Motivations of Turkish Children Living Abroad to Use Turkish in terms of Self-Determination Theory[*]

Sultan Aksu, M.S., Akdeniz University, Turkey, sultan.akin.aksu@gmail.com
0000-0003-1809-1118

Mazhar Bal, Assoc. Prof. Dr., Akdeniz University, Turkey, balmazhar@gmail.com
0000-0001-6958-9130

Keywords	Abstract
	The subject of this study, which is based on situations encountered in the education process, is to determine the sources of motivation for the use of Turkish-by-Turkish children living abroad. For this purpose, this study was designed with a case study. In accordance with the study design, 12 Turkish children aged 12 and18 living in Belgium, formed the study group of the research. A semi-structured interview form was used as a data collection tool. The data were analyzed by content analysis. Based on the data obtained, when all age groups are evaluated in general in terms of Self-Determination Theory, it is seen that the dimensions of autonomy, competence and relatedness in the theory and the answers received are related. When we look at the sources of motivation within these dimensions, it is seen that the extrinsic motivation is dominant in all age groups, depending on the extrinsic regulation (demand), introverted regulation (necessity, conditional self-confidence), determined regulation and unified regulation, but extrinsic motivation is directly proportional to the increase in age It has been concluded that the internal motivation elements change by changing within the internalization and integration process.

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INTRODUCTION

As a result of migration out of the country, it is seen that there are new generations born abroad. It can be said that certain problems are experienced during the transfer of teachings between generations and these problems increase with each new generation. In this respect, due to the deficiencies in learning the mother tongue of Turkish people living abroad in this half-century-long migration process, the Ministry of National Education tries to meet these needs by sending Turkish language teachers to teach Turkish language, cultural and religious values to children (Irmak, 2016).

It is seen that similar activities are carried out in most countries to meet these needs. At the beginning of the need for these activities to be carried out, the number of people speaking Turkish language as a mother tongue in today's Europe (approximately 5.5 million) is more than the population of some European countries (Kalenderoğlu and Zorluoğlu, 2018). Considering the number of Turkish people in the Belgian population, it is important to provide education opportunities to Turkish people and to transfer national values to the next generation.

In the process of realizing this important situation, it should not be ignored that the Turkish people are subject to compulsory education in Belgium and they are educated in general education; because it can be said that additional obligations may be imposed on individuals who are in the education process. Manço and Manço (2017) found that 90% of Turkish people living in Belgium received their high school degree; but 60% of those who have the ability to speak, read and write French or Dutch (as required by the degree) stated. For this reason, it can be said that Turkish people experience the biggest problem in the education system about language learning. When students of Turkish people do not make an effort to learn the official languages used in the Belgian education system and their lack of knowledge in Turkish language is added, it is reported that they are the subject of complaints in the schools they study (Sarıkaya, 2014).

As can be seen, it can be said that being in a country with three official languages, such as Belgium, will make the situation even more difficult for students. In the study conducted on this subject, it was determined that individuals of Turkish people mostly learned Turkish language in communication within the family and in Turkish TV programs, and that a small number of them learned as a result of taking Turkish language courses (Aydogu, Gundogdu and Ercanlar, 2020). As can be seen, it can be said that the fact that students do not receive or cannot receive education in Turkish both affects the language in which they are educated and makes it difficult for them to experience the sense of belonging. In order to be a solution to these problems, in line with the language and cultural influence agreements between Turkey and some regional administrations of Belgium, Turkish Language and Turkish Culture Course is offered outside school hours in some institutions, and with the participation of Turkish language teachers in some institutions under the name of Opening to Languages and Cultures Course. It is seen that it has started to be taught in French, and Turkish associations are trying to continue the same course with the support of the embassy (Solmaz, 2019). Despite these solution-oriented studies, it can be thought that some conditions will create obstacles for immigrants of Turkish people in learning Turkish language. In this context, Bekar (2018) states in his study that the Belgian government works on Turkish language, which it sees as an obstacle in the process of integrating citizens of Turkish people with various policies, and that the Turkish identity is in danger in Belgium for these reasons. It can be said that Turkish people reduce their belonging to Turkish language and Turkey if they use the language in which they were educated at school and in the social environment.

