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Perceptions in the Mind Maps of Turkish Children Living in England at Primary Education Level about their Home Country Turkey and the World*

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ABSTRACT

This research was conducted to determine the perceptions of Turkish children in their mind maps at the primary educational level living in the UK and parental views on these perceptions about the children's home country Turkey and the world. For this purpose, case study approach in qualitative research is preferred. The study group consists of 36 children aged 8-10 years and 17 parents living in England, Nottingham and selected through a maximum diversity sampling. As a data collection tool, students' personal information form, interviews made with parents and mind maps for children's perception of the world and Turkey were used. Content analysis is applied to analyse the data obtained from the mind maps. The data were coded for the detected themes and presented in tables with frequency values. In the analysis of the data obtained from the parental interviews, typological analysis was used. Opinions about the subject were given directly, without intervention. As a result of the research, while the Turkish children who live in Nottingham have information about the beauties of their home country and its localities, the Turkish flag, food, politics, the coup and terrorist incidents, their parents reported that they told the information about Turkey to their children and they go to Turkey once a year or once in two years. In the children's mind maps about the world, there is the US President Donald Trump, people with different colours and races, wars, creatures, countries. Parents expressed that they think that it is better to avoid bad information / news sources because the events that happen in the world (war, terror etc.) break the psychology of their children. In addition, children's mind maps for world perceptions are more diverse than the mind maps for perception of Turkey; also the children show bilingual characteristics in their mind maps.

Key Words: Mind mapping, primary education, Turkey, World perception, bilingual Turkish children, England, Nottingham.

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1. Introduction

The number of Turks living in Europe is gradually increasing and over time their judgments towards their socio-cultural values and norms, their histories, traditions and customs are differentiated as well as their perceptions and awareness about the new environment and the world that are experienced/migrated. When multilingualism and multiculturalism are increasingly regarded as privileges, there are many factors that influence individual perception and awareness of the country and the world. These factors are age, past experiences, level of education/knowledge, interest/attention to the stimulant, needs, social environment, individual characteristics and psychology, expectation and conditioning. Individuals' different perceptions and awarenesses stemming from the listed factors constitute a framework for the shaping of a psyche in the people's minds, and therefore their behaviour and approaches. Therefore, mind maps can be used as an effective technique for revealing the differences.

The mind mapping technique was developed by British psychologist, mathematician and brain researcher Tony Buzan at the end of the 1960s. When the relevant literature is searched, it is seen that like the *"memory map"*, *"mental map"*, *"brain map"*, *"meaning map"* and *"opinion map"*, expressions are used interchangeably as the same meaning of *"mind map"* (Aydın, 2010: 48-49). Chan (2004: 21) emphasized that the mind mapping technique actually corresponds to the same concept, despite the different nomenclature. Mental maps are a reminder of the way the mind works (Gelb, 2002: 90), a systematic planning tool (Gross, 1993; (Nast, 2006: 8), *"an element that develops complex conceptual schemes and helps individuals' thinking and new knowledge assimilations"* (Zhao, 2003: 80), *"a summarizing way of organizing thinkers and associating knowledge sets"* (Zhao, 2003: 80; cited in Yaşar, 2006: 67) and *"two-dimensional visual learning tools"* (Kalaycı: 2002).

The basic structural unit of the brain function is the neuron. Each of the billions of neurons is branched from the nucleus. Each branch or dendrite is covered with small nodules called dendritic vertebrae. When we think of something, electrochemical information jumps out of the small gap between these vertebrae. This junction is called a synapse. Our thinking is that of a network of giant synaptic networks. The mind map is nothing more than the graphic representation of these natural sequences of the brain (Gelb, 2002: 93). Telman (1998) explains right brain activities as controlling the creativity generated painting, colour and imagination, and left brain activities controlling the words. The mind mapping technique is a technique that reveals all the functions of the brain for the structured and unstructured, right and left lobes in an associative, relational and creative manner using key words, colours, images (image, image, symbol), emphasis and hierarchy. This technique is based on the individual's thinking style, emotional state, and viewpoint. In short, the inner world provides important data about the level of an individual's education and knowledge.

In fact, every individual creates information networks in his mind without knowing it throughout his life. Individuals are not aware of this because they are not transmitted to the paper without being aware of it in their minds (Anılan, 2005: 41). Mind maps can be thought of as a personal visual presentation of these relational networks in the mind that is developed based on experience, everyday life and education.

Mental mapping has four important characteristic features (Buzan and Buzan, 1994: 59):

1. Subject attention is provided by a central picture.
2. The main theme of the subject is spread out from the branches from the picture in the centre.
3. The branches contain a key picture or word over the associated lines.
4. There is a structural relationship between the branches.

In mind maps, the target theme is presented as a picture drawn in the middle, with branches extending out from this picture. The main themes branch out from the picture, with sub-themes branching off from the main themes. A key word or picture is used in each branching. Mind maps always feature branches that spread out from an image positioned in the centre. Each word or image functions as a secondary centre of the association and proceeds in an endless chain of relationships that branch off from the centre or extend out to a mutual centre (Buzan and Buzan, 2015).

The use of emotional and psycho-motor skills as much as cognition in learning, behaviour shaping and perceptual orientation is very important in terms of versatile performance evaluation. None of these skill areas, which cannot be thought independent of one another, affect each other and allow the right and left brain functions to coexist.

Individuals are inclined to make sense of the semantic pattern and perception in the brain of the influence of internal and environmental variables, thus making assessments according to their perceptual scale. Mind mapping is a technique that reflects the perceptions and supports multidimensional evaluation. Because mind maps allow the individual to see everything that he or she has consciously and unconsciously accumulated in his mind, both individually and as a whole. They help to analyse the relations between concepts/metaphors, understand cause-effect relations, and transfer information by its original expression style, versatile associative ability with verbal-linguistic, visual and kinesthetic ways.

A person, who has the capacity to organize perceptual components on a scale that can be extended from the floor of the mother to the infinity of the universe, embodies a place of physical and mental existence. When the subjective assessments that guide the objective perception are handled centrally, the space is also the determining factor of the person-specific definitions and expressions from the cultural activities to the smallest detail of everyday life.

The spiral interwoven relationship between the physical features of the space and the functional processes of life, emotional and intellectual behaviour of the space gives clear new meanings to the concept of space" (Aydınlı, 2008: 158). Perceptions of the same space of people from the same culture are due to their personal characteristics. However, different perceptions of people who are from different cultures who share the same space are due to the fact that both their personal and cultural differences (Temurçin and Keçeli, 2015: 119).

