

## **Vocabulary Teaching in English as a Foreign Language in Turkey\***

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### **Abstract**

Vocabulary has a crucial role in learning a language and using that language effectively. The purpose of enhancing vocabulary knowledge has attracted second or foreign language researchers' interest from past to present and resulted in the developments of various vocabulary teaching methods, techniques and practices. This study aims to examine the studies conducted on vocabulary teaching in English as a foreign language and to identify the current tendency of English vocabulary teaching studies carried out in Turkey. The article studies published by Turkish researchers between 2013-2018 and directly related to the subject of this study have been selected with purposeful sampling and examined through meta-synthesis method. Every single study included in this meta-synthesis study has been reviewed through a content analysis method in terms of their purposes, research methodologies, samples, data collection tools, teaching practices and findings. Data gathered in this study have been presented in tables and figures with remarks on frequency. It has been found that the technologically supported vocabulary teaching studies has increased and enriched, vocabulary teaching in context is still of great importance, educational games protects its effectiveness on young learners for vocabulary teaching purposes and vocabulary learning strategies need to be taken into consideration in vocabulary studies.

**Keywords:** Vocabulary teaching, foreign language teaching, meta synthesis

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## **Türkiye’de Yabancı Dil Olarak İngilizce Öğretiminde Sözcük Öğretimi**

### **Öz**

Sözcük dağarcığı bir dilin öğrenilmesinde ve etkin kullanılmasında çok önemli bir role sahiptir. Sözcük dağarcığının zenginleştirilmesi amacı geçmişten günümüze dil alanında çalışma yapan araştırmacıların dikkatini çekmiş ve eğitim öğretim ortamlarında kelime öğretimi üzerine çeşitli teknik ve yöntemlerin geliştirilmesi ve uygulanmasıyla sonuçlanmıştır. Bu araştırmanın amacı, Türkiye’de yabancı dil olarak İngilizce öğretiminde sözcük öğretimi üzerine yapılmış çalışmaları incelemek ve bu alanda mevcut eğilimi tespit etmektir. Araştırmada 2013-2018 yılları arasında yayınlanmış olan makaleler, amaçlı örneklem yöntemi ile seçilmiş ve konuyla doğrudan bağlantılı olan akademik çalışmalar meta-sentez yöntemi kullanılarak analiz edilmiştir. İçerik analizi yöntemiyle incelen her bir çalışmanın hangi amaçla yapıldığı, ne tür yöntem kullanarak yürütüldüğü, çalışmada nasıl bir örneklem seçildiği, hangi veri toplama araçlarından yararlandığı, hangi öğretim uygulamalarının kullanıldığı ve hangi bulguların elde edildiği tespit edilmiştir. Bu çalışmada, elde edilen veriler frekansa dayalı yorumlar eşliğinde tablolar ve grafikler kullanılarak sunulmuştur. Araştırma sonucunda gelişen teknoloji ile birlikte teknolojinin getirdiği fırsatlarla sözcük öğretim uygulamalarının arttığı, bağlam içerisinde sözcük öğretiminin önemini koruduğu, oyunlarla sözcük öğretiminin özellikle okul öncesi dönem öğrenenleri üzerinde etkinliğini koruduğu, öğrenenlerin kullandığı sözcük öğrenme stratejilerinin sözcük öğretim sürecine daha fazla dâhil edilmesi gerektiği tespit edilmiştir.

**Anahtar Kelimeler:** Sözcük öğretimi, yabancı dil öğretimi, meta sentez

## INTRODUCTION

Vocabulary is undoubtedly one of the most fundamental parts of language learning process. In order to be able to use a language effectively for conveying thoughts, opinions, experiences and emotions, one needs to have a good deal of vocabulary repertoire. Humans can express themselves in the extent of their vocabulary knowledge both verbally and in written form. Lack of that vocabulary knowledge leads to difficulties in understanding a language and using it in four basic skills of a language namely, listening, speaking, reading and writing. Especially for foreign language learners it is less possible to communicate in the foreign language efficiently without adequate vocabulary knowledge. For this situation Wallace (1982) pointed out that “not being able to find the words you need to express yourself is the most frustrating experience in speaking another language” (p.9). Therefore, the purpose of enhancing vocabulary knowledge has attracted the attention of researchers in the field of second language acquisition from past to present.