Kalenderoğlu and Zorluoğlu (2018) showed that one of the main problems experienced by Turkish people living abroad is that they do not have enough command of their own language and culture. Cemiloğlu and Şen (2012) in a study in which they discussed the attitude dimension, which is one of the situations that can cause this inadequacy, stated that the attitudes of Turkish children in Belgium towards their mother tongue (none, few, medium, high and full value ranges) are at a good

level. In the study of Cemiloğlu and Şen (2012), this positive attitude towards mother tongue was revealed as more common problems in the research of Irmak (2016). In this study, Irmak (2016) examined the textbooks used by revealing the problems encountered in teaching Turkish language to Turkish children living in Belgium. In the study, the thought that the use of mother tongue will make it difficult to learn the official language, the lessons are given outside school hours in schools or on weekends in associations, the measurement and evaluation in the lessons cannot be done completely, the teaching environment is insufficient in terms of physical and educational technologies, the report cards cannot go beyond being symbolic and the curriculum is heavy. Moving on from the problems raised about the materials used in the education process, on the confusion of information created by the problematic progress in the education process, Şen (2016) in his study to determine what kind of mistakes Turkish children living in Belgium made in their written expressions in their mother tongue, spelled letters incorrectly; misuse of period, comma, apostrophe, not paying attention to vowel harmony; resulted in the wrong use of capital letters. In the study, which aims to reveal the situation created by the factors affecting the education process of Turkish children, Bekar (2018) has reached the conclusion that the Turkish identity is in danger in Belgium today, the participation in Turkish language lessons is decreasing with each passing year, and new generations are raised who have difficulties in speaking Turkish language.

In the light of the results obtained from the studies, it can be said that the problems experienced in the education process in Belgium continue. In the studies on revealing these problems, it is seen that teaching Turkish language to Turkish children in Belgium is handled from different perspectives, but the studies focus on the existing situations of children and families living in Belgium. Based on the aims of the studies, the basic problems and the psychological factors underlying these problems were not addressed by relating them to language skills. In this study, prepared in this context, the Turkish language learning status of Turkish children living in Belgium and their psychological basis were investigated through Self-Determination Theory and it was tried to reveal how the motivation sources of the students were. It is known that motivation is an important motivator in the development of listening, reading, speaking and writing skills. The reason why this study is based on Self-Determination Theory is to provide a more concrete presentation of motivation for basic language skills by basing it on a theoretical framework. In this respect, it is thought that the research will serve a deficiency in the literature. In addition, it can be said that the motivation sources determined for the use of Turkish language will guide the action plans to be made.

Based on the shortcoming that is tried to be revealed, the subject of this study is to determine the sources of motivation for Turkish children living abroad to use Turkish language. Motivational sources were examined in terms of Self-Determination Theory developed by Edward Deci and Richard Ryan. In Self-Determination Theory, there are three basic psychological needs called autonomy, competence and relatedness. In theory, it is accepted that basic psychological needs are universal (Ryan & Deci, 2020). According to the theory, the satisfaction of these needs is necessary for the well-being of individuals (Ryan & Deci, 2020). For this purpose, it has been tried to determine the opinions of Turkish children living in Belgium about feeling autonomous and competent in terms of using Turkish language and their use of Turkish language in their social relations.

For this purpose, it is to answer the following questions:

1. What are the views of 15-year-old children living in Belgium in terms of autonomy?
2. What are the views of 15-year-old children living in Belgium in terms of competence?
3. What are the views of 15-year-old children living in Belgium in terms of relatedness?

METHOD

RESEARCH DESIGN

It is known that scientific research is based on different perspectives and paradigms. Because paradigms have a functional role in making sense of reality (Peca, 2001) and bring scientific research processes under a certain discipline (Guba, 1990). It is known that in addition to the paradigm that forms the basis of a study, the method that carries that paradigm is also important. This research was designed with qualitative research as a method. The problem identified in the nature of qualitative research; questioning, interpreting and understanding (Klenke, 2016; Patton, 2014). The reason why the study was designed with the qualitative research method is that, as stated by Patton (2014), a certain event is tried to be understood in relation to the previous and subsequent processes of the phenomenon (Koç ve Korkmaz, 2020). The qualitative research method, which tries to explain certain events or phenomena in their natural environment by restricting them according to time and space, is called case study (Akyol, Ulutaş & Durdu, 2021, quoted from Chmiliar, 2010; Hancock & Algozzine, 2006). In this study, a case study was preferred since there is no study that concretely reveals the motivational sources that affect the Turkish language usage situations of Turkish children living in Belgium and the reflections of the Turkish language usage situations in real life. In addition, a controlled process was not designed while determining the Turkish language usage situations, and the event and phenomenon were tried to be revealed as they exist. The holistic single case design was used in this study, which is based on the examination of the motivations of Turkish children living in Belgium for the use of Turkish language in terms of Self-Determination Theory. The holistic single case design has generally been underappreciated in the literature and has been used to confirm or refute a theory (Yin, 2009). The reason why the holistic single case design was preferred in this study is to examine the motivational sources for the use of Turkish language based on Self-Determination Theory. In addition, no study has been found in the literature that previously associated the use of Turkish language with Self-Determination Theory.

