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Department of Foreign Language Education
English Language Teaching Master's Program**

**TEACHING VOCABULARY THROUGH THE TRANSLATION OF
L1 AND ITS EFFECTS ON YOUNG LEARNERS' L2
VOCABULARY LEARNING**

**Pınar ÇİL
A Master's Thesis**

**Thesis Supervisor
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ANADİLE ÇEVİRİ İLE KELİME ÖĞRETİMİ VE BUNUN
ÖĞRENCİLERİN YABANCI DİLDEKİ KELİME ÖĞRENME
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**Teaching Vocabulary Through the Translation of L1 and Its Effects on Young
Learners' L2 Vocabulary Learning
(A Master's Thesis)**

Pınar ÇİL

ABSTRACT

The role of L1 translation in L2 vocabulary acquisition has always been a controversial topic among many researchers and scholars. According to some of them, L1 translation enables learners to acquire L2 vocabulary items easily. On the other hand, others are in the opinion that L1 translation hinders learners' acquisition of L2 vocabulary items; therefore, it should be excluded from lessons. Many studies have examined the different L1s based on L2 vocabulary acquisition; however, very few studies have been conducted on this subject in the Turkish context. Therefore, this study aims at investigating the role of L1 translation on young learners' L2 vocabulary retention in terms of listening to recognize pronunciation and meaning. In accordance with this aim, the study utilized both qualitative and quantitative research methods. For the study, 60 fifth-grade students studying at a secondary school in Ağrı were recruited at the beginning of the school year; however, this number reduced to 48 due to some students' health problems and absence. There were 21 students in the experimental group, whereas 27 students took part in the control group. In order to collect the data, 20 unfamiliar English words were determined from the story '*The Tale of Peter Rabbit*' written by Potter (1902). While the control group was instructed only in English, the determined words were provided with L1 equivalents as well as L2 to the experimental group. Since this study was post-test only group design study, the quantitative data was collected through post- and delayed post-tests. On the other hand, the qualitative data was collected through semi-structured interviews to find out the experimental group students' views regarding L1 translation in L2 vocabulary teaching and learning activities. The results obtained from post- and delayed post-tests showed that there were no statistically significant differences between the mean scores of both groups, which means that the groups were equal to each other. In other words, L1 translation did not have an impact upon L2 vocabulary retention. As for the interviews, 4 questions were posed to 10 experimental group students individually. According to most of the participants' views, L1 translation was effective in the L2 vocabulary acquisition in terms of better learning and comprehending easily.

Keywords: L1 translation, L2 Vocabulary Teaching, Vocabulary Retention

Number of pages: 99

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**Anadile Çeviri ile Kelime Öğretimi ve Bunun Öğrencilerin Yabancı Dildeki Kelime
Öğrenme Üzerine Etkileri
(Yüksek Lisans Tezi)**

Pınar ÇİL

ÖZ

Yabancı dildeki kelime öğretiminde anadilin rolü her zaman araştırmacılar ve bilim adamları arasında tartışılan bir konu olmuştur. Bazılarına göre, anadil öğrencilerin yabancı dildeki kelimeleri kolaylıkla öğrenmelerini sağlar. Fakat, diğerleri anadilin öğrencilerin yabancı kelimeleri edinmelerini engellediğini ve bu nedenle derslere dahil edilmemesi gerektiği görüşündedirler. Pek çok çalışma farklı anadillerin yabancı kelimeleri edinmedeki rolünü araştırmıştır; fakat, çok az çalışma Türkçe üzerinde durmuştur. Bu nedenle, bu çalışma öğrencilerin anadilinin dinleme, telaffuz ve anlam yönünden yabancı kelimeleri edinmedeki rolünü araştırmayı hedeflemektedir. Bu amaç doğrultusunda çalışma hem nitel hem nicel araştırma yönteminden yararlanmıştır. Çalışmaya başlangıçta 5. sınıfta okumakta olan 60 öğrenci alınmıştır; fakat, bazı öğrencilerin sağlık problem ve devamsızlıklarından dolayı bu sayısı 48' e düşmüştür. Deney grubunda 21 öğrenci, kontrol grubunda ise 27 öğrenci yer almıştır. Veri toplamak için 'The Tale of Peter Rabbit' hikayesinde geçen 20 bilinmeyen kelime seçilmiştir. Kontrol grubuna kelimeler sadece İngilizce öğretilirken, deney grubuna kelimeler hem İngilizce hem de Türkçe olarak sağlanmıştır. Bu çalışma, sadece son-test grup dizayn çalışması olup nicel veriler son-test ve ertelenmiş son-test ile toplanmıştır. Öte yandan, deney grubu öğrencilerinin yabancı kelime öğretimi ve öğrenimi aktivitelerinde anadil kullanımı hakkındaki görüşlerini ortaya çıkarmak için nitel veriler yarı-yapılandırılmış görüşme ile toplanmıştır. Son-test ve ertelenmiş son-testten elde edilen sonuçlar her iki grup arasında istatistiksel olarak anlamlı farklılıkların bulunmadığını göstermiştir, bu da her iki grubun birbirine eşit olduğu anlamına gelmektedir. Bir başka deyişle, anadile çeviri yabancı kelimeleri hatırlamada etkili olmamıştır. Görüşmelere gelince, 4 tane soru 10 deneysel grubu öğrencilerine tek tek yönlendirilmiştir. Çoğu öğrencinin görüşüne göre, daha iyi öğrenme ve kolaylıkla kavrama açısından anadile çeviri yabancı kelimeleri öğretmede etkili olmuştur.

Anahtar Kelimeler: Anadile çeviri, Kelimeleri Hatırlama, Yabancı Kelime Öğretimi.

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LIST OF ABBREVIATIONS

ALM : Audio-Lingual Method

CALL : Computer-Assisted Language Learning

CALT : Computer-Assisted Language Teaching

CLT : Communicative Language Teaching

DM : Direct Method

GTM : Grammar Translation Method

L1 : Mother Tongue

L2 : Target Language

MoNE : Ministry of National Education

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CHAPTER I

INTRODUCTION

This chapter presents the importance of vocabulary, problem statement and the purpose of the study, the significance of the research, definitions of key terms as well as limitations of the study respectively.

1.1. Background to the Study

Vocabulary constitutes the building block of a speech and writing; therefore, it is vital to a second language acquisition. Without vocabulary, individuals cannot convey their thoughts and feelings properly. Although people can communicate with each other via gestures or pictures, the use of vocabulary simplifies people's life. Moreover, it forms a basis for teaching language skills: listening, speaking, reading, writing, pronunciation and spelling. Therefore, language teachers must pay attention to vocabulary instruction because it assists students' language development. Before teaching vocabulary, they must take into consideration students' levels and choose a suitable technique according to their levels. Öztürk (2006) categorized teaching vocabulary techniques as presentation, practice and strategy training techniques. While the chosen words are introduced in presentation techniques which is known as the first step, they are practiced to recall the words in the second step, namely practice techniques. On the other hand, teachers create a suitable environment so that learners can try and determine which techniques work for themselves since each technique is different from each other and may provide different results for different learners. There are also other techniques which have been utilized in vocabulary instruction, and one of them is L1 translation. Although some studies reveal positive effects of L1 translation in learning L2 vocabulary, there are also other studies, which disapprove the translation of L1 in L2

vocabulary instruction. According to previous studies (Camó & Ballester, 2015; Hashim, 2015; Latsanyphone & Bouangeune, 2009; Liu, 2008; Lotto & de Groot, 1998; Pakzadian, 2012; Prince, 1996; Ramachandran & Rahim, 2004), for example, learners, who were exposed to L1 translation, acquired L2 vocabulary items better than those who learnt only through L2 explanations. Moreover, it is believed that L1 translation is time-saving and provides motivation for students (Cianflone, 2009; Mohebbi & Alavi, 2014). Mart (2013) also pointed out that refusing the translation of L1 in L2 classrooms hinders the comparison between students' L1 and L2, and their confidence in foreign language learning. On the other hand, studies carried out by Fazeli (2009), Hummel (2010) and, Alroe and Reinders (2015) demonstrated that students acquiring L2 lexical items through L1 translation could not do better than others who learnt them only through English explanations. According to Krashen (1981), L2 learners should be encouraged to deal with only L2 rather than through L1 translation in order to specialize in that language. It is also presumed that when teachers benefit from students' L1, their understanding in L2 becomes difficult (Mohebbi & Alavi, 2014).

Many studies (Alroe & Reinders, 2015; Camó & Ballester, 2015; Fazeli, 2009; Hashim, 2015; Hummel, 2010; Latsanyphone & Bouangeune, 2009; Liu, 2008; Lotto & de Groot, 1998; Pakzadian, 2012; Prince, 1996; Ramachandran & Rahim, 2004) examined the role of different L1 translations in L2 vocabulary instruction. Whereas some of them inferred that L1 translation played a significant role in acquiring L2 vocabulary items, others found that using students' L1 hindered L2 vocabulary learning. There exist several studies (Anadol, 2015; Arpacı, 2016; Çiftçi, 2019; Erarslan & Hol, 2014; Konuk, 2019; Temizgöl, 2013; Yorgancı & Öztürk, 2017) conducted regarding this subject in Turkish contexts. However, none of them investigated the role of Turkish translation in teaching L2 vocabulary depending on listening to recognize pronunciation and meaning. Therefore, this study aimed at examining whether translation of Turkish was effective in L2 vocabulary acquisition.

1.2. The Statement of the Problem

Language teachers can benefit from language skills to teach vocabulary as well as use of several techniques, namely gestures or real objects. Words, which have been unfamiliar to a student before and/ or encountered either incidentally or intentionally, are learnt through listening effectively (Bulut & Karasakaloğlu, 2017). However, several problems which L2 learners need to tackle may occur during listening. For example, there exist unfamiliar English sounds that L2 language learners confront during listening, which causes the difficulty in comprehending (Yıldırım & Yıldırım, 2016). Similarly, Goh (2000) mentions four vocabulary-related problems that learners have among listening comprehension difficulties in his study. Firstly, the learners only understand the words rather than the message. Secondly, they cannot divide long sentences into several parts to understand. Thirdly, they do not comprehend the words that they are familiar with. Lastly, they do not envision the representation of the word that they hear.

In the current study, the students may have difficulty in comprehending the L2 words that will be taught while listening to the story; therefore, the pronunciation of the words will also be provided via repetition to both groups by the researcher after the video of the story has been played in the classrooms.

1.3. The Purpose of the Study

The importance of vocabulary is an undeniable fact in a foreign language learning. Schmitt (as cited in Alqahtani, 2015) points out that vocabulary knowledge forms a basis for the efficiency of communication and foreign language learning. Therefore, language teachers should attach importance to vocabulary instruction in their lessons. A variety of techniques have been used in vocabulary teaching and translation is one of them. However, there exists a controversy about the use of translation among researchers and teachers. Whereas some researchers and teachers state that learners should only deal with L2 to progress in that language, others believe that the utilization of L1 helps learners acquire L2 vocabulary items and retain them for a long time. A lot of studies

have proven that L1 has a facilitative role in the acquisition of L2 vocabulary (Camó & Ballester, 2015; Hashim, 2015; Latsanyphone & Bouangeune, 2009; Liu, 2008; Lotto & de Groot, 1998; Prince, 1996; Ramachandran & Rahim, 2004). On the other hand, some studies object to the translation of L1 in L2 vocabulary retention (Alroe & Reinders, 2015; Fazeli, 2009; Hummel, 2010).

The current study aimed to find out whether L1 translation is effective on young learners' L2 vocabulary acquisition in terms of listening to recognize pronunciation and meaning when L1 equivalents are provided in addition to L2 meanings. In accordance with this aim, the current study searches for answers to the following research questions:

1. Is there a statistically significant difference between the scores obtained in the post-tests by the control and the experimental groups?
2. Is there a statistically significant difference between the scores obtained in the delayed post-tests by the control and the experimental groups?
3. What are the views of the experimental group students towards L1 use in vocabulary teaching and learning activities?

1.4. The Significance of the Study

Vocabulary knowledge is essential for the benefit of a successful communication in foreign language learning. Without enough vocabulary knowledge, foreign language learners may have difficulty in finding the correct word or choose the wrong one during the conversation. Therefore, vocabulary needs to be taught very well in order to proceed the communication. There are some ways to keep words that are taught in mind, and the utilization of students' L1 is one of them. Since it can be sometimes difficult for the students to recall the words, L2 to L1 translation can promote retention of the words. It is believed that the results of the current study may reveal the importance of L1 translation in L2 language acquisition and its contribution to vocabulary learning.

Various studies have been conducted about L2 vocabulary teaching in Turkish contexts; however, none of them have focused on L1 translation in the acquisition of L2 vocabulary in terms of listening to recognize pronunciation and meaning. Temizgöl

(2013) carried out a study to find out whether there was a difference in students' vocabulary acquisition and retention based on the teaching method, namely GTM and CLT. Erarslan and Hol (2014) examined L1 transfer made in vocabulary, prepositions and tense, and worked with students at a state university in their study. In Anadol's study (2015), the aim was to find out whether the students could still recall the chosen items when they wrote them with their Turkish meanings a few times. Arpacı (2016) conducted a study regarding the use of two distinct glosses and found that using these glosses did not have any impact upon L2 vocabulary learning and reading comprehension. On the other hand, Yorgancı and Öztürk (2017) examined the effects of L1 and L2 glosses based on incidental vocabulary learning in reading activities. Similarly, Konuk (2019) conducted a study with the aim of investigating the effects of L1 and L2 computer-mediated textual glosses on incidental vocabulary learning, retention and reading comprehension. In Çiftçi's (2019) study, the aim was to reveal which teaching method was more beneficial in L2 grammar and vocabulary teaching, GTM or CLT.

The current study differs from the others in that the current study focuses on Turkish translation in L2 vocabulary acquisition in terms of listening to recognize pronunciation and meaning. Since the determined L2 words chosen from the story '*The Tale of Peter Rabbit*' written by Potter (1902) will be taught through storytelling and the focus is on L2 vocabulary acquisition, the pronunciation of these words and meanings will be provided to the participants rather than the spelling and contextual use in order to recognize them.

1.5. Assumptions

It is assumed that participants answered the questions taking part in the post-test and delayed post-test consciously and left the questions which they did not know empty. Moreover, this study supposes that participants who were selected randomly for the interview replied the questions voluntarily and sincerely.

1.6. Limitations

There exist a few limitations in the current study. Since students of the fifth grade have a three-hour English class per week in state schools of Turkey, this study is only limited to one hour, which caused the treatment of the study to last for five weeks. Furthermore, this study only contains the fifth graders studying in a state school of Ağrı; therefore, it may not be suitable for generalizing the findings to other schools in Turkey. Since the story ‘The Tale of Peter Rabbit’ written by Potter (1902) was appropriate for students’ cognitive development and level, it was selected to teach some of the lexical items taking part in the story. Additionally, post-test and delayed post-test were constituted according to the chosen lexical items. Therefore, the story and the materials used for the data collection cannot be generalized to the students studying in primary schools and/or high schools of Turkey.

1.7. Definition of Key Concepts

Vocabulary can be defined as “the words in a language as well as lexical chunks and single items that have a meaning like a single word” (Lessard-Clouston, 2013, p. 2). It enables individuals to contact with each other and convey their feelings as well as their thoughts.

Words are the smallest items of linguistics and take place on their own while speaking or writing (Richards & Schmidt, 2010). In order to use a word in a sentence, it is essential to know main components about that word, namely, its form, meaning and use.

