



Çeşm-i Cihan:
Tarih Kültür ve Sanat Araştırmaları E - Dergisi
ISSN: 2149-5866
Sayı: 11 (Temmuz) 2024 s.157-182, TÜRKİYE
DOI: 10.30804/cesmicihan.1487908
Araştırma Makalesi

ANALYZING TRANSLATED RESEARCH METHODS BOOKS IN SOCIAL AND EDUCATIONAL SCIENCES FROM ENGLISH TO TURKISH: EXPLORING THE REASONS FOR TRANSLATION THROUGH EVEN-ZOHAR'S POLY-SYSTEM THEORY*

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Abstract: In the last century, a paradigm shift in the scientific field has transformed our perspective on issues and events, our ability to discern cause-and-effect relationships, and our approach to them. This shift has led to radical changes in the scientific field and has accelerated the development of social and educational sciences, enabling such methods to become more prevalent than quantitative ones in the social and educational sciences. As a result, qualitative and mixed method approaches have increasingly replaced quantitative methods, giving rise to various new fields within the social sciences and providing diverse research opportunities. This evolution in research methods has also led to the proliferation of books on research methodologies in these fields. To reach a global audience, these books are predominantly written in English as the Lingua Franca and later translated into national languages if needed, or they are initially written in the native languages of the authors. The choice of translated books can be influenced by the preferences of researchers or translators, gaps in the national literature, the juvenile and unsettled nature of the national literature experiencing significant changes, or their unfamiliarity with current literary innovations. This article examines the justifications provided by translators and translation editors for translating books on research methods in social and educational sciences from English into Turkish within the framework of themes regarding the formation of poly-system theory, as coined by Itamar Even-Zohar as a functionalist pioneer in translation studies, newly emerging in social sciences in the last century. The content analysis, a qualitative research design for document analysis, was utilized in the research through using criterion sampling and maximum diversity, by selecting the prefaces of the translated versions of 20 research methods books by different authors and publishing houses between 2013 and 2022 and exclusively focusing on social sciences and educational sciences. Examining translators' and editor's statements deductively through the themes from the poly-system theory, we concluded that there are gaps and turning points in this field both in the national literature and in the world literature, that the relevant literature is not yet settled and trying to become primary and canonized via translated books, resulting in an increasing interest in the field.

Keywords: Translation, Research Methods, Social Sciences, Educational Sciences, Poly-system Theory

*A section of this article was delivered as an oral presentation at EduCongress 2023.

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SOSYAL BİLİMLER VE EĞİTİM BİLİMLERİNDE İNGİLİZCEDEN TÜRKÇEYE ÇEVİRİSİ YAPILAN ARAŞTIRMA YÖNTEMLERİ KİTAPLARININ İNCELENMESİ: EVEN-ZOHAR'IN ÇOĞULDIZGE KURAMI ÜZERİNDEN ÇEVİRİ NEDENLERİNE BAKIŞ****

Öz: Geçtiğimiz yüzyılda bilimsel alanda yaşanan paradigma değişimi, konulara ve olaylara bakış açımızı, aralarındaki sebep sonuç ilişkilerini görme becerilerimizi ve onlara yaklaşım şekillerimizi değiştirerek bilimsel alanda köklü değişimler getirerek sosyal bilimlerin ve eğitim bilimlerinin hızla gelişimine sebep olmuştur. Bu değişimlerin sonucunda özellikle sosyal bilimlerde ve eğitim bilimlerinde araştırmalara nicel bakıştan öte nitel yaklaşımlar sergilenmeye başlanmış, bu gelişmelerle araştırma yöntemlerinde çeşitlilik oluşarak çeviribilim gibi farklı sosyal bilim alanlarının doğmasına da kaynaklık etmiştir. Her iki alanda araştırma yöntemlerinin gelişmesi ve çeşitlilik göstermesi, ilgili alanlarda yeni kitaplarının yazılmasına ve çeşitliliğine imkân tanımıştır. Bilimsel araştırmalar üzerine yazılan kitapların yazımı, dünya çapındaki araştırmacılara ulaşabilmesi için çoğunlukla Lingua Franca dili olarak İngilizcede gerçekleşmekte, daha sonraları ihtiyaç ve gereksinimlere göre ulusal dillere çevrilmekte ya da doğrudan ulusların kendi dilinde yazılabilmektedir. Çevrilen kitapların seçimleri ise araştırmacıların veya çevirmenlerin bireysel tercihlerinden kaynaklanabileceği gibi ulusal literatürde var olan boşluklardan, dönüm noktalarından geçen ulusların edebiyatlarının genç ve yerleşik olmamasından ya da henüz ilgili edebi yeniliklerle tanışmamış olmasından kaynaklanabilir. Bu gerekçelerle, bu makalede sosyal bilim ve eğitim bilimlerinde araştırma yöntemleri üzerine İngilizcede yazılmış kitapların Türkçeye yapılan çevirilerinde çevirmenlerin veya editörlerin çevirilerindeki amaçları, geçtiğimiz yüzyılın ikinci yarısında sosyal bilim alanlarında yeni bir disiplin olarak ortaya çıkan çeviribilim disiplinindeki işlevselci akımın öncülerinden Itamar Even-Zohar'ın çoğuldizge kuramındaki gerekçeler ışığında değerlendirilmiştir. Ölçüt örneklem ve maksimum çeşitlilik sağlayabilmek için farklı yazar ve yayınevleri seçilmeye çalışarak nitel bir araştırma deseni olan doküman analizi ile 2013 ve 2022 yılları arasında çevirisi yapılan 20 adet sosyal bilim ve eğitim bilimlerine yönelik araştırma yöntemleri kitaplarının önsözleri incelenmiştir. Çoğuldizge kuramında belirtilen durumlar özelinde belirlenen temalar, tümdengelim yöntemiyle aranmış ve içerik analizi yapılarak, bu alanda hem ulusal literatürde hem de dünya literatüründe boşlukların ve dönüm noktalarının gerçekleşmesinden, ilgili literatürün henüz gelişmemiş olmasından ve çeviri kitaplar ile birincil ve saygın konuma gelmeye çalışmasından ötürü çeviri kitaplarına olan ilginin arttığı görülmektedir.