SAMPLE

The participants of the study are Turkish children living in Belgium. While determining the participants, criterion sampling technique was used. In criterion sampling, the criteria are predetermined or determined by the researcher in line with the purpose of the research (Marshall & Rossman, 2014). Participating in Turkish language courses, living in Belgium as at least the second generation, being bilingual and volunteering were determined as criteria. According to the determined criteria, 6 participants were determined from 12, 13, 14, 15, 16, 17 and 18 age groups. Since this study is based on the data of the relevant master's thesis, the data of all 42 participants were not presented; because there is too much data. Instead, only the data of the 15-year-old group are presented. The reason for choosing the 15-year-old group is that it reflects the average age group of the participants. In addition, data reflecting all age groups were reached in this age group. For these reasons, the 15-year-old group generally reflects the generality of the study. For this purpose, a total of 6 students from the age group of 15 (3 females, 3 males) constitute the participants of the study. Ethics committee permission was obtained before the interviews with the participants, and since the participants were under the age of 18, a parent permission form was obtained from the families. While referring to the opinions of the participants in the findings section of the research, code participant expressions were determined. While determining these codes, firstly the age expression was written before a number, then the gender expression and the student information were stated as "KO" and "EO", and then each participant was stated in the findings section as follows: "15KO1, 15KO2, 15KO3, 15EO1, 15EO2, 15EO3"

DATA COLLECTION

In this study, an interview form was used as a data collection technique. The purpose of the interview as a data collection tool is a technique based on revealing the events and situations that are tried to be understood, questioned, and explained in relation to the experiences of the individual (Bengtsson, 2016). There are three types: unstructured, semi-structured and focus group interviews (Marshall, 1996). In this study, semi-structured interview form was preferred. Information on the development process of the semi-structured interview form is as follows:

Semi-Structured Interview Form: The purpose of the development of this form is to determine the opinions of Turkish children living in Belgium on the motivational sources for the use of Turkish language. While developing the interview form, the content of the research was taken as a basis (Merriam, 2013). In line with the aims of the research (Glesne, 2013), the questions were developed by scanning the literature. The developed questions were submitted to the opinion of 3 field experts working in the field of Turkish education to ensure cooperation and to be evaluated in terms of grammar, clarity, and content validity (Glesne, 2013). A pilot study was conducted with 6 Turkish children living in Belgium (Yıldırım & Şimşek, 2013) to understand whether the prepared form was well-prepared and whether it was comprehensible for the study group after receiving expert opinions. After the pilot application, the final form of the interview form was given. There are 19 questions in the developed semi-structured interview form. The questions follow an order from general to specific in line with the purposes of the research. The questions are as follows:

1. What have you done and continue to do to improve your Turkish language reading skills?
2. What do you think about the adequacy of your Turkish language reading skills?
3. How does your Turkish language reading skill affect your social relations?
4. What have you done and continue to do to improve your Turkish language listening skills?
5. What do you think about the adequacy of your Turkish language listening skills?
6. How does your Turkish language listening skill affect your social relations?
7. What have you done and continue to do to improve your Turkish language writing skills?
8. What do you think about the adequacy of your Turkish language writing skills?
9. How does your Turkish language writing skill affect your social relations?
10. What have you done and continue to do to improve your Turkish language speaking skills?
11. What do you think about the adequacy of your Turkish language speaking skills?
12. How does your Turkish language speaking skill affect your social relations?
13. Please, rank your listening, reading, speaking and writing skills according to your level of proficiency.
14. Please, rank your listening, reading, speaking and writing skills according to their level of importance to you.
15. What are the factors that support you while learning Turkish language and improving your Turkish language?
16. What are the factors that negatively affect you while learning Turkish language and improving your Turkish language?
17. Does being able to speak/read/write/listen Turkish make you a more important and valuable person in the eyes of people in Belgium? Why is that?
18. Is learning Turkish language important to you? Why is that?
19. Do you do anything to improve your Turkish language in your spare time?

DATA ANALYSIS

Content analysis technique was used in the analysis of the data. There is a deep analysis process in content analysis, the data and their relationship with each other are presented in detail (Yıldırım & Şimşek, 2013). In this study, the content analysis technique was preferred because it was desired to

present the Turkish language use cases of Turkish children living in Belgium in depth. As a result of the content analysis, 72 codes were reached in the 15-age group.

The data of the research were shared with a field expert for the reliability of the research in relation to the codes. Likewise, the data was coded by the expert in that field. When the coding process of both experts was completed, they came together and talked about the codes. It is discussed why different codes are different. Reconciliation has been reached in disputes arising from the name difference. No changes were made in the codes that were different and did not reach consensus. At the end of the process, the coding consistency between the two field experts (Miles & Huberman, 1994: 64) was found to be 90%.

