

A Systematic Review of Doctoral Dissertations on Turkish Language Teaching in Primary Education

Sınıf Eğitimi Alanında Türkçe Öğretimine İlişkin Doktora Tezlerine Sistematik Bir Bakış

Fisun Güngör Yereyikılmaz¹

Keywords	Abstract
Doctoral dissertation	This study aims to systematically examine doctoral dissertations focused on the teaching of Turkish language in primary education from bibliometric, methodological, findings, and recommendation perspectives. The study adopted a systematic review methodology and was conducted in accordance with the PRISMA 2020 guidelines. Within this framework, a search was performed in the National Thesis Center of the Council of Higher Education (YÖKTEZ) database using the keywords “primary education,” “elementary education,” “classroom education,” “teaching Turkish language” and “Turkish education”. The search was limited to the years 2022–2025 in order to reveal current research trends. A total of 486 doctoral dissertations were identified, and 57 dissertations were included in the study based on predefined inclusion criteria, namely being conducted in the context of primary education and directly addressing Turkish language teaching. The dissertations were analyzed through descriptive content analysis. The findings indicate that doctoral dissertations are bibliometrically concentrated in a limited number of universities and that dissertation production peaked in 2022. Methodologically, most studies were descriptive in nature and primarily aimed to portray the current state of affairs, with quantitative and mixed-method designs being predominantly preferred. Thematically, the development of reading and writing skills, critical writing, digital literacy, and technology-supported instructional practices were prominent, whereas studies focusing on listening and speaking skills remained limited. The findings obtained from the reviewed research were categorized under the themes of cognitive and academic development, affective and participatory development, and methodological and pedagogical innovations. Overall, the reviewed studies emphasize reading and writing development, student-centered approaches, and higher-order thinking skills, while highlighting the need for more practice-based, long-term, and holistic instructional models in Turkish language teaching.
Primary education	
Systematic review	
Turkish language teaching	
Anahtar Sözcükler	Öz
Doktora tezi	Bu çalışma, sınıf öğretmenliği alanında Türkçe öğretimi üzerine gerçekleştirilen doktora tezlerinde ortaya çıkan eğilimleri, bibliyometrik, yöntemsel, tematik, sonuç ve öneri boyutları açısından sistematik olarak incelemeyi hedeflemektedir. Çalışmada sistematik derleme yöntemi benimsenmiş ve araştırma PRISMA 2020 yönergelerine uygun olarak gerçekleştirilmiştir. Bu kapsamda YÖK Ulusal Tez Merkezi (YÖKTEZ) veri tabanında “ilköğretim”, “temel eğitim”, “sınıf eğitimi”, “Türkçe öğretimi” ve “Türkçe eğitimi” anahtar kelimeleri kullanılarak tarama yapılmıştır. Güncel eğilimleri ortaya koymak amacıyla tarama 2022–2025 yılları ile sınırlandırılmıştır. Tarama sonucunda toplam 486 doktora tezine ulaşılmış; önceden belirlenen dâhil etme ölçütleri doğrultusunda, ilkokul bağlamında yürütülen ve doğrudan Türkçe öğretimi konu alan 57 doktora tezi çalışma kapsamına alınmıştır. Çalışma kapsamındaki tezler betimsel içerik analizi ile incelenmiştir. Tezlerin bibliyometrik olarak büyük oranda birkaç merkezde yoğunlaştığı ve 2022 yılında üretimin zirve yaptığı belirlenmiştir. Bulgular, doktora tezlerinin bibliyometrik olarak sınırlı sayıda üniversitede yoğunlaştığını ve tez üretiminin 2022 yılında zirveye ulaştığını göstermektedir. Yöntemsel açıdan, araştırmaların büyük çoğunluğunun mevcut durumu betimlemeye yönelik olduğu, nicel ve karma yöntem desenlerinin ağırlıklı olarak tercih edildiği belirlenmiştir. Tematik açıdan, okuma ve yazma becerilerinin geliştirilmesi, eleştirel yazma, dijital okuryazarlık ve teknoloji destekli öğretim uygulamaları öne çıkarken; dinleme ve konuşma becerilerine odaklanan çalışmaların sınırlı olduğu görülmüştür. İncelenen araştırmalardan elde edilen bulgular; bilişsel ve akademik gelişim, duyuşsal ve katılımsal gelişim ile yöntemsel ve pedagojik yenilikler temaları altında toplanmıştır. Genel olarak değerlendirildiğinde, incelenen çalışmaların okuma ve yazma becerilerinin geliştirilmesine, öğrenci merkezli yaklaşımlara ve üst düzey düşünme becerilerine vurgu yaptığı; buna karşılık Türkçe öğretiminde uygulamaya dayalı, uzun süreli ve bütüncül öğretim modellerine daha fazla ihtiyaç duyulduğu sonucuna ulaşılmıştır.
Sınıf eğitimi	
Sistematik derleme	
Türkçe öğretimi	

¹ Corresponding Author, Independent Researcher Dr., Şanlıurfa, Türkiye, fisungungor@anadolu.edu.tr, <https://orcid.org/0000-0002-4266-8864>

Introduction

Primary education represents a critical period during which the foundations for children's linguistic, cognitive, and social development are established. The quality of instruction provided during these years directly influences students' subsequent learning, future academic success, social adjustment, and communication skills. In particular, fundamental 21st-century skills—such as critical thinking, problem-solving, collaboration, and communication—are rooted in the language and cognitive abilities acquired at this stage (UNESCO, 2020). Research shows that early investments in primary education yield long-term social and cognitive returns for individuals (Heckman, 2011; Liu et al., 2024).

Despite the recognized importance of primary education, the PISA (2013) report indicates that, globally, 250 million students who complete primary education fail to attain minimum proficiency in basic reading and writing skills (Cresswell et al., 2015). According to the PISA 2022 results, approximately 27% of students aged 15 demonstrate less than basic proficiency in reading (OECD, 2023). Similarly, the 2025 UNESCO Global Education Monitoring (GEM) Report shows that 60% of children completing primary school do not acquire fundamental literacy competencies (UNESCO, 2024). These findings reveal a globally concerning picture regarding the quality of primary education. PIRLS (Progress in International Reading Literacy Study) results provide a comparative assessment of fourth-grade students' reading skills, highlighting reading comprehension as the foundation for learning across all disciplines (Hillman et al., 2023). Such international assessments underscore the universal importance of foundational literacy skills acquired through mother-tongue instruction at the primary school level.

Within primary education, teaching Turkish is considered the subject area that most significantly affects students' intellectual development (Güneş, 2020). It not only focuses on teaching the language itself, but also serves as a cognitive tool that supports students' perception, comprehension, and communication with the world. With these characteristics, the Turkish course significantly influences students' critical thinking skills, creative writing abilities, emotional expression, and social success (Temizkan, 2010; Maden, 2010; Demir, 2013).

In addition to cognitive development, teaching Turkish language is a key educational tool supporting linguistic and affective growth (Çer, 2016; Genç, 2017). Listening skills—which are the most frequently used in daily life and form the basis for other language abilities—involve complex cognitive and affective processes, such as focusing attention, making sense of auditory input, and establishing empathy (Karadüz, 2010; Doğan, 2013). Conversely, speaking skills allow individuals to express themselves verbally and build social bonds (Saltalı & Erbay, 2013). Reading skills, which help students understand, relate to, and reflect on social realities—thus allowing for questioning and problem-solving—are a primary tool for critical thinking, organizing information, and developing higher-order cognitive functions (Erman-Aslanoğlu & Kutlu, 2015; Polat et al., 2024). Writing skills, which are essential not only for language learning but also for social life, are directly related to the cognitive structuring, planning, and creative expression of thoughts (Temizkan, 2010).

Doctoral education, which aims to elevate teacher competencies to the highest level, is considered one of the most critical stages in the field of teacher education. Doctoral education represents an advanced academic structure designed not only to enhance teachers' classroom-based pedagogical practices but also to deepen their engagement with theoretical knowledge production, research design, and scientific thinking processes. In this context, doctoral programs in the field of primary school teaching seek to enable teachers to move beyond their practitioner identities and assume the roles of researchers, curriculum developers, and academic leaders within the field.

The primary objective of the Anadolu University Primary School Teaching Doctoral Program is to equip students with advanced-level knowledge, skills, and professional dispositions, enabling specialization in the field and supporting scientific contributions through both theoretical and applied research (Anadolu University, 2024). Similarly, the Eskişehir Osmangazi University Primary School Teaching Doctoral Program aims to educate individuals who are capable of developing alternative solutions to existing educational challenges and generating original policies aligned with the country's social and cultural context (Osmangazi University, 2024). In this respect, doctoral education equips primary school teachers with an interdisciplinary

perspective, enhances their academic capacity to redesign educational environments, and fosters competencies necessary to guide national education systems on a scientific foundation.

Doctoral dissertations on Turkish language teaching within the field of primary education constitute a substantial academic accumulation. These dissertations address the multidimensional nature of Turkish language teaching, including instructional methods, material development, technology integration, and assessment and evaluation processes, thereby providing rich and in-depth insights into instructional practices (Özenç & Özenç, 2018). However, the absence of a systematic review approach that holistically examines these dissertations limits the clear identification of prevailing trends, strengths, and research gaps in doctoral-level knowledge production. This situation highlights the need for a critical evaluation of doctoral education in terms of research content, methodological orientations, and academic priorities.

