



Research Trends in The Field of Teaching English*

Soykan UYSAL², Mehmet ALTIN³

*This research was verbally presented in Ankara at the 9th International Postgraduate Conference on Linguistics and Language Teaching on 14-15 December 2013.

²Instructor, Selçuk University, Akşehir Vocational School, Konya, Turkey. E-mail address: soykanuysal@gmail.com.

³Res. Asst., Adnan Menderes University, Faculty of Education, Aydın, Turkey. E-mail address: mehmetaltin4009@gmail.com

Abstract

The purpose of this study is to find out research trends in the field of “Teaching English” in Turkey by exploring the articles that were published between 2000 and 2013. For the purpose, articles were evaluated in terms of their publishing dates, number of authors, methods, data collection procedures, sample characteristics, data analysis techniques, subject areas and their topics. The articles were explored by investigating the documents within the framework of descriptive approach and research trends in the field of Teaching English were attempted to be described. In the study, all journals that are published in the field of Teaching English between 2000 and 2013, which are all included in the ULAKBIM and Academia Social Sciences Database, were covered in the study. To analyze all the articles, “Article Classifying Form” was used.

Key words: *Teaching English, research trends, content analysis.*

Introduction

In a globalized world, keeping pace with the developments is an action on which the whole society is trying to perform. In order to follow these developments it is needed to be in contact with different communities. The most appropriate tool for that communication, a common language usage is very important.

Demirel (2003) has been emphasizing that foreign language requirement regarding dissemination to a wide audience has become more pronounced and the desire to learn a foreign language has become more popular according to an increasingly rapid development of communication tools, the intensification of exchanges in tourism, politics and economy between the nations.

Today, the mention of foreign language education in Turkey, primarily languages English, German and French teaching from Western languages comes to mind. The most learned language is English among these languages (Özdemir, 2006).

In our country, there is great emphasis on teaching English. From past to the present, its place in the school programs are being added continuously, big fortunes have been spending for an effective language teaching. Therefore the quality of the work done in this area has great importance. In this study, published articles on "English Teaching" between the years of 2000-2013 in Turkey examined and it aimed to determine trends in the field of research in this area.

Erdem (2011) indicated that the assessment of field literature in certain periods is not only giving information about the nature of the research revealed in that period but also lighting the subsequent researches. For this purpose, there are many analysis works belonging to different academic disciplines. Through these studies, the studies that conducted independently and their results can be organized and reunited in the same environment again according to certain criteria and thus more comprehensive and high-level studies can be presented.

Aim of the Research

In this study, the current situation is tried to describe by a multi-dimensional analysis of the articles on teaching English written between the years 2000 and 2013.

Method

This is a descriptive study. Articles were examined by the method of document analysis study consisting of full text 81 articles found in ULAKBIM and Akademia Social Sciences Database. Each of the articles was analyzed using "Article Classification Form". "Article Classification Form" has been developed by Sözbilir and Kutu (2008). In this study, the revised version of the form which had been revised by Ozan and Köse (2012) was used. The data obtained through forms were analyzed by descriptive analysis.

Findings

Findings Related to Number of Writers

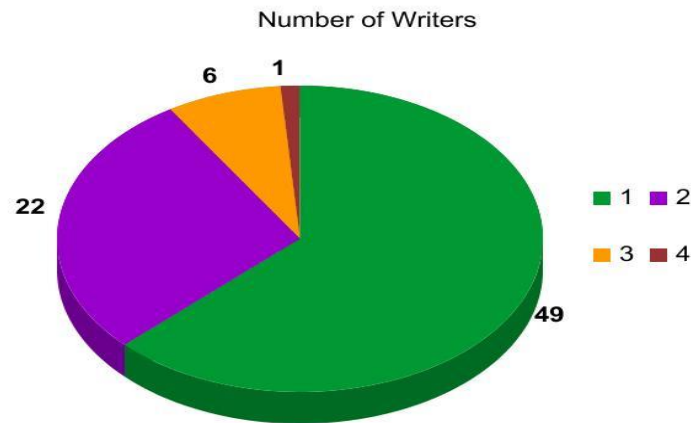


Figure 1. *Descriptive statistics by number of writers of articles on teaching English*

It is obvious from the statistics that a large number of articles have only one writer. That means that the researchers prefer to study alone for the articles on Teaching English.

