A BIBLIOMETRIC PROFILE OF LITERATURE OF TURKISH LANGUAGE EDUCATION-TEACHING: A CASE STUDY OF 9th INTERNATIONAL LANGUAGE EDUCATION-TEACHING CONFERENCE

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Abstract:
Scientific knowledge accumulates after a certain process. Increasing knowledge production based on scientific studies ensures the development of the academic field. In this process, the field-specific scientific literature is formed. In this study, in order to reveal the profile of the Turkish Education, 9th Full text reports published in the book International Turkish Education-Teaching Conference in were analyzed based on bibliometric measurements. The model of the study is the case study from qualitative research patterns. The scope of the study is 9th ITLETC is a full text booklet. The data of the study were collected by means of the PPR. Bibliometric analysis technique was used for data analysis. WordSift word cloud software is preferred for keyword visualization. According to the results 168 papers were accepted for oral presentations. Of these, 32 were it is a full text in the UCRSC proceedings. On the other hand, the papers had a total of 391 pages; at least 6, maximum 20 pages. In terms of the number of writers, more than half of the authors have contributed by two authors and it has been assessed that Assoc. Dr. has been the most contributors. The most contributing researchers were Erzincan University, Ministry of National Education and Kafkas University. The most discussed topics are Turkish language education and teaching, language, listening and reading. The most commonly cited source is the book. The most cited books are scientific research methods and statistics. Half-life in the education and teaching of Turkish language was determined as 11.9 years.

Keywords: 9th International Conference on the Teaching of Turkish Education, Turkish Education, Bibliometry, WordSift

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1. Introduction

A society gains a national identity by uniting around certain goals, ideas or ideals. There are some shared properties underlying this national identity. The main one is the common language. Thanks to the common language, societies unite in terms of the same identity, culture, world-view, and life style and exist as a whole. As the language togetherness is maintained, this realm of existence can lead a life. In this context, Turkish is one of the main shared areas which provides the unity and sustain continuity of Turkish nation. Turkish nation look at the world through the same window, evaluate what is going around in line with the same purposes and produce values which will carry their existence to the future.

The way to become successful in basic dynamic fields such as economy, politics, education, and religion required increasing the quality of social life goes through a language. The main focus of Turkish nation in order to reach the target level in the mentioned fields must be Turkish. In other words, native language (or mother tongue) education has been evaluated as the most important variable in every period which had an impact on the abovementioned fields. In line with this, Börekçi (1997: 31) in his article called "Turkish: The Topic and Language of Education in Turkish Education System", explains why the Great Leader Mustafa Kemal Ataturk started his culture movement with alphabet reform and the foundation of Turkish Language Society and Turkish Historical Society with reference to his views about education: "*He foresaw that a society which did not give education with its own native language would not go beyond memorizing the structures presented to them, would not use its thinking skill adequately, and reach much less information despite more efforts and relying on the richness of Turkish language, he started "engraving Turkish studies with consciousness" considering his target for national education.*"

"*Today, one of the main indicators of development level is mother tongue education and raising intellectuals with literacy skills depending on this*" (Gündüz, 2005: 19). Mother tongue education starts as result of "*child's interaction with his family and inner circle in pre-school period. However, the development of reading and writing skills via using the language accurately and effectively may require a systematic study in school or in another educational institution*" (Alyılmaz, 2010: 729). In other words, mother tongue education must be discussed in detail at all levels of learning activity from pre-school education to higher education level. This point becomes much more important every passing day together with "*the changing conditions in the world and country. Primarily, each intellectual Turkish citizen must be sensitive about this subject. The necessity to teach Turkish language more accurately and effectively to new generations has become much more important today. The globalization movement recently has been shaking the foundations of nation-states in all over the world. The existence of Turkish Republic and Turkish nation as a strong state and nation in the future will be provided with the success of Turkish language education in our schools*" (Güzel, 2010: 377).

A successful Turkish language education is firstly based on the presence and secondly functionality of the relevant departments of education faculties in universities. Güzel (2003) in his article called "The Foundation and The Goals of Turkish Language Teaching in Education Faculties" states that the department of Turkish language education is a very important requirement in order to teach Turkish systematically, of good quality, and accurately both as a foreign language and a native language to individuals of all ages. According to him, this department is important because Turkish teachers who are experts in the field must be trained and Turkish language must be taught by the individuals who have pedagogical formation certificate in special interest area.

