



**THE REPUBLIC OF TÜRKİYE**  
**NECMETTİN ERBAKAN UNIVERSITY**  
**INSTITUTE OF EDUCATIONAL SCIENCES**



The Department of Foreign Language Education  
English Language Teaching Program

Master Thesis

**MAPPING APPLIED LINGUISTICS RESEARCH IN TÜRKİYE**

Fatma BAŞAR

ORCID: 0000-0002-5829-4713

Advisor:

Assist. Prof. Dr. Emine Eda ERCAN DEMİREL

ORCID: 0000-0001-7686-1550

Konya – 2024

## ACKNOWLEDGEMENT

This thesis would not have been possible without the guidance and the help of several precious individuals who contributed their valuable assistance to this study, it is a pleasure to thank those who made it a possibility.

I am indebted to my beloved advisor, Assist. Prof. Dr. Emine Eda ERCAN DEMİREL whose guidance, support, and expertise have enabled me to complete my thesis. I am grateful for her caring, encouraging, and understanding attitude throughout my thesis. Her dedication, meticulous scrutiny, great efforts, and keen interest helped me to a very great extent to accomplish this study.

I am extremely grateful to all of my lecturers whose vast expertise has enriched this study substantially. Special mention goes to Assist. Prof. Dr. Fatih KALECİ who introduced me to new ideas and concepts.

In particular, I would like to thank my jury member and mentor Assist. Prof. Dr. Galip KARTAL for sharing his in-depth knowledge of the field and providing me with insights regarding my thesis. His prompt inspiration, timely suggestions, enthusiasm, and kindness enabled me to complete my thesis successfully.

I would like to extend my heartfelt thanks to my member of the jury Assist. Prof. Dr. Mustafa DOLMACI for his support, contributions, and input. I am grateful for the time and knowledge that he has provided.

Last but not least, I could not have undertaken this journey without my dearest family and friends for their undying support, patience, and belief in me as well as their words of encouragement throughout the making of the research study.

Fatma BAŞAR

May 2024

## TABLE OF CONTENTS

<b>ACKNOWLEDGEMENT</b> .....	<b>ii</b>
<b>TABLE OF CONTENTS</b> .....	<b>iii</b>
<b>LIST OF TABLES</b> .....	<b>v</b>
<b>LIST OF FIGURES</b> .....	<b>vi</b>
<b>TEZ ÇALIŞMASI ORJİNALLİK RAPORU</b> .....	<b>vii</b>
<b>BİLİMSEL ETİK BEYANNAMESİ</b> .....	<b>viii</b>
<b>ICONS AND ABBREVIATIONS</b> .....	<b>ix</b>
<b>ÖZET</b> .....	<b>x</b>
<b>ABSTRACT</b> .....	<b>xi</b>
<b>1. INTRODUCTION</b> .....	<b>1</b>
1.1. Problem Statement.....	1
1.2. Purpose of the Study.....	4
1.3. Significance of the Study.....	5
1.3.1. Research questions.....	5
1.4. Assumptions.....	6
1.5. Limitations.....	6
1.6. Definitions of Key Terms.....	6
<b>2. LITERATURE REVIEW</b> .....	<b>8</b>
2.1. Bibliometric Analysis.....	8
2.1.1. Web of science database.....	8
2.1.2. VosViewer.....	9
2.2. Previous Studies.....	9
2.2.1. Research conducted in Türkiye.....	9
2.2.2. Research conducted abroad.....	13
<b>3. RESEARCH METHODOLOGY</b> .....	<b>20</b>
3.1. Research Design.....	20
3.2. Data Collection.....	20
3.3. Data Collection Tools and Techniques.....	21
3.4. Data Collection.....	24
3.5. Data Analysis.....	26

<b>4. FINDINGS.....</b>	<b>27</b>
4.1. The Number of Publications in SSCI-Indexed 42 Prestigious Journals in the AL Field in Türkiye between 1984-2023.....	27
4.2. The Most Researched Topics in SSCI-Indexed 42 Prestigious Journals in the AL Field in Türkiye between 1984-2023.....	28
4.3. The Names of the Institutions Contributed to the AL Field in SSCI-Indexed 42 Prestigious Journals in Türkiye between 1984-2023.....	30
4.4. The Names of the Authors Contributed to the AL Field in SSCI-Indexed 42 Prestigious Journals in Türkiye between 1984-2023.....	32
4.5. The Most Cited Studies in SSCI-Indexed 42 Prestigious Journals in the AL Field in Türkiye between 1984-2023.....	34
4.6. The Most Cited Authors in SSCI-Indexed 42 Prestigious Journals in the AL Field in Türkiye between 1984-2023.....	38
<b>5. DISCUSSION, CONCLUSION, AND SUGGESTIONS.....</b>	<b>42</b>
5.1. Discussion.....	42
5.1.1. Discussing research question 1 in the light of the findings.....	42
5.1.2. Discussing research question 2 in the light of the findings.....	44
5.1.3. Discussing research question 3 in the light of the findings.....	45
5.1.4. Discussing research question 4 in the light of the findings.....	46
5.1.5. Discussing research question 5 in the light of the findings.....	47
5.1.6. Discussing research question 6 in the light of the findings.....	49
5.2. Conclusion.....	50
5.3. Suggestions.....	51
<b>GENİŞLETİLMİŞ TÜRKÇE ÖZET.....</b>	<b>54</b>
<b>REFERENCES.....</b>	<b>56</b>
<b>APPENDICES.....</b>	<b>61</b>
Appendix 1: Screenshot of search query on Web of Science.....	61
Appendix 2: List of articles analyzed in the current study.....	63

## LIST OF TABLES

<b>Table 3.1.</b> Names of the prominent SSCI-indexed journals stated in the Liu and Lei’s article (2019).....	21
<b>Table 4.1.</b> Names of the institutions contributed the most to the AL field between 1984-2023.....	32
<b>Table 4.2.</b> The list of the authors by the number of publications and percentages.....	35
<b>Table 4.3.</b> The list of the top 15 most-cited documents in detail.....	36
<b>Table 4.4.</b> The list of the most cited writers with the number of articles.....	41



## LIST OF FIGURES

<b>Figure 3.1.</b> The Data Gathering Process on Web of Science Platform.....	24
<b>Figure 4.1.</b> Distribution of the number of the publications by years.....	28
<b>Figure 4.2.</b> Mapping of the most utilized keywords by the researchers.....	29
<b>Figure 4.3.</b> Mapping of the most utilized keywords by the researchers.....	30
<b>Figure 4.4.</b> Chart of the Most Productive Affiliations in Türkiye in AL field.....	31
<b>Figure 4.5.</b> The names of the authors by the number of published articles.....	34
<b>Figure 4.6.</b> Visualizations of the most cited studies between 1984-2023 in the field of AL...35	
<b>Figure 4.7.</b> The visualization of the most cited writers.....	39



## TEZ ÇALIŞMASI ORJİNALLİK RAPORU

Mapping Applied Linguistics Research in Türkiye başlıklı tez çalışmamın toplam 56 sayfalık kısmına ilişkin 11/06/2024 tarihinde tez danışmanım tarafından Turnitin adlı intihal tespit programından aşağıda belirtilen filtrelemeler uygulanarak alınmış olan orijinallik raporuna göre, tezimin benzerlik oranı %17 olarak belirlenmiştir.

Uygulanan filtrelemeler:

1. Tez çalışması orijinallik raporu sayfası hariç
2. Bilimsel etik beyannamesi sayfası hariç
3. Önsöz hariç
4. İçindekiler hariç
5. Simgeler ve kısaltmalar hariç
6. Kaynaklar hariç
7. Alıntılar dahil
8. 7 kelimedenden daha az örtüşme içeren metin kısımları hariç

Necmettin Erbakan Üniversitesi Tez Çalışması Orijinallik Raporu Uygulama Esaslarını inceledim ve tez çalışmamın, bu uygulama esaslarında belirtilen azami benzerlik oranının (%30) altında olduğunu ve intihal içermediğini; aksinin tespit edileceği muhtemel durumda doğabilecek her türlü hukuki sorumluluğu kabul ettiğimi ve yukarıda vermiş olduğum bilgilerin doğru olduğunu beyan ederim.

11.06.2024

Fatma BAŞAR

Assist. Prof. Dr. Emine Eda ERCAN DEMİREL

## **BİLİMSEL ETİK BEYANNAMESİ**

Bu tezin tamamının kendi alıřmam olduėunu, planlanmasından yazımına kadar tm ařamalarında bilimsel etiėe ve akademik kurallara zenle riayet edildiėini, tez iindeki btn bilgilerin etik davranıř ve akademik kurallar erevesinde elde edilerek sunulduėunu, ayrıca tez hazırlama kurallarına uygun olarak hazırlanan bu alıřmada bařkalarının eserlerinden yararlanılması durumunda bilimsel kurallara uygun olarak atıf yapıldıėını ve bu kaynakların kaynaklar listesine eklendiėini beyan ederim.

11.06.2024

Fatma BAŐAR



## ICONS AND ABBREVIATIONS

### Abbreviations

**AHCI:** Art and Humanities Citation Index

**AL:** Applied Linguistics

**AR:** Augmented Reality

**CAEL:** Computer-Assisted English Learning

**CALL:** Computer Assisted Language Learning

**CLIL:** Content and Language Integrated Learning

**CMC:** Computer-Mediated Communication

**EAP:** English for Academic Purposes

**EFL:** English as a Foreign Language

**ELE:** English Language Education

**ELT:** English Language Teaching

**ESL:** English as a Second Language

**EU:** Europe Union

**ISI:** Institute for Scientific Information

**ISLA:** Instructed Second Language Acquisition

**L2:** Second Language

**MA:** Master of Arts

**MALL:** Mobile-Assisted Language Learning

**METU:** Middle East Technical University

**NABE:** National Association for Bilingual Education

**NLP:** Natural Language Processing

**PhD:** Doctor of Philosophy

**SLA:** Second Language Acquisition

**SSCI:** Social Sciences Citation Index

**TBLT:** Task-Based Language Teaching

**TPACK:** Technological Pedagogical Content Knowledge

**TUBITAK:** The Scientific and Technological Research Council of Türkiye

**UK:** United Kingdom

**ULAKBIM:** The National Academic Network and Information Centre

**USA:** United States of America

**VR:** Virtual Reality

**WoS :** Web of Sciences

## ÖZET

Necmettin Erbakan Üniversitesi, Eğitim Bilimleri Enstitüsü  
Yabancı Diller Eğitimi Anabilim Dalı  
İngiliz Dili Eğitimi Bilim Dalı  
Yüksek Lisans Tezi

### TÜRKİYE’DEKİ UYGULAMALI DİLBİLİM ALANINDA YAPILAN ARAŞTIRMALARIN HARİTALANDIRMASI

Fatma BAŞAR

Uygulamalı Dilbilim; dil ile alakalı sorunlara odaklanan, sorunları tespit eden, konuyu araştıran ve çözüm önermeye çalışan bir alandır. Bu çalışmada Uygulamalı Dilbilim alanında yapılan araştırmaların genel performansının incelenmesi amaçlanmıştır. Yıl bazında yayınlanan makale sayısı, popüler konular, en fazla makale yazan yazarlar ve kurumlar, en çok alıntılanan yazarlar ve makaleler araştırılmıştır. En prestijli SSCI endeksli dergilerde 1984 -2023 yılları arasında yayımlanan toplam 388 makale Web of Science platformundan alınmıştır. Bu nicel veri bibliyometrik analiz ile incelenmiş, VosViewer adlı uygulama ile görselleştirilmiştir. Sonuçlar, başlarda makale sayısı yetersiz olsa da hemen hemen her geçen yıl yayımlanan makale sayısının artması üzerine Uygulamalı Dilbilim alanında artan bir ilginin olduğunu ortaya koymuştur. En çok tercih edilen konuların ise çoğunlukla dil öğrenme ve öğretme sürecinde faydalanılabilecek metotlar ve yöntemler ile alakalı olduğu; fakat, en güncel yöntemlerin de araştırmacılar tarafından göz ardı edildiği gözlemlenmiştir. Çalışmadan elde edilen sonuçlara göre, Orta Doğu Teknik Üniversitesi ve Boğaziçi Üniversitesi alana en fazla katkıda bulunan kurumlar olarak tespit edilmiştir. Toplamda 13 makale yayımlayan Gülcan Erçetin ise en üretken yazar olarak belirlenmiştir. Elde edilen sonuçlara göre, 2003 yılında Harris vd. tarafından yazılan “Taboo words and reprimands elicit greater autonomic reactivity in a first language than in a second language” makale 278 atıf alarak en çok atıf yapılan çalışma olarak kaydedilmiştir. Ayrıca, Türkiye’de Uygulamalı Dilbilim alanına en çok katkıda bulunan araştırmacıların Philip Durrant ve Gülcan Erçetin olduğu ortaya çıkmıştır.

**Anahtar Kelimeler:** uygulamalı dilbilim, Türkiye, bibliyometrik analiz, web of science, vosviewer,

## ABSTRACT

Necmettin Erbakan University, Graduate School of Educational Sciences  
Department of Foreign Language Education  
English Language Education Program  
Master Thesis

## MAPPING APPLIED LINGUISTICS RESEARCH IN TÜRKİYE

Fatma BAŞAR

Applied Linguistics (AL) is a field that focuses on real-life problems related to language; it discovers, probes, and tries to suggest a solution. In the present study, it is aimed to examine the overall performance of research published in the field of AL in Türkiye. The number of studies per year, trends in research, most prolific authors, most productive affiliations, top-cited authors, and highly-cited articles were investigated. A total of 388 articles issued in the 42 most prestigious SSCI-indexed journals between the years 1984-2023 were retrieved from the Web of Science database. Bibliometric analysis was administered on the quantitative data and visualized with a program called VosViewer. The findings revealed that even though the number of articles was insufficient at first, a growing interest in the field of AL was observed as the number of articles increased over the years. In terms of the most preferred themes, the topics were mainly related to the techniques and methods that can be administered while teaching and learning a language; yet, cutting-edge techniques were overlooked by many researchers. According to the results of the study, Middle East Technical University and Boğaziçi University contributed to the field the most. It was detected that Gülcan Erçetin was the most productive author in the field, publishing 13 articles in total. The findings presented that the top-cited article was an article “Taboo words and reprimands elicit greater autonomic reactivity in a first language than in a second language” written by Harris et al. in 2003, earning 278 citations. Furthermore, Philip Durrant and Gülcan Erçetin were highly-cited authors in the field of Applied Linguistics in Türkiye.

**Keywords:** applied linguistics, Türkiye, bibliometric analysis, web of science, vosviewer,

# CHAPTER 1

## 1. INTRODUCTION

In this section; the problem statement, the purpose of the study, the significance of the study, limitations, assumptions, and definitions of key terms are presented.

### 1.1. Problem Statement

Education has always had a crucial place in humankind's history. No matter the era, education has always been one of the core elements of life. Even in times of war or famine, people never fell behind nor ignored education; for the reason that it is the way to become civilized and sophisticated society. The term education generally refers to the process of facilitating learning and acquiring knowledge, skills, or positive values (Kaminska et al., 2019). Since knowledge is vital for building the future, education has had a fundamental role throughout history. Whilst the importance of education has never regressed, it has evolved with the help of innovative advancements.

Recently, with the help of technology, plentiful fields have exceeded their limits and had access to every part of the world. In every aspect of life, whether it is agriculture, finance, or education, the conditions got better and simpler with the help of technological developments. People started to transport more easily, export more widely, and travel more freely. People began to interact with people from other countries. As a result, a necessity to be able to communicate with people from all over the world emerged. Technological developments have boosted globalization, which means any person from any country is able to cooperate with others easily.

The rapid development of technology has caused changes in educational paradigms in many areas of daily life (Kukul & Aydın, 2020). Not only students but also teachers are affected by the cutting-edge technologies and the opportunities they offer. Goksu et al. (2022) highlighted the transformation of learners' profiles and teaching environments as technological innovations continued to occur within the field of education. Teachers have started to utilize various tools in their classes, apply different methods, and widen their horizons to strengthen the effectiveness of their teaching. On the other hand, students have discovered new sources of information besides their teachers and books and have gotten access to numerous activities for every skill and countless exercises to test their understanding. De Bot (2015) emphasized that

instead of a teacher, with a computer now, language enthusiasts might feel that the advancing technologies nourished the quality of education with opportunities such as online resources and corpora. More and more educational centers around the world are starting to introduce powerful new technology tools that help them meet the needs of diverse student populations (Kaminska et al., 2019). With the enormous potential the technology offered to learners, countless ways to reinforce the information, revise the topics, and master language skills were discovered. Li (2022) revealed that technologies were generally utilized for practices or repetition activities previously; in contrast, newly emerged strategies such as flipped classrooms, peer assessments, and gamification have recently taken a major role in language learning departments. Considering the technological expansion, the level of productiveness along with the rate of success has been elevated in the field of education.

Focusing down on language education, the discipline of Applied Linguistics (AL) embraces both educational and social problems in the world where language is involved as well as using findings to explore how the perception of problems might be changed, resulting in implications for linguistics (Cook, 2003). In other words, applied linguistics mediates between theory and practice (Simpson, 2011). The field of Applied Linguistics embraces multiple areas and the largest field is always learning and teaching second or foreign languages (Schmitt & Rodgers, 2002; Davies, 2005). Though the first noteworthy English linguistics attempts were made in the late 1700s, bigger steps were taken during the 1900s because of new emerging methods and techniques (Schmitt & Celce-Murcia, 2019). With English becoming more widespread all around the world and being recognized as the lingua franca, the importance of the field of teaching English increased tremendously.

Narrowing down to English Language Teaching (ELT), in time, new methods focusing on practicality and occupation have emerged due to the function of the language. For instance, English for Academic Purposes (EAP) has stood out in academia, and English for Business for in-office usage. Each branch requires different approaches and programs; thus, one method may be effective for some functions but not all of them. The urgency to test which methods might be appropriate for which program has appeared. Countless researchers from various professions started to investigate the most efficient approaches for each branch. Using new technologies efficiently in educational settings primarily requires an evaluation delving into the efficiency of these technologies and stakeholders' opinions, i.e. teachers and students (Goksu et al., 2022). Both the various functions and the enhancements of technology have provided an expansive

area to explore; resulting in many researchers from different countries focusing on the field of English Language Teaching.

A considerable amount of time and money has been invested in English Language Education (ELE) around the world, especially in countries where English as a Foreign (EFL) or Second Language (ESL) (Wang et.al., 2022). Hence, researchers have started testing out the methods and techniques to verify their efficiency. As technology thrived, new opportunities surfaced in the field of language teaching. Barrot (2022) emphasized the significant impact of technological advancements on language teaching. In the mid-nineties, computers and education were combined; resulting in revolutionary progress in the field. Computer Assisted Language Learning (CALL) supplied both learners and educatory plentiful sources of information. CALL could offer “rich, multimodal and engaging” (Li, 2022) environments to learners. Following that, mobile devices have become common, especially in the 21<sup>st</sup> century; generating an innovative method for language enthusiasts, which is called Mobile-Assisted Language Learning (MALL). Furthermore, current technological advancements such as virtual reality, augmented reality, and eye tracking keep shaping and contributing to the methods in the field considering the studies integrating cutting-edge technology with education to observe their adaptability.

For ages, countless practices have been inspected, numerous studies have been circulated. In line with Gülmez et al. (2020), there have been numerous rationales and theoretical frameworks in the education field throughout history. Among the myriad of articles, some publications were more prominent than others, affecting the direction and perspective of the field, and developing new trends. As Zhang (2020) stated, once the field got broader, recognizing the main themes became challenging. One of the solutions to this surging problem was to survey the bibliometric data of a huge number of documents in a certain field to identify repetitive patterns.

To identify the trends and new patterns, bibliometric methods have been used so that effective and popular methods can be recognized as well as the flow of the field can be established. Zupic and Carter (2015) explained that bibliometric methods are able to manage thousands of documents as well as to present graphical descriptions of the field of choice. The "Bibliometric" method reveals the general trends of scientific publications and the relationships among these publications based on bibliographic data (Gülmez et al., 2020). In this regard, this study explored the trends of the AL field with bibliometric analysis in addition to identifying

the most prolific authors and institutes. Moreover, the most-cited authors and studies were explored; with the purpose of providing a comprehensive mapping of AL research in Türkiye over the years.

## **1.2. Purpose of the Study**

Language teaching is a phenomenon among countries that cannot be ignored as it has a significant role in the countries' development and success. Due to the rapid evolution of language education, concerns have been raised about the quality of language use and how to achieve mutual comprehension and recognition of its practice across the continents (Sahib & Stapa, 2022). By reason of its essential role, many countries all around the world conduct research in the language education field in order to follow other countries and widen their perspectives. In this light, countless researchers make contributions to the field of education with their studies, resulting in promoting the quality of education for their countries as well as raising the standards worldwide. Competitions among the leading countries in research have become more and more intense in terms of publication, research funding, and dominance in global university ranking (Ngoc & Barrot, 2022). Therefore, many studies have been conducted to keep the records of those studies and pursue long-term, and in-depth research.

With the same purpose in mind, to have an in-depth understanding of the scope and trends over the years in Türkiye on the AL field, this study aims to provide data about the articles published in the period spanning from 1984 to 2023 in the Applied Linguistics field in Türkiye. The purpose of the present study was to analyze the overall performance of Türkiye in the field of English Language Teaching. As there were so many keywords that must be utilized in the search query while making research in the ELT field, to reach every study available, the umbrella term "Applied Linguistics" for the field of ELT was utilized in this research to make data collection more comprehensive. It was aimed to discover the trends over the years, and the number of articles produced within the period. Moreover, the overall research performance of institutions and authors will be observed according to their citation counts. This study aims to observe the evolution of research in terms of productivity, efficiency, and performance in the field of Applied Linguistics in Türkiye based on the articles published in prominent journals.

### **1.3. Significance of the Study**

Over the years, language education methods have been enhanced with the help of technological advancements. Each technique has surpassed the previous one; and, in time numerous ways have been established. As De Bot (2015) stated, the field of AL is prone to new theories, approaches, and methods. Among the various methods, teachers have selected the best techniques for their students and topics so that they can develop their students' language skills. On the grounds that each student is different in terms of understanding the topics and enhancing their language skills, each teacher needs a different technique for their classroom environment. As a deduction, teachers need to scrutinize various methods and ways to teach better as well as favor the most appropriate ones for their settings. With the purpose of identifying efficient methods or exploring popular techniques, plentiful researchers have proceeded with investigating trends in language teaching.

Many studies have been undertaken from all over the world to pursue information on the efficient ways of language teaching by various researchers. As the range is quite wide, there has been a significant number of studies related to the competence of methods in various settings. Multiple qualitative and quantitative works have been published to make contributions to the AL field.

This study also highlights the number of publications over the years in addition to their distributions over the years. Moreover, changes and developments in topics in the language education field within the Turkish context between the years 1984-2022 are identified. At the same time, the most prolific authors and institutions are listed. Furthermore, top-cited authors and studies are examined. Thus, this study is assumed to provide insights into the field in terms of mapping the research conducted.

#### **1.3.1 Research questions**

It was observed that there is a limited number of pieces of research in this range, hence, this study performed a bibliometric analysis, to observe the productivity over the years of the articles published within the scope of nearly forty years, lasting from 1984 to 2023, in Türkiye. Furthermore, the articles published in forty-two prestigious SSCI-indexed journals, listed in Lei and Liu's (2019) study, were analyzed in terms of efficiency, significance, and popularity as well as the citation counts of authors and papers. Accordingly, the following questions were to be addressed:

1. How many publications were published in the field of Applied Linguistics in Türkiye from 1984 to 2023?
2. What are the most researched topics in the field of Applied Linguistics in Türkiye from 1984 to 2023?
3. Which institutions contributed to the field of Applied Linguistics in Türkiye from 1984 to 2023?
4. Which authors contributed to the field of Applied Linguistics in Türkiye from 1984 to 2023?
5. Out of the articles published in the field of Applied Linguistics in Türkiye, which studies are cited the most from 1984 to 2023?
6. Out of the articles published in the field of Applied Linguistics in Türkiye, which authors are cited the most from 1984 to 2023?

#### **1.4. Assumptions**

1. In this research, the method of bibliometric analysis was assumed to be effective and qualified to conduct the current study.
2. In this research, the program used for the visualization of bibliometric analysis, VOSViewer, was assumed to be sufficient to serve the purpose of this study.

#### **1.5. Limitations**

The current study was limited to the studies accessed through the keywords selected related to the study and filtered on the Web of Sciences (WoS) platform.

#### **1.6. Definitions of Key Terms**

**Bibliometrics:** The application of mathematics and statistical methods to books and other media of communication (Pritchard, 1969).

**Bibliometric analysis:** Ball (2017) expressed that the main feature of bibliometrics is to measure the production of researchers and academic institutions as well as examine the quality of documents, including book chapters, conference papers, and journal articles.

VOSViewer: A software used to visualize the data and enable people to analyze networks of journals, institutions, documents, and researchers.



## CHAPTER 2

### 2. LITERATURE REVIEW

In this section, the description of bibliometric analysis, platforms benefitted from while conducting a bibliometric analysis, and related previous studies conducted in Türkiye and abroad are presented.

#### 2.1. Bibliometric Analysis

Bibliometrics is the quantitative analysis of the scientific and technical outputs of individuals, research teams, institutions, and countries applying mathematical and statistical methods (Lyu et al., 2023). Bibliometrics is useful in presenting comprehensive trends of research activities in a particular area (Chen et al., 2020). Since the early 1900s, bibliometrics has become a popular way of research in the literature. With the help of bibliometric analysis, researchers are able to track the overall trends throughout the years in the field, identify the most productive institutes as well as authors, detect the network of citations, and observe the collaborations; summarizing the overall performance of the field. The productivity of countries, the tendencies of the topics, and the efficiency of work can be visualized and analyzed. The required data can be retrieved from big databases such as Web of Science and Scopus, analyzed, and examined through bibliometrics for the purpose of monitoring the shifts in the field.

In the current study, it is aimed to visualize the developments over the years and analyze the changes as well as observe the inclinations in production by obtaining the data from one of the most comprehensive databases via bibliometric analysis. In addition, it is aimed to identify the prominent figures in the AL field, and to detect the most efficient papers and authors.

##### 2.1.1. Web of science database

Web of Science (formerly known as Web of Knowledge) is the first bibliographic database, which was founded by Eugene Garfield in the 1960s as the Institute for Scientific Information (ISI) (Pranckutė, 2021). Web of Science (WoS) is a colossal platform where researchers are able to find myriad documents from numerous fields. WoS, consisting of respected international citation indexes, contains scientific studies that are accepted as "important and high-quality" worldwide (Bulut et al., 2023).