In recent years, the significance of digital tools and technological approaches in teaching Turkish as a first language (L1) and as a second language (L2) has increased considerably. Digital storytelling, artificial intelligence-supported writing analysis, e-book applications, and digital portfolios have emerged as prominent contemporary practices in Turkish language teaching (Tepeli & Canlı, 2019). At the same time, Turkish language education is closely associated with broader dimensions such as cultural transmission, values education, and individual identity development (Demirkol & Boyacı, 2018). This underscores that doctoral-level research in Turkish language education carries not only academic significance but also social and pedagogical responsibility.

Turkish language education constitutes a substantial proportion of postgraduate theses conducted in the field of primary education. Recent studies have attracted attention due to their thematic diversity and methodological orientations. While Kesik and Ciğerci (2020) and Önal and Maden (2021) examined postgraduate theses in primary education from a general perspective, Coşkun et al. (2012), Boyacı and Demirkol (2018), and Turan et al. (2018) analyzed dissertations in Turkish language education across extended time spans. Additionally, several studies have focused on specific language skills within Turkish language teaching. Nevertheless, many of these studies are characterized by fragmented analytical frameworks and limited variables, which restrict their capacity to present the overall trends of doctoral education in a comprehensive manner.

Based on this gap, the present study aims to examine doctoral dissertations on Turkish language teaching in the field of primary education through a systematic review methodology. Within the scope of the study, dissertations were not merely classified descriptively; rather, they were analyzed within a multidimensional framework encompassing research purposes, methodological orientations, instructional approaches, theoretical foundations, findings, and recommendations. In doing so, the study makes visible the quality and orientation of scientific knowledge produced through doctoral education and provides a basis for the structural and content-based evaluation of doctoral programs.

In conclusion, this study is expected to make a significant contribution to the literature by revealing the current state of doctoral education in Turkish language teaching within primary education, identifying research trends and gaps, guiding future doctoral research, and informing the development of doctoral programs. The findings are anticipated to provide a scientific foundation for decision-makers involved in teacher education policies, doctoral program restructuring, and academic planning processes. Beyond enriching the existing body of knowledge, the study is projected to function as a strategic guide aimed at enhancing the overall quality of doctoral education in the field. The aim of this study is to systematically examine trends emerging in doctoral dissertations on Turkish language teaching in primary education through bibliometric, methodological, thematic, results, and recommendation dimensions. Within this framework, the study seeks to address the following research questions:

1. What are the quantitative trends in the bibliometric characteristics (year and university) of doctoral dissertations on Turkish language teaching within primary education?
2. What methodological trends are evident in terms of research purposes, research designs, participant characteristics, data collection instruments, and data analysis techniques employed in these dissertations?

3. What topics do these dissertations focus on regarding key language skills, types, sub-skills, and disciplines within Turkish teaching?
4. What key findings and recommendations are reported in these dissertations?

Method

This study employed a systematic review approach to examine doctoral dissertations on Turkish language teaching within the context of primary education. A systematic review is a research methodology that identifies existing studies on a given topic, selects relevant studies based on predefined inclusion criteria and quality evaluation procedures, and analyzes and synthesizes the included studies in a structured manner (Aslan, 2018; Snyder, 2019). Such reviews aim to provide a comprehensive, transparent, and unbiased synthesis of the research landscape through replicable procedures (Higgins et al., 2022).

The review process was conducted in accordance with the PRISMA 2020 (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines, which offer an evidence-based framework for documenting the identification, screening, eligibility, and inclusion stages of systematic reviews (Page et al., 2021). Adherence to PRISMA enhances transparency, methodological consistency, and reporting quality in evidence synthesis studies.

Given that the present study focuses on identifying research trends in doctoral-level work, the systematic review design enabled a comprehensive and integrative evaluation of postgraduate knowledge production in Turkish language teaching.

Methodologically, the review was guided by established evidence-synthesis models used in educational research. In line with Newman and Gough (2020), the process involved: developing the research question, designing the conceptual framework, constructing selection criteria, developing the search strategy, selecting studies using those criteria, conducting coding procedures, evaluating study quality, synthesizing findings, and reporting results. These stages ensured alignment with the epistemological and methodological characteristics of education-focused systematic reviews.

Additionally, the literature identification and selection procedures followed the four-step structure described by Gamage et al. (2022):

- (1) identifying relevant literature,
- (2) screening studies according to predetermined criteria,
- (3) classifying the screened studies through systematic coding and thematic organization, and
- (4) determining the studies to be included in the review.

In this study, these steps were implemented sequentially to ensure a transparent and replicable selection process. The workflow of identification, screening, and inclusion/exclusion was structured according to PRISMA 2020 standards. The database was searched on [April, 2025] using combinations of the keywords “primary education,” “elementary education,” “classroom education”, “teaching Turkish language” and “Turkish education”. The detailed study selection process is presented in Figure 1.

Figure 1

PRISMA 2020 Flow Diagram Illustrating the Identification, Screening, and Inclusion/Exclusion Process of the Dissertations Included in the Systematic Review

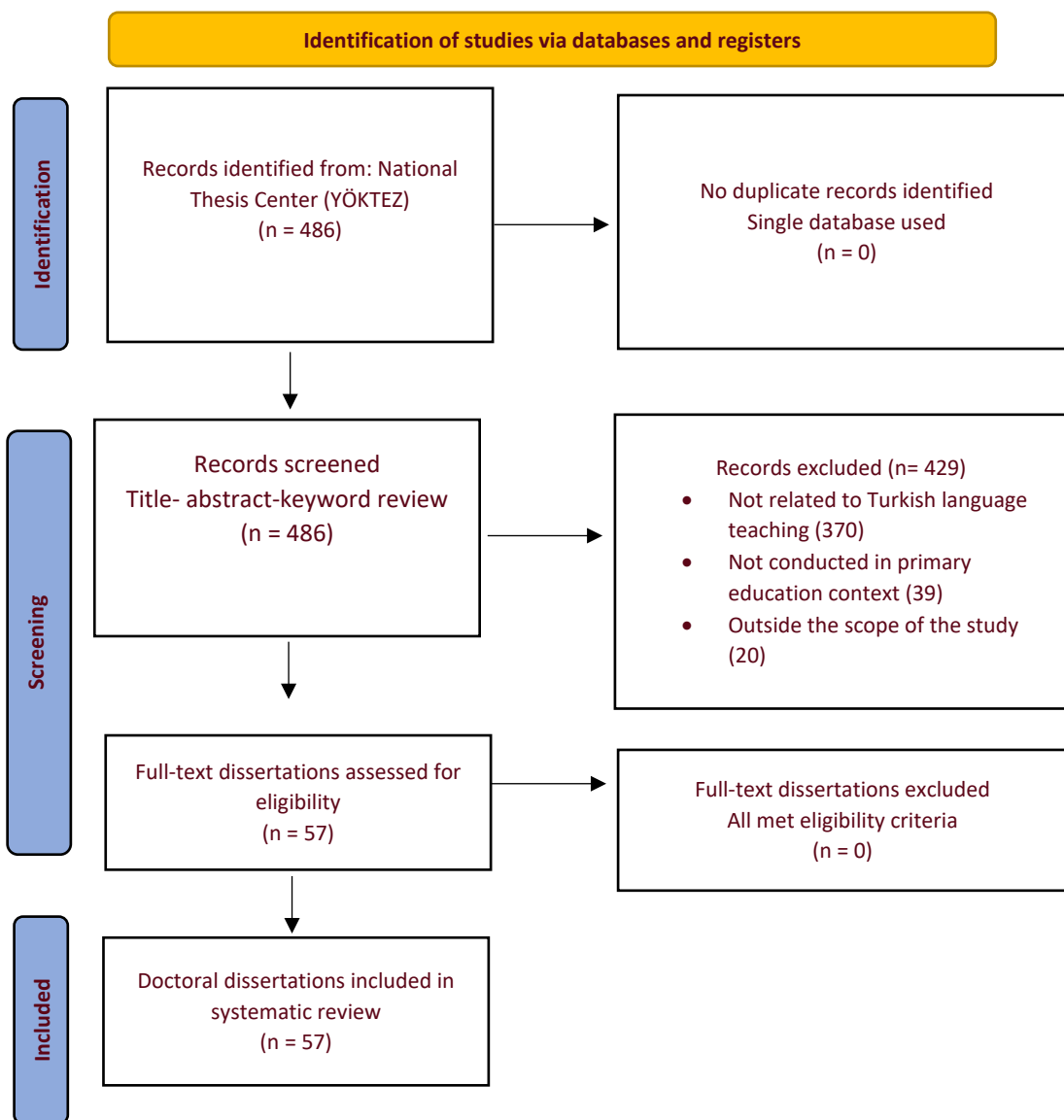


Figure 1 presents the PRISMA 2020 flow diagram illustrating the stages of identification, screening, eligibility assessment, and inclusion of the doctoral dissertations analyzed in this review. The diagram visually summarizes how the initial pool of studies obtained from the YÖKTEZ database was progressively narrowed based on predefined eligibility criteria. It demonstrates the transparency of the selection procedure by reporting the number of records retrieved, excluded with justification, and ultimately included in the synthesis.

In systematic reviews, clearly defined eligibility criteria are essential to minimize selection bias and ensure analytical consistency (Page et al., 2021). Accordingly, inclusion and exclusion criteria were determined prior to the screening process.