Vocabulary teaching is a long continuum and aims at keeping students retain lexical items for a long time and teaching them how to make a prediction of words’ meaning in contexts (Pan & Xu, 2011). Since vocabulary teaching is closely associated with teaching four skills (listening, speaking, reading and writing), language teachers should attach importance to it. Furthermore, they should select a suitable teaching technique by taking into consideration a few circumstances such as students’ level, the duration of a lesson, topic and number of students.

Translation is a technique in which content integrity has been provided from one language into another. Foreign language learners have benefited from translation to make language learning easier; however, translation has a variety of roles according to language teaching methods (Shoeib, 2016). For example, Grammar Translation Method (GTM) had utilized the use of translation until the end of nineteenth century. On the other hand, Direct Method (DM) arising right after GM forbade L1 translation.

L1 is the first language that a learner has acquired from the birth or within critical period. In this study, L1 will be used instead of learners' first language, Turkish.

L2 refers to the target foreign language for the study. L2 will be used instead of English for the study.

CHAPTER II

LITERATURE REVIEW

This chapter reviews theoretical knowledge related to vocabulary and vocabulary teaching as well as the role of L1 in EFL learning. It starts with the definition of vocabulary and word and is followed by vocabulary instruction, the role of L1 translation in foreign language learning and L1 translation in L2 vocabulary learning respectively. The relevant studies about the topic are also included in this chapter.

2.1. The Concept ‘Vocabulary’

Up to now, numerous definitions of vocabulary have been proposed by several researchers in the field. According to Lessard-Clouston (2013), vocabulary can be defined as “the words in a language as well as lexical chunks and single items that have a meaning like a single word” (p. 2). Neuman and Dwyer (2009), on the other hand, describe vocabulary as “the words that individuals need to know in order to communicate well both in speaking and listening” (p. 385). Richards and Renandya (2002) define vocabulary as “the most important part of language competency” and point out that it has an impact upon a learner’s four skills (p. 255). The concept ‘vocabulary’ is the sum of words including collocations and single units. In order to know the definition of the ‘vocabulary’, it is essential to define the concept ‘word’.

The definition of a ‘word’ is clarified by Hunt and Beglar (2002) as “containing the bare infinitive, its inflectional and derivational forms” (p. 258). According to Richards and Schmidt (2010), words are the smallest units in linguistics, which exist independently in either speaking or writing. Vermeer (2001), on the other hand, describes words as “the ones that carry the meaning” (p. 217) and states that it is impossible to understand any sentence or text without knowing words. Although the concept ‘word’ may be explained

diversely, there are three main components that a teacher must pay attention: *form*, *meaning* and *use* (Lessard-Clouston, 2013). Although there exist other features of words, this study focuses on basic features, which is shown in Table 1 below.

Table 1.

What Does It Mean to Know A Word? (Based on Nation, 2001, p. 49)

Form	Spoken form	-Can the word be repeated correctly by students when they have heard it?
	Written form	-Can the word be written properly by students when they have heard it?
	Word parts	-Can familiar affixes in a word be recognized by students?
Meaning	Form and meaning	-Is the word taken from L1?
	Concept and referents	-Is there any word sharing with the same meaning as in L1?
	Associations	-Does the word share the same sets as an L1 form having similar meaning?
Use	Grammatical functions	-Is the word suitable in terms of grammatical form?
	Collocation	-Is the word used with another one as in the L1 form of the word?
	Constraints on use	-Is there any limit to use the word as in L1 form of the word?

Zhang (2016) emphasizes that the *form* of a word contains information about how the word is written, spelled and examined morphologically whereas *meaning* includes information about what it refers to and which words are combined to create sentences. The *use* of a word is correlated with the form and meaning of that word. In order to use a word, it is necessary to know the meaning of the word, its orthographic representation and its pronunciation at first. Since a word may have different definitions and meanings due to the geographical location where a person lives, it is required to pay attention to the use of that word in a constituent such as a sentence or lexical bundle.

Numerous words have been borrowed from other languages in English throughout history and therefore have affected the language significantly (McCarthy, O’Keeffe &

Walsh, 2010). There exist nearly between 500,000 and 1,000,000 words in English so it is not possible to know all of them (Hutz, 2018). Nation (2004) states that the British National Corpus has 100,000,000 running words of English, 10 % of which are taken from oral sources and the rest of them are obtained from written sources. McCarten (2007), however, stresses that knowing how many words there are in English is nearly impossible and adds that counting words is a difficult task. For example, the word 'run' can be derived as 'runs', 'running', 'ran' 'runner' and 'runners', and it might be questioned whether each of them can be considered separate words? (McCarten, 2007). Zimmerman (as cited in Rasouli & Jafari, 2016) indicates that it might not be possible to determine how many words exist in English, as in her example, 'differ', 'difference', 'different' and 'differently' can be thought as one word or four separate words. Although it might be quite challenging, if not possible, to determine the exact number of words in English, researchers have speculated that the vocabulary knowledge of native speakers can show a change between 12,000 and 20,000 due to their education level (McCarten, 2007; Rasouli & Jafari, 2016). Native speakers acquire 4,000 to 5,000 words at the age of five and they encounter approximately 1,000 words every year (Rasouli & Jafari, 2016). According to McCarten (2007), less than 20,000 words are sufficient for people to make a contact with others in English. However, non-native speakers need to engage in reading books if they want to carry their vocabulary knowledge further. Laufer and Ravenhorst-Kalovsky (2010) emphasize that vocabulary knowledge is connected with success in reading and having extensive vocabulary ensues from reading. The more people read, the wider vocabulary knowledge they acquire. If readers encounter several words that they do not know, it might become difficult for them to understand the whole text. According to Barclay and Schmitt (2019), lexical coverage means the percentage that someone knows the words in a written source. Ur (2012) states that individuals knowing 80 % of the words in a text can comprehend the whole text and make a guess about the rest of the text. It is fundamental to know the most commonly used 2000 words to communicate, whereas the 3000-word level is needed primarily for a reading comprehension and it is possible to read texts with the 5000 level, enabling readers to guess the meaning of the words (Schmitt et al., 2001). According to Hirsch (2003), a person having the knowledge of around 90 % words is

capable of having adequate reading comprehension. Hsueh-chao and Nation (2000) think that it is possible for a person to acquire reading comprehension by himself with at least 98 % vocabulary knowledge. People enhance their vocabulary growth by dealing words within context instead of explaining definitions of words; thus, they acquire new words incidentally (Bintz, 2011).

2.2. Vocabulary Instruction

Vocabulary plays a fundamental role in the acquisition of foreign language in that it enables individuals to express themselves easily and understand others speaking that language. Alqahtani (2015) emphasizes the importance of vocabulary by stating that it is required to use structures and functions which are beneficial for understandable communication and help learners become successful in a foreign language. Successful communication is possible by using gestures or drawing pictures. However, it might become much easier when a person uses vocabulary (Nordlund, 2016). Wilkins (as cited in Schmitt, 2010) points out that people can express themselves very little without grammar; however, it is impossible for them to convey anything without vocabulary. Moreover, Krashen (1989) stresses that having no knowledge of vocabulary can pose a problem according to foreign language learners' thoughts; therefore, dictionaries are taken by them not their grammar books. Even if individuals can communicate with others speaking a different language by using grammar wrongly, it is impossible for them to use the wrong word in a conversation because a word may have more than one meaning and the usage of the wrong word can cause misunderstanding. Thus, vocabulary knowledge has been crucial to foreign language acquisition, communicative and linguistic competence.

The importance of vocabulary in foreign language education has been gradually rising and thus, there has been an increasing amount of literature on vocabulary teaching and learning. Vocabulary instruction is an essential factor in students' language development. Therefore, educators need to decide which words to teach and how to teach, and plan well according to this. Nation (2011) states that it is essential to select

the most suitable vocabulary for a number of learners and create an environment which is full of occasions in order to plan how to teach vocabulary. However, teachers are not sure about how to teach vocabulary best and which strategies to use. Berne and Blachowicz (2008) undertook a survey with seventy-two educators, most of whom were working at prestigious schools of the United States. The purpose of the survey was to clarify the questions and worries that teachers had about vocabulary teaching and which instructional practices are used at schools. In accordance with this survey, three main views occurred. Firstly, teachers having a good level of knowledge are conscious of the requirements of their students, schools and classrooms. Secondly, reading specialists and educators should be consistent about approach that is used in classrooms. In other words, all of the teachers should pay attention to keep the words in their students' minds. Lastly, teachers have their own teaching practices and strategies. However, they would like to form an isolated practice within these frameworks: the focus on word parts, the usage of read aloud and word games.

In another research conducted by Blachowitz and Fisher (2004), a few practices were suggested to teachers in order to develop students' vocabulary knowledge. According to them, teachers should provide a positive environment in which students enjoy playing with words and use the STAR (Select-Teach-Activate-Revisit) model as an explicit vocabulary instruction. Furthermore, they should utilize strategies to help students investigate words by themselves and enable students to read different types of books. In the same vein, Bromley (2007) gives a place to a few suggestions about vocabulary acquisition in her article. According to her, teachers should advise their students to make a list consisting of words and their definitions and allow them to investigate the words via the news, books or mass media. Additionally, they should create an environment in which a native speaker or a foreign language teacher takes part in order to acquaint their students with the similarities and differences between L2 and any other languages. They also should allow their students to ask the words that they do not know and collaborate with each other. While they are teaching new words, they should encourage their students to associate unknown words with the ones that they have in their schemata. They should show derivations and inflections of words that they have known as well.

Although researchers suggest different kinds of techniques and strategies to use in vocabulary instruction, there is no best practice of teaching vocabulary as all of them have their own benefits (Anadol, 2015; Berne & Blachowicz, 2008; Blachowitz & Fisher, 2004; Bromley, 2004; The National Reading Panel, 2000). Alqahtani (2015) believes that a successful teacher should benefit from various and latest techniques. Since vocabulary learning is not provided with a single method, vocabulary instruction must include various methods in order to ensure that students can obtain unknown words and raise their vocabulary knowledge gradually (The National Reading Panel, 2000).

2.2.1. Teaching vocabulary. The role of vocabulary in teaching a language has been undeniably vital. Indeed, teaching vocabulary correlates with teaching four skills in that the usage of appropriate words has importance on teaching four skills. The National Reading Panel (2000) suggested four methods for vocabulary instruction, which are explicit instruction, indirect instruction, multimedia methods, capacity methods and association methods respectively.

2.2.1.1. Explicit vocabulary instruction. Explicit learning occurs when a person hypothesizes about a search and examines it; therefore, it is known as a conscious process (Ellis, 2015). Learners are conscious of everything while learning explicitly and they can memorize it easily whenever they need. Laufer and Hulstijn (2001) indicate that both intentional and incidental learning can be used for explicit learning.

Several studies about vocabulary learning and learning strategies have recently shown that teaching vocabulary both explicitly and implicitly is a continuum (Hunt & Beglar, 2005; Lee, Tan & Pandian, 2012; Nation, 2001; Schmitt, 2008; Young-Davy, 2014). Explicit vocabulary instruction takes place when learners get involved in the learning process intentionally. In other words, learners need to know the process of explicit vocabulary instruction, find answers to the problems, estimate and tell the result (Dakhi & Fikria, 2019). During the process of explicit vocabulary instruction, teachers need to keep their students alert, as it is teacher-centered (Anadol, 2015). According to Hunt and

Beglar (2005), teaching vocabulary explicitly comprises of dealing with decontextualized text, exploiting dictionaries and guessing meaning from context.

When learners try to find out the meaning of a word that they do not know in the dictionary or instructors allocate some time to high-frequency words in a reading text that learners will read, vocabulary instruction occurs explicitly (Longhurst, 2013). According to the National Reading Panel (2000), pre-vocabulary activity which takes part in the reading activity is an example of explicit vocabulary instruction just like as in the analysis of roots and affixes of words

2.2.1.2. Indirect instruction. According to Naeimi and Foo (2015), vocabulary instruction indirectly means “a type of word learning strategy in which there is no effort to study word intentionally” (p. 143). According to Cruz-Wiley (2010), indirect vocabulary instruction involves learning vocabulary indirectly where learners acquire the meaning of words through experiences that they have every day with spoken and literary language. Learners are not involved in word learning consciously in indirect vocabulary instruction. It is mostly student-centered; therefore, it requires students to get involved in the learning process by doing research, making observation and making inferences. Indirect vocabulary instruction includes in a few methods such as engaging students to a lot of unknown words and helping them read more (Sedita, 2005; The National Reading Panel, 2000).

2.2.1.3. Multimedia methods. It is inevitably true that the usage of technology becomes effective in education especially in language teaching. According to Ren (2013), utilization of colorful pictures increases the interest in English vocabulary teaching rather than glimpse of a textbook’s content and gives a meaning to English vocabulary teaching as a teaching method or a process. Mthethwa (2018) emphasizes that the integration of text, graphics and aural teaching aids such as animation and video is widely used in vocabulary teaching. According to Wang (2016), learners succeed in English level and the interaction between teachers and learners improves through

multimedia teaching. With the usage of multimedia or computer-based system, teaching vocabulary gets easier and students' attendance to the lesson increases.

Computer-Assisted Language Learning and Teaching (CALL and CALT) is one of the most commonly used approaches in the foreign language education especially during vocabulary instruction (Khiyabani, Ghonsooly & Ghabanchi, 2014). According to Tabar and Khodareza (2012), learners achieve learning environments easily without considering place and time, and they are highly motivated in the process of vocabulary learning thanks to CALL.

2.2.1.4. Capacity methods. These methods aim at facilitating the reading process to become automatic. Therefore, these methods in vocabulary instruction assume that learners must have enough cognitive capacity to automatize the reading process (Anadol, 2015). The National Reading Panel (2000) explains that capacity methods help learners focus on the meaning of words not their spoken or written version. Capacity methods also emphasize the importance of being fluent and decoding to form cognitive area in vocabulary learning (Anadol, 2015).

2.2.1.5. Association methods. According to the National Reading Panel (2000), students are informed to correlate between their knowledge and the words that are unfamiliar to them through association methods. When people make associations with the words, they can benefit from the use of the word beside its storage (Kavitha & Kannan, 2016). Associations which are sometimes based on meaning or context can help students learn vocabulary easily in that they increase persistency. Anadol (2015) indicates that the knowledge of a word can have an impact on the knowledge of other words as mental lexicon.

2.2.2. Vocabulary teaching techniques. The term 'technique' refers to a variety of activities which are relevant to a method and an approach and are performed in language classrooms. In other words, it refers to a task, a procedure or an exercise.

Techniques can be used to teach any four of the skills as well as vocabulary and pronunciation by language teachers. It is essential how teachers present vocabulary and practice with it in order to attract students' attention; therefore, teachers must select an appropriate technique. Since teachers have their own teaching techniques, there are no attempt to categorize vocabulary teaching techniques. However, Öztürk (2006) examines them as three different ways: presentation techniques, practice techniques and strategy training techniques.

2.2.2.1. Presentation techniques. Lexical items are introduced in presentation techniques; therefore, it is known as the first step of teaching vocabulary. Chen (2014) states that either the presentation of the meaning or the form can be explained through presentation techniques. Kristenová (2006) indicates that the selection of a good method to present the meaning may ease the learners' acquisition of unknown words; therefore, educators must create an environment to expand vocabulary learning.