Anahtar Kelimeler: Çeviri, Araştırma Metotları, Sosyal Bilimler, Eğitim Bilimleri, Çoğuldizge Kuramı

Başvuru/Submitted: 21.05.2024

Kabul/Accepted: 23.05.2024

1. Introduction

Scientific research is based on paradigms that have accumulated systematically over the years and have been adopted by specific academic circles. In this context, three fundamental paradigms -positivist, anti-positivist, and mixed methods- guide scientific research in general. According to Auguste Comte, humanity's quest for truth begins with the transition from the religious stage to the metaphysical stage and ultimately evolves into the positivist stage. The idea that true knowledge is based on sensory experience and can be developed through observation and experimentation forms the foundation of positivism (Balcı, 2013). Among the principles of positivist understanding are the simplification of reality, hierarchical order, the perception of the universe as mechanical, the belief in a predetermined future, causality, the quantitative nature of change, and the necessity of objectivity (Yıldırım - Şimşek, 2016). Positivist social scientists prefer quantitative data to understand events and environments, using tools such as experimentation, surveys, and statistics (Neuman, 2011).

**** Bu makalenin bir bölümü EduCongress 2023'te sözlü bildiri olarak sunulmuştur.

Research topics in the field of social sciences may not be as straightforward, understandable, observable, and measurable as those in the natural sciences. Unlike generalizable laws, each situation in social science research is unique and composed of different components (Gürbüz - Şahin, 2017). Furthermore, the understanding that what the positivist observer observes cannot be determined solely by the characteristic features of the observed phenomenon (Robson, 2017) has led to questioning of the positivist paradigm in social science research.

Against the objectivity claims of the positivist research paradigm, the anti-positivist approach argues that it is possible to understand human behavior in conjunction with its environment and constituent factors. From this standpoint, qualitative research can be understood as a way for individuals to make sense of the world from their own perspectives and to elucidate how they affect others (Balci, 2013). The anti-positivist research perspective places the observer at the center of the research (Denzin and Lincoln, 2005) and emphasizes the context in which events occur (Sherman - Webb, 2005). Evaluated from the perspective of educational research, it can be stated that research approaches addressed within the anti-positivist paradigm are significant steps in understanding social scientific and educational issues. The increasing number of qualitative research studies in recent years in social and educational sciences (Balci, 2013; Yıldırım - Şimşek, 2016) may be indicative of this trend.

Emerging as a third approach following positivism and anti-positivism, the mixed methods research paradigm offers an alternative for educational and social sciences research by allowing the use of both qualitative and quantitative methods in the same study. Dissatisfaction with positivism in the 1950s and 1960s led to the proliferation and gaining of credibility of post-positivist studies. Clearly defined mixed methods designs emerged in the mid-1990s following Campbell and Fiske's use of the first multi-method matrix in 1959 (Teddlie - Tashakkori, 2015). The mixed methods paradigm is grounded in pragmatism (Mackenzie - Knipe, 2006), which is based on the works of Peirce, James, and Dewey. Pragmatism advocates for using the most effective method or philosophical approach for the research problem at hand. Furthermore, pragmatism rejects traditional dualism, acknowledges the importance and existence of the social and psychological world evolving parallel to the natural and physical world, accepts fallibility, embraces pluralism, favors action over philosophy, and respects the inner world of human experience (Robson, 2017).

Utilizing research approaches in social sciences and educational sciences, researchers conduct their studies through academic books, as well as academic articles, as secondary sources. In this context, especially the sources written in English, which is the lingua franca, may

necessitate translation into different languages. In Turkey, there are various research methods books translated for use in social sciences and educational sciences (e.g., Cresswell, 2021; Saldana, 2019; Patton, 2018). However, understanding the reasons for the selection of translated books may require different perspectives. For example, the poly-system theory (Even-Zohar, 1979), which addresses why and how translated works reach different languages in the field of literature, may shed light on why translated works are selected in the field of research methods. The poly-system theory indicates a shift from classical linguistics to a descriptive approach (Yoldaş, 2016), from positivist research tendencies to a functional perspective analyzing relationships (Even-Zohar, 1979). The texts to be translated into a specific culture are selected according to their functions in the target language and observed under certain conditions based on the conditions and positions of literature in the related culture.

The poly-system theory, originally formulated in the field of literature, offers valuable insights into the dynamics of cultural exchange and the selection of translated works. Thus, it is considered that applying this theory to the field of research methods allows us to explore the underlying mechanisms shaping the dissemination of knowledge across linguistic and cultural boundaries and why some methodologies are favored over others when translated into different languages.

Furthermore, by looking into the poly-system theory, we can comprehend how shifts in academic paradigms, such as the transition from positivist research tendencies to more functional perspectives, influence the selection criteria for translated research methods books. This theoretical framework helps us grasp the complex reasons behind the selection of translated research methods books, revealing how cultural, linguistic, and academic factors all play a role.

In simpler terms, integrating the poly-system theory into our analysis by looking at research methods through the lens of the poly-system theory helps us understand why certain books were selected to be translated and how these choices shape academic knowledge exchange across different languages and cultures.

2. Theoretical Framework: Itamar Even-Zohar's Poly-System Theory

Itamar Even-Zohar, a leading figure in descriptive translation studies within functional translation theories, introduces the "poly-system theory," heavily influenced by the works of Russian formalists Yuri Tynyanov and Roman Jakobson (Gürçağlar, 2003, 194). According to Yazıcı (2005, 129), Even-Zohar's contribution marks a pivotal moment in the evolution of translation theory, as the poly-system theory introduces the foundational concept of "system"



into the discipline, laying the groundwork for a more comprehensive understanding of translation processes and dynamics. This theory serves as a significant departure from earlier approaches, offering a framework that encompasses various literary and cultural systems within which translations operate, thereby providing a more holistic perspective on the complexities of translation phenomena.

The poly-system theory seeks to elucidate the role of literature and its functional significance within society. Central to this framework is the notion that national literature comprises poly-systems –interconnected and mutually influential systems that extend beyond literary works alone (Gürçağlar, 2016, 129-130). These poly-systems are involved in several fields including education, media, and politics, reflecting the multifaceted interactions between literature and various societal spheres. Defining fields such as translation, literature, politics or education as a system not only offers a certain perspective on the world of these fields, but also makes it easier to understand the internal structures, transformations and relations of these fields with the outside world (Hermans, 1999, 103). As also emphasized by Berk (2005, 59), these systems are not static entities but rather dynamic and goal-oriented, evolving in response to the cultural and societal contexts of the target culture. Thus, within the poly-system theory, literature is situated as a dynamic force that both shapes and is shaped by the broader socio-cultural environment, highlighting its major impact and functionality within society.