The screening and eligibility assessment were conducted by the researcher. A structured data extraction form was developed to systematically record the characteristics of each dissertation.

The study included dissertations that (a) were registered in the YÖKTEZ database, (b) were completed between 2022 and 2025, (c) were situated within the context of primary or classroom education, (d) directly addressed Turkish language teaching, and (e) provided accessible full texts for analysis.

Dissertations were excluded if they (a) were not related to Turkish language teaching, (b) were conducted outside the primary education context, (c) focused on different disciplinary areas, or (d) did not align with the purpose of the present review.

During the identification stage, 486 doctoral dissertations were retrieved from the YÖKTEZ database. Because the review relied on a single national database, no duplicate records were identified.

In the screening stage, all records were examined through title, abstract, and keyword review. A total of 429 dissertations were excluded for not meeting the scope of the study. These exclusions consisted of studies not related to Turkish language teaching ($n = 370$), studies not conducted within the primary education context ($n = 39$), and studies outside the conceptual focus of the review ($n = 20$).

At the eligibility stage, the remaining 57 dissertations were examined in full text to determine their relevance and methodological suitability. No studies were excluded at this stage because all remaining dissertations met the predefined criteria. Consequently, 57 dissertations were included in the final dataset for analysis.

Data Analysis

The doctoral dissertations examined in this study were analyzed according to the principles of descriptive content analysis. Descriptive content analysis is an analytical method in which qualitative and quantitative studies on a particular subject are systematically examined and classified to reveal general trends and patterns. This approach is grounded in core scientific principles such as objectivity, inter-rater reliability, validity, replicability, and generalizability (Neuendorf, 2002; Creswell, 2008). The data were coded in line with the sub-objectives of the research, with main themes, sub-themes, and codes identified. Bibliometric, methodological, and Turkish language education features and trends were quantitatively described using frequency and percentage calculations, which were presented in tables and figures to provide numerical support for the research. Trends related to the aims, findings, and methodologies of the dissertations were qualitatively described and presented using thematic maps and visualizations to add depth to the analysis. Accordingly, both qualitative themes and frequency/percentage distributions were included in the presentation of findings.

To ensure the validity and reliability of the study, data on the identified variables were independently reviewed by two researchers, and relevant information for each dissertation was recorded on a coding form. The information was cross-checked for accuracy, and any discrepancies or missing data were resolved by consensus. The final data were grouped and classified according to predetermined categories. The inter-coder agreement rate was determined to be 94% (Miles & Huberman, 1994).

Additionally, the aims, topics, findings, and recommendations sections of the dissertations were examined in detail using thematic content analysis. Each researcher independently coded the studies, analyzed representative statements, and generated themes based on the findings. The inter-coder agreement rates were calculated as follows: 98% for research aims, 95% for topics analyzed, 84% for findings, and 94% for recommendations (Miles & Huberman, 1994). Codes deemed irrelevant were excluded, similar codes were grouped into higher-order categories, and these categories were then organized under main themes, interpreted descriptively, and finalized.

Findings

The research findings were organized into five main themes: (1) bibliometric characteristics and trends, (2) methodological characteristics and trends, (3) focus areas and distributions in the teaching of Turkish within primary education, (4) prominent findings of the research, (5) prominent recommendation of the research. These main themes and their associated sub-themes were structured to clarify the most significant trends and content patterns identified in the study.

Bibliometric Characteristics and Trends

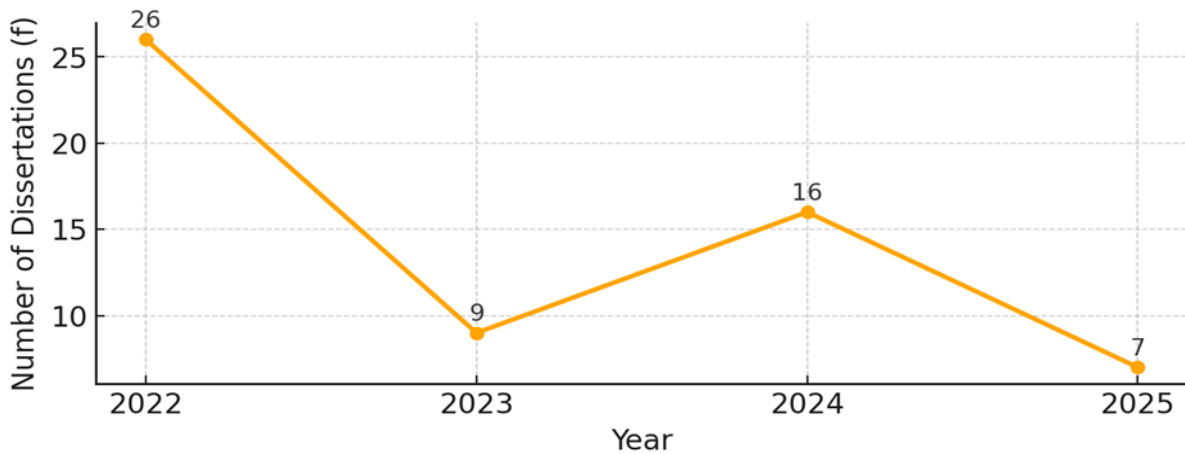
The bibliometric characteristics of the analyzed doctoral dissertations were examined under two sub-themes: “distribution by publication year” and “distribution by university,” which are detailed below.

Distribution by Year of Publication

This sub-theme presents the quantitative distribution of dissertations by year and reveals trends over time. Figure 2 displays the annual distribution of doctoral dissertations on the teaching of Turkish within primary education between 2022 and 2025.

Figure 2

Distribution of Doctoral Dissertations by Year



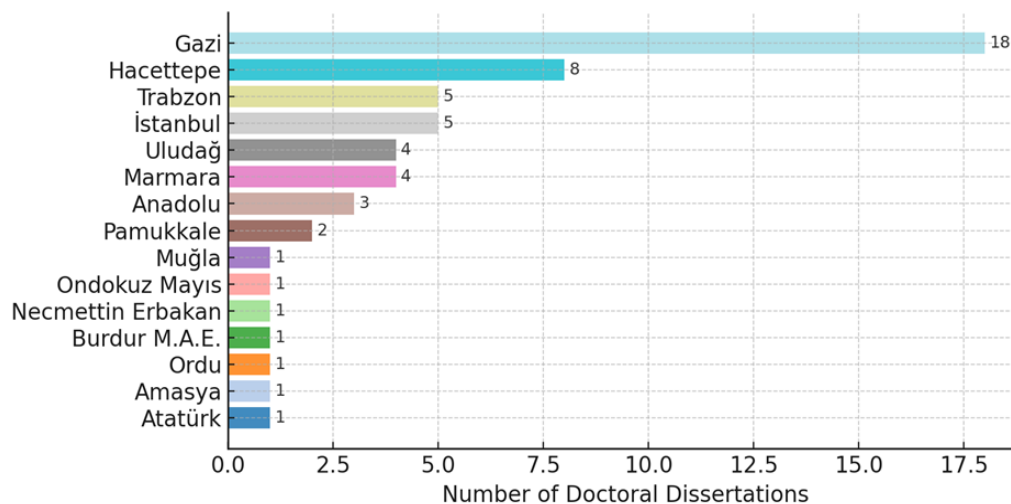
An examination of the graph shows that 2022 stands out as the year with by far the highest number of dissertations produced ($f = 26$). There is a significant decrease in the number of dissertations in 2023 ($f = 9$), but this decline is partially offset in 2024, when the numbers rise again ($f = 16$). In 2025, the number of dissertations decreases once more ($f = 7$); however, this decrease may be attributable to the fact that 2025 had not yet ended at the time of data collection.

Distribution by University

In higher education, the research productivity of universities is a crucial indicator for academic planning and policy development. Therefore, doctoral dissertations completed in the field of Turkish education, particularly within primary education in Türkiye, were analyzed by university, as illustrated in Figure 3.

Figure 3

Completed Doctoral Dissertations in the Field of Turkish for Primary School Teaching by University



The distribution of dissertations by university reveals a concentration of research production in specific institutions. Gazi University has produced the highest number of dissertations in the field of Turkish education, with a total of 18. Hacettepe University follows with 8 dissertations, while Trabzon and Istanbul universities each contribute 5. Uludağ University and Marmara University have moderately represented the field with 4 dissertations each. Most other universities have between 1 to 3 dissertations. These findings indicate that doctoral-level research activities are primarily concentrated in a few central universities, although regional contributions are also increasing.

Methodological Characteristics and Trends

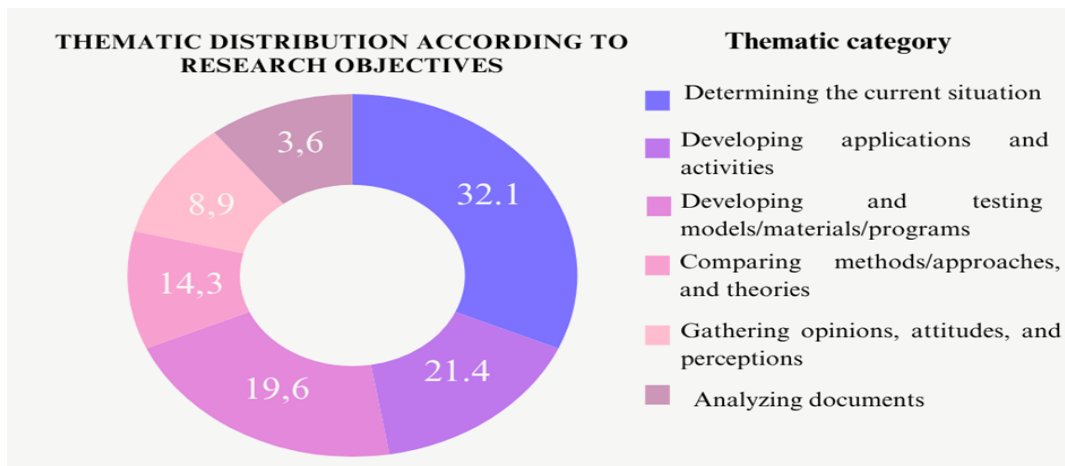
Under this main theme, the following sub-themes were identified and are explained below: “trends in research objectives”, “distribution of research methods and designs”, “distribution according to participant profiles”, “distribution of data collection tools”, and “distribution of data analysis methods”.