In Table 2, Ur (1999) proposes several techniques for presenting vocabulary. According to her, teachers should choose a word that they are familiar from coursebook and consider how to teach it to their students who will meet it for the first time or they should benefit from different techniques. In the same vein, Awaludin (2013) suggests different techniques for the presentation of vocabulary. The meaning of the vocabulary can be expressed by the use of translation, realia, definition, context and students' involvement, whereas the form of the vocabulary can be provided with phonetic transcription, spelling and repetition (Awaludin, 2013). Additionally, Barclay and Schmitt (2019) indicate that language teachers can show the derivations of a new word while presenting it, thus learners fall into a habit of recognizing how a word is derived.

Table 2.

Presenting the Meaning of Target Lexical Items (Based on Ur, 1999, p. 63)

- Concise definition:	- giving information about something briefly
- Detailed description:	- the explanation of someone's or something's representation in detail
- Examples:	- the explanation of something by giving details about it
- Illustration	- the expression of something via pictures or objects
- Demonstration:	- the use of gestures
- Context:	- written or spoken form of something in which lexical items take part
- Synonyms:	- words that share the similar meaning
- Opposite(s):	- words that share the different meaning
- Translation:	- the supply of transition from one language to another one
- Associated ideas, collocations	- a number of words that are combined together

In Thornbury's (2012) book '*How to teach vocabulary*', a teacher speaking Spanish utilized from translation while presenting the vocabulary 'clothing' to the students:

- 1 TEACHER: En ingles *pantalones* se llaman *trousers*. *Trousers*. Ahora, todos juntos...[In English *Pantalones* are called *trousers*. *Trousers*. Now, all together...]
 STUDENTS: *Trousers*
- 2 TEACHER: Does anyone know the English for *una camisa*? No? Listen, it's a *shirt*. *Shirt*. Repeat.
 STUDENTS: *Shirt*.
- 3 TEACHER: What's this? [pointing to picture of a dress] Do you know what this is in English? No? Listen, it's a *dress*. *Dress*. Repeat.
 STUDENTS: *Dress*.
 TEACHER: How do you say *dress* in Spanish? Marta?
 MARTA: *Falda*.
 TEACHER: That's right (Thornbury, 2012, p. 77-78)

Takač and Singleton (2017, as cited in Susanto) indicate that there are a few things such as content, time and its importance to the students which are based on teaching techniques. Classroom environment is also a fundamental factor for presentation techniques in that it affects both teachers and learners. For example, in a classroom having more students, teaching more than adequate words can be vain. Furthermore, teachers may have difficulty in promoting comprehension since they have less chance to deal with the students individually (Webb & Nation, 2017). Therefore, language teachers must consider students' level, environmental aspects, the topic and the duration of the lesson, and they must decide how many words they will teach during the lesson before selecting the suitable technique.

2.2.2.2. Practice techniques. They are the second step of teaching vocabulary in which the words that are taught are practiced. According to Bozdoğan (2013), it is aimed at keeping learners revise lexical items and having them in their minds for a long time with practice techniques. There are a few techniques that are suggested by Harmer (2007) for language teachers to review vocabulary: word circle, word map and in the queue. In word circle technique, teachers ask their students to make compound words by uniting two words and then, use them in a sentence.

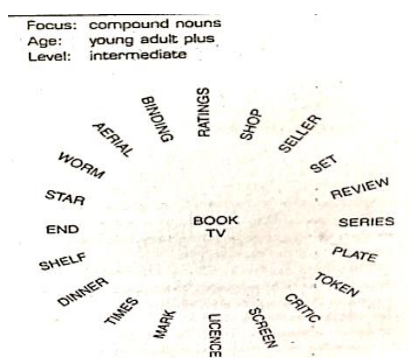


Figure 1. Word Circle (Barnes, Hines, & Welden, 1996)

A teacher demonstrates the wheel in *Figure 1* to the students and wants them to constitute compound words by using the word 'book' or 'tv' with the words around them. After compound words that are constituted have been written on the board, the students are told to check them via their dictionaries in order to make sure that they are true.

Word map is a way of enhancing vocabulary knowledge and helping learners ascertain and use their knowledge (Harmer, 2007). In word map technique, students write as many words as they can around a map that is formed initially.

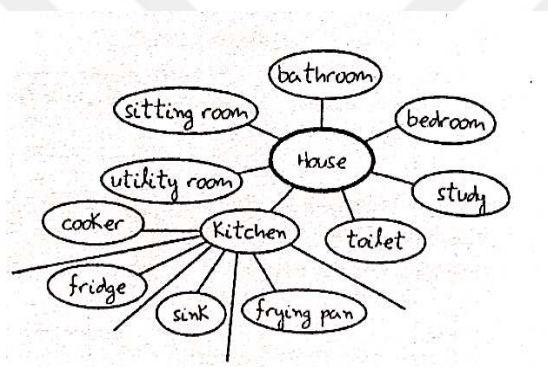


Figure 2. Word Map (Harmer, 2007)

As in Figure 2, a teacher creates a map to teach the parts of a house and splits the students into groups. Then, the teacher wants the students to choose one room of the house and write as many words as they can around the map regarding that room. After the students have finished writing, the teacher can be sure that the students have understood which equipment belongs to the correct room.

In the queue technique, students are asked to describe a person who takes part in the queue illustrated. Through this technique, students use the words that they have memorized in a sentence.

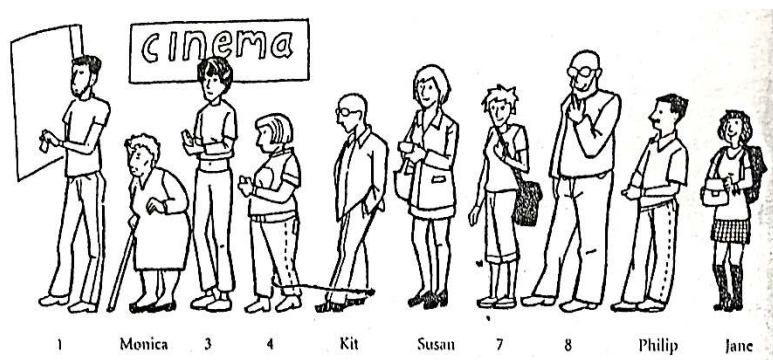


Figure 3. In the queue (Harmer, 2007)

In order to teach '*physical description*', the teacher posts the picture in Figure 3 on the board and writes 5 names to describe the people enumerated. Later, the students ask questions each other such as '*What is he like?*' to learn the names of these people. A student comes and demonstrates the picture of the person. In this step of teaching vocabulary, teachers should create opportunities for learners to practice the words that are taught. In order to recall the words, teachers should select the appropriate technique.

2.2.2.3. Strategy training techniques. This technique is used to search how much students know about vocabulary (Namaghi & Rajaei, 2013). It aims at assisting students in finding techniques for their self-learning and use of language. Since every student has their own learning style such as visual, verbal or social etc., techniques that they utilize can be distinctive. For example, students having global learning prefer guessing meaning from context, using their gestures and paraphrasing, on the other hand students having analytic learning style choose contrastive analysis, rule learning strategies and examining roots of the words (Oxford, 2002). Students with visual learning style prefer classifying and listing the words, whereas those with auditory learning style use drilling technique (Oxford, 2002). Therefore, teachers should encourage their students to discover ways for improving their vocabulary knowledge (Bozdoğan, 2013).

2.2.2.4. Other techniques. The keyword method, task restructuring, repeated exposure and L1 translation are also found in vocabulary teaching except the techniques mentioned above.

2.2.2.4.1. The keyword method. This method is known as a type of mnemonic device in which words are expressed by visual cues giving information about its meaning and connotation (Köksal, 2013). The keyword method, which was enhanced by Atkinson (1975), helps students recall the words that can be hard to keep in mind. It consists of two steps in which students have an acoustic correlation between a known word in L1 and a new word in L2 initially, and then, they form a visual cue between the two (Siriganjanavong, 2013). According to Webb and Nation (2017), for example, a Thai learner can use the word ‘fun’ which means ‘teeth’ in English to retain the L2 word of ‘funds’ and then, the learner can form the picture of someone who sink their teeth into a piece of banknotes in mind. Thus, the learner can easily recognize it because of the keyword whenever the word ‘funds’ comes up.

2.2.2.4.2. Task restructuring. Vocabulary teaching strategies sometimes remain incapable or can be inadequate for students; therefore, vocabulary tasks are restructured (Nathan, 2013). According to the National Reading Panel (2000), task restructuring can cause to increase vocabulary instruction for those who have difficulty in achieving. When teachers explore students’ misunderstanding about vocabulary tasks, they need to rearrange them in order to help students acquire vocabulary easily. The National Reading Panel (2000) suggests that teachers can use substitution and enlighten the definitions of words in the task by choosing similar words for restructuring tasks.

2.2.2.4.3. Repeated exposure. When students are exposed to any word extremely, it is quite possible that they can make a definition of that word, grasp and recall it at any time (Johnson & Johnson, n.d.). In a similar vein, Schmitt (2008) agrees that repeating words a few times enables students to obtain them by presenting unknown words

gradually. Therefore, teachers must insert repetition into their lessons so that students can comprehend the words that are taught easily. Johnson and Johnson (n.d.) express that effective vocabulary teaching includes repetition in the learning process in order to help students acquire words rapidly.

2.2.2.4.4. L1 translation. The use of translation has been of great interest among teachers and researchers in the field of foreign language acquisition. According to Kavaliauskienė and Kaminskienė (2007), translation plays a fundamental role in the learning of language skills. Since translation encourages strangers to communicate with each other, it is known as the fifth skill having great importance at high levels such as intermediate and advanced levels (Ross, 2000). Although several researchers are against the translation of L1 during the lessons (Krashen, 1981; Littlewood & Yu, 2011; Scott & de la Fuente, 2008), others agree that L1 translation should be included in the lessons because of facilitating learning (Atkinson, 1987; Auerbach, 1993; Latsanyphone & Bouangeune, 2009; Storch & Wigglesworth, 2003). Furthermore, some scholars (Auerbach, 1993; Folse, 2004) support that students' L1 influences vocabulary learning positively.

2.3. The Role of L1 Translation in Foreign Language Learning

Recently, two opposite views about the role of L1 in language learning have existed. However, until the end of nineteenth century, only students' L1 had been applied through Grammar Translation Method (GTM). Asl (2015) states that GTM benefited from translation in language teaching, thus saving both teachers and students' time while searching the meaning of certain words from a language and a context. According to Bhatti and Mukhtar (2017), GTM enables students to comprehend and write anything in different contexts through vocabulary. However, Rommel and Tonelli (2017) believe that the use of GTM provoke students' failure in learning a language.

In the nineteenth century, Direct Method (DM) and Audio-Lingual Method (ALM) which were supported by B. F. Skinner (1957) and Leonard Bloomfield (1933) and

several writers appeared (Rommel & Tonelli, 2017). Shoeib (2016) points out that L1 translation was banned through both DM and ALM, and did not exist in classroom activities. In 1980s, The Communicative Language Teaching (CLT) carrying an importance in the field of foreign language acquisition gained popularity and still proceeds to be popular (Brooks-Lewis, 2009). According to Shoeib (2016), lots of teachers believe that learners should only focus on L2 instead of translating or utilizing learners' L1 as a best method.

Although CLT allows the use of students' L1 judiciously, L2 might be provided while dealing with communicative activities to give information about the activities to the students or giving homework on all occasions (Larsen-Freeman & Anderson, 2011). Since the translation of L1 is an integral part of foreign language learning, it plays an essential role in learning L2; therefore, it is impossible for teachers to prevent the translation of L1 in their lessons (Paker & Karaağaç, 2015). Al-Amir (2017), however, indicates that teachers' beliefs about the translation of L1 differ between the studies. For example, in Tang's (2002) study which is written with the aim of revealing teachers' and students' views about the translation of students' L1, 20 teachers and 100 students of a university in Beijing attended. The results obtained from the questionnaire and classroom observation showed that both students and teachers share the same opinion in that the translation of L1 helps students comprehend the new lexical items of a foreign language. Similarly, Timor (2012) conducted a study to solve the disagreement among the teachers about the inclusion of L1 to their lessons. The results of the study whose participants consisted of 112 English teachers in elementary and secondary schools in Israel revealed that they supported the translation of L1 for a few intentions such as teaching grammar or classroom management. However, Turnbull (2001a) and Turnbull and Lamoureux (2001) (as cited in Turnbull & Arnett, 2002) examined pre-service teachers' views regarding L1 and L2 use. The results acquired from surveys and interviews showed that a large majority of teachers are in the opinion of a teacher's using L2, and according to several of them, involving L2 is the most successful method of language acquisition.

Researchers have also investigated for what purpose L1 is used and what its benefits are. According to Inbar-Lourie (2010), L1 is employed to explain grammatical rules and unknown words, giving feedback and enabling students to feel relaxed by teachers. In the similar vein, Littlewood and Yu (2011) explained that teachers benefit from L1 to build social relationships, illuminate the meanings of unclear words and control the students mostly. It is inevitable to recognize the advantages of L1 translation in foreign language teaching. As both an English teacher and learner, Tang (2002) points out that the inclusion of the L1 translation can help learners comprehend easily. Moreover, it enables learners to compare between L1 and L2 (Kavaliauskienė & Kaminskienė, 2007; Mart, 2013). L1 translation can also aid students to lower their anxiety and provide confidence in L2 (Atkinson, 1987; Auerbach, 1993; Cook, 2001; Kang, 2008). In contrast to many researchers' views about the benefits of L1 translation, there are also several other researchers who disagree the inclusion of L1. According to 'Comprehensible Input Hypothesis' defended by Krashen (1981), students should be only exposed to L2 to proceed in that language. In the similar vein, Littlewood and Yu (2011) state that teachers should use L2 merely to keep learners expose L2 in a variety of circumstances. Furthermore, only L2 use is required for immersing learners in both culture and foreign language environment (Almoayidi, 2018).

2.3.1. L1 translation in L2 vocabulary teaching. Vocabulary has the value in foreign language learning in that it assists learners to comprehend any language easily and specialize in that language. Pakzadian (2012) points out that people communicate with each other only via lexical items carrying various meanings even if they are good at any language. Language teachers exploit various techniques for vocabulary teaching and one of them is the use of translation. Recently, the use of translation has been much-debated topic among researchers on vocabulary teaching. Nation (2001) supports the idea of acquiring L2 vocabulary through L1 translation in order to be an influential way of accelerating vocabulary growth. Similarly, Folse (2004) advocates that using translation is a beneficial way of learning L2 vocabulary rather than being bad. Takač (2008) indicates that translation may be utilized while expressing similarities and

differences between L1 and L2 if they are likely to induce errors. Latsanyphone and Bouangeune (2009), however, state that language teachers seldom benefit from L1 translation since they are worried about students' exposure to L1 only.

2.3.2. Studies conducted on L1 translation in L2 vocabulary learning. There are several studies carried out to reveal whether L1 translation facilitates or prevents L2 vocabulary learning. In Prince's (1996) study, 48 French university students learning English as a foreign language were recruited to investigate whether they could learn the lexical items through L1 translation or within the context consisting of English sentences. Half of the students studied English words via translation, whereas the others investigated the meanings of the words from the context. The results revealed that the majority of the students including both advanced and weak groups succeeded in learning English via translation. Another study was carried out by Lotto and de Groot (1998) to examine differences between word learning method and picture learning method, and 56 adult Dutch learners were included in the study. Whereas Italian words were translated into Dutch in word learning, they were represented via pictures in picture learning. The study revealed that word learning method in which L1 translation was utilized was more beneficial than picture learning method.