This theory goes beyond merely examining the systematic positions of translated works, analyzing their intricate interactions with all genres, whether translated or not. This comprehensive approach reveals several dichotomies inherent in these relationships. Translated works in literary contexts are categorized as either primary or secondary, canonized or non-canonized, and positioned centrally or peripherally within the literary context (Even-Zohar, 2004, 200-201). However, it is important to note that these positions are not static; they can undergo shifts over time due to the dynamic nature of literature and its functions within the target culture. Such transitions are often driven by the evolving needs and dynamics of the receiving society. Despite its explanatory power, the poly-system theory has faced criticism from some quarters since it was found limited for studying translation within socio-cultural contexts (Fung, 2000).

In the 1990s, Itamar Even-Zohar reevaluated the poly-system theory, particularly in the context of cultural planning. He introduced the concept that 'culture' is shaped by repertoires, emphasizing the dynamic nature of collective entities. According to Even-Zohar (2002), the creation, reconstruction, and sustenance of these collective entities are significantly impacted by cultural planning, which is driven by free agents –individuals who lack controlling power over

the shaping of cultures. This perspective emphasizes the influential role of individual agency in the cultural landscape, highlighting the complex interactions between planned interventions and organic cultural evolution.

The translations of foreign works play a significant role in introducing new features to local literature, which helps enrich it with elements not previously encountered within the literary canon. These new features hold various dimensions, including the emergence of novel poetic languages, matrices, literary policies, and styles of speech. Moreover, the translation process constitutes new principles governing the selection of literary works for translation, a phenomenon inherently influenced by the dominant status within the literature. The criteria for selecting works for translation are subject to their alignment with emerging approaches and their potential functionality within the target literature. These conditions can be broadly categorized into three scenarios:

- a) In case of the absence of poly-system in the target literature (when it is juvenile and unsettled)
- b) When the literature of a particular literature is perceived weak or peripheral in a broader literary discourse
- c) In case of turmoil, peripeteia or literary depressions, where there exists a need for external influences and rejuvenate the literary circle.

Even-Zohar posits that translated works exhibit correlations in two primary ways (Zohar, 1979). Firstly, they are intertwined with how the target literature selects which source texts to translate. Secondly, they influence the utilization of translated works within the literary repertoire. The positioning of translated works within the literary poly-system, whether central or peripheral, is often indicative of transformative forces and significant events occurring within the national literature.

One such example to clarify this case can be the introduction of a new literary language or alphabet to a nation, as exemplified by the case of Turkey. In the early years of the Turkish Republic, literacy rates were relatively low, and the Arabic alphabet, which had been used for centuries in the Ottoman Empire, was replaced by the Latin alphabet. Consequently, there was a scarcity of literary works written in the new alphabet. To address this, Turkey's Minister of National Education, Hasan-Ali Yücel, established the Translation Bureau in 1940, which was tasked with introducing modern Western literature to Turkish audiences (Kayaoğlu, 1998). This initiative aimed to facilitate a cultural transformation within the national literature through translations from the West, thereby taking the translated literature to a pivotal position within



the literature. This example displays the instrumental role of translated literature in shaping and enriching national literary traditions, serving as a medium for cultural exchange and evolution.

Adapting the poly-system theory to the academic environment, particularly in the context of translating research methods books, is not only possible but also highly relevant. The principles underlying the poly-system theory offer valuable insights into the knowledge dissemination, cultural exchange, and the evolution of academic traditions.

Firstly, the poly-system perspective emphasizes the interconnectedness of various literary systems within a cultural context. Similarly, within academia, there exists a complex network of disciplinary fields, each with its own set of conventions, methodologies, and scholarly traditions. Translations of research methods books play a crucial role in bridging these disciplinary boundaries, facilitating cross-disciplinary dialogue and the exchange of research practices.

Moreover, the poly-system theory underscores the role of translated works in shaping and enriching national literary traditions. Similarly, translated research methods books contribute to the enrichment and diversification of academic traditions within the target language community. By introducing new methodologies, theoretical frameworks, and research paradigms, these translations trigger intellectual innovation and contribute to the advancement of knowledge within the academic sphere.

Furthermore, the poly-system perspective highlights the dynamic nature of literary systems, wherein translated works may occupy central or peripheral positions depending on various factors such as cultural prestige, institutional support, and reception by the academic community. Similarly, translated research methods books may vary in their influence and reception within the academic field, with some texts gaining prominence as foundational resources while others remain on the periphery.

All in all, by adapting the poly-system theory to the academic environment, particularly in the context of translating research methods books, we think that we can understand the role of translated works in shaping academic traditions and facilitating cross-cultural dialogue, scholars can better appreciate the importance of translation in advancing scholarly inquiry and promoting intellectual exchange on a global scale.

3. Method

In this regard, designed as a case study, this research involves the analysis of research methods books translated into Turkish and serve as sources for social sciences and educational sciences in the last decade. Through examining the prefaces of these books by translators or translation editors, the factors influencing the selections of these research books for translation

will be shed light based on the content provided by the translators or editors in the prefaces. In case studies, factors related to a situation are examined from a perspective of influences and how they affect or are affected by the relevant situation are investigated (Yıldırım - Şimşek, 2016).

3.1. Data Collection

In case studies, it is of high significance to provide diversity in data collection. However, the selection of materials to obtain data is subject to the research problem (Yıldırım - Şimşek, 2016). This research study focuses solely on a document analysis, which covers written sources that provide information about the phenomena under investigation, yet, providing the material diversity, it includes a total of 20 books translated from English to Turkish that serve as sources for social sciences and educational sciences in Turkey after 2013. Purposeful sampling methods of maximum variation and criterion sampling were utilized in the selection of translated books included in the study. Criterion sampling entails the requirement that the translation of the relevant work was completed after 2013, whereas maximum variation involves selecting works translated by different publishers and authors, involving prefaces by translators or translation editors.

3.2. Research Questions

This research is considered to be of importance in two ways. There have currently been encountered no research studies regarding why and how research books which were translated into Turkish serving as sources in the fields of social sciences and educational sciences, were selected, possibly influenced by changes in research approaches in these disciplines. Therefore, the aim of this study is to contribute to the literature by analyzing why and how research methods books translated into Turkish, which contribute to the fields of social and educational sciences in Turkey, are selected according to Even Zohar's poly-system theory (1979) through an interdisciplinary approach.

In this context, the following question will be addressed:

- (1) How are research methods books translated from English to Turkish in the fields of Social Sciences and Educational Sciences defined by translators or translation editors?
- (2) How are research methods books translated from English to Turkish in the fields of Social Sciences and Educational Sciences selected, and for what reasons?

3.3. Material

As stated earlier in this study, the materials are comprised of the prefaces of 20 research methods books in social sciences and educational sciences. The codes for addressing the related books are abbreviated as TB1, TB2, TB3, etc. representing the phrase 'Translated Book'. Here is the list of the books as materials.