Trends in Research Objectives

To determine the direction and areas of contribution of the dissertations, their research objectives were analyzed and classified based on conceptual similarities, and the resulting themes are presented in Figure 4.

Figure 4

Thematic Distribution According to Research Objectives



When examining Figure 4, it is evident that the most prevalent category of research objectives is studies aimed at determining the current situation, which accounts for 32.1%. These dissertations focus on describing general trends in the field by collecting data on areas such as student competencies, teacher practices, or classroom effectiveness.

The second most common category, research aimed at developing applications and activities, represents 21.4% of the studies. This category emphasizes testing the integration of innovative practices, including new teaching methods, creative writing, digital tools, and drama applications into educational processes.

Dissertations that concentrate on model, material, and program development and testing make up 19.6% of the research. These are generally educational design-oriented studies conducted within an action research framework.

Studies focusing on the comparison of methods or approaches account for 14.3% and are often carried out using experimental research designs. Research aimed at gathering opinions, attitudes, and perceptions constitutes 8.9% and centers on understanding individuals' perspectives regarding educational processes. Finally, studies involving document analysis are relatively rare, comprising only 3.6%. This distribution indicates that educational research is primarily application-oriented and supported by innovative approaches.

Distribution of Research Methods and Designs

The research methods employed in doctoral dissertations on the teaching of in the field of primary education in Türkiye, as well as the types of research designs underlying these methods, are of critical importance for understanding methodological trends. In this context, the dissertations were analyzed according to method and design classification, and the results are presented in Table 1.

Table 1

Distribution of Research Methods and Designs

Method Type	Design Type	<i>f</i>	%
Quantitative	Pretest-posttest control group	22	37.9%
	Single group pretest-posttest	6	10.3%
	Causal-comparative / Correlational	3	5.2%
Total Quantitative		31	53.4%
Mixed	Convergent parallel design	9	15.5%
	Explanatory sequential design	7	12.1%
	Embedded design	3	5.2%
	Nested design	6	10.3%
Total Mixed		25	43.1%
Qualitative	Case study	8	15.5%
	Action research	6	10.3%
Total Qualitative		14	25.8%
Grand Total		57	100%

Based on Table 1, it can be seen that the most frequently preferred method among the 57 analyzed doctoral dissertations is the quantitative method (53.4%), with the pretest-posttest control group design (37.9%) standing out in particular. This indicates a high prevalence of empirical studies focused on measurable variables in the field. The use of mixed methods (43.1%) is also notable, with convergent parallel design (15.5%) and explanatory sequential design (12.1%) being the most commonly employed approaches. This suggests that researchers are increasingly adopting multidimensional data analysis. Qualitative methods (25.8%) are mainly represented by case studies (15.5%) and action research designs (10.3%), reflecting a trend toward more in-depth analysis of instructional processes.

Distribution according to Participant Profiles

The samples and study groups of the dissertations were analyzed and are presented in Table 2.

Table 2

Distribution of Participant Profiles

Participant Description	<i>f</i>	(%)
4th Grade Students and Teachers	19	33.3%
4th Grade Students	14	24.6%
3rd Grade Students	5	8.8%
2nd Grade Students and Teachers	4	7.0%
3rd Grade Students and Teachers	3	5.3%
2nd Grade Students	2	3.5%
1st Grade Students	2	3.5%
1st, 2nd, 3rd, and 4th Grade Students + Teachers + Parents + Administrators	1	1.8%
Other (Documents, programs, literary works)	7	12.3%
Total	57	100.0%

Based on Table 2, the most frequently selected participants in the doctoral dissertations were 4th grade students and their teachers (33.3%). Studies focusing solely on 4th grade students also represented a significant proportion (24.6%). Studies such as document analysis and meta-analyses, which do not include participants, were observed at a lower rate. The findings reveal a tendency to focus on upper grade groups and their teachers in research. Dissertations with a broad participant profile (1.8%), as well as those involving

different sample groups such as students with special needs, migrants, or pre-service teachers (12.3%), were quite limited.

Distribution of Data Collection Tools

In order to examine the distribution of data collection tools used in the dissertations, the studies were analyzed and the findings are presented in Table 3.

Table 3

Distribution of Data Collection Tools

Data Collection Tool	<i>f</i>	(%)
Semi-structured interview	22	20.6%
Observation form	14	13.1%
Focus group interview	8	7.5%
Researcher diary	5	4.7%
Document analysis	4	3.7%
Unstructured interview	2	1.9%
Video/activity observation	1	0.9%
Achievement test	19	17.8%
Questionnaire	11	10.3%
Rubric	8	7.5%
Performance assessment tool	5	4.7%
Standardized test	3	2.8%
Multiple-choice test	2	1.9%
Pre-test/post-test forms	2	1.9%
Likert scale forms	1	0.9%
Total	107	100%

According to Table 3, the most frequently used data collection tools in the dissertations were semi-structured interviews (20.6%) and achievement tests (17.8%). Semi-structured interviews were preferred for gaining an in-depth understanding of participant experiences, while achievement tests were used for objectively evaluating learning outcomes. Observation forms and researcher diaries provided detailed data on implementation processes, while rubrics and questionnaires were commonly employed for measuring performance and attitudes. These findings indicate an increase in methodological diversity and a growing preference for mixed methods in the field of primary education.

Distribution of Data Analysis Methods

The data analysis methods adopted in the dissertations are presented in Table 4.

Table 4

Distribution of Data Analysis Methods

Analysis Type	Sub-method	<i>f</i>	(%)
Quantitative	T-Test	22	39.3%
	SPSS-Based Analysis	16	28.6%
	ANOVA	12	21.4%
	Effect Size (Cohen's <i>d</i>)	8	14.3%
Qualitative	Descriptive Analysis	20	35.7%
	Content Analysis	15	26.8%
	Eclectic Coding (MAXQDA)	3	5.4%
Mixed	Mixed: Quantitative + Qualitative Parallel	14	25.0%
Total		110	100.0%

According to Table 4, the most striking findings are the predominance of quantitative methods—especially the T-Test (39.3%)—and the notable use of SPSS-based analyses. Additionally, the considerable share of mixed methods (25%) highlights an increasing preference for integrating both qualitative and quantitative approaches in dissertations.

The Focus Areas and Distributions in the Teaching of Turkish

Under this main theme, the following sub-themes were identified and explained in detail: the “distribution of language skills”, “classification according to the type of teaching Turkish” and “trends in sub-skills and disciplines” as addressed in doctoral dissertations related to the teaching of Turkish.

Distribution of Language Skills

The trends regarding language skills in dissertations conducted in the field of the teaching Turkish were analyzed, and the language skills targeted in the dissertations are presented in Table 5, along with their frequencies and percentages.

Table 5

Distribution of Language Skills Targeted in Dissertations

Language Skill	f	%
Reading	46	80.7
Writing	39	68.4
Listening	19	33.3
Speaking	15	26.3
Vocabulary	11	19.3
Grammar	4	7.0
Visual Literacy	3	5.3

Based on Table 5, it is evident that the majority of dissertations focused on reading skills. Out of 57 dissertations, 46 (80.7%) targeted reading as the primary skill, with particular emphasis on sub-skills such as reading comprehension, fluent reading, and critical reading. Writing was also a frequently studied skill, appearing in 39 dissertations (68.4%). Within this category, topics included informative writing, creative writing, writing motivation, and writing anxiety. Listening and speaking skills were the least studied among the four core language skills; listening was addressed in 19 dissertations (33.3%), while speaking was explored in 15 (26.3%). This suggests that skills related to verbal expression and perception are underrepresented both in instructional processes and in the literature.

Studies focusing on vocabulary, particularly those examining its relationship with other skills like reading and writing, appeared in 11 dissertations (19.3%). The number of dissertations dedicated to formal language elements such as grammar, spelling, and punctuation was quite limited, totaling only 4 dissertations (7.0%). Additionally, visual literacy and visual interpretation were investigated in only 3 dissertations (5.3%), indicating that the perspective of multiliteracies is still marginally addressed.

Classification According to the Type of Teaching Turkish

In recent years, the trend toward teaching Turkish as a second language has become increasingly prominent in the literature, and the types of teaching Turkish were also analyzed in the reviewed dissertations as presented in Table 6.

