A Comparison between TESOL in 2015 in Turkey and the Global Trends of TESOL

Aihemaituoheti WUJIABUDULA[1] & Çiğdem KARATEPE[2]

ABSTRACT

The present study is designed to investigate and compare emerging local trends in the field of TESOL research in Turkey during 2015 and global patterns of TESOL research. In the process of analysing the local patterns of TESOL in comparison to the global trends, 81 MA theses completed and uploaded on the system the Turkish Higher Education Thesis Center website uploaded during the year of 2015 were analysed. As a research methodology, qualitative method was applied to determine the findings of the research. In our qualitative analysis, starting with the prior categories, several existing TESOL trends were found along with the emerging trends in TESOL. The content analysis was performed on the qualitative data. The percentages of occurrence of each theme found in every category were calculated. Besides, content analysis was performed on these theses. It is found that alongside existing types such as teaching methodology, learner, subject matter, some emerging trends; other common research topics, such as teacher development and assessment and evaluation, native or non-native speaker teacher(s)…etc. emerged. Some significant pedagogical implications were discussed, and suggestions were provided for future studies.

Key Words: 2015 TESOL in Turkey, Global trends of TESOL, Comparison of ELT trends.

[1] Instructor, Department of Foreign Languages, Üsküdar University, alanhoca@gmail.com, ORCID: 0000-0001-8760-4066
[2] [2]Asst. Prof.Dr., Departent of English Language Education, Bursa Uludağ University, cigdem.karatepe@gmail.com, ORCID: 0000-0002-2902-6656

1. Introduction

The impact of the rapid development of technology and globalisation in the field of TESOL has dramatically influenced research trends during last two decades. It has influenced the pedagogical practices of teachers and curriculum writers and opened up new horizons for the researchers in the field. That is, research in the field of TESOL has provided a window to language teaching theories and methodologies globally. A conclusion can be drawn from numerous studies performed in the field of TESOL that norms in language learning and teaching are restricted with and shaped up by the factors defining national educational context. At the same time language teaching can be described as situational (Karatepe & Yılmaz 2018a). The purpose of learning foreign languages varies depending on the educational context and socio-economical structure of any society. In some countries, ESL learners acquire English to pass tests, or some others take it seriously for their future career. However, in some countries, it is regarded as one of the communication tools in an everyday conversational context. Therefore, trends in research show significant differences from nations to nations, which directly or indirectly influence the main trends of research in TESOL. That is, teachers are supposed to be well aware of what local educational context imposes on their teaching methodologies. However, teachers should not limit their educational perspectives guided by contextual factors. They also need to know about global trends. At this point, they need guidance from the research studies. For this reason, the present study aimed to investigate emerging trends in Turkey in the field of teaching/ learning English as a Foreign Language.

Teaching theories and practices have also changed and evolved over the last 50 years. One very significant game-changer occurred when the Communicative Language Teaching Methodologies were proposed in the early 1990s (Canagarajah, 2016). In time, the CLT replaced the Audiolingual teaching Methodologies at global scale. Following this sea change, the field TESOL saw many innovations in teaching techniques such as the extensive use of audio-visual materials in order to initiate and support communication in the classroom.

The influences of global and target culture on learning process also give the direction to the researchers and choosing the themes for academic studies. It can be seen from the history of TESOL that research trends in SLA research have shifted from prescriptive perspectives to descriptive trends. The changing trends in TESOL research have influenced directly or indirectly classroom practices at a global scale.

Similarly, Prabhu (1990) stated that it was challenging to propagate particular teaching methodologies put into practice in a variety of a diverse learning environment. Moreover, there is no single best method to apply to all conditions since second language contexts vary enormously. Thus, it is significant to analyse emerging trends and changes in the field of English language teaching and learning. By researching these emerging trends, it can be possible to inform English language practitioners and instructors.

The emerging trends in TESOL have been expanding and broadening the perspective of professional educators and language instructors. These approaches have been keeping with the resistance of the modern view of language teaching while practical and valid knowledge of TESOL about language acquisition, education, and learning has been created. The current literature indicates that some researchers and practitioners are concerned that TESOL professional discourses might not be practicable in the classroom and therefore these fail to reflect a full picture of English Language Teaching at global and local levels.