Findings Related to Date

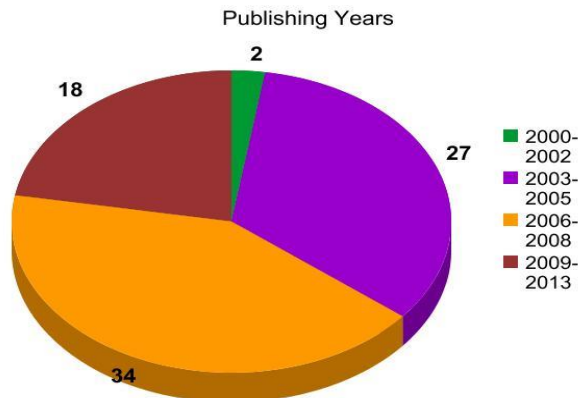


Figure 2. *Descriptive statistics by years of articles on teaching English*

Two articles (2.4 %) between 2000–2002 2 article, 27 articles (33.33 %) between 2003-2005, 34 articles (41.9 %) between 2006-2008 and 18 articles (18.4 %) between 2009-2013. were carried out. A large number of articles on teaching English were carried out in 2007. However, between 2006-2008, a decrease is observed in the number of articles.

Findings Related to Article Type

Article Type	f	%
Research and Analysis	58	74,3
Theoretical (Review)	20	25,7
Total	78	100

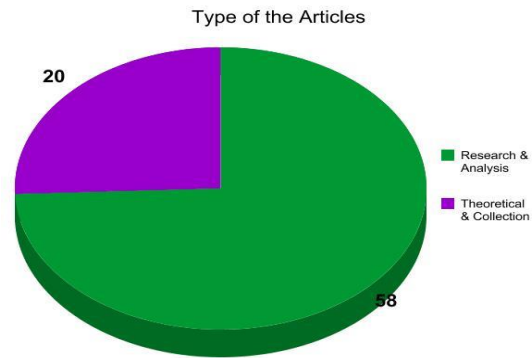


Figure 3. *Descriptive statistics on article type on teaching English*

58 articles (76,3 %) are research and analysis type articles while only 20 (% 25,7) articles are theoretical (review) type.

Findings Related to Selected Method

Method	f	%
Qualitative	23	29,4
Quantitative	42	53,8
Mixed	6	7,6
Unspecified	7	9,2
TOTAL	154	100

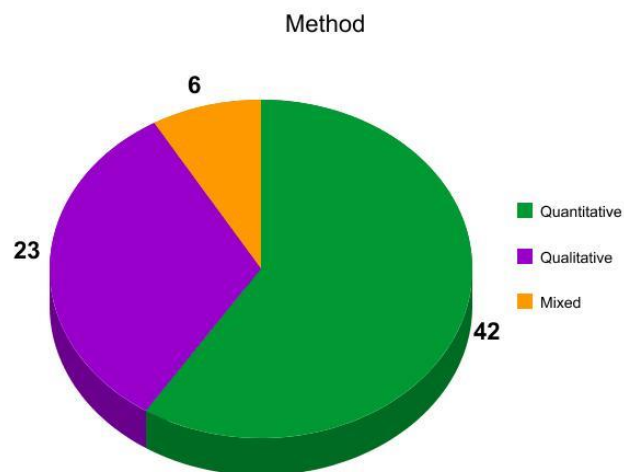


Figure 4. *Descriptive statistics on selected method on teaching English researches.*

When studies have been examined, it is seen that 42 (53,8 %) quantitative research, 23 (29,4 %) qualitative research, and only 6 (7,6 %) mixed approach are carried out. It is remarkable that a number of quantitative research methods are chosen.