In addition to the existence of the departments of Turkish language education, another important factor that needs to be considered elaborately is that these departments must assume a qualified and systematic identity. The studies which will shape and lead this identity are primarily academic research. Such topics as which programs, techniques, or strategies could be used to reach the intended teacher profile for training, the course contents to be used in the field, and how to integrate them into the programs used in modern world could be discussed and structured systematically in academic studies.

In this context, academic studies have been carried out in the field of Turkish language education and teaching since 1990s and post graduate theses at master's and doctorate levels have been written, scientific meetings have been organized, scientific journals which help the researchers to share their research with the others in the field have been published, and projects have been carried out. Thus, it can be stated that the field of Turkish language education has grown in maturity which cannot be ignored. For example, it was found during the online browsing in the electronic database of The National Thesis Centre of Council of Higher Education (CHE) that there were 1224 (Master's Thesis) and 198 (PhD Thesis) in the academic field of Turkish Language Education (CHE, Thesis Centre, 2019). According to the CHE academic database, 458 academics with different titles in the field of Turkish Language Education have been registered as the date of the study carried out (CHE Academic, 2019).

When a scientific discipline reaches its maturity, scientists direct their attention to the literature produced by the scientific society and discuss them as a research subject on their own. This in turn is a common practice carried out with the intention of evaluating the general condition of the field (Ramos-Rodríguez and Ruíz-Navarro, 2004). Thus, it is required to assess and evaluate the scientific production in academic field. Considering this, it is very important to discuss the papers presented and published as a full text in the 9th International Turkish Language Education-Teaching Conference with bibliometric indicators so that the trends and tendencies in the field can be determined.

International Turkish Language Education-Teaching Conference (ITLETC) is an institutionalized academic event about education and teaching of Turkish language. The congress organized every year since 2008 has been hosted by different universities.

In these meetings, the studies carried out in the field of Turkic studies about teaching of basic language skills within the context of teaching Turkish both as a native language and foreign language, teaching literature, training teachers and academics, general linguistics and Turkish language education are shared. This section should comprise a description of the general framework, definitions and principles, primary issues and controversies, background information and contexts, etc.

2. Literature Review

Bibliometrics is a statistical and systematic analysis of contributions of an academic field to scientific literature. In line with this, there are different bibliometric studies carried out in different fields. The following literature was assessed in terms of bibliometrics using the relevant articles, theses, and symposiums by the researchers: Aybey (2018) assessed the developments in religious education; Kızıldağ and Özkara (2016) analyzed the research tendencies in organizational behaviour; Yıldırım and Ergüt (2014) assessed economy literature; İnceoğlu (2014) studied academic cinema literature in Turkey; Şahin and Acun (2015) examined the literature of tour guiding; Uysal (2009) analyzed accounting field; Çabukoğlu and Yardımcıoğlu (2017) assessed economics literature in Turkey; Kartal (2018) examined the interest-free banking field and Demir (2018) analyzed the literature of anthropology.

Only Bozkurt and Uzun (2015) carried out a literature assessment in the academic field of Turkish language education. The researchers in this study focused on determining the tendencies and trends in the field based on the first six meetings of the International Turkish Language Education-Teaching Conference (ITLETC) and the International Symposium of World Language Turkish. On the other hand, because the study mentioned included the first six (ITLETC) activities and there were not any other studies examining the literature of education and teaching of Turkish language in terms of bibliometric indicators, there was need for this study. Because it is considered that the research will be able to present a different method for the future studies and the results will make contributions to the literature, this study is important.

Scientists try to reach phenomena with trips, observations and experiments. In this process, the acquired knowledge turns into different written forms such as thesis, articles, and papers. It goes through a process and the knowledge generated is shared in scientific journals, symposiums and congresses via academic network. With this aspect, the congresses are very important among the academic settings. They play a distinctive role during the process of sharing and presentation of the knowledge. Thus, it is a scientific requirement to analyse the academic publications presented in the congresses based on the biometrics in terms of assessment of literature. In line with this opinion, this study aimed at exploring the academic papers published in the conference proceedings of the 9th ITLETC in terms of bibliometric indicators. This research sought to answer the following research questions:

1) How many papers are presented in the 9th ITLETC?