Early TESOL practice focused on production-oriented teaching methodologies. Then, it began to focus on more on the learning and teaching processes and practices because TESOL methodologies emphasised cognitive approaches in the process of language learning and teaching. Soon after the focus had gradually shifted to social and ecological approaches which mainly put the attention on the learners and social background of the learners. Canagrajah (2016) also suggested that pedagogical methods have been shifting from prepackaged practices to situational pedagogies and socialisation of language. Canagrajah's paper in TESOL Quarterly in 2016 summed up that the shift of teaching languages has moved from controlling classrooms and experimental setting to contextual and ecological background of the learners.

Teaching practices and theories have also switched from homogenous view of the field practices towards a more comprehensive and colourful view to embrace plurality. It has moved away from highlighting knowledge or skills in order to acknowledge and celebrate language learners' identities, their beliefs, and ideologies. Since the technologies have penetrated to our lives, especially those which integrate language education with technologies, the trends in TESOL have changed its shift from being objective to personal and reflexive teaching. As a result of globalisation in all aspects of life, perspective of teaching foreign languages has also moved from generalised and global to specific and local since learning languages takes all other sociolinguistic and other factors into consideration.

Since 2016 TESOL trends in Canagrajah's work, the emerging strands of trends in pedagogical aspects are presented in four categories. These are Language Acquisition, Teaching Methodologies, Literacy, and Teacher Development. In this article, only those MA theses written in 2015 were analysed. In the following part, all four categories are taken to draw a general picture of the theoretical background of TESOL trends.

It is essential to analyse the emerging trends in TESOL 2015 in Turkey in order to see the general picture of how global trends impact local trends in TESOL research. The first assumption of carrying out this study is to see the local trends and to compare these with the local trends in teaching English as a foreign language in Turkey. The second assumption is to guide novice researchers and MA students to be able to identify the emerging trends when deciding to choose research topics for their MA theses and other academic papers. The last but not least, researching these master's theses, it is to distinguish international trends and local trends in order to see where the current ELT research in Turkey is heading for.

2. Literature Review

2.1. Language Acquisition

A comprehensive literature review reveals a close relationship between studies in language acquisition and teaching practice. In the first place, language acquisition was influenced by Behaviorists ideas. Later, TESOL was guided by structural linguistics (Carrol, 1971; Hummel 2014; Saville –Troike 2012). Following this, TESOL has significantly been affected by the cognitive code orientation of rule formation which is influenced by Universal Grammar (Hummel 2014).

During the 1980s, second language acquisition was seen as a linguistic-cognitive paradigm which regarded grammar norms as the core of language competences. Gradually, research in the field of TESOL turned to the modernist approaches following the linguistic-cognitive perspective. Language

institutions followed this wave and began to develop methods or ways to facilitate language acquisition which was regarded as internal, mental process and acquisition of new knowledge.

During the 1990s, some alternative trends began to come into being since some researchers disagreed with the idea of language learning as a linear progression towards a goal. Researchers argued that conditioning neural responses of the learners in the learning environment played an essential role in second language acquisition (Peirce 2005). Moreover, these scholars succeeded to bring social and cognitive orientations in language acquisition (Miller, 2006). These conventional approaches focused on learners' identity as a leading force in language learning. It is also suggested by supporters of social approaches that understanding the implication of identity and voice for social and material relationship is the key to use languages (Peirce, 2005).

Linguistic-cognitive paradigm requires complexity with the emerging complexity of theories. Complexity theory in second language acquisition developed an orientation to learning and cognition, which expect to have fluidity and stability, heterogeneity when developing grammar competence. The complexity theory also emerged some other emerging direction and consideration in second language acquisition. One of these emerging orientations was multicompetence which explained the way of learners to process new language parallelly when they acquired a new language. With the multicompetence theory, researchers in second language acquisition have begun to throw critiques on native speakers' norm and proficiency as the aim for language learners.

With the development of technology and globalisation, corpus for learning has been in a complicated situation since language learners found no shared grammatical norms for communicating. Research on these also focused more on practical, pragmatic strategies instead of fixed shared standards in grammar. In linguistic-cognitive paradigm, scholars theorised and emphasised competences as procedural knowledge for practice and prepositional knowledge (Byram, 2008). Alongside with these theories, practice-based orientations have been emerged to provide more vitality to fully communicative and learning ecology (Canagarajah, 2016).

2.2. Teaching Methodology

Teaching Methodologies is an essential factor in teaching a language. It has also been providing an objective approach to tackle the challenges that most language instructors face in teaching and all contexts. In professional discourse, it is challenging to announce that there is a watershed moment about methodologies in second language acquisition. Various teaching practice and on-the-ground earned theories have shaped the teaching methodologies known so far since teachers have developed their teaching practice and philosophies according to the language learners needs in reality. Not only in-the-classroom learning, and teaching have given the shape of methodologies, but also adequate language socialisation outside the classroom have paved the way to develop various teaching methodologies and practical techniques of language teaching and learning.