Table 1. The List of Analyzed Research Methods Books

Coded Name	The Name of the Source Book and its Turkish Translation	The Author(s)	Year of Publication	Translator(s) or Translation Editor(s)	Year of Publication of Translation
TB1	Research Design: Qualitative, Quantitative, and Mixed Methods Approaches <i>Araştırma Deseni – Nitel, Nicel ve Karma Yöntem Yaklaşımları</i>	John W. Creswell	2009	Selçuk Beşir Demir	2013
TB2	Introduction to Meta-Analysis <i>Meta-Analize Giriş</i>	Michael Borenstein, Larry V. Hedges, Julian P. T. Higgins, Hannah R. Rothstein	2009	Serkan Dinçer	2013
TB3	Designing and Conducting Mixed Methods Research <i>Karma Yöntem Araştırmaları Tasarımı ve Yürütülmesi</i>	John W. Creswell & Vicki L. Plano Clark	2006	Yüksel Dede, Selçuk Beşir Demir	2014
TB4	Qualitative Research Methods for the Social Sciences <i>Sosyal Bilimlerde Araştırma Yöntemleri</i>	Bruce L. Berg, Howard Lune	1989	Hasan Aydın	2015
TB5	Writing for Academic Journals <i>Bilimsel Dergilere Makale Nasıl Yazılır</i>	Rowena Murray	2004	Şakir Çınkır	2015
TB6	Real World Research	Colin Robson	1993	Şakir Çınkır, Nihan	2015



	<i>Gerçek Dünya Araştırması</i>			Demirkasımoğlu	
TB7	Qualitative Data Analysis: An Expanded Sourcebook <i>Genişletilmiş Bir Kaynak Kitap: Nitel Veri Analizi</i>	Matthew B. Miles, A. Michael Huberman	1994	Sadegül Akbaba Altun, Ali Ersoy	2015
TB8	Qualitative Data Analysis with NVivo <i>NVivo ile Nitel Veri Analizi</i>	Pat Bazeley & Kristi Jackson	2007	Arif Bakla, Selçuk Beşir Demir	2015
TB9	Foundations of Mixed Methods Research <i>Karma Yöntem Araştırmalarının Temelleri</i>	Charles Teddlie, Abbas Tashakkori	2008	Yüksel Dede, Selçuk Beşir Demir	2015
TB10	Statistical Reasoning for the Behavioral Sciences <i>Sosyal Bilimler İçin İstatistik</i>	Richard Shavelson	1996	Neşe Güler	2016
TB11	Research Methods in Applied Settings - An Integrated Approach to Design and Analysis <i>Uygulamada Araştırma Yöntemleri - Desen ve Analizi Bütünleştiren Yaklaşım</i>	Jeffrey A. Gliner, George A. Morgan, Nancy L. Leech	2000	Selahattin Turan	2016
TB12	Qualitative Research Design: An Interactive Approach (Applied Social Research Methods) <i>Nitel Araştırma Tasarımı: Etkilesimli Bir Yaklaşım</i>	Joseph A. Maxwell	1996	Mustafa Çevikbaş	2017
TB13	A Concise Introduction to Mixed Methods Research	John W. Creswell	2014	Mustafa Sözbilir	2017

	<i>Karma Yöntem Araştırmalarına Giriş</i>				
TB14	Interpreting Qualitative Data <i>Nitel Verileri Yorumlama</i>	David Silverman	1993	Erkan Dinç	2018
TB15	How to Write a Thesis <i>Tez Nasıl Yazılır</i>	Rowena Murray	1970	Şakir Çinkır	2019
TB16	Principles and Practice of Structural Equation Modeling <i>Yapısal Eşitlik Modellemesinin İlkeleri ve Uygulaması</i>	Rex. B. Kline	1998	Sedat Şen	2019
TB17	How to Design and Report Experiments <i>Araştırma Nasıl Tasarlanır ve Raporlaştırılır</i>	Andy Field, Graham Hole	2003	Arif Özer	2019
TB18	Using Multivariate Statistics <i>Çok Değişkenli İstatistiklerin Kullanımı</i>	Barbara G. Tabachnick, Linda S. Fidell	2013	Mustafa Baloğlu	2020
TB19	Handbook of Qualitative Research <i>Nitel Araştırmalar Kılavuz Kitabı</i>	Norman K. Denzin – Yvonna S. Lincoln	2018	Gülay Ekici, Sabahattin Yeşilçınar	2021
TB20	Qualitative Research For Education <i>Eğitimde Nitel Araştırma – Teori ve Metodlara Giriş</i>	Robert C. Bogdan, Sari Knopp Biklen	1982	Sibel Balcı, Berat Ahi	2022

3.4. Data Analysis

Following the collection of relevant prefaces, the content in these documents were converted to Word document format and later imported into the MAXQDA program. The organized data was coded using MAXQDA24 software and analyzed using the thematic content analysis with a deductive approach utilizing the concepts that poly-system asserted. Content

analysis can be described as the process of interpreting data to reveal underlying patterns and meanings within the text (Patton, 2018), and thematic content analysis is a qualitative research technique that involves identifying, analyzing, and reporting patterns or themes within data. It aids in organizing and providing a rich description of the data under study.

Here, the content presented in the prefaces written by the translators or translation editors is analyzed using the themes discussed under the theoretical framework, poly-system theory. The themes to be analyzed under the theoretical framework are as follows:

- Literature is weak or peripheral
- The poly-system is juvenile and unsettled
- Turmoil, peripeteia or literary depressions

3.4.1. Attributions to That Literature is Weak or Peripheral

There are also the translators and translation editors, referring to the weakness of the target literature, stating the respective sources were needed to be translated due the lack of sources in the target literature, resulting also in the non-standard terminology in the field.

Limited Sources in the Target Literature: The fact that the related literature is peripheral and weak may be associated with the fact that the repertoire created within the culture consists of limited resources or that there is limited access to these resources. As a product of the existing dominant paradigm, it can be thought that the new approaches emerging with the paradigm change cannot find enough place in the scientific research ground and it is important to bring them into the Turkish literature. For this reason, the impression of these situations is shared in the prefaces and quoted below in TB2, TB7, TB10, TB11 and TB16.

Some of the studies on meta-analysis ... were found to have significant methodological errors. The main one of these errors is the use of methods such as content analysis, literature review, etc. and publishing these studies under the title of meta-analysis study. The biggest reason for these errors is that there are not enough Turkish resources on meta-analysis (TB2).

The most important reason for wanting to translate "Real World Research" is that it is one of the most comprehensive sources of data on quantitative and qualitative research methodology for social scientists (TB6).

