending on the problems related to method and data collection. No data analysis method was used in the majority of the investigated studies. Moreover, it was found that descriptive statistics were preferred by the researchers in the analysis of the quantitative data. When the contents of the investigated studies were examined, it was seen that a total of 26 articles could be collected under 13 titles. This data points to two important issues. The first one is that the number of the studies written about teaching Turkish to Bosniaks is very low. The second one is that more studies about different topics in this field should be studied.

Using methods such as mixed approach and experimental approach instead of using only descriptive or compilation methods in researches will contribute more to the field of teaching Turkish to Bosniaks. Besides, it is important in terms of the scientificness of the researches that the data collection techniques are diversified, the sampling method is indicated and the data collection techniques are identified clearly.