2) What is page distribution of the papers in the 9th ITLETC?
3) What is the author profile like in the 9th ITLETC papers?
4) What is the academic title distribution of the authors who contribute to the 9th ITLETC?
5) Which institutions have made the maximum contribution to the 9th ITLETC?
6) How are subject areas of the papers distributed in the 9th ITLETC?
7) What type of resources is most frequently cited in the 9th ITLETC papers?
8) Which books are most frequently cited in the 9th ITLETC papers?
9) What is the aging speed of the literature related to the education and teaching of Turkish language in the 9th ITLETC papers?

3. Methods

3.1 The Research Model

The research model is a case study, one of the qualitative research methods. Case study is a research strategy which focuses on understanding the dynamics present in a single setting (Eisenhardt, 1989). Because this research aimed at making bibliometric evaluations about the Turkish language education literature within the context of the 9th ITLETC papers, case study was preferred. It is quite an effective method to explain the research procedures and to summarize them in a table or a flow chart in the methods section (Hartley, 2012). The following research procedure was followed in the study:
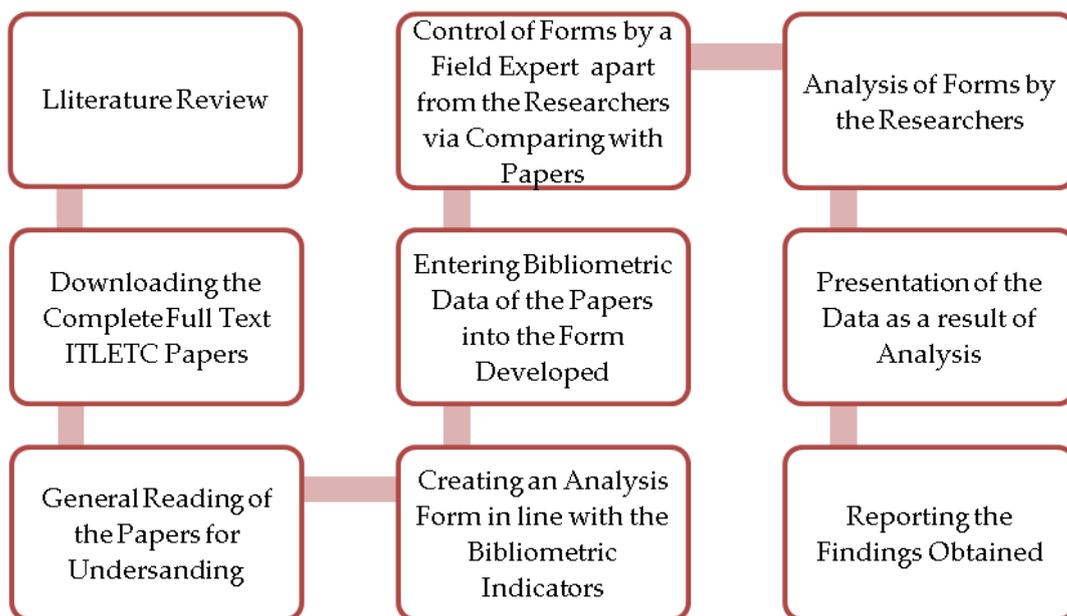

Figure 1: Research Process

3.2. Data Collection and Analysis

Within the context of this study, the full text proceedings in the 9th ITLETC were examined. First of all, scientific meetings carried out in the literature of Turkish Language Education-Teaching were determined. The analysis revealed that ITLETC has

become a traditional scientific event in the academic field of Turkish language education. Hence, the 9ᵗʰ ITLETC proceedings were preferred in order to evaluate the literature using bibliometric indicators. The papers were downloaded from https://www.pegem.net/Userfiles/File/Uteok2016ProceedingSon.pdf after having access to the papers which serve as data sources, the papers were read to understand them. Then, in line with the research questions determined according to the bibliometric parameters, "Paper Analysis Form (PAF)" was prepared. The relevant literature was reviewed to provide the compatibility of the form to the bibliometric parameters. The opinions of one linguist and two experts in assessment and evaluation were taken in order to understand whether or not the form is reliable, valid, and inclusive. In line with the expert opinions, the form was finalized. The data in the proceedings were entered in the PAF. A separate file was opened for each paper. After the bibliometric data were transferred to the forms in this way, an expert researcher in Turkish language education checked the full text proceedings. After this stage, the analysis process of the forms started.