Until 1980s vocabulary teaching and learning process has been disregarded by researchers. Even teachers did not teach vocabulary directly in many language classes (Oxford & Crookal, 1990). To draw attention to this issue, Meare (1980) published an article titled “Vocabulary Acquisition: A Neglected Aspect of Language Learning”. Since then, fortunately this neglected part of language learning has been taken into consideration and the number of studies focusing on vocabulary has started to increase. Schmitt and McCarthy (1997) emphasized this change by stating that “the field of vocabulary studies is now anything but a neglected area” (p.1). When vocabulary studies in the field of second language acquisition have been reviewed, it is easy to see that there are some issues and aspects that have been mostly studied concerning vocabulary. The mostly investigated issues are:

- “Word definition (What is a word?)
- Word knowledge (What does it mean to know a word?)
- Vocabulary size (How many words does a native speaker know? How many words does a second language learner need?)
- Word frequency (Low vs. high frequency words)
- Vocabulary instruction (How should vocabulary be taught? How should vocabulary be chosen for teaching?)
- Mnemonics (particularly, the keyword method) and its efficiency
- Mental lexicon (How do monolinguals and bilinguals organize words in mind? Are the first language (L1) and the second language (L2) mental lexicons integrated or separated?)
- The source of linguistic input in L1 and L2 vocabulary learning

- Individual learner differences in vocabulary learning (e.g., motivation, attitudes, learner beliefs, gender)” (Lin, 2008 p.1-2).

Along with the growing body of vocabulary studies, a number of approaches, methods, strategies and techniques have been presented, examined, evaluated and developed for the aim of enhancing vocabulary knowledge in second or foreign language. In recent years, with advancements in technology, these vocabulary teaching methods and techniques have gained another dimension and enriched. Today, there is a gradual shift from the most frequently studied problems mentioned above to technologically supported vocabulary teaching studies. The opportunities provided by computer technology broaden vocabulary teaching techniques and methods. Especially the availability of multimedia technology and the use of audio, video, image, animation and graphic features in vocabulary teaching process enable to address various learning styles in classrooms easily and effectively (Gasigijtamong, 2013). In other words, in the light of developments in computer technology, the researchers' raising interest into second or foreign language vocabulary teaching process have led to diversity in vocabulary studies all over the world and made it necessary to review current tendency in studies related to vocabulary teaching.

In parallel with the diversity in vocabulary teaching research worldwide, it can be seen that there is a growth in vocabulary studies in Turkey as well. In Turkey, the most common foreign language taught at schools, universities and language institutes for education, communication and business is English. Even if teaching English as a foreign language has been of great significance in our country, we could not arrive at the desired level in foreign language education which facilitates individuals' lives and changes their perspectives (Anşin, 2006). That is why English language curriculum has gone through some changes from time to time in Turkey. The last change was in 2013-2014 education year. Since then English language courses have been compulsory for primary school students starting from second grade which was not the case before. It was aimed to introduce English to children at an earlier age. In parallel with this change in curriculum, the direct of English language studies in Turkey has started to move more towards teaching English to young learners. It is supposed that vocabulary studies in Turkey have also been influenced from this process.

When literature is reviewed, it is seen that there are some studies investigating current trends in vocabulary teaching and learning (Nattinger, 1988; Coady, 1996; Shen, 2003; Read, 2004; Schmitt, 2007, Sarigül, 2017). These studies present general characteristics of vocabulary teaching and learning approaches and studies with a literature review. There are also meta-analysis studies investigating the effects of vocabulary instruction (Stahl & Fairbanks, 1986; Elleman et al. 2009; Marulis & Neuman, 2010; Yun, 2011). These studies make a systematic analysis of quantitative studies regarding effect sizes of vocabulary teaching practices. As meta-synthesis studies, there are also examples of these studies involving vocabulary teaching dimension abroad (Cisco, & Padrón, 2012; Yuditseva, 2015).