Learning is not a process limited to the classroom environment. The process of learning can take place in the family environment, friendship circles, work, and social media. The language classroom is a controlled platform for learners, and it is created an artificial environment, unlike social spaces. The Socialization model argues that learners can keep the interaction with their peers and with their instructors to help develop the learners' identities and communicative resources for social functions (Haneda, 2006; Morita, 2004).

From ecological models' suggestions, it could be concluded that it is essential for learners to meaningfully engage with diverse learning resources, transforming learning resources into affordance for language teaching (Van Lier, 2004). When mentioning improving learning through such elements like various agents which refer to peer learning and teachers, institutional structures that include policies and curriculum, material resources, objects, and space are always between negotiation for learners to improve learning or teaching methods.

In summary, it could be concluded that teaching methodologies have shifted from cognitive to social and ecological trends. Moreover, methods have changed the orientation from prepackaged approaches to situational pedagogies and language socialisation. Classroom management is also receiving the turn from controlled classrooms and experimental setting to everyday context and ecologies (Canagarajah, 2016).

2.3. Literacy

In a traditional reading and writing lesson, grammar and vocabulary are the main topics. The changing trends have led researchers and practitioners to focus on meaning and the rhetorical structure, and the text type (Carr, 1967).

In the early issues of TESOL research, it could be seen that researchers developed an understanding of the cultural effect on literacy-based the findings of Kaplan's work about contrastive rhetoric. Many scholars tried to expand the orientation during the development of teaching English to the speakers of other languages. Later issues of TESOL journals led the way critical contrastive rhetorical analysis (Kubota, 1999). Contrastive rhetoric represented of understanding of cultures, and critical contrastive rhetoric has concentrated more on commonalities in different languages and learners' intercultural awareness.

Genre analysis is also one of the emerging orientations, which affects second language acquisition because scholars realised the need to understand the convention and various discourses which by adopting more systematic analytical orientation (Hyland 2003 & 2004). Genre analysis concentrates on descriptive concerns which have been relevant to the academic genre in diverse professional literacies in the language teaching of multilingual students.

Genre analysis has a more significant impact on the field of English for a specific purpose. Language instructors in and out of English-speaking countries have been exploring the impact on academic discourse and textual conventions in their native communities. Since academic discourse has a close relationship with language learning and teaching, they are considering how to introduce students into genre or texts which circulate on a global scale (Hyland 2004).

With the development of and information, communication technologies, many scholars and students have enough opportunities to read products of any genre online not in printed format. Many journals provide a wide range of opportunities for readers to communicate with a more international readership. From the shift mentioned above and theoretical background, it could not be hard to say that literacy nowadays can be defined as multilingual, poly-semiotics, multimodal. This theoretical knowledge also was theorised by many scholars concerning diverse language, semiotic features, and modalities when describing the texts and genres (Kress, 2000; Blomaert, 2008).

To sum up, it can be concluded that the new trend in the genre has moved from old or traditional appearance to situated literacy. Researchers or scholars are in the investigation of new meanings and

values which requires different reading and writing negotiations in the multiple social spaces of its trends (Canagarajah, 2013). It is also finalised that the genre and texts have moved from homogeneous to variation and inclusive plurality.

2.4. Teacher Development

Methods, literacy instruction, target language, and language acquisition pose questions about the compatibility of teacher education programmes not only in English speaking countries but also in non-English speaking countries. In the long process of teaching foreign languages to the speakers of other languages, teachers should be equipped well enough to cope with the demands of challenging the learners who grew up in the digital era. In the movement of teacher development in history, early scholars put their attention to the grammatical knowledge and the technical abilities to apply prescribed methods in actual classrooms.

The first trend in teachers' development paved the way to the modernist orientation due to the fact that earlier aforementioned ideology towards teacher development held the knowledge and skill-based approach. The modernist approach in teacher development enforced the idea that teacher development should be referred to the fact that approaching teacher training or teacher development should follow the path towards objectivity and efficiency (Darling-Hammond 2006).

Later times, social orientation had altered the idea significantly towards the knowledge, values, and beliefs of teachers in comparison to the modernist approach. Social approaches suggested that teachers' opinion, the pedagogical practice was influenced by society and classrooms, which gave birth to the evolution of professional identities of teachers.