Ramachandran and Rahim (2004) conducted a study with 60 learners studying in a secondary school of Malaysia. The aim of the study was to find out whether translation method was effective when compared to non-translation one. The results demonstrated that translation method helped learners recall the words' meanings which were being taught. In a similar study, Liu (2008) investigated the effects of L1 in vocabulary teaching and recruited undergraduate students from Qingdao University. The results of the tests, which were used for data collection, showed that utilization of L1 translation enables students to memorize the unknown words. Furthermore, the use of both English and Chinese as a bilingual method was approved by the participants. In the same vein, Latsanyphone and Bouangeune (2009) examined whether L1 translation was influential in learning L2 vocabulary. 169 English learners having a low proficiency level were

included in the study. The results showed that learners exposed to L1 translation were more successful than those who had been given only L2 explanations.

Aiming at investigating the discrepancy between L1 translation and L2 use in terms of short-term memory effect on L2 vocabulary acquisition, Hashim (2015) included in 30 Saudi students learning English as a foreign language and separated them into two groups. A list of English words with its Arabic meanings were provided to the first group. On the other hand, they were given to the second group only with English definitions. The results demonstrated that the translation of L1 was influential in L2 vocabulary learning. Another study was carried out by Camó and Ballester (2015) with the aim of revealing the effect of L1 translation in L2 vocabulary acquisition among young learners. 46 students from a Catalan primary school were divided into two groups as experimental and control group for the study. Whereas the chosen words were provided to the control group only in L2, they were given to the experimental group both in L2 and L1 translation. The results showed that students exposed to L1 translation recalled the words that were taught for a long time.

Although many studies have ascertained the positive effect of L1 translation in L2 vocabulary acquisition, there are also a few studies that refute the role of L1 in vocabulary learning. Fazeli (2009) conducted a study to find out whether L1 translation was effective on word-meaning and fill-in-the-blank tests based on short- and long- term L2 vocabulary retention. 64 students studying at a university in Iran were recruited for the study and they were divided into two groups randomly. While the first group acquired L2 vocabulary items through word-meaning strategy, the second group was taught through both structure and meaning strategy. A printed text which involved 15 unknown words by the students was delivered to both groups. The meanings of 15 known words were provided to the first group. On the other hand, the structure of the text was explained to the second group as well as the meanings of the words. The results obtained from immediate and delayed post-tests showed that there was not a significant impact between the groups. This meant that L1 translation did not facilitate the students' acquisition of L2 items. In Hummel (2010)'s study, the aim was to find out whether L1 translation could play an important role in vocabulary learning. 191 French students

attending to the study were divided into three experimental groups: from English to French translation, from French to English translation and a rote-copying exercise. 15 unknown English nouns were provided to all the participants and they were asked to determine which nouns they knew with their L1 equivalents. Furthermore, a sentence context involving the target nouns were supplied to the first and the second group to translate it. An English sentence was provided for the first group, whereas a French sentence was given to the second group. For the rote-copying exercise group, on the other hand, half of the participants were asked to copy English sentences including the target word and the sentences' L1 translation equivalents. Only an English sentence having the target word was given to the others in the rote-copying exercise group and they were asked to copy the sentence. The results revealed that all of the groups had the same effect in recalling the words in the short term. However, the rote-copying exercise group did better than the other translation groups. The author reached the conclusion that the translation groups were not as successful as the rote-copying exercise group in acquiring L2 vocabulary. In another study, Alroe and Reinders (2015) replicated Prince's (1996) study to find out that the utilization of L1 translation could positively have an impact on vocabulary acquisition instead of experiencing an unknown word in the context consisting of L2 sentences. For the study, more than one thousand university students from Thailand were divided into three groups to acquire 30 unknown English words. Whereas the first group benefited from translation method, the second group examined the words in the context formed of English sentences and detailed pictures. On the other hand, the last group utilized both translation and English sentences as well as detailed pictures. The results demonstrated that students learning through translation could not outperform when compared to the others. According to Alroe and Reinders (2015), the reason why the first group was not as successful as the others was probably because L1 to L2 and L2 to L1 were tough unequally (Stoddard, 1929; Ellis & Beaton, 1993; Napier, Rohan & Slatyer, 2007).

In conclusion, many studies have shown that L1 translation plays a fundamental role in L2 vocabulary acquisition (Camó & Ballester, 2015; Hashim, 2015; Latsanyphone & Bouangeune, 2009; Liu, 2008; Lotto & de Groot, 1998; Prince, 1996; Ramachandran &

Rahim, 2004), whereas very few studies have disapproved the role of L1 in L2 classrooms (Alroe & Reinders, 2015; Fazeli, 2009; Hummel, 2010). In Turkey, a few studies have been conducted on L1 translation in L2 vocabulary acquisition. Temizgöl (2013) conducted a study with the aim of examining the effects of GTM and CLT on students' vocabulary acquisition and retention and recruited 50 high school students in Şanlıurfa for the study. The students were divided into two groups as the experimental and the control groups. Whereas one group focused on activities such as translation and definition etc. regarding GTM, the other group dealt with communicative activities related to CLT. The results showed that CLT was more effective than GTM. In Erarslan and Hol's (2014) study, the aim was to find out whether Turkish language affects the students' production of English and transfer on vocabulary, tense and prepositions used by students at a state university. For the study, the researchers determined vocabulary, tense and prepositions according to the mistakes that the students had made in their writing assignments. Then, the researchers chose 20 vocabulary and 10 prepositions, some of which were added from students' writings and others were taken from General Service List (West, 1953, as cited in Erarslan & Hol, 2014) and Academic Word List. The data were collected through a form consisting of two parts: translation and test parts. Firstly, a translation part including 20 vocabulary, 10 prepositions and 10 sentences in Simple Present Tense was delivered to the students taking part in different linguistic levels. They were told to translate them into English and write 'I know' if they are sure that the translation is correct. As soon as they finished translating, they were given a multiple-choice test, in which there existed the correct translation of the items. The results showed that beginner level of students transferred more items from their native language than higher levels of students. Another study was carried out by Arpacı (2016) to reveal the impacts of two distinct glosses and without the use of gloss on L2 vocabulary learning and reading comprehension. For the study, the researcher recruited 81 students studying at a state Anatolian high school in Ankara and then, separated them into 3 groups randomly. Different parts of a reading text were delivered to all the groups. Whereas L1 gloss of the reading text was provided to the first group, L2 gloss of the text was given to the second group. On the other hand, no gloss was provided to the third group. The results obtained from the reading test showed that the students in the first

group held the highest scores when compared to the other groups. Anadol's (2015) study, on the other hand, deals with the connection between recall of the words and a teaching technique in which determined words are written with their Turkish meanings repeatedly. Yorgancı and Öztürk (2017) aimed at investigating the effects of L1 and L2 glosses based on learning vocabulary incidentally in reading activities and thus, recruited 44 intermediate students at a private university. While L1 explanations of the certain words in a reading text were provided to the experimental group, L2 explanations of the certain words in another reading text were given to the control group. According to the results, the experimental group was more successful in the post and delayed post-tests than the control group, leading to the conclusion that L1 glosses were more effective than the other one. Similarly, the aim of Konuk's (2019) study was to reveal the effects of L1, L2 and no-gloss condition on incidental vocabulary learning, retention and reading comprehension. 74 university students studying at a state university were included in the study and they were divided into 3 conditions: L1 gloss, L2 gloss and no gloss. They were asked to read an English text and use glosses in order to improve their reading comprehension. The findings demonstrated that the use of gloss did not have an impact upon reading comprehension. Çiftçi (2019) carried out a study with the aim of revealing whether GTM or CLT was more effective in L2 grammar and vocabulary teaching. In accordance with this aim, the researcher worked with 68 high school students. Before conducting the study, a pre-test containing grammar topics of the first-term was delivered to the students in order to determine their proficiency level. Whereas five literary texts of different genres were administered to the experimental group based on GTM, they were supplied to the control group based on CLT after the administration of the pre-test. Furthermore, the students' voice was recorded during the implementation of these texts and a quiz was provided to the students after each text. Then, a post-test having the same format with the pre-test was implemented to the students in order to compare their results acquired in the pre- and post-tests. According the findings, GTM was more applicable and productive when compared to CLT.

The current study differs from the other studies in that it scrutinizes Turkish translation in acquiring L2 vocabulary retention in terms of listening to recognize the pronunciation and meaning. Therefore, it is believed that the current study will fill in this gap.



CHAPTER III

METHODOLOGY

This chapter provides detailed information on what type of research method was used to conduct the study, which data collection instruments were selected and used, how the data were collected and analyzed as well as the participants in the study. Additionally, the research questions are presented in the current chapter.

3.1. Research Design

The current study aims to investigate whether participants' L1 has an effect on learning vocabulary in L2. In line with the purpose, the study also aims to determine whether the participants could still retain the vocabulary through the translation of L1.

Mixed methods research was utilized to gather the data in the study. Tashakkori and Creswell (2007) define mixed methods as “a type of research method in which both qualitative and quantitative methods were used to gather and analyze data, integrate the findings and make inferences in a study” (p. 4). A quasi-experimental research, which is a design type in the quantitative research, was adopted to review the efficiency of translation in vocabulary teaching. Although the experimental group and the control group exist in a quasi-experiment, the participants were selected without randomization. In other words, the researcher could not select the participants because the classrooms had been formed by the school principal at the beginning of the first semester. The two groups which consisted of the fifth-grade students were divided into the experimental and control groups in order to collect the quantitative data. According to Piaget (1964), in the third stage, namely, Concrete Operational Stage, students use objects rather than hypotheses which are expressed orally. Since a story entitled ‘The Tale of Peter Rabbit’ and written by Potter (1902) contained concrete characters and plot, it was adapted from

Camó's (2014) study and used for this study. In order to determine which words to teach, the researcher selected 30 nouns from the story, since their attention span was short due to their age. Furthermore, these nouns were the most encountered ones in daily life.

Before the study was conducted, a vocabulary test containing 30 nouns had been provided to both groups in order to make sure that the students were unfamiliar to them and they were asked to write L1 equivalents of the nouns for the test. According to their answers, 9 nouns were omitted from the test and the same test having 21 nouns were distributed to the students again. After the answers had been controlled by the researcher, 20 nouns were determined to teach. While the determined lexical items were taught only in L2 to the control group, the experimental group practiced studying L2 in addition to L1 meanings. After the collection of the quantitative data, 10 participants from the experimental group were interviewed individually to find out whether L1 translation was effective in making a selection during post-and delayed post-tests.

It is believed that interviews allow the researcher to communicate with the interviewee by means of multisensory channels such as verbal, nonverbal, spoken or heard; therefore, it is regarded as a flexible tool for collecting data (Cohen, Manion & Morison, 2007). Interviews are generally employed to receive the interviewees' opinions about the questions directed by the researcher in the qualitative research. According to Mackey and Gass (2005), one of the advantages of interviews is that researchers can obtain information from the subjects who are not feeling comfortable during the study. Creswell (2014) also emphasizes that interviews enable researchers to direct the lines of inquiry.

3.2. Research Questions

This study was conducted to find answers to the following research questions:

1. Is there a statistically significant difference between the scores obtained in the post-tests by the control and the experimental groups?

2. Is there a statistically significant difference between the scores obtained in the delayed post-tests by the control and the experimental groups?
3. What are the views of the experimental group students towards use of L1 in vocabulary teaching and learning activities?

3.3. Participants

3.3.1. Sampling method. Convenience sampling method was applied in order to choose the participants of the study. Edgar and Manz (2017) describe convenience sampling method as “a type of sampling techniques in which samples are collected from a place or an Internet service provider where they are situated in conveniently” (p. 106). According to Lammers and Badia (2005), convenience sampling is helpful in terms of particular purposes and it does not take much time to plan; therefore, researchers benefit from the participants who are found conveniently at present. On the other hand, it can reflect researchers’ personal opinions, which is the definite disadvantage of this sampling (Mackey & Gass, 2005). For this study, the fifth- grade students aged between 10 and 12 attended as the participants. They were studying in a secondary school in Ağrı, which is a city of Turkey. The total number of the participants registering at the beginning of the semester was 60 and the participants were distributed equally to two classes by taking into consideration their school marks in their primary schools by the school principal. To conduct the study, the class 5A was determined as the control group, whereas the class 5B was chosen as the experimental group. Since two participants did not attend the lessons and one participant had learning ability, they were excluded from the control group. On the other hand, nine participants were excluded from the experimental group because two participants could not attend to the study due to the health problems, one participant did not attend the lessons, and the rest of them missed either vocabulary tests or post- and delayed post- tests.

3.3.2. Participant characteristics. As shown in Table 3, 14 female (52%) and 13 male (48%) participants were in the control group, whereas 6 female (29%) and 15

male (71%) participants were included in the experimental group. Furthermore, their age range changed between 10 and 12 in both groups. While 10 participants were at the age of 10 (37%), 16 participants were at the age of 11 (59%) in the control group. On the other hand, only 1 participant (4%) was at the age of 12 in the control group. In the experimental group, 9 participants were at the age of 10 (43%), 10 participants were at the age of 11 (48%) and 2 participants were at the age of 12. Moreover, none of the participants in both groups had not had private school experience before. Lastly, the researcher made contact with the participants' teachers in the primary school rather than asking themselves directly or their parents due to the political issues in order to learn the participants' the first language. Their teachers stated that the first language which the participants were exposed to during their critical period was Turkish.

Table 3.

Characteristics of the Participants

	The Control Group			The Experimental Group		
Gender	14 Female			6 Female		
Frequency	52%			29%		
Age	10	11	12	10	11	12
Frequency	37%	59%	4%	43%	48%	9%
School	State School			State School		
Background	Private School			Private School		
Frequency	100%			100%		

3.3.2.1. Semi-structured interview participants. 10 participants from the experimental group were interviewed to find out whether L1 translation was effective in their choices during the post-and delayed post-tests. In order to select the participants, the researcher asked two teachers in the school to utter 10 different numbers without looking at the students' list and then, the researcher checked the list. 6 male and 4 female participants were interviewed individually at the teachers' room and the duration of the interviews was about 5 minutes. Additionally, the interview questions (Appendix

9) were posed to the participants in Turkish in order to make them express themselves easily.

3.4. Procedure

Table 4 indicates the steps taken and the estimated durations of the actions for conducting the study.

Table 4.

The Procedures in Data Collection

Steps	Actions taken	Duration
1	Getting permission from the District Governorship and the ethics committee of the university	2 months
2	Preparing deeds of consent for the participants' parents and receiving their approval	1 week
3	Determining the classes as the control and the experimental groups	1 week
4	Providing a vocabulary test to the participants in order to make sure that they have no knowledge about the L2 lexical items	2 weeks
5	Teaching the selected lexical items to the participants through storytelling	5 weeks
6	Giving a post-test to the participants to control whether there was a difference between the groups in terms of L2 vocabulary retention when Turkish meanings were provided in addition to English equivalents	1 week
7	Administering the delayed post-test to the participants to check whether they could still recall the lexical items that had been taught	1 week
8	Preparing interview questions and getting a Turkish teacher to control the questions whether they are suitable for participants' level and they can understand them	1 week
9	Interviewing with 10 participants from the experimental group regarding L1 translation	1 month

Before the study was carried out, the required permissions were obtained from both the Noninvasive Clinical Investigation Ethics Committee at Burdur Mehmet Akif Ersoy University and the District Governorship where the study was conducted (Appendix 1 and 2). Upon getting approval from the District Governorship and the ethics committee, deeds of consent including information about the study were prepared by the researcher to inform the participants' parents and handed out to be signed by them (Appendix 3). The participants were also informed that the scores they had taken from the tests would not be used for any English exams in the school. Two classes, both of which comprised of 30 participants studying in a secondary school were selected as the experimental group and the control group separately. However, twelve of them were excluded from the study. Eleven of them missed either post-tests or the vocabulary test and one of them had learning disability. Therefore, the participants of the study were lowered to 48. As the participants attended English lessons three hours in a week, the researcher spared only one hour for the data collection each week and the treatment of the study lasted for 5 weeks.