Bibliometrics was used for the examination and analysis of the forms. Bibliometrics is a statistical analysis which uses quantitative methods to evaluate the academic efficiency (Padhy, Mishra and Behera, 2019). In other words, bibliometrics is the analysis of types of academic publications which compose the academic web via using mathematical tools. In this study, the number of papers presented in the 9th ITLETC, the number of pages, the author profile of the papers, the authors' academic titles, the contributing institutions, analysis of key words, types of citation sources, most frequently cited sources, and literature aging rate were analysed as biometric variable.

WordSift, word cloud software, was used in the research for visualizing and exploring words. WordSift is a web-based generated word-cloud tool which helps educators manages the demands of vocabulary and academic language in their text materials (https://wordsift.org/about.html).

4. Results and Discussion

This section includes the findings related to the papers in the 9ᵗʰ ITLETC full text proceedings.

4.1. Number of Presented Papers
Graph 1 presents the publication status of the accepted papers and publication of them as full text in 9ᵗʰ ITLETC in 2016. Considering this, 168 papers were accepted for oral presentation within the context of the 9ᵗʰ ITLETC. The number of full text published papers is 32.
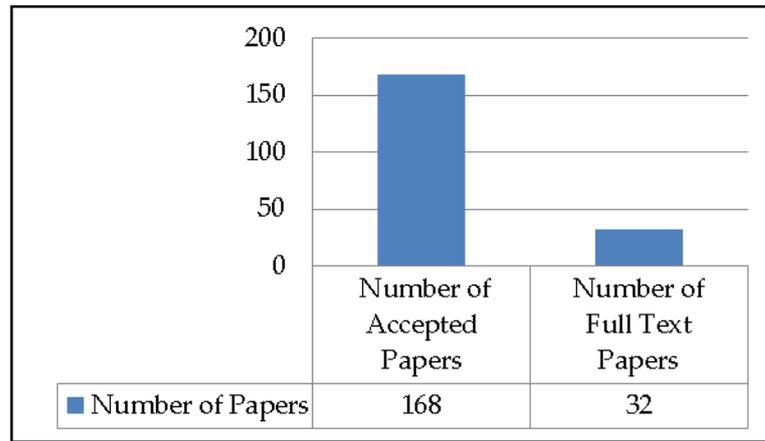
Graph 1: 9th ITLETC Number of Papers

4.2. Number of Pages of Full Text Papers

The distribution of number of pages for the 9th ITLETC papers was examined. The data obtained as a result of analysis were presented below.

Table 1: The Distribution of 9th ITLETC Full Text Papers According to the Page Number

Page Range	f	%
Page numbers of paper between 4-10	17	53.12
Page numbers of paper between 11-15	12	37.5
Page numbers of paper between 16-20	2	6.25
Page numbers of paper between 21 and above	1	3.12
Total Number of Papers	**32**	**100**

The distribution of 9th ITLETC full text papers according to the number of pages was presented in Table 1. 53.12 % of the full text papers have pages ranging between 4 and 10, 37,5 % of them ranged between 11 and 15, and 3.12 % of them had 21 and above pages.
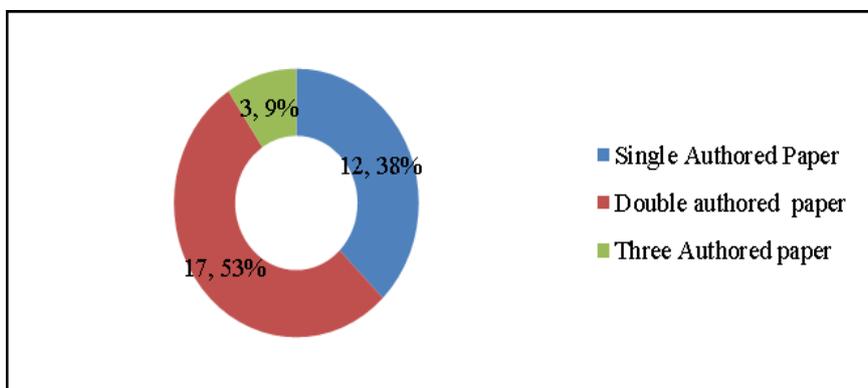
4.3. The Author Profile of the Full Text Papers

The data obtained after examining the authors of the 9th ITLETC full text papers were given below.

Table 2: The Distribution of the 9th ITLETC Full Text Papers in Terms of Authorship

Status of Authorship	Total
The Number of Single Authored Paper	12
The Number of Co-Authored Paper	17
The Number of Three Authored Paper	3
Total Number of Papers	**32**

The above table and below graph present the information related to the author profile of the 9th ITLETC papers. According to this, among the authors of the 9th ITLETC full text papers the highest total rate of author profile belongs to the double-authored

papers (53%). They are followed by single-authored papers (38%) and three-authored papers (9%), respectively.