Again, according to our observations, there was a need for a Turkish resource that addresses qualitative data analysis holistically. Miles and Huberman's *An Expanded Sourcebook: Qualitative Data Analysis*, translated into Turkish, we think that this book will partially meet the need for a Turkish resource on qualitative data analysis (TB7).

During this process, I thought from time to time, "This book should be in Turkish, it should be read in Turkish" (TB10).

Quantitative approaches, concepts and statistics are inherently difficult to understand. There are very few books dealing with the dimension of these contents... Another important point to be said about the book is this: In Turkey, there have been a large number of methodology books



as both translation and copyright, in which both quantitative and qualitative approaches are used. The fact that the two methods are discussed together increases the existing confusion... We can say that this book has become more important than the others in that only quantitative research is discussed in detail (TB11).

With the translation of this masterpiece, which presents structural equation modelling to the finest details, it is aimed that structural equation modelling will be better understood in our country (TB16).

In TB2, it was stated that there were significant methodological errors in meta-analysis studies, and the main reason for these errors was the insufficiency of Turkish resources, and in TB6, the lack of comprehensive resources on quantitative and qualitative research methods in Turkish scientific literature and the need for such resources were emphasized.

An Extended Sourcebook in Turkish: Qualitative Data Analysis, the preface of the book translated into Turkish with the title Qualitative Data Analysis (TB7) emphasized the lack of a Turkish resource that deals with qualitative data analysis in a holistic manner, and the opinion was expressed that the related book would only partially meet this situation.

In the preface of the book translated under the title Statistics for Social Sciences (TB10), the translation editor stated that he considered the book as a bedside book during his research and that he started to translate it with the idea that it should be read in Turkish and that the benefits of the book should also appeal to Turkish readers.

In another excerpt (TB11), in which the limitation of the source was emphasized, it was emphasized that there are many books in which qualitative and quantitative approaches are examined together, but the relevant book, which is written solely on quantitative approaches, is different from other books and there is a lack of books written in this way.

TB16, on the other hand, stated that structural equation modelling is not yet well understood in Turkey and that the wealth of resources abroad is not yet available in the country.

In the context of the poly-system theory, it is seen that these statements indicate that the Turkish scientific literature in the relevant field is weak or peripheral. In other words, it can be understood that since it is thought that the quality and scope of the studies carried out in these fields may be limited due to the lack of access to sufficient resources in social sciences and educational sciences, this deficiency is tried to be overcome with these translated books.

Non-standard Terminology in the Field: Another theme that may justify the peripheral and weakness of the literature can be read through the fact that the concepts in the relevant literature are not yet established. The fact that the concepts in the social sciences are not yet fully established compared to the natural sciences may prevent this field from taking a central position. In terms of the works in Turkey, it is perceived that the translated works related to the



quotations below are translated to overcome this problem or that such concepts have not yet been established while translating them.

In the process of translating the concepts and terms in foreign works into Turkish, various misunderstandings and interpretation problems may arise because these concepts and terms are often detached from their context in the work and interpreted too much. For this reason, it was thought that translating an important work on research methods and approaches as a whole might be useful in minimizing these problems (TB1).

In order to remain faithful to the essence of the book, the subjects were translated as much as possible without interpreting the expressions given by the authors. For this reason, partial differences in expressions occurred from time to time (TB2).

The Turkish word index was finalized by taking into account the opinions of our colleagues and the commonly used equivalents in the Turkish literature, and these words were preferred (TB6).

Both in the social sciences and in the natural sciences, terms used are frightening, cold and do not evoke anything... The translation errors in the books on the market are not limited to the above mentioned items. For example, the phrase 'araştırma çalışması' is used instead of 'research study' which means 'scientific research'. For example, the word 'contamination', which normally means the dissemination of experimental information, is translated as another word (meaning infection or iniquation in Turkish)... In short, people with poor knowledge of the field rely on dictionaries and may make incorrect translations. In this translation, great effort and sensitivity was shown in order not to make similar mistakes (TB11).

During the translation of the book, the original meaning was tried to be preserved as much as possible, but in order to make the expressions understandable, in many places, instead of direct translation, it was rephrased in a way that can be understood in our language (TB13).

One of the main difficulties we encountered in the translation of the book was that some of the terms used in the book had never been used in Turkish before (TB 16).

Although the book covers intermediate and advanced statistical topics, since it is prepared with a practical point of view, it can be easily followed even by readers with an intermediate level of statistical knowledge (TB18).

In TB1, it is stated that the difficulties experienced in the process of translating the concepts in foreign sources into Turkish and the overinterpretation of these concepts by detaching them from their context in the work may cause various comprehension errors and interpretation problems, while it shows the idea that the Turkish equivalents of the concepts have not yet been formed, at least at the point of conceptual unity. For this reason, it is stated that translating an important research work as a whole may be useful in reducing these problems, and it reveals the idea that the translations made in this field have not yet reached maturity.

In the statements given in the preface of the second book (TB2), the fact that the book has been translated by being as faithful as possible to the expressions in the original text, that the subjects have been interpreted as a literal translation, and that there are slight differences

between the expressions from time to time can be interpreted as such: The expressions in this field have not actually been assimilated or that their equivalents have not yet been formed in the established culture. As a matter of fact, that the expressions and concepts are faithfully translated to the original can be interpreted as the fact that the expressions and concepts may remain incomplete in terms of functionality in the target language and that the field has not yet matured in the target language.

In the preface of the translation of the book titled *Real World Research* (TB6), it is stated that the translation was made in line with the opinions of the translator's colleagues and by taking into account the terms commonly used in the Turkish literature, and it is understood that there is a difference in terminology, and in TB16, it is also stated that some terms have never been used in Turkish before.

In the preface of the book translated under the title *Research Methods in Practice - An Approach Integrating Design and Analysis* (TB11), it is pointed out that the concepts used in research methods are not used with their correct meanings in the Turkish translations in the literature, and it is stated that these translations based on the dictionaries of those who are not from the field cause translation errors and that this has been carefully approached in the related work.

In the TB13, it was stated that there was no equivalent in the target language when the translation was made, therefore, rather than giving the direct equivalents of the concepts, they were rephrased in a way that they could be understood in Turkish, and the Turkish equivalents of the concept were created from the beginning and a functional translation was tried to be made.

In the preface of the book translated and titled as *The Use of Multivariate Statistics* (TB18), it is understood that the concepts used are simplified in a way that they can be understood by the average reader and a functional translation approach is adopted.