Web of Science (WoS), a well-known multidisciplinary library resource for supporting research and higher education (Roemer & Borchardt, 2015), accommodates close to 9000 journals. As the WoS platform is one of the main bibliographic databases with a convenient interface (Pranckutė, 2021), it is vital for researchers. In the present study, the WoS database was preferred for its broad range of research in addition to the aforementioned reasons and utilized for data collection.

### **2.1.2. VosViewer**

Vosviewer is a program which was developed by Nees van Eck in 2010. It is a platform to visualize the data obtained from databases such as WoS and Scopus. VOSviewer is a useful tool combining bibliometric review and visualization and it is especially powerful in generating a network of research topics and trends (Chen et.al., 2023). Therefore, it is utilized by many researchers as it is easy and free to use. Vosviewer is helpful in terms of constructing and viewing bibliometric mapping and is freely available to the bibliometric research community (Lyu et al., 2023)

Via Vosviewer, the most used keywords, the most productive authors and affiliations, co-citations, co-occurrence, and collaborations can be visualized. In this study, this software was utilized for its practicality and eligibility. For data analysis within the present study, the data were analyzed and visualized on Vosviewer.

## **2.2. Previous Studies**

In this section, studies published in the field of Applied linguistics were selected. The studies were grouped into “Research conducted in Türkiye” and “Research conducted abroad”. Research conducted with the bibliometric analysis method was included within this section.

### **2.2.1. Research conducted in Türkiye**

In a study conducted by Yılmaz and Altinkurt (2012), Türkiye-based articles published in the field of preschool education were inspected. To obtain data, 7 SSCI and 10 ULAKBIM indexed journals were examined, and a total of 4455- 1610 indexed in SSCI and 2845 indexed in ULAKBIM- articles were found to be suitable for the study. The most contributing journals were “Educational Science: Theory and Practice” and “Elementary Education Online”. The most reviewed topics were *teaching in preschool education grades, language teaching, games, and science teaching*. The studies were mostly descriptive and theoretical; the majority of the

research had a quantitative design. The publications mainly used questionnaires; meanwhile, their sample groups were mostly children and kindergarten teachers.

Şeref and Karagöz (2019) inspected the Turkish Education Academic Field in the Web of Science platform. With a detailed search inquiry, 102 articles published in 1975-2018 were retrieved. It was observed that the most productive years were 2013 and 2015 with 28 articles, followed by 2014 with the number of 24 articles. In terms of journals, the most fertile journals were “Eğitim ve Bilim”, “The Anthropologist”, “Kuram ve Uygulamada Eğitim Bilimleri”, and “Türk Kültürü ve Hacı Bektaş Veli Araştırma Dergisi”. When the institutes were observed, it was revealed that the most productive affiliations were Gazi University, followed by Akdeniz University, and Istanbul University. Moreover, it was recorded that the most cited article, about the theory-practice dichotomy in inquiry published by Yaylı (2008), was cited 28 times. The most utilized keywords were noted as *reading*, *Turkish education*, *Teaching Turkish as a foreign language*, and *children’s literature*.

Gülmez, Özteke, and Gümüş (2020) analyzed the educational studies conducted in Türkiye and published in international journals. Although the start year was not restricted yet the last year was chosen as 2019. After advanced searching, 6312 articles were reached. The results indicated that, from 1968 to 2006, there was a moderate increase. However, there was a big leap in the number of articles in the period 2008-2016 in the education field. On the other hand, from 2017 on, there was a significant fall. When journals were observed, the journals; “Education and Science”, “Educational Sciences: Theory and Practice”, and “Hacettepe University Journal of Education”, were found the most productive ones, which were all rooted in Türkiye. In terms of authors, Muammer Çalık, Yasemin K. Usluel, and Kürşat Çağiltay were the prominent names in the related field. Furthermore, the most supportive institutions were Middle East Technical University (METU), Hacettepe University, and Karadeniz Technical University, followed by Gazi University and Anadolu University. In terms of collaboration, there were a couple of interactions with institutions from other countries such as the United States and the Turkish Republic of Northern Cyprus. When the main themes were examined, the words *attitude*, *pre-service teachers*, *perception*, *achievement*, *motivation*, *efficacy*, *performance*, and *technology* stood out.

In 2022, a study on the usage of augmented reality (AR) in the field of English language teaching was conducted by Tulgar, Yılmaz, and Topu. To gather data, articles published in the Web of Science database within the period 2007-2019 were collected. 64 articles were analyzed

on VOSviewer software and found that the most used phrases were *game*, *language*, and *content*, followed by *language learning*, *effectiveness*, and *teacher*. When the distribution of topics was observed, it was apparent that AR in the field of language teaching was becoming popular. The most common keywords were *augmented reality*, *mobile learning*, and *ubiquitous learning*. Furthermore, the most cited author was Liu, T.Y. (2007) with 106 citations. After that; Pei-Hsun Emma Liu, and Ming-Kuan Tsai stood out with 34 citations each. The most referred journals were “The Journal of Computer Assisted Learning”, “British Journal of Educational Technology”, and “Educational Technology & Society”. It was mentioned that almost three-quarters of the articles, and %72 of the studies, have quantitative research design. In the studies, the popular data collection tools were questionnaires and achievement tests.

Goksu, Ozkaya, and Gunduz (2022) explored popular topics in the journal Computer Assisted Language Learning (CALL) between the years of 2014-2019. For content analysis, 319 articles and for bibliometric mapping 469 documents were analyzed. To acquire data, the Web of Science database; and, to analyze the data, the VOSViewer program was chosen. It was recorded that, among 319 studies, there were 108 documents published in 2019, whereas the second most productive year was 2016 with 67 publishings. According to the results, %48 of the studies were quantitative, meanwhile, %37 were experimental. About half of the research was conducted on undergraduate students. The population of studies changed between 31 to 100 in 118 articles and the most utilized data collection method was a survey/scale, followed by a questionnaire and participant materials. The topics, the educational technologies context mainly focused on, were *language skills (reading, listening, writing, speaking)*, *perception*, and *attitude*. Mobile devices at the primary school level; *Web-based tools* such as *Duolingo*, *educational games*, *Virtual Reality (VR)*, and *Google items including Youtube* at the middle school level; and *flipped learning*, *collaboration*, and *Moodle* at the high school level; *learning performance* and *mobile devices* in higher level were the central focus of the studies. The majority of the studies demonstrated positive outcomes. It was detected that there was no pre-school-level research. The topics in demand were generally *CALL*, *English as a Foreign Language (EFL)*, *Computer-Mediated Communication (CMC)*, and *motivation*. Yet, the newer keywords were *mobile learning*, *technological pedagogical content knowledge (TPACK)*, *learning analytics*, and *blended learning*. As for the contributions of the countries, the most productive one was Taiwan, followed by the USA, and China. According to the results, though there were 824 various researchers, only 38 of them collaborated with each other. Moreover,

Wu-Yuin Hwang and Siew Ming Thang were at the top of the list in terms of h-indexes and citations.

In a study conducted by Demir and Kartal (2022) about L2 pronunciation, 629 articles published in 15 prominent SSCI-indexed journals between the years 1977 and 2020 in the field of applied linguistics were investigated. The findings revealed that the most popular topics were *perception/production*, *teaching/training/instruction*, *segmental/suprasegmental features*, *native/nonnative*, *accent*, *learner/learners*, and *speech/speaker*. It was stated that the most productive and top-cited researchers were Saito with 39 papers, followed by Trofimovich who published 28 articles. In terms of the number of citations, T. M Derwing and M. J. Munro also received a great number of citations. The results presented that the top-cited journal was “Language Learning”. After that, “Studies in Second Language Acquisition”, “TESOL Quarterly”, and “Applied Linguistics” were among the highly-cited journals.

Atasoy (2022) conducted research about teaching writing skills. For this purpose, journals whose names include “writing” or “written” words in on Web of Science and Scopus databases were identified. Next, the journals which contain articles related to the aim of the study were selected. A total of 6 journals, which contain 1172 related articles published between the years 1990 - 2020, were examined. The results revealed that the most productive journals were “Reading and Writing”, “Journal of Second Language Writing”, and “Assessing Writing”. In terms of publication numbers, the period 2015-2019 exceeded the rest of the periods with the number of 531 articles. Furthermore, it was observed that there was a constant increase in the number of publications. According to the results, the USA contributed to the field the most, followed by China, England, and Canada. In addition, The USA was found to have a superior role in collaboration with other countries. The results showed that the most cited authors were Steve Graham, Ken Hyland, and Cynthia S. Puranik. When the keywords were examined, *writing*, *l2 writing*, *spelling*, *reading*, *writing assessment*, and *writing instruction* stood out the most.

In a study conducted by Yılmaz, Topu, and Tulgar (2022), articles on foreign language teaching at the kindergarten level were analyzed. To gather data, an advanced search on the Web of Science platform was executed, resulting in 596 publications. After analysis, *English language learning*, *bilingualism*, *English as a second language*, *English learners*, and *phonological awareness* were identified as the most used keywords. In terms of most cited authors, Irena O’brian and Lisa M. Bedore attracted attention. Moreover, “Applied

Psycholinguistics”, “Journal of Educational Psychology”, and “Journal of Child Language” were the journals with the top citations. When the countries were observed, it appeared that The United States, Canada, England, and China were the most productive ones.

Kartal and Yeşilyurt (2024) conducted research on artificial intelligence in L2 teaching and applied linguistics and reviewed the articles published in SSCI-indexed journals from 1995 to 2022. In the study, an increase in the number of articles especially within the last five years was stated. According to the results, the most-utilized themes were *artificial intelligence*, *natural language processing (NLP)*, *robot-assisted language learning*, and *chatbots*. The findings revealed that the most productive authors were Crossley with 18 articles, followed by Kayle who published 10 papers. In terms of highly-cited papers, the study “Exploring the Possibility of Using Humanoid Robots as Instructional Tools for Teaching a Second Language in Primary School” published by Chang et al. in 2010, was at the top of the list with 163 citations in total. Next, Yang and Tsai (2010) received 109 citations for their research on online peer assessment.

### **2.2.2 Research conducted abroad**

In a study conducted by Dong and Chen in 2015, trends and co-citations in the articles about translation from 2000 to 2015 were investigated. A total of 2214 articles on the WoS database were retrieved to be analyzed. The results showed that the most productive countries were the United States, England, and Spain. The number of articles between 2000-2007 was lower than 100 in translation studies; however, this number escalated from 2007 to 2014, reaching its peak in 2014. According to the findings, the most prolific journals were “Translator”, “Translation Studies”, and “Journal of Pragmatics”. In terms of citations, the top three names were Toury (1995) published an article about descriptive translation, Venuti (1995) covered the topic *translators’ invisibility* in his paper, and Brown (1987) who mentioned politeness as some universals. Furthermore, it was observed that the main themes were *translation*, *translator and interpreter training*, and *linguistics and language studies*.

Fu and Zhang (2019) explored the worldwide trends in second-language motivation. The data were obtained from the WoS platform. Articles published in English journals with SSCI and AHCI indexes were acknowledged. After an advanced search, a total of 752 articles were extracted. To analyze the data, Excel and VOSviewer programs were utilized. The results showed that between the years 2004-2018, there was a relatively stable increase; except for the years 2015 and 2018. The year 2017 was the most productive year with 96 articles. In terms of

journals; “System”, “Foreign Language Annals”, and “The Modern Language Journal” stood out the most with their significant number of studies. On the other hand, the most-cited journals were “The Modern Language Journal” and “Language Learning”. As for the most productive authors, Zoltan Dörnyei and Kara Csizer shined out. Furthermore, Zoltan Dörnyei from the UK and Robert Gardner from Canada were the most cited authors. When the trends over the years were observed, the keywords *self*, *variable*, and *difference* were mostly used in the beginning; while later on the keywords *CALL* and *demotivation* gained popularity.

In 2020, Zhang reviewed the second language acquisition field from 1997 to 2018. Articles published in specifically chosen 16 international journals that were indexed in SSCI were retained to be analyzed. A total of 8000 publications were analyzed and it was revealed that the most used keywords were *Common European framework*, *cognitive control*, *teacher cognition*, and *ideal L2 self*, in the first phase in contrast to the latter phase which contains *Web 2.0*, *Facebook*, and *computer-mediated communication*. The most supportive institutions were Georgetown University, Penn State University, and Michigan State University; meanwhile, the most productive countries were the United States, Canada, and England. In time, China also contributed a considerable number of articles to the field.

Sanchez-Perez and Manzano-Agugliaro (2021) investigated the change in bilingual education area within 50 years. They searched for the research published between 1969 and 2018, on Scopus, whose language was English, with meticulously selected keywords, resulting in finding 2204 documents. The gathered data were analyzed on VoSViewer. The findings showed that from 1999 to 2018 was the most fruitful period as the number of research increased more than three times over. In terms of the number of publications per country, the USA was the most dominant country, where more than half of the documents were published. Following this, the UK, Spain, Canada, and China contributed to the field considerably. When the collaborations between the countries were observed, the USA, UK, Spain, China, Australia, Netherlands, South Africa, and Germany drew attention. Furthermore, the most cited researcher was O. Garcia from the USA with a total of 4002 citations, whose h-index was 29. After that, J. Cummings from Canada was the second with his 3960 citations and 30 h-index. In addition, “The Bilingual Research Journal” and “National Association for Bilingual Education (NABE) Journal” were the leading journals as they have the majority of publishing. The focus of keywords changed over time from *Bilingual Education Programs* and *Central Nervous system*, to *Bilingual Education*, *Bilingualism*, *Language Policy*, and *Content and Language Integrated Learning (CLIL)*.

In a study conducted by Mohsen (2021), research output in the field of applied linguistics of Saudi institutions was analyzed. The data were gathered from the Web of Science platform for the period from 2011 to 2020. The key terms and the areas of research were selected considering the field carefully and articles indexed in Social Science Citation Index and Science Citation Index Expanded were chosen. Only related articles were included in the analysis. Among the 1,185 studies; the fields of journals were reviewed, the abstracts were checked, unrelated articles were omitted and ultimately, 252 documents were examined. The data were analyzed on VOSViewer and Excel sheets. The results revealed that, between 2016-2020, the number of studies increased significantly. The focal points of these studies were *language learning and teaching*, *neurolinguistics*, and *discourse analysis*. Moreover, it was observed that there was an increase in the number of articles in the journals “The Journal of Psycholinguistic Research”, “Sage Open”, “System”, and “Language Teaching Research” in the second half of the decade. In terms of citations, the previous articles had more citations than the newer ones. As for the authors, Al-Hoori was the most prolific writer considering his number of studies, citations, and h-index. In terms of institutions, it was identified that the most productive ones were King Saud University and King Abdulaziz University. Furthermore, the collaboration between the countries was inspected and the USA, the UK, and Australia were found to be the most collaborative countries.

Liu and Zhang (2021) scrutinized the topic of computer-assisted English learning (CAEL) between 2001 and 2020. A total of 2157 articles were obtained from the EI Compendex database and were analyzed on Excel and Vosviewer. While 1613 of them were conference papers, 474 of them were journal articles. The majority of the documents, %98, were written in English. The most used keywords were *computer-aided instruction*, *computer-aided language translation*, *e-learning*, and *learning systems*. China, The United States, Taiwan, and Japan were the countries that contributed to the field the most. The most fertile journals were “Lecture Notes in Computer Science”, “Computers and Education”, and “Communications in Computer and Information Science”. The main topics of the studies were *computer applications*, *computer theory*, and *education*. As for the most prolific authors, Deyi Xiong, Jinsong Su, Min Zhang, and Eiichiro Sumita drew attention.

In the study conducted by Qin and Lei (2022), major inclinations were explored in Task Based Language Teaching (TBLT) in the period of 1985-2020. After choosing the specific key terms and advanced filters corresponding to the aim of the study, 518 articles were identified. According to the results, in the first two decades, there were only a couple of articles published

in the related field; yet they were the influential ones in the field. The number of publishing increased starting in 2007, hitting a peak in 2015 with 53 studies. In terms of journals, the most productive ones were “Language Teaching Research” and “System”, publishing 60 and 41 research studies on TBLT. Moreover, the most prolific authors were Youjin Kim, who produced 15 articles, and Andrea Revesz with 11 publications. When the trends were investigated, *task complexity* and *difficulty* stood out the most for all times, followed by *assessment* and *implementation*. In time, the topics such as *task planning*, *engagement*, *repetition*, and *modality* increased. *Technology-integrated TBLT* also gained popularity. On the other hand, the topics, *errors*, *feedback*, and *recast* dwindled.

Barrot et al. (2022) examined the theses published in the ELT field in the Philippines from 2010 to 2018. For the purpose of outlining the studies, 98 doctoral and master’s theses were reviewed. The number of dissertations per year changes without a certain pattern. The majority of studies were administered on higher education, followed by primary education. The most preferred research design was observed as a quantitative method, followed by a mixed-methods design. In terms of research areas, top-utilized topics were *second and foreign language pedagogy*, *teacher education*, *beliefs*, and *identities*, as well as *reading*, *writing*, and *literacy*. It was discovered that there was no study related to the topic of *technology integration* within the last three years.

Khodabandelou et al. (2022) studied the analysis of research trends of English Mobile Learning in the present century. For the purpose of gathering broad data, the documents published in the last 20 years within relevant contexts were examined. After analyzing a total of 5,343 publishing, it was concluded that the most preferred areas were *education/ educational research*, *computer science interdisciplinary application*, and *computer science theory methods*. The results showed that the most published type was proceeding papers which comprises more than half of the papers, followed by articles with a percentage of 40.96. According to the results, the aforementioned papers were mainly published in “Lecture Notes in Computer Science”, “EDULEARN Proceedings”, “INTED Proceedings”, and “Computers and Education” journals. When the most prolific authors were investigated, Hwang GJ outperformed the rest with 60 documents. Subsequently, Huang YM, Looi CK, Garcia-Penalvo FJ, Crompton H, and Kinshuk accomplished delivering over 20 papers per each. In terms of the most generative countries, China, the United States of America, and Taiwan stood out the most. The results indicated that the most productive universities were “The National Taiwan University of Science and Technology”, “The National Central University”, and “The National

Taiwan Normal University”, which all were based in Taiwan. When the abstracts and titles were observed, it was revealed that the most emphasized phrases were *foreign language, level, approach, learning, application, mobile, language learning, and attitude*. In terms of co-authorship, researchers in China stood out the most with their collaborations with Taiwanese, American, and South Korean researchers. Furthermore, Chen Ys, Sung Yt, and Zurita G were reported as the most cited authors.

Sun and Lan (2023) explored the research trends and impacts on L2 writing in the 21<sup>st</sup> century. A total of 2723 documents were retrieved to be analyzed. The analysis was carried out after segregating the duration into four sub-periods: 2000-2005, 2006-2010, 2011-2015, and 2016-2020. It was observed that the number of papers increased each period, nearly doubling in the last period. The results showed that the most cited researchers were Ken Hyland, Dana Ferris, and Paul Kei Matsuda. In terms of highly-cited papers, the book called “Second Language Writing: Research Insights for the Classroom” by Kroll (1990) was on the top of the list; followed by the book named “Feedback in Second Language Writing: Contexts and Issues” by Hayland and Hayland (2006). Moreover, the results indicated that the top-used topics were *collaborative writing, peer feedback, English for academic purposes, English as a foreign language, and syntactic complexity*.

In 2023, Ngoc and Barrot investigated the research inclinations in the field of English language teaching in Southeast Asia. The data were obtained from the Web of Science database. After filtering the documents according to their categories, language, duration of the years of 2016 – 2021, and authors based in Southeast Asia, a total number of 289 documents were retrieved. It was observed that the studies were mostly within the university context (44.6%), followed by professional and general academic settings. Moreover, 42.9% of the studies adopted a qualitative approach, followed by quantitative and mixed methods. Among the 289 documents published between 2016 and 2021, 65 of them were written in 2020 and 73 of them were written in 2021; therefore 2020 and 2021 were regarded as the most productive years. In terms of citation, the aforementioned studies were cited with increasing frequency as each year elapsed. The results revealed that the most productive country based on their number of publications and citations was Singapore, followed by Vietnam and Malaysia. When the journals were monitored, “RELC Journal” attracted the most attention, in addition to “Computer Assisted Language Learning”, “System”, “Language Teaching Research”, and “Asia-Pacific Education Researcher”. Additionally, the most popular themes were *Reading, Writing and Literacy, Assessment and Evaluation, and Language and Technology*.

Farsani and Jamali (2023) observed the collaboration network of articles in the field of AL conducted with different research designs. 3992 articles from 18 prestigious journals published between the years of 2009-2018 were selected to be analyzed. The results showed that the majority of articles (%58) were written by two or more authors. Co-authored articles mostly had quantitative research design, followed by systematic reviews. The findings indicated that the most prolific authors contributed to the field from the United States and the United Kingdom. Researchers from English-speaking countries collaborated with other researchers, in most cases. The articles with quantitative designs covered the topics of *second language acquisition (SLA)* and *instructed second language acquisition (ISLA)*. The top-cited authors in quantitative research were Crossley, Saito, and Webb. The most eminent researchers in mixed-methods research were Winke, Kissau, and Lee. *Language testing* and *assessment* were the popular topics investigated with mixed-methods design. In terms of qualitative research, Davin, Lee, and Hyland were the highly cited names. In most qualitative studies, the topic of *writing skills* was investigated. Plonsky, Lin, and Brown were the most eminent names in systematic reviews. It was realized that mainly methodological research synthesis is analyzed with systematic reviews.

Chen et al. (2023) examined strategy-based instruction in foreign and second language teaching in the 21<sup>st</sup> century. The data were retrieved from both Web of Science and Scopus databases. After a detailed search inquiry, there were 50 articles to analyze. Between the years of 2000-2021, popular research topics were observed and it was revealed that the recent trends were *EFL*, *motivation*, and *reading*. The overall popular interests were recorded as *performance*, *comprehension*, *metacognition*, and *English*. When the most productive journals were monitored “System”, “Language Teaching Research”, “Frontiers In Psychology”, and “International Journal of Asia Tefl” were found to be the leading names. In terms of regions, most of the articles cited the most were published in Iran, China, New Zealand, Singapore, and Türkiye. After examining the studies, it was observed that 64% of the articles focused on *strategy instruction implementation* in subskills such as *reading* and *writing*. Nearly half of the articles covered the topic of *motivation* in the use of Strategy-based instruction. Furthermore, it was revealed that the studies were implemented in tertiary schools the most.

Chesmehsohrabi and Mashhadi (2023) analyzed the field of Language and Linguistics to identify the research interests and gaps. For this purpose, the documents from 1973 to 2020 published in the journal *System* were gathered from the Scopus database. A total of 1903 publications were inspected. The most preferred publication type was research articles

(n=1880). About 79% of the documents received a minimum of one citation; on the other hand, the most cited document type was research articles. The rate of citation for each publishing was approximately 17. The most cited study was a research article published in 2003 by Bax S. with the number of 313 citations. When the number of documents was observed, it was stated that there was a negligible increase between the years 1973-2013. On the contrary, after 2014, a significant jump in the number of studies was diagnosed. It was revealed that Oxford RL, followed by Ellis R, Coniam D, Fulcher G, and Karimi MN were the most prolific authors, whereas the most cited writers were Oxford RL, Ellis R, Borg S, Chun DM, and Cobb T. In terms of both the number of articles and citation count, The United States of America and the United Kingdom were at the top of the list. It was observed that the most used keywords were *learning, teaching, teacher, foreign, learners, reading, and computer.*



## CHAPTER 3

### 3. RESEARCH METHODOLOGY

In this section, the research design, the sample universe, data collection tools and techniques, data collection, and data analysis were presented.

#### 3.1. Research Design

This study dwells upon, bibliometric analysis, which employs a quantitative approach for the description, evaluation, and monitoring of published research (Zupic & Cater, 2015). The articles published in SSCI-indexed journals in Türkiye were analyzed to identify the prominent names and institutions within the Applied Linguistics field as well as famous studies. Moreover, the number of documents and trends over the years were observed. Thus, the current study employed a quantitative research design.

Creswell (2014) defines quantitative research as a technique for assessing unbiased theories by observing the connection among variables. In the present study, bibliometric analysis was utilized to determine publishing patterns, the relation between documents, and the impact based on citations (Aman & Botte, 2017). Bibliometric analysis facilitates the process of identifying the most prolific authors, institutions, and countries in a research field by recording the research and citation trends, displaying the impacts of the research outcomes in the area, and also enables researchers to be more attentive toward new inclinations by observing the topics and keywords of their field of inquiry (Pei et.al., 2021). By analyzing the data, the findings enable researchers to observe the evolution of the topics, to detect the most productive figures, and to determine the top-cited studies. In this way, a general mapping of the field and the shift in trends can be inspected. As De Bellis (2009) stated, although imperfect, bibliographic citations are the best available and distinguishable option to monitor the past whilst envisioning the future. The findings provided data to draw an outline of the studies conducted in the field of Applied Linguistics.

#### 3.2. Data Collection

The current study contained quantitative data, data in the form of numbers (Neuman, 2013) to shed light on the research questions of the study by analyzing the numbers of citations and publications, for instance. To draw a general map of the performance of Türkiye in the field

of ELT, applied linguistics, the umbrella term, was preferred to make the research more comprehensive to reach as many studies as possible. The journals published in the field of applied linguistics were analyzed for this goal as applied linguistics is the umbrella term that covers ELT, to make a more the research more comprehensive. First, the data were retrieved from one of the most comprehensive platforms, named Web of Science (WoS), with specific search queries. The year 2023 was added to the research intentionally for the reason that the data were retrieved in 2024. The top forty-two most prestigious journals (See Table 1.1), listed in the study conducted by Lei and Liu (2019), were inspected and the articles on those journals within the Turkish context were selected since the journals were accepted as SSCI-indexed most prestigious publications in the field. Only the articles published in the applied linguistics field and indexed in SSCI journals, which were mentioned in Lei and Liu's study (2019), on the WOS platform were analyzed. The year 2024 was opted out intentionally for the reason that the study was in progress in the given year. Only article types of documents written in English were included. After this thorough selection process, the data were retrieved from the platform.

The sample of the study was a total of 393 articles published between 1984 and 2023 on the WoS platform in the Applied Linguistics field in Türkiye (See Appendix A). The articles published at the time of data gathering as early-access documents (n= 5) were excluded. Thus, the number of articles decreased to 388. In the end, a total of 388 articles (See Appendix B) were retrieved and reviewed by the researcher. Finally, bibliometric analysis was conducted to examine the data. By adopting a quantitative method, it is thought to frame the studies conducted in the field in a more detailed way.