In order to increase the validity of the study, the following were done to ensure internal validity, external validity and construct validity (Yin, 2009):

INTERNAL VALIDITY

In order to increase the internal validity of the study, first of all, detailed information was given about the data collection process and the development process of the interview form, which is the data collection tool. In addition, the problem situation was tried to be clearly revealed and the reason why such a study should be done for the participants of the research and Turkish children living in Belgium was justified by relating it to the problem situation. In addition to these, while interpreting the findings, the explanations made with direct quotations were tried to be embodied.

EXTERNAL VALIDITY

Qualitative research methods do not have any concerns about generalization (Yıldırım & Şimşek, 2013). Therefore, it is not possible to talk about external validity in case studies as in quantitative methods; but it is possible to make an analytical generalization (Yin, 2009). The basis of this study is based on Self-Determination Theory. The whole process, from the development of the data collection tool to the discussion section, is based on this theory. Thus, an analytical generalization has been tried to be made thanks to this theory without worrying about generalization.

CONSTRUCT VALIDITY

In this study, the data collection process was recorded to ensure construct validity. Thus, the interview form was tried to be strengthened with video recording. In this way, it is aimed to prevent data loss. In addition, since the Turkish children constituting the participants were not competent in using Turkish language, the expressions that were not understood or that contained ambiguity were asked to the students, who were the data source, after the interview process was deciphered. Thus, what was meant to be said was verified and the analyzes were carried out. The comments were also tried to be made more accurately in line with these analyzes.

RESULTS

In this section, findings regarding the analysis of the data obtained in terms of Self-Determination Theory are given in line with the opinions of Turkish children aged 15 living abroad on the use of Turkish language. The findings were interpreted in line with the Self-Determination Theory. Table 1 presents data on the autonomy element of Self-Determination Theory.

Table 1. *Opinions of 15-Year-Old Children Living Abroad in Terms of Autonomy*

Theme	Category	Code	f
Autonomy	Reading	Reading books	6
		Turkish School	4
		Religious Sites	3
		Research	2
		Messaging with Family in Turkey	1
		Social media	1
	Speaking	Domestic communication	6
		Religious Sites	4
		Circle of friends	4
		Reading books	1
		Turkish School	1
		Social media	1
		Technology	1
		Speaking in Turkey	1
	Writing	Turkish School	3
		Messaging	3
		No need	1
		Correspondence	1
		Reading books	1
		Family support	1
		Religious Sites	1
		Research	1
	Listening	Movie-series-video	6
		Music	5
		Domestic communication	5
		Social environment	2
		Uneasiness	1
		Religious Sites	1
		Research	1

As can be seen from Table 1, 29 different codes have been reached in four basic language skill categories related to the element of autonomy. There are 6 different codes under the category of reading skill. Among these codes, the one with the highest frequency is "Reading books". The students' views on the book reading code are as follows:

"I used to read Turkish language books." (15EO1).

"I have read the book several times. I can read, but sometimes I don't understand." (15EO2).

"I haven't done much, but these days I want to read a book, in Turkish language. We haven't got it yet, but I want to buy a few, I want to start with them." (15KO3).

"I read books and magazines in Turkish language. I subscribed to a 12-month magazine and I'm reading them. I am reading a Turkish language book." (15KO4).

As can be seen, reading Turkish language books is seen as an important tool for children to develop reading skills. The reason for this can be shown to be that children see it as the most easily accessible source to improve their Turkish language reading skills, or they may see books as more reliable sources for reading. It can be said that families also have an effect on this issue. Because families think that their children's Turkish language reading skills will be better thanks to books. In terms of frequency value, those that follow the code of "Reading Books" are the codes of "Turkish School" and "Religious Places". The data regarding the "Turkish School" code are as follows:

"I was going to Turkish school when I was little, and I learned from there. I went to Turkish language lesson for 5 years." (15KO2).

"I went to Turkish language lessons for about 2 years. Yes, I learned a little bit. I didn't continue because there is in kindergarten and then not." (15KO3).

"I went to Turkish school for six years. I learned writing, reading and speaking there." (15KO4).

The term "Turkish School" is generally used for Turkish language lessons offered by the Belgian Embassy of the Republic of Turkey. During the interviews, it is stated that in these courses, education is given on Turkish culture and history as well as Turkish language reading, writing, listening, speaking skills. For this reason, it can be said that one of the biggest influences on the development of children's Turkish language reading skills is Turkish language lessons. The data for the "Social Media" code, which is the lowest code in terms of frequency value, are as follows:

"I connect on social media." (15KO1).

It can be said that the participants' following social media contributes to their Turkish language development. As seen in Table 1, another category that comes after reading skill is speaking. 10 different codes were reached under the speech category. The views on the " Domestic communication" code, which has the highest frequency of these codes, are as follows:

"I am trying to speak Turkish language. I usually talk to my family." (15KO1).