Graph 2: The Author Profile of the 9th ITLETC Papers

4.4. Authors' Academic Titles in Full Text Papers

The data obtained as a result of the analysis of numerical distribution of the authors' academic titles in the 9th ITLETC papers were presented below. Because the title Faculty Member, PhD was not created in 2016 when the study was carried out, the title of assistant professor doctor was used.
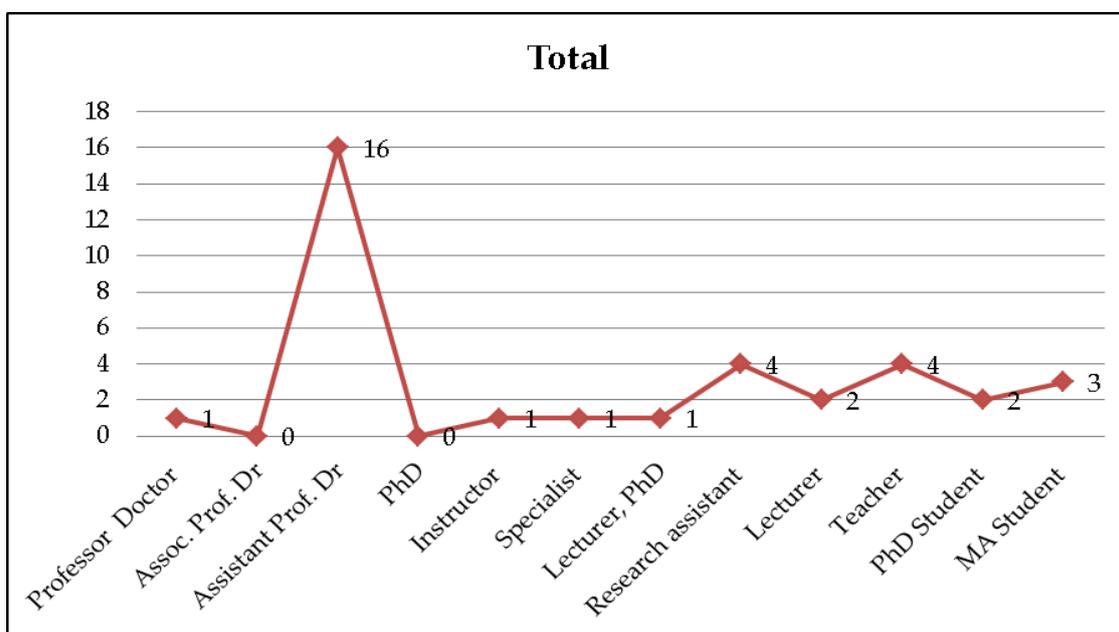
Graph 3: The Numerical Distribution of the Authors' Academic Titles
in the 9th ITLETC Full Text Papers

Graph 3 presents the number of the author titles in the full text paper in the 9th ITLETC. According to this, it was found that authors titled as Assistant Prof. Dr published papers mostly. Then, the authors titled as Assoc. Prof. Dr (n=14) and Dr. (n=5) follow them.

In the 9th ITLETC, 55 authors published full text papers. It was found that 54 of these authors published papers with different titles. Moreover, one author's title could not be reached within the proceedings. It was found that "Etimesgut Anatolian High School" was written in place of the author's title.

4.5. Institutions of the Full Text Papers' Authors

The data obtained as a result of the analysis of the institutions where the full text papers' authors worked were given below.

Table 3: The Distribution of the 9th ITLETCS Full Text Papers' Authors
According to the Institutions

Name of the Institution	Number of Authors
Erzincan University	6
Ministry of National Education (MEB)	6
Kafkas University	4
Mehmet Akif Ersoy University	4
Abant İzzet Baysal University	3
Bülent Ecevit University	3
Ömer Halisdemir University	3
Atatürk University	2
Gaziosmanpaşa University	2
İnönü University	2
Mersin University	2
Yıldız University	2
Yunus Emre Institute	2
Amasya University	1
Ankara University	1
Augsburg University	1
Balıkesir University	1
Corneige Mellon University	1
Çukurova University	1
Etimesgut Anatolian High School	1
Gazi University	1
Kırıkkale University	1
Mustafa Kemal University	1
Ondokuz Mayıs University	1
Pamukkale University	1
Siirt University	1
Süleyman Demirel University	1
Total Number of Institutions	**27**

Figure 2: Word-cloud Related to the Most Active Institutions

It was revealed that 27 different institutions contributed in the 9th ITLETC organized in 2016. According to this table, the two institutions which made the maximum contribution to the 9th ITLETC were Erzincan University and Ministry of National Education (MEB) (n=6). Then comes Kafkas University, Mehmet Akif Ersoy University (n=4); Abant İzzet Baysal University, Bülent Ecevit University and Ömer Halisdemir University (n=3), respectively.