### **3.3. Data Collection Tools and Techniques**

In the present study, the bibliometric analysis technique was utilized to provide valid explanations and interpretations of the research questions. The purpose of this analysis was to identify the studies with “higher impact and quality” (Khodabandelou et al., 2022). On this basis, the most prestigious SSCI indexed journals were identified (See Table 1.1), with the help of Lei and Liu's study (2019). Listing a total of forty-two journals, a detailed search query was administered.

The current study contained quantitative data, data in the form of numbers (Neuman, 2013) to shed light on the research questions of the study by analyzing the numbers of citations and publications, for instance. First, the data were retrieved from one of the most comprehensive

platforms, named Web of Science (WoS), with specific search queries. The top forty-two most prestigious journals (See Table 1.1) in the field of AL, listed in the study conducted by Lei and Liu (2019), were inspected and the articles on those journals within the Turkish context were selected. Only article types of documents written in English were included. After this thorough selection process, the data were retrieved from the platform. After that, bibliometric analysis was conducted to examine the data. By adopting a quantitative method, it is thought to frame the studies conducted in the field in a more detailed way.

The data were retrieved from the WoS platform in 2024. While collecting the data, solely the articles written in Türkiye were counted. There was no restriction in terms of the beginning date, yet the last year was selected as 2023 for the sake of appropriateness and validity of the study. Through the mapping knowledge domains, the dynamic trends of this field can be presented directly and accurately (He & Wei, 2019). To prevent misleading or wrong categorization, publications written in other languages than English were eliminated.

**Table 3.1. Names of the prominent SSCI-indexed journals stated in the Liu and Lei’s article (2019)**

	<b>Journal</b>	<b>Impact Factor</b>	<b>Number of Articles</b>
<b>1</b>	<b>Applied Linguistics</b>	325	267
<b>2</b>	<b>Bilingualism: Language and Cognition</b>	2,330	424
<b>3</b>	<b>Studies in Second Language Acquisition</b>	2,234	193
<b>4</b>	<b>Language Teaching</b>	2	107
<b>5</b>	<b>Language Learning</b>	1,869	381
<b>6</b>	<b>Applied Psycholinguistics</b>	1,833	383
<b>7</b>	<b>Journal of Second Language Writing</b>	1,744	182
<b>8</b>	<b>Language Acquisition</b>	1,735	113
<b>9</b>	<b>Computer Assisted Language Learning</b>	1,72	246
<b>10</b>	<b>Second Language Research</b>	1,568	174
<b>11</b>	<b>Journal of English for Academic Purposes</b>	1,558	187
<b>12</b>	<b>TESOL Quarterly</b>	1,513	346
<b>13</b>	<b>Language Teaching Research</b>	1,444	251
<b>14</b>	<b>Language Learning &amp; Technology</b>	1,382	198
<b>15</b>	<b>Cognitive Linguistics</b>	1,375	206
<b>16</b>	<b>International Journal of Bilingual Education and Bilingualism</b>	1,338	295

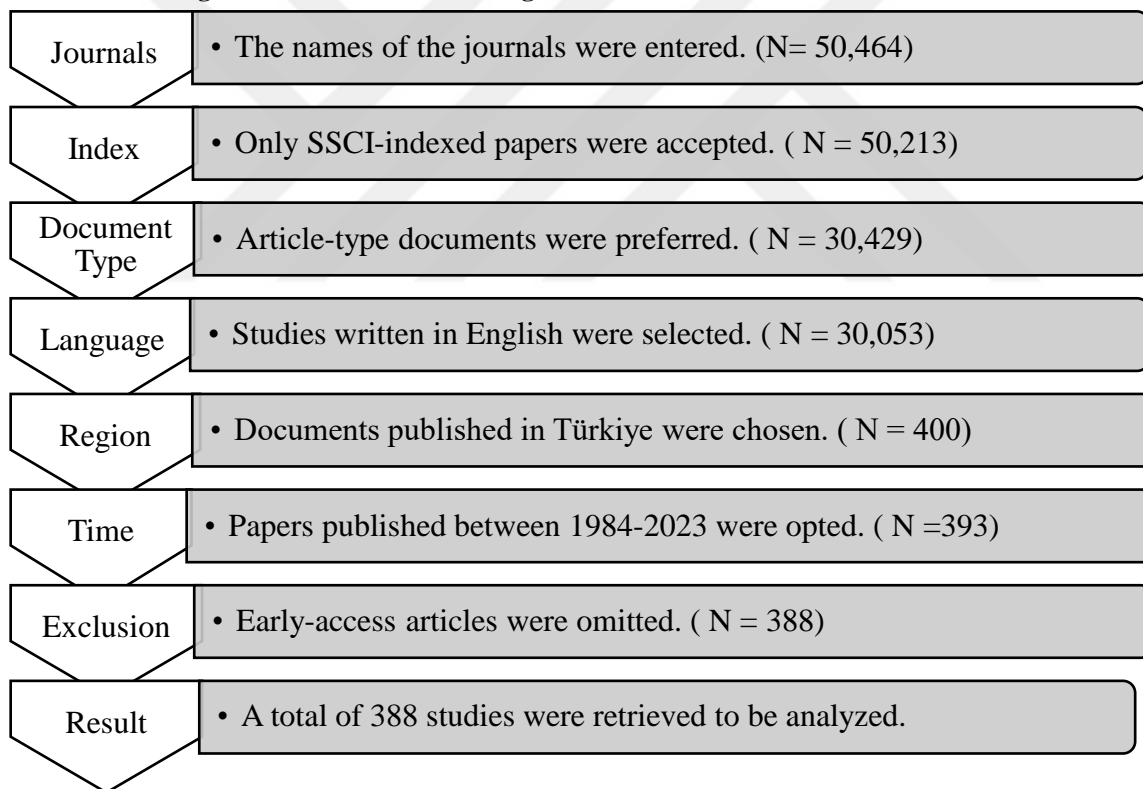
**Table 3.1. Names of the prominent SSCI-indexed journals stated in the Liu and Lei's article (2019)  
(Cont.)**

<b>17</b>	<b>Language Policy</b>	1,235	120
<b>18</b>	<b>Modern Language Journal</b>	1,188	418
<b>19</b>	<b>English for Specific Purposes</b>	1,143	246
<b>23</b>	<b>Language Assessment Quarterly</b>	0,976	143
<b>24</b>	<b>Language and Education</b>	0,921	262
<b>25</b>	<b>Language Testing</b>	0,911	210
<b>26</b>	<b>Foreign Language Annals</b>	0,908	395
<b>27</b>	<b>ELT Journal</b>	0,864	275
<b>28</b>	<b>Lingua</b>	0,844	1048
<b>29</b>	<b>System</b>	0,834	527
<b>30</b>	<b>Language Culture and Curriculum</b>	0,816	157
<b>31</b>	<b>IRAL-International Review of Applied Linguistics in Language Teaching</b>	0,800	63
<b>32</b>	<b>International Journal of Corpus Linguistics</b>	0,780	151
<b>33</b>	<b>Annual Review of Applied Linguistics</b>	0,739	96
<b>34</b>	<b>Journal of Language Identity and Education</b>	0,688	158
<b>35</b>	<b>World Englishes</b>	0,548	271
<b>36</b>	<b>Language Awareness</b>	0,545	176
<b>37</b>	<b>Canadian Modern Language Review-Revue Canadienne des Langues Vivantes</b>	0,538	216
<b>38</b>	<b>Applied Linguistics Review</b>	0,500	56
<b>39</b>	<b>Corpus Linguistics and Linguistic Theory</b>	0,429	90
<b>40</b>	<b>English Today</b>	0,406	223
<b>41</b>	<b>English Teaching-Practice and Critique</b>	0,385	249
<b>42</b>	<b>VIAL-Vigo International Journal of Applied Linguistics</b>	0,250	54

### 3.4. Data Collection

The current study was inspired by the study “Research Trends in Applied Linguistics from 2005 to 2016: A Bibliometric Analysis and Its Implications” conducted by Lei and Liu in 2019. Since the article presents valuable output, providing a suitable roadmap for the present study, and has a high impact value, it was chosen as inspiration. A detailed search process (See Table 1.2) was administered to accomplish the goals of the current study. Only the articles published in the most respected SSCI-indexed forty-two journals, listed in the aforementioned study, in the field of Applied Linguistics, were analyzed. The documents published on the Web of Science platform and written in English were included within the present study. Only article-type papers published within the Turkish domain were selected. A total of 388 studies, were inspected and reviewed.

**Figure 3.1: The Data Gathering Process on the Web of Science Platform**



The focus of this study was to study the distributions of the number of studies, trends, and prominent names that contributed tremendously to the AP field. Moreover, outstanding studies and authors were observed in terms of their citation counts. In the direction of this perspective, this search query was used: : “ Results for APPLIED LINGUISTICS (Publication Titles) OR BILINGUALISM LANGUAGE "AND" COGNITION (Publication Titles) OR STUDIES IN SECOND LANGUAGE ACQUISITION (Publication Titles) OR LANGUAGE TEACHING

(Publication Titles) OR LANGUAGE LEARNING (Publication Titles) OR JOURNAL OF SECOND LANGUAGE WRITING (Publication Titles) OR APPLIED PSYCHOLINGUISTICS (Publication Titles) OR LANGUAGE ACQUISITION (Publication Titles) OR COMPUTER ASSISTED LANGUAGE LEARNING (Publication Titles) OR SECOND LANGUAGE RESEARCH (Publication Titles) OR JOURNAL OF ENGLISH FOR ACADEMIC PURPOSES (Publication Titles) OR TESOL QUARTERLY (Publication Titles) OR LANGUAGE TEACHING RESEARCH (Publication Titles) OR LANGUAGE LEARNING TECHNOLOGY (Publication Titles) OR COGNITIVE LINGUISTICS (Publication Titles) OR INTERNATIONAL JOURNAL OF BILINGUAL EDUCATION "AND" BILINGUALISM (Publication Titles) OR MODERN LANGUAGE JOURNAL (Publication Titles) OR ENGLISH FOR SPECIFIC PURPOSES (Publication Titles) OR RECALL (Publication Titles) OR ASSESSING WRITING (Publication Titles) OR INTERNATIONAL JOURNAL OF BILINGUALISM (Publication Titles) OR LANGUAGE ASSESSMENT QUARTERLY (Publication Titles) OR LANGUAGE AND EDUCATION (Publication Titles) OR LANGUAGE TESTING (Publication Titles) OR FOREIGN LANGUAGE ANNALS (Publication Titles) OR ELT JOURNAL (Publication Titles) OR LINGUA (Publication Titles) OR SYSTEM (Publication Titles) OR LANGUAGE CULTURE "AND" CURRICULUM (Publication Titles) OR IRAL INTERNATIONAL REVIEW OF APPLIED LINGUISTICS IN LANGUAGE TEACHING (Publication Titles) OR ANNUAL REVIEW OF APPLIED LINGUISTICS (Publication Titles) OR JOURNAL OF LANGUAGE IDENTITY "AND" EDUCATION (Publication Titles) OR WORLD ENGLISHES (Publication Titles) OR LANGUAGE AWARENESS (Publication Titles) OR CANADIAN MODERN LANGUAGE REVIEW REVUE CANADIENNE DES LANGUES VIVANTES (Publication Titles) OR APPLIED LINGUISTICS REVIEW (Publication Titles) OR CORPUS LINGUISTICS "AND" LINGUISTIC THEORY (Publication Titles) OR ENGLISH TODAY (Publication Titles) OR ENGLISH TEACHING PRACTICE "AND" CRITIQUE (Publication Titles) OR VIAL VIGO INTERNATIONAL JOURNAL OF APPLIED LINGUISTICS (Publication Titles) OR LANGUAGE POLICY (Publication Titles) OR INTERNATIONAL JOURNAL OF CORPUS LINGUISTICS (Publication Titles) and Social Sciences Citation Index (SSCI) (Web of Science Index) and Article (Document Types) and English (Languages) and TURKEY or TURKIYE (Countries/Regions) and 2023 or 2022 or 2021 or 2020 or 2019 or 2018 or 2017 or 2016 or 2015 or 2014 or 2013 or 2012 or 2011 or 2010 or 2009 or 2008 or 2007 or 2006 or 2003 or 2002 or 1998 or 1997 or 1996 or 1984 (Publication Years)

### **3.5. Data Analysis**

The data were downloaded from the Web of Science database in order to draw a comprehensive map of the field. Bibliometric techniques were employed within the present study as they are widely used “to provide a coherent description of major trends in a research field” (Fu & Zhang, 2019). To provide answers to the research questions and draw an outline of the AP field, the data were analyzed and visualized.

VOSviewer can for example be used to construct maps of authors or journals based on co-citation data or to construct maps of keywords based on co-occurrence data (Van Eck & Waltman, 2010). With the help of VOSViewer, keyword analysis and citation analysis, could be performed. Keyword analysis identifies the top-utilized keywords in articles by the researchers. Via citation analysis, not only the number of citations authors obtained, but also the number of citations studies received could be inspected. In the present study, the software VOSViewer was utilized for the aforementioned analyses and their visualizations.

On the part of the bibliometric analysis and data visualization, a software named VOSviewer was utilized as it is free and easy to create data map visualizations (Mohsen, 2021). The articles were uploaded on the platform and inspected in line with the purpose of this study. To present the number of studies per year in a chart, the data were inspected in Excel by the researcher and the input was logged manually; so that, the results could be examined more clearly. To display the results of the analysis, pictures were added and explained in order.

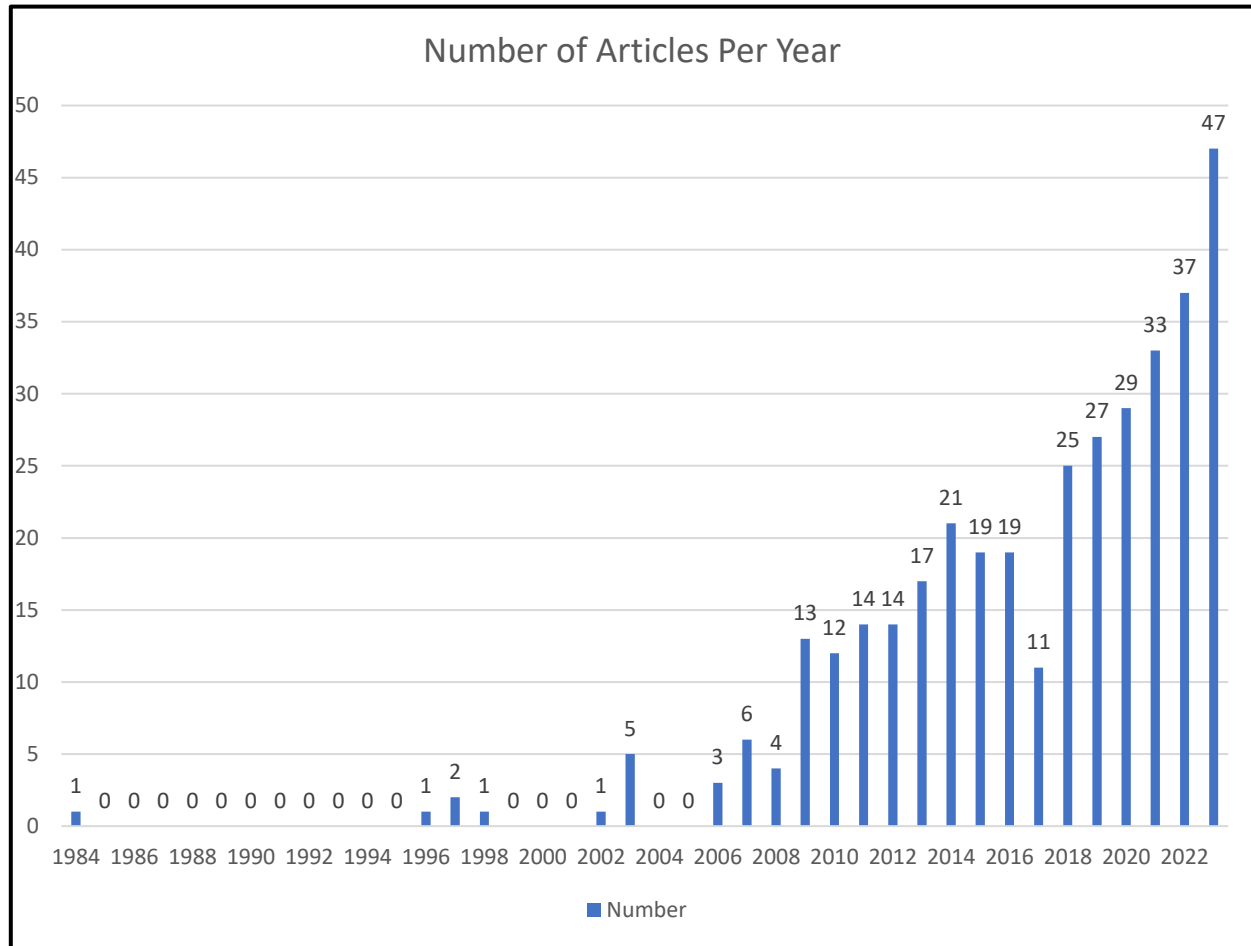
## CHAPTER 4

### 4. FINDINGS

In this section; the findings related to the research and the outcomes obtained from the data were presented considering the research questions of the present study. Only articles published in Türkiye, in SSCI-indexed 42 prestigious journals, between 1984 and 2023 in the field of Applied Linguistics were selected for the current study. The data were obtained from the Web of Science platform and 388 articles were analyzed through bibliometric analysis and visualized by a program called VosViewer. The results were explained for each question and the findings were listed manually.

#### **4.1. The Number of Publications in SSCI-Indexed 42 Prestigious Journals in the AL Field in Türkiye between 1984-2023**

The first research question of the current study was “How many publications were published in the field of Applied Linguistics in Türkiye from 1984 to 2023?”. To answer the question, a total of 388 articles were inspected and their publication dates were recorded. The data were downloaded from the WoS platform as an Excel file, including the publication dates. After that, the studies were put in order in terms of their dates and were counted by the researcher. The number of documents per year was noted. In Figure 4.1, the distribution of the number of studies was displayed.



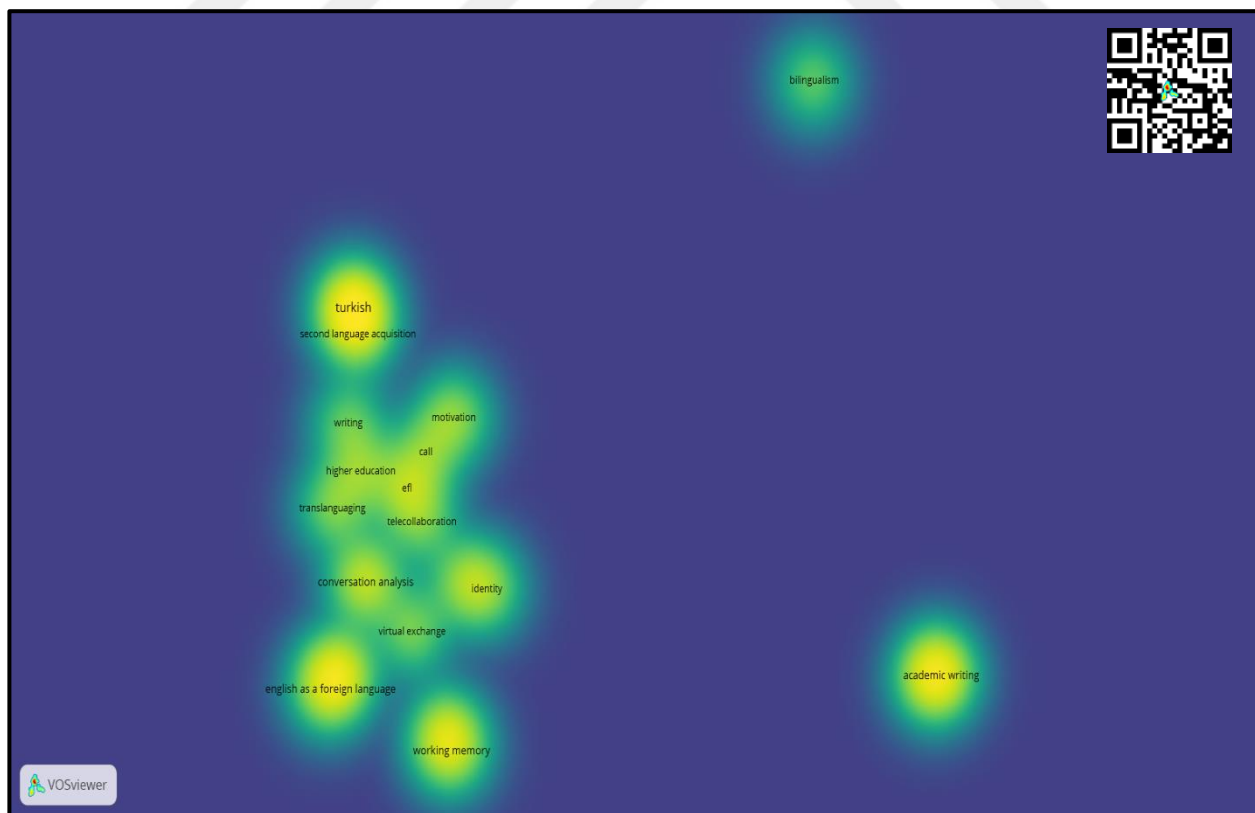
**Figure 4.1. Distribution of the number of the publications by years**

The results showed that 47 articles were published in 2023. In 2022, there were 37 articles in the field; meanwhile, in 2021 this number was noted as 33. 29 studies were published in 2020; slightly higher than the previous year as there were 27 documents in 2019. In 2018, there were 25 articles produced. Nearly half of the following year, there were 11 documents in 2017, and 19 articles were published in both 2016 and 2015. In 2014, 21 articles were published, which is relatively higher. It was detected that the number of articles published in 2013 was 17. According to the results, the same number of documents (n=14) were disclosed in 2012 and 2011. In 2010, 12 articles were written; while, in 2009, this number was 13. Furthermore, between 1996 and 2008, the number of papers were under 10. It was also recorded that there were no articles published in the years 1999, 2000, 2001, 2004, and 2005. In addition, there was no record of an article between the years of 1985-1995.



In the Figure 4.2, top-utilized keywords were observed as “Turkish”, “conversation analysis”, “teacher education”, “English as a foreign language”, “academic writing”, “working memory”, and “motivation”. It was apparent that various topics such as “flipped classroom”, “corpus”, “evaluation”, and “mobile learning” were investigated; yet, the majority of the studies covered the aforementioned topics.

Figure 4.3 presents the top-used topics in a detailed way. The most used keyword was “Turkish”, used 17 times. Next, the most popular keywords were “conversation analysis”, “academic writing”, and “English as a foreign language”, occurring 10 times. Moreover, “teacher education” and “working memory” keywords were utilized 8 times. In addition, keywords “EFL”, “L2 writing”, “motivation”, and “Turkey” were among the popular keywords as they were used 7 times. The other topics that drew the attention were “virtual exchange”, “higher education”, “translanguaging”, “identity”, and “language teacher education”, repeating 6 times. Furthermore, topics such as “call”, “writing”, “second language acquisition”, “telecollaboration”, and “bilingualism” took their places in Turkish articles.



**Figure 4.3. Mapping of the most utilized keywords by the researchers (repeating minimum 5 times)**

### 4.3. The Names of the Institutions Contributed to the AL Field in SSCI-Indexed 42 Prestigious Journals in Türkiye between 1984-2023

The third research question of the present study was “Which institutions contributed to the field of Applied Linguistics in Türkiye from 1984 to 2023?”. The data, retrieved from Web of Science, were examined with bibliometrics analysis. The findings were presented in a chart form to emphasize the percentages of contributions of facilities; hence, in Figure 4.4, the top twenty institutes and the percentages of their contribution to the field were revealed. The information about the number of articles published by each institute was obtained from the WoS platform and organized accordingly. The number of contributions of each university was listed in order and could be viewed in Table 4.1.

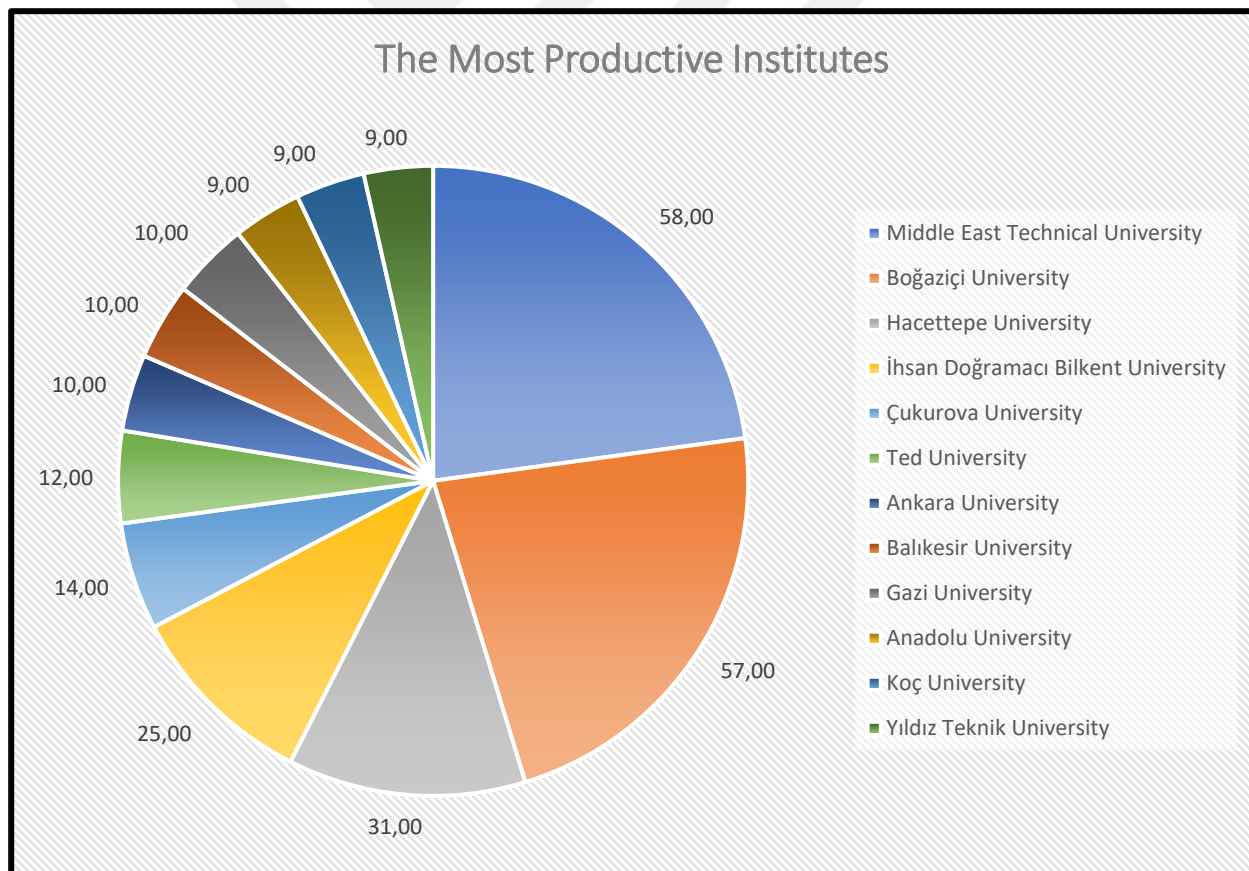


Figure 4.4. Chart of the Most Productive Affiliations in Türkiye in the AL field

According to the analysis, the most prolific institute was Middle East Technical University with 58-record-count. Next, Boğaziçi University published 57 articles in the related field, followed by Hacettepe University with the number of 31 articles. In the fourth line, İhsan Doğramacı Bilkent University appeared with 25 documents. After that, Çukurova University published 14 documents; meanwhile, TED University published 12 articles. It was recorded that Ankara University, Balıkesir University, and Gazi University publicized 10 articles in the field of AL. Followingly, Anadolu University, Koç University, and Yıldız Technical University had the same number (n=9) of documents. Çanakkale Onsekiz Mart University, İstanbul University, İzmir Ekonomi University, Kocaeli University, and the University of London produced a total of 8 articles. The institutions that published 7 articles were noted as Eastern Mediterranean University, Fatih University, and Yeditepe University.