"I speak Turkish language with my family at home. They are developing." (15EO1).

"I'm talking to my family." (15KO2).

"I speak Turkish language in the family." (15EO2).

"We try to speak more Turkish language at home. We try not to confuse it with Dutch. We try to pay attention, but it is difficult, we confuse. It is easier for me." (15KO3).

Turkish language is generally preferred at home. However, it can be said that this preference differs according to the level of Dutch or French language speaking. It can be said that the people who are contacted are generally spoken by making transitions between the two languages. It can be said that the fact that at least one of the parents comes from Turkey affects the communication within the family and for this reason, only Turkish language communication is compulsory. In order of frequency, the codes "Reading Books" "Turkish School" "Social Media" "Technology" and "Speaking in Turkey" have the same value. The views on the "Reading Books" code are as follows:

"It contributes to reading books." (15KO4).

Considering the opinions of the participants, it can be said that it will make positive contributions to speaking skills when the effect of reading a book on vocabulary is considered. The views on the "Turkish School" code, which is the next code in order, are as follows:

"We sang songs in Turkish language lesson. I served." (15KO1).

It can be said that the Turkish school played a major role in the development of speaking skills as a result of giving Turkish language lessons and following these lessons. The views on the "Social Media" code, which is the next code in order, are as follows:

"I follow Turks on Instagram." (15KO2).

It can be said that the participants' following social media contributes to their Turkish language development. The views on the "Technology" code, which is the next code in order, are as follows:

"I use Turkish language on the internet." (15KO2).

Considering the opinions of the participants, it can be said that the technology that exists in everyone's life today contributes to learning Turkish language. Finally, the opinions on the "Speaking in Turkey" code are as follows:

"I speak when I go to Turkey." (15KO1).

In the light of the interviews, it can be said that Turkish families living in Belgium come to Turkey every year during the holidays and visit their relatives. Thus, it can be said that these visits and interviews are of great importance in the display and development of speaking skills. As seen in Table 1, another category that comes after speaking skill is "writing". 8 different codes were reached under the category of writing. Among these codes, the ones with the highest frequency are "Turkish School" and "Messaging". The views on the "Turkish School" code are as follows:

"Then when I went to Turkish school, I learned better from there. Writing in Turkish language is easy because you hear all the letters when you write. Easy for me." (15KO2).

"*I can write. I understand when written. I can use Turkish language letters perfectly, yes. I can do ğ, ö, ü, ı. I went to a Turkish school and learned there."* (15KO4).

It can be said that Turkish language lessons have a great contribution in the development of writing skills. Most of the children who attend Turkish language lessons stated that the development in their writing skills is thanks to these lessons. Another code with the highest frequency value is "Messaging". Comments on the "Messaging" code are as follows:

"I can write, but I can't use things like the thing above the ğ. I know where to use it, I write from time to time. It's a habit. So is everyone here. I pay a little attention when I correspond with people in Turkey." (15EO2).

"I have one cousin and we correspond with him from time to time. Sometimes I do wrong. For example, I have difficulties with ğ, ç or c, sometimes." (15KO3).

As stated, most of the children indicated messaging for their writing skills. However, they stated that they mostly did not use the letters in the Turkish language alphabet during these messages. Finally, the opinions on the "Research" code are as follows:

"I look online if I don't know." (15KO3).

It can be said that the participants contribute to their Turkish language writing skills with any exercises they do using of Turkish language.

As seen in Table 1, another category that comes after writing skill is listening. 7 different codes were reached under the listening category. The views on the "Movie-Series-Video" code with the highest frequency value among these codes are as follows:

"…or watching a movie. I watch YouTube videos." (15KO1).

"*I am watching a film.*" (15EO1).

"I'm watching a movie." (15EO2).

"I mostly watch Turkish language TV series." (15KO4).

During the interviews, almost all of the Turkish families living in Belgium received Turkish language news, series, movies, etc. through television. It can be said that they follow the programs. In this way, considering that children are constantly exposed to Turkish language programs at home, it can be said that its contribution to listening skills is great. In addition, it can be said that children mostly follow Turkish language videos on social media or the internet and prefer this way to improve themselves.

In addition to these findings regarding the autonomy component of Self-Determination Theory, the result of the content analysis related to competence, which is another element, is shown in Table 2.