It is thought that Turkish families and children who have migrated to another country have taken back their own culture, norms, Turkey's agenda, sociological traditions and customs even that the developments that are happening in the world from time to time in order to learn a new language and to adapt the new culture in the country they live in. This, in turn, brings about total alienation, especially for children. "While a child belonging to an immigrant family learns his/her native language from his/her own family and has a different socialization process by acquiring different values and norms from where they live; he/she also socialise in the community school in which the relationship

with the new culture is established, he/she learns the language of that society and lives a different socialization process according to his/her beliefs, values and norms. In this bilateral/double socialization process, the child cannot fully socialize in terms of both societies. In this process, which leads to an incomplete socialization, the identification of children and the question of adaptation constitute an important problem area for both immigrant and immigrant families" (Yıldız, 2012: V).

In this study, the terms of *view (thought)*, *perception* and *awareness* were used together as complementary words, because, mental maps are important tools that can give information about the individual's views (thoughts), perceptions and awareness. The Turkish Language Institution (TDK) (1998: 660) defines the concept of *thought* as "reflection of the external world of the human mind" and defines the concept of *perception* as "awareness of that thing and understanding" (TDK, 1998: 80). *Awareness* is "the ability to know what we know and what we do not know" (Costa, 1984, cited in Emrahoğlu and Öztürk: 2010: 20). Knowledge about these concepts is of greater importance to those people who do not live in the territory of their own country.

Studies on mind mapping usually focus on academic achievement, lesson interest/attitude and persistence of learners (Karadeniz, Tangülü and Faiz, 2013; Gömleksiz and Fidan 2013; Kan, 2012; Yetkiner, 2011; Çakmak, Gürbüz and Oral, 2011; Aydın, 2010; Evrekli, 2010; Elgin Kıdık, 2005). Comparisons of mental-supported lessons with lessons of traditional teaching have resulted in meaningful outcomes for the lessons in which the mind maps of academic achievement have been used (Karadeniz, Tangülü and Faiz, 2013; Gömleksiz and Fidan 2013; Kan, 2012; Yetkiner, 2011; Çakmak, Gürbüz and Oral, 2011; Evrekli, 2010; Aydın, 2009; Elgin Kıdık, 2005). Likewise, it has been found that mind maps also provide positive contributions to the students' interest and attitudes towards the courses given (Yetkiner, 2011; Aydın, 2010; Akinoğlu and Yaşar, 2007; Bütüner, 2006). Moreover, Yetkiner (2011), Çamlı (2009), Aydın (2010) and Aslan (2006) have shown that the use of mind mapping increases the permanence of learners in their studies. Bilasa (2015) also points out that the use of mind mapping at the kindergarten level is effective in improving comprehension skills. However, the number of studies to determine perception/attitude/awareness on a subject with the mind mapping technique is rather limited. From a few numbers found research the one that is conducted by Gündüz and Aktepe (2017), is about the mind maps that were used to determine the sense of the value of the class teachers. Although much of the work done in the name of the "*mind map*", it seems that they reflect the perception of "*geographical space cognition*" rather than the mind mapping developed by Tony Buzan. Examples include the studies by Özdemir, 2017; Akbaş ve Toros, 2016; Aksoy ve Karaçalı, 2015; Özdemir, 2014; Aksoy ve Koç, 2012; Merç and Baysan, 2010; Ülkeryıldız, Durmuş Arsan ve Akış, 2009; Tunçel, 2002.

For this reason, this study is important in order to determine the level of perception and awareness of Turkish children living abroad, especially Turkish children living in the UK at the primary education level, about Turkey and the world and to develop a solution proposal to solve if problematic perceptions are to be mentioned. It is also thought that the study will give important clues about national and international feelings, thoughts, and cultural identity. By this way, in this research an attempt has been made to search for answers to the following two main questions:

1. What are the views/perceptions/awareness about Turkey in the mind maps of Turkish children in the primary education level living in the UK and their parents' views on what their children perceived?

2. What are the views/perceptions/ awareness of the Turkish children in the UK about the world in the mind maps and their parents' views on what their children perceived?

2. Methodology

2.1. Research design

In this research, it was aimed to determine the perception of "Turkey" and "World" in the mind maps of Turkish children in primary education level living in England. Within this aim, a qualitative research approach has been adopted in which both children in the study group are interviewed with their parents and information is also collected from the children's mind maps. "Qualitative research is a research process in which qualitative data collection methods such as observation, interview and document analysis are used and perceptions and phenomena are revealed in a natural and realistic way" (Yıldırım and Şimşek, 2006: 39).

In this research, therefore, the qualitative research was used in the phenomenology design. Phenomenology is "a research design that the individuals describe practices they have experienced in relation to a phenomenon, from philosophy and psychology" (Creswell, 2013: 14). This pattern has a sound philosophical foundation and usually requires interviews (Giorgi, 2009 and Moustakas, 1994; cited in Creswell, 2013).

2.2. Working group

The main working group of this study consisted of 36 children (18 girls - 18 boys) aged 8-10 in early childhood and lives in Nottingham region of England (Table 1). All the children in the working group attend the state school (primary grade) and their parents speak Turkish. The equal gender distribution of children participating in the study can be considered as an advantage in terms of implementation.

Table 1. Gender distributions of the children by age

Ages	n	Female	Male
8	10	5	5
9	12	7	5
10	14	6	8
Total	36	18	18

"Maximum diversity sampling" was chosen among sampling methods for children in the study group. "The goal in the maximum diversity sampling is to create a relatively small sample and reflect the diversity of the individuals to the maximum extent" (Yıldırım and Şimşek, 2006: 108). That is, diversity in the study group will contribute to the diversification of the research data. For this purpose, the study group included children and their families who migrated abroad from different cities in Turkey with different Turkish language qualifications and socioeconomic levels.

Table 2. Gender distributions of the parents by age

Ages	n	Female	Male
25-30	2	1	1
30-40	4	2	2
40-50	5	3	2
50-60	4	2	2
60-70	2	-	2
Total	17	8	9

The second working group of this study consisted of 17 parents (8 female - 9 male) aged between 25 and 70 and lives in Nottingham region of England (Table 2). All the parents speak Turkish.