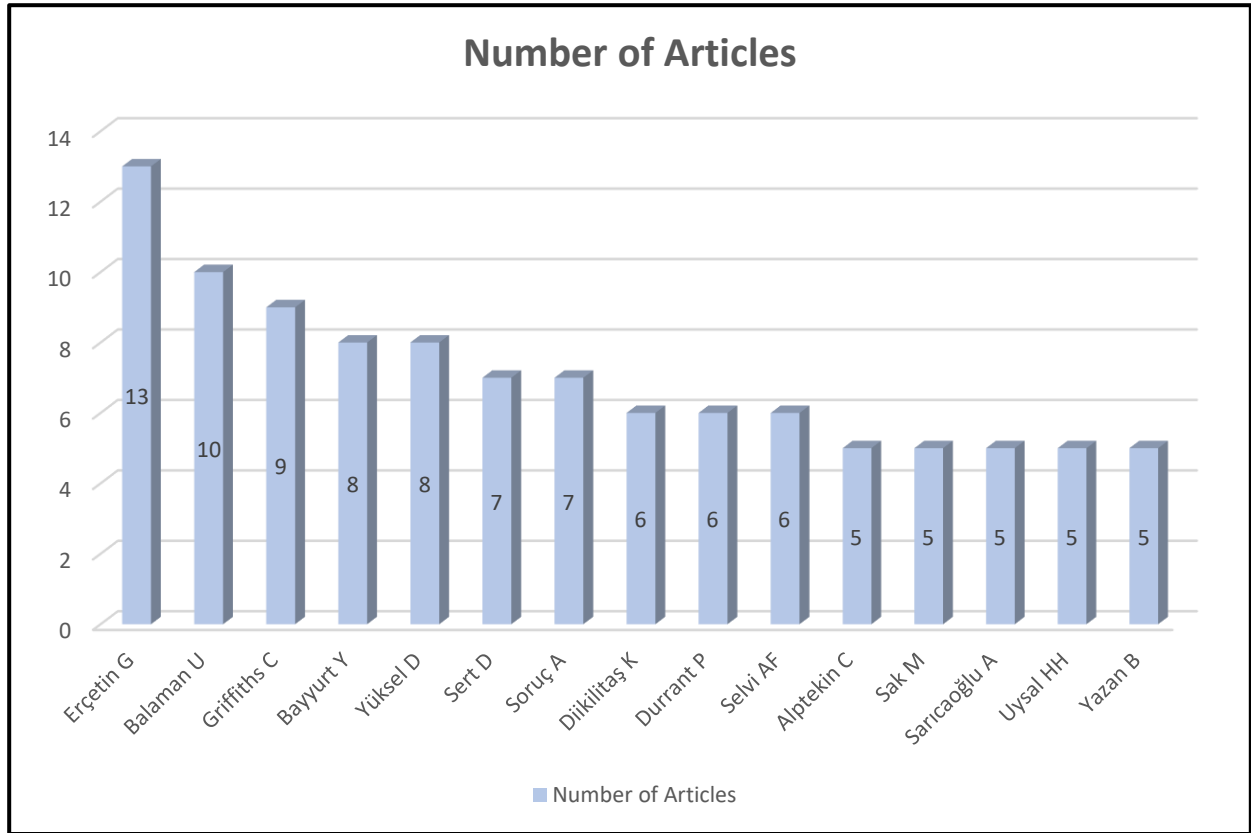
**Table 4.1. Names of the institutions contributed the most to the AL field between 1984-2023**

	<b>Institute</b>	<b>Record Count</b>	<b>% of 388</b>
<b>1</b>	<b>Middle East Technical University</b>	58	14,758%
<b>2</b>	<b>Boğaziçi University</b>	57	14,504%
<b>3</b>	<b>Hacettepe University</b>	31	7,888%
<b>4</b>	<b>İhsan Doğramacı Bilkent University</b>	25	6,361%
<b>5</b>	<b>Çukurova University</b>	14	3,562%
<b>6</b>	<b>TED University</b>	12	3,053%
<b>7</b>	<b>Ankara University</b>	10	2,545%
<b>8</b>	<b>Balıkesir University</b>	10	2,545%
<b>9</b>	<b>Gazi University</b>	10	2,545%
<b>10</b>	<b>Anadolu University</b>	9	2,290%
<b>11</b>	<b>Koç University</b>	9	2,290%
<b>12</b>	<b>Yıldız Technical University</b>	9	2,290%
<b>13</b>	<b>Çanakkale Onsekiz Mart University</b>	8	2,036%
<b>14</b>	<b>İstanbul University</b>	8	2,036%
<b>15</b>	<b>İzmir Ekonomi University</b>	8	2,036%
<b>16</b>	<b>Kocaeli University</b>	8	2,036%
<b>17</b>	<b>University of London</b>	8	2,036%
<b>18</b>	<b>Eastern Mediterranean University</b>	7	1,781%
<b>19</b>	<b>Fatih University</b>	7	1,781%
<b>20</b>	<b>Yeditepe University</b>	7	1,781%

In terms of percentage (See Table 4.1), the most productive institute was Middle East Technical University with a contribution of 14,758% of the 388 articles; followed by Boğaziçi University with a 14,504% rate. Next, Hacettepe University contributed 7,888% of the studies to the field. In the fourth line, İhsan Doğramacı Bilkent University produced 6,361% of the articles. After that, Çukurova University had a rate of 3,562%; meanwhile, TED University was the source of 3,053% of the studies. It was observed that Ankara University, Balıkesir University, and Gazi University publicized 2,545% of the articles in the field of AL, each. Subsequently, Anadolu University, Koç University, and Yıldız Technical University had a rate of 2,290%. Çanakkale Onsekiz Mart University, İstanbul University, İzmir Ekonomi University, Kocaeli University, and the University of London published 2,036% of the documents. The institutions having contributed 1,781% of the articles were noted as Eastern Mediterranean University, Fatih University, and Yeditepe University.

#### **4.4. The Names of the Authors Contributed to the AL Field in SSCI-Indexed 42 Prestigious Journals in Türkiye between 1984-2023**

The fourth research question of the present study was “Which authors contributed to the field of Applied Linguistics in Türkiye from 1984 to 2023?”. To respond to this question, the data were obtained from the WoS database. To inspect the data, the bibliometric analysis technique was employed. The most prolific authors were observed and the results were shown in the chart (See Table 4.6). A more detailed list covering the Authors’ number of papers as well as the percentage of their contributions was presented in Figure 4.5.



**Figure 4.5. The names of the authors by the number of published articles**

The results showed that (See Figure 4.5 and Table 4.2) the most productive author was Gülcan Erçetin with 13 articles. Secondly, Ufuk Balaman published 10 papers. Carol Griffiths contributed 2,290% of the articles (n=9) to the field. It was noted that Yasemin Bayyurt and Doğan Yüksel had 8 publications in the field of AL. After that, the authors who published 7 articles were Olcay Sert and Adem Soruç. After that, Kenan Dikilitaş, Philip Durrant, and Ali Fuad Selvi contributed to 1,527% of the studies (n=6). Next, with the number of 5 articles, Cem Alptekin, Mehmet Sak, Aysel Sarıcaoğlu, Hüseyin Uysal, and Bedrettin Yazan took their places on the list.

**Table 4.2. The list of the authors by the number of publications and percentages**

	<b>Authors</b>	<b>Record Count</b>	<b>% of 388</b>
<b>1</b>	<b>Gülcan Erçetin</b>	13	3,308%
<b>2</b>	<b>Ufuk Balaman</b>	10	2,545%
<b>3</b>	<b>Carol Griffiths</b>	9	2,290%
<b>4</b>	<b>Yasemin Bayyurt</b>	8	2,036%
<b>5</b>	<b>Doğan Yüksel</b>	8	2,036%
<b>6</b>	<b>Olca Sert</b>	7	1,781%
<b>7</b>	<b>Adem Soruç</b>	7	1,781%
<b>8</b>	<b>Kenan Dikilitaş</b>	6	1,527%
<b>9</b>	<b>Philip Durrant</b>	6	1,527%
<b>10</b>	<b>Ali Fuad Selvi</b>	6	1,527%
<b>11</b>	<b>Cem Alptekin</b>	5	1,272%
<b>12</b>	<b>Mehmet Sak</b>	5	1,272%
<b>13</b>	<b>Aysel Sarıcaoğlu</b>	5	1,272%
<b>14</b>	<b>Hüseyin Uysal</b>	5	1,272%
<b>15</b>	<b>Bedrettin Yazan</b>	5	1,272%
<b>16</b>	<b>Sumru Akcan</b>	4	1,018%
<b>17</b>	<b>Elena Antonova-Ünlü</b>	4	1,018%
<b>18</b>	<b>Derin Atay</b>	4	1,018%
<b>19</b>	<b>Selami Aydın</b>	4	1,018%
<b>20</b>	<b>Zeynep Bilki</b>	4	1,018%
<b>21</b>	<b>Samantha Curle</b>	4	1,018%
<b>22</b>	<b>Tilbe Göksun</b>	4	1,018%
<b>23</b>	<b>Belma Haznedar</b>	4	1,018%
<b>24</b>	<b>Mehmet Karaca</b>	4	1,018%
<b>25</b>	<b>Bilal Kirkici</b>	4	1,018%
<b>26</b>	<b>Ferit Kılıçkaya</b>	4	1,018%
<b>27</b>	<b>Hart Deniz Ortaçtepe</b>	4	1,018%
<b>28</b>	<b>Müge H. Satar</b>	4	1,018%
<b>29</b>	<b>Çiğdem Sağın-Şimşek</b>	4	1,018%
<b>30</b>	<b>Şebnem Yalçın</b>	4	1,018%

#### **4.5. The Most Cited Studies in SSCI-Indexed 42 Prestigious Journals in the AL Field in Türkiye between 1984-2023**

The fifth research question of the present study was “Out of the articles published in the field of Applied Linguistics in Türkiye, which studies were cited the most from 1984 to 2023?”.

Correspondingly, the data were obtained from the WoS database. Bibliometric analysis was conducted to investigate the data. During the data analysis process, only the studies cited more than 50 times were considered to be appropriate and analyzed in this study. VosViewer program was used in order to examine and visualize the results. In Table 4.8, highly-cited articles were shown.

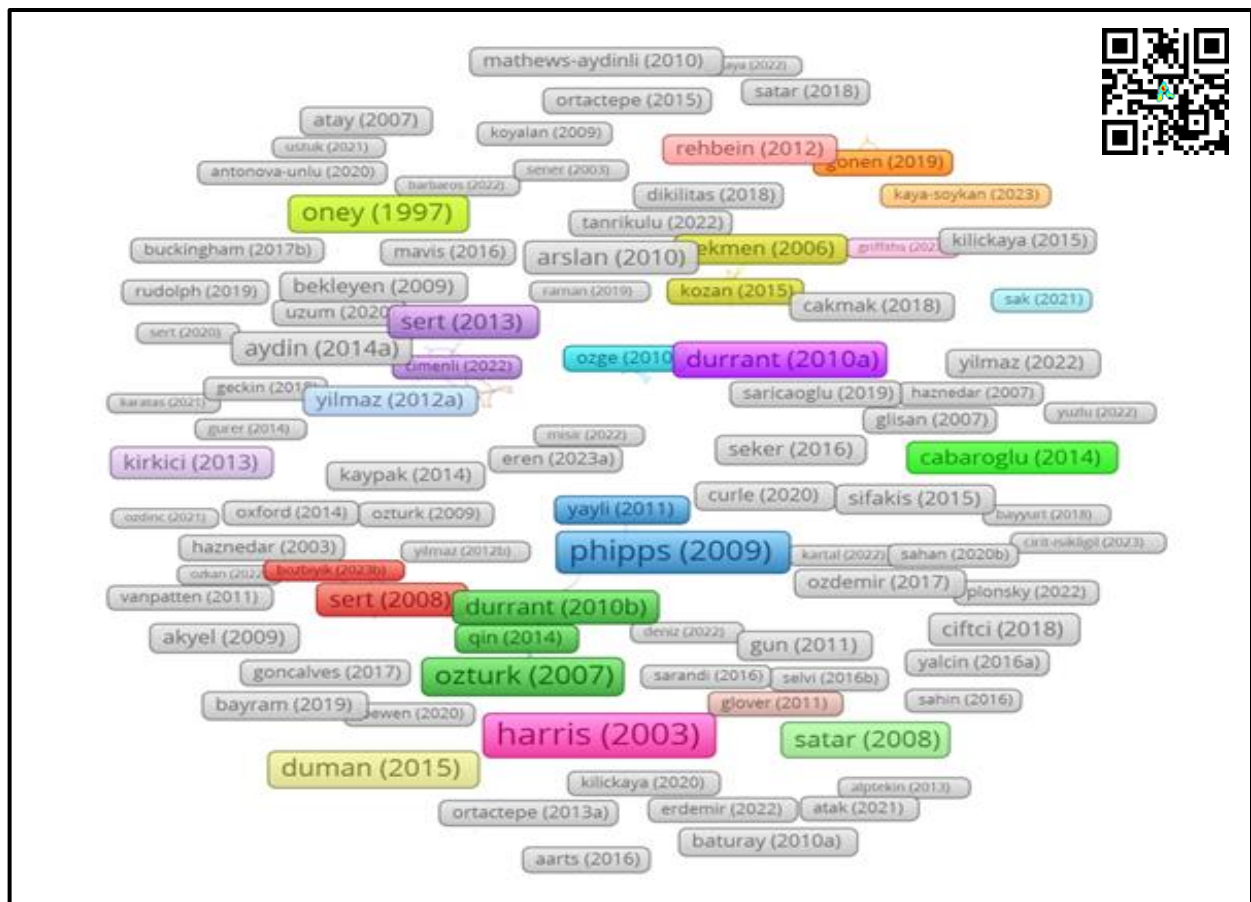


Figure 4.6. Visualizations of the most cited studies between 1984-2023 in the field of AL

The results of the highly-cited studies were briefly displayed after being visualized on VosViewer (See Figure 4.6). The studies conducted by Harris (2003), Phipps (2009), Öney (1997), Duman (2015), and Öztürk (2007) drew attention at first glance. For a more profound understanding, the data of the most cited 15 articles, their titles, their authors, the publishing dates, and the number of citations, and the journals they are published in were presented in Table 4.3.

**Table 4.3. The list of the top 15 most-cited documents in detail**

	<b>Article</b>	<b>Author</b>	<b>Journal</b>	<b>Publication Year</b>	<b>Citation Number</b>
<b>1</b>	Taboo words and reprimands elicit greater autonomic reactivity in a first language than in a second language	Harris & Ayçiçeği & Gleason	Applied Psycholinguistics	2003	278
<b>2</b>	Exploring tensions between teachers' grammar teaching beliefs and practices	Phipps & Borg	System	2009	242
<b>3</b>	The textual organisation of research article introductions in applied linguistics: Variability within a single discipline	Öztürk	English for Specific Purposes	2007	157
<b>4</b>	Beginning to read in Turkish: A phonologically transparent orthography	Öney & Durgunoğlu	Applied Psycholinguistics	1997	135
<b>5</b>	Research trends in mobile assisted language learning from 2000 to 2012	Duman & Orhon & Gedik	ReCALL	2015	134
<b>6</b>	The Effects of Synchronous CMC on Speaking Proficiency and Anxiety: Text Versus Voice Chat	Satar & Özdener	The Modern Language Journal	2008	120
<b>7</b>	Adult learners' retention of collocations from exposure	Durrant & Schmitt	Second Language Research	2010	109
<b>8</b>	The interactional management of claims of insufficient knowledge in English language classrooms	Sert & Walsh	Language and Education	2013	96
<b>9</b>	Are high-frequency collocations psychologically real? Investigating the thesis of collocational priming	Durrant & Doherty	Corpus Linguistics and Linguistic Theory	2010	96
<b>10</b>	Investigating the viability of a collocation list for students of English for academic purposes	Durrant	English for Specific Purposes	2009	95
<b>11</b>	How can the use of blog software facilitate the writing process of English language learners?	Arslan & Şahin-Kızıl	Computer Assisted Language Learning	2010	95
<b>12</b>	Emotion-memory effects in bilingual speakers: A levels-of-processing approach	Ayçiçeği-Dinn & Caldwell-Harris	Bilingualism: Language and Cognition	2009	84
<b>13</b>	Use of wikis to promote collaborative EFL writing	Aydin & Yildiz	Language Learning & Technology	2014	81
<b>14</b>	The language of instruction dilemma in the Turkish context	Sert	System	2008	80
<b>15</b>	Professional development through action research: Impact on self-efficacy	Cabaroğlu	System	2014	68

The results indicated that the most cited article belongs to Harris et al. with their “Taboo words and reprimands elicit greater autonomic reactivity in a first language than in a second language” study published in 2003, earning a total of 278 citations. Secondly, Phipps and Borg were cited 242 times with their “Exploring tensions between teachers' grammar teaching beliefs and practices” article published in 2009. Next, the study “The textual organisation of research article introductions in applied linguistics: Variability within a single discipline” written by Öztürk in 2007, was cited 157 times. It was noticed that the document “Beginning to read in Turkish: A phonologically transparent orthography” published by Öney and Durgunoğlu in 1997, was cited 135 times. After that, Duman et al. wrote an article “Research trends in mobile assisted language learning from 2000 to 2012” in 2015 and that was cited 134 times. Followingly, the study “The Effects of Synchronous CMC on Speaking Proficiency and Anxiety: Text Versus Voice Chat” published by Satar et.al in 2008, was cited 120 times.

It was observed that the article “Adult learners' retention of collocations from exposure” written by Durrant and Schmitt in 2010, was cited 109 times. Sert and Walsh published an article in 2013 titled “The interactional management of claims of insufficient knowledge in English language classrooms” and got 96 citations. Similarly, the study “Are high-frequency collocations psychologically real? Investigating the thesis of collocational priming” by Durrant and Doherty (2010) was cited 96 times. Another study from Philip Durrant “Investigating the viability of a collocation list for students of English for academic purposes” (2009) was cited 95 times.

Arslan and Şahin-Kızıl published a study in 2010 with the title of “How can the use of blog software facilitate the writing process of English language learners?” and it was cited 95 times. Followingly, the document “Do well-being and resilience predict the Foreign Language Teaching Enjoyment of teachers of Italian Emotion-memory effects in bilingual speakers: A levels-of-processing approach” written by Ayçiçeği-Dinn et al. in 2009, was cited 84 times. The article “Use of wikis to promote collaborative EFL writing” written by Aydın and Yıldız in 2014 had 81 citations; meanwhile, the study “The language of instruction dilemma in the Turkish context” by Sert, published in 2008, had 80 citations. In addition, Cabaroğlu published a study in 2014 named “Professional development through action research: Impact on self-efficacy” and got 68 citations.



In Figure 4.7, the top-cited authors were presented visually. At first, Ufuk Balaman., Carol Griffiths, Philip Durrant, Yasemin Bayyurt, and Gülcan Erçetin grabbed the attention. A more extensive list was prepared by the researcher to shed light on the results. The number of citations was tracked and recorded as well as the number of articles. In Table 4.11, a more detailed list of the most-cited authors was displayed.

According to the results (See Table 4.11), it was revealed that the most cited author was Philip Durrant with the number of 380 citations. It was detected that Philip Durrant had 6 documentation. After that, Gülcan Erçetin was cited 305 times in total from her 11 articles. Followingly, Ayşe Ayçiçeği, Jean Berko Gleason, and Catherine L Harris were cited 278 times. It was observed that Olcay Sert was cited 248 times, having 7 studies. After that, Simon Borg and Simon Phipps had 242 citations with their only 1 study; meanwhile, Carol Griffiths had 180 citations. With the number of 168 citations, Adem Soruç was recorded next. İsmet Öztürk published only one article and was cited 157 times; at the same time, Doğan Yüksel wrote 8 papers and earned 156 citations. Müge H. Satar received 144 citations, Yasemin Bayyurt was cited 143 times, followed by Cem Alptekin with 136 citations. Ufuk Balaman, Aydın Durgunoğlu, and Banu Öney had the same number (n=135) of citations. Furthermore, Güler Duman, Nuray Gedik, and Günseli Orhon were cited 134 times. While Yücel Yılmaz was cited 126 times, Nesrin Özdener had 120 citations in total. Moreover, Norbert Schmitt received 109 citations; while Deniz Ortaçtepe was cited 104 times.

**Table 4.4. The list of the most cited writers with the number of articles (cited minimum 100 times)**

	<b>Author</b>	<b>Number of Articles</b>	<b>Citations</b>
<b>1</b>	<b>Philip Durrant</b>	6	380
<b>2</b>	<b>Gülcan Erçetin</b>	11	305
<b>3</b>	<b>Ayşe Ayçiçeği-Dinn</b>	1	278
<b>4</b>	<b>Jean Berko Gleason</b>	1	278
<b>5</b>	<b>Catherine L Harris</b>	1	278
<b>6</b>	<b>Olca Sert</b>	7	248
<b>7</b>	<b>Simon Borg</b>	1	242
<b>8</b>	<b>Simon Phipps</b>	1	242
<b>9</b>	<b>Carol Griffiths</b>	9	180
<b>10</b>	<b>Adem Soruç</b>	7	168
<b>11</b>	<b>İsmet Öztürk</b>	1	157
<b>12</b>	<b>Doğan Yüksel</b>	8	156
<b>13</b>	<b>Müge H. Satar</b>	2	144
<b>14</b>	<b>Yasemin Bayyurt</b>	8	143
<b>15</b>	<b>Cem Alptekin</b>	5	136
<b>16</b>	<b>Ufuk Balaman</b>	10	135
<b>17</b>	<b>Aydın Durgunoğlu</b>	1	135
<b>18</b>	<b>Banu Öney</b>	1	135
<b>19</b>	<b>Güler Duman</b>	1	134
<b>20</b>	<b>Nuray Gedik</b>	1	134
<b>21</b>	<b>Günseli Orhon</b>	1	134
<b>22</b>	<b>Yücel Yılmaz</b>	3	126
<b>23</b>	<b>Nesrin Özdener</b>	1	120
<b>24</b>	<b>Norbert Schmitt</b>	1	109
<b>25</b>	<b>Deniz Ortaçtepe</b>	5	104

## CHAPTER 5

### 5. DISCUSSION, CONCLUSION AND SUGGESTIONS

In this section; the findings were inspected considering the research questions. The articles solely published in SSCI-indexed journals between the years of 1984-2023 in Türkiye in the field of Applied Linguistics were the focus of the current study. The scope of the present research was limited to the number of articles, trends, most productive institutes, most prolific authors, top-cited studies, and highly-cited authors in the field. Bibliometric analysis was administered on the quantitative data and the findings gained were discussed in response to the research questions of the current study. Besides, conclusions and suggestions were offered.

#### 5.1. Discussion

The present study aimed to draw a map of the research conducted in SSCI-indexed journals in the field of Applied Linguistics between 1984 and 2023 in Türkiye. To identify the well-qualified studies, only articles published in SSCI-indexed journals were inspected. The number of articles over the years and their most preferred topics were questioned. Moreover, the institutes and authors that contributed to the field the most were inspected. Additionally, the most cited articles as well as authors were investigated. The quantitative data were analyzed with the bibliometric analysis technique, and visualized through the app “VosViewer”. The results obtained from the analysis are discussed in this section.

##### 5.1.1. Discussing research question 1 in the light of the findings

“How many publications were published in the field of Applied Linguistics in Türkiye from 1984 to 2023?” was the first research question of the present study. In order to provide an answer, the data were retrieved from the Web of Science platform. Bibliometric analysis was conducted to obtain the results. After getting the accurate findings, the comparison between the years in terms of the numbers of articles was made.

When the number of publications published in the AL field in Türkiye was analyzed, it was observed that a total of 388 articles were published in the Web of Science platform in SSCI-indexed journals. In terms of the distribution over the years, it was discernible that (See Figure

4.1) between the years 1984 and 2008, the productivity was quite poor. The number of articles between those years lingered around 0 and 6, indicating that the interest of the researchers in the AL field was comparatively inadequate. Even though the number increased to 13 in 2009, it was still insufficient in terms of enhancing the quality of language education in a country. Between the years 2009 and 2016, the number of articles alternated between 12 and 21. It was observed that there was an apparent fall in 2017 with the number of 11 articles. On the other hand, in 2018, there was a noteworthy boost in the number of articles. Furthermore, from 2018 to 2022 there was a consistent boost, indicating an expansion in the AL field. It indicates the fact that there was a significant number of researchers, who were interested in the field of AL and produced numerous competent research. It can also be explained with ample opportunities for research and more supportive institutions in addition to more post-graduate programs. In 2023, the number reached its peak with the number of 47 articles.