The field of TESOL has seen significant changes from knowledge or skill-based approaches to the orientation of cognition and beliefs, actual teaching practice and teachers' professional identities. The value of the situated practice in teacher knowledge development has been acknowledged as part of the sociocultural process in teacher education (Johnson & Golombek, 2003). Accordingly, multilingual competence of non-native English teachers explain the grammatical points effectively, and they realise all the obstacles and challenges their students have been facing since non-native English teachers had experienced the similar difficulties in earlier time of their language learning history (Liu, 1999).

These shifts have led teachers to realize developing their awareness of their values and beliefs in their professional context for developing their professional identity. This new level of awareness has helped teachers focus on classroom practices. Following this trend, teaching as a profession has gained popularity. It played an essential role in developing new teacher education programs (Golombek, 2011).

From the shifts mentioned above and changes in developing teachers leads us to conclude that teacher development witnessed the trajectory from the cognitivist paradigm of language skills towards social and political orientations on communicative practice. The new trends in teacher training or development have followed the trace of language usage, sociolinguistics, policy standards, learner, and language learning. Teacher development orientation has traced the way from knowledge or skill-based approach towards identities, beliefs, and ideologies. (Canagarajah, 2016).

3. Research Question

What are the differences between research trends in the field of TESOL theses carried out in 2015 in Turkey and that of global TESOL research trends?

4. Methodology
4.1. Research Design

In this study, a mixed-method which includes qualitative and quantitative methods were applied to figure out the findings of the trajectory of TESOL 2015 in Turkey. In our qualitative analysis, starting with the prior categories, several existing TESOL trends were found along with the emerging trends in TESOL. The percentage of each themes following with both current and new directions were calculated using the quantitative method. Content analysis technique was used to categorise 81 MA theses from the Council of Higher Education Thesis Center in Turkey into various categories.

4.2. Data Source

The data source was taken from the Council of Higher Education Thesis Center in Turkey during 2015. Several thesis titles from 81 MA thesis titles in 2015 are provided below as an example of the data source. Due to the limitation of this paper, only several thesis titles are written, and for more far and complete information about thesis titles, reference is provided in the reference section of this paper. Examples are provided below as:

Gazioğlu, T., 2015. Being another or the other: The professional identity development of alternatively certified English Language Teachers. Graduate Program Thesis. Education and Training. (Thesis No: 423320)

Zilker, E., 2015. An investigation on socially disadvantaged primary school students' perceptions of doing homework. Graduate Program Thesis. Education and Training. (Thesis No: 391616)

Asadi S.A., 2015. Increasing fluency in speaking through the use of communicative activities. Graduate Program Thesis. Education and Training. (Thesis No: 381415)

Demir, M., 2015. An analysis of the needs and perceptions of English language teachers and students in an EAP course. Graduate Program Thesis. Education and Training. (Thesis No: 399966)

Abdolrahimi, B., 2015. The impact of length of sentence and lexical density on readability of narrative texts. Graduate Program Thesis. Education and Training. (Thesis No: 389141)

4.3. Data Analysis

In this study, first, the list of all theses from the Council of Higher Education Thesis Center in 2015 was printed out. According to the thesis' titles, all thesis titles were coded with the categorization of Brown (2006) and Canagarajah (2016). Content analysis is applied to this study to find out the emerging research patterns in TESOL during 2015. While performing a qualitative analysis on thesis titles, first starting with categories, the new and emerging trends of TESOL during the period of thesis were taken into consideration. Some new categories which did not belong to any existing groups were kept marked as "other" which enabled us to track the new and emerging themes. At the end of this process, the titles which shared the same categories were put into the same data pool then the numbers of frequency were calculated and identified carefully. The frequency and percentages which hold in the whole research will be discussed in the findings section with elaborated examples.

5. Findings

5.1. Qualitative Findings

In this section, examples of themes found in this research were given to support the emerging and new trajectory of 2015 TESOL in Turkey. Due to the limitation of space, one example for each theme was provided with the thesis references. Main themes and "other" new and emerging themes were also taken into account carefully since it takes a significant proportion in our investigation. Qualitative findings were given to support the conclusions of this paper as it is shown in the table below.

Table 1 below presents several examples for each central theme.   According to our coding and categorisation, it is found that method appearance 19 times of frequency. Respectively, learner (15), teacher development (10), subject matter (11), assessment and evaluation (7), digital technologies (6), literacy (5), second language acquisition (6), material development (1), teaching young learners (4), native and non-native speaker teacher (1), curriculum design and needs analysis (1), learner anxiety (1). It is also found that there is no thesis found about globalization and teaching and learning policy.