In the first week, a vocabulary test (Appendix 4) which was composed of 30 words was implemented to the participants to ensure that they were unfamiliar to the words. The words were taken from the story and the participants were asked to write Turkish meanings of them. Moreover, they were informed to leave the words which they did not know blank. Since 21 participants knew the meanings of some of these words (*umbrella, wood, bread, rabbit, water, bed, coat, jacket and goldfish*) in the test, 9 words were removed from the test. The rest of the words (Appendix 5) in the test were given to the participants again to confirm that they did not know the meanings of these words in the second week. After removing one more word from the test (*baker*) as several participants knew this word, 20 words were determined to teach the participants (See Appendix 6 for all of the removed words from the both tests). Since the participants aged between 10 and 12 were at the third stage, Concrete Operational Stage, according to Piaget, pictures corresponding to these words were used as concrete objects. The pictures were found from *Google Images* and printed out (See Appendix 7 for the pictures and words). Then, the pictures were covered with a lamination machine by the

researcher. The vocabulary was provided to both groups by storytelling during five weeks. For each week, four words were determined to teach. Whereas the words *root*, *field*, *basket* and *bun* were taught to both groups respectively in the first week, the words *garden*, *lettuce*, *blackberry* and *gate* were provided in turn in the second week. The words *radish*, *parsley*, *shoes* and *net* were taught to both groups in turn in the third week. In the fourth week, the words *cucumber*, *toolshed*, *flowerpot* and *pond* were provided to both groups respectively, and in the last week, the words *bush*, *scarecrow*, *supper* and *French beans* were introduced in order.

Table 5.

The Selected 20 Lexical Items According to Weeks

1st week:	Root, Field, Basket, Bun
2nd week:	Garden, Lettuce, Blackberry, Gate
3rd week:	Radish, Parsley, Shoes, Net
4th week:	Cucumber, Toolshed, Flowerpot, Pond
5th week:	Bush, Scarecrow, Supper, French beans

Since the participants had a three-hour of English classes, only one hour was allocated for the study by the researcher, namely the teacher of the participants. Initially, the researcher played the video of the story, which was downloaded from *YouTube* via *YouTubeDownloader* (<https://youtubedownloader.com/en/>). While the whole video was played on the smart board for the first time, it was paused whenever each word was heard for the second time. Then, the word was taught to the participants orally by showing the picture corresponding to that word and reinforced with repetition. The control group was instructed only in English, while the experimental group was given both English and Turkish translations of the items. At the end of the video, four pictures

were shown to the participants one by one and the words were repeated again. After the chosen 20 words had been taught to both groups, the participants took one-week break in the third week of November as a requirement of MoNe. In the meantime, the researcher prepared a post-test adapted from Camó's (2014) study. In Camó's (2014) study, the post-test was designed as 3 separate sections for young learners to number the pictures in these sections easily. The first two sections had 7 different pictures, whereas there were 6 different pictures in the last section of the test. Furthermore, the pictures were the representations of the lexical items taught, and the participants were asked to number the pictures while listening to the recording. On the other hand, the post-test in the current study (Appendix 8) consisted of 20 items, each of which had only four pictures corresponding to four words. Following one-week break, the post-test was delivered to the participants and they were informed about what to do on the test before starting it. While they were listening to the recording, the participants were asked to put a plus (+) into the circular ring taking place under the picture corresponding to the word that they heard. In order to arrange the recording, the researcher found British pronunciation of the determined words from the website *Cambridge Dictionary* (<https://dictionary.cambridge.org/tr/>) and recorded them to the smartphone separately. Then, the researcher uploaded each recording to the computer and compounded all the recordings via *Movavi Video Editor 15*.

To check the participants' learning retention, the researcher created the delayed post-test (Appendix 9) by transposing the pictures used in the post-test. Furthermore, the order of the words in the previous recording was changed via *Movavi Video Editor 15* in the delayed post-test so that the participants could not remember the order of the words. After one month, the delayed post-test was given to the participants to investigate whether they could still maintain their learning retention on the lexical items that had been taught. As in the post-test, they were requested to complete the delayed post-test while listening to the recording. Several interview questions in studies (Anadol, 2015; Bozdoğan, 2013; Koparan, 2018; Sağlık, 2017) on L2 vocabulary teaching and learning were examined, and four Turkish interview questions were prepared in order to find out the participants' views regarding translation of L1 in vocabulary learning. Then, a

Turkish teacher working at a secondary school was asked to check the questions in order to determine whether they were suitable for participants' level and they could comprehend them easily. These questions were revised based on the comments and suggestions and they were posed to 10 participants in the experimental group one week later. In order to select the participants, the researcher asked 2 teachers of the participants at the school to tell 5 numbers from 1 to 30 without looking the students' list in the school. In accordance with their statements, the researcher checked the students' list and interviewed the participants individually at the teachers' room. Each interview, which lasted for approximately 5 minutes, was carried out in Turkish to keep the participants express themselves easily. The following questions were posed in the interviews:

1. İngilizce hikayeyi dinlerken kelimelerin Türkçe karşılıklarından memnun kaldınız mı? Neden? (Were you satisfied with Turkish translations of the lexical items while you were listening to the story in English? If yes, Why?)
2. Bu çalışmayı yaparken İngilizce kelimeleri hatırlamada Türkçe karşılıkları yardımcı oldu mu? (Were Turkish translations of the lexical items helpful for recalling the lexical items during the activity?)
3. Hikayeyi dinledikten sonra İngilizce kelimeleri hatırlamada zorlandınız mı? (Was it hard for you to recall the lexical items after listening to the story?)
4. Bundan sonra İngilizce kelimeleri öğrenmek için Türkçe karşılıklarının verilmesini ister misiniz? Neden? (Would you like to learn English vocabulary with their Turkish translations in the future? If yes, Why?)

3.5. Data Collection Instruments

The data collection instruments of the study included the vocabulary test, post-test and delayed post-test, flashcards and semi-structured interviews, which are discussed below.

3.5.1. Vocabulary test. The researcher prepared the vocabulary test including 30 English nouns from the story 'The Tale of Peter Rabbit' in order to examine

participants' knowledge about the lexical items to be taught. The test was distributed to both groups by two teachers at the same time and the duration of the test was determined as 40 minutes. Furthermore, the participants were asked to write Turkish meanings of the words. After one week, the same test was handed out again to ensure that they had not encountered the words before. Since 21 of the total participants knew the meanings of 9 words from the vocabulary test, these words were excluded from the test and 21 words were included in the test. One word was also known by some participants from 21 words in the vocabulary test and thus, the word was excluded from the test. Consequently, 20 lexical items were determined to teach.

3.5.2. Post-test and delayed post-test. Since the current study was based on post-test only group design, the researcher benefited from a post-test and delayed post-test to find out whether the participants could recall L2 vocabulary items after one week and one month. According to Mackey and Gass (2005), implementing a pre-test may not be suitable at some points because the test can inform participants what the study is about.

For the study, the researcher prepared the post-test involving 20 items in which four different pictures existed. The study concentrated on L2 vocabulary teaching in terms of listening to recognize pronunciation and meaning, and the narrator of the story had British accent. Therefore, the pronunciation of 20 words were found from *Cambridge Dictionary* and recorded on the smartphone separately. Then, all the recordings, which were downloaded to the computer, were combined through *Movavi Video Editor 15*. The same format was used for the delayed post-test; however, the order of pictures and recordings were changed. After one month, it was distributed to the participants to investigate whether the participants could still retain the words for a long time. Post- and delayed post-tests had 20 questions separately and thus, the total score of each test was determined as 20. Whereas the wrong answers were calculated as 0, and the correct answers were calculated as 1.

3.5.3. Flashcards. Aba (2019) defines flashcards as “a group of picture cards in which a word is found” (p. 172). According to Carrión (2015), students can participate in the learning process actively thanks to flashcards which are designed visually in vocabulary teaching. For the study, 20 pictures which corresponded to 20 lexical items were found from *Google Images* and then, they were printed out. Furthermore, the pictures were laminated with a lamination machine. Since this study was based on listening to recognize pronunciation and meaning, the lexical items were not written on the flashcards. Instead, the lexical items were explained orally to both groups.

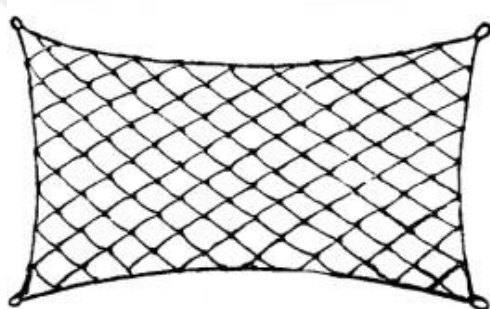


Figure 4. The example of a flashcard used in the current study for the word ‘net’

3.5.4. Semi-structured interviews. Fox (2009) defines an interview as “a significant data collection tool in which the researcher communicates with the participant” (p. 4). There exist four types of interviews in social sciences: structured, semi-structured, unstructured interviews and focus group interviewing (Alshenqeeti, 2014). In structured interviews, questions have been determined by the researcher before the interview takes place. On the other hand, questions have been posed spontaneously according to the conversation between the interviewer and the interviewee in unstructured interviews. Although the researcher has prepared questions to ask before interviewing with the participant in semi-structured interviews, the researcher may ask any question which is except the prepared ones to the participant during the interview.

Focus group interviewing is provided from 4 to 10 participants whose thoughts are expressed about the specified topic (Ennis & Chen, 2012).

In the current study, semi-structured interviews were utilized with the aim of figuring out whether L1 translation was effective in participants' choices from the experimental group during the post-test and delayed post-test. Semi-structured interviews enable the interviewees to relieve thanks to the interviewer's tips especially when they have difficulty in finding the answer or give the short answer (Fox, 2009). The researcher carried out semi-structured interviews in that the participants of the study could feel comfortable during the interviews. Before interviewing with the participants, the researcher checked the interview questions used in similar studies (Anadol, 2015; Bozdoğan, 2013; Koparan, 2018; Sağlık, 2017) regarding L2 vocabulary teaching and learning, and then, prepared 4 Turkish questions about L1 use in L2 vocabulary acquisition. After that, the researcher got a Turkish teacher to check the questions whether the questions were understandable and they were appropriate to the participants' level. After the questions had been controlled, the researcher wanted 2 different teachers of the participants' school to utter numbers from 1 to 30 without looking at the students' list in order to be objective. According to their utterances, the researcher interviewed with 6 male and 4 female participants from the experimental group individually after one week from the delayed post-test. The interview which was about 5 minutes conducted in Turkish so that the participants could express themselves easily. The following interview questions were posed to the participants in Turkish:

1. Were you satisfied with Turkish translations of the lexical items while you were listening to the story in English? If yes, Why?
2. Were Turkish translations of the lexical items helpful for recalling the lexical items during the activity?
3. Was it hard for you to recall the lexical items after listening to the story?
4. Would you like to learn English vocabulary with their Turkish translations in the future? If yes, Why?

3.6. Data Analysis

The data, which were acquired through the quasi-experimental research, were analyzed by using the IBM SPSS Statistics 20. Descriptive statistics were utilized in order to find out main characteristics of the study, namely the means, standard deviations and variances, and they were demonstrated in tables. Furthermore, the independent-samples t-test was employed to reveal whether there were statistically significant differences between the scores obtained in the both post-tests and delayed post-tests by the control and the experimental groups, and the results were shown in two different tables. In other words, the aim of the use of the independent-samples t-test was to find out whether L1 use was effective in acquiring L2 vocabulary retention.

The qualitative data were attained from semi-structured interviews which were carried out after delayed post-tests. 10 participants from the experimental group were interviewed individually and their answers to the questions were noted down rather than being recorded in order to keep the participants feel safe. Hsieh and Shannon (2005) define qualitative content analysis as “a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns” (p. 1278). 6 male and 4 female participants’ answers to the interview questions were transcribed, categorized, coded and demonstrated in tables. Then, the researcher shared the tables with an expert in the field in order to ensure the reliability of the codes. After checking the categories and codes, the rater sent back the recent tables to the researcher. The interview participants’ responses were also quoted directly to ensure the validity of the tables. Both the tables and direct quotes were included in the findings respectively.

3.7. Threats to Validity of the Study

This study utilized both quantitative and qualitative method to collect the data; however, several threats happened. There exist two different validity threats, namely internal and external validity threats in research studies. Creswell (2014) defines internal validity threats as “either experimental methods or treatments which cause harm to researchers’

effort of making inferences correctly from the data regarding participants of an experiment'' (p. 223). When experientialists make mistakes while inferring from the data about other people, positions and circumstances in the past or future, external validity threats occur (Creswell, 2014). In the current study, the numbers of the participants were 60 and the participants were equally distributed to both classes at the beginning of the semester by the school principal according to all of their school marks that they got at their primary schools. While conducting the experimental study, however, this number fell by 48 due to some reasons: 2 participants did not attend the study because of absence, whereas 1 participant had learning disability in the control group. On the other hand, 6 participants missed one of the tests, 1 participant failed the class due to absence and 2 participants could not take the delayed post-test because of health problems in the experimental group. Consequently, inequality between the control and the experimental groups in terms of the numbers of the participants arose. According to Taylor and Asmundson (2007), attrition is the deprivation of participants because of mortality or dropout in the study. Flick (1988) indicates that the validity of the study can be influenced by attrition in a lot of ways, which can be a problem for recruitment while analyzing the data. Another threat to validity is biases that the researcher may have. Simundic (2013) defines bias as ''a way of digressing from the truth based on analyzing, collecting and interpreting the data, leading to unreal conclusions'' (p. 12). Since the researcher is the teacher of the participants in the school at the same time, the participants from the experimental group can be affected by the researcher during semi-structured interviews.

CHAPTER IV

FINDINGS

This chapter deals with the findings of the mixed methods research study. The results of the post-and delayed post-tests, and semi-structured interviews are presented in line with the research questions. Furthermore, descriptive statistics of the study are introduced in accordance with the results in the chapter.

4.1. Research Question 1: Is there a statistically significant difference between the scores obtained in the post-tests by the control and the experimental groups?

The post-test was administered to the participants to find out whether there was a difference between the control and the experimental groups in terms of L2 vocabulary retention when Turkish translations of the lexical items were provided in addition to English equivalents. The participants' scores were analyzed with the use of IBM SPSS Statistics 20. Table 5 indicates the descriptive statistics of the study in parallel with this analysis.

Table 6.