According to the results, only 5 articles were published between the years of 1984 and 2000. In the first ten years of the 21<sup>st</sup> century, 44 articles were published in the AL field from Türkiye. It can be obtained from the data that the majority of the documents (n=372) were produced in the second half. Within the last ten years, 268 papers were publicized in prominent journals, implying the rising interest of researchers in the field and contributing influential studies. Furthermore, it can be concluded from the analysis that approximately a third of the 388 studies (n=117) were published within the last three years; hinting that recently there is a growing concern in the AL field in Türkiye. The reason for this interest could be because technology has advanced significantly, making analysis got easier with the help of various kinds of software; besides being able to have easy access to research.

Reviewing the literature for similar research, in a study conducted by Yağız et al. (2016), ELT research published in Türkiye on the platform ULAKBİM was investigated. After analyzing 274 articles from 15 journals, it was revealed that the number of articles increased between the years of 2005 and 2007, lingering around 23 to 31 articles published in mainly local journals. On the contrary, within the aforementioned years, the number of articles was altering around 0 to 6 in international journals as stated in the present study. It can be concluded that, even though there were studies conducted in Türkiye related to the field of AL, the articles were not published in the most prestigious journals. Aydınlı and Ortaçtepe (2018) stressed that this increasing interest

in research might be conducted for pragmatic reasons such as advancement in degree instead of “seeking knowledge”; hence the number of articles published in the prestigious journals was negligible.

From the beginning of the 21<sup>st</sup> century, the number of articles increased, especially since 2009, there has been an adequate number of studies. One of the main reasons for that could be technology became widespread in the 21<sup>st</sup> century. Smart devices became popular, the access to the internet and online sources became easily accessible; hence, conducting research became feasible. Moreover, it was observed that from 2018 there was a steady increase in the number of documents, reaching its peak in 2023. The reason for this escalation might be the importance given to the research in the field of Applied Linguistics. Also, the increasing number of researchers, the appearance of new MA and PhD programs in the related fields, and the contributions of experts in the field for upgrading their status influenced the number of articles significantly.

### **5.1.2. Discussing research question 2 in the light of the findings**

In reply to the second research question “What are the most researched topics in the field of Applied Linguistics in Türkiye from 1984 to 2023?”, a bibliometric analysis was conducted to analyze the data. Subsequently, with the help of VosViewer, the findings were visualized. The most preferred topics were displayed in Figure 4.2.

The results presented in Figure 4.2 indicated that the most utilized topics were “Turkish”, “conversation analysis”, “academic writing”, “English as a foreign language”, “teacher education” and “working memory”. In addition, topics such as “virtual exchange”, “call”, “telecollaboration”, and “bilingualism” grabbed the attention of researchers from Türkiye. Turkish authors generally focused on the techniques and methods used in language education; while Liu and Lei (2019) observed that the topics regarding language policies and sociocultural issues gained importance from 2005 to 2016 in the world. In 2021, Syahid investigated the trends in the Indonesian Journal of Applied Linguistics, and compared to that research, the keywords “psychology”, “linguistics”, “pedagogy”, and “sociology” were not much preferred by Turkish researchers.

The results showed that most preferred topics in Türkiye were related to mainly the techniques and methods. The majority of the studies focused on techniques administered in higher education or revolved around the teachers' education. The results indicate that the main themes of the field were pondered over without losing their importance. In the study conducted by Özmen et al. (2016), the most-researched topics in Türkiye in doctoral dissertations between 2010-2014 were about pre-service teacher education, learner and teacher variables, and language skills; simultaneously, topics such as technology and intercultural communication were barely covered.

As years progressed, the trends evolved from teacher-oriented topics to more autonomous technology-focused areas such as “self-regulated learning” and “virtual exchange” with the help of advancements in technology. It was disputable that the developments in technology affected the perspectives and approaches; switching to a more positive perception, as it can be induced from the results. However, it was realized that cutting-edge techniques in education such as eye-tracking or augmented-reality, some controversial areas such as the usage of social media in education, or sociocultural topics like the content of reading texts were ignored by the authors. It might be due to the fact that the researchers wanted to conduct research with safer and easier topics as eye-tracking is an expensive method, and social media usage in education is an unwelcomed topic in society.

### **5.1.3. Discussing research question 3 in the light of the findings**

The third research question was “Which institutions contributed to the field of Applied Linguistics in Türkiye from 1984 to 2023?”. The data were gathered from the WoS database. In this part of the study, bibliometric analysis was employed to identify the most productive affiliations. The institutes were put in order in terms of the record count they contributed (See Table 4.1).

In terms of the institutes that published articles in the field of Applied Linguistics, the most productive facility was recognized as Middle East Technical University, contributing a total of 58 studies out of 388 documents. (See Figure 4.4) Following this, Boğaziçi University published 57 articles. Hacettepe University publicized 31 documents; while, İhsan Doğramacı Bilkent University was one of the most productive facilities as they had 25 articles published, which amounts to 6,3% of the total studies (See Table 4.1). The aforementioned top-four most

productive institutions disclosed a total of 171 articles out of 388, comprising nearly two thirds of the studies in the field. Since those foundations are all well-known for their academic achievement in Türkiye, especially in the field of education, their contribution was very appreciated and respected. Albeit the rest of the facilities contributed to the field an adequate amount of research, aforesaid affiliations were outstanding with their productiveness. In a study published by Kukul and Aydın in 2020 in the field of education, although the hierarchy was marginally different; Çukurova University, Hacettepe University, Gazi University, Middle East Technical University presented themselves on the list of the most prolific institutions. Hence, those achievements of the affiliations in the research field were as expected.

Furthermore, in Türkiye, some institutions were selected as “Research Universities”, meaning that the chosen establishments place emphasis on contributing to scientific fields by conducting research and publishing papers. For example, Hacettepe University, Ankara University, Boğaziçi University, Cukurova University, Gazi University, İhsan Doğramacı Bilkent University, Middle East Technical University, Koç University, İstanbul University, and Yıldız Technical University are among those facilities. In this sense, the number of articles contributed by the universities above was not surprising. In addition, some organizations such as The Scientific and Technological Research Council of Türkiye (TUBITAK), Boğaziçi University, and Cukurova University support and encourage researchers to contribute to the field of their research by providing funding. As a result, the productivity of funded institutions is observed higher compared to the others.

#### **5.1.4. Discussing research question 4 in the light of the findings**

The fourth research question of the study was “Which authors contributed to the field of Applied Linguistics in Türkiye from 1984 to 2023?”. The data were obtained from the Web of Science platform. After that, a bibliometric analysis was carried out to recognize the top-cited authors who contributed to the field. The most prolific names were displayed in the Figure 4.5. A more comprehensive analysis of the names and their number of articles as well as the authors’ percentage of their contribution were listed in Table 4.2.

When the results were analyzed, Gülcan Erçetin took first place on the list of the most productive authors undoubtedly with a number of 13 studies. Considering that the current study

only probed the articles on SSCI-indexed journals on the WoS database, it was indisputable to acknowledge that this was a significant accomplishment. Next in line, Ufuk Balaman published 9, Carol Griffiths published 9 studies. Though Carol Griffiths is not a Turkish author, working at a university in North Cyprus, and was classified as Turkish on WoS, she was included on the list. Followed by Yasemin Bayyurt and Doğan Yüksel contributed 8 papers to the field of AL. After that, Olcay Sert and Adem Soruç published 7 articles.

When searched in detail, it was found that Gülcan Erçetin works at Boğaziçi University. Ufuk Balaman works at TED University, which is a private establishment known for its quality. Carol Griffiths works at Girne American University in North Cyprus, which is also a private institute. Yasemin Bayyurt, similar to Gülcan Erçetin, works at Boğaziçi University. Both Doğan Yüksel who works at the Open University in the UK; and, Olcay Sert working at Mälardalen University in Sweden are Turkish researchers, hence they were also included on the list. It was also discovered that Adem Soruç works at Samsun University.

It can be seen that researchers from other nationalities working at Turkish institutions contributed to the field within the Turkish context, which might evoke satisfying and motivating feelings; yet, witnessing that there are quite successful Turkish researchers achieving great things could be more encouraging than the former. When scrutinized, the majority of the most prolific authors either work at private institutes where they are supported for their research or work at state universities that provide funding. As Alptekin and Tatar (2011) emphasized, grants from European Union (EU), TUBITAK fundings, and universities' own funds encourage researchers to publish international papers; since documents published in international journals have a higher status. It was also realized that there was no prominent study from universities located in the Eastern regions of Türkiye. It might be because there is no “research university” in the Eastern regions of the country, or the institutions in the East were newly established compared to the grounded universities mentioned above.

#### **5.1.5. Discussing research question 5 in the light of the findings**

The fifth research question was “Out of the articles published in the field of Applied Linguistics in Türkiye, which studies are cited the most from 1984 to 2023?” and to answer that question, the data were retrieved from the WoS database. A bibliometric analysis was conducted

and the results were visualized via VosViewer. In Figure 4.6, the top-cited studies were mentioned. To identify the highly effective papers in the field, the articles cited at least 50 times were included in the analysis and listed in Table 4.3. Because there was brief information about all of the documents, a more expanded list was shown in Table 4.3 covering the names of the articles, their authors, the years articles were published, and the total citation number.

When the top five most-cited studies were examined, in terms of citation record of the articles, the article “Taboo words and reprimands elicit greater autonomic reactivity in a first language than in a second language” written by Harris et al. in 2003, was at the top of the list with 278 citations (See Table 4.3). Secondly, the study “Exploring tensions between teachers' grammar teaching beliefs and practices” by Phipps and Borg published in 2009 was cited 242 times. After that, the study “The textual organization of research article introductions in applied linguistics: Variability within a single discipline” written by İsmet Öztürk in 2007, earned 157 citations. The document written by Öney and Durgunoğlu in 1997 with the title of “Beginning to read in Turkish: A phonologically transparent orthography” was cited 135 times. Next, the research “Research trends in mobile assisted language learning from 2000 to 2012” written by Duman et al. in 2015, obtained 134 citations.

It could be concluded that even though all of the articles listed in the top-cited articles in AL field were published ten years ago at minimum, they still had a valuable impact on the field as they maintained their position on the list. Lam and Habil (2021) analyzed the papers covering the topic of peer feedback in education and observed the most cited studies; revealing that the publications published in the 2010s were top-cited papers and the number of citations declined in the 2020s; hinting that the earlier studies maintained their value, similar to the present study. It can be concluded that the majority of the highly cited articles were published nearly over a decade ago, implying that the articles preserved their importance as they include valuable information in the AL field in Türkiye, though they were issued years ago.

It was also observed that the oldest article on the list of top-cited fifteen studies was published in 1997 (See Table 4.3), 27 years ago. Even though so many advancements were experienced in the field within that time, the study maintained its importance in the AL field. The newest article on the list was publicized in 2015 by Duman et al., covering the topic of research trends in

mobile-assisted language learning. Since the topic was popular and modern at that time, the article received a significant number of citations and kept its value.

#### **5.1.6. Discussing research question 6 in the light of the findings**

The last research question of the current study was “Out of the articles published in the field of Applied Linguistics in Türkiye, which authors were cited the most from 1984 to 2023?”. The data for this question was obtained from the Web of Science database. To identify the highly-cited authors, a bibliometric analysis was performed. The results were visualized on an application and presented in Figure 4.7. For the purpose of recognizing the leading names in the field, the authors cited at least 100 times were explored and listed in detail (See Table 4.4). A more expanded chart covering the number of articles the authors published in addition to the number of citations was stated in Table 4.4.

The most cited author was Philip Durrant from İhsan Doğramacı Bilkent University had 380 citations and 6 published studies. Second, Gülcan Erçetin published 11 articles and received 305 citations in total. Followingly, Ayşe Ayçiçeği-Dinn, Jean Berko Gleason, and Catherine L Harris was cited 278 times with the only article (2003) they shared a partnership. Next, Olcay Sert contributed 7 papers to the field and was cited 248 times in total. After that, the authors Simon Borg and Simon Phipps with their study “Exploring tensions between teachers' grammar teaching beliefs and practices” (2009), earned 240 citations. Since the article was submitted from Türkiye and because the researchers were professors at Turkish universities, though the researchers were not Turkish, the authors were included on the list.

The results showed that the most productive author in Türkiye was Gülcan Erçetin with her ample (n=11) articles. It can be perceived as a great accomplishment to be able to publish plenty of studies in respected journals. At the same time, Philip Durrant was the most-cited author as he was cited 380 times. It can be inferred that, if the study is impactful in the research field, even one article can get a generous number of citations, as in the examples of Dinn, Gleason & Harris (See Table 4.4). With their only 1 paper, they received a total of 278 citations. On the other hand, the number of rewarding studies cannot be ignored since they benefit the author's overall performance; as can be seen from the example of Gülcan Erçetin (See Table 4.4). She published 11 articles and got cited 305 times in total.

## 5.2. Conclusion

In the present study, the articles published in SSCI-indexed journals on the Web of Science database in the Applied Linguistics field in Türkiye between 1984 and 2023 were examined. The present study was inspired from Lei and Liu's article (2019), which is a quite prominent study in the AL field, so the list of the most prestigious journals was taken from that study. A total of 42 journals were considered appropriate for the study. Only articles within the Turkish context in English between the years of 1984 and 2023 were investigated. After a thorough inspection and various filters, a total of 388 articles were regarded as suitable for the study. The data were examined with bibliometric analysis and were visualized to make an outline of the AL research in Türkiye.

Based on the findings, the number of articles published in SSCI-indexed journals has increased in time, reaching its peak in 2023 with 47 papers. Though the first half of the phase was underwhelming, the latter part experienced a remarkable boost. The reason for the escalation might be due to the fact that technology has become widespread, there is growing concern among the researchers in the field of AL, or the authors might get some benefits by publishing more articles. Though the reason is unclear, it is undeniable that the number of documents published has increased significantly.

The results presented that the trends preferred by the researchers were mainly about techniques and methods for improving the quality and effectiveness of the language learning/teaching process. In addition, topics related to technology and autonomy-oriented techniques appeared in the articles. Although cutting-edge methods, challenging techniques, and controversial topics were not covered in the studies sufficiently, it was obvious that the researchers questioned countless various topics to advance the quality of the application of linguistics methods.

According to the results, the most productive institutions that contributed to the AL field were Middle East University, Boğaziçi University, and Hacettepe University. These names were not surprising as the facilities were all "research universities" and were famous for their academic success. This means that the researchers were encouraged and supported to do research in their field of interest.

When the most prolific authors were observed, it was seen that Gülcan Erçetin and Yasemin Bayyurt, working at Boğaziçi University, were on the higher rows on the list. There were several Turkish authors working abroad yet published articles in the Turkish context; and, multiple foreign researchers published articles in Türkiye on the top-cited authors list. Even though all of the contributions are welcomed within the Turkish context, it would be more inspiring to witness more native researchers from all over the country instead of just several prominent institutions publishing more articles in prestigious journals rather than local ones.

According to the results, the top cited studies were Harris et al. (2003), Phipps & Borg (2009), and Öztürk (2007). The oldest article on the top-cited studies list was published in 1997 by Öney and Durgunoğlu; meanwhile, the newest one was published in 2015 by Duman et al.; implying the articles published approximately ten or more years ago were still eye-catching in the field. It can be understood that, if the article covers an essential topic, even though it was published 27 years ago, it will still be regarded as valuable for concern.

The results showed that the top-cited authors were Philip Durrant who has 6 articles and 380 citations, Gülcan Erçetin who has 11 papers and 305 citations, Ayşe Ayçiçeği, Jean Berko Gleason, and Catherine L Harris who have, who have 1 paper and 278 citations. It was concluded from the findings that the number of articles and the number of citations are not directly proportional. It was also observed that co-authorship benefits authors by empowering their overall academic profile.

### **5.3. Suggestions**

The current study intended to draw an overall view of the Turkish research path in the field of Applied Linguistics between the years of 1984 and 2023, to identify the prominent authors, institutions, and studies as well as to determine the number of studies, the most preferred topics, and top-cited authors and papers. For a more detailed investigation, the collaboration between the countries, institutions, and authors can be inquired, as well. By doing so, the network between the two sides can be revealed, which provides more insight into the overall research collaborations.

The present study only focused on articles published in Türkiye to shed light on the trends and inclinations of the research within the Turkish context. However, more comprehensive research

can be carried out by lifting the country restriction from this study. In other words, on the WoS platform, the whole AL field articles indexed in SSCI journals can be inspected. As an alternative, another specific country can be opted and its historical mapping can be drawn. Furthermore, a comparison between two countries or more can be made so that the difference can be observed clearly. Moreover, not only quantitative data but also qualitative data can be gathered. As being time-constraint study, this MA research was limited to only one country and analyzed only quantitative data.

In this study, the purpose was to analyze all of the articles published in the Turkish context within the AL field, thus no specific institution or topic was chosen. The whole AL field was inspected and every suitable article from any institution was examined. According to the results, Middle East Technical University was the most productive facility in Türkiye. By narrowing down the institute, a more specific study can be pursued; further examination can be carried out by opting only for studies from Middle East Technical University, for instance.

Preferentially, by selecting a specific topic, such as “virtual reality” or “communicative approach”, more detailed and controlled research can be conducted. The results showed that topics like “online interaction” or “flipped learning” gained importance lately. An analysis of articles about “online interaction” published in Türkiye can be a very promising study. As a substitute, a distinct journal published in Türkiye can be chosen. In this way, the evolution of the topics over the years can be observed by following the issues of the journal. In the present paper, the main purpose was to observe the overall distribution of trends over the years; thus, topic-based research was not conducted in this study.

In this study, the Web of Science database was opted for the convenience of the research. Instead, other platforms such as Scopus or ERIC can be chosen so that the researchers can access numerous studies. In this way, a more expanded study can be carried out, helping to display a clearer picture of the directions in the field.

For the present study, on WoS, some specific filters, such as language, topics, and index, were utilized so that only distinguished papers were considered during the research. In the future, by removing the filters, countless documents could be reached. By analyzing those papers, a much more extensive study can be conducted.

## GENİŞLETİLMİŞ TÜRKÇE ÖZET

Necmettin Erbakan Üniversitesi, Eğitim Bilimleri Enstitüsü  
Yabancı Diller Eğitimi Anabilim Dalı  
İngiliz Dili Eğitimi Bilim Dalı  
Yüksek Lisans Tezi

### TÜRKİYE'DEKİ UYGULAMALI DİLBİLİM ALANINDA YAPILAN ARAŞTIRMALARIN HARİTALANDIRMASI

Fatma BAŞAR

Eğitim insanlık tarihinde her zaman önemli bir yere sahip olmuştur. Gelişen dünyada teknolojinin ilerlemesi, uluslararası figürlerin ortaya çıkması, ülkeler arası iletişimin kolaylaşması ile ortak konuşulan bir dile ihtiyaç duyulmuştur. Dil ile ilgili problemleri inceleyen ve çözüm bulmaya çalışan bir araştırma dalı olan Uygulamalı Dilbilim, bu konuya da odaklanmıştır. Teori ile pratik arasında bir bağlantı görevini üstelenen ve gerçek hayatta karşılaşılan dil problemlerini çözüme kavuşturmayı düşünen bu alan, dil eğitimi konusunda pek çok araştırmayı da kapsamaktadır. Özellikle İngilizcenin küresel anlamda yaygın kullanımının artması ile uygulamalı dilbilim, çoğunlukla İngilizce dili eğitimi konusuna ağırlık vermiştir. Dil öğrenme sürecinde ortaya atılan pek çok yöntem ve farklı yaklaşımlar pek çok araştırmacı tarafından incelenmiş ve değerlendirilmiştir. Teknolojik ilerlemesi ile çeşitli uygulamalar ve yöntemler belirmiş ve en etkili metotlar araştırılmıştır. Artan bu ilgi sonucunda sayısız çalışmayı takip etmek zorlaşmıştır. Buna çözüm olarak makaleler analiz edilmeye başlanmış, en çok ele alınan konuları ve en çok alıntı alan araştırmaları tespit etmek hedeflenmiştir. Bu amaçla bibliyometrik analiz, bir alanda en yaygın kullanılan konulardan en popüler yazarlara kadar öne çıkan isimleri tespit etmek için tercih edilen bir model olmuştur. Uygulamalı dilbilim alanında da aynı şekilde sergilenen genel performans incelenmek istenmiş, verimlilik ve itibar alanında adını duyurabilmiş figürler belirlenerek alandaki seçkin isimler pek çok araştırmacı tarafında farklı bakış açılarına göre değerlendirilerek tanımlanmıştır.

Çalışmada uygulamalı dilbilim alanında en prestijli 42 SSCI endeksli dergide 1984-2023 yılları arasında yayımlanan makaleler; popüler temalar, yapılan çalışma sayılarının yıllara göre dağılımı, en üretken kurumlar ve yazarlar, en çok alıntı alan yazarlar ve çalışmalara göre incelenmiş ve Türkiye'nin belirtilen alandaki performansı gözlemlenmiştir. Nicel veri, Web of Science platformundan elde edilmiş ve VosViewer adlı bir uygulama ile görselleştirilmiştir. Bibliyometrik analiz ile incelenen çalışma, alanda oldukça değerli olan Lei ve Liu (2019) makalesinden ilham alınmış ve belirtilen çalışmadaki dergiler baz alınarak gerçekleştirilmiştir.

Yalnızca İngilizce dilinde yazılan makale türünde paylaşılan dokümanlar ele alınmıştır. Toplamda 388 makale incelenmeye değer görülmüş ve çalışmanın amacı doğrultusunda analiz edilmiştir.

Elde edilen verilere göre, yayımlanan makale sayısının 1984-2008 yıllarında oldukça düşük iken, 2009-2017 yılları arasında bu sayının arttığını ancak birtakım dalgalanmaların olduğu gözlemlenmiştir. 2018 yılında itibaren üretilen makale sayısı giderek artmış ve 2023 yılında 47 makale ile zirveye ulaşmıştır. Araştırmacılar tarafından en çok tercih edilen konular incelendiğinde öne çıkan kelimeler “Turkish”, “conversation analysis”, “teacher education”, “English as a foreign language”, “academic writing”, “working memory”, ve “motivation” olmuştur. Araştırma sonuçlarına göre, en üretken kurumlar listesinde Orta Doğu Teknik Üniversitesi 58 makale ile, Boğaziçi Üniversitesi 57 makale ile, ve Hacettepe Üniversitesi 31 makale ile ilk üçte yer almıştır. Ayrıca yapılan analiz sonucu, En fazla makale yazan araştırmacılar 13 makale yayımlayan Gülcan Erçetin; ikinci sırada da 10 çalışma yürüten Ufuk Balaman olarak belirlenmiştir. En fazla alıntılanan çalışmalar incelendiğinde Harris, Ayçiçeği, ve Gleason tarafından 2003 yılında yazılan “Taboo words and reprimands elicit greater autonomic reactivity in a first language than in a second language” adlı makale 278 alıntı ile ilk sırada bulunmaktadır. Ek olarak, en fazla alıntı alan yazarlar incelendiğinde, 6 çalışması olan Philip Durrant 380 alıntı ile ilk sırada, 11 çalışması ile 305 kez alıntılanan Gülcan Erçetin ise ikinci sırada yer almıştır.

## REFERENCES

- Alptekin, C., & Tatar, S. (2011). Research on foreign language teaching and learning in Turkey (2005–2009). *Language Teaching*, 44(3), 328-353.
- Aman, V., & Botte, A. (2017). A bibliometric view on the internationalization of European educational research. *European Educational Research Journal*, 16(6), 843-868
- Atasoy, A. (2022). Yazma öğretimi arařtırmalarının görünümüne ilişkin bibliyometrik bir inceleme. *Uluslararası Türkçe Edebiyat Kültür Eğitim Dergisi*, 11(3), 1150-1175.
- Aydınlı, J., & Ortaçtepe, D. (2018). Selected research in applied linguistics and English language teaching in Turkey: 2010–2016. *Language Teaching*, 51(2), 210-245.
- Ball, R. (2017). *An introduction to bibliometrics: New development and trends*. Elsevier Science & Technology.
- Barrot, J. S. (2022). Social media as a language learning environment: a systematic review of the literature (2008-2019). *Computer assisted language learning*, 35(9), 2534-2562.
- Barrot, J. S., Acomular, D. R., Alamodin, E. A., & Argonza, R. C. R. (2022). Scientific mapping of English language teaching research in the Philippines: A bibliometric review of doctoral and master's theses (2010–2018). *RELC Journal*, 53(1), 180-193.
- Bulut, M., Bulut, A., & Kaban, A. (2023). Bibliometric Analysis of the Studies on Web-Based Language Teaching. *International Journal of Technology in Education*, 6(3), 455-474.
- Chen, R., Gong, Y., Liu, Y., & Cheng, W. (2023). A Bibliometric and Content Analysis of Strategy-Based Instruction in Second or Foreign Language Teaching From 2000 to 2021. *SAGE Open*, 13(1).
- Chen, X., Zou, D., Xie, H., & Wang, F. L. (2020). Smart learning environments: A bibliometric analysis. In *Blended Learning. Education in a Smart Learning Environment: 13th International Conference, ICBL 2020, Bangkok, Thailand, August 24–27, 2020, Proceedings 13* (pp. 353-364). *Springer International Publishing*.
- CheshmehSohrabi, M., & Mashhadi, A. (2023). Using data mining, text mining, and bibliometric techniques to the research trends and gaps in the field of language and linguistics. *Journal of Psycholinguistic Research*, 52(2), 607-630.

- Cook, G. (2003). *Applied linguistics*. Oxford University Press.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Hindistan: SAGE Publications.
- Davies, A. (2005). *An introduction to applied linguistics*. Edinburgh University Press
- De Bellis, N. (2009). *Bibliometrics and citation analysis: from the science citation index to cybermetrics*. scarecrow press.
- De Bot, K. (2015). *A History of Applied Linguistics: From 1980 to the present* (1st ed.). Routledge.
- Demir, Y., & Kartal, G. (2022). Mapping research on L2 pronunciation: A bibliometric analysis. *Studies in Second Language Acquisition*, 44(5), 1211-1239.
- Dong, D., & Chen, M. L. (2015). Publication trends and co-citation mapping of translation studies between 2000 and 2015. *Scientometrics*, 105, 1111-1128.
- Farsani, M. A., & Jamali, H. R. (2023). Collaboration network of applied linguistics research articles with different methodological orientations. *Studies in Second Language Learning and Teaching*, 13(4), 727-754.
- Fu, Y., & Zhang, Z. (2019). A Bibliometric Analysis of International Advances in L2 Motivation Research (2004-2018). *The Jungang Journal of English Language and Literature*, 61(4), 285-312.
- Goksu, I., Ozkaya, E., & Gunduz, A. (2022). The content analysis and bibliometric mapping of CALL journal. *Computer Assisted Language Learning*, 35(8), 2018-2048.
- Gülmez, D., Özteke, İ., & Gümüş, S. (2020). Overview of Educational Research from Turkey Published in International Journals: A Bibliometric Analysis. *Education & Science/Egitim ve Bilim*, 46(206), 1-27.
- He, C., & Wei, X. (2019). Study of Corpus' Influences in EAP Research (2009-2018): A Bibliometric Analysis in CiteSpace. *English Language Teaching*, 12(12), 59-66.