Findings Related to Model – Method – Design

Model-Method-Design	f	%
Actual Exp.	8	10,3
A quasi Exp.	8	10,3
Descriptive Survey	17	22
Relational Survey	12	15,5
Comparative	2	2,6
Culture Analysis	2	2,6
Creating Theory	6	7,8
Case Study	9	11,6
Critical Study	4	5,1
Concept Analysis	3	3,8
Qualitative + Quantitative	6	7,8
TOTAL	77	100

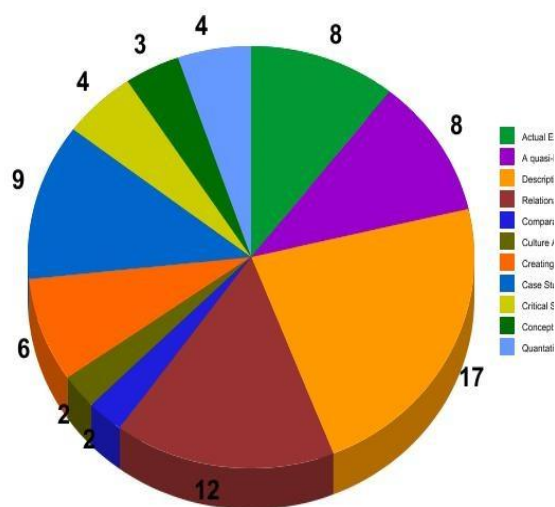


Figure 5. Descriptive statistics of English researches.

on teaching

Findings Related to Data Collection Tools

Tools	f	%
Qbservation	4	8,5
Interview	8	17
Achievement Tests	12	25,5
APPA Tests	3	6,3
Documents	20	42,5

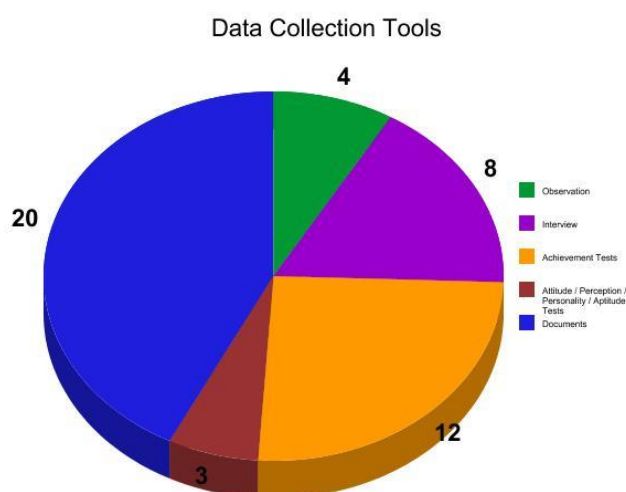


Figure 6. Descriptive statistics of the data collection tools for researches on teaching English.

When studies have been examined, it is seen that data collected by observation for 4 (8,5 %) researches, interview for 8 (17 %) researches, achievement tests for 12 (25.5 %) researches, Attitude/Perception/Personality/Aptitude Tests for 3 (6,3 %) researches and documents for 20 (42,5 %) researches. It is obvious that the most popular data collection tool is documents for researches that are on teaching English.

Findings Related to Sample Size

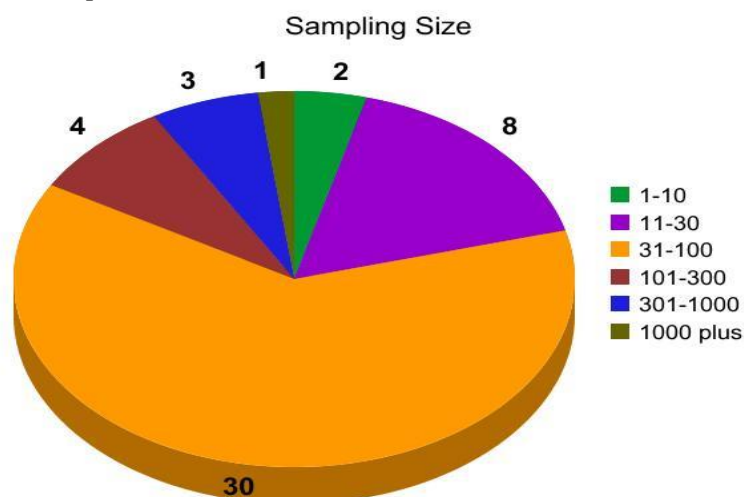


Figure 7. Descriptive statistics of sample size for researches on teaching English.