Table 6

Type of teaching Turkish (as a Mother Tongue and as a Second Language)

Type of Teaching Turkish	f	%
Teaching Turkish as a mother tongue	51	89.5%
Teaching Turkish as a second language (L2)	6	10.5%

As shown in Table 6, the classification reveals that the vast majority (89.5%) of the theses focus on teaching Turkish as a mother tongue. In contrast, the dissertations that address teaching Turkish as a second language (10.5%) generally focus on improving the Turkish language proficiency of primary school students with migrant backgrounds or foreign nationals (especially Syrian and Iraqi students). Identifying the focus areas of these theses is important for determining trends in this field. In this context, Table 7 presents the focus areas of the theses that addressed Turkish as a second language.

Table 7*Focus Areas of Dissertations Conducted on Teaching Turkish as a Second Language*

Dissertation No	Focus Area
30	Development of Turkish language skills through interactive book reading
31	Development of literacy skills through digital games
42	The effect of interactive reading on reading, vocabulary, and motivation
13	Improving pronunciation skills through educational games
34	Problems encountered in initial literacy instruction and proposed solutions
32	Teaching Turkish as a second language supported by digital games

Based on Table 7, several key trends emerge in classrooms where Turkish is taught as a second language: Interactive reading and writing approaches have been shown to be effective in promoting linguistic development, with students demonstrating improvement across the four main language skills. Digital and educational game-based instruction: The use of digital games in Turkish as a second language education has been reported to enhance student motivation and academic achievement. Pronunciation challenges and solutions: Pronunciation problems stemming from students' native languages, particularly among Syrian learners, can be addressed through educational games. Difficulties in initial literacy instruction: Teachers working with students whose first language is not Turkish have reported various challenges in the teaching process, including a lack of materials, insufficient strategies, and classroom management issues.

Trends in sub-skills and disciplines

In the teaching of Turkish, identifying the sub-skills of the language skills targeted in dissertations is considered important for highlighting trends in the literature, as well as the main language skills themselves. In this context, the language skills and sub-skills that dissertations focused on are presented in Table 8, along with their frequencies and percentages.

Table 8*Distribution of Core Language Skills and Sub-skills*

Core Skill / Sub-skill	f	%
Reading		
Reading Comprehension	19	33.3
Fluent Reading	6	10.5
Critical Reading	4	7.0
Visual Literacy	2	3.5
Word Recognition / Reading Difficulties	6	10.5
Writing		
Written Expression	17	29.8
Fluent Writing	6	10.5
Narrative Writing	6	10.5
Creative Writing	10	17.5
Persuasive Writing	2	3.5
Informative Writing	4	7.0
Linguistic Creative Writing	2	3.5
Beginning Writing / Initial Literacy	3	5.3
Listening		
Listening Comprehension	5	8.8
Metacognitive Listening	2	3.5
Speaking		
General Speaking	4	7.0
Interactive Speaking (educational games, presentations, etc.)	2	3.5

Core Skill / Sub-skill	f	%
Language Elements		
Vocabulary / Lexical Knowledge	6	10.5
Grammar and Expression	3	5.3
Application/Activity Types		
Digital Storytelling / Interactive Reading	5	8.8
6+1 Analytical Writing Model	2	3.5
Game-based Instruction	3	5.3
Story Map / Double-entry Journal	2	3.5

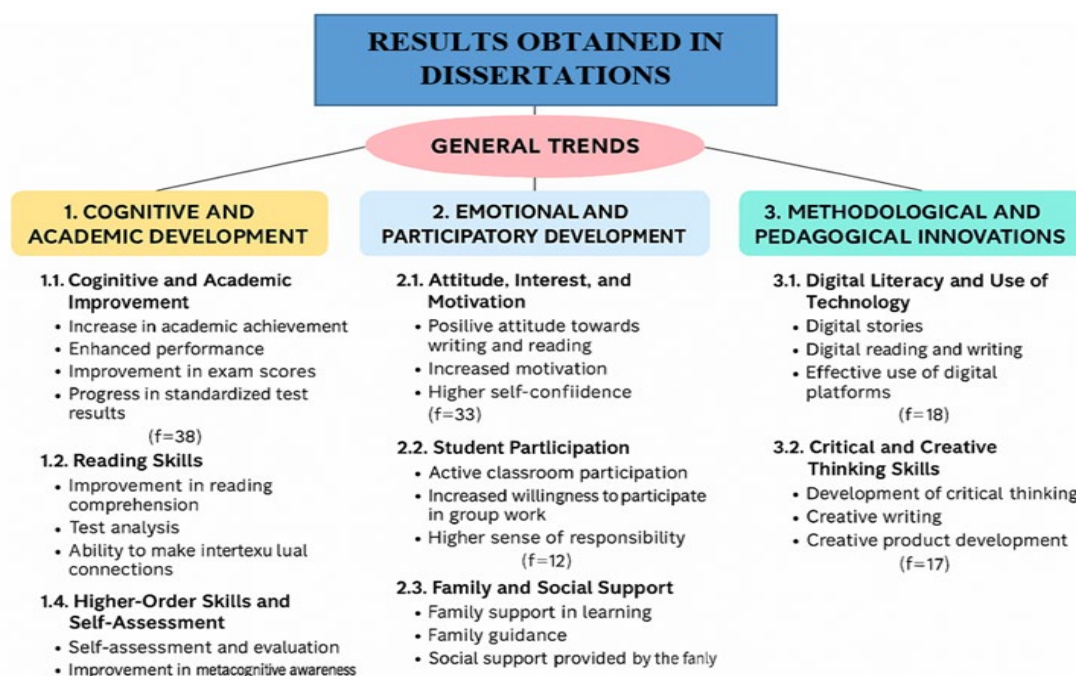
Based on Table 8, the most frequently studied skill area is reading, with “reading comprehension” having the highest frequency at 33.3%. This highlights that meaning-making processes are at the center of the teaching of Turkish at the primary school level. The inclusion of sub-skills such as “fluent reading” and “word recognition/reading difficulties” indicates that the instructional process is considered not only in terms of comprehension, but also in terms of fluency and technical skills. Higher-order reading skills such as “critical reading” and “visual literacy” were studied less frequently, yet reflect the multidimensional nature of literacy. This classification shows that dissertations on the teaching of Turkish are shaped mainly around core skills, but there is also some orientation towards contemporary dimensions such as technological literacy and creative production.

Key Findings in Disertations

Key findings in the research are explained under the themes of (1) cognitive and academic development, (2) affective and participatory development, and (3) methodological and pedagogical themes. These themes are presented in Figure 5.

Figure 5.

Results Obtained in Dissertations



As shown in Figure 5, the main and sub-themes, along with the associated codes, are presented below.

Main theme 1: cognitive and academic development

The majority of studies (66.7%) focused on “student achievement and skill development.” This finding suggests that measurable outcomes of programs or interventions—such as exam success and grades—

continue to be the primary emphasis in educational research. Skills such as writing and reading comprehension underscore the importance of fostering both productive and receptive language abilities. Furthermore, there is a growing focus on metacognitive skills and self-regulation, indicating an increasing awareness of students' ability to manage their own learning. This trend highlights the significance of self-directed learning, which has recently gained prominence as a key component of 21st-century skills.

Main theme 2: emotional and participatory development

Research demonstrates that emotional and participatory development is just as important as cognitive and academic development. Recent studies reveal a growing emphasis not only on students' academic achievements but also on their attitudes toward the course and their motivation to learn. This underscores the importance of emotional factors in creating lasting and meaningful learning experiences.

Contemporary education increasingly prioritizes student participation and engagement in activities, active learning, taking responsibility, and involvement in group work. Additionally, family and social support are identified as crucial contributors, with evidence indicating that home-based learning and family involvement are effective in supporting students' overall development. However, it is evident that this area has not been sufficiently explored in the literature.

Main theme 3: methodological and pedagogical innovations

Research on digital literacy and technology use, which accounts for 15.8% of the dissertations, indicates that educational practices and tools are being examined within the context of the digital age, highlighting a trend toward the integration of technology in education. Additionally, studies on the development of critical and creative thinking, representing 12.3% of the research, reflect a growing focus on supporting 21st-century skills such as innovative thinking and original text production in educational settings.

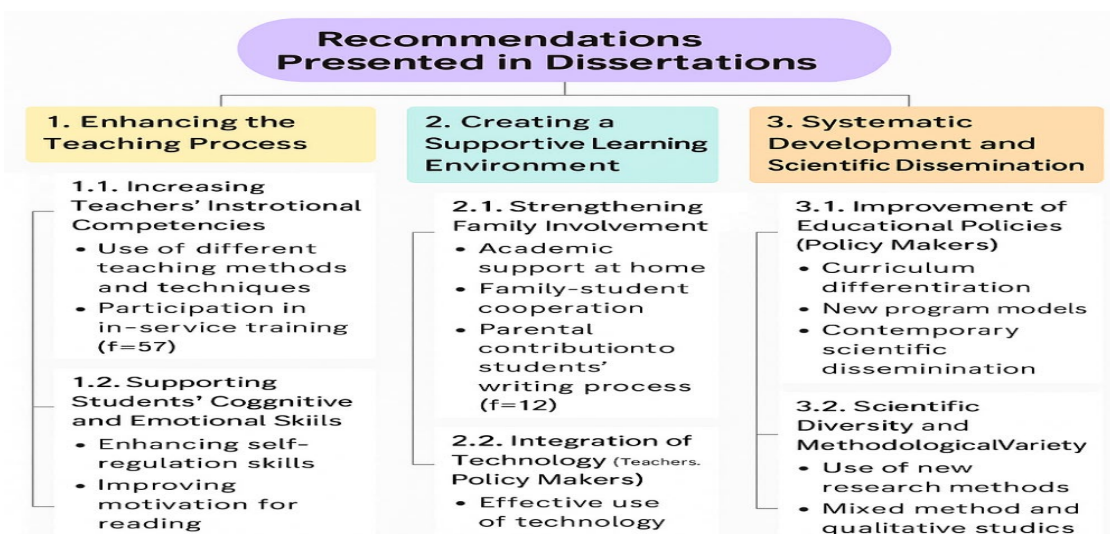
Overall, the findings suggest that while there is a strong emphasis on cognitive and academic development in the dissertations, there is also an increasing interest in emotional, participatory, and methodological innovations.