2.3. Data collection tools

Research data were collected in 3 different ways. These are:

1. Student Personal Information Form: It is a form of identification for the students' background characteristics including age, family information, and parental occupation. It was created by the researchers.
2. Interviews with parents: "*Interviewing are a data collection (investigation) technique through oral communication*" (Karasar, 2006: 165). The interview technique is classified into 3 groups as general structured, semi-structured and unstructured interviews (Karasar, 2006, Ekiz, 2009, Büyüköztürk, Çakmak, Akgün, Karadeniz and Demirel, 2012, Kozak, 2014). In this research, interviews with parents through a semi-structured interview form consisting of 9 questions were recorded (with the permission) by the researcher, who was active during the process. Each interview took 40 minutes on average. In the semi-structured interview technique, "the researcher prepares interview questions in advance; but allows for the rearrangement and discussion of the questions created by providing partial flexibility to the people surveyed during the interview. In the face of such an interview, the investigated people also have control over research" (Ekiz, 2009: 63).
3. Mind maps created by children (for Turkey and the world): The backbone of the study is the mind maps collected from children in the primary education level living in Nottingham, England. The children who participated in the research formed the mind maps. They used the expressions "*Turkey*" and the "*World*" as the main ideas. Time was given as 30 minutes for "*Turkey*" and 35 minutes for the "*World*". Mind mapping is a creativity, productivity and enhancing technique that can improve the learning and efficiency of individuals and organizations. "*It can be used in nearly every activity where thought, planning, recall or creativity are involved*" (Buzan, 1989). Mind mapping includes central images, key words, colours, codes, and symbols (Margulies, 1991). It is thought that mind maps are effective in helping children express their own thoughts, ideas and perspectives using keywords, colours and symbols.

The children were given strategy training on mind maps before forming the "*mind map for Turkey perception*" and "*mind map for world perception*". First, they learned simple techniques (introducing themselves and their families, teaching school life and lessons, etc.). After being convinced that they have learned mind mapping, they have been provided with mind maps that each student can clearly articulate the world and Turkey perception. All of the research data were collected between the 8th of April and 17th of May 2017.

2.4. Data analysis

The data obtained from the children's mind maps were analysed by content analysis. "Content analysis is a systematic, reproducible technique where certain words of a text are summarized by smaller content categories with certain rules-based coding" (Büyüköztürk *et al.*, 2012: 240). "The basic process in content analysis is to bring together similar data within the framework of certain concepts and themes and to interpret them in a way that the reader can understand" (Yıldırım and Şimşek, 2006: 27). Content analysis is not just a technique used in texts. Images such as student paintings and television programs are also used in the examination of the broadcasts (Büyüköztürk *et al.*, 2012: 240).

In the analysis of the data obtained from interviews, typological analysis was used from qualitative data analysis techniques (Hatch, 2002: 152-161). During the analysis, interview questions related to each sub-objective were handled in the form of a theme/dimension. The meaning units in each theme are revealed and they are derived by means of these meaning units based on theoretical explanations.

This research has a descriptive feature because it aims to document the thoughts about Turkey and the world of children speaking Turkish and living in the UK at the primary education level (ages 8-9-10). In this way, it has been tried to examine in depth the points of view of 36 children about their homeland of Turkey and the world.

3. Findings

In this section, qualitative findings in this research are given by tables. The findings are discussed and tables are explained.

3.1. Findings for the First Research Question

3.1.1. Findings about perceptions of Turkish children about Turkey

Table 3 shows the distributions of the thoughts that the children reveal about Turkey in terms of the categories/themes determined by examining the mind maps at the primary education level living in England.

Table 3. The distribution of the thoughts in mind maps of Turkish children about "Turkey" at the primary education level living in England

Themes	f	Themes	f
Flag		Turkish food	
* Turkish flag in the shape of a crescent and star in a rectangle	17	* <i>Kebab, döner</i>	25
* Turkish flag painted in red	5	* <i>Lahmacun, pide</i>	22
		* <i>Baklava</i>	15
		* Fish	6
Turkey map		Relative relations	
* Map drawn by specifying the border lines of Turkey	19	* Grandmother, grandfather	19
* Bosphorus	10	* Aunt, uncle	12

Politics		Culture	
* News on violence, terror and attacks (PKK and 15 July coup initiative)	10	* Religion and spiritual values	42
* Party names	4	* Language spoken in Turkey	33
* Politic names (M.K. Atatürk, R.T. Erdoğan, B. Yıldırım)	4	* Religious and national holidays	16
		* Turkish TV programs	6
		(News, Cartoons called <i>Rafadan Tayfa, İstanbul Muhafızları</i>)	
Turkey's cities (Tourist attractions, museums)		Geographical terms	
* İstanbul	21	* Seas (names of the seas around Turkey)	22
* Çanakkale	18	* Village-City (Going to the village/city of the elders in summer vacation)	7
* Antalya	10	* Lakes (Tuz Lake, Van Lake)	5
* İzmir	8	* Mountains (Uludağ, Ağrı Mt, Hasan Mt)	6
* Muğla (Fethiye, Marmaris)	4	* Seasons (Summer, vacation)	4
* Gümüşhane	3		
* Nevşehir (Cappadocia, Fairy Chimneys as <i>Peribacaları</i>)	3		
* Ankara- Trabzon	2-2		
* Aksaray- Adana	2-1		

In Table 3, when we look at the mind maps of Turkish children made up by Turkish children, it is seen that in the centre they usually depict the Turkish map showing the borders of the Turkish flag and Turkey, some of the children also mentioned the names of the Bosphorus and the name of the seas surrounding Turkey. They talked about Turkey's lakes (Tuz Gölü, Van Lake), mountains (Uludağ, Ağrı, Hasan mountains) and they reported that they went to Turkey in the summer holidays and visited places like İstanbul and the Dardanelles. They stated that they went to visit the elders of the family and travelled to the villages or cities of their parents. The children thought of *baklava*, *kebab*, *pide* at the highest level among Turkish food. It is also seen that some children have been following news about Turkey's politics and writing key words about Turkey's current problems.

Examples of children's mind mapping about Turkey are as follows:

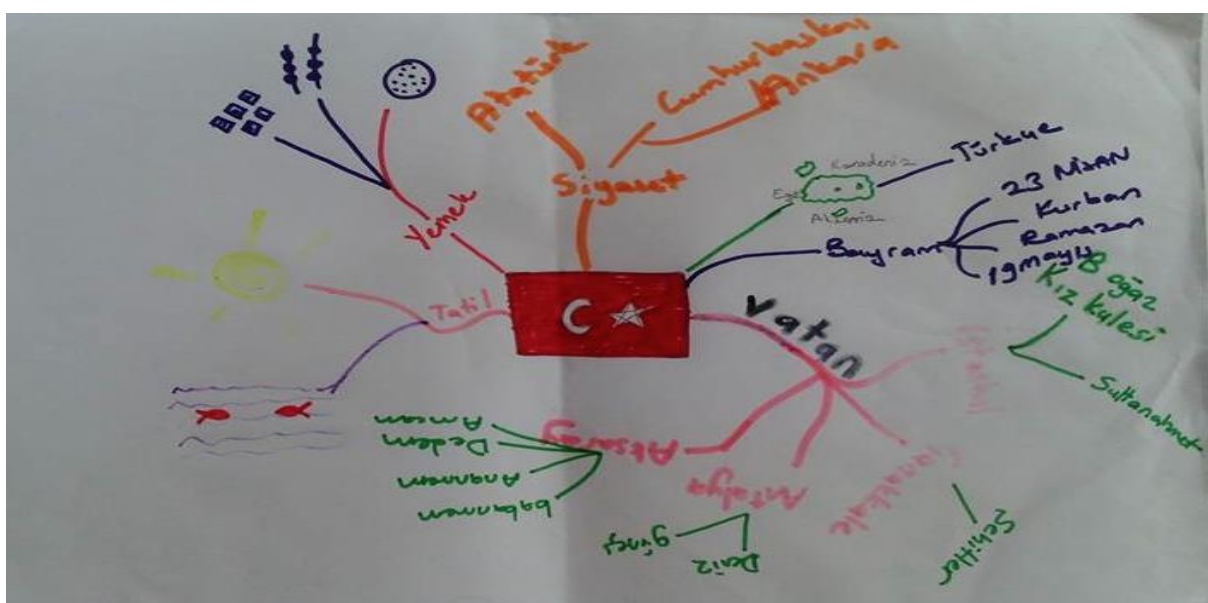


Figure 1. Mind map of Student 23's perception of Turkey

As it is seen in Figure 1, there is a well drawn map of Turkey, which is rarely found in the mind maps of other students and which has a successful outline. The seas around Turkey are shown around this map in their correct order. It is important that an arrow that comes out from this map to point out the term of the "Turkish" language. It is indispensable for also this mind map as there are the terms of "the homeland", "holiday", "politics", "food", as in many mind maps. Istanbul, Çanakkale, Antalya and Aksaray cities are mentioned on the branches of the "vatan" (the homeland) term. In addition, the branch coming through the Aksaray shows the relatives as "my grandparent, grandmother, the other grandparent, and uncle". The branch for "politics" ("siyaset") is divided into two lines and connected with "Atatürk", the President ("Cumhurbaşkanı") and a line drawn from this term "Ankara" (the capital).

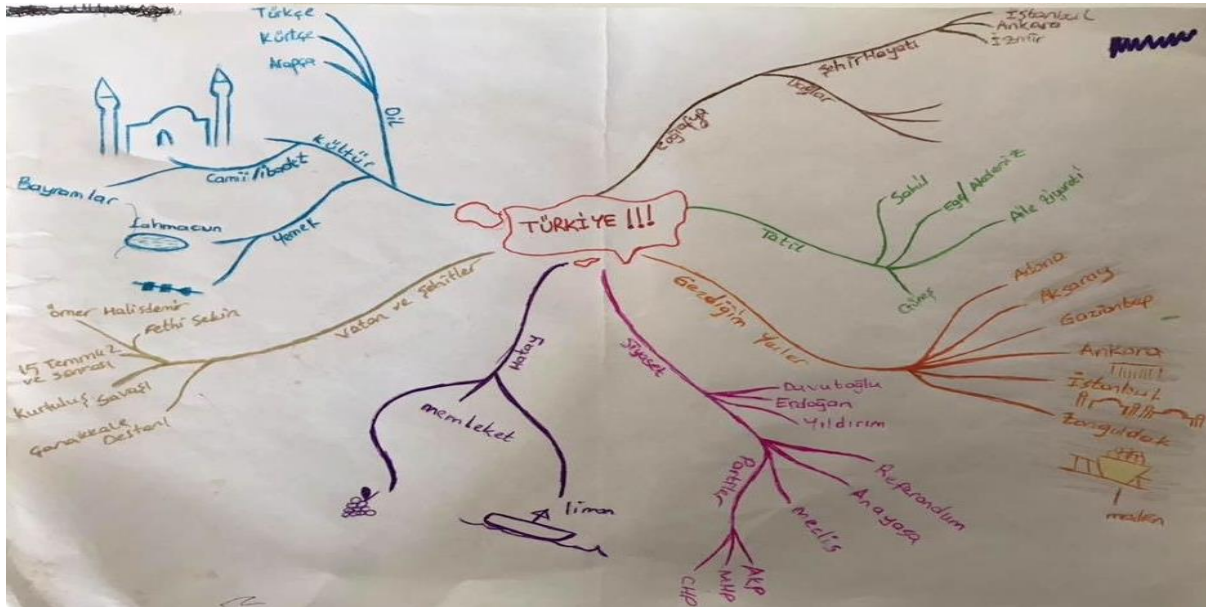


Figure 2. Mind map of Student 10's perception of Turkey

This highly detailed mind map (Figure 2) includes a Thracian section separated from the map of Turkey, roughly drawn to the centre, and details of Hatay and Cyprus. It is clear from the fact that the reason for "Hatay" to be mentioned is shown in the "country" branch. This city is the hometown of this student, may be a sign that he has more observations about Hatay compare to other children. This mind map also has more number of cities such as "Adana", "Aksaray", "Ankara", "İstanbul", "Gaziantep" and "Zonguldak" therefore this child has likely more bonds to Turkey than the many children in the sample. "Holiday" means "beach", "the sun", "Aegean/Mediterranean" and "family visit" for this child. The visual elements that are used also reveal the objects that evoke that the terms mentioned on this mind map. For example, "Zonguldak" was revived in the mind and visualized with the "mining coal" ("maden"), İstanbul with its mosques, and Ankara with "Anıtkabir". In addition, "Hatay" (the homeland) was associated and visualized with a ship for its "grape" and "harbour". Shish kebab and lahmacun were other elements visualized in the "food" (yemek) branch. Besides, "culture" ("kültür") means "mosque/worship" ("camii/ibadet") and "women" ("kadınlar") and when the "language" is mentioned it immediately follows the terms "Arabic", "Kurdish" and "Turkish" in three lines from this branch.

Multilingualism for a child with his/her hometown "Hatay" has been expressed together with the terms "culture" and "food" under the "language" branch. Culture is identified with "mosque/worship"

and "festivals". In this mind map, "geography" is also a special branch. Geography has conjoined "Istanbul", "Ankara" and "Izmir" with "mountains", and "city life". In this mind map, besides the branch of "homeland and martyrs", "politics" is also included. In this way, some political names as well as the terms "referendum", "constitution", "parliament" and "parties" were found together with some party names.



Figure 3. Mind map of Student 7's perception of Turkey

In this mind map of Turkish language (Figure 3), Turkey perception in the central point is identified with a "house" in the countryside, with a sheep grazing around. In the vicinity there are also the Turkish flag and holiday related drawings (the sun, a sun umbrella, a ship, an airplane, a swing and a seesaw together with the Turkish terms such as "güneşli", "deniz", "uçak", "Marmara parkı" (sunny, the sea, airplane, Marmara park respectively). From here, it can be expressed that the child who composes the map focuses on the beauties and amusing aspects of the place that he/she lived in when he/she was in Turkey rather than reflecting something in the sense of his/her national identity.