Descriptive Statistics on the Scores Obtained in the Post- and Delayed Post-tests by the Control and the Experimental Groups

Group	Variable	N	Min	Max	Mean	St.D.	Variance
Control	Post-test	27	.00	8	3,59	2,09	4,40
	Delayed Post-test	27	1	9	4,85	2,05	4,20
Expr.	Post-test	21	.00	9	3,42	2,06	4,25
	Delayed Post-test	21	1	11	5,80	2,63	6,96

Minimum scores give information about the lowest scores of the participants that they acquired in the tests, whereas maximum scores indicate the highest scores of the participants. As seen in Table 5, the minimum scores of both groups in the post- and delayed post-tests were the same. They both acquired 0 point out of the total score of 20 in the post-test, whereas their minimum scores in the delayed post-test were 1 point out of 20. On the other hand, the maximum scores of both groups in the post- and delayed post-tests showed similarity. The maximum score of the control group was 8 in the post-test, whereas this score was 9 in the experimental group. As for the scores in the delayed post-test, the control group acquired 9 maximum points and the experimental group acquired 11 maximum points out of the total score of 20. When two groups were compared in terms of post-test scores, the means were almost the same. While the mean of the post-test scores in the control group was 3.59, the mean of the post-test scores in the experimental group was 3.42. On the other hand, the mean of the delayed post-test scores of both groups were different from each other. The mean of the delayed post-test scores in the control group was 4.85, whereas the mean of the delayed post-test scores in the experimental group was 5.80.

With regard to the research question, the participants' scores in the post-test were analyzed through independent-samples t-test. "An independent samples t-test is used when you want to compare the mean score, on some continuous variable, for two different groups of subjects" (Pallant, 2001, p. 177). Table 6 provides the results of the control and the experimental groups obtained from post-test scores.

Table 7.

Independent-Samples t-test Results Obtained From Post-test Scores

Scores	Groups	N	$\bar{x}$	sd	<i>t Test</i>		
					<i>t</i>	<i>df</i>	<i>p</i>
Post-test	Experimental group	21	3,42	2,06	,271	46	.788
	Control group	27	3,59	2,09			

According to the results of the independent-samples t-test, there was no statistically significant difference between the mean of post-test scores of the experimental and the

control groups ($t_{(46)}=.271$, $p=.788$, $p>.05$) (Table 6). In other words, both groups are statistically the same in terms of the post-test scores.

4.2. Research Question 2: Is there a statistically significant difference between the scores obtained in the delayed post-tests by the control and the experimental groups?

In order to find out whether the participants could still recall the lexical items that had been taught, the delayed post-test was given to both groups. The scores that the participants obtained were analyzed through independent-samples t-test as in the post-test. Table 7 presents the results of both groups depending on the delayed post-test scores.

Table 8.

Independent-Samples t-test Results Obtained From Delayed Post-test Scores

Scores	Groups	N	$\bar{x}$	sd	<i>t Test</i>		
					<i>t</i>	<i>df</i>	<i>p</i>
Delayed post-test	Experimental group	21	5,80	2,63	-1,416	46	.164
	Control group	27	4,85	2,05			

As seen in Table 7, the results showed that there was no statistically significant difference between the means of delayed post-test scores of both groups ($t_{(46)}=-1.416$, $p=.164$, $p>.05$). In other words, both groups are statistically equal to each other based on the delayed post-test scores.

4.3. Research Question 3: What are the views of the experimental group students towards use of L1 in vocabulary teaching and learning activities?

Participants' thoughts regarding the use of L1 in vocabulary teaching and learning activities were noted down and presented from Table 9 to 12. The first theme was determined as 'the reasons of being satisfied with L1 use in L2 vocabulary retention' in Table 9 and two subcategories were coded accordingly.

Table 9.

Theme, Categories, and Codes Regarding the Reasons of Being Satisfied With L1 use in L2 Vocabulary Retention.

Theme	Categories	Codes
The reasons of being satisfied with L1 use in L2 vocabulary retention	Understandability (8)	-Easiness (5)
		-Better learning (2)
		-Necessity (1)
	Learnability (2)	-Fun (1)
		-Accessibility (1)

As seen in Table 9, all of the participants (n=10) specified the reasons why they were satisfied with Turkish translations of the lexical items while they were listening to the story. They said that Turkish translations of the lexical items facilitated their understanding of the lexical items. Furthermore, 8 of them mentioned that they could understand the lexical items better thanks to Turkish translations. One of them stated that Turkish translations were telling us something; therefore, it was necessary to learn the Turkish translations. One participant told that she had fun while learning Turkish translations of the lexical items. Another participant indicated that he acquired both Turkish and English equivalents of the lexical items thanks to English. Some of the participants' thoughts were as noted below:

"I was pleased with learning Turkish meanings of L2 lexical items because

Turkish meanings helped me understand the items easily." (Participant E)

"I was satisfied with acquiring Turkish meanings of L2 items because I enjoyed while learning their Turkish meanings as well as the L2 items." (Participant G)

"The reason why I liked learning Turkish meanings is because we learn both Turkish and English equivalents of the items thanks to English itself." (Participant I)

Table 10 provides the second theme 'the effect of vocabulary's L1 equivalents in recalling L2 vocabulary items' and, subcategories and codes are also provided in the table.

Table 10.

Theme, Categories, and Codes Regarding the Effect of Vocabulary's L1 Equivalents in Recalling L2 Vocabulary Items

Theme	Categories	Codes
The effect of vocabulary's L1 equivalents in recalling L2 vocabulary items	Views about effectiveness	-Effective (8)
		-Non-effective (2)

According to Table 10, eight of the participants (n=8) said that L1 translations were effective in L2 vocabulary retention. On the other hand, two of the participants (n=2) mentioned that L1 translations were not effective for their retention of L2 vocabulary. One participants' thought was as noted below:

"Turkish meanings were effective for me to recall L2 items." (Participant B)

The third theme 'the degree of difficulty in recalling L2 vocabulary items' as well as categories and codes has been presented in Table 11.

Table 11.

Theme, Categories, and Codes Regarding the Degree of Difficulty in Recalling L2 Vocabulary Items

Theme	Categories	Codes
The degree of difficulty in recalling L2 vocabulary items	Views about the retention of L2 items	-Hard (6)
		-Medium (4)

As seen in Table 11, six of the participants (n=6) stated that they had difficulty in recalling the L2 lexical items. Although four of the participants (n=4) said that they forgot some of the items, they indicated that they recalled the others. Some of their answers were as noted below:

"While I recognized some of the words, I forgot others after the story." (Participant D)

"It was hard for me to recall L2 items after listening to the story." (Participant G)

Table 12 provides the fourth theme ‘the reasons of desiring to learn L2 vocabulary items with their L1 equivalents in future’ and two subcategories have emerged accordingly.

Table 12.

Theme, Categories, and Codes Regarding the Reasons of Desiring to Learn L2 Vocabulary Items With Their L1 Equivalents in Future.

Theme	Categories	Codes
The reasons of desiring to learn L2 vocabulary items with their L1 equivalents in future	Understandability (7)	-Easy to learn (2)
		-Necessity (5)
	Learnability (2)	-Eagerness (2)

According to Table 12, two of the participants (n=2) indicated that it was hard to recognize the L2 lexical items; therefore, Turkish equivalents facilitated their understanding of the items. Five of the participants (n=5) mentioned that Turkish equivalents were necessary to learn L2 vocabulary. Two of the participants stated that students were listening to the lesson eagerly when L1 equivalents were told to them. Several responses of the participants are provided below:

“Since we have difficulty in understanding some words, L1 equivalents help us learn easily.” (Participant A)

“I would like to learn words’ L1 equivalents because it is necessary.” (Participant I)

“Since students listen to their teachers with pleasure, words’ L1 equivalents should be said to them.” (Participant G)

One participant, on the other hand, objected to learn L2 vocabulary items with their L1 equivalents in future. According to her, L1 equivalents should not be taught to the students in order to acquire English better. Her thought was as noted below:

“I think L1 equivalents of L2 vocabulary items should not be given to students to learn English very well.” (Participant C)

CHAPTER V

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

This chapter deals with discussion based on the results, conclusion, the implications of the study as well as recommendations for further research.

5.1. Conclusion and Discussion

The first two sub-sections discuss findings obtained from post- and delayed post-test scores of the control and the experimental groups respectively. The third sub-section includes the experimental group students' views on use of L1 in vocabulary teaching and learning activities.

5.1.1. Discussions of the findings of RQ 1: Is there a statistically significant difference between the scores obtained in the post-tests by the control and the experimental groups? The first research question attempted to explore the difference between the post-test scores of both groups in terms of L2 vocabulary acquisition when Turkish translations of the words as well as English equivalents were supplied. In accordance with the first research question, the analysis revealed that there was no statistically significant difference between the mean of post-test scores of the control and the experimental groups. The utilization of L1 translation for the experimental group did not prevail over L2 vocabulary acquisition when compared with the control group. It can be deduced from the findings based on the post-test scores that L1 translation did not have a facilitative role in the acquisition of L2 vocabulary.

These findings show parallelism with Hummel's (2010) study in that the participants who were exposed to L1 to L2 and L2 to L1 could not outperform than the others in the

rote-copy condition depending on L2 vocabulary teaching. According to Hummel (2010), the reason why the active translation did not provide the best retention was probably because too much concentration and cognitive process were needed to translate the conditions; therefore, the participants lost their attention during the process of L2 to L1 translation.

The findings of this study also resemble the statistical results of Alroe and Reinders' (2015) study, since the participants who learnt L2 vocabulary through translation were not as successful as those who acquired L2 vocabulary contextually. Their results recommend that students learn more about the word depending on whether the word is countable or uncountable, which word class it belongs to, and whether it is transitive or intransitive while dealing with the word in any context; however, it is impossible when the students acquire the words merely through translation. Moreover, Alroe and Reinders (2015) stated that the use of L1 to teach L2 words prevents students from achieving comprehensible input because this input may only be obtained in a classroom environment.

5.1.2. Discussions of the findings of RQ 2: Is there a statistically significant difference between the scores obtained in the delayed post-tests by the control and the experimental groups? The second research question dealt with investigating whether the participants could still proceed their learning retention on L2 vocabulary items. Based on the second research question, the analysis showed that no statistically significant difference was found between the mean of post-test scores of the control and the experimental groups. This means that the delayed post-test scores of both groups were statistically close to each other. When the results were taken into consideration, the participants in the experimental group could not perform better than the others in the control group. Although many studies have deduced from the results that L1 translation plays a fundamental role in L2 vocabulary acquisition (Camó & Ballester, 2015; Hashim, 2015; Latsanyphone & Bouangeune, 2009; Liu, 2008; Lotto & de Groot, 1998; Prince, 1996; Ramachandran & Rahim, 2004), there exist very few studies which hold similar results with this study. Very few studies, which investigated the role of L1

translation in the acquisition of L2 vocabulary in the literature, revealed that students who learnt L2 vocabulary through the translation of L1 were not as successful as others in the study (Alroe & Reinders, 2015; Fazeli, 2009; Hummel, 2010).

The possible reason why the experimental group participants could not perform better than the others might be because the participants could not comprehend L2 vocabulary items well due to the exposure to L1 translation. According to Latsanyphone and Bouangeune (2009), second language teachers worry that students will be only exposed to L1 translation; therefore, they rarely utilize it. Similarly, Mohebbi and Alavi (2014) state that students have difficulty in understanding L2 when their teachers benefit from their L1.

5.1.3. Discussions of the findings of RQ 3: What are the views of the experimental group students towards use of L1 in vocabulary teaching and learning activities? The third research question aimed to find out the views of the experimental group students regarding the use of L1 in vocabulary teaching and learning activities. In order to determine their views, 4 interview questions were directed to 10 participants in the experimental group. The findings obtained from semi-structured interviews demonstrated that the experimental group students were pleased with Turkish equivalents of L2 lexical items which had been given to them, since they thought that Turkish equivalents helped them learn the items better and acquire easily. Although more than half of the participants agreed that Turkish equivalents affected their retention of L2 lexical items, 2 participants objected to the effectiveness of L1 translation. According to the two participants' responses, it might be said that L1 translation prevented their retention of L2 lexical items. When the participants were asked whether L2 lexical items were difficult to recall after the story, nearly half of the participants said that they had difficulty in recalling the items. On the other hand, the others stated that they were able to recall only a few items. Since the participants had 3-hour English lessons in a week, the determined L2 lexical items were taught to the participants only once a week, which might reduce memorability. All in all, most of the participants specified that L1 equivalents should be taught to them in order to attain L2 items easily

and attend the lesson willingly in the future. Furthermore, they thought that L1 equivalents were required to obtain L2 items. Based on the most participants' responses to the interview questions, it seems that Turkish equivalents were beneficial for their retention of L2 lexical items.

In accordance with the first theme 'the reasons of being satisfied with L1 use in L2 vocabulary retention', all of the participants (6 male and 4 female) indicated that they were satisfied with the translation of L1 during the study and came up with several explanations. According to 5 participants, L1 translation enabled them to acquire L2 vocabulary easily. One of the participants said that learning L1 equivalents was required to attain L2 vocabulary items, since they were expressing something. 2 participants, on the other hand, specified that they comprehended L2 vocabulary items better through the translation of L1. Whereas one participant stated that she had fun while learning L1 equivalents of the L2 vocabulary, another one mentioned that he acquired both L1 and L2 equivalents of the words at the same time. These findings are partly parallel to Tang's (2002), whose study aimed at finding out both teachers' and students' views regarding the students' L1 translation. Both teachers and students in the study stated that L1 translation enabled the students to grasp the L2 unknown words. Furthermore, the researcher agrees that learners are able to acquire easily by virtue of L1 translation.

Based on the second theme 'the effect of vocabulary's L1 equivalents in recalling L2 vocabulary items', 8 of the participants (n=8) said that Turkish equivalents were effective for them to recall L2 lexical items, whereas 2 of the participants (n=2) disagreed the effectiveness of L1 translation. This might be because 2 of the participants (n=2) thought that translation hindered their acquisition of L2 vocabulary on the contrary to the others' view. These findings are partially in parallel with Liao's (2006) findings in his study. Liao (2006) investigated the role of L1 translation on Taiwanese students' acquisition of L2 and interviewed with 10 participants accordingly. They mentioned both positive and negative aspects of L1 translation in the acquisition of L2. They said that they were able to recall more lexical items, grammar and the structure of a sentence through the use of L1 translation. As for the negative aspects of L1 translation, specific terms may have various meanings and thus to cause the wrong

translations. Furthermore, they were of the opinion that translation might decelerate their acquisition of L2.

In line with the third theme ‘the degree of difficulty in recalling L2 vocabulary items’, 6 of the participants (n=6) indicated that they had difficulty in recalling the L2 lexical items after the story ‘*The Tale of Peter Rabbit*’. 4 of the participants (n=4), on the other hand, said that they were able to recall some of the L2 lexical items and they forgot the others. The possible reasons why the participants had difficulty in recalling the L2 items might be because only one hour was allocated to teach the chosen items and the participants did not find time to revise, and thus to induce constraint on the participants’ memory. Takač (2008) mentions that the revision of newly learnt words in the classroom and utilization of repetition activities are fundamental because they may enable learners to memorize the unfamiliar words better. Thuy (2011), on the other hand, states that the frequency of a word has an impact on memory, since it is very easy to attain the most frequently used words.

Based on the reasons of desiring to learn L2 vocabulary items with their L1 equivalents in future, all of the participants except one specified that they would like to learn L1 equivalents of the L2 words in the future. 2 of the participants (n=2) explained that it was very difficult for them to acquire L2 vocabulary; therefore, L1 equivalents would enable them to acquire easily. 5 of the participants (n=5) said that L1 equivalents were necessary to attain L2 vocabulary. On the other hand, 2 of the participants (n=2) indicated that students would listen to their teachers eagerly so L1 equivalents should be taught. However, one student asserted that L1 equivalents should not be given in order to learn English better. These findings are in line with those of the study by Arpacı (2016), which found that the students preferred L1 gloss on L2 vocabulary learning and reading comprehension. The reasons why the students chose L1 gloss were because L2 definitions were hard for them to comprehend and L1 gloss enabled them to understand the content of the text better.