It is obvious from the examination of the articles on teaching English that most researchers prefer sampling size between 31-100 people. It is seen in the graphic that 30 researchers chose their sampling size between 31-100 people, 8 researchers chose between 11-30 people, 4 researchers chose between 101-300 people, 3 researchers chose their sampling size between 301-1000 people, 2 researchers chose their sampling size between 1-10 people and 1 researcher chose his sampling size more than 1000 people.

Findings Related to Sampling Type

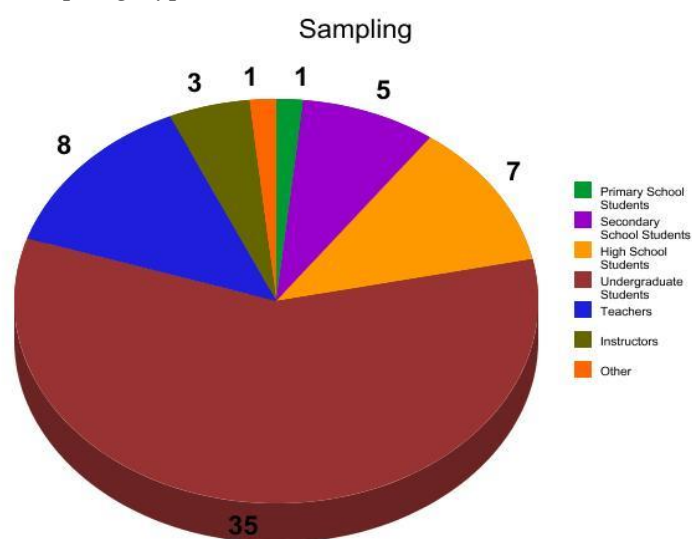


Figure 8. Descriptive statistics of sample type for researches on teaching English.

It is easily seen from the graphic that undergraduate students are the most popular sampling type for the researches on Teaching English. On the other hand, primary school students are the least popular sampling group for the researchers.

Findings Related to Data Analysis Method

Findings Related to Quantitative Data Analysis Method

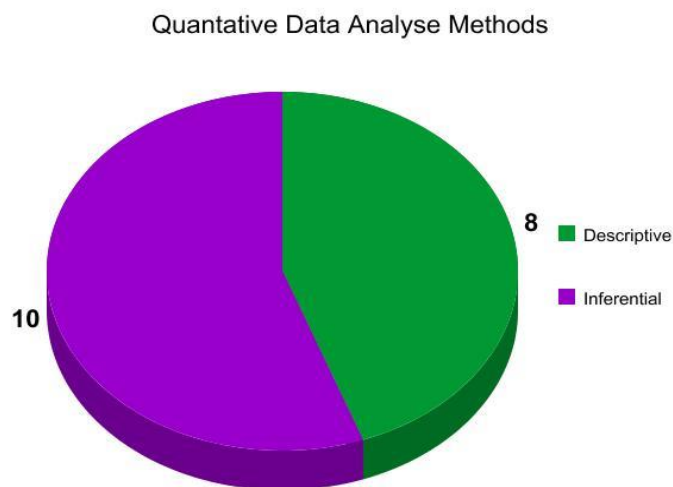


Figure 9. *Descriptive statistics of data analyze method researches on teaching English.*

Here, it is seen that inferential data analysis method (10) is the popular method for analyzing data. Also, descriptive data analyze method (8) is used for quantitative analyzes.

Findings Related to Descriptive Data Analyze Method

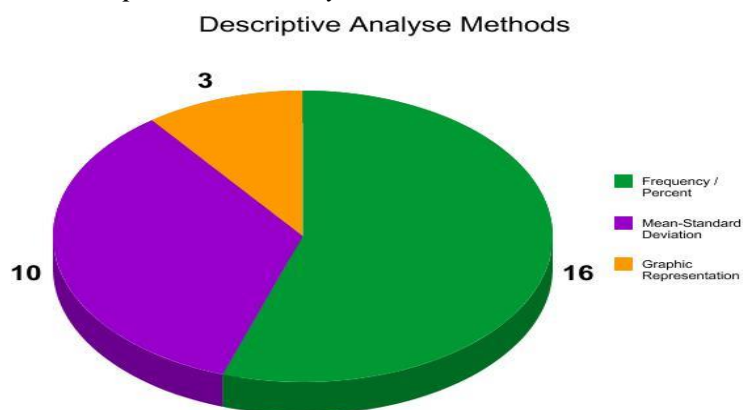


Figure 10. *Descriptive statistics of descriptive data analyze method researches on teaching English.*

It is easily seen that in descriptive data analyzes, frequency/percent (16) and mean-standard deviation (10) are generally applied while graphic representation is rarely used.