- Kamińska, D., Sapiński, T., Wiak, S., Tikk, T., Haamer, R. E., Avots, E., ... & Anbarjafari, G. (2019). Virtual reality and its applications in education: Survey. *Information*, 10(10), 318.
- Kartal, G., & Yeşilyurt, Y. E. (2024). A bibliometric analysis of artificial intelligence in L2 teaching and applied linguistics between 1995 and 2022. *ReCALL*, 1-17.
- Khodabandelou, R., Fathi, M., Amerian, M., & Fakhraie, M. R. (2022). A comprehensive analysis of the 21st century's research trends in English Mobile Learning: a bibliographic review of the literature. *The international journal of information and learning technology*, 39(1), 29-49.
- Kukul, V., & Aydın, K. (2020). Classification of the theses and dissertations in the field of computer education and instructional technology in Turkey: An investigation through text mining. *Participatory Educational Research*, 8(1), 279-291.
- Lam, C. N. C., & Habil, H. (2021). Bibliometric Analysis of Research on Peer Feedback in Teaching and Learning. *Pertanika Journal of Social Sciences & Humanities*, 29(3) 1957-1980.
- Lei, L., & Liu, D. (2019). Research trends in applied linguistics from 2005 to 2016: A bibliometric analysis and its implications. *Applied Linguistics*, 40(3), 540-561.
- Li, R. (2022). Research trends of blended language learning: A bibliometric synthesis of SSCI-indexed journal articles during 2000–2019. *ReCALL*, 34(3), 309-326.
- Liu, S., & Zhang, S. (2021). A bibliometric analysis of computer-assisted English learning from 2001 to 2020. *International Journal of Emerging Technologies in Learning (iJET)*, 16(14), 53-67.
- Lyu, P., Liu, X., & Yao, T. (2023). A bibliometric analysis of literature on bibliometrics in recent half-century. *Journal of Information Science*, 0(0).
- Mohsen, M. A. (2021). A bibliometric study of the applied linguistics research output of Saudi institutions in the Web of Science for the decade 2011-2020. *The Electronic Library*, 39(6), 865-884.

- Neuman, W. L. (2013). *Social Research Methods: Qualitative and Quantitative Approaches*. United Kingdom: Pearson.
- Ngoc, B. M., & Barrot, J. S. (2023). Current landscape of English language teaching research in Southeast Asia: A bibliometric analysis. *The Asia-Pacific Education Researcher*, 32(4), 517-529.
- Özmen, K., Cephe, P., & Kinik, B. (2016). Trends in doctoral research on English language teaching in Turkey. *Educational Sciences-Theory & Practice*, 16(5), 1737-1759.
- Pei, B., Xing, W., & Wang, M. (2021). Academic development of multimodal learning analytics: a bibliometric analysis. *Interactive Learning Environments*, 31, 1-19.
- Pranckutė, R. (2021). Web of Science (WoS) and Scopus: The titans of bibliographic information in today's academic world. *Publications*, 9(1), 12.
- Pritchard, A. (1969). *Statistical Bibliography; An Interim Bibliography*.
- Roemer, R. C., & Borchardt, R. (2015). *Meaningful metrics: A 21st century librarian's guide to bibliometrics, altmetrics, and research impact*. Amer Library Assn.
- Qin, J., & Lei, L. (2022). Research trends in task-based language teaching: A bibliometric analysis from 1985 to 2020. *Studies in Second Language Learning and Teaching*, 12(3), 381-404.
- Sahib, F. H., & Stapa, M. (2022). Global trends of the Common European Framework of Reference: A bibliometric analysis. *Review of Education*, 10(1), e3331.
- Sánchez-Pérez, M. D. M., & Manzano-Agugliaro, F. (2021). Worldwide Trends in Bilingual Education Research: A Half-Century Overview. *Education Sciences*, 11(11), 730.
- Schmitt, N., & Celce-Murcia, M. (2019). *An overview of applied linguistics. An introduction to applied linguistics*, Routledge, 1-16.
- Schmitt, N., & Rodgers, M. P. (Eds.). (2002). *An introduction to applied linguistics*. London: Arnold.
- Simpson, J. (Ed.). (2011). *The Routledge handbook of applied linguistics*. Taylor & Francis.

- Sun, Y., & Lan, G. (2023). A bibliometric analysis on L2 writing in the first 20 years of the 21st century: Research impacts and research trends. *Journal of Second Language Writing*, 59, 100963.
- Syahid, A. (2021). Indonesian Journal of Applied Linguistics: A Bibliometric Portrait of Ten Publication Years. *Indonesian Journal of Applied Linguistics*, 1-24.
- Şeref, İ., & Karagöz, B. (2019). Türkçe eğitimi akademik alanına ilişkin bir değerlendirme: Web of Science veri tabanına dayalı bibliyometrik inceleme. *Journal of Language Education and Research*, 5(2), 213-231.
- Tulgar, A. T., Yılmaz, R. M., & Topu, F. B. (2022). Research Trends on the Use of Augmented Reality Technology in Teaching English as a Foreign Language. *Participatory Educational Research*, 9(5), 76-104.
- Van Eck, N., & Waltman, L. (2010). Software survey: VOSviewer, a computer program for bibliometric mapping. *scientometrics*, 84(2), 523-538.
- Wang, J., Abdullah, R. B., & Leong, L. M. (2022). Studies of Teaching and Learning English-Speaking Skills: A Review and Bibliometric Analysis. *In Frontiers in Education* (p. 412). Frontiers.
- Yağız, O., Aydın, B., Akdemir, A.S. (2016). ELT research in Turkey: A content analysis of selected features of published articles. *Journal of Language and Linguistic Studies*, 12(2), 117-134.
- Yılmaz, K., & Altinkurt, Y. (2012). An Examination of Articles Published on Preschool Education in Turkey. *Educational Sciences: Theory and Practice*, 12(4), 3227-3241.
- Yılmaz, R. M., Topu, F. B., & Takkaç Tulgar, A. (2022). An examination of the studies on foreign language teaching in pre-school education: A bibliometric mapping analysis. *Computer Assisted Language Learning*, 35(3), 270-293.
- Zhang, X. (2020). A bibliometric analysis of second language acquisition between 1997 and 2018. *Studies in Second Language Acquisition*, 42(1), 199-222.
- Zupic, I., & Čater, T. (2015). Bibliometric methods in management and organization. *Organizational research methods*, 18(3), 429-472.

# APPENDICES

## APPENDIX A: Screenshot of Search Query on Web of Science

393 results from Web of Science Core Collection for: [Analyze Results](#) [Citation Report](#) [Create Alert](#)

APPLIED LINGUISTICS (Publication Titles) or BILINGUALISM LANGUAGE "AND" COGNITION (Publication Titles) or STUDIES IN SECOND LANGUAGE ACQUISITION (Publication Titles) or LANGUA...

[Add Keywords](#) Quick add keywords: [+ DIRECTED MOTIVATIONAL CURRENTS](#) [+ LEARNER BELIEFS](#) [+ RECEPTIVE MULTILINGUALISM](#) [+ VIRTUAL EXCHANGE](#) [+ BILINGUAL DEVELOPMEN](#)

Refined By: [Web of Science Index: Social Sciences Citation Index \(SSCI\) X](#) [Document Types: Article X](#) [Languages: English X](#) [Countries/Regions: TURKEY or TURKIYE X](#)

[Publication Years: 2023 or 2022 or 2021 or 2020 or 2019 or 2018 or 2017 or 2016 or 2015 or 2014 or 2013 or 2012 or 2011 or 2010 or 2009 or 2008 or 2007 or 2006 or 2003 or 2002 or 1998 or 1997 or 1996 or 1984 X](#) [Clear all](#)

---

393 results from Web of Science Core Collection for: [Analyze Results](#) [Citation Report](#) [Create Alert](#)

APPLIED LINGUISTICS (Publication Titles) or BILINGUALISM LANGUAGE "AND" COGNITION (Publication Titles) or STUDIES IN SECOND LANGUAGE ACQUISITION (Publication Titles) or LANGUA...

- Publication Titles  [AZ](#)
- Or  Publication Titles  [AZ](#)
- Or  Publication Titles  [AZ](#)
- Or  Publication Titles  [AZ](#)
- Or  Publication Titles  [AZ](#)
- Or  Publication Titles  [AZ](#)
- Or  Publication Titles  [AZ](#)
- Or  Publication Titles  [AZ](#)
- Or  Publication Titles  [AZ](#)
- Or  Publication Titles  [AZ](#)
- Or  Publication Titles  [AZ](#)
- Or  Publication Titles  [AZ](#)
- Or  Publication Titles  [AZ](#)
- Or  Publication Titles  [AZ](#)
- Or  Publication Titles  [AZ](#)
- Or  Publication Titles  [AZ](#)
- Or  Publication Titles  [AZ](#)

<input type="radio"/>	Or ▾	Publication Titles ▾	Example: Cancer* OR Molecular Cancer ENGLISH FOR SPECIFIC PURPOSES	AZ X
<input type="radio"/>	Or ▾	Publication Titles ▾	Example: Cancer* OR Molecular Cancer RECALL	AZ X
<input type="radio"/>	Or ▾	Publication Titles ▾	Example: Cancer* OR Molecular Cancer ASSESSING WRITING	AZ X
<input type="radio"/>	Or ▾	Publication Titles ▾	Example: Cancer* OR Molecular Cancer INTERNATIONAL JOURNAL OF BILINGUALISM	AZ X
<input type="radio"/>	Or ▾	Publication Titles ▾	Example: Cancer* OR Molecular Cancer LANGUAGE ASSESSMENT QUARTERLY	AZ X
<input type="radio"/>	Or ▾	Publication Titles ▾	Example: Cancer* OR Molecular Cancer LANGUAGE AND EDUCATION	AZ X
<input type="radio"/>	Or ▾	Publication Titles ▾	Example: Cancer* OR Molecular Cancer LANGUAGE TESTING	AZ X
<input type="radio"/>	Or ▾	Publication Titles ▾	Example: Cancer* OR Molecular Cancer FOREIGN LANGUAGE ANNALS	AZ X
<input type="radio"/>	Or ▾	Publication Titles ▾	Example: Cancer* OR Molecular Cancer ELT JOURNAL	AZ X
<input type="radio"/>	Or ▾	Publication Titles ▾	Example: Cancer* OR Molecular Cancer LINGUA	AZ X
<input type="radio"/>	Or ▾	Publication Titles ▾	Example: Cancer* OR Molecular Cancer SYSTEM	AZ X
<input type="radio"/>	Or ▾	Publication Titles ▾	Example: Cancer* OR Molecular Cancer LANGUAGE CULTURE "AND" CURRICULUM	AZ X
<input type="radio"/>	Or ▾	Publication Titles ▾	Example: Cancer* OR Molecular Cancer IRAL INTERNATIONAL REVIEW OF APPLIED LINGUISTICS IN LANGUAGE TEACHING	AZ X
<input type="radio"/>	Or ▾	Publication Titles ▾	Example: Cancer* OR Molecular Cancer ANNUAL REVIEW OF APPLIED LINGUISTICS	AZ X
<input type="radio"/>	Or ▾	Publication Titles ▾	Example: Cancer* OR Molecular Cancer JOURNAL OF LANGUAGE IDENTITY "AND" EDUCATION	AZ X
<input type="radio"/>	Or ▾	Publication Titles ▾	Example: Cancer* OR Molecular Cancer WORLD ENGLISHES	AZ X
<input type="radio"/>	Or ▾	Publication Titles ▾	Example: Cancer* OR Molecular Cancer LANGUAGE AWARENESS	AZ X
<input type="radio"/>	Or ▾	Publication Titles ▾	Example: Cancer* OR Molecular Cancer CANADIAN MODERN LANGUAGE REVIEW REVUE CANADIENNE DES LANGUES VIVANTES	AZ X
<input type="radio"/>	Or ▾	Publication Titles ▾	Example: Cancer* OR Molecular Cancer APPLIED LINGUISTICS REVIEW	AZ X
<input type="radio"/>	Or ▾	Publication Titles ▾	Example: Cancer* OR Molecular Cancer CORPUS LINGUISTICS "AND" LINGUISTIC THEORY	AZ X
<input type="radio"/>	Or ▾	Publication Titles ▾	Example: Cancer* OR Molecular Cancer ENGLISH TEACHING PRACTICE "AND" CRITIQUE	AZ X
<input type="radio"/>	Or ▾	Publication Titles ▾	Example: Cancer* OR Molecular Cancer VIAL VIGO INTERNATIONAL JOURNAL OF APPLIED LINGUISTICS	AZ X
<input type="radio"/>	Or ▾	Publication Titles ▾	Example: Cancer* OR Molecular Cancer LANGUAGE POLICY	AZ X
<input type="radio"/>	Or ▾	Publication Titles ▾	Example: Cancer* OR Molecular Cancer INTERNATIONAL JOURNAL OF CORPUS LINGUISTICS	AZ X

**APPENDIX B: List of Articles Analyzed in the Current Study**

YEAR	AUTHOR	JOURNAL	ARTICLE TITLE
1984	EDGE, J	SYSTEM	ERROR CARDS - PEER TEACHING IN EFL TEACHER-TRAINING
1996	Norman, U	FOREIGN LANGUAGE ANNALS	Promoting spontaneous speech in the EFL class
1997	Oney, B; Durgunoglu, AY	APPLIED PSYCHOLINGUISTICS	Beginning to read in Turkish: A phonologically transparent orthography
1997	Akyel, A	CANADIAN MODERN LANGUAGE REVIEW-REVUE CANADIENNE DES LANGUES VIVANTES	Experienced and student EFL teachers' instructional thoughts and actions
1998	Shresta, TB	FOREIGN LANGUAGE ANNALS	Instruction and exposure: How do they contribute to second language acquisition?
2003	Harris, CL; Ayçiçeği, A; Gleason, JB	APPLIED PSYCHOLINGUISTICS	Taboo words and reprimands elicit greater autonomic reactivity in a first language than in a second language
2003	Issever, S	LINGUA	Information structure in Turkish: the word order-prosody interface
2003	Haznedar, B	SECOND LANGUAGE RESEARCH	The status of functional categories in child second language acquisition: evidence from the acquisition of CP
2003	Gökse, A; Özsoy, AS	LINGUA	da.: a focus/topic associated clitic in Turkish
2003	Sener, S; Issever, S	LINGUA	The interaction of negation with focus.: ne...ne... phrases in Turkish
2006	Tekmen, EAF; Daloglu, A	FOREIGN LANGUAGE ANNALS	An investigation of incidental vocabulary acquisition in relation to learner proficiency level and word frequency
2006	Atay, D; Kurt, G	CANADIAN MODERN LANGUAGE REVIEW-REVUE CANADIENNE DES LANGUES VIVANTES	Elementary school EFL learners' vocabulary learning: The effects of post-reading activities
2006	Kiliçaslan, Y	LINGUA	A situation-theoretic approach to case marking semantics in Turkish
2007	Ozturk, I	ENGLISH FOR SPECIFIC PURPOSES	The textual organisation of research article introductions in applied linguistics: Variability within a single discipline
2007	Atay, D; Ozbulgan, C	ENGLISH FOR SPECIFIC PURPOSES	Memory strategy instruction, contextual learning and ESP vocabulary recall
2007	Glisan, EW; Uribe, D; Adair-Hauck, B	CANADIAN MODERN LANGUAGE REVIEW-REVUE CANADIENNE DES LANGUES VIVANTES	Research on integrated performance assessment at the post-secondary level: Student performance across the modes of communication
2007	Aydin, Ö	APPLIED PSYCHOLINGUISTICS	The comprehension of Turkish relative clauses in second language acquisition and agrammatism
2007	Acar, A	FOREIGN LANGUAGE ANNALS	Teaching languages from a distance through multipoint videoconferencing

2007	Haznedar, B	SECOND LANGUAGE RESEARCH JOURNAL	The acquisition of tense - aspect in child second language English
2008	Satar, HM; Özdenler, N	MODERN LANGUAGE JOURNAL	The Effects of Synchronous CMC on Speaking Proficiency and Anxiety: Text Versus Voice Chat
2008	Sert, N	SYSTEM	The language of instruction dilemma in the Turkish context
2008	Uysal, HH	JOURNAL OF SECOND LANGUAGE WRITING	Tracing the culture behind writing: Rhetorical patterns and bidirectional transfer in L1 and L2 essays of Turkish writers in relation to educational context
2008	Erten, IH; Tekin, M	SYSTEM	Effects on vocabulary acquisition of presenting new words in semantic sets versus semantically unrelated sets
2009	Phipps, S; Borg, S	SYSTEM	Exploring tensions between teachers' grammar teaching beliefs and practices
2009	Durrant, P	ENGLISH FOR SPECIFIC PURPOSES	Investigating the viability of a collocation list for students of English for academic purposes
2009	Ayçiçeği-Dinn, A; Caldwell-Harris, CL	BILINGUALISM-LANGUAGE AND COGNITION	Emotion-memory effects in bilingual speakers: A levels-of-processing approach
2009	Bekleyen, N	SYSTEM	Helping teachers become better English students: Causes, effects, and coping strategies for foreign language listening anxiety
2009	Akyel, A; Erçetin, G	SYSTEM	Hypermedia reading strategies employed by advanced learners of English
2009	Alptekin, C; Erçetin, G	SYSTEM	Assessing the relationship of working memory to L2 reading: Does the nature of comprehension process and reading span task make a difference?
2009	Walters, J; Bozkurt, N	LANGUAGE TEACHING RESEARCH	The effect of keeping vocabulary notebooks on vocabulary acquisition
2009	Öztürk, B	LINGUA	Incorporating agents
2009	Atay, D; Ece, A	JOURNAL OF LANGUAGE IDENTITY AND EDUCATION	Multiple Identities as Reflected in English-Language Education: The Turkish Perspective
2009	Mumford, S	ELT JOURNAL	An analysis of spoken grammar: the case for production
2009	Nakıpoğlu, M	LINGUA	The semantics of the Turkish accusative marked definites and the relation between prosodic structure and information structure
2009	Koyalan, A	SYSTEM	The evaluation of a self-access centre: A useful addition to class-based teaching?
2009	Küçük, F; Walters, J	ELT JOURNAL	How good is your test?
2010	Durrant, P; Schmitt, N	SECOND LANGUAGE RESEARCH	Adult learners' retention of collocations from exposure
2010	Durrant, P; Doherty, A	CORPUS LINGUISTICS AND LINGUISTIC THEORY	Are high-frequency collocations psychologically real? Investigating the thesis of collocational priming
2010	Arslan, RS; Sahin-Kizil, A	COMPUTER ASSISTED LANGUAGE LEARNING	How can the use of blog software facilitate the writing process of English language learners?

2010	Mathews-Aydimli, J; Elaziz, F	COMPUTER ASSISTED LANGUAGE LEARNING	Turkish students' and teachers' attitudes toward the use of interactive whiteboards in EFL classrooms
2010	Baturay, MH; Daloglu, A	COMPUTER ASSISTED LANGUAGE LEARNING	E-portfolio assessment in an online English language course
2010	Haznedar, B	SECOND LANGUAGE RESEARCH	Transfer at the syntax-pragmatics interface: Pronominal subjects in bilingual Turkish
2010	Erçetin, G	RECALL	Effects of topic interest and prior knowledge on text recall and annotation use in reading a hypermedia text in the L2
2010	Özge, U; Bozsahin, C	LINGUA	Intonation in the grammar of Turkish
2010	Baturay, MH; Daloglu, A; Yıldırım, S	RECALL	Language practice with multimedia supported web-based grammar revision material
2010	Karaman, AC; Tochon, FV	FOREIGN LANGUAGE ANNALS	Worldviews, Criticisms, and the Peer Circle: A Study of the Experiences of a Student Teacher in an Overseas School
2010	Sahinkarakas, S; Yumru, H; Inozu, J	ELT JOURNAL	A case study: two teachers' reflections on the ELP in practice
2010	Bolender, J	LINGUA	Universal grammar as more than a grammatic label
2011	Gün, B	ELT JOURNAL	Quality self-reflection through reflection training
2011	Durrant, P; Mathews-Aydimli, J	ENGLISH FOR SPECIFIC PURPOSES	A function-first approach to identifying formulaic language in academic writing
2011	Alptekin, C; Erçetin, G	TESOL QUARTERLY	Effects of Working Memory Capacity and Content Familiarity on Literal and Inferential Comprehension in L2 Reading
2011	Yılmaz, Y	MODERN LANGUAGE JOURNAL	Task Effects on Focus on Form in Synchronous Computer-Mediated Communication
2011	Yayli, D	JOURNAL OF ENGLISH FOR ACADEMIC PURPOSES	From genre awareness to cross-genre awareness: A study in an EFL context
2011	Daller, MH; Yıldız, C; de Jong, NH; Kan, S; Basbagi, R	INTERNATIONAL JOURNAL OF BILINGUALISM	Language dominance in Turkish-German bilinguals: methodological aspects of measurements in structurally different languages
2011	Yılmaz, Y; Yüksel, D	LANGUAGE TEACHING RESEARCH	Effects of communication mode and salience on recasts: A first exposure study
2011	Esit, Ö	COMPUTER ASSISTED LANGUAGE LEARNING	Your verbal zone: an intelligent computer-assisted language learning program in support of Turkish learners' vocabulary learning
2011	Glover, P	LANGUAGE AWARENESS	Using CEFR level descriptors to raise university students' awareness of their speaking skills
2011	VanPatten, B; Uludag, O	SYSTEM	Transfer of training and processing instruction: From input to output
2011	Neufeld, S; Hancioglu, N; Eldridge, J	SYSTEM	Beware the range in RANGE, and the academic in AWL

2011	Griffiths, C	ELT JOURNAL	The traditional/communicative dichotomy
2011	Koyalán, A; Mumford, S	ENGLISH FOR SPECIFIC PURPOSES	Changes to English as an Additional Language writers' research articles: From spoken to written register
2011	Peçenek, D	INTERNATIONAL JOURNAL OF BILINGUALISM	A longitudinal study of two boys' experiences of acquiring Italian as a second language: the influence of age
2012	Yılmaz, Y	LANGUAGE LEARNING	The Relative Effects of Explicit Correction and Recasts on Two Target Structures via Two Communication Modes
2012	Rehbein, J; ten Thije, JD; Verschik, A	INTERNATIONAL JOURNAL OF BILINGUALISM	Lingua receptiva (LaRa) - remarks on the quintessence of receptive multilingualism
2012	Uysal, HH	VIAL-VIGO INTERNATIONAL JOURNAL OF APPLIED LINGUISTICS	Argumentation across L1 and L2 Writing: Exploring Cultural Influences and Transfer Issues
2012	Walters, J	LANGUAGE ASSESSMENT QUARTERLY	Aspects of Validity of a Test of Productive Vocabulary: Lex30
2012	Elgün-Gündüz, Z; Akcan, S; Bayyurt, Y	LANGUAGE CULTURE AND CURRICULUM	Isolated form-focused instruction and integrated form-focused instruction in primary school English classrooms in Turkey
2012	Uludag, O; Vanpatten, B	IRAL-INTERNATIONAL REVIEW OF APPLIED LINGUISTICS IN LANGUAGE TEACHING	The comparative effects of processing instruction and dictogloss on the acquisition of the English passive by speakers of Turkish
2012	Sagin-Simsek, C; König, W	INTERNATIONAL JOURNAL OF BILINGUALISM	Receptive multilingualism and language understanding: Intelligibility of Azerbaijani to Turkish speakers
2012	Griffiths, C	ELT JOURNAL	Focus on the teacher
2012	Yılmaz, S; Akcan, S	ELT JOURNAL	Implementing the European Language Portfolio in a Turkish context
2012	Marti, L	SYSTEM	Tangential floor in a classroom setting
2012	Uçkun, B	SYSTEM	Awareness of verb subcategorization probabilities with polysemous verbs: The second language situation
2012	Yigitoglu, N; Reichelt, M	JOURNAL OF SECOND LANGUAGE WRITING	Teaching Turkish and Turkish-language writing in the US: A descriptive report
2012	Bal, M	ENGLISH TEACHING-PRACTICE AND CRITIQUE	English language and literature in the post-war Bosnia and Herzegovina: Challenges and experiences of a transcultural academic adaptation
2012	Unlu, EA; Hatipoglu, Ç	SYSTEM	The acquisition of the copula be in present simple tense in English by native speakers of Russian

2013	Sert, O; Walsh, S	LANGUAGE AND EDUCATION	The interactional management of claims of insufficient knowledge in English language classrooms
2013	Kirkci, B; Clahsen, H	BILINGUALISM-LANGUAGE AND COGNITION	Inflection and derivation in native and non-native language processing: Masked priming experiments on Turkish
2013	Eröz-Tuga, B	ELT JOURNAL	Reflective feedback sessions using video recordings
2013	Aydin, S	COMPUTER ASSISTED LANGUAGE LEARNING	Teachers' perceptions about the use of computers in EFL teaching and learning: the case of Turkey
2013	Satar, HM	RECALL	Multimodal language learner interactions via desktop videoconferencing within a framework of social presence: Gaze
2013	Erçetin, G; Alptekin, C	APPLIED PSYCHOLINGUISTICS	The explicit/implicit knowledge distinction and working memory: Implications for second-language reading comprehension
2013	Ortaçtepe, D	JOURNAL OF LANGUAGE IDENTITY AND EDUCATION	This Is Called Free-Falling Theory not Culture Shock!: A Narrative Inquiry on Second Language Socialization
2013	Nergis, A	JOURNAL OF ENGLISH FOR ACADEMIC PURPOSES	Exploring the factors that affect reading comprehension of EAP learners
2013	Durrant, P	CORPUS LINGUISTICS AND LINGUISTIC THEORY	Formulaicity in an agglutinating language: the case of Turkish
2013	Celik, S	COMPUTER ASSISTED LANGUAGE LEARNING	Internet-assisted technologies for English language teaching in Turkish universities
2013	Ortaçtepe, D	SYSTEM	Formulaic language and conceptual socialization: The Route to becoming native-like in L2
2013	Yürekli, A	ELT JOURNAL	The six-category intervention analysis: a classroom observation reference
2013	Alptekin, C	LANGUAGE CULTURE AND CURRICULUM	English as a lingua franca through a usage-based perspective: merging the social and the cognitive in language use
2013	Oral, Y	JOURNAL OF LANGUAGE IDENTITY AND EDUCATION	The Right Things Are What I Expect Them to Do: Negotiation of Power Relations in an English Classroom
2013	Çetin, Y; Flamand, L	ELT JOURNAL	Posters, self-directed learning, and L2 vocabulary acquisition
2013	Ziegler, G; Durus, N; Sert, O	TESOL QUARTERLY	Plurilingual Repertoires in the ESL Classroom: The Case of the European School
2013	Bassac, C; Cicek, M	LINGUA	On the derivation of nominals in -(y)Is and -mE in Turkish
2014	Aydin, Z; Yildiz, S	LANGUAGE LEARNING & TECHNOLOGY	USING WIKIS TO PROMOTE COLLABORATIVE EFL WRITING
2014	Cabaroglu, N	SYSTEM	Professional development through action research: Impact on self-efficacy
2014	Erten, IH; Burden, RL	SYSTEM	The relationship between academic self-concept, attributions, and L2 achievement