In Cisco and Padron's (2012) meta synthesis study, they evaluated the studies conducted on vocabulary and reading strategies until 2010. According to their inclusion criteria, they decided to examine 11 studies which were searched with EBSCO and JSTOR tools with the keywords: vocabulary strategy, reading strategy. After analysis and coding of the studies, researchers concluded that vocabulary has a crucial role in reading comprehension and learners' first language plays an important role in their learning. In the context of Turkey context however, we could not find a complementary meta-synthesis study examining the tendency in vocabulary teaching studies.

Regarding the increase in variety of vocabulary studies in time and with effect of Computer Assisted Language Learning approach, and the involvement of younger learners in foreign language learning process in Turkey, there is a need to review the studies done in vocabulary teaching field in terms of understanding how the studies investigating vocabulary teaching in English as a foreign language are shaped overall in our country. In this regard, the present study aims to find out the tendency in vocabulary studies which has been realized in the last five years in the field of English as a foreign language by examining the relevant studies conducted by Turkish researchers in Turkey with meta-synthesis method.

The following research questions have been addressed in the scope of the current study: In the studies on English vocabulary teaching carried out by Turkish researchers in Turkey since 2013

1. What purposes have been targeted?
2. What kind of methods have been used?
3. What kind of sampling groups have been preferred?
4. What kind of instruments have been utilized for data collection?
5. Which teaching methods, techniques and practices have been implemented?
6. Which results have been obtained?

### **The Significance of The Study**

This study reviews thirty-one studies on English vocabulary teaching in Turkey in the last five years in terms of their purposes, methods, samples, data collection instruments, teaching methods and techniques, and results. Since the similarities and differences among these studies, and suggestions for new vocabulary studies are explained in detail, this study will be of great importance in guiding the researchers interested in this subject. The researchers will have the opportunity to see the current tendency in English vocabulary teaching studies carried out in Turkey overall without reading every single article separately and to lead their studies accordingly in the light of this study's results. Additionally, by the means of this study researchers will be aware of what kind of topics have been studied before and, thus the replication of the same kind of studies will be avoided. Also this study will be useful for English language teachers in Turkey looking for new ways of vocabulary teaching methods and materials to find out various vocabulary techniques and practices that they can apply in their classrooms in order to enhance

vocabulary knowledge of their Turkish students learning English as a foreign language.

### **The Limitations of The Study**

This study includes the studies carried out by Turkish researchers in Turkey since the year 2013 and is limited with 31 articles presented in the appendix list. In the reviewed articles, it has been found out that there were other variables investigated in the studies such as learners' perceptions and attitudes towards the course. Since this study only covers vocabulary teaching aspect of the studies, the data which were not related to the scope of this study directly were excluded from the study.

## **METHODOLOGY**

### **The Research Design**

This study is a meta-synthesis study which is included in content analysis studies. Meta-synthesis is about interpretation and synthesis of the studies conducted on the same topic by forming themes and main patterns with a critical perspective (Kaleli-Yılmaz, 2015). The goal of meta-synthesis is to reveal and compare similarities and differences of the studies in a particular subject and to construct a rich reference guide for researchers, teachers and interested individuals that cannot have the opportunity of accessing to all of these studies (Çalık & Sözbilir, 2014). Since this study attempts to find out what kind of tendency English vocabulary teaching studies conducted by Turkish researchers in Turkey shows in the last five years and uses qualitative methods to understand the issue, this study is a meta-synthesis study.

### **Data Collection and the Inclusion vs. Exclusion Criteria**

In Turkish literature, publications in English generally have both Turkish and English abstracts. However, the articles written in Turkish do not necessarily include English abstracts. Therefore, in this study for searching Turkish equivalents of the term "vocabulary" which are "sözcük" and "kelime" are also used. The search engines and databases namely Google Scholar, TÜBİTAK ULAKBİM DergiPark (Turkish Academic Network and Information Center), EBSCOhost-ERIC and SCOPUS Turkey have been searched with "vocabulary", "vocabulary teaching", "kelime", "sözcük" and "İngilizce kelime öğretimi" keywords.