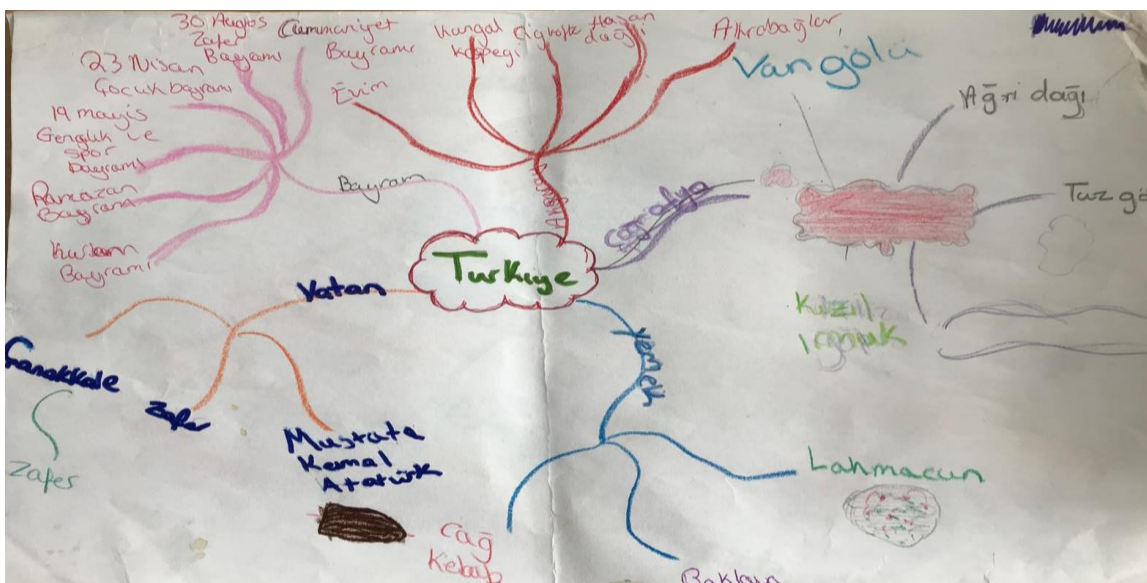


Figure 4. Mind map of Student 12's perception of Turkey

As one of the several in number the map of Turkey is also drawn in this mind map (Figure 4) where the term Turkey is divided into homeland ("*vatan*"), "feast", "*Aksaray*" and the food ("*yemek*"). The map of Turkey comes through the term geography ("*coğrafya*"). Turkey's geography therefore is of lakes, a mountain and a river name. The map is drawn well and indicated the arrows of Van Lake ("*Van Gölü*"), Ağrı Mountain ("*Ağrı dağı*"), Salt Lake ("*Tuz Gölü*") and ("*Kızılırmak*"). The term Homeland ("*vatan*") is matched with "*Çanakkale*", victory ("*zafer*") and "*Mustafa Kemal Atatürk*"; the names of the national and religious holidays as in the "*Bayram*" (festival) branch. The term "*Aksaray*" is related with my home ("*evim*"), relatives ("*akrabağlar*" [sic.]), "*kangal köpeği*" (a dog specie), "*çiğ köfte*" and "*Hasan dağı*" (Hasan Mountain. Knowing *kangal* dog for a child who lives in a different culture abroad is a very special issue due to the fact that this specie of dogs is particularly inhabited around Sivas. Therefore, mentioning the *Kızılırmak* river and *Aksaray* province together with this specie may mean that this child knows much about the Central Anatolian region of Turkey. Then, the child reports from around his/her homeland. It is interesting to see also that the child unlike the others did not mention the sea related terms such as the sun, sand and swimming, but only the lakes (the both lakes though cannot be swum in). The term food ("*yemek*") is also identified with "*cağ kebab*", "*baklava*" and "*lahmacun*".

3.1.2. Findings of parents about their children's perceptions of Turkey

Parents often reported that they expressed their children about the customs, traditions and customs of Turkey. In addition, they pointed out that they talked to their children about how the life is in Turkey, Turkey's important political events, regional-cultural differences, and the education system in Turkey. Parents also indicated that in order to show the geographical and historical beauty of Turkey, every year or every 2 years they go to Turkey in the summer holidays and travel to historical sites; especially families visit the elders.

Parents follow the information or developments related to Turkey from Internet and television; and that their children follow some cartoons. Most of the parents say that the reason for their life in England is to give their children a good future; but that they would return to Turkey when possible.

Examples from the interviews with parents about Turkey are as follows:

Mother F.: We moved to England 10 years ago. I have two sons. His father is a lecturer and I am self-employed. We are British citizens. We go to Turkey at least once a year. When we go, our children familiarise with Turkey. We went to Istanbul. We travelled to Çanakkale. We went to Antalya. Children love the sea. England is not very sunny and we cannot swim in the sea. In this respect, Turkey is heaven. Children love Turkey's food too. My husband is from Adana. We go to Adana for family visits. When we go there we definitely have *kebabs*. I want them to taste our local food in Turkey. They should know Turkey, not forget our country. We live in England for them. Turkey is our motherland, our life, when the day comes it is where our grave will be.

Father K.: I came to England in the 12th month of 1998. I have 3 children; two girls, one boy. I have a *kebab* shop. We divorced with my husband four years ago. I go to Turkey at least every two years with my children. We go to our village: Elmack Village of Aksaray. Children play in the garden or vineyard. They get to know their elders. They have their own age cousins, nephews. I do not want them to forget. They play games only in schools in England. They play traditional games such as *mendil kapmaca*, *çelik çomak* with their nephews in Turkey. They have a lot of fun. They love the food in the village. They should learn the Turkish culture, the

characteristics of our country, its natural beauties, and our homeland. Turkey is the most beautiful country in the world. I live in England, but I do not want my children to forget Turkey.

Father M.: My wife is an English of British citizen. Once our family was living in Turkey, we settled in England 10 years ago for family reasons. I have 3 boys. My main job is mechanical engineering. Now I'm retired. After I settled in England, my concerns about the identities and religions of my children began. I send them to the school for Turkish lessons. We are strengthening solidarity and cohesion with feast celebrations and social events. I take the children to Turkey every summer for 6 weeks. I show historical and touristic places. I take them to the sea, I introduce the mosques. In short, I am trying to create sincere ties with Turkey. Especially my middle child asks many questions about Turkey. But because the news always has blood and terror, he asks "Dad is this all there is in Turkey? I do not want to watch". Then, I do not force him to watch. My eldest son follows and understands political events. Turkey is our homeland. I feel desperate. I miss.