The fact that certain concepts are not established or not settled in the Turkish literature may indicate that there is no diversity and balance of power in this field or that certain concepts are poorly represented. This situation may indicate the difficulties encountered during translation and the conceptual ambiguities in translation in Turkish literature. This weakness or peripherality may indicate that certain topics or concepts are not analyzed or developed in sufficient depth in the Turkish literature.

3.4.2. Attributions to that the Poly-System is Juvenile and Unsettled

The following statements obtained from the books can be attributed to the poly-system in the related literature is juvenile and unsettled. Under this theme, some translators stated that



they hoped the translations to contribute to the diversity and quality in the target literature for social sciences and educational sciences, also revealing the dominant status of the existing conditions.

Contributions to the Diversity and Quality in the Target Literature: In the light of the poly-system theory, the fact that the field of literature is juvenile by trying to settle into the target literature can be expressed by the fact that a field or discipline is still developing and that certain concepts or studies have not yet become established, as well as the lack of diversity of the works produced in that field and the limited quality of the works produced. For this reason, the effort to create diversity and quality in the works in the target culture shows that the literature in the field is juvenile and in the process of settlement. Through such reading, the following quotations were made based on the emphasis on 'diversity' and 'quality' in the prefaces.

I think that this book, written by Prof. Rowena Murray, will help you to improve your effective writing skills. Murray's clear road map for writing articles for scientific journals and her simple and detailed explanation of the steps to be followed in this road map, and the fact that it encourages you to think, is one of the important reasons for translating the book (TB5).

In the last quarter century in Turkey, many copyrighted and translated works on research methods have been published. These studies have contributed greatly to the diversification and enrichment of the research field. This translation should be regarded as a contribution to the efforts in this field (TB11).

We think and hope that this work, which we think will make important contributions to the Turkish literature, especially in qualitative data collection and data analysis, will also be useful in qualifying qualitative studies, rapidly increasing in number in our country (TB14).

In recent years, structural equation modelling has become a frequently used methodology in both social sciences and other fields. One of the main advantages of structural equation modelling is that it provides researchers with the opportunity to test their own theories. With the increasing popularity of this approach, many articles and books on structural equation modelling have taken their place in the literature. Unfortunately, the wealth of resources in this field in the foreign literature is not found in our country. In order to overcome this deficit, there is a need to translate the resources written in this field into Turkish (TB16).

Therefore, I believe that this book should be considered as a resource that complements others in the field of research, rather than an alternative (TB17).

Considering that the number of qualitative research in academic studies produced in many fields in our country is gradually increasing, we think that the project of bringing such an important work into Turkish will contribute to all those concerned to better understand and use/apply the qualitative research model (TB19).

In TB5, it is seen that a book written by Prof. Rowena Murray aims to increase the functionality in the target culture by providing simple and detailed explanations and prompting thought as a resource for developing effective writing skills.



TB11, TB 14, TB17 and TB19 stated that the number of copyrighted and translated works on research methods has increased in recent years. While the translation editor of TB11 expected the translated book to be a contribution to the field, the editors of TB14 and TB19 expected these efforts to be on qualitative data collection and analyses. TB17 emphasizes that it is complementary to other sources rather than being an alternative work in this field.

Pointing to the scarcity of Turkish works on structural equation modelling, TB16 states that there is a wealth of resources in foreign works.

Addressing the importance of translated works to increase the diversity and richness of the research methods literature in Turkey, it is stated that these works can make important contributions in their translations into Turkish, especially in qualitative research, and the impression is created that their position in the national literature is peripheral, but they are trying to achieve a central position in the poly-system theory.

Dominant Status of the Prevailing Conditions: The fact that the relevant literature is juvenile and in the process of establishment can be explained by the fact that it has not yet been able to get rid of the influence of the prevailing conditions and that these conditions make their presence felt in a dominant way. As a matter of fact, the quotations below can be interpreted as the influence and dominance of the existing conditions, in other words, the influence and dominance of quantitative research approaches, and the fact that qualitative research has not yet matured in the literature but is trying to gain a place for itself.

Although there is a strong resistance from social scientists to continue quantitative studies, there is no denying the fact that qualitative research offers a new and alternative way of making sense of behavior, attitudes and perceptions... On the other hand, qualitative research faces some obstacles, such as maintaining its own reputation and continuing to compete to be used in more advanced research and to be a source for many new fields where the logic of evidence about the social world is absolutely at the forefront (TB4).

However, it is seen that researchers who have not fully grasped the nature of qualitative research cannot get rid of the influence of positivist philosophy while conducting qualitative research (TB12).

It is seen that the quantitative research approach based on the positivist view of science, which has maintained its dominant position in social sciences and especially in the fields of sociology and educational sciences in Turkey for many years, has begun to share this position with qualitative research based on the interpretive paradigm that has gradually come to the fore in the last 20 years. ...what we have tried to express in the first paragraph is related to the dominant effects of the positivist understanding of science on social science research and methodology in our country. These effects have led many researchers to perceive qualitative research as a uniform, mechanical process, just like quantitative studies (TB14).

In an effort to understand the nature of qualitative research, we wanted to bring this study, which we value very much, into the Turkish literature. Moreover, we plugged our ears to all the criticisms made against translated books (TB20).



In the preface of the translation of *Research Methods in Social Sciences* (R4), the translator emphasized the persistent behavior of social scientists in conducting quantitative research due to the dominant conditions of the day and stated that qualitative research should compete with quantitative research in order to protect the self-respect of the social world and to overcome the preferability of quantitative research. Similarly, in the preface of the book translation titled as *Qualitative Research Design - An Effective Approach* (TB21), it is stated that qualitative researchers are under the influence of positivist perspective due to the dominant position of quantitative approaches and therefore they cannot capture the spirit of qualitative approaches.

The translator of the book titled as *Interpreting Qualitative Data* similarly emphasizes in the preface of the book (TB14) that quantitative studies as a product of the positivist understanding of science have been effective in social sciences and educational sciences in Turkey, but that qualitative research has replaced it in the last 20 years, but still the paradigm based on quantitative methods has not yet been broken. In the further statements, it is said that this situation can be understood by looking at the method sections of dissertations, articles and papers carried out in universities, and it is pointed out that qualitative research in this field has not yet reached a position to prove its maturity.

In TB20, it is understood that the translators undertook the translation process knowing the prejudiced view of the translated works while introducing them into the Turkish literature. From this point of view, it can be inferred that the position of translated works is less prestigious compared to these works, either because of the previous translations or because of the dominance of the works written in Turkish in the field. For this reason, the translators stated that they undertook the translation by ignoring such criticisms.