Studies which were included in this meta-synthesis data set were required to fulfill the following inclusion and exclusion criteria:

- Studies should be about vocabulary teaching not just learning.
- Studies should be carried out by Turkish researchers with Turkish participants in Turkey.
- Studies should be written in Turkish or in English.
- Studies should be published as an original article. Theses, conference papers, review and discussion studies and anecdotal reports were excluded. Since it was realized that most of the theses and conference papers were also published as an article with the same name, only article

studies were included in order not to repeat the same data.

- Studies should be open to access and available in full-text form.
- Studies should be done on English vocabulary teaching. Studies conducted on Turkish vocabulary teaching as a foreign language were excluded.

After eliminating the studies that do not satisfy these criteria, 31 articles presented in Appendix I were decided to be used in this study.

### **The Coding Procedure**

First of all, every study was coded as A1, A2, A3,...A31 so as to prevent intervention of data. The studies included in the present study were read by the researcher one by one. Then the relevant parts of the studies were read again in detail and data gathered from the studies were noted down on paper. Later the data from each study were checked and unnecessary parts were taken out. Each data for every single study were computerized in the form of summary. Studies were analyzed according to research questions one by one and codes were created according to every theme. Finally, a coding table was prepared to be able to *identify and organize common characteristics among different studies*.

### **Reliability and Validity of the Study**

For the purpose of providing reliability and validity, the researcher examined the studies within a long time period and recorded every summarized data in computer. To increase reliability of coding, the researcher coded the data set again almost one and half month later as applied by Kaleli-Yılmaz (2015) and discovered 94% consistency between the previous and secondary coding. Also the coding results have been checked by two experts in the field of English Language Teaching to provide validity and reliability. In the case of several disagreements, they evaluated the disputed codes again.

### **The Analysis of Data**

The data obtained from the studies included have been presented as tables and graphics with respect to the themes of the study. In this way readers can have the opportunity to have opinion about the findings at first sight with ease and visually. In the tables and graphics, there are only frequencies, however after tables and graphics, similarities and differences among different studies have been explained in detail according to the importance of theme.

## **FINDINGS**

The findings gathered from the synthesis of data have been presented in this section with regard to research questions respectively

### ***The purposes of reviewed vocabulary studies***

The findings concerning the aims of English vocabulary teaching studies have been presented in following table.

**Table 1.** Data Related to Purposes of the Studies

Purposes	Studies	f
To investigate the effects of various vocabulary teaching practices.	A1, A2, A4, A5, A6,A9, A14, A16, A20, A22, A24, A31	12
To investigate the effects of vocabulary learning strategy training	A9, A18, A19, A30	4
To investigate the influence of games in vocabulary teaching	A7, A8, A10, A28	4
To examine the relationship between vocabulary learning strategies and different variables	A13, A15, A26	3
To find out learners' opinions about various vocabulary teaching methods and techniques.	A11, A25, A27	3
To develop or introduce a software teaching vocabulary	A3, A12, A17	3
To investigate the effect of learning environment on vocabulary learning achievement	A21, A23, A29	3

As it can be seen from Table 1, most of the studies tried to understand the effectiveness of various vocabulary teaching practices on the improvement of learners' vocabulary knowledge. These various vocabulary teaching practices are discussed in detail later. Strategy training is another mostly studied subject in vocabulary research. As for the other purposes (relationship between strategies and some variables, learners' attitudes toward teaching practices, the effect of learning environment) there are fewer studies.

### Methodologies Used in The Studies

The findings concerning the methodologies used by English vocabulary teaching studies have been presented in following table.