Recommendations Presented in Dissertations

The recommendations offered in the dissertations are organized under three main themes: (1) improving the teaching process, (2) creating a supportive learning environment, and (3) systematic development and scientific dissemination. These themes are illustrated in Figure 6.

Figure 6

Recommendations Presented in Dissertations



The main and sub-themes, as well as the codes related to these themes, shown in Figure 6 are explained below.

Main theme 1: improving the teaching process

The most prominent recommendations (f: 57, 100%) focus on enhancing teachers' professional development and teaching skills. Key suggestions include utilizing a variety of methods and techniques, strengthening in-service training, being responsive to individual differences, and implementing process-based assessment. It is also emphasized that students should be supported not only academically but also in affective domains such as self-regulation and motivation (68.4%). Contemporary learning approaches, in line with the principle of "holistic student development," highlight the importance of higher-level learning outcomes, including writing habits and motivation.

Main theme 2: creating a supportive learning environment

Recommendations for strengthening family involvement highlight that the active participation of families in education, providing academic support at home, and fostering cooperation with students contribute positively to student success (f: 12, 21.1%). Furthermore, integrating technological materials, Web 2.0 tools, and developing digital content are identified as top priorities for both teachers and policymakers (f: 13, 22.8%).

Main theme 3: systematic development and scientific dissemination

This main theme encompasses policy-oriented recommendations, such as differentiating curricula, creating new program models, and incorporating contemporary language teaching components, all aimed at macro-level system development. To ensure scientific continuity and methodological diversity, the proposals suggest targeting new age groups, conducting long-term impact studies, and employing combinations of qualitative and quantitative methods—reflecting the need for depth and sustainability in scientific knowledge production.

Discussion

The primary aim of this study was to critically analyze doctoral dissertations on the teaching of Turkish in primary education in Türkiye from multiple perspectives. Drawing upon a systematic review of 57 dissertations completed between 2022 and 2025, this discussion is structured around the following key dimensions: (1) bibliometric characteristics and trends, (2) methodological characteristics and trends, (3) focus areas and distributions in the teaching of Turkish within primary education, (4) key findings derived from the dissertations, and (5) the main recommendations put forward in the studies. Each dimension is examined in depth, based on both quantitative data and thematic analyses.

An analysis of doctoral dissertations in the field of Turkish language teaching, in terms of year, university, and volume of production, reveals that dissertation output peaked in 2022, declined sharply in 2023, rose again in 2024, and remained low in the first half of 2025. Gazi University leads in dissertation production, while Hacettepe, Trabzon, and Istanbul universities make moderate contributions. Research in Turkish language teaching remains concentrated in a few central institutions, with limited regional diversity. Similar trends are reported in previous studies (Boyacı & Demirkol, 2018), where research activity was clustered in key centers. Özenç & Özenç (2018) reported that Marmara University ranked first by university variable, followed by Gazi and Hacettepe Universities. This difference can be explained by variation in sampling periods and fields covered. Kesik and Çiğerci (2020) also found that Marmara University ranked highest for all primary education dissertations, followed by Gazi University. Bektaş (2021) similarly noted that these were largely concentrated in certain universities and that regional diversity remained limited. The findings of Ozan & Küçükoğlu (2013) also support this observation, indicating that statistical analyses showed limited diversity in institutional representation.

From an internal synthesis perspective, the current study confirms a long-standing pattern: the institutions leading in production during 2022–2025 are largely the same as those identified in earlier periods. This continuity suggests that institutional dominance is a structural feature rather than a short-term fluctuation. Externally, these findings align with UNESCO (2023), which notes that in many countries, research in teacher education and language teaching is concentrated in metropolitan universities with greater research capacity. Such concentration may restrict the diversity of perspectives in the field.

Regarding methodological characteristics, most dissertations focus on describing the current situation, while a smaller number aim to develop new practices or models. Quantitative methods predominate, but the notable use of mixed methods aligns with the need for concrete outcomes in classroom practice. This trend has also been observed by Demirkol et al. (2023) and Kesik & Ciğerci (2020), who reported the dominance of experimental and mixed-method designs. In contrast, Önal and Maden (2021) found that qualitative designs are more common in different subfields of Turkish education, indicating that methodological tendencies vary by subfield. Ozan & Küçükoğlu (2013) found that, in theses within the field of elementary teacher education, quantitative methods, particularly the descriptive survey model, predominated, with questionnaires and Likert-type scales as the most frequently used tools, and t-tests and ANOVA as the most common analyses. This demonstrates that the methodological tendencies seen in recent doctoral dissertations are consistent with earlier trends.

However, although the use of mixed methods has increased in recent years, it often remains confirmatory rather than exploratory—typically combining descriptive surveys with limited qualitative follow-up. This suggests that methodological innovation is still emerging rather than fully established. Moreover, Creswell and Plano Clark's (2018) framework for mixed methods emphasizes integration at both the data collection and analysis stages, whereas in most dissertations reviewed here, integration occurred primarily at the reporting stage.

With respect to participant profiles, researchers most frequently selected 4th grade students and their primary school teachers. Many studies focused solely on 4th graders, likely because academic outcomes can be more readily measured at the end of primary school. The rare inclusion of groups such as students with special needs, bilingual students, or pre-service teachers suggests a preference for easily accessible samples. Yıldırım Suna & Benzer (2023) also found that in research on higher-order thinking skills, accessible participant groups predominated, with disadvantaged groups seldom represented. The alignment between participant selection and methodological choices is notable: studies employing experimental or quasi-experimental designs often favor homogeneous, easily accessible groups to control variables, potentially at the expense of ecological validity. As Bryman (2016) has observed, an overemphasis on methodological control in educational research can reduce the applicability of findings to diverse classroom contexts.

Considering the tools used for data collection, semi-structured interviews and achievement tests were most commonly employed. Interviews enabled an in-depth analysis of teacher and student experiences, while achievement tests measured instructional outcomes. Other tools—including observation forms, researcher diaries, rubrics, and questionnaires—provided multiple perspectives on the learning process. This methodological variety results from the increased use of mixed methods and reflects researchers' growing attention to both outcomes and processes. The use of diverse data sources, as advocated by Creswell and Plano Clark (2018), and the rising methodological awareness reported in feedback-focused studies (Özalp & Kaymakçı, 2022), further support this finding. Similarly, Bektaş (2021) emphasized that, particularly in studies employing mixed methods, data collection instruments had diversified, with teacher interviews, achievement tests, and observation forms being used in combination.

From the perspective of data analysis techniques, most dissertations relied on basic statistics such as t-tests, along with qualitative methods like descriptive analysis. Researchers frequently combined quantitative and qualitative analyses to interpret their data. The increased use of mixed analysis techniques reflects a growing interest in blended methodologies, consistent with the multi-paradigm approach described by Johnson, Onwuegbuzie, and Turner (2007). However, the limited application of advanced statistical techniques and the continued reliance on descriptive analyses point to a need for deeper data analysis. This is also noted by Kanat (2021) and Maden (2021), who observed the persistent dominance of traditional techniques and a lack of methodological diversity.

In terms of research trends related to language skills, studies predominantly focus on reading and writing. Many dissertations investigate reading comprehension, fluent reading, and critical reading, underscoring the importance of text analysis at the primary level. Writing is frequently addressed, both in creative and informative forms, with attention also given to psychological factors such as motivation and anxiety. Similar results were found by Önal & Maden (2021), who highlighted the prominence of writing and the frequent focus on reading. However, oral skills such as listening and speaking remain underrepresented,

and skills like think-aloud, feedback, or discussion are rarely explored. Researchers seldom focus on formal language elements such as grammar and spelling, instead prioritizing functional skills. Özenç (2023) noted that most dissertations addressed meaning-oriented topics, with formal elements receiving less emphasis. This uneven focus has also been confirmed by Özalp & Kaymakçı (2022). Yıldız (2020) and Ozan & Küçükoğlu (2013) likewise found that reading and writing dominate topic distributions, while listening and speaking receive very limited attention, indicating that the imbalance revealed in the present study reflects a long-standing trend.

Within the context of the type of Turkish language teaching addressed, nearly all dissertations focus on Turkish as a first language. Only a small subset, mainly concerning Syrian or Iraqi students, explored the teaching of Turkish as a second language through interactive or game-based methods. The limited number of such studies highlights a need for more research on bilingual students. This need is also emphasized by Yılmaz Can & Kaya (2022), who reported that dissertations on Turkish as a foreign or second language make up a very small proportion of the overall literature. UNESCO (2023) likewise underscores the urgent necessity of developing strategies for multilingual classrooms, suggesting that more research should focus on pedagogical differentiation in multicultural contexts.