3.4.3. Attributions to the Turmoil, Peripeteia or Literary Depressions

The following quotes from the translators and translation editors reveal that the poly-system in the target literature is in the stage of turmoil, peripeteia, therefore experiencing literary depressions mainly as a result of paradigm shift.

Peripeteia or Turmoil (Paradigm Shift): According to the poly-system theory, the primary or secondary position of translated works was related to the turning points in the relevant literature, the existence of literary gaps and the innovation they brought to the field. In other words, the primary position of translations for the literature based on scientific research within the scope of this research depends on the emergence of turning points such as paradigm shifts and literary gaps in the national repertoire and the relevant literature. For this reason, the prefaces of the related works have been analyzed for the presence of expressions that reveal this



situation, and the findings marking such turning points or crisis situations have been found between the lines of the prefaces examined.

In recent years, the shaking effect of qualitative research methods in social sciences, especially in educational research, continues to expand by opening new fields both in Turkey and in other countries of the world despite all the discussions (TB4).

The most important factor shaping the basic assumptions of the book is that qualitative research methods are frequently preferred in all fields, especially in sociology, anthropology, psychology and educational sciences, in order to reach facts based on social phenomena, changes and revolutions in which people are directly involved (TB4).

Although there is a strong resistance among social scientists to continue quantitative studies, there is no denying the fact that qualitative research offers a new and alternative way of making sense of behavior, attitudes and perceptions (TB4).

In all this universe of discussion, qualitative researchers have to decide where to stand. Of course, such decisions have not always been very easy. Nevertheless, researchers should not pay too much attention to this point, but they should be able to risk getting lost wherever they go rather than staying where they are (TB4).

As the sands in the desert shift as the wind blows, serious paradigm shifts are experienced in research methods over time. The rapid change and transformation in every field in the world necessitates innovation and development in research methods and data analysis process. Especially the popularity of the qualitative method is increasing, and analysis techniques and analysis programs are being developed in this direction. (TB8).

In Turkey, the number of quantitative and qualitative research in academic studies of various disciplines is increasing day by day (TB9).

Today, positivist approaches have been overshadowed by post-positivist approaches and in this direction, there has been a significant increase in the number of studies carried out by adopting a qualitative approach in social sciences (TB12).

It is seen that the quantitative research approach based on the positivist view of science, which has maintained the dominant position in the social sciences and especially in the fields of sociology and educational sciences in Turkey for many years, has started to share this position with qualitative research based on the interpretive paradigm that has gradually come to the fore in the last 20 years (TB14).

With the influence of the qualitative research model based on the interpretive paradigm, which gradually came to the agenda after the mid-1990s, it can be seen that the quantitative research model based on the positivist paradigm, which has been going on for many years in social sciences (especially in the field of educational sciences) in Turkey, has gained a different momentum (TB19).

Qualitative research was always more distant to us than quantitative research. As our experience in the research field increased, we started to question our knowledge of qualitative research and the way we use qualitative research methods in our studies (TB20).

In TB4, it was stated that qualitative research has created an impact on social sciences and that it has brought innovations in research not only in the world but also in Turkey, and that it offers alternative ways to social scientists, but that qualitative researchers should adopt a



qualitative approach by taking risks in terms of whether quantitative or qualitative methods should be preferred in the face of this change.

The translators of the book '*Qualitative Data Analysis with NVIVO*' stated that there arose a need to use new software developed in this regard, referring to the necessity of developments and changes in data analysis with reference to the paradigm shift in the world.

In TB9, the importance of this book is emphasized by addressing a turning point with the impression that there is an increasing need for these methods due to the increasing number of quantitative and qualitative research in the use of mixed methods, while in TB12, TB14 and TB19, post-positivist approaches overtake positivist approaches, They emphasize the paradigm shift by stating that qualitative approaches have started to share the balance of power with quantitative approaches with a significant increase in the number of qualitative approaches and that this approach has changed in Turkey, and they point out that they attribute the justifications in their translations to this.

Similarly, in TB20, it was stated that qualitative studies were not preferred compared to quantitative approaches, but later on, due to the increase in awareness of the qualitative studies conducted in their own fields, questions were made on the methodology. In their further statements, the translators pointed that they read a lot of books in this field; although they liked the didactic narrative of most of them, they also pointed out the deficiency in this field by emphasizing the necessity of understanding the historical process and the philosophical foundations of qualitative research.

Literary Depression: Another important factor in the translation of scientific research books into Turkish is thought to be due to the gaps in the relevant literature, in other words, the lack of content and/or number of works in this field. National literature and translated literature, which constitute a poly-system in the literature, constitute the national repertoire. The literary gaps in this field may position the copyrighted works written in the national language or translations from another language at the center or at the periphery. The lack of copyrighted works in the national repertoire can also be seen as a reason for such a gap. We believe that the following excerpts will be useful on what kind of a gap was seen in the translation of these works, which are handled at the scientific level.

Although many valuable publications have addressed the topic of meta-analysis, these publications only deal with the definition and partial process of the meta-analysis method (TB2).

The most important purpose behind the introduction of this book in the Turkish literature is to try to fill the gap in the literature on qualitative research in a correct, simple and understandable way (TB4).



There is an increase in the number of books on qualitative research methods, most of which are translated from English. This book on qualitative data analysis, which has been translated into Turkish, is one of the first in its original language (TB7).

Again, according to our observations, there was a need for a Turkish resource that addresses qualitative data analysis holistically. Miles and Huberman's ... book will partially meet the need for a Turkish resource on qualitative data analysis (TB7).

The Turkish adventure of publications on qualitative research methods, which started with a Turkish copyrighted work published in the late 1990s, continues with various articles, translations, and monographs (TB14).

There are three reasons for the decision to translate this work of David Silverman into Turkish. The first one is related to the current state of qualitative research studies in Turkey. Namely, we witnessed that the authors of the first Turkish book on qualitative research methods, which we had the honor of meeting on a recent congress, were no longer satisfied with the large number of references to their works in academic studies, but on the contrary, they complained and complained. The authors stated that they observed obvious errors and deficiencies in many academic studies that were stated to be qualitatively designed; that the authors of these studies cited their own works as a reference to the deficiencies and errors as much as the appropriate or correct works they did; and that they were not at all satisfied with this situation (TB14).

The third reason, which is partly related to these two, is related to the analysis of qualitative data. When the texts on qualitative research methods written in Turkish or translated into Turkish are examined, the impression is that analyzing qualitative data is considered together with other steps of the research process, that it is seen as an ordinary process or procedure that complements them, and that there is a common perception that qualitative data can only be produced in the research process with the initiative of the researcher, similar to the processes in qualitative research (TB14).