Table 2. *Opinions of 15-Year-Old Children Living Abroad in Terms of Competence*

Theme	Category	Code	ƒ
Competence	Reading	Partially Sufficient	3
		Sufficient	2
		Deficiencies in local use	2
		Insufficient	1
	Speaking	Sufficient	4
		Partially Sufficient	1
		Insufficient	1
	Writing	Partially Sufficient	3
		Sufficient	3
	Listening	Sufficient	5
		Partially Sufficient	1

As can be seen from Table 2, 11 different codes have been reached in four basic language skill categories related to the proficiency element. It was determined that the students mostly saw themselves as "adequate" or "partially sufficient" in reading, speaking, writing and listening skills. It is seen that the participants only feel inadequate in their reading and speaking skills. Based on the data, the participants consider themselves more competent in verbal communication. On the other hand, they see themselves as more inadequate in writing and reading skills compared to speaking and listening skills. The reason for this situation can be shown as the low use of Turkish language in their daily lives.

The result of the content analysis for relatedness, which is the last element of Self-Determination Theory, is given in Table 3.

Table 3. *Opinions of 15-Year-Old Children Living Abroad on Relatedness*

Theme	Category	Code	ƒ
Relatedness	Reading	Binary Correspondence	4
		Friend Relations	1
		Disregard	1
		Strain in Turkey	1
		No	1
	Speaking	Sufficient	2
		Insufficiency	1
		Feeling Inadequate	
		Strengthening the bonds of Friendship	1
		Speech Anxiety	1
		No Difficulty in Turkey	1
		Strengthening Family Ties	1
	Writing	Sufficient	3
		Disregard	2
		No Difficulty in Turkey	1
	Listening	Sufficient	5
		No Difficulty in Turkey	3
		Strain in Turkey	1
		Family Relations	1

As can be seen from Table 3, 18 different codes were reached in the four basic language skill categories related to the "Relationship" element. There are 6 different codes under the category of

reading skill. Among these codes, "Binary Correspondence" has the highest frequency value. The students' views on the "Binary Correspondence" code are as follows:

"I understand what you wrote." (15EO1).

"I'm texting, yes, but I can't explain myself very well. When the message comes, yes, I understand." (15KO2).

"I can write, I can read. It affects my social relations positively. I feel good." (15KO4).

Looking at the interviews, it is seen that the skills of writing using pen, paper and reading are very low among the participants. However, in this code, it can be said that a participant does not have difficulty in communicating through correspondence and can communicate due to his high proficiency in reading skills. According to the order of frequency value, "Friend Relations", "Disregard ", "Strain in Turkey " and "None" codes have the same value. Opinions on the "Friend Relations" code are as follows:

"When I am with my Turkish friends, there is no problem. It would have been more difficult if I had not known. If I didn't understand, I wouldn't be able to answer." (15KO1).

When we look at the interviews, it can be said that the element of relatedness is mostly in the family as well as in the relations of friends, considering that communication is usually made by understanding and responding to what is read during messaging in the category of reading. When looking at the ranking, the views on the next code, "Disregard", are as follows:

"*I don't think so because I don't read, I talk more.*" (15KO2).

During the interviews, it can be said that most of the children were not exposed to enough writing in Turkish language, they only considered Turkish language as communicating, therefore listening and speaking were given more importance. When looking at the ranking, the views on the next code, "Strain in Turkey", are as follows:

"In Turkey, it is different with an accent." (15EO2).

Considering the interviews, it can be said that the element that the participants stated as an accent is actually the differences in letters, words or sentence constructions, and therefore the problem in communication actually arises as a result of insufficient use of skills. When looking at the ranking, the views on the next code, "No", are as follows:

"It doesn't affect much here." (15EO2).

In the process of relatedness, it can be said that the ineffectiveness stated by the participant has not yet encountered the writing skill at the level of necessity.

As seen in Table 3, another category that comes after reading skill is "speaking". 6 different codes were reached under the speech category. Among these codes, the code with the highest frequency is "Sufficient". Comments on the "Sufficient" code are as follows:

"I can say anything. They understand what I am saying." (15EO1).

"I can talk to people I want enough for me" (15KEO2).

Considering the interviews, the participants stated that they were able to communicate with their Turkish language speaking skills in the category of relatedness. It can be said that most of the children participating in the research use speaking and listening skills more than other skills in communicating. In addition, it can be said that the participants feel competent in their speaking skills, contribute positively to establishing relationships, and communicate easily by speaking when they are in Turkey. In addition, it can be said that the fact that most of the participants think that they can speak Turkish language adequately makes them feel good. According to the order of the frequency value,

"Inadequate/Feeling Inadequate" "Strengthening Friendship Bonds" "Speech Anxiety" "Not Difficulty in Turkey" "Strengthening Family Ties" codes have the same values. When looking at the ranking, the views on the code of "Inadequate/Feeling Inadequate" are as follows:

"I can't explain myself that well. I make a lot of mistakes. When you can't explain it, I say to myself that you should be better." (15KO2).