The dominance of reading and writing also mirrors participant selection patterns: most interventions are designed for measurable academic outcomes, which are easier to quantify in reading and writing than in oral skills. In contrast, Council of Europe (2020) advocates for balanced skill development, including listening and speaking, as essential for communicative competence, indicating that the current doctoral research landscape does not yet fully align with international language education standards.

When sub-skills and contemporary perspectives are considered, dissertations in Turkish language teaching most commonly emphasize reading comprehension, with sub-skills such as fluent reading and word recognition also frequently addressed. Higher-order skills, like visual literacy and critical thinking, are less commonly studied, and perspectives such as multiliteracies and media literacy remain largely unexplored. Maden (2021) notes that research continues to prioritize traditional skills, with digital-age skills only rarely being addressed. This suggests that while core skills remain central, there is an evident need to investigate creative, digital, and critical literacy skills. The lack of interdisciplinary connections—such as links with science or mathematics literacy—represents a notable area for future development.

With regard to research findings, dissertations primarily aim to enhance students' cognitive and academic development. Most studies evaluate the effects of specific models or interventions on reading comprehension, writing, and academic achievement, often through action research. Boyacı & Demirkol (2018) and Önal & Maden (2021) also noted a strong emphasis on improving classroom achievement and evaluating curricula, reflecting a continued "input-output" orientation in the field. Some dissertations also address affective and participatory development, focusing on students' attitudes, motivation, self-confidence, and adaptation to participatory learning environments. These findings indicate a growing awareness of affective factors in learning. However, most research continues to focus on individuals, with limited attention to family support. Demirkol et al. (2023) observed that affective data are typically collected through self-report forms, and family contributions are seldom examined. The need for more comprehensive studies supporting holistic student development is also highlighted by Özalp & Kaymakçı (2022), who point out the lack of research on contextual factors such as collaborative learning and family-school cooperation.

Another significant theme is methodological and pedagogical innovation. In recent years, dissertations have increasingly addressed digital tools, digital literacy, and technology integration, while innovative instructional strategies such as creative writing, critical thinking, and multimodal text production are gaining attention, though their numbers remain limited. Kanat (2021) and Maden (2021) both found that research on digital-age skills is only just emerging. This indicates a gradual but incomplete shift from traditional literacy skills toward critical, creative, and digital literacies. Such studies also show potential for cross-disciplinary integration with educational technology research, aligning with global calls to integrate 21st-century skills into primary education (Voogt et al., 2016).

Most recommendations in these dissertations focus on improving the teaching process, creating supportive learning environments, and strengthening systematic development and scientific dissemination. These recommendations aim to foster cognitive, pedagogical, affective, and structural transformation in

Turkish language teaching. The most common recommendation is to support the professional development of primary school teachers and enhance the effectiveness of teaching practices. Researchers emphasize methodological diversity, the use of contemporary techniques, and more practice-oriented in-service training, as well as greater attention to individual differences and the promotion of process-based assessment.

Many recommendations also address students' self-regulation, writing habits, and motivation, supporting the need for a holistic approach to instructional design. Boyacı & Demirkol (2018) and Demirkol et al. (2023) argue that teacher education should address both instructional and affective development. In terms of supportive environments, recommendations highlight the importance of family involvement and digital learning materials; strengthening the role of families and teacher-family cooperation is viewed as essential for enhancing student achievement. The development of digital content and the use of Web 2.0 tools are also identified as key strategies. Özalp & Kaymakçı (2022) further stress the value of digital literacy for both student motivation and teacher competence.

Enriching classroom environments with both physical and digital tools is recommended to support multidimensional language development. At the policy level, recommendations include curriculum differentiation, integration of contemporary approaches, and the development of new instructional models. Dissertations also propose long-term studies to monitor the effects of interventions, as well as more research on diverse student groups and various educational contexts to promote continuity and inclusivity in scientific research. The need for greater methodological diversity and interdisciplinary approaches is also emphasized by Önal & Maden (2021). Overall, research on Turkish language teaching, particularly within classroom settings, holds significant potential to drive pedagogical transformation and enrich the field's scientific foundations.

Conclusion

This study provides a comprehensive overview of recent doctoral dissertations on teaching Turkish, focusing on both content and methodological trends. The analysis shows that dissertation production is concentrated in a few leading universities and varies significantly from year to year. Research in this field mainly describes the current state of Turkish language education, with relatively few studies aimed at developing new models or innovative practices. Quantitative methods are predominant, although mixed-methods research is becoming increasingly common. The most frequently studied participants are fourth-grade students and their teachers, while research involving diverse or disadvantaged student groups remains limited.

Regarding data collection, semi-structured interviews and achievement tests are the most commonly used tools, supported by observations, researcher diaries, rubrics, and questionnaires. Basic statistical and descriptive analysis techniques are most prevalent, while advanced data analysis methods are used less frequently. In recent years, there has been a gradual increase in studies focusing on digital literacy and innovative teaching strategies; however, the majority of research still centers on traditional reading and writing skills. Listening, speaking, and multiliteracy skills are underrepresented, highlighting areas that require further attention.

This imbalance reflects a persistent gap between national doctoral research agendas and the multidimensional skill frameworks advocated in policy documents such as Türkiye's 2023 Education Vision. The gap is even more evident when compared to Council of Europe (2020) balanced approach to language skill development, underscoring the need for curricular and research alignment with international standards.

Most studies primarily aim to enhance students' cognitive and academic development, but affective factors such as motivation, self-confidence, and participation are gaining more recognition. There is a growing focus on digital transformation and integrating creative and critical thinking skills into teaching Turkish. However, comprehensive studies addressing family support, collaborative learning, and multicultural classroom practices remain scarce.

This reflects a gradual expansion of research scope, though still lacking in holistic perspectives that integrate cognitive, affective, and social dimensions. Externally, this aligns partially with global calls for

whole-child education (UNESCO, 2023), yet indicates that Turkish doctoral research is still in the early stages of adopting such approaches.

In conclusion, doctoral dissertations on teaching Turkish play a crucial role in strengthening the scientific foundation of the field and hold significant potential for driving educational transformation. Internally, the persistence of certain patterns indicates that change will require coordinated institutional and policy-level interventions, not just individual research initiatives. Aligning research priorities with global trends in language education—particularly in multilingual and digital contexts—will be critical for ensuring the international relevance and impact of the field. Expanding the research agenda with more inclusive, innovative, and holistic approaches will contribute to the development of both students and teachers and advance the field as a whole.

CRedit authorship contribution statement

All review, analysis and writing process was completed by the author.

Declaration of Conflicting Interests

The author declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

Ethics Committee Approval Information

This study was conducted as a systematic review of doctoral dissertations; therefore, ethics committee approval was not required.

Declaration of AI Usage Statement

During the preparation of this manuscript, artificial intelligence tool ChatGPT-4o was utilized exclusively for the purposes of language editing and proofreading. The data obtained from AI tools has been thoroughly reviewed according to established ethical and academic standards. The AI tools are not credited as authors; the authors are solely responsible for the content of the published article.

References

- Anadolu University. (2024). Sınıf eğitimi doktora programı- program profili [Doctoral program in primary education – program profile]. <https://www.anadolu.edu.tr/akademik/enstituler/598/sinif-egitimi-programi-doktora/program-profilii>
- Aslan, A. (2018). Systematic reviews and meta-analyses [Sistematik derleme ve meta-analizi]. *Acta Medica Alanya*, 2(2), 62-63. <https://doi.org/10.30565/medalanya.439541>
- Bektaş, K. (2021). Sınıf öğretmen yetiştirme konusunda Türkiye’de yapılan lisansüstü tezlerin incelenmesi [Examination of postgraduate theses conducted in Turkey on classroom teacher training]. *Journal of History School*, 50, 415-437. <http://dx.doi.org/10.29228/Joh.48592>
- Boyacı, S., & Demirkol, M. (2018). Türkçe eğitimi alanında yapılan doktora tezlerinin incelenmesi [An analysis of doctoral dissertations in the field of Turkish education]. *Ana Dili Eğitim Dergisi*, 3(2), 45–61.
- Bryman, A. (2016). *Social research methods* (5th ed.). Oxford University Press.
- Council of Europe (2020). *Common European framework of reference for languages: Learning, teaching, assessment- Companion volume*, Council of Europe Publishing, Strasbourg. <https://www.coe.int/lang-cef>
- Creswell, J. W. (2008). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (3rd ed.). Pearson Education.
- Cresswell, J., Schwantner, U., & Waters, C. (2015). *A review of international large-scale assessments in education: Assessing component skills and collecting contextual data*. OECD Publishing. <https://doi.org/10.1787/9789264248373-en>