Table 1. *Qualitative findings of Thesis*

Themes	Thesis
Method (M)	Asadi S.A., 2015. Increasing fluency in speaking through the use of communicative activities. Graduate Program Thesis. Education and Training. (Thesis No: 381415)
Learner (L)	Han. K. 2015. Perceptions of high school students towards learner autonomy: A case of Tekirdağ. Graduate Program Thesis. Education and Training. (Thesis No: 395894)
Subject Matter (SM)	Abdolrahimi, B., 2015. The impact of length of sentence and lexical density on readability of narrative texts. Graduate Program Thesis. Education and Training. (Thesis No: 389141)
Teacher Development (TD)	Gülcan. M. 2015. Turkish EFL teachers' and administrators' perceptions of short teacher training courses: The case of CELTA. Education and Training. Graduate Program Thesis. (Thesis No: 414614)
Assessment & Evaluation (Other)	Öztürk. R.Ö. 2015. Evaluation of the master's program in English language teaching at a Turkish University. Graduate Program Thesis. Education and Training (Thesis No: 414620)
Digital Technology (DT)	Akin. F. 2015. The perception of EFL primary school teachers towards the use of educational technology in language classrooms. Graduate Program Thesis. Education and Training. (Thesis No: 407253)
Literacy (Lit)	Hayirsöz. M. 2015. The use of literature in English Language Teaching. Graduate Program Thesis. Education and Training (Thesis No: 381115)
Sociolinguistics (SC)	Efeoğlu. E. 2015. The metaphorical construction of Turkey in political discourse: A corpus-driven critical metaphor analysis. Graduate Program Thesis. Education and Training. (Thesis No: 399969)

5.2. Quantitative Findings

After finishing qualitative findings, the frequencies and percentage of each theme were calculated using quantitative methods which were a part of our mixed-method research analysis. There was a total of 9 main themes found in this investigation, and other six new and emerging and themes were found after the careful calculation of frequencies and percentage.

Table 2. above shows that there are some dominant themes found in this investigation. The method, learner, teacher development, subject matter, assessment and evaluation, digital technologies, and literacy hold the highest frequency with considerable percentages. Some other new and emerging themes were found with the various rate even though these themes do not take much of the proportion of the entire data.

There are several themes encompass more than one area or category due to the nature of academic research. One title has been coded in more than one category. For example, some titles include two themes. In this case, the category or theme which have precedence over the other theme is considered as the central theme. An example as such is given below:

Example 1: Arslanoğlu A. *The impact of computer-assisted language learning on the learning impaired Turkish students' motivation and their vocabulary development in English*. Graduate Program Thesis. (Thesis No: 383896)

In the example thesis above, it can be seen clearly that the thesis either investigates the impact of *computer-assisted language learning* or *students' motivation* at the same time. Computer-assisted language learning is coded to the *category of digital technologies* or theme; *students' motivation* is coded in the *group of the learner*. Thus, the dominant theme here is computer-assisted language learning, so this thesis is categorised into *Digital Technologies*.

Example 2: Demir. T. 2015. *Relationship between using blogs and achievement in reading skills of prep-class students at tertiary level.* Graduate Program Thesis. (Thesis No: 394836)

When coding this thesis, *using blogs* in English language teaching and *achievement of reading skills* are taken into consideration. *Using blogs* in language teaching is coded into *digital technologies theme*, and *performance of writing skills* is categorised into *subject matter theme*. That is, in this thesis, using blogs to achieve writing skills of students is relevant to the *learner theme,* or it could be categorised into *the subject matter*.

Table 2. *Quantitative findings of themes*

Themes	Frequency (N)	Percentage (%)
Learner (L)	15	16.30%
Subject Matter (SM)	11	11.96%
Sociolinguistics (SC)	5	5.43%
Method (M)	19	20.67%
Digital Technologies (DT)	6	6.53%
Second Language Acquisition (SLA)	6	6.53%
Teacher Development (TD)	10	10.87%
Literacy (Lit)	5	5.43%
Assessment and Evaluation (Other)	7	7.61%
Material Development (Other)	1	1.08%
Teaching Young learners (Other)	4	4.35%

Native/Non-native speaker teacher (Other)	1	1.08%
Curriculum Design & Needs analysis (Other)	1	1.08%
Learner Anxiety (Other)	1	1.08%
Total	92	100%

6. Discussion

Language teachers should be equipped with 21st-century skills, which not only corporate the primary four skills in ELT, but also it includes the more global issues, social problems. The changes in TESOL has directly influenced the research trends of TESOL, specifically to more sociocultural, linguistic, cultural, and even more intercultural communicative skills (Sun, 2017). As it is known to the language instructors nowadays, teaching English is not merely the imitation of the native English speakers, however, it is to develop or even improve the various competencies by producing the fully competent language users, such as developing critical thinking, raising cultural awareness, and being conscious of linguistic features of the target culture or target language.