5.2. Implications of the Study

There exists a controversy about whether L1 translation should be provided on foreign language acquisition in classrooms between many researchers. Whereas some researchers have disapproved the use of L1 translation in acquiring L2 (Krashen, 1981; Littlewood & Yu, 2011; Scott & de la Fuente, 2008), others believe that L1 translation has a fundamental role in the acquisition of L2; therefore, it should be used in the acquisition of L2 during lessons (Atkinson, 1987; Auerbach, 1993; Latsanyphone & Bouangeune, 2009; Storch & Wigglesworth, 2003). Furthermore, many researchers have dealt with the role of different L1 translations in the acquisition of L2 vocabulary in their studies. Some of their studies affirm that L1 translation has a facilitative role in L2 vocabulary acquisition (Camó & Ballester, 2015; Hashim, 2015; Latsanyphone & Bouangeune, 2009; Liu, 2008; Lotto & de Groot, 1998; Prince, 1996; Ramachandran & Rahim, 2004), whereas very few studies disagree the role of L1 translation (Alroe & Reinders, 2015; Fazeli, 2009; Hummel, 2010). In Turkish context, only four studies have been carried out to reveal the role of L1 translation in L2 vocabulary acquisition (Anadol, 2015; Arpacı, 2016; Erarslan & Hol, 2014; Yorgancı & Öztürk, 2017), yet none of them have discussed based on listening to recognize pronunciation and meaning. Therefore, this study makes a small-scale methodological and empirical contribution in foreign language acquisition. The findings obtained from post- and delayed post-tests showed that no statistically significant differences were found between the two groups, which means that L1 translation did not have an effect in the L2 vocabulary acquisition. Considering the findings obtained through interviews, it might be said that L1 translation utilized most of the participants' recall of the L2 items.

Based on the statements above, the implications are as follows:

- a) It might be stated that L1 translation does not facilitate young learners' retention of L2 vocabulary items, since the students' scores in both groups are approximately the same. Students' having three-hour English lessons and sparing only one hour for the treatment might avoid their recall of L1 equivalents. It might also be said that students have difficulty in focusing on both L1 equivalents and L2 vocabulary items at the same time. Moreover, students might

forget L1 equivalents of the items during the tests, since they do not have enough time to revise them due to the time constraint. Although the students were informed before the tests, it might be inferred that they selected the words that they did not know, which might affect their scores obtained from the tests. Furthermore, the rise in the students' delayed post-test scores might be because they could focus on the recording better when compared to post-test scores. In other words, they might lose their attention during the post-test and thus, this might affect their post-test scores.

- b) When most of the students' responses during the interviews were taken into consideration, it might be stated that teaching L1 equivalents enabled the students to acquire L2 lexical items easily. Although there was no clear evidence, some students' views about the ineffectiveness of L1 translation on L2 vocabulary retention might be due to the fact that they could not concentrate on L1 equivalents and L2 vocabulary items at the same time. It might also be said that students' inability to revise the L2 items affected their difficulty in recalling the items. Takač (2008) states that learners are able to memorize the new words better when the words are revised in the classroom and repetition activities are provided. Therefore, it may be suggested that teachers should create an opportunity for the students to repeat the words that they have learnt before.

5.3. Recommendations

This study aimed at finding out the role of L1 translation on young learners' L2 vocabulary retention based on listening to recognize pronunciation and meaning. For the study, 30 students existed in each group at the beginning. However, this number decreased due to some factors such as some students' health problems and absence in the forthcoming days, which caused inequality between the both groups (27 participants in the control group and 21 participants in the experimental group). Therefore, a further research may be conducted with more participants to reach better conclusions. Beside this, the number of participants in both groups may be equalized in order to ensure the validity for further studies.

The treatment of the study lasted for only five weeks due to the time constraint. A further research might be conducted within a longer period and thus, the researcher may also find an opportunity to observe the participants' performances and evaluate accordingly. Additionally, this study was conducted with the fifth-grade students; therefore, students with a high proficiency level might be recruited for further studies. Finally, very few studies (Anadol, 2015; Arpacı, 2016; Erarslan & Hol, 2014; Yorgancı & Öztürk, 2017) have investigated the effect of Turkish translation in the acquisition of L2 vocabulary in terms of reading, writing and grammar. However, the current study has been the only study dealing with the effect of Turkish translation in terms of listening to recognize pronunciation and meaning. Therefore, further studies might be conducted on this subject to achieve more conclusions.

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TÜRKÇE GENİŞLETİLMİŞ ÖZET

Giriş

Problem Durumu

Son zamanlarda, birçok araştırmacı yabancı dilde kelime öğretimi üzerinde anadilin rolüne odaklanmıştır, bu nedenle farklı dilleri araştırmışlardır. Araştırmaları sonucunda iki farklı görüş ortaya çıkmıştır. Birçok araştırmacı öğrencilerin anadilinin yabancı dildeki kelimeleri öğretmede kolaylaştırıcı bir role sahip olduğunu düşünürken, birkaç öğrencilerin anadilinin kelimeleri öğrenmelerini engellediğini düşünür ve bu yüzden anadili kullanımına karşı çıkarlar. Buna ek olarak, yapılan çalışmalar katılımcıların öğrendikleri kelimeleri hatırlayıp hatırlamadığını yalnızca bir kez incelemiştir. Öte yandan, Camó and Ballester (2015) yaptıkları çalışmada katılımcıların öğrendikleri kelimeleri hala hatırlayıp hatırlamadığını ortaya çıkarmak için ertelenmiş son-test' ten faydalanmıştır.

Türkiye'de yabancı dilde kelime öğretiminde anadilin etkisini araştıran yalnızca dört çalışma yer almaktadır; fakat, bu çalışmalar yazma, okuma becerileri ve dilbilgisi açısından ele almıştır. Öte yandan, bu çalışma yabancı kelimeleri öğretmede dinleme becerisi, telaffuz ve anlama bağlı olarak anadile çeviri üzerinde durur.

Problem Cümlesi

Bahsedilen amaç doğrultusunda, bu çalışmanın araştırma problemleri aşağıda belirtildiği gibidir:

1. Deney ve kontrol gruplarının son testte elde edilen skorları arasında istatistiksel olarak anlamlı bir farklılık var mıdır?
2. Deney ve kontrol gruplarının ertelenmiş son testte elde edilen skorları arasında istatistiksel olarak anlamlı bir farklılık var mıdır?
3. Deney grubu öğrencilerinin kelime öğrenme ve öğretme aktivitelerinde kendi anadillerinin kullanımı hakkındaki görüşleri nelerdir?

Araştırmanın Amacı

Bu çalışma, Türkiye’de ortaokul 5.sınıfta okumakta olan öğrencilerin anadillerinin yabancı dildeki kelimeleri öğrenmede etkisi olup olmadığını araştırmayı amaçlamaktadır. Bu çalışma ile İngilizce kelime öğretiminde öğrencilerin anadilinin yabancı kelimeleri hatırlamalarında etkili olup olmadığına bakılacaktır.

Araştırmanın Önemi

Bu çalışmanın bahsedilen amaçlar doğrultusunda öğrencilerin anadilinin yabancı dildeki kelimeleri öğrenmede önemli bir rol oynayacağı ve kelime öğrenimine katkıda bulunacağı düşünülmektedir.

Yöntem

Araştırmanın Yöntemi

Bu çalışmada veriler hem niteliksel hem de niceliksel araştırma yöntemi ile toplanmıştır. Veriler ilk olarak niceliksel yöntem ile toplanıp analiz edilmiştir, ardından deneysel grup öğrencilerinin görüşlerini ortaya çıkarmak için niteliksel yöntemden faydalanılmıştır.

Çalışma Grubu

Çalışma, Ağrı ilinin bir ilçesinde ortaokul 5.sınıfta okumakta olan 48 öğrenciyle gerçekleştirilmiştir. Niteliksel verileri toplamak için ise 10 deney grubu öğrencileriyle görüşülmüştür.

Veri Toplama Araçları

Çalışmada öğretilecek kelimeleri belirlemek için ‘The Tale of Peter Rabbit’ (Tavşan Peter’in hikayesi)’ nde geçen 30 kelimelik bir test öğrencilere verilmiştir (Ek 4). Bu testin sonucunda öğrencilerin bilmediği 20 kelime öğretmek için belirlenmiştir (Ek 7). Çalışmada niceliksel verileri toplamak için Camó (2014) tarafından kullanılan son test yeniden uyarlanmış ve öğrencilere dağıtılmıştır (Ek 8). Öğrencilerin kelimeleri bir ay sonra hala hatırlayıp hatırlamadıklarını öğrenmek için ise ertelenmiş son-test kullanılmıştır (Ek 9). Çalışmanın niteliksel verileri, araştırmacı tarafından önceden hazırlanmış 4 tane sorunun yönlendirildiği yarı yapılandırılmış görüşmeler ile elde edilmiştir (Ek 10).

Verilerin Analizi

Niceliksel verilerin analizinde IBM SPSS İstatistik 20 programı kullanılmıştır. Analizde ilk önce betimleyici istatistik elde edilip tablo haline getirilmiştir. Daha sonra, son test ve ertelenmiş son-testlerden elde edilen skorlar ilişkisiz (bağımsız) örneklem t-testi ile analiz edilmiştir. Niteliksel veriden elde edilen bulgular ise araştırmacı tarafından yazıya dökülmüştür. Daha sonra araştırmacı tarafından temalara ayrılmış, kategorize edilmiş ve kodlanmıştır.

Bulgular

Tablo 1.

Betimsel İstatistik Tablosu

Grup	Değişken	N	Min	Maks	Ort	SS	Varyans
Kontrol	Son-test	27	.00	8	3,59	2,09	4,40
	Ertelenmiş	27	1	9	4,85	2,05	4,20
	Son-test						
Deney	Son-test	21	.00	9	3,42	2,06	4,25
	Ertelenmiş	21	1	11	5,80	2,63	6,96
	Son-test						

Tablo 1’ de görüldüğü üzere kontrol grubunda 27 katılımcı deney grubunda ise 21 katılımcı bulunmaktadır. Son-test ve ertelenmiş son-testte ayrı ayrı 20 soru yer aldığı için her bir test için toplam skor 20 olarak belirlenmiştir. Bu nedenle, yanlış cevaplar 0; doğru cevaplar ise 1 olarak değerlendirilmiştir. Her iki grubun minimum skor değerleri eşit olup son-testte elde ettikleri skor 0 iken ertelenmiş son-testte elde ettikleri skor 1’dir. Öte yandan, her iki grubun maksimum skor değerleri benzerlik göstermektedir. Son-testte kontrol grubu maksimum 8 puan elde ederken, deney grubu 9 puan elde etmiştir. Ertelenmiş son-testteki maksimum değerlere gelince, kontrol grubu maksimum 9 puan elde ederken deney grubu 11 puan elde etmiştir. Her iki grubun son-test skorları kıyaslandığında iki grubun da ortalamaları birbirine benzemektedir. Kontrol grubunun son-test ortalaması 3,59 iken deney grubunun ise 3,42 dir. Fakat, her iki grubun

ertelenmiş son-test ortalamaları farklılık göstermektedir. Kontrol grubunun ortalaması 4,85 iken deney grubunun ortalaması 5,80 dir.

Katılımcıların son-test skorları ilişkisiz (bağımsız) örneklem t-testi ile analiz edilmiştir. İlişkisiz (bağımsız) örneklem t-testi; her iki bağımsız grupta yer alan katılımcıların ortalama skorları arasındaki farkı incelemek için kullanılır (Gerald, 2018).

Tablo 2.

Son-test Puanlarına Göre Bağımsız Örneklem T-Testi Tablosu

		<i>N</i>	<i>Ortalama</i>	<i>SS</i>	<i>t</i>	<i>sd</i>	<i>p</i>
Son-test	Kontrol	27	3,59	2,09	,271	46	.788
	Deney	21	3,42	2,06			

Elde edilen sonuçlara göre, deney ve kontrol grubunun son-test ortalama skorları arasında istatistiksel açıdan anlamlı bir farklılık yoktur ($t_{(46)}=.271$, $p=.788$, $p>.05$). Bir diğer deyişle, her iki grup da son-test skorları açısından istatistiksel olarak eşitlik göstermektedir.

Tablo 3.

Ertelenmiş Son-Teste Göre Bağımsız Örneklem T-Testi Tablosu

		<i>N</i>	<i>Ortalama</i>	<i>SS</i>	<i>t</i>	<i>sd</i>	<i>p</i>
Ertelenmiş	Kontrol	27	4,85	2,63	-1,416	46	.164
Son-test	Deney	21	5,80	2,05			

Katılımcıların öğretilen yabancı dildeki kelimeleri hala hatırlayıp hatırlamadığını ortaya çıkarmak için ertelenmiş son-test uygulanmıştır. Tablo 3’de görüldüğü gibi, deney ve kontrol grubunun ertelenmiş son-test ortalama skorları arasında istatistiksel açıdan anlamlı bir farklılık bulunmamaktadır ($t_{(46)}=-1.416$, $p=.164$, $p>.05$). Her iki grubun da ertelenmiş son-test skorları göz önünde bulundurulduğunda istatistiksel olarak eşitlik gösterdikleri söylenebilir.

Sonu, Tartışma ve Öneriler

Bu alışma, ortaokul 5.sınıfta okumakta olan ğrencilerin anadillerinin yabancı dildeki kelimeleri ğrenme üzerindeki etkisini araştırmayı hedeflemiştir. Bu doğrultuda belirlenen 20 kelime deney grubuna Türke karşılıkları ile ğretilirken, kontrol grubuna kelimelerin sadece İngilizce anlamları sağlanmıştır. Katılımcıların haftada 3 saat İngilizce dersi olmasından dolayı her hafta için 4 kelime belirlenmiş, bu da alışmanın 5 hafta sürmesini sağlamıştır. Sonrasında, deney grubundan rastgele seçilen 10 katılımcının yabancı dildeki kelime ğretimi ve ğreniminde anadilin kullanımı hakkındaki görüşleri alınmıştır. alışma, hem niteliksel hem de niceliksel araştırma yöntemi ile gerçekleştirilmiştir. İlk önce veriler niceliksel yöntem ile toplanmış; ardından niteliksel yöntem kullanılmıştır. Her iki grubun son-test ve ertelenmiş son-testten elde ettikleri skorlar incelendiğinde, gruplar arasında istatistiksel olarak anlamlı bir farklılık bulunmamıştır. Bu da ğrencilerin anadilinin yabancı kelimeleri ğrenmede etkili olmadığını göstermektedir. Öte yandan, deney grubu katılımcıların görüşünü almak için katılımcılarla yarı yapılandırılmış görüşme sağlanmış ve katılımcılara bireysel olarak 4 tane soru yönlendirilmiştir. Katılımcıların görüşleri doğrultusunda, çoğunluğu Türke karşılıkların verilmesinden memnun olduklarını dile getirmişlerdir. Buna ek olarak, gelecekte yabancı kelimeleri ğrenirken Türke karşılıkların verilmesini istemişlerdir. Türke bağlamında, yalnızca 4 alışma anadilin yabancı kelimeleri ğretmedeki rolünü araştırmıştır (Anadol, 2015; Arpacı, 2016; Erarslan & Hol, 2014; Yorgancı & Öztürk, 2017); fakat, hiçbirini dinleme, telaffuz ve anlam açısından ele almamıştır. Bu nedenle, bu alışma ikinci dil ediniminde anadil kullanımına ilişkin küçük ölçekli çıkarımlar sunması muhtemel bir alışmadır.