3.2. Findings related to the second research question

3.2.1. Findings about the perceptions of the Turkish children about the world

Table 4 presents the distribution of thoughts/perceptions/awareness of the world in the context of the categories/themes determined by examining the mind maps created by the Turkish children in primary education level living in the UK.

Table 4. The distribution of the thoughts in the mind maps of Turkish children about the "World"

Themes	f	Themes	f
The world		Negative aspects of the world	
* Circularly drawn and world-written	25	* Wars	6
* Painted with blue, brown and green colours	11	* Bombs	4
		* Weapons	4
Living creatures of the world		The sky	
* People	29	* The Sun	5
* Animals	16	* The Moon	3
* Plants	14	* Stars	3
Countries in the world		Geographical terms	
* England	20	* River (Thames, Trent)	4
* Turkey	14	* Oceans	3
* America	6	* Mountains	3
* China	4		
* Austria	4	Political names	
* Spain	2	* Donald Trump	4
* France- India	1-1		
* Japan-Syria	1-1		

In Table 4, looking at the mind maps about the world created by Turkish children, it is seen that the centre is usually a circle drawn in blue, green and brown painted circles. Indicated that the different parts of the world have "different languages"; habitat for "people", "animals" and "plants"; "wars" happen and "bombs" and "weapons" are used. Again in the mind maps, the children talked about the

"Thames" and "Trent" rivers in London and Nottingham respectively, "the sky" is surrounding the world (the sun, moon, stars), the "different countries" in the world, and President of the United States, "Donald Trump". It is striking that they do not mention the British prime minister or the queen in any mind map, even though they live in England.

It is possible to say that when the mind maps related to the world perception of the children are considered, they reveal more detailed and colourful details compared to the mind maps about the perception of Turkey. In this context, examples of the mind maps are as follows:



Figure 5. Mind map Student 9's about perception of the world

This mind map (Figure 5) is the most comprehensive of the mind maps for the world perception. Here, besides Turkey, which is "homeland" and other concepts related to Turkey, there are the United Kingdom (UK) and Turkish flags and related concepts under the name of "the place where I live". "Homeland" ("vatanım"[sic.]) and "the place where I live" ("yaşadığım yer") are compared. "River Trent", "Robin Hood", "Wallaton Hall" (originally Wollaton Hall) were Nottingham related terms, while "River Thames", "Big Ben", "London Eye" were revealed for London and food such as "tea", "fish & chips" and "it rains everyday" were also revealed in the UK line. War of Independence, ("Kurtuluş Savaşı") martyrs ("şehitler"), my family ("ailem") and food also came to the forefront for the Turkey related line. The rivers (Trent and Thames) and Wollaton Hall are notable for geographical and cultural items. For example, as a river affects a person's everyday life, to see these kind of geographical items in a mind map is not something that surprising. Besides, dotting Wollaton Hall as a landmark is as surprising as the geographical landform stated. This landmark is reported in its Internet address as an 'Elizabethan Mansion and Deer Park set in the beautiful suburbs of Nottingham' (<http://www.experiencenottinghamshire.com/discover/wollaton-hall-and-park-p354961>) built in the 16th century; thus, with its spectacular characteristics it is certainly worth to mention by a child. Similarly, symbolic structures of this mind map such as London Eye, Big Ben and symbolic names like Robin Hood were also worthy of attention.

On this map, environmental problems are also mentioned; the end of animal species, the increase of carbon dioxide, global warming and the cutting of trees are referred. In the World War ("*Dünya Savaşı*") line, it is as if to draw attention to the wars over the world with the drawing of two weapons twisted each other. Among the lower lines of this branch, there are Turkey, Syria, America have been drawn in red. July 15 coup ("*15 Temmuz Darbe*") with the PKK is on the "*Turkey*" line; "*İ S İ S*" and the "*Paris bombası*" are under "*Syria*". Besides, under "*America*" line, the terms of "*Donald Trump*" and racist ("*ırkçı*") are like the summaries of the political situation in the world in the eyes of a Turkish child.

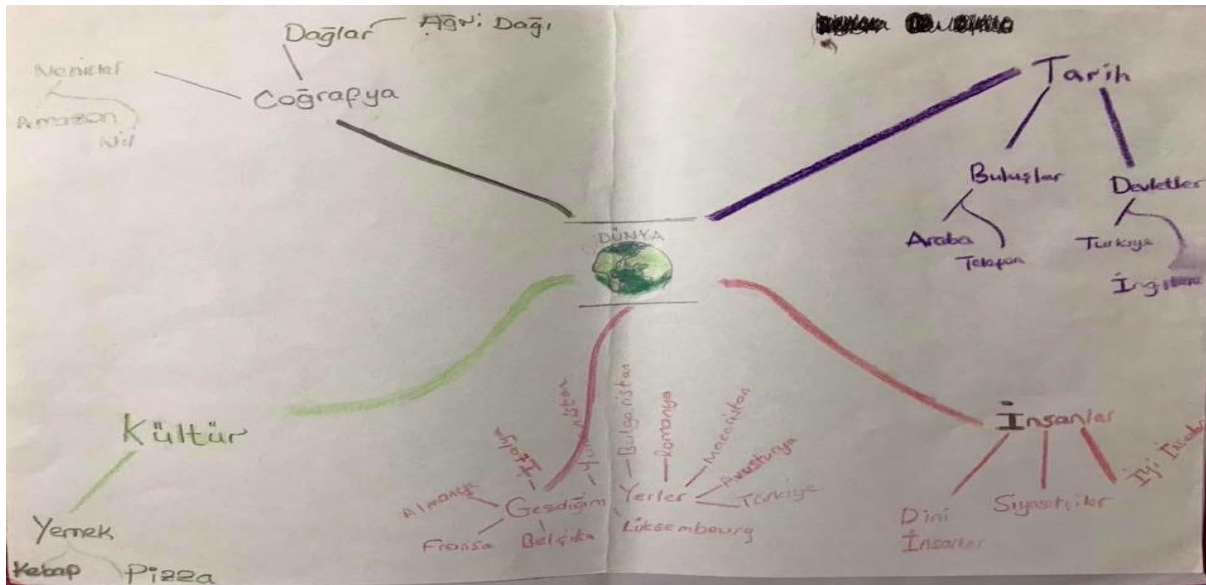


Figure 6. Mind map Student 21's about perception of the world

Children's ideas about the world are more varied than their ideas about Turkey. This may be due to the fact that information about the world is versatile compared to the information about Turkey. In the mind map in Figure 6, there are general titles such as "geography", "history", "culture" as well as "people" (different races, different colours, etc.). The people are classified into three groups as "religious people," ("*dini insanlar*"), "politicians", ("*siyasetçiler*") and "good people" ("*iyi insanlar*"). In an environment more accustomed to studying or comparing languages, nationality, race, etc., this distinction type reveals a different way of thinking. It is especially important to see the division that "good people" differ from "politicians" and "religious people". In this mind map, while "history" is given with "inventions" ("*buluşlar*") and "states" ("*devletler*"); "culture" ("*kültür*") on the opposite corner focuses on foods (*kebabs* and *pizzas*), also "places I visit" ("*gezdiğim yerler*") summarises the experiences of the child.