The field of TESOL has advanced from using grammar-translation methods to communicative language approaches in teaching, which is considered the building stone in "Post-Method Era." In the post-method era, the primary purpose of language education is regarded to employ the language skills in contexts broad in scope. Therefore, as Kumaravadivelu (2006), Brown (2007), Richards & Rodgers (2001) suggest the eclecticism. The main characteristics of the eclecticism comprise several principled factors or trends. To be more specific, these trends encompass creating maximum learning opportunities for language learners, assisting to improve the negotiated interaction, motivating learner autonomy, raise the language awareness, contextualising language input, integrating language abilities or skills, establishing social relevance, increasing the cultural consciousness in language education.

The shift in the field of TESOL has also impacted the content of teaching, material design, and development as language teaching now requires more interdisciplinary content. Therefore, content-based language teaching, communicative approaches, content, and language integrated learning have been emerging to satisfy the necessities in second language acquisition. Furthermore, these drifts in language education have enforced language instructors to deliver the lessons by using more cross-cultural, cross-disciplinary contents. By the influence of the changes in TESOL, teaching English is not only acquiring four primary competences but also it incorporates the content and cross-cultural knowledge (Karatepe & Yılmaz, 2018b). The contents of the books also received the impact of these changes in questions. In particular, textbooks and learning materials have more multicultural outlook and perspective, such as intercultural sensitivity, intercultural acknowledgement, and linguistic features as well. These changes have also caught the considerable interest of scholars and academicians to produce more profound knowledge and theories in SLA.

Assessment and evaluation also received its share in the progression of changes in TESOL. Various models and approaches have been designed to assess the learners' competence in language proficiency and intercultural competence. English has not been evaluated only by the four competencies, the fifth competence which is called "Intercultural Communicative Competence" has also emerged during this period (Yılmaz & Wujiabudula, 2019; WUJIABUDULA, 2019).

The popular topic-intercultural communicative competence also has a significant influence on choosing the most effective teachers, native or non-native teachers. Due to this reasons as mentioned above,

native speakers have dominated the field for so long; common belief is that a native speaker teacher is better than a non-native speaker even though many researchers found both native and non-native have their merits and shortcomings in terms of teaching foreign languages (Wujiabudula, 2019). The discussion on whether having a native teacher rather than a non-native speaker teacher makes a difference in the success of teaching seems to have attracted much attention.

Digital technologies have also influenced the language instruction in the classroom. Internet technologies, websites, e-books, and various applications have been an essential factor in the changes in forms of language education. Classroom activities have also been integrated with the latest technology, therefore, investigating the impact of information, communication, and technology are also of the great importance in second language education (WUJIABUDULA, 2018).

A close look at the articles published in the TESOL journal between 1967 to 2011 reveal information on both the upward trends and downward trends in the development of teaching English to the speakers of other languages. The conclusion gives us a clear picture of upward trends which include language use and sociolinguistics, policy and standards, and learners and language learning. The downward trends consist of second language acquisition, curriculum and materials, methodologies, assessment, and language skills (Canagarajah, 2016).

An in-depth analysis on the themes of a set of 81 MA theses downloaded from the Council of Higher Education Thesis Center website has given us a picture of the research tendencies in the field of TESOL for the year of 2015 in Turkey. The upward trends dominated in 2015 in Turkey are methods, learners, teacher development, subject matter, assessment and evaluation, digital technologies, and literacy. The downward trends are sociolinguistics, globalisation, material development, curriculum or needs analysis and policy. After analysing the upward and downward trends in 2015 TESOL in Turkey, some new and emerging trends have been found. Some emerging trends are coded as "other" since they are not in any of the category mentioned above. These emerging are teaching young learner (analysed by including it in learner category)0, native and non-native speaker teachers, learner anxiety, needs analysis, digital technologies, curriculum or needs analysis, teacher development, and material development.

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