Looking at the interviews, it can be said that the participants differ in the skills they use most, depending on whether they are in Belgium or Turkey. It can be said that the environments in which the participants feel comfortable while communicating, as well as the environments in which they do not feel comfortable, are separate, and therefore they experience fear of doing wrong and anxiety when they do not feel comfortable. When looking at the ranking, the views on the "Strengthening Friendship Bonds" code are as follows:

"It didn't affect me much when I was younger. As I got older, I had more friends in middle school, and I used it there. I don't have any difficulties when I talk." (15KO1).

Considering the interviews, it can be said that the proficiency of the participants in speaking skills affects their communication positively and thus the established bonds become stronger. Considering the interviews, it can be said that speaking Turkish language with people who can speak Turkish language is the preference of the participants and as a result of this preference, it is felt more comfortable in communication. When looking at the ranking, the opinions about the "Speech Anxiety" code are as follows:

"In a positive way. I'm not very hard. Sometimes I stutter, but when we talk, we understand each other." (15KO4).

As stated in the code of feeling inadequate, it can be said that the participants experience emotional changes as the reason for their lack of skills or the reason they feel as if they are incomplete. It can be concluded that this situation causes anxiety over time. When looking at the ranking, the views on the code "not to be forced in Turkey" are as follows:

"I can communicate when we go to Turkey." (15EO1).

Looking at the interviews, it can be said that some of the participants felt self-confident and stated that they could express themselves in any situation, and thus they could communicate comfortably. Finally, the views on the "Strengthening Family Ties" code are as follows:

"It wouldn't be good if I couldn't talk. I could never have a relationship with my father, my grandmother, or anyone in Turkey. It's a very good thing, I think I don't know Turkish language. It affected me a lot." (15KO3).

Considering the interviews, it can be said that the proficiency in speaking skills of the participants affects their communication positively and thus the family ties established are stronger.

As seen in Table 3, another category that comes after speaking skill is "writing". Three different codes were found under the category of writing. Among these codes, the opinions on the "Sufficient" code with the highest frequency value are as follows:

"They usually understand what I write." (15KO1).

"I can write well. I cannot communicate comfortably, sometimes it is not fluent. I may make mistakes, but the other person understands me." (15KO2).

"I can answer. In the same way as speaking and reading." (15KO4).

Looking at the interviews, it can be said that the participants felt themselves competent in writing skills and thus they were able to communicate. Again, it can be said that the participants mostly use their writing skills in messaging, as in the reading skill, and thus they communicate. It can be said

that they feel good and happy when they communicate in this way. The views on the " Disregard" code, which is the next code in order of frequency value, are as follows:

"Writing is not very important to me. We go to Turkey once a year, I don't come across with writing very often. I feel bad if my writing is bad when I can't speak." (15EO1).

"*Good. I don't use typing much.*" (15EO2).

During the interviews, it can be said that most of the children do not write enough in Turkish language, they only consider Turkish language as communicating, therefore listening and speaking are more important.

As seen in Table 3, another category that comes after writing skill is "listening". 4 different codes were reached under the listening category. Among these codes, the views on the "Sufficient" code with the highest frequency value are as follows:

"I think the most important thing is to understand Turkish language. If you do not understand, you cannot answer. I can understand when others say something in Turkish language. When I don't understand, I ask in Dutch language." (15KO1).

"I understand everything. I can answer anything. When I can answer, I feel good." (15EO1).

"Everyone is the same here. I am not forced." (15EO2).

"*Positive. I can, I can make sentences when I speak. I can establish a dialogue.*" (15KO4).

Looking at the interviews, it was stated that, as in the answers given by the participants in the "Sufficient" code, a participant could communicate with his Turkish language skill under the code "No Difficulty in Turkey" and that he could use this communication sufficiently if he was in Turkey. For this reason, it can be said that the sense of self-confidence has a relationship with the subject of communicating in Turkish language and it has positive effects on communication. Opinions on the code of "No Difficult in Turkey", which has a high frequency value, are as follows:

"I understand my relatives in Turkey very well. I don't have a problem with communication, yes." (15KO2).

"I have an uncle and a grandfather in Turkey. I don't have a hard time talking to them." (15EO2).

"I am talking to my family in Turkey." (15KO3).

Considering the interviews, it can be said that the participants feel good that they do not have difficulty using skills in certain environments. However, it can be said that this sense of efficacy stabilizes the learning process and reduces the desire to learn in certain age groups.