Figure 7. Mind map Student 19's about perception of the world

In this mind map (Figure 7), there are the continents with their names and also countries less mentioned such as "Austria", "China" and "Japan" compared to the more frequent "England" and the "United States" repeated together with "Donald Trump" usually with blond hair, "different people". Drawing the flag of China may be a sign that this country is perceived as a powerful country. Again, it is seen that the concept of "alien" in the world is depicted with the three-eyed, three-antenna, smiling drawing accompanied by the concept of creatures living outside the Earth. This can be a sign of thinking about if there is life outside the planet.

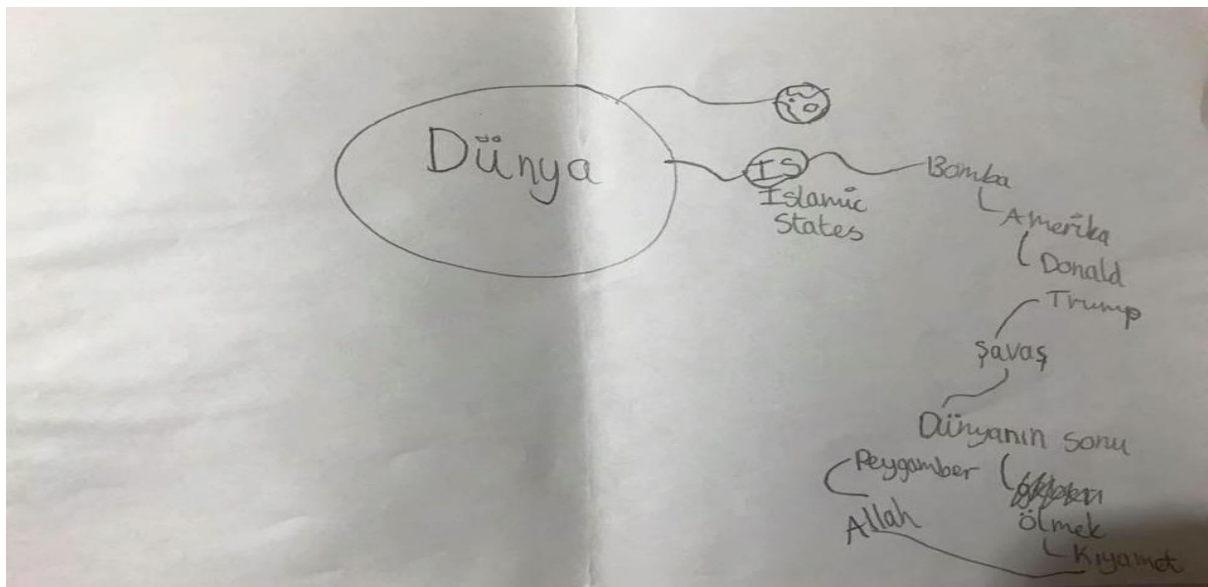


Figure 8. Mind map Student 28's about perception of the world

This mind map (Figure 8), although it is expressed in a very simple way, is actually very strong in terms of meaning. Here, the "World" ("Dünya") in the centre is almost divided into two branches as the "world" (as a drawing) and "Islamic States" (in English). The lower branches stemming from the "Islamic States" usually have negative expressions downward. It is striking that they are ranked as "Bomb", "America", "Donald Trump", "war" ("savaş"), "the end of the world" ("Dünyanın sonu"),

"prophet" ("peygamber"), "God" ("Allah"), "dying" ("ölmek"), "apocalypse" ("kıyamet"). Another point of this mind map is being created bilingually as in some other mind maps.

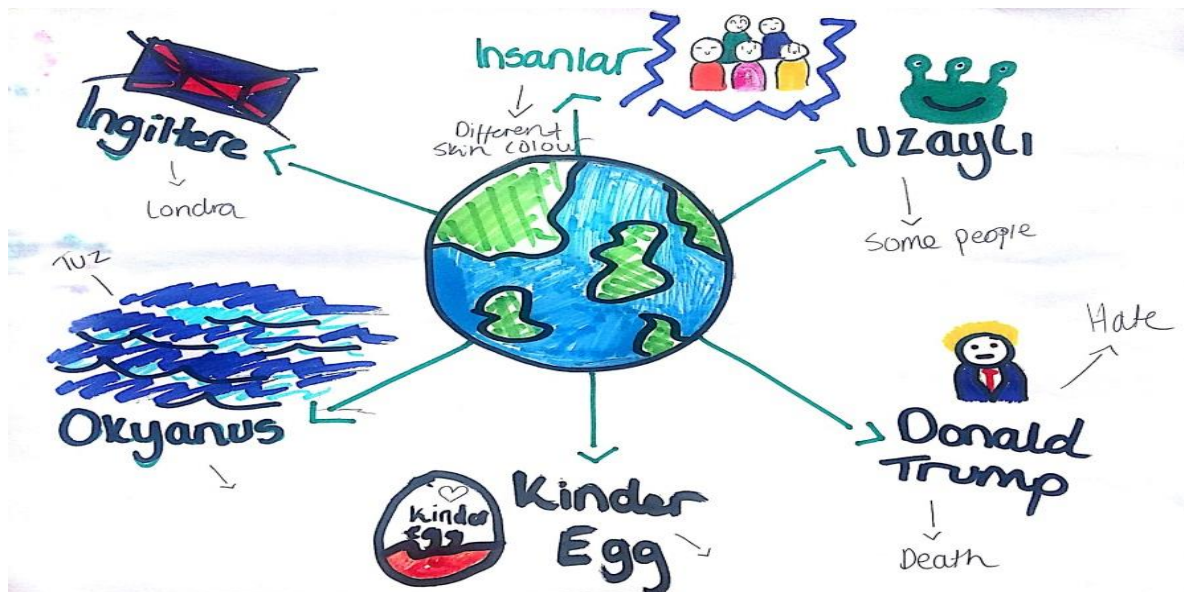


Figure 9. Student 31's about perception of the world

The world perception is reflected with the words and/or drawings of the British flag, people with different colours, "alien", "Donald Trump", "Kinder egg" and "ocean". The most prominent feature of this mind map (Figure 9) is the use of both languages by the child, who grows up in a bilingual environment originating from the society in which he or she lives or the mother or father is from a different nation. It is also interesting that Donald Trump is drawn with a characteristic blond hair and associated with the words in English such as "hate" and "death".