Findings Related to Inferential Data Analyze Method

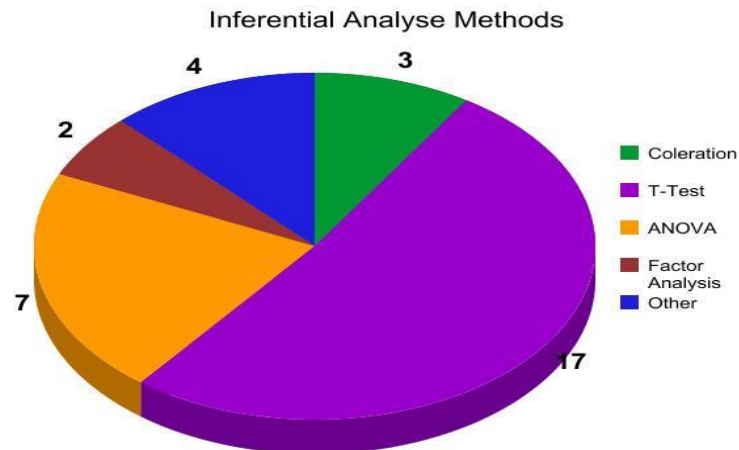


Figure 11. *Descriptive statistics of inferential data analyze method researches on teaching English.*

For inferential analysis methods, t-test (17) is the most applied one among all other methods.

Findings Related to Qualitative Data Analyze Method

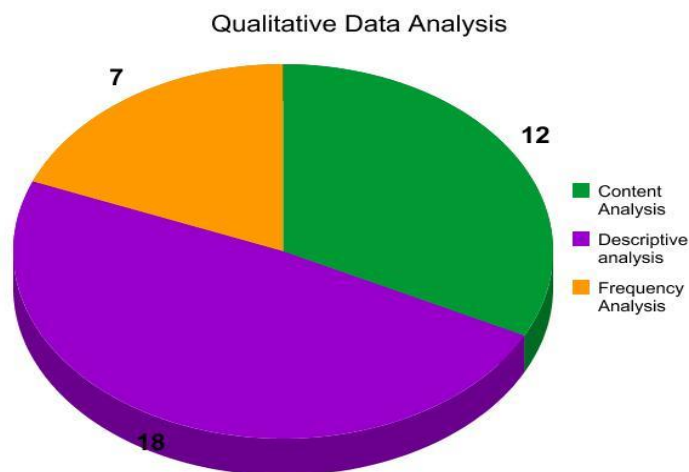


Figure 12. *Descriptive statistics of qualitative data analyze method researches on teaching English.*

As for qualitative data analysis, descriptive analysis (18), content analysis (12) and frequency analysis (7) methods are used.

Discussion and Conclusion

It is seen that most of the articles have been written by only one researcher when the articles on teaching English in ULAKBIM and ASOS databases are analyzed. The finding that only one researcher or two researchers has/have made the researches was also found in the study realized by Ozan and Köse (2012). That may be due to the fact that there is not so much collaboration among researchers from different universities and that the studies didn't require many researchers.

That there have been a rise in the number of the articles since 2005 can be commented that a lot of studies were made after the changes in curriculums in 2005. Also, it is expected that there will be a rise in the number of the studies because of the new education system applied in 2012-2013 education year.

Most of the articles are in research-review type. Studies are mostly in research-review type not only in the field of teaching English but also in other fields of education. Yalçinkaya and Özkan (2012) reached the same finding.

Quantitative research method has been mostly preferred as research design. Ozan and Köse (2012) and Karadağ (2010) drew attention the surplus of the quantitative studies. Also, it has been found that descriptive survey model -a non-experimental method-, was generally applied. Similarly, Erdem (2011) noted that descriptive survey model was applied in the studies.