- Creswell, J. W., & Plano Clark, V. L. (2018). *Designing and conducting mixed methods research* (3rd ed.). SAGE Publications.
- Çer, E. (2016). Türkçe öğretiminde çocuğa görelik ilkesine uygun edebiyat yapıtlarının önemi [The importance of the literary works in accordance with the principle of appropriateness for the child in Turkish instruction]. *İlköğretim Online*, 15(4), 1019–1030. <https://doi.org/10.17051/io.2016.22814>
- Demir, T. (2013). İlköğretim öğrencilerinin yaratıcı yazma becerileri ile yazma özyeterlik algısı ilişkisi üzerine bir çalışma [Study of the relationship between the creative writing skills of primary school students and their self-efficacy perception]. *Uluslararası Türkçe Edebiyat Kültür Eğitim Dergisi (TEKE)*, 2(4), 55–68.
- Demirkol, S., Anılan, H., & Çelik, İ. (2023). Sınıf öğretmenliği alanında yapılan çalışmalarda güncel eğilimler [Current trends in studies on classroom teaching]. *Temel Eğitim*, 20, 37–50.
- Doğan, Y. (2013). *Dinleme eğitimi: Kuram, uygulama, ölçme ve değerlendirme* [Listening education: Theory, practice, measurement, and evaluation]. In A. Güzel & H. Karatay (Eds.), *Türkçe öğretimi el kitabı* [Turkish language teaching handbook] (pp. 151–181). Pegem Akademi.
- Erman-Aslanoglu, A., & Kutlu, Ö. (2015). Factors related to the reading comprehension skills of 4th grade students according to data of PIRLS 2001 Turkey. *Journal of Educational Sciences Research*, 5(2), 1–17. <https://doi.org/10.12973/jesr.2015.52.1>
- Eskişehir Osmangazi University. (2024). Sınıf eğitimi doktora programı bilgi paketi [Doctoral program in primary education information package]. <https://ects.ogu.edu.tr/Doktora/Program/248>
- Gamage, S. H., Ayres, J. R., & Behrend, M. B. (2022). A systematic review on trends in using Moodle for teaching and learning. *International journal of STEM education*, 9(1), 1–24. <https://doi.org/10.1186/s40594-021-00323-x>
- Genç, H. N. (2017). Yabancı dil olarak Türkçe öğretiminde yazma eğitimi bağlamında yazım ve noktalama [Spelling and punctuation in writing education in teaching Turkish as a foreign language]. *Dil Dergisi*, 168 (2), 28–39.
- Güneş, F. (2020). Türkçe öğretimi: Yaklaşımlar ve modeller [Turkish language teaching: Approaches and models] (9th ed.). Pegem Akademi.
- Heckman, J. J. (2011). The economics of inequality: The value of early childhood education. *American Educator*, 35(1), 31–47.
- Higgins, J. P. T., Thomas, J., Chandler, J., Cumpston, M., Li, T., Page, M. J., & Welch, V. A. (2022). *Cochrane handbook for systematic reviews of interventions* (2nd ed.). Wiley.
- Hillman, K., O'Grady, E., Rodrigues, S., Schmid, M., & Thomson, S. (2023). Progress in international reading literacy study: Australia's results from PIRLS 2021. Australian Council for Educational Research. <https://doi.org/10.37517/978-1-74286-693-2>
- Johnson, R. B., Onwuegbuzie, A. J., & Turner, L. A. (2007). Toward a definition of mixed methods research. *Journal of Mixed Methods Research*, 1(2), 112–133. <https://doi.org/10.1177/1558689806298224>
- Kanat, A. (2021). Türkçe ders kitaplarında dil bilgisi öğretimi konulu lisansüstü tezlerin yönelimleri üzerine bir değerlendirme [An evaluation of the trends in postgraduate theses on grammar teaching in Turkish textbooks]. *İnönü Üniversitesi Eğitim Bilimleri Enstitüsü Dergisi*, 8(15), 144–167. <https://doi.org/10.29129/inujse.879394>
- Karadüz, A. (2010). Türkçe ve sınıf öğretmeni adaylarının dinleme stratejilerinin değerlendirilmesi [The evaluation of listening strategies of Turkish and primary school teachers]. *Erciyes Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 1(29), 39-55.
- Kesik, C., & Cigerci, F. M. (2020). Sınıf öğretmenliği alanında yapılmış doktora tezlerinin incelenmesi (2016–2019) [An examination of doctoral theses conducted in the field of classroom teaching (2016–2019)]. *Mediterranean Journal of Educational Research*, 14(34), 450–471. <https://doi.org/10.29329/mjer.2020.322.21>
- Liu, D., Huang, R., Chen, Y., Adarkwah, M. A., Zhang, X., Li, X., Zhang, J., & Da, T. (2024). *Using educational robots to enhance learning: An analysis of 100 academic articles*. Springer Nature Singapore. <https://doi.org/10.1007/978-981-97-5826-5>
- Maden, A. G. S. (2010). Türkçe öğretiminde drama yönteminin gerekliliği [The necessity of the drama method in Turkish language teaching]. *Türklük Bilimi Araştırmaları*, (27), 429–448.

- Maden, S. (2021). Türkçe ders kitapları ile ilgili lisansüstü tezlerin eğilimleri: Bir içerik analizi [Trends in postgraduate theses related to Turkish textbooks: A content analysis]. *Türkiye Eğitim Dergisi*, 6(1), 30–45.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). Sage Publications.
- Neuendorf, K. A. (2002). *The content analysis guidebook*. Sage Publications.
- Newman, M. ve Gough, D. (2020). Systematic reviews in educational research: methodology, perspectives and application. In O. Zawacki-Richter, M. Kerres, S. Bedenlier, M. Bond, K. ve Buntins (Eds.), *Systematic reviews in educational research: Methodology, perspectives and application* (pp. 3-22). Springer VS. <https://doi.org/10.1007/978-3-658-27602-7>
- OECD (2023). PISA 2022 results (volume III): Creative minds, creative schools. OECD Publishing. <https://doi.org/10.1787/765ee8c2-en>
- Ozan, C., & Küçüköglü, A. (2013). Sınıf öğretmenliği alanındaki lisansüstü tezlere yönelik bir içerik analizi [A content analysis about master theses and dissertations in classroom teacher education]. *International Journal of Eurasia Social Sciences*, 2013(12), 27–47.
- Önal, A., & Maden, S. (2021). Türkçe eğitimi ile ilgili 2015–2019 yılları arası lisansüstü tezlerin araştırma eğilimleri [Research trends of postgraduate theses in Turkish education between 2015 and 2019]. *Afyon Kocatepe Üniversitesi Sosyal Bilimler Dergisi*, 23(3), 929–941. <https://doi.org/10.32709/akusosbil.879623>
- Özalp, M. T., & Kaymakçı, S. (2022). Türkiye’de eğitim bilimleri alanında geri bildirim üzerine yapılmış lisansüstü tezlerin analizi [Analysis of postgraduate theses on feedback in educational sciences in Turkey]. *Ahmet Keleşoğlu Eğitim Fakültesi Dergisi*, 4(2), 468–483. <https://doi.org/10.38151/akef.2022.28>
- Özenç, E. G., & Özenç, M. (2018). Sınıf öğretmenliği bilim dalında yapılan lisansüstü eğitim tez yönelimlerinin analizi [An analysis of postgraduate thesis trends in the field of classroom teaching]. *International Journal of Active Learning (IJAL)*, 3(2), 2018, 78–95.
- Page, M. J., Moher, D., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., & McKenzie, J. E. (2021). PRISMA 2020 explanation and elaboration: Updated guidance and exemplars for reporting systematic reviews. *British Medical Journal*, 372. <https://doi.org/10.1136/bmj.n160>
- Polat, Y., Deniz, K., & Kurtul, K. (2024). K12 beceriler çerçevesi Türkiye bütüncül modeli bağlamında Türkçe alan becerileri [Turkish language skills in the context of Turkey's holistic model within the K12 skills framework]. *Milli Eğitim Dergisi*, 53(241), 473–498. <https://doi.org/10.37669/milliegitim.1309211>
- Saltalı, N., & Erbay, F. (2013). Okul öncesi öğretmenlerinin konuşma, dinleme ve empati becerilerinin çocuk sevmeye düzeyine etkisi [The effect of preschool teachers' speaking, listening, and empathy skills on their level of affection for children]. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi*, 14(1), 159–174.
- Suna, Z. Y., & Benzer, A. (2023). Türkçe eğitiminde üst düzey düşünme becerileri ile ilgili çalışmaların bibliyometrik analizi [A bibliometric analysis of studies on higher-order thinking skills in Turkish education]. *IBAD Sosyal Bilimler Dergisi*, (15), 281-305.
- Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of Business Research*, 104, 333–339. <https://doi.org/10.1016/j.jbusres.2019.07.039>
- Temizkan, M. (2010). Türkçe öğretiminde yaratıcı yazma becerilerinin geliştirilmesi [Developing creative writing skills in Turkish language teaching]. *Türklük Bilimi Araştırmaları*, (27), 621 – 643.
- Tepeli, Y., & Canlı, M. G. (2019). Dil bilgisi öğretimi üzerine yapılmış doktora tezlerinin sistematik olarak incelenmesi [A systematic review of doctoral dissertations on grammar teaching]. *International Journal of Social Science Research*, 8(2), 60–87.
- UNESCO. (2020). Global education monitoring report 2020: Inclusion and education: All means all. UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000373718>
- UNESCO. (2024). Global education monitoring report 2024/5: Leadership in education: Lead for learning. UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000391406>

- Voogt, J. M., Pieters, J. M., & Handelzalts, A. (2016). Teacher collaboration in curriculum design teams: Effects, mechanisms, and conditions. *Educational Research and Evaluation*, 22(3-4), 121-140. <https://doi.org/10.1080/13803611.2016.1247725>
- Yıldırım Suna, Z., & Benzer, A. (2023). Türkçe eğitiminde üst düzey düşünme becerileri ile ilgili çalışmaların bibliyometrik analizi [Bibliometric analysis of studies on meta-thinking skills in Turkish education]. *IBAD Sosyal Bilimler Dergisi*, (15), 281-305. <https://doi.org/10.21733/ibad.1292882>