Figure 10. Mind map of Student 34's perception of the world

This mind map which is prepared only in Turkish language contains concepts such as the moon ("ay"), star ("yıldız"), the sun ("Güneş"), as well as England ("İngiltere"), "Donald Trump" and Turkey ("Türkiye"). It is noteworthy that the child includes important elements of Turkish culture, such as "Keloğlan", "Hacıvat" and "Karagöz" and identifies Donald Trump with "money" ("para") (Figure 10).

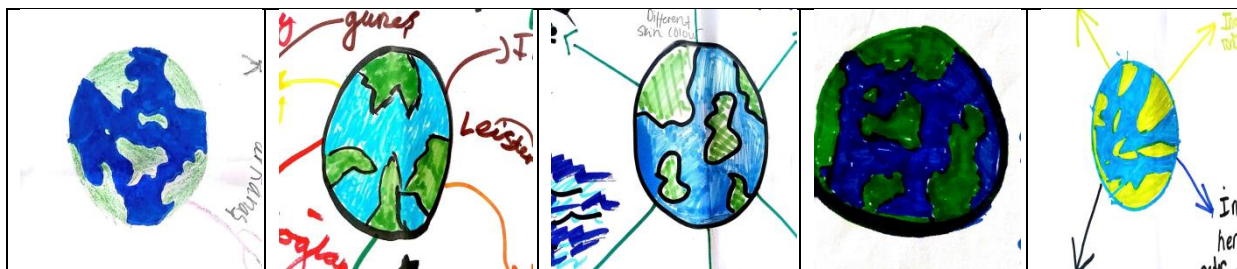


Figure 11. The Earth drawn the centre by different students

Another noteworthy point in the mind maps about the world (Figure 10) is that the map of the world in the centre has often been tried to be drawn carefully and smoothly. This may be due to successful achievements in map skills for children living in the UK.

3.2.2. Findings of parents about their children's perceptions of *the world*

Parents often report that their children are aware of the events and situations in the world and that they are particularly affected by negative news (wars, hunger, death of children, etc.). Some families have stated that it is better for their children not to know such bad news/events in terms of their psychology. In addition to this, there are also families that allow children to use the magazines prepared for them to keep up with the current news and other countries' agendas.

Example statements from interviews with the parents about the world are as follows:

Mother H.: My child is aware of the wars in the world. Especially as he is very sorry that children are hungry, kidnapped and killed.

Father A.: Children learn news about the world from the school. They come and ask at home. We talk together. I'm trying to explain some of them as he understands. He is very affected by the negativity in the world.

Father Ö.: They talk about the issues and events of the world at school. My son reads "*The Week Junior*", a special and current news magazine. Current news all over the world is told in a simple way that children may understand. For example, my son read the story of the new president of France in the last issue of this magazine. There were elections in the UK in the past week. He followed the news. He follows Turkey as well; he is particularly interested in our country.

Mother N.: I think the child should live his/her own childhood. It would be better them not to see the news in the world. My child is 9 years old. His psychology is broken when he sees wars and terrifying events in the world. We do not have any TV at home. But today's children are able to keep up with the events from the internet and social media. I hope the world will get better for our children.

4. Conclusion

The way of life, social environment, cultural structure, educational attainment, economic level and the possibilities are very important in terms of existence and meaning in identity of an individual. Evaluating this process of meaningfulness with activities that will be timely and enjoyable will also contribute to the effectiveness of learning processes. Senemoğlu (2009) stated that learning and teaching environments and activities should be organized in such a way that both hemispheres of the

brain can be used to provide effective learning. Mind mapping is a technique that encourages using actively both the hemispheres of the brain and reveals the learners' cognitive and emotional thoughts/perceptions/awareness. Therefore, the findings revealed through mind maps will make it easier to take new steps to correct missing and wrong knowledge of the students involved.

In this study, it was tried to determine the perceptions/thoughts/awareness of Turkish children in the primary education level towards Turkey and the world via the mind maps. The general conclusions from the data collected in this context can be summarized as follows:

In the mind maps related to Turkey, the children usually use the Turkish flag and a map of Turkey. Some mentioned the Bosphorus and the seas around Turkey, very few mentioned Turkey's lakes and mountains. They indicated summer holidays in Turkey. They usually visited İstanbul and Dardanelles as the historical places. They swim in which the sea was in close proximity. They visited their family, grandfathers or their parents' hometowns in Turkey. The children also mentioned *kebab*, *pide* and *baklava* regarding culinary culture; some of them have knowledge about Turkish politics and current events in Turkey (terrorism, the coup, etc.).

When parents' opinions about children's perception of Turkey are examined; Turkish mother and/or fathers indicated giving information on topics of the traditions and customs, life style, food culture, education system, history and geographical beauties etc. Apart from this, they said visiting Turkey during summer holidays every year or every two years. Developments related to Turkey are followed by the Internet and television. It has been found that the reasons for living in England are to provide a good future for their children and one day they will return.

In the mind maps about the world the children usually use blue, green and brown painted spheres in the centre. They indicated that people are in different colours and speak languages in the world. Also animals and plants live. There are wars; bombs and weapons are used. Again, the Thames River in London, the sky, different country names and the President of the United States of America Donald Trump are talked about. Although they reside in England, no one has ever mentioned the British political personalities. When parents' opinions about children's world perception are examined, it is determined that the most of the Turkish mothers and/or fathers do not want their children to be aware of what is negative happening in the world, thinking that bad news such as wars, hunger and death will adversely affect their child psychology. However, some parents told that they buy some age-appropriate magazines for their children to follow the developments in the world.

Therefore, the following suggestions can be made from the findings obtained from this research:

1. Because of the rich content of the information obtained from the mind maps, it is possible to use this technique in many areas where Turkish children who live in a bilingual environment can be given mind mapping training in Turkish schools at the weekends without the attendance obligation.
2. In order to develop the perception of bilingual Turkish children about Turkey, which is a bit weaker than the world perception, the opportunity to interact more with Turkey can be created and trainings can be given in this context.
3. In order to eliminate negative perceptions such as the coup, terror and war that have emerged on the mind maps about Turkey and Islamic countries, importance should be given to cooperation with the parents to do some activities and practices aimed at informing/affirming

positive emotions. For this purpose, summer camps with different themes may be arranged to allow children to visit Turkey more often.

4. Similar studies can also be carried on the Turkish children living in other countries. In addition, cross-country comparisons may also be investigated.
5. Due to the limitations of the mind map studies related to thought/perception/awareness in the field, it may be suggested that researchers should focus more on such studies.

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