**Table 2.** Data Related to the Research Methodologies of the Studies.

Methodology	Studies	f
Quantitative Method		
Survey	A11, A26	2
Experimental research	A1, A2, A3, A5, A6, A7, A8, A9, A10, A14, A16, A18, A20, A22, A25, A28, A29, A30, A31	19
Correlational research	A13, A15	2
Mixed Method	A19, A21, A23, A24	4
Qualitative method		
Case Study	A4, A27	2

When Table 2 is examined, it is obvious that the majority of the English vocabulary studies in Turkey have been conducted with quantitative research methods. Especially experimental design has been the mostly preferred one in these studies. When we consider the aims of these studies, this finding is not surprising at all. The studies have mostly concentrated on testing the effectiveness of diverse vocabulary teaching practices. That is why the research design of these studies has been experimental. Among the experimental studies, most of them have collected data with pretest-posttest and control group design (A1, A2, A3, A5, A7, A8, A16, A18, A20, A22, A29, A30). There have been four studies (A6, A14, A25, A28) using one-group quasi experimental design while two studies have been designed with only posttest quasi- experimental design (A10, A31). Only the study A9 has been carried out with only posttest and retention test design. Apart from experimental research design, two of the quantitative studies have used survey method to scan the characteristics of learners' use of vocabulary strategies and to identify learners' opinions on mobile dictionaries within a short period (A11, A26). These two studies have gathered data from a great number of students. In addition to survey studies, two of the remaining quantitative studies (A13, A15) have been completed with correlational research design. In these studies which were conducted by the same researcher, learners' attitudes towards contextual vocabulary teaching have been correlated with gender, department and achievement.

After quantitative research method, the second mostly utilized research methodology is mixed method. Four studies using mixed methodology are A19, A21, A23, A24. The study A19 collected data using one of most commonly used vocabulary learning strategy questionnaire developed by Oxford, Chen and Chi (2002) as a quantitative method, a post study interview was done with some of the participants to get learners' opinions towards the instruction of vocabulary learning strategies. The other three studies using both quantitative and qualitative research designs on the other hand, gathered quantitative data with achievement tests measuring vocabulary knowledge with checklist (A23), multiple choice, matching, fill in the blanks (A21, A24) and sentence completion questions (A21). As for qualitative data they also made use of interviews.

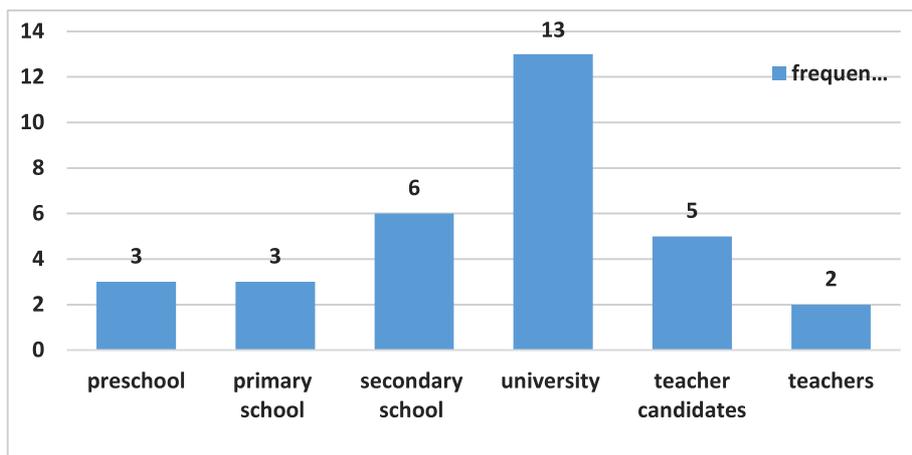
In addition to quantitative and mixed research methods, as a qualitative research method, case study design was preferred by two studies (A4, A27). These studies were carried out with learners in the same classroom. A4 tried to determine the influence of vocabulary teaching through drama on learners. Data were collected with an attitude scale developed by the researcher and achievement tests. A27, on the other hand; aimed to increase learners' awareness about a vocabulary teaching technique using Greek and Latin roots and collected data through a questionnaire about vocabulary learning strategy and a mini written interview. Compared to quantitative research methodology, qualitative methods were fewer in the vocabulary teaching studies done in the last five years in Turkey.