DISCUSSION, CONCLUSION AND IMPLICATIONS

This study was carried out to determine the motivational sources for the use of Turkish language by Turkish children living abroad. Motivational sources were examined in terms of Self-Determination Theory developed by Edward Deci and Richard Ryan. Self-Determination Theory is based on three basic psychological needs, namely autonomy, competence, and relatedness; In theory, it is accepted that basic psychological needs are universal (Ryan & Deci, 2020). For this purpose, it has been tried to determine the opinions of Turkish children living abroad about feeling autonomous and competent in terms of using Turkish language and their use of Turkish language in their social relations. Looking at the literature, it is seen that many studies have been conducted on Turkish children living abroad. The studies that have been done, the theoretical reference to the subject (Aydogu & Karasu, 2017; Ergenç, 1993; Gümüşel, 2013), the compilation of the studies done (Ortaköylü, Satmış & Bircan, 2020; Şen, 2010), the program evaluation (Demir, 2010; Deniz & Uysal , 2010), determining teachers' opinions (Belet Boyacı & Genç Ersoy, 2015; Kalenderoğlu & Zorluoğlu, 2018; Can & Can, 2009; Şaşmaz

& Arslan, 2016), evaluating textbooks (Yeşilyurt & Keskin, 2020). This study differs from other studies in the literature in terms of both its purpose and the examination of language skills. In this study, Turkish children living in Belgium were taken as the study group and the motivation sources for the use of Turkish language were examined. There is a study conducted by Şen (2016), which is similar to this research in terms of determining Turkish children living in Belgium as the study group. In the study, Turkish children's written expression errors were emphasized. Another study on Turkish children living in Belgium belongs to Cemiloğlu and Şen (2012). In the related study, only the attitude towards language skills was examined. This study differs from other studies in the literature as it is examined from a multiple perspective in terms of proficiency, skill and applicability to four basic language skills.

When we look at the findings of the 15-year-old Turkish children's views on autonomy, the opinions of most of the students are related to the autonomy dimension of the Self-Determination Theory. Because autonomy is related to the initiative and sense of ownership in one's actions (Ryan & Deci, 2020). In this respect, it is seen that the 15-year-old students apply their own preferences in terms of improving their Turkish language, they do research to improve their Turkish language based on the emotional states they explain with justification in the process, and they accept their feelings by making self-evaluations. In some students, it is seen that there are elements that prevent the autonomy dimension. At the beginning of these elements, the control element and the targets imposed according to the exposure and imperative code data can be shown.

Looking at the proficiency dimension in general, it was concluded that the students felt competent in all four basic skills and did not experience much difficulty in using language elements. According to Self-Determination Theory, the findings of the study led to important results in terms of competence. Most of the students' opinions are related to the efficacy dimension of Self-Determination Theory. Because competence is related to the feeling that one can be successful and develop (Ryan & Deci, 2020). In this respect, it has been determined that 15-year-old students face appropriate difficulties in their communication with their immediate environment and receive positive performance feedback. In some students, it is seen that there are factors that prevent the proficiency dimension. At the beginning of these elements, it was concluded that there are extreme difficulties and negative performance feedbacks due to difficulties in using Turkish language.

According to the Self-Determination Theory, the findings of the study have reached important results in terms of being related. Most of the students' views are related to the feeling of being related, belonging and connected (Ryan & Deci, 2020). In this respect, when we look at the elements that develop relatedness in the context of Self-Determination Theory, it has been determined that 15-year-old students experience feelings of respect, interest and feeling safe in their inclusive environment. It is seen that some students have elements that prevent the dimension of being related, and it has been concluded that there are elements of the feeling that they receive criticism and that they have to fulfill the customs at the beginning of these elements.

Based on the evaluations of 15-year-old students in the Self-Determination Theory, it is seen that they are generally affected by external regulation (demand), internal regulation (obligation, conditional self-confidence), determined regulation and extrinsic motivation depending on combined regulation. It was concluded that very few students made internal arrangements with the presence of elements such as pure interest and curiosity in addition to external motivation, and some students had a feeling of indifference. For this reason, it can be said that 15-year-old students are in the process of extrinsic motivation to some extent.

Based on the findings of the study, the following recommendations can be made:

In order to increase the motivation of students, it is recommended to carry out studies focusing on the elements that support intrinsic motivation, especially in the autonomy dimension, in line with the Self-Determination Theory.

In the proficiency dimension, it is recommended to carry out educational studies to ensure that students receive Turkish language education at a level that they can see themselves competent in every environment and situation.

In the dimension of being related, it is thought that it will be useful to carry out studies that will create communication channels so that students can carry their relationship status in Belgium outside of Belgium.

Based on the finding that students prefer Turkish language for their language usage situations, it is suggested that studies should be carried out to increase the environments specified under the heading of supporting elements.

Based on the student opinions regarding the insignificance of Turkish language in Belgium, it is suggested that studies should be carried out to increase the motivation status of the Turkish language self and to reduce the presence of an obstructive environment.

AUTHOR CONTRIBUTION

- First author have made substantial contributions to conception and design, or acquisition of data, or analysis and interpretation of data
-The second author have been involved in drafting the manuscript or revising it critically for important intellectual content and have given final approval of the version to be published

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