The students who took the "Academic Writing Techniques" course I taught in the graduate program often expressed that the number and content of written resources that could help them while preparing homework and writing thesis were insufficient and that they had difficulties in this process. Although most of the schools to which graduate students are affiliated have a "Thesis Writing Guide", when I examined these guides, I realized that they were insufficient to solve the possible problems that students would encounter in their academic studies. Upon this intense demand from the students, I started to search for resources that would help them solve the problems they encountered in this process (TB15).

In recent years, structural equation modelling has become a frequently used methodology in both social sciences and other fields. One of the main advantages of structural equation modelling is that it provides researchers with the opportunity to test their own theories. With the increasing popularity of this approach, many articles and books on structural equation modelling have taken their place in the literature. Unfortunately, the wealth of resources in this field in the foreign literature is not found in our country. To overcome this deficit, there is a need to translate the resources written in this field into Turkish (TB16).

The book, which is one of the most fundamental works in the field of statistics, is one of the most preferred works in many master's and doctoral programs when it exhibits a practical approach to the use of statistics. It is hoped that it will fill a big gap in this field in our country (TB18).

Pointing out the lack of content in the books written and translated on meta-analysis, it is understood in the preface that the translator decided to translate this book (TB2) because it examines the method from different angles and includes theories and calculations in detail.



In TB4, the translator draws attention to the gap in the literature on qualitative research and states that this gap in the Turkish literature is tried to be filled not only in a simple and comprehensible way but also in an accurate way and points out the inaccuracies in other copyrighted works and other translations in this sense.

In the preface of TB7, it is stated that the books published on qualitative research methods are mostly based on the translation of English sources and their number has increased, and that this work, written in 1994, is one of the first works written in the source language, and that its place in the literature is still juvenile, and the translator further addresses the literary gap by expressing the lack of a Turkish source that approaches qualitative research from a holistic perspective.

TB14, on the other hand, shows the literary gap in the field of qualitative analysis more clearly, stating that at the end of the 90s there was only one copyrighted work and that there were various articles and translations in this field afterwards. In the preface, three reasons for the aim at translating the relevant work are listed, and the first one is the lack of alternatives to the first copyrighted work written in Turkish and the dissatisfaction that young researchers have problems in examining foreign language sources, and therefore, the researchers are dissatisfied with the fact that they are referred to them while doing negative and erroneous works as well as the works they have done positively with a focus on qualitative research. The second reason was the idea that the positivist understanding of science is still seen as the dominant condition in Turkey, while, as the third reason, the lack of such a comprehensive work was emphasized and the need for its translation was stated due to the fact that there is a general perception that data analysis is only seen as a complementary process or procedure in the content of the texts on the analysis of qualitative data written in Turkish or translated into Turkish and that it can be carried out in a similar way to the processes in quantitative research.

In the preface of the 2019 translation of the book titled as *How to Write a Thesis*, originally created in 1970, it was stated that the translator felt the need to translate such a work based on the expectations of his own students as the target audience and that there was still a lack of quality and quantity of written resources in the writing of dissertations or other academic studies.

P18 also stated that the translation of the book titled *The Use of Multivariate Statistics*, which he considered as one of the most preferred works in graduate academic programs in the field of statistics, was done in 2020 with the hope that it would 'fill a bigger gap in this field' and that it would complete the deficiency in the relevant literature.



4. Results and Discussion

In this study, aiming to contribute to the literature by analyzing, with an interdisciplinary approach, why and how the research methods books translated from English to Turkish in Turkey, which serve as a source for the fields of social and educational sciences, are selected according to Even-Zohar's poly-system theory (1979), we sought for the answers to the following questions: On what grounds and how are research methods books translated from English to Turkish in the fields of Social Sciences and Educational Sciences defined by translators or translation editors? On what grounds and how are the research methods books translated from English into Turkish in the fields of Social Sciences and Educational Sciences selected? Within the scope of the research questions, the prefaces of translators and translation editors of a total of 20 academic research methods books translated into Turkish after 2013 were analyzed. Following the analyses of the statements in the preface, the results can be summarized as follows.

One of the reasons for the selection of research methods books translated into Turkish is that a poly-system has not yet been formed in these fields. The interest in qualitative research, especially in social sciences and educational sciences, and the lack of information, resources and qualifications in this field may have led to the translation of qualitative research books, and it provides us with the inference that the translations of such books are trying to become primary, central and canonized by trying to eliminate the deficiency in the national literature.

The mixed-method research can also be considered to be unsettled as it was also emphasized that there is a significant lack of knowledge in Turkey about mixed methods research, the theoretical foundations of which have become stronger in the world in the last 30 years, and this deficiency is seen to have affected the translation of resources in the field of mixed methods research into Turkish as well.

The fact that the respective literature is in a weak and peripheral position as translation works in the national repertoire is also seen as a reason for this. It can also be stated that the number of research methods books written in Turkish is quite limited. The theme of crises and paradigm shifts in the relevant literature, which Even-Zohar refers to as the third situation, is relatively more common in the analysis of prefaces. In connection with this deficiency, it is stated between the lines that the view of research in social sciences and educational sciences has undergone a radical change and caused a paradigm shift and that qualitative approaches have caused this change in the world, that researchers in Turkey are also affected by this change and that for these reasons, translations are made and should be made with the idea that the dominant understanding in the national literature should be changed.

5. Recommendations for Further Research

The scope of the current study includes prefaces of research books in the fields of social sciences and educational sciences through document analyses as a case study, but in-depth interviews with translators as a future empirical study may shed more light on this issue allowing an insight into detailed reflections of the translators and translation editors since the prefaces are of limited space in terms of the content involving the personal objectives they wish to explain in translating such books.

The researchers wishing to conduct similar research may limit the span of years of publications to be analyzed in their research by increasing the number of those which has been published in recent years. In our research, the publication years of the books analyzed covers the span of 10 years. For example, they might be suggested to include those which have been translated in the last five years.

Another recommendation could be for those who wish to translate the books for research methods. The translators or editors of these research method books are seen to be current researchers in their own fields. While some are observed to provide the readers with sufficient content in the prefaces, few may prefer to say more about their acknowledging the people aiding in their efforts.

Educational sciences and social sciences cover many inter-disciplinary fields. Thus, we aimed to analyze translated research methods books from English to Turkish through the lens of a translation theory, Zohar's poly-system theory. Not only novice researchers but also experienced ones should use a variety of theoretical frameworks across several disciplines to perceive and look into the issues using the diverse natures of social cases using such theories that may contribute to several disciplines.



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