APPENDICES

APPENDIX-1

KAYMAKAMLIK OLUR BELGESİ (WRITTEN PERMISSION OF THE DISTRICT GOVERNORSHIP)

T.C.
[Redacted]
İlçe Milli Eğitim Müdürlüğü

Sayı : 81086971 20 E.8137144
Konu : Yüksek Lisans Tezi İzin Onayı

24/04/2019

KAYMAKAMLIK MAKAMINA
[Redacted]

İlg. [Redacted] Sözleşmeli İngilizce Öğretmeni Pınar ÇİL'in 19/04/2019 tarihli dilekçesi.

İlg. tarihli dilekçe gereği, İlçemiz [Redacted] Sözleşmeli İngilizce öğretmeni Pınar ÇİL'in Bardar Mehmet Akif Üniversitesi Eğitim Bilimleri Enstitüsü'nde Yüksek Lisans Tez aşamasında bulunmakta olup, Tez konum "Anadil'e Çeviri ile Kelime Öğretimi ve Bunun Öğrencilerin Yabancı Dildeki Kelime Öğrenme Üzerine Etkileri" olup, adı geçen öğretmenin [Redacted] 5. sınıf öğrencilerine Tez eğitimi uygulanması Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görüldüğü takdirde olurlarınıza arz ederim.

[Redacted]
İlçe Milli Eğitim Müdürü

OLUR
24/04/2019
[Redacted]
Kaymakam

Eki: 1 Adet dilekçe

APPENDIX-2



T.C.
BURDUR MEHMET AKİF ERSOY ÜNİVERSİTESİ
Girişimsel Olmayan Klinik Araştırmalar Etik Kurulu

ARAŞTIRMA PROJESİ DEĞERLENDİRME RAPORU

Toplantı Tarihi: 12.06.2019 Çarşamba
Toplantı No:2019/7
Karar No: GO 2019/105

Üniversitemiz Eğitim Bilimleri Enstitüsü Yüksek Lisans Programı öğrencisi Pınar ÇİL'in sorumlu araştırmacı olduğu, *"Teaching Vocabulary Through The Translation of L1 and Its Effects on Young Learners' L2 Vocabulary Learning"* başlıklı proje önerisi araştırmanın gerekçe, amaç, yaklaşım ve yöntemleri dikkate alınarak incelenmiş olup, etik açıdan uygun bulunmuştur.

(Başkan)
Prof. Dr. Yakup YILDIRIM
(Veteriner Fakültesi Öğretim Üyesi)

(İznilil)
(Başkan Vekili)
Prof. Dr. Ahmet ONAY
(İlahiyat Fakültesi Öğretim Üyesi)

Doç. Dr. Emrah ATAY
(Beden Eğitimi ve Spor YO Öğretim Üyesi)

Doç. Dr. Mustafa LAMBA
(İktisadi ve İdari Bilimler Fakültesi Öğretim Üyesi)

Doç. Dr. Ramazan ADANIR
(Veteriner Fakültesi Öğretim Üyesi)

Doç. Dr. Özlem TAGAY
(Eğitim Fakültesi Öğretim Üyesi)

Dr. Öğr. Üyesi Altan YILMAZ
(Mühendislik Mimarlık Fakültesi Öğretim Üyesi)

Dr. Öğr. Üyesi Canan DEMİR BARUTCU
(Sağlık Bil. Fak. Öğretim Üyesi)

(İznilil)
Dr. Öğr. Üyesi Dilara AKÇORA YILDIZ
(Fen-Edebiyat Fakültesi Öğretim Üyesi)

(İznilil)
Dr. Öğr. Üyesi Gaye GÖKALP YILMAZ
(Fen-Edebiyat Fakültesi Öğretim Üyesi)

Dr. Öğr. Üyesi Murat BAYEZİT
(Sağlık Bil. Fak. Öğretim Üyesi)

Dr. Öğr. Üyesi Mümin PSLAT
(Sağlık Bil. Fak. Öğretim Üyesi)

(İznilil)
Dr. Öğr. Üyesi Ömer Gürkan DİLEK
(Veteriner Fakültesi Öğretim Üyesi)

Burdur Mehmet Akif Ersoy Üniversitesi
Girişimsel Olmayan Klinik Araştırmalar Etik Kurulu 15100-BURDUR
Telefon : 0-248-213 12 76 / Faks: 0-248-213 12 74

APPENDIX-3

VELİ MUVAFAKAT BELGESİ

ÖĞRENCİNİN;

ADI VE SOYADI :

BABA ADI :

SINIF VE NO :

MÜDÜRLÜĞÜNE

/AĞRI

Bu çalışma İngilizce Öğretmeni Pınar ÇİL'in "Anadil'e Çeviri ile Kelime Öğretimi ve Bunun Öğrencilerin Yabancı Dildeki Kelime Öğrenme Üzerine Etkileri" konulu tez çalışması olup çalışma için kullanılan testlerin öğrencilerin notlarına hiçbir etkisi olmayacaktır. Bu çalışma ile İngilizce kelime öğretiminde öğrencilerin anadilinin yabancı kelimeleri hatırlamalarında etkili olup olmadığına bakılacaktır. Velisi bulunduğum yukarıda kimliği yazılı 'ın Ekim 2019-Şubat 2020 tarihleri arasında çalışmaya katılmasına izin veriyorum.

Gereğini arz ederim.

...../09/2019

Adı ve Soyadı

İMZA

APPENDIX-4**VOCABULARY KNOWLEDGE TEST**

- Aşağıda verilen kelimelerin Türkçe anlamlarını yanlarına yazınız. Bilmiyorsanız lütfen boş bırakınız. (Write the Turkish meanings of the words below. If you don't know the Turkish meaning, leave it blank, please!)

Basket:**Garden:****Umbrella:****Wood:****Bread:****Toolshed:****Gate:****Parsley:****Net:****Bun:****Coat:****Shoes:****Supper:****Jacket:****Scarecrow:****Radish:****Root:****French Beans:****Pond:****Rabbit:****Bush:****Water:****Flowerpot:****Baker:****Bed:****Goldfish:****Cucumber:****Lettuce:****Field:****Blackberry:**

APPENDIX-5**VOCABULARY KNOWLEDGE TEST-2**

- Aşağıda verilen kelimelerin Türkçe anlamlarını yanlarına yazınız. Bilmiyorsanız lütfen boş bırakınız. (Write the Turkish meanings of the words below. If you don't know the Turkish meaning, leave it blank, please!)

Basket:**Radish:****Garden:****Root:****French Beans:****Supper:****Pond:****Lettuce:****Toolshed:****Bush:****Gate:****Scarecrow:****Parsley:****Flowerpot:****Net:****Baker:****Bun:****Blackberry:****Shoes:****Cucumber:****Field:**

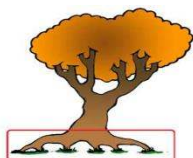
APPENDIX-6**REMOVED WORDS FROM THE VOCABULARY KNOWLEDGE TESTS**

- 
1. UMBRELLA
 2. WOOD
 3. BREAD
 4. RABBIT
 5. WATER
 6. BED
 7. COAT
 8. JACKET
 9. GOLDFISH
 10. BAKER

APPENDIX-7

THE LEXICAL ITEMS AND FLASHCARDS

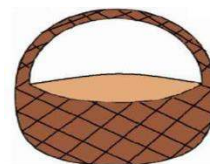
1ST WEEK



ROOT



FIELD



BASKET



BUN

2ND WEEK



GARDEN



LETTUCE



BLACKBERRY



GATE

3RD WEEK



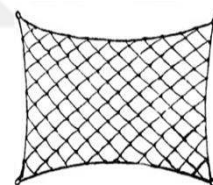
RADISH



PARSLEY

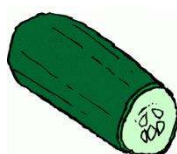


SHOES



NET

4TH WEEK



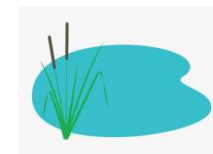
CUCUMBER



TOOLSHED



FLOWERPOT



POND

5TH WEEK



BUSH



SCARECROW



SUPPER



FRENCH BEANS

APPENDIX-8

POST-TEST

AÇIKLAMA: (INSTRUCTIONS)

- Bu testte toplam 20 soru bulunmaktadır. (There are 20 questions in this test.)
- Her soruda 4 tane resim yer almaktadır. Dinleme yaparken duyduğunuz

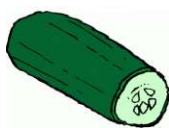
kelimenin İngilizce karşılığını gösteren resmin altındaki yuvarlağa

+ işareti koyunuz. (Each question has 4 different pictures. While listening to the recording, put a plus (+) into the circular ring under the picture corresponding

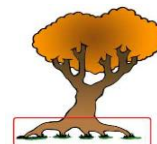
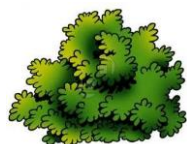
to the word.)

- Her kelime için verilen süre 10 saniye olup bilmediğiniz kelimeyi boş bırakınız. (Time allowed for each word is 10 seconds and please, do not tick off the word that you do not know.)
- Dinleme sadece 1 kere yapılacaktır. Bunu dikkate alarak işaretlemelerinizi yapınız. (You will listen to the recording only once. Please tick off by taking into consideration this.)
- Bu çalışmanın yazılılarınıza ve ders içi katılım notunuza etkisi olmayacaktır. (This study will not affect or contribute to your school grades and participation in the classroom activities)

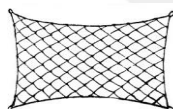
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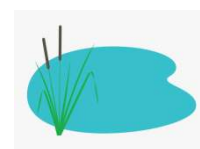
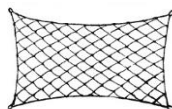
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5



6



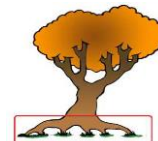
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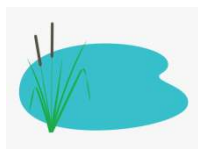
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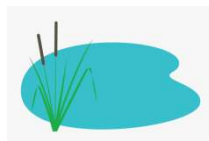
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14



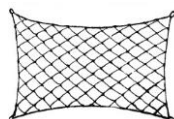
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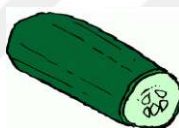
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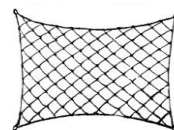
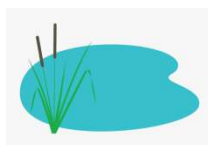
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20



APPENDIX-9

DELAYED POST-TEST

AÇIKLAMA: (INSTRUCTIONS)

- Bu testte toplam 20 soru bulunmaktadır. (There are 20 questions in this test.)
- Her soruda 4 tane resim yer almaktadır. Dinleme yaparken duyduğunuz

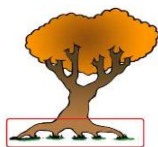
kelimenin İngilizce karşılığını gösteren resmin altındaki yuvarlağa

+ işareti koyunuz. (Each question has 4 different pictures. While listening to the recording, put a plus (+) into the circular ring under the picture corresponding

to the word.)

- Her kelime için verilen süre 10 saniye olup bilmediğiniz kelimeyi boş bırakınız. (Time allowed for each word is 10 seconds and please, do not tick off the word that you do not know.)
- Dinleme sadece 1 kere yapılacaktır. Bunu dikkate alarak işaretlemelerinizi yapınız. (You will listen to the recording only once. Please, tick off by taking into consideration this.)
- Bu çalışmanın yazılılarınıza ve ders içi katılım notunuza etkisi olmayacaktır. (This study will not affect or contribute to your school grades and participation in the classroom activities.)

1



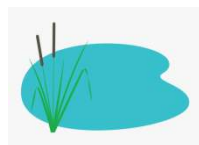
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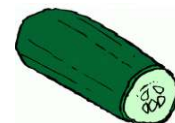
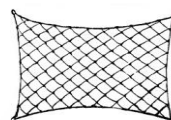
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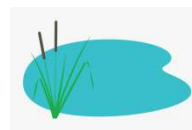
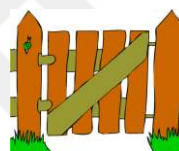
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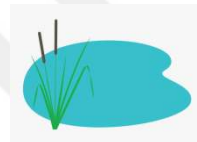
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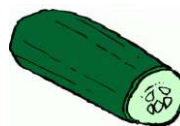
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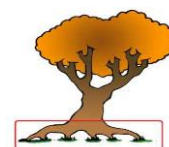
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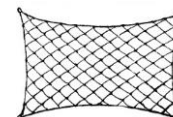
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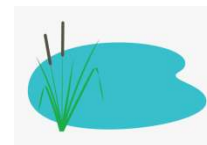
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19



20



APPENDIX-10

INTERVIEW QUESTIONS

- 1) İngilizce hikayeyi dinlerken kelimelerin Türkçe karşılıklarından memnun kaldınız mı? Neden? (Were you satisfied with Turkish translations of the lexical items while you were listening to the story in English? If yes, Why?)
- 2) Bu çalışmayı yaparken İngilizce kelimeleri hatırlamada Türkçe karşılıkları yardımcı oldu mu? (Were Turkish translations of the lexical items helpful for recalling the lexical items during the activity?)
- 3) Hikayeyi dinledikten sonra İngilizce kelimeleri hatırlamada zorlandınız mı? (Was it hard for you to recall the lexical items after listening to the story?)
- 4) Bundan sonra İngilizce kelimeleri öğrenmek için Türkçe karşılıklarının verilmesini ister misiniz? Neden? (Would you like to learn English vocabulary with their Turkish translations in the future? If yes, Why?)

APPENDIX-11

EXAMPLES OF TRANSCRIPTS TAKEN FROM INTERVIEWS (GÖRÜŞMELERDEN ELDE EDİLEN TRANSKRİPT ÖRNEKLERİ)

1. İngilizce hikayeyi dinlerken kelimelerin Türkçe karşılıklarından memnun kaldınız mı? Neden?

Evet çünkü İngilizce sayesinde hem Türkçe hem İngilizce öğreniyoruz.

(Participant I)

Memnun oldum. İngilizceyi fazla bilmediğim için Türkçe karşılığı anlamamı kolaylaştırdı. (Participant C)

2. Bu çalışmayı yaparken İngilizce kelimeleri hatırlamada Türkçe karşılıkları yardımcı oldu mu?

Evet, yardımcı oldu. (Participant B)

3. Hikayeyi dinledikten sonra İngilizce kelimeleri hatırlamada zorlandınız mı?

Biraz zorlandım diyebilirim. (Participant I)

4. Bundan sonra İngilizce kelimeleri öğrenmek için Türkçe karşılıklarının verilmesini ister misiniz? Neden?

Evet. Bazı İngilizce kelimeleri bilmiyorsun bu yüzden Türkçe karşılığı kolaylık sağlar. (Participant A)

Verilmeli çünkü öğrenci daha iyi öğreniyor ve daha büyük bir zevkle dersi dinliyor. (Participant G)