2014	Türk, E; Erçetin, G	COMPUTER ASSISTED LANGUAGE LEARNING SYSTEM	Effects of interactive versus simultaneous display of multimedia glosses on L2 reading comprehension and incidental vocabulary learning
2014	Kaypak, E; Ortaçtepe, D	SYSTEM	Language learner beliefs and study abroad: A study on English as a lingua franca (ELF)
2014	Aydin, S	SYSTEM	Foreign language learners' interactions with their teachers on Facebook
2014	Qin, JJ	SYSTEM	Use of formulaic bundles by non-native English graduate writers and published authors in applied linguistics
2014	Sali, P	SYSTEM	An analysis of the teachers' use of L1 in Turkish EFL classrooms
2014	Buckingham, L	TESOL QUARTERLY	Building a Career in English: Users of English as an Additional Language in Academia in the Arabian Gulf
2014	Yigitoglu, N; Belcher, D	SYSTEM	Exploring L2 writing teacher cognition from an experiential perspective: The role learning to write may play in professional beliefs and practices
2014	Yüksel, D; Inan, B	RECALL	The effects of communication mode on negotiation of meaning and its noticing
2014	Arik, BT; Arik, E	ENGLISH TODAY	The role and status of English in Turkish higher education
2014	Oxford, RL; Griffiths, C; Longhini, A; Cohen, AD; Macaro, E; Harris, V	SYSTEM	Experts' personal metaphors and similes about language learning strategies
2014	Alptekin, C; Özemir, O; Erçetin, G	MODERN LANGUAGE JOURNAL	Effects of Variations in Reading Span Task Design on the Relationship Between Working Memory Capacity and Second Language Reading
2014	Griffiths, C; Oxford, RL; Kawai, Y; Kawai, C; Park, YY; Ma, XM; Meng, YR; Yang, ND	SYSTEM	Focus on context: Narratives from East Asia
2014	Rehbein, J; Romaniuk, O	APPLIED LINGUISTICS REVIEW	How to check understanding across languages. An introduction into the Pragmatic Index of Language Distance (PILaD) usable to measure mutual understanding in receptive multilingualism, illustrated by conversations in Russian, Ukrainian and Polish
2014	Cedden, G; Simsek, CS	INTERNATIONAL JOURNAL OF BILINGUALISM	The impact of a third language on executive control processes
2014	Gürer, A	LINGUA	Adjectival participles in Turkish
2014	Yigitoglu, N; Reichelt, M	LANGUAGE AWARENESS	Using a genre-based approach for writing instruction in a less-commonly-taught language
2014	Sagin-Simsek, Ç	APPLIED LINGUISTICS REVIEW	Receptive multilingualism in Turkish-Turkmen academic counseling sessions
2014	Aye, GC; Balçilar, M; Gupta, R; Jooste, C; Miller, SM; Özdemir, ZA	LANGUAGE TESTING	Fiscal Policy Shocks and the Dynamics of Asset Prices: The South African Experience
2015	Duman, G; Orhon, G; Gedik, N	RECALL	Research trends in mobile assisted language learning from 2000 to 2012

2015	Sifakis, NC; Bayyurt, Y	WORLD ENGLISHES	Insights from ELF and WE in teacher training in Greece and Turkey
2015	Cohen, AD; Griffiths, C	TESOL QUARTERLY	Revisiting LLS Research 40 Years Later
2015	Griffiths, C	ELT JOURNAL	What have we learnt from 'good language learners'?
2015	Çandarlı, D; Bayyurt, Y; Marti, L	JOURNAL OF ENGLISH FOR ACADEMIC PURPOSES	Authorial presence in L1 and L2 novice academic writing: Cross-linguistic and cross-cultural perspectives
2015	Kozan, K; Erçetin, G; Richardson, JC	SYSTEM	Input modality and working memory: Effects on second language text comprehension in a multimedia learning environment
2015	Kiliçkaya, F	COMPUTER ASSISTED LANGUAGE LEARNING	Computer-based grammar instruction in an EFL context: improving the effectiveness of teaching adverbial clauses
2015	Prevo, MJL; Malda, M; Emmen, RAG; Yeniad, N; Mesman, J	LANGUAGE LEARNING	A Context-Dependent View on the Linguistic Interdependence Hypothesis: Language Use and SES as Potential Moderators
2015	Ortactepe, D	JOURNAL OF LANGUAGE IDENTITY AND EDUCATION	EFL Teachers' Identity (Re)Construction as Teachers of Intercultural Competence: A Language Socialization Approach
2015	McDonough, K; Fulga, A	LANGUAGE LEARNING	The Detection and Primed Production of Novel Constructions
2015	Aksu-Koç, A; Nicolopoulou, A	LINGUA	Character reference in young children's narratives: A crosslinguistic comparison of English, Greek, and Turkish
2015	Sarandi, H	LANGUAGE TESTING	Reexamining elicited imitation as a measure of implicit grammatical knowledge and beyond....?
2015	Sarılar, A; Matthews, D; Küntay, AC	APPLIED PSYCHOLINGUISTICS	Hearing relative clauses boosts relative clause usage (and referential clarity) in young Turkish language learners
2015	Soruç, A; Griffiths, C	SYSTEM	Identity and the spoken grammar dilemma
2015	Rathert, S; Okan, Z	ELT JOURNAL	Writing for publication as a tool in teacher development
2015	Antonova-Ünlü, E; Sagin-Simsek, Ç	INTERNATIONAL JOURNAL OF BILINGUALISM	The use of verbal morphology in Turkish as a third language: The case of Russian-English-Turkish trilinguals
2015	Gürel, A	INTERNATIONAL JOURNAL OF BILINGUALISM	First language attrition of constraints on wh-scrambling: Does the second language have an effect?
2015	Ozkose-Biyik, C; Meskill, C	TESOL QUARTERLY	Plays Well With Others: A Study of EFL Learner Reciprocity in Action
2015	Westbrook, C; Holt, P	JOURNAL OF ENGLISH FOR ACADEMIC PURPOSES	Addressing the problem of outside assistance in pre-sessional writing assessments
2016	Baser, D; Kopcha, TJ; Ozden, MY	COMPUTER ASSISTED LANGUAGE LEARNING	Developing a technological pedagogical content knowledge (TPACK) assessment for preservice teachers learning to teach English as a foreign language

2016	Seker, M	LANGUAGE TEACHING RESEARCH	The use of self-regulation strategies by foreign language learners and its role in language achievement
2016	Aarts, R; Demir-Vegter, S; Kurvers, J; Henrichs, L	LANGUAGE LEARNING	Academic Language in Shared Book Reading: Parent and Teacher Input to Mono- and Bilingual Preschoolers
2016	Yalçın, S; Spada, N	STUDIES IN SECOND LANGUAGE ACQUISITION	LANGUAGE APTITUDE AND GRAMMATICAL DIFFICULTY: An EFL Classroom-Based Study
2016	Mavis, I; Tunçer, M; Gagarina, N	APPLIED PSYCHOLINGUISTICS	Macrostructure components in narrations of Turkish-German bilingual children
2016	Satar, HM	RECALL	Meaning-making in online language learner interactions via desktop videoconferencing
2016	Selvi, AF	ENGLISH TODAY	English as the language of marketspeak: Reflections from the Linguistic Landscape of Turkey
2016	Akoglu, G; Yagmur, K	INTERNATIONAL JOURNAL OF BILINGUAL EDUCATION AND BILINGUALISM	First-language skills of bilingual Turkish immigrant children growing up in a Dutch submersion context
2016	Öztürk, B; Taylan, EE	LINGUA	Possessive constructions in Turkish
2016	Aydin, S	COMPUTER ASSISTED LANGUAGE LEARNING	WebQuests as language-learning tools
2016	Fulga, A; McDonough, K	APPLIED PSYCHOLINGUISTICS	The impact of first language background and visual information on the effectiveness of low-variability input
2016	Townley, A; Jones, A	ENGLISH FOR SPECIFIC PURPOSES	The role of emails and covering letters in negotiating a legal contract: A case study from Turkey
2016	Sahin, I; Yildirim, A	ELT JOURNAL	Transforming professional learning into practice
2016	Yalçın, S; Çerçen, S; Erçetin, G	LANGUAGE AWARENESS	The relationship between aptitude and working memory: an instructed SLA context
2016	Sarandi, H	TESOL QUARTERLY	Oral Corrective Feedback: A Question of Classification and Application
2016	Polat, N; Cepik, S	TESOL QUARTERLY	An Exploratory Factor Analysis of the Sheltered Instruction Observation Protocol as an Evaluation Tool to Measure Teaching Effectiveness
2016	Selvi, AF; Martin-Beltrán, M	SYSTEM	Teacher-learners' engagement in the reconceptualization of second language acquisition knowledge through inquiry
2016	Dikilitas, K; Mumford, SE	ELT JOURNAL	Supporting the writing up of teacher research: peer and mentor roles
2016	Tosun, S; Vaid, J	APPLIED PSYCHOLINGUISTICS	Making a story make sense: Does evidentiality matter in discourse coherence?
2017	Adnan, M	COMPUTER ASSISTED LANGUAGE LEARNING	Perceptions of senior-year ELT students for flipped classroom: a materials development course
2017	Sert, O	SYSTEM	Creating opportunities for L2 learning in a prediction activity
2017	Balaman, U; Sert, O	COMPUTER ASSISTED LANGUAGE LEARNING	Development of L2 interactional resources for online collaborative task accomplishment

2017	Özdemir, E	COMPUTER ASSISTED LANGUAGE LEARNING SYSTEM	Promoting EFL learners' intercultural communication effectiveness: a focus on Facebook
2017	Buckingham, L; Alpaslan, RS	LANGUAGE POLICY	Promoting speaking proficiency and willingness to communicate in Turkish young learners of English through asynchronous computer-mediated practice
2017	Gonçalves, K; Schluter, A	CORPUS LINGUISTICS AND LINGUISTIC THEORY	Please do not leave any notes for the cleaning lady, as many do not speak English fluently: policy, power, and language brokering in a multilingual workplace
2017	Hedberg, N; Sosa, JM; Görgülü, E	JOURNAL OF ENGLISH FOR ACADEMIC PURPOSES	The meaning of intonation in yes-no questions in American English: A corpus study
2017	Buckingham, L; Aktug-Ekinci, D	ELT JOURNAL	Interpreting coded feedback on writing: Turkish EFL students' approaches to revision
2017	Illés, É; Akcan, S	APPLIED LINGUISTICS	Bringing real-life language use into EFL classrooms
2017	Ayçiçeği-Dinn, A; Sisman-Bal, S; Caldwell-Harris, CL	LANGUAGE TESTING	Does Attending an English-Language University Diminish Abilities in the Native Language? Data from Turkey
2017	Ertürk, NO; Mumford, SE	RECALL	Understanding test-takers' perceptions of difficulty in EAP vocabulary tests: The role of experiential factors
2018	Çiftçi, EY; Savas, P	ELT JOURNAL	The role of telecollaboration in language and intercultural learning: A synthesis of studies published between 2010 and 2015
2018	Soruç, A; Griffiths, C	RECALL	English as a medium of instruction: students' strategies
2018	Çakmak, F; Erçetin, G	RECALL	Effects of gloss type on text recall and incidental vocabulary learning in mobile-assisted L2 listening
2018	Sert, O; Balaman, U	RECALL	Orientations to negotiated language and task rules in online L2 interaction
2018	Adnan, M	RECALL	Professional development in the transition to online teaching: The voice of entrant online instructors
2018	Dikilitas, K; Yayli, D	ELT JOURNAL	Teachers' professional identity development through action research
2018	Bostancıoğlu, A; Handley, Z	COMPUTER ASSISTED LANGUAGE LEARNING	Developing and validating a questionnaire for evaluating the EFL Total PACKAGE: Technological Pedagogical Content Knowledge (TPACK) for English as a Foreign Language (EFL)
2018	Satar, HM; Akcan, S	LANGUAGE LEARNING & TECHNOLOGY	Pre-service EFL teachers' online participation, interaction, and social presence
2018	Isik-Tas, EE	ENGLISH FOR SPECIFIC PURPOSES	Authorial identity in Turkish language and English language research articles in Sociology: The role of publication context in academic writers' discourse choices
2018	Kızıl, AS; Savran, Z	COMPUTER ASSISTED LANGUAGE LEARNING	Assessing self-regulated learning: The case of vocabulary learning through information and communication technologies
2018	Shiu, LJ; Yalçın, S; Spada, N	SYSTEM	Exploring second language learners' grammaticality judgment performance in relation to task design features

2018	Balaman, U	LANGUAGE LEARNING & TECHNOLOGY	Task-induced development of hinting behaviors in online task-oriented L2 interaction
2018	Ögevik, MC	IRAL-INTERNATIONAL REVIEW OF APPLIED LINGUISTICS IN LANGUAGE TEACHING	The comparative effectiveness of noticing in language learning
2018	Ünlü, EA; Wei, L	INTERNATIONAL JOURNAL OF BILINGUALISM	Examining the effect of reduced input on language development: The case of gender acquisition in Russian as a non-dominant and dispreferred language by a bilingual Turkish-Russian child
2018	Ünlü, EA; Simsek, ÇS	LINGUA	Testing the impact of formal interpreting training on working memory capacity: Evidence from Turkish-English students-interpreters
2018	Inözü, J	APPLIED LINGUISTICS REVIEW	Drawings are talking: Exploring language learners' beliefs through visual narratives
2018	Geçkin, V; Thornton, R; Crain, S	LANGUAGE ACQUISITION	Children's interpretation of disjunction in negative sentences: A comparison of Turkish and German
2018	Uzum, B; Yazan, B; Selvi, AF	LANGUAGE TEACHING RESEARCH	Inclusive and exclusive uses of we in four American textbooks for multicultural teacher education
2018	Aydinli, J; Ortaçtepe, D	LANGUAGE TEACHING	Selected research in applied linguistics and English language teaching in Turkey: 2010-2016
2018	Tülüce, HS; Çeçen, S	ELT JOURNAL	The use of video in microteaching: affordances and constraints
2018	Bayyurt, Y	WORLD ENGLISHES	Issues of intelligibility in world Englishes and EIL contexts
2018	Aslan, O; Gunal, S; Dincer, BT	LINGUA	A computational morphological lexicon for Turkish: TrLex
2018	Isik-Tas, EE	JOURNAL OF ENGLISH FOR ACADEMIC PURPOSES	Nominal stance construction in IELTS tests
2018	Eickhoff, L; De Costa, PI	ELT JOURNAL	Collaborative teaching reflection: insights into a globalized partnership
2018	Kahraman, H; Pipes, A	ANNUAL REVIEW OF APPLIED LINGUISTICS	Experiences of International Language Teachers at a Turkish University
2019	Bayram, F; Rothman, J; Iverson, M; Kupisch, T; Miller, D; Puig-Mayenco, E; Westergaard, M	INTERNATIONAL JOURNAL OF BILINGUAL EDUCATION AND BILINGUALISM	Differences in use without deficiencies in competence: passives in the Turkish and German of Turkish heritage speakers in Germany
2019	Chukharev-Hudilainen, E; Saricaoglu, A; Torrance, M; Feng, HH	STUDIES IN SECOND LANGUAGE ACQUISITION	COMBINED DEPLOYABLE KEYSTROKE LOGGING AND EYETRACKING FOR INVESTIGATING L2 WRITING FLUENCY

2019	Kastenbaum, JG; Bedore, LM; Peña, ED; Sheng, L; Mavis, J; Sebastian-Vaytadden, R; Rangamani, G; Valilla-Rohter, S; Kiran, S	BILINGUALISM-LANGUAGE AND COGNITION	The influence of proficiency and language combination on bilingual lexical access
2019	Gönen, SIK	COMPUTER ASSISTED LANGUAGE LEARNING RECALL	A qualitative study on a situated experience of technology integration: reflections from pre-service teachers and students
2019	Saricaoglu, A	JOURNAL OF ENGLISH FOR ACADEMIC PURPOSES	The impact of automated feedback on L2 learners' written causal explanations
2019	Alfinmakas, D; Bayyurt, Y	TESOL QUARTERLY	An exploratory study on factors influencing undergraduate students' academic writing practices in Turkey
2019	Sydorenko, T; Hellermann, J; Thorne, SL; Howe, V	JOURNAL OF LANGUAGE IDENTITY AND EDUCATION	Mobile Augmented Reality and Language-Related Episodes
2019	Rudolph, N; Selvi, AF; Yazan, B	JOURNAL OF ENGLISH FOR ACADEMIC PURPOSES	Destabilizing Critical Assumptions in (English) Language Teaching: An Introduction
2019	Can, T; Cangir, H	LANGUAGE TESTING	A corpus-assisted comparative analysis of self-mention markers in doctoral dissertations of literary studies written in Turkey and the UK
2019	O'Grady, S	JOURNAL OF ENGLISH FOR ACADEMIC PURPOSES	The impact of pre-task planning on speaking test performance for English-medium university admission
2019	Marti, L; Yilmaz, S; Bayyurt, Y	LANGUAGE CULTURE AND CURRICULUM	Reporting research in applied linguistics: The role of nativeness and expertise
2019	Gürsoy, E; Ertasoglu, LD	LANGUAGE TESTING	Syrian refugees' perception of barriers and bridges towards integration into Turkish society
2019	Can Daskin, N; Hatipoglu, C	SECOND LANGUAGE RESEARCH	Reference to a past learning event as a practice of informal formative assessment in L2 classroom interaction
2019	Jacob, G; Safak, DF; Demir, O; Kirkici, B	APPLIED LINGUISTICS REVIEW	Preserved morphological processing in heritage speakers: A masked priming study on Turkish
2019	Unlu, EA	RECALL	Pinpointing the role of the native language in L2 learning: Acquisition of spatial prepositions in English by Russian and Turkish native speakers
2019	Bakla, A		A mixed-methods study of tailor-made animated cartoons in teaching punctuation in EFL writing

2019	Salli, A	INTERNATIONAL JOURNAL OF BILINGUALISM	Role of motivation and attitude: Learning Turkish and Greek in Cyprus
2019	Simsek, ÇS; Ünlü, EA	INTERNATIONAL JOURNAL OF BILINGUALISM	A hearer-based analysis of Turkish-Azerbaijani receptive multilingual communication
2019	Raman, Y; Çavusoglu, Ç	SYSTEM LINGUA	I want to shout like a man: Gendered discourses among EFL teachers
2019	Isik-Tas, EE; Sagin-Simsek, Ç	INTERNATIONAL JOURNAL OF BILINGUALISM	A corpus-based study of evidentials in the Turkish Cypriot dialect
2019	Antonova-Ünlü, E	INTERNATIONAL JOURNAL OF BILINGUALISM	Syntax-pragmatic and morphology-pragmatic interfaces in sequential bilingual language acquisition: The case of Russia-Turkish and English-Turkish bilingual children
2019	Çabuk, S	INTERNATIONAL JOURNAL OF BILINGUALISM	A note on the contact between Kurmanji Kurdish and Turkish at lexical and morphological level
2019	Cedden, G; Aydın, Ö	INTERNATIONAL JOURNAL OF BILINGUALISM	Do non-native languages have an effect on word order processing in first language Turkish?
2019	Yildirim, R; Orsdemir, E	ELT JOURNAL	Through the eyes of young EFL learners: learning with student teachers
2019	Akkus, M	INTERNATIONAL JOURNAL OF BILINGUALISM	A note on language contact: Laz language in Turkey
2019	Haznedar, B	INTERNATIONAL JOURNAL OF BILINGUALISM	Morpho-syntactic properties of simultaneous bilingualism: Evidence from bilingual English-Turkish
2019	Sofu, H; Çubukçu, H	INTERNATIONAL JOURNAL OF BILINGUALISM	A note on Turkish-Arabic contact at phonological level
2020	Curle, S; Yuksel, D; Soruç, A; Altay, M	SYSTEM	Predictors of English Medium Instruction academic success: English proficiency versus first language medium
2020	Üzüm, B; Akayoglu, S; Yazan, B	RECALL	Using telecollaboration to promote intercultural competence in teacher training classrooms in Turkey and the USA
2020	Galante, A; Okubo, K; Cole, C; Elkader, NA; Carozza, N; Wilkinson, C; Wotton, C; Vasic, J	TESOL QUARTERLY	English-Only Is Not the Way to Go: Teachers' Perceptions of Plurilingual Instruction in an English Program at a Canadian University

2020	Asik, A; Köse, S; Eksi, GY; Seferoglu, G; Pereira, R; Ekiert, M	COMPUTER ASSISTED LANGUAGE LEARNING	ICT integration in English language teacher education: insights from Turkey, Portugal and Poland
2020	Sahan, K	ELT JOURNAL	ELF interactions in English-medium engineering classrooms
2020	Schmid, MS; Karayayla, T	LANGUAGE LEARNING	The Roles of Age, Attitude, and Use in First Language Development and Attrition of Turkish-English Bilinguals
2020	Bakla, A	LANGUAGE LEARNING & TECHNOLOGY	A mixed-methods study of feedback modes in EFL writing
2020	Kiliçkaya, F	COMPUTER ASSISTED LANGUAGE LEARNING	Learners' perceptions of collaborative digital graphic writing based on semantic mapping
2020	Karaca, M; Inan, S	ASSESSING WRITING	A measure of possible sources of demotivation in L2 writing: A scale development and validation study
2020	Sahan, Ö; Razi, S	LANGUAGE TESTING	Do experience and text quality matter for raters' decision-making behaviors?
2020	Dikilitas, K; Mumford, SE	SYSTEM	Preschool English teachers gaining bilingual competencies in a monolingual context
2020	Loewen, S; Göntülal, T; Isbell, DR; Ballard, L; Crowther, D; Lim, J; Maloney, J; Tigchelaar, M	STUDIES IN SECOND LANGUAGE ACQUISITION	HOW KNOWLEDGEABLE ARE APPLIED LINGUISTICS AND SLA RESEARCHERS ABOUT BASIC STATISTICS? DATA FROM NORTH AMERICA AND EUROPE
2020	Antonova-Unlu, E; Wei, L	LINGUA	Examining possible sources of L2 divergence at the pragmatics interface: Turkish accusative in the end-state grammar of L1 Russian and L1 English users of L2 Turkish
2020	Deniz, EB; Kemaloglu-Er, E; Ozkan, Y	ELT JOURNAL	ELF-aware pre-service teacher education: practices and perspectives
2020	Kuo, LJ; Ku, YM; Chen, Z; Gezer, MU	INTERNATIONAL JOURNAL OF BILINGUALISM	The relationship between input and literacy and metalinguistic development: A study with Chinese-English bilinguals
2020	Yalcin, S; Bayyurt, Y; Alahdab, BR	ELT JOURNAL	Triggering effect of CLIL practice on English as a lingua franca awareness
2020	Güngör, F; Uysal, HH	LINGUA	Lexical bundle use and crosslinguistic influence in academic texts
2020	Turan, D; Antonova-Ünlü, E; Sagin-Simsek, Ç; Akkus, M	INTERNATIONAL JOURNAL OF BILINGUALISM	Looking for contact-induced language change: Converbs in heritage Turkish
2020	Artunç, EK; Hart, DO	SYSTEM	Interactional competence in paired speaking tests: A study on proficiency-based pairings
2020	Arik, BT	WORLD ENGLISHES	English in Turkey: A sociolinguistic profile
2020	Börekeci, R; Aydin, S	COMPUTER ASSISTED LANGUAGE LEARNING	Foreign language teachers' interactions with their students on Facebook
2020	Sert, O; Asik, A	APPLIED LINGUISTICS REVIEW	A corpus linguistic investigation into online peer feedback practices in CALL teacher education

2020	Gracamin-Yukse, M; Lago, S; Safak, DF; Demir, O; Kirkici, B	SECOND LANGUAGE RESEARCH	The interpretation of syntactically unconstrained anaphors in Turkish heritage speakers
2020	Dursun, A; Morris, JK; Unaldi, A	ASSESSING WRITING	Designing proficiency-oriented performance tasks for the 21st-century workplace written communication: An evidence-centered design approach
2020	Lay, KJ; Yavuz, MA	LANGUAGE LEARNING & TECHNOLOGY	Data-driven learning of academic lexical bundles below the C1 level
2020	Callies, M; Simsek, T	INTERNATIONAL JOURNAL OF CORPUS LINGUISTICS	Corpus Linguistics for English Teachers: New Tools, Online Resources, and Classroom Activities
2020	Gürel, A	SECOND LANGUAGE RESEARCH	Is there a paradox in adult L1 grammatical attrition?
2020	Gürer, A	LINGUA	Karachay-Balkar relative clauses: Implications for a special type of genitive/nominative alternation
2020	Unlu, Z; Kulekci, E	APPLIED LINGUISTICS REVIEW	Reflective practice tools in ESL: Two retrospective evaluations
2021	Ergün, ALP; Dewaele, JM	SYSTEM	Do well-being and resilience predict the Foreign Language Teaching Enjoyment of teachers of Italian?
2021	Kamasak, R; Sahan, K; Rose, H	JOURNAL OF ENGLISH FOR ACADEMIC PURPOSES	Academic language-related challenges at an English-medium university
2021	Hava, K	COMPUTER ASSISTED LANGUAGE LEARNING	Exploring the role of digital storytelling in student motivation and satisfaction in EFL education
2021	Soruç, A; Altay, M; Curle, S; Yuksel, D	SYSTEM	Students' academic language-related challenges in English Medium Instruction: The role of English proficiency and language gain
2021	Kocabas-Gedik, P; Hart, DO	JOURNAL OF LANGUAGE IDENTITY AND EDUCATION	It's Not Like That at All: A Poststructuralist Case Study on Language Teacher Identity and Emotional Labor
2021	Atak, N; Saricaoğlu, A	ASSESSING WRITING	Syntactic complexity in L2 learners' argumentative writing: Developmental stages and the within-genre topic effect
2021	Saricaoğlu, A; Bilki, Z	RECALL	Voluntary use of automated writing evaluation by content course students
2021	Toprak, TE; Cakir, A	LANGUAGE TESTING	Examining the L2 reading comprehension ability of adult ELLs: Developing a diagnostic test within the cognitive diagnostic assessment framework
2021	Varol, B; Erçetin, G	COMPUTER ASSISTED LANGUAGE LEARNING	Effects of gloss type, gloss position, and working memory capacity on second language comprehension in electronic reading
2021	Balaman, U	TESOL QUARTERLY	The Interactional Organization of Video-Mediated Collaborative Writing: Focus on Repair Practices