4.6. Subject Matter of the Papers

Figure 3: Key Words Used in the Papers

The 9th ITLETC wanted to determine the subject matters in the full text papers. For that, the key words used in the papers were transferred to the electronic Excel table. As a result of the analysis, it was detected that 122 key words were used. The number of key word used per paper is 3,8. The most frequently used word is "Turkish Language Education and Teaching" (n=16). Then comes respectively language (n=9), listening, (n=9), education (n=8), and reading (n=6). The subject distribution of the papers was done considering the topics specified on the official conference site. The words which are not directly related to education and teaching of Turkish language in the key words such as person, institution, and country etc., were excluded.
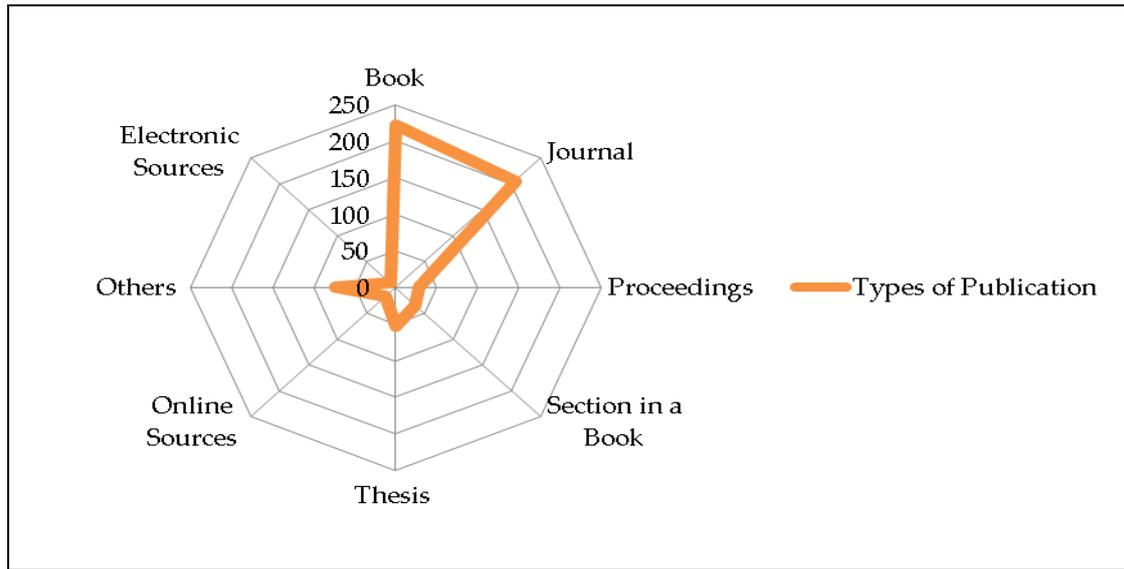
4.7. Types of Citation Sources in Full Text Papers

The references section of the full text papers were analyzed in the study. A total number of citation included in the references is 642. The average number of citation per paper is 20,06. The paper whose references involved the maximum citations cited 42 sources; the paper with the minimum number of citations had three sources in its reference. The distribution of the sources of citations which were mostly cited in the full text papers in the 9th ITLETC were analyzed and given below.

Table 4: The Distribution of the Types of Sources Cited in the 9th ITLETC Full Text Papers

Type of Resources	Number of Citation
Book	222
Journal(Article)	206
Thesis	53
Section in a Book	34
Proceedings	28
Online Sources	17
E-source	9
Others (Encyclopedia, text book, newspapers, analysis documents, reports, dictionary, seminars, and meeting notes and etc)	73
Total	**642**

The above table and below graph present the ranking of the types of sources cited according to the number of sources used in the 9th ITLETC papers. According to this, books are the types of sources which were mostly cited in the 9th ITLETC full text papers. That is, books are cited three times more than the other types of sources. The other most cited publications after books are journals (articles) (n=205), others (n=73) and these (n=53).