Questionnaire/scale has been used as data collection tools in the studies. Göktaş, Hasançebi, Varışoğlu, Akçay, Bayrak, Baran and Sözbilir (2012) and Şimşek, Becit, Kılıçer, Özdamar, Akbulut and Yıldırım (2008) stated that questionnaire/scale was generally used in the studies which they analyzed.

Sample sizes mostly between 31-100 have constituted the sample group of the studies. Samples of the studies have been generally undergraduate students. Şimşek et al. (2008) suggested that undergraduate students are mostly preferred as it is easy to reach out them.

Mostly descriptive analysis on qualitative data and t-test and frequency/percentage values on quantitative data have been preferred. Arık and Türkmen (2009) determined in their analysis that generally frequency/percentage values and t-test were used; Erdem (2011) determined in his analysis that generally t-test and descriptive statistics were used.

Consequently, it is determined in the articles published in the field of teaching English in the years between 2000-2013 that there has been a rise in the number of the studies since 2005 and that fewer researchers, single method (quantitative or qualitative), questionnaires/scales, easily reachable samples whose size is generally between 31-100, frequency/percentage values and t-test for quantitative data and descriptive analysis for qualitative data are chosen.

It can be recommended that;

- The number of the experimental studies should be increased,
- Different data collection tools such observation, interview etc. should be used in order to reach deeper data,
- Researchers should study with different sample groups such as teachers, primary/secondary school students etc.

References

- Arık, R. S. ve Türkmen, M. (2009). *Eğitim bilimleri alanında yayımlanan bilimsel dergilerde yer alan makalelerin incelenmesi*. I. Uluslararası Türkiye Eğitim Araştırmaları Kongresi, Çanakkale Onsekiz Mart Üniversitesi, Antalya.
- Demirel, Ö. (2003). *Yabancı Dil Öğretimi*. İstanbul: Pegem Yayıncılık.
- Erdem, D. (2011). Türkiye’de 2005–2006 yılları arasında yayımlanan eğitim bilimleri dergilerindeki makalelerin bazı özellikler açısından incelenmesi: Betimsel bir analiz. *Eğitimde ve Psikolojide Ölçme ve Değerlendirme Dergisi*, 2(1), 140-147.

- Göktaş, Y., Küçük, S., Aydemir, M., Telli, E., Arpacık, Ö., Yıldırım, G. ve diğerleri. (2012). *Educational technology research trends in Turkey: A content analysis of the 2000-2009 decade. Educational Sciences: Theory and Practice*, 12(1), 191-199.
- Karadağ, E. (2010). Eğitim bilimleri doktora tezlerinde kullanılan araştırma modelleri: Nitelik düzeyleri ve analitik hata tipleri. *Kuram ve Uygulamada Eğitim Yönetimi*, 16(1), 49-71.
- Ozan, C. ve Köse, E. (2012). *Eğitim Programları ve Öğretim Alanındaki Araştırma Eğilimleri: Bir İçerik Analizi*. II. Ulusal Eğitim Programları ve Öğretim Kongresi'nde sunulan bildiri. Abant İzzet Baysal Üniversitesi, Bolu, 27-28 Eylül.
- Özdemir, E. A. (2006). Türkiye’de İngilizce Öğreniminin Yaygınlaşmasının Nedenleri. *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, 2(1), 28-25.
- Sözbilir, M. ve Kutu, H. (2008). Development and current status of science education research in Turkey. *Essays in Education[Special issue]*, 1-22.
- Şimşek, A., Becit, G., Kılıçer, K., Özdamar, N., Akbulut, Y., and Yıldırım, Y. (2008). Türkiye’deki Eğitim Teknolojisi Araştırmalarında Güncel Eğilimler. *Selçuk Üniversitesi Sosyal Bilimler Dergisi*, 19, 439-458.
- Yalçınkaya, Y. ve Özkan, H. H. (2012). 2000-2011 yılları arasında eğitim fakülteleri dergilerinde yayımlanan Matematik öğretimi alternatif yöntemleri ile ilgili makalelerin içerik analizi. *Süleyman Demirel Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, (16).