2021	Sak, M	FOREIGN LANGUAGE ANNALS	Understanding the role of personality in explaining L2 learners' DMC disposition
2021	Sydorenko, T; Thorne, SL; Hellermann, J; Sanchez, A; Howe, V	MODERN LANGUAGE JOURNAL	Localized Globalization: Directives in Augmented Reality Game Interaction
2021	Uztosun, MS	FOREIGN LANGUAGE ANNALS	Foreign language speaking competence and self-regulated speaking motivation
2021	Nergis, A	LINGUA	Can explicit instruction of formulaic sequences enhance L2 oral fluency?
2021	Gray, R	SYSTEM	Multimodality in the classroom presentation genre: Findings from a study of Turkish psychology undergraduate talks
2021	Kahraman, H; Kirkici, B	APPLIED PSYCHOLINGUISTICS	Letter transpositions and morphemic boundaries in the second language processing of derived words: An exploratory study of individual differences
2021	Karaca, M; Uysal, HH	ASSESSING WRITING	The development and validation of an inventory on English writing teacher beliefs
2021	Sendur, KA; van Boxtel, C; van Drie, J	ENGLISH FOR SPECIFIC PURPOSES	Undergraduate L2 students' performance when evaluating historical sources for reliability
2021	Selvi, AF; Kocaman, C	JOURNAL OF LANGUAGE IDENTITY AND EDUCATION	(Mis-/Under-)Representations of Gender and Sexuality in Locally-Produced ELT Materials
2021	Rathert, S; Cabaroglu, N	LANGUAGE TEACHING RESEARCH	Teachers as slaves or masters to their coursebooks: An in-depth study on two English language teachers' coursebook utilization
2021	Mumford, S; Atay, D	ASSESSING WRITING	Teachers? perspectives on the causes of rater discrepancy in an English for Academic Purposes context
2021	Saricaoglu, A; Bilki, Z; Plakans, L	JOURNAL OF ENGLISH FOR ACADEMIC PURPOSES	Syntactic complexity in learner-generated research paper introductions: Rhetorical functions and level of move/step realization
2021	Heron, M; Dippold, D; Hosein, A; Sullivan, AK; Aksit, T; Aksit, N; Doubleday, J; McKeown, K	LANGUAGE AND EDUCATION	Talking about talk: tutor and student expectations of oracy skills in higher education
2021	Inal, D; Bayyurt, Y; Özturhan, M; Bektas, S	WORLD ENGLISHES	Multilingualism in the linguistic landscape of Istanbul
2021	Mergen, F; Kuruoglu, G	INTERNATIONAL JOURNAL OF BILINGUALISM	Lateralization of lexical processing in monolinguals and bilinguals
2021	Yakut, I; Genç, B; Bada, E	JOURNAL OF ENGLISH FOR ACADEMIC PURPOSES	Epicene pronoun usage in the social sciences: The case of research articles

2021	Ustuk, Ö; Van Gorp, K	TESOL QUARTERLY	Putting Process Drama in Practice With TBLT Principles: TESOL in Action
2021	Antonova-Unlu, E; Wei, L; Kaya-Soykan, D	INTERNATIONAL JOURNAL OF BILINGUALISM	Interfaces in the returnees' heritage language: Is the complete (re-)activation possible?
2021	Cangir, H; Durrant, P	LINGUA	Cross-linguistic collocational networks in the L1 Turkish-L2 English mental lexicon
2021	Duman, SK; Yalçın, S; Erçetin, G	ANNUAL REVIEW OF APPLIED LINGUISTICS	Working memory and language aptitude in relation to listening strategy instruction in an instructed SLA context
2021	Karatas, NB; Özemir, O; Lovelett, JT; Demir, B; Erkol, K; Verissimo, J; Erçetin, G; Ullman, MT	LANGUAGE TEACHING RESEARCH	Improving second language vocabulary learning and retention by leveraging memory enhancement techniques: A multidomain pedagogical approach
2021	Sakalli, B; Kunt, N	FOREIGN LANGUAGE ANNALS	Internationalism, migration, and education: Pluralistic disposition in multilingual and multicultural contact zones-Turkish Republic of Northern Cyprus
2021	Özdinç, Ö	INTERNATIONAL JOURNAL OF BILINGUALISM	Retention of televised advertising in L2: An experiment with Chinese-English bilinguals
2021	Uzun, K	ASSESSING WRITING	Performance prediction strengths of noun and verb phrases in L2 writing: Comparison of density and complexity variables
2021	Peker, BG; Erdemir, N	ELT JOURNAL	Does compensation strategy instruction work? An action research study
2022	Yılmaz, RM; Topu, FB; Tulgar, AT	COMPUTER ASSISTED LANGUAGE LEARNING	An examination of the studies on foreign language teaching in pre-school education: a bibliometric mapping analysis
2022	Tanrikulu, F	COMPUTER ASSISTED LANGUAGE LEARNING	Students' perceptions about the effects of collaborative digital storytelling on writing skills
2022	Soruç, A; Pawlak, M; Yüksel, D; Horzum, B	SYSTEM	Investigating the impact of linguistic and non-linguistic factors on EMI academic success
2022	Erdemir, E; Brutt-Griffler, J	INTERNATIONAL JOURNAL OF BILINGUAL EDUCATION AND BILINGUALISM	Vocabulary Development Through Peer Interactions in Early Childhood: A Case Study of an Emergent Bilingual Child in Preschool
2022	Plonsky, L; Sudina, E; Teimouri, Y	LANGUAGE TEACHING	Language learning and emotion
2022	Kiliçkaya, F	COMPUTER ASSISTED LANGUAGE LEARNING	Pre-service language teachers' online written corrective feedback preferences and timing of feedback in computer-supported L2 grammar instruction
2022	Goksu, I; Ozkaya, E; Gunduz, A	COMPUTER ASSISTED LANGUAGE LEARNING	The content analysis and bibliometric mapping of CALL journal
2022	Karakaya, K; Bozkurt, A	SYSTEM	Mobile-assisted language learning (MALL) research trends and patterns through bibliometric analysis: Empowering language learners through ubiquitous educational technologies

2022	Yüksel, HG; Mercanoglu, HG; Yilmaz, MB	COMPUTER ASSISTED LANGUAGE LEARNING	COMPUTER ASSISTED LANGUAGE LEARNING	Digital flashcards vs. wordlists for learning technical vocabulary
2022	Sad, SN; Özer, N; Yakar, Ü; Öztürk, F	COMPUTER ASSISTED LANGUAGE LEARNING	COMPUTER ASSISTED LANGUAGE LEARNING	Mobile or hostile? Using smartphones in learning English as a foreign language I
2022	Han, T; Sari, E	COMPUTER ASSISTED LANGUAGE LEARNING	COMPUTER ASSISTED LANGUAGE LEARNING	An investigation on the use of automated feedback in Turkish EFL students' writing classes
2022	Can, I; Silman-Karanfil, L	ELT JOURNAL	ELT JOURNAL	Insights into emergency remote teaching in EFL
2022	Demir, Y; Kartal, G	STUDIES IN SECOND LANGUAGE ACQUISITION	STUDIES IN SECOND LANGUAGE ACQUISITION	MAPPING RESEARCH ON L2 PRONUNCIATION A BIBLIOMETRIC ANALYSIS
2022	Teimouri, Y; Tabandeh, F; Tahmouresi, S	MODERN LANGUAGE JOURNAL	MODERN LANGUAGE JOURNAL	The Hare and the Tortoise: The Race on the Course of L2 Learning
2022	Çimenli, B; Sert, O; Jenks, C	SYSTEM	SYSTEM	Topic maintenance in video-mediated virtual exchanges: Rolling the ball back in L2 interactions
2022	Çolak, F; Balaman, U	SYSTEM	SYSTEM	The use of online dictionaries in video-mediated L2 interactions for the social accomplishment of Virtual Exchange tasks
2022	Badem-Korkmaz, F; Balaman, U	COMPUTER ASSISTED LANGUAGE LEARNING	COMPUTER ASSISTED LANGUAGE LEARNING	Eliciting student participation in video-mediated EFL classroom interactions: focus on teacher response-pursuit practices
2022	Teimouri, Y; Papi, M; Tahmouresi, S	STUDIES IN SECOND LANGUAGE ACQUISITION	STUDIES IN SECOND LANGUAGE ACQUISITION	INDIVIDUAL DIFFERENCES IN HOW LANGUAGE LEARNERS PURSUE GOALS REGULATORY MODE PERSPECTIVE
2022	Misir, H; Gürbüz, N	LANGUAGE AWARENESS	LANGUAGE AWARENESS	'I like my accent but horizontal ellipsis': EFL teachers' evaluation of English accent varieties
2022	Sak, M; Gurbuz, N	LANGUAGE TEACHING RESEARCH	LANGUAGE TEACHING RESEARCH	Unpacking the negative side-effects of directed motivational currents in L2: An interpretative phenomenological analysis
2022	Yuzlu, MY; Dikilitas, K	SYSTEM	SYSTEM	Translanguaging as a way to fostering EFL learners' criticality in a hybrid course design
2022	Çekiç, A	COMPUTER ASSISTED LANGUAGE LEARNING	COMPUTER ASSISTED LANGUAGE LEARNING	Incidental L2 vocabulary learning from audiovisual input: the effects of different types of glosses
2022	Yu, XL	JOURNAL OF ENGLISH FOR ACADEMIC PURPOSES	JOURNAL OF ENGLISH FOR ACADEMIC PURPOSES	A multi-dimensional analysis of English-medium massive open online courses (MOOCs) video lectures in China
2022	Günes, Ö	LANGUAGE AWARENESS	LANGUAGE AWARENESS	Failure attributions and metacognitive awareness of EFL learners
2022	Sak, M	SYSTEM	SYSTEM	Dynamism of language teacher motivation in online EFL classes
2022	Rizaoglu, F; Gürel, A	IRAL-INTERNATIONAL REVIEW OF APPLIED LINGUISTICS IN LANGUAGE TEACHING	IRAL-INTERNATIONAL REVIEW OF APPLIED LINGUISTICS IN LANGUAGE TEACHING	Second language processing of English past tense morphology: The role of working memory
2022	Basöz, T; Gümüş, Ö	SYSTEM	SYSTEM	Directed Motivational Currents in L2: A focus on triggering factors, initial conditions, and (non)defining features

2022	Ustuk, Ö	LANGUAGE TEACHING RESEARCH	Drama-in-teacher-education: A 'metaxical' approach for juxtaposing EFL teacher identity and tensions
2022	Kartal, G	COMPUTER ASSISTED LANGUAGE LEARNING	Evaluating a mobile instant messaging tool for efficient large-class speaking instruction
2022	Deniz, ND	BILINGUALISM-LANGUAGE AND COGNITION	Processing syntactic and semantic information in the L2: Evidence for differential cue-weighting in the L1 and L2
2022	Sendur, KA; van Drie, J; van Boxtel, C; Kan, KJ	INTERNATIONAL JOURNAL OF BILINGUAL EDUCATION AND BILINGUALISM	Historical reasoning in an undergraduate CLIL course: students' progression and the role of language proficiency
2022	Ege, F; Yüksel, D; Curle, S	JOURNAL OF ENGLISH FOR ACADEMIC PURPOSES	A corpus-based analysis of discourse strategy use by English-Medium Instruction university lecturers in Turkey
2022	Keles, O; Atmaca, F; Gökğöz, K	LANGUAGE ACQUISITION	Effects of age of acquisition and category size on signed verbal fluency
2022	Hilliker, SM; Yol, Ö	ELT JOURNAL	Virtual exchange in teacher education: focus on L2 writing
2022	Özkan, D; Küntay, AC; Brouwer, S	APPLIED PSYCHOLINGUISTICS	The role of verbal and working memory skills in Turkish-speaking children's morphosyntactic prediction
2022	Barbaros, E; Akbas, E	LINGUA	The developmental trajectory of contrast markers in children's writing across four grade levels
2022	Aktan-Erciyes, A; Akbuga, E; Dik, FN; Gökşun, T	APPLIED PSYCHOLINGUISTICS	Linguistic and nonlinguistic evaluation of motion events in a path-focused language
2022	Karatay, H; Kartallioğlu, N; Zorpuzan, SS; Tezel, KV	FOREIGN LANGUAGE ANNALS	The effect of the conceptual metaphor theory on the teaching of orientation idioms in teaching Turkish as a foreign language
2022	Arslan, S; Whitehead, GEK	LANGUAGE TEACHING RESEARCH	Fostering pre-service teachers' perceived ability to implement dialogic teaching in Turkey: Examining the contributing factors of an intensive short-term teacher education program from the teacher-learners' vantage point
2022	Horasan-Dogan, S	JOURNAL OF LANGUAGE IDENTITY AND EDUCATION	Performance-based Teacher Education: The Impacts of a Creative Drama Course on Pre-service Teachers' Beliefs
2022	Kaya, E; O'Grady, S; Kalender, I	LANGUAGE TESTING	IRT-based classification analysis of an English language reading proficiency subtest
2022	Yahya, M; Ceylan, AO	INTERNATIONAL JOURNAL OF BILINGUALISM	Interactions between language and inhibitory control: Evidence from a combined language switching and Stroop paradigm

2022	Demir, N; Kayaoglu, MN	COMPUTER ASSISTED LANGUAGE LEARNING	Multi-dimensional foreign language education: the case of an eTwinning project in Turkey
2022	Gönen, SIK; Zeybek, G	COMPUTER ASSISTED LANGUAGE LEARNING	Training on multimodal mobile-assisted language learning: a suggested model for pre-service EFL teachers*
2022	Öztekin, E; Candan, E	IRAL-INTERNATIONAL REVIEW OF APPLIED LINGUISTICS IN LANGUAGE TEACHING	The role of language aptitude probed within extensive instruction experience: morphosyntactic knowledge of advanced users of L2 English
2022	Diñçer, BH; Antonova-Unlu, E; Kumeu, A	APPLIED LINGUISTICS REVIEW	Assessing the use of multiple-choice translation items in English proficiency tests: The case of the national English proficiency test in Turkey
2022	Erduyan, I	JOURNAL OF LANGUAGE IDENTITY AND EDUCATION	The Scale of Modernity in the Heritage Language Classroom
2022	Senaydin, F; Dikilitas, K	INTERNATIONAL JOURNAL OF BILINGUAL EDUCATION AND BILINGUALISM	Exploring child bilingual identity in Turkish context: a single case study
2023	Eren, A; Rakicioglu-Söylemez, A	LANGUAGE TEACHING RESEARCH	Language mindsets, perceived instrumentality, engagement and graded performance in English as a foreign language students
2023	Yüksel, D; Soruç, A; Altay, M; Cürle, S	APPLIED LINGUISTICS REVIEW	A longitudinal study at an English medium instruction university in Turkey: the interplay between English language improvement and academic success
2023	Kuperman, V; Siegelman, N; Schroeder, S; Acartürk, C; Alexeeva, S; Amenta, S; Bertram, R; Bonandrini, R; Brysbaert, M; Chernova, D; Da Fonseca, SM; Dirix, N; Duyck, W; Fella, A; Frost, R; Gattei, CA; Kalaitzi, A; Loo, K; Marelli, M; Nisbet, K; Papadopoulos, TC; Protopoulos, A; Savo, S; Shalom, DE; Slioussar, N; Stein, R; Sui, L; Taboh, A; Tonnesen, V; Usal, KA	STUDIES IN SECOND LANGUAGE ACQUISITION	Text reading in English as a second language: Evidence from the Multilingual Eye-Movements Corpus
2023	Eren, Ö	COMPUTER ASSISTED LANGUAGE LEARNING	Raising critical cultural awareness through telecollaboration: insights for pre-service teacher education

2023	Ozer, O; Yukselir, C	LANGUAGE AWARENESS	'Am I aware of my roles as a learner?' the relationships of learner autonomy, self-direction and goal commitment to academic achievement among Turkish EFL learners Gamification of complex morphology learning: the case of Turkish
2023	Eryigit, G; Bektas, F; Ali, U; Dereli, B	COMPUTER ASSISTED LANGUAGE LEARNING	
2023	Kaya-Soykan, D; Antonova-Unlu, E; Sagin-Simsek, C	APPLIED LINGUISTICS REVIEW	The production and perception of Turkish evidentiality markers by Turkish-German returnees
2023	Bozbiyik, M; Morton, T	APPLIED LINGUISTICS	Transitioning between 'Outside' and 'Inside' Knowledge in an Online University EMI Chemistry Course
2023	Sahan, K; Kamasak, R; Rose, H	SYSTEM	The interplay of motivated behaviour, self-concept, self-efficacy, and language use on case of academic study in English medium education
2023	Bilki, Z; Satar, M; Sak, M	RECALL	Critical digital literacy in virtual exchange for ELT teacher education: An interpretivist methodology
2023	Ünal, B	IRAL-INTERNATIONAL REVIEW OF APPLIED LINGUISTICS IN LANGUAGE TEACHING	Glossing and incidental vocabulary learning in L2 reading: a cognitive load perspective
2023	Lee, I; Karaca, M; Inan, S	ASSESSING WRITING SYSTEM	The development and validation of a scale on L2 writing teacher feedback literacy
2023	Kirkgöz, Y; Inci-Kavak, V; Karakas, A; Panero, SM	LANGUAGE LEARNING & TECHNOLOGY	Translanguaging practices in Turkish EMI classrooms: Commonalities and differences across two academic disciplines
2023	Satar, M; Hauck, M; Bilki, Z	LANGUAGE LEARNING & TECHNOLOGY	Multimodal representation in virtual exchange: A social semiotic approach to critical digital literacy
2023	Yuksel, D; Soruç, A; McKinley, J	IRAL-INTERNATIONAL REVIEW OF APPLIED LINGUISTICS IN LANGUAGE TEACHING	The relationship between university EFL teachers' oral feedback beliefs and practices and the impact of individual differences
2023	Yazan, B; Turnbull, J; Uzum, B; Akayoglu, S	TESOL QUARTERLY	Neo-Nationalist Discourses and Teacher Identity Tensions in a Telecollaboration for Teachers of Minoritized Language Learners in Turkiye
2023	Pawlak, M; Solhi, M; Shirvan, ME; Kruk, M; Taherian, T	IRAL-INTERNATIONAL REVIEW OF APPLIED LINGUISTICS IN LANGUAGE TEACHING	Revisiting after-class boredom via exploratory structural equation modeling
2023	Bozbiyik, M; Balaman, U	SYSTEM	The role of translingual peer involvement in resolving understanding troubles in the English medium of instruction classroom
2023	Aktan-Erciyes, A; Akbuga, E; Kizildere, E; Gökşun, T	INTERNATIONAL JOURNAL OF BILINGUALISM	Motion event representation in L1-Turkish versus L2-English speech and gesture: Relations to eye movements for event components

2023	O'Grady, S	LANGUAGE TEACHING RESEARCH	Adapting multiple-choice comprehension question formats in a test of second language listening comprehension
2023	Kessler, M; Loewen, S; Goenuelal, T	COMPUTER ASSISTED LANGUAGE LEARNING	Mobile-assisted language learning with Babbel and Duolingo: comparing L2 learning gains and user experience
2023	Güvendir, E; Uzun, K	JOURNAL OF SECOND LANGUAGE WRITING	L2 writing anxiety, working memory, and task complexity in L2 written performance
2023	Karaca, M; Uysal, HH	ASSESSING WRITING	An investigation into L2 writing teacher beliefs and their possible sources
2023	Bozbiyik, M; Morton, T	LANGUAGE AND EDUCATION	Lecturers' use of examples in online university English-medium instruction: a micro-analytic classroom interaction and knowledge-building perspective
2023	Henry, A; Thorsen, C; Uztosun, MS	SYSTEM	Exploring language learners' self-generated goals: Does self-concordance affect engagement and resilience?
2023	Cirit-Isikligil, NC; Sadler, RW; Arica-Akkök, E	RECALL	Communication strategy use of EFL learners in videoconferencing, virtual world and face-to-face environments
2023	Ekmekçi, E	COMPUTER ASSISTED LANGUAGE LEARNING	Pursuing a standardized content of a CALL course for pre-service EFL teachers: the procedure, impacts, and reflections
2023	Sundqvist, P; Uztosun, MS	TESOL QUARTERLY	Extramural English in Scandinavia and Asia: Scale Development, Learner Engagement, and Perceived Speaking Ability
2023	Turan, P; Aptoula, NY	MODERN LANGUAGE JOURNAL	Between teacher candidates' reflection and teacher educators' evaluation: Fluctuations in epistemic (a)symmetry in feedback conversations
2023	Çelik, O; Razi, S	SYSTEM	From transgressors to authors: promoting EFL writing through academic integrity integrated instruction
2023	Solmaz, O	ELT JOURNAL	Linguistic landscapes tasks in Global Englishes teacher education
2023	Kic-Drgas, J; Seferoglu, G; Kiliçkaya, F; Pereira, R	RECALL	Polish, Portuguese, and Turkish EFL teachers' perceptions on the use of OER language processing technologies in MALL: A replication study
2023	Gokturk, N; Chukharev-Hudilainen, E	LANGUAGE TESTING	Strategy use in a spoken dialog system-delivered paired discussion task: A stimulated recall study
2023	Kim, AA; Yumsek, M; Kemp, JA; Chapman, M; Cook, HG	LANGUAGE TESTING	Universal tools activation in English language proficiency assessments: A comparison of Grades 1-12 English learners with and without disabilities
2023	Isik, EE	ENGLISH FOR SPECIFIC PURPOSES	A corpus-based genre analysis of promotional-informational discourse in online painting exhibition overviews
2023	Kemaloglu-Er, E; Lowe, RJ	JOURNAL OF LANGUAGE IDENTITY AND EDUCATION	Language Teacher Identity, World Englishes, and ELF: A Duoethnography Between a Native Speaker Teacher and a Non-Native Speaker Teacher
2023	Cavazos, AG; Karaman, MA	LANGUAGE AWARENESS	A preliminary development and validation of the Translingual Disposition Questionnaire with Latinx students
2023	Griffiths, C	LANGUAGE TEACHING	What about the teacher?

2023	Eryılmaz, R; Dikilitas, K	LANGUAGE TEACHING RESEARCH	Identity tensions of in-service teacher educators: A narrative inquiry
2023	Misir, H; Güler, Hİ	LANGUAGE AWARENESS	Translanguaging dynamics in the digital landscape: insights from a social media corpus
2023	Makaroglu, B	COGNITIVE LINGUISTICS	The next station: chunking of değil 'hot' collocations in Turkish Sign Language
2023	Yavuz, M; Küntay, AC; Brouwer, S	BILINGUALISM-LANGUAGE AND COGNITION	The effect of foreign language and psychological distance on moral judgment in Turkish-English bilinguals
2023	Mutluoglu, AK; Balaman, U	SYSTEM	The use of Video Enhanced Observation in video-mediated post-observation conversations on pre-service EFL teachers' online practicum teaching
2023	Esmer, SC; Kizildere, E; Göksun, T	LANGUAGE ACQUISITION	Smashing verb learning through parental sound symbolic input in preterm and full-term children
2023	Kundurac, A	LINGUA	Bound productivity in stem-formation and categorial separation
2023	Atkinson, D; Burhan-Horasanli, E; Barboza, AS; Mejia-Laguna, JA; Oguilve, V; Ribeiro, ADC	IRAL-INTERNATIONAL REVIEW OF APPLIED LINGUISTICS IN LANGUAGE TEACHING	Beyond learning opportunities: focused encounters in a sociocognitive approach to second language acquisition and teaching
2023	Yıldız, A; Harwood, N	TESOL QUARTERLY	Why TESOL Textbooks Are the Way they Are: The Constraints of Writing for a Global Audience
2023	Öztürk, G	ANNUAL REVIEW OF APPLIED LINGUISTICS	The relationship between reading and listening anxieties in EFL classrooms: Exploring the mediating effect of foreign language classroom anxiety
2023	Doenyas, C; Gül, ZT; Aici, B	ASSESSING WRITING	A non-Western adaptation of the Situated Academic Writing Self-Efficacy Scale (SAWSES)
2023	Hart, DO; Aydınli, J	LANGUAGE TEACHING	Applied linguistics and language education research in Turkey: 2016-2022
2023	Korucu-Kis, S	COMPUTER ASSISTED LANGUAGE LEARNING	Instag(R)ite: integrating visual social media into academic writing instruction
2023	Saygi, H; Erduyan, I	LANGUAGE POLICY	Local linguistic ideologies and Iraqi Turkmen's experience of forced migration to Turkey: a folk linguistic perspective
2023	Özdil, BM; Kunt, N	JOURNAL OF LANGUAGE IDENTITY AND EDUCATION	Do Bi/Multilingual Learners Play by the Rules of the Game? A Postmodern Approach to L1/L2 Use and Learner Investment
2023	Arslan, B; Aktan-Erciyes, A; Göksun, T	BILINGUALISM-LANGUAGE AND COGNITION	Multimodal language in bilingual and monolingual children: Gesture production and speech disfluency
2023	Kilic, ET; Balaman, U	TESOL QUARTERLY	Facilitating Students' Learning of a Target Construction Through Teacher Interactional Resources in EFL Kindergarten Classrooms
2023	Razi, S	SYSTEM	Emergency remote teaching adaptation of the anonymous multi-mediated writing model
2023	Ordem, E	ELT JOURNAL	Black Lives Matter in an EFL speaking class

2023	Selvi, AF; Silman-Karanfil, L	WORLD ENGLISHES	English in Northern Cyprus: A sociolinguistic profile
2023	Maraf, B; Osam, UV	ENGLISH TODAY	The booming wave of English in the linguistic landscape in Algeria
2023	Ozek, F; Saglam, B; Gooskens, C	APPLIED LINGUISTICS REVIEW	Mutual intelligibility of a Kurmanji and a Zazaki dialect spoken in the province of Elazig, Turkey