Graph 4: The Distribution of Types of Sources of Citation in Full Text Papers

4.8. The Most Cited Books

It was determined that books were the most cited types of sources. In line with this, the most cited books among 222 books were examined. The books that cited two times at least were given below.

Table 5: The Distribution of the Most Cited Books

Name of the Publication	Author (s)	f
Qualitative Research Methods in Social Sciences	Yıldırım, A. and Şimşek, H.	12
Scientific Research Methods	Karasar, N.	6
Scientific Research Methods	Büyüköztürk, Ş. , Kılıç Çakmak, E. , Akgün, Ö. A., Karadeniz, Ş. and Demirel, F.	5
Turkish Language and Literature Education in Secondary Schools	Göğüş, B.	5
Language with its All Aspects	Aksan, D.	4
Turkish language Education in Primary Schools	Demirel, Ö.	4
Data Analysis Hand Manual for Social Sciences	Büyüköztürk, Ş.	3
Child and Literature	Sever, S.	3
Turkish Language Teaching Methods	Akyol, H.	2
Research Design Qualitative, Quantitative, and Mixed Research Methods	Creswell, J. W.	2
Introduction to Research and Projects	Çepni, S.	2
Contemporary Children's Literature	Dilidüzgün, S.	2
Turkish Language Teaching as a Foreign Language	Güzel, A. and Barın, E.	2
Critical Reading	Özdemir, E.	2
Measuring Attitudes and Data Analysis with SPSS	Tavşancıl, E.	2

The above table presented the most cited books in the references of the 9th ITLETC full text papers. According to this, the most cited source is called *Qualitative Research Methods in Social Sciences* written by Ali Yıldırım and Hasan Şimşek (f=12). Then comes *Scientific Research Methods* by Niyazi Karasar (f=6)and *Scientific Research Methods* by Şener Büyüköztürk, Ebru Kılıç Çakmak, Özcan Erkan Akgün, Şirin Karadeniz and Funda Demirel (f=5).

4.9. Literature Aging

The speed of literature aging of Turkish Language Education and Teaching was determined through the 9th ITLETC full text papers. For that, the papers' half–life was calculated. The calculation was based on the method applied by Al and Coştur (2007) and Yalçın (2010). The oldest citation is the elementary school curricula published by the Republic of Turkey, Ministry of Culture in 1936. Some citations' (f=10) publication dates were not given. A total of 532 citations published in the 9th ITLETC conference proceedings were listed according to the publication date of the proceeding and median age of the cited sources were calculated for full text paper. Then, by calculating the arithmetic mean, the half-life of literature of Turkish Language Education and Teaching was determined. Accordingly, the half-life of literature of Turkish Language Education and Teaching is 11,99.

5. Conclusion and Recommendations

ITLETC is a series of scientific events organized in-cooperation with Ankara University and different universities and institutions (TÜBİTAK). It has been organized uninterruptedly since 2008. With this aspect, it makes important contributions to the theoretical and practical knowledge accumulation of the field. The congress hosts all the researchers who carry out studies in academic field of Turkish Language Education and thus plays a key role in increasing the scientific communication. Within in this context, it is possible to state that ITLETC's series of events contributes to the scientific production in the field. In this study, the papers published in the conference proceedings of the 9th International Turkish Language Education-Teaching Congress were analyzed based on the bibliometric indicators. As a result of the study, the general condition of the literature of Turkish Language Education-Teaching was evaluated in terms of specific aspects. This study is the first study which used the bibliometric indicators to evaluate the Turkish Language Education-Teaching.

According to the 9th ITLETC paper list, 168 papers were accepted for oral presentations. Out of these 168 papers, 32 of them were published in the 9th ITLETC congress proceedings. The first bibliometric indicator used in the study is the page numbers of the papers. It was determined that a total number of pages of the full text papers published in the congress proceedings is 391. It was found that the published papers had at minimum 6 pages and maximum 20 pages. It is known in social and human sciences that the publications had long page numbers. This condition results

from the nature of the study fields. On the other hand, it was determined that the majority of the papers had page numbers between 4 and 10 in the study.

The second bibliometric indicator used in the study is the author profile of the papers. Considering the authorship of the publications, it was concluded that more than half of the papers had two authors. The tendency towards single-authored publications in social and human sciences is quite strong. This condition was verified in different studies carried out by Al, 2012; Al, Soydal and Yalçın, 2010; Güven, Kısaç, Ercan and Yalçın, 2016; Ünsal, 2018; Temizkan, Çiçek and Özdemir, 2015. However, it is determined in the literature of symposium, congress, convention, and etc., that the double-authored publications are more intense. Accordingly, the findings of the study overlapped with the findings of Erdem (2009), Kızıldağ and Özkara (2016), Yaşlıoğlu, Şahin and Acun (2015), İnan and Sözüer (2018).

The titles of the authors who contributed to the congress were examined in the study. It was found that many researchers titled differently participated in the 9th ITLETC. The authors who made the most frequent contributions to the congress were the academics titled assistant professor. Then, the academics titled Assoc. Prof. Dr.. There are studies in literature which support this finding (Çiçek and Kozak, 2012; Tayfun, Küçükergin, Aysen, Eren and Özekici, 2016; Şahin and Acun, 2015; Yılmaz, 2017). Because the full text papers are very important indicators for academic promotions (Associate Professorship) and fund-raising (Academic Incentive Allowance), this can explain the concentration in this title.

It was revealed that the researchers from 27 different institutions contributed to the congress with their papers. The maximum number of papers was published by the researchers from Erzincan University, Ministry of National Education and Kafkas University in the 9th ITLETC. The contribution of young researchers such as in Erzincan University and the teachers working in Ministry of National Education are important due to the academic variety in the congress.

It was observed that different subject matters such as Turkish language education, Turkish education as a foreign language, Turcology, linguistics, and literature education were discussed in the congress; however, content areas related directly to Turkish language education such as Turkish language education and teaching, language education, listening and reading education were mostly emphasized. This finding is reveals that the focus of the 9th ITLETC is Turkish language education.

The types of sources cited in the full text papers were examined in the study. More than one third of the cited sources are books. Scientific communication is book based in social and human sciences (Al, Şahiner and Tonta, 2006, Yalçın 2010). According to this, it is possible to remark that a similar case is also valid for the literature of Turkish language education–teaching.

Fundamental literary works are cited in academic publications. These publications are called a citation classic. Citation classics can include different types of publication such as books, journals (article), and symposium proceedings. In the light of

the information obtained from the study, it is revealed that the top three lists cover the books within the context of scientific research methods and statistics. This condition demonstrates that citation classics unique to the literature of Turkish language education-teaching have not developed yet. On the other hand, the publications ranked fourth, fifth, sixth in the list include books highly related to the literature of Turkish education and teaching. The book called *Turkish and Literature Education in Secondary Schools* [Göğüş, Beşir] is a reference guide which makes theoretical contribution to the field [f=5; Google Academic=462]. The work called *Language with its all Aspects* [Aksan, Doğan] is an important reference source for the language studies in different fields [f=4; Google Academic=1335]. The book called *Turkish Education in Primary Schools* [Demirel, Özcan] is one of the primary works published in the field [f=4; Google Academic=140]. The book was prepared to inform the teachers about the developments and new approaches in language teaching (Demirel, 1999). The benefit of these books to the papers can make positive contributions to the development of academic field and literature of Turkish language education.

The citations' half-life in the full text papers were calculated in the study. Thus, the aging speed of the papers in Turkish language education and teaching were determined. In the previous studies, Al and Doğan (2012) calculated the half-life of the sources cited in the theses of Information and Document Management Department of Hacettepe University as 8.4 years; Yalçın (2010) calculated the half-life for National Folklore Journal as 11,8 years, and Karadağ and et al., (2017) calculated the half-life of education sciences and teacher training as 9,6 years. Accordingly, the half-life of the sources cited in the field of Turkish language education and teaching is 11,9 years. In other words, half of the cited publications in the 9th ITLETC were published in the last 12 years.

This study is only limited to the 9th ITLETC papers because the whole full text papers of the International Turkish Language Education-Teaching Conference have not been reached. Thus, generalizing about the literature may not give correct results. However, it is considered that very important findings have been obtained in this study which attempted to regard the literature of Turkish language education and teaching in terms of bibliometric indicators. In the future different samples might be (World Language Turkish Symposium and etc.,) included in the data set and thus a detailed bibliometric literature analysis of Turkish language education and teaching can be carried out. This understanding can offer an opportunity to achieve field oriented holistic data.

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