### **Samples of The Examined Studies**

When the participants of the studies are examined, it can also be seen in Figure 1

that most of the studies were implemented on learners at university level. At university level there are thirteen studies six of which were carried out with preparatory classes (A18, A19, A24, A26, A27, A30). Two of the college level studies were completed with the learners from English Language and Literature Departments (A13, A15) whereas one of them was conducted on students from Translation and Interpretation Department (A11). The remaining four studies (A3, A4, A10, A25) selected participants from different departments.

**Figure 1.** Samplings of the Reviewed Studies



The next mostly preferred participant group is secondary school students. The studies numbered as A6, A7, A9, A14, A20, A21 were carried out with 6, 7, and 8 grade students. The teacher candidates who are students enrolled in education departments were used as a sample in four studies which are A1, A2, A22, A31. Except from A2, the other three studies were conducted on students from English Language Education Department.

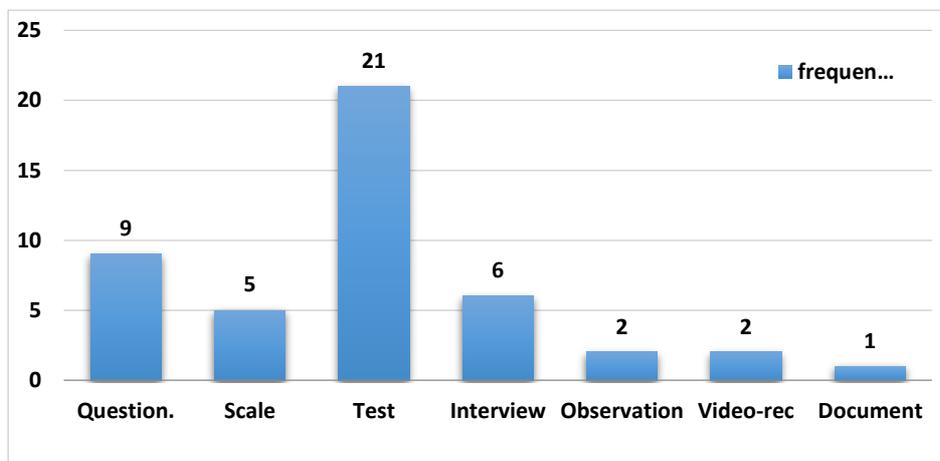
There are three studies the participants of which are both primary school students (A8, A16, A23) and preschool children (A5, A28, A29). Young learners seem to be neglected in vocabulary studies. On the other hand, the involvement of teachers in the studies are relatively little. Just two studies (A19, A23) involved teachers in the process of data collection.

No high school students were found to participate into the study as a sample among the evaluated 31 article studies.

### **Data Collection Instruments Used in The Studies**

Achievement tests are the most frequently used data collection instrument utilized in the examined studies. 21 studies gathered data through various forms of achievement tests as it is illustrated in the Figure 2.

**Figure 2.** Data Collection Instruments



Generally, the studies used pre-tests, posttests, delayed tests or proficiency tests in the form of multiple choices (A1, A2, A3, A4, A5, A6, A7, A8, A16, A18, A20, A24, A28, A29, A30). Some of the achievement tests included matching questions (A10, A14, A21, A22) in addition to multiple choice questions whereas there were tests containing fill in the blanks questions (A21, A22, A31) as well. Two studies used checklists as a test to collect data (A9, A23). The learners were required to write the translations of the words targeted to be taught during the study.

Questionnaires were also used in some of the studies. They were used to gather information about the use of vocabulary learning strategy (A19, A26, A27), learners' opinions on a particular teaching practice (A10, A11, A25), learners' background (A6, A18) and motivation (A2). One of the data collection instruments used in the reviewed studies is interview. The interviews were either structured (A27), semi structured (A3, A19, A23, A24) or focused group (A21). As for scales, four studies applied attitude scales (A4, A13, A15, A24) but one study implemented vocabulary learning strategy scale developed by the researchers themselves (A6). The studies (A5, A28) studying with preschool children collected data via both observation and video recording. Lastly, only one study made use of documents in data gathering process. In addition to interview and attitude scale, this study (A24) examined learners' diaries to understand the effectiveness of corpus based vocabulary exercises on learners' vocabulary knowledge.

### **Practices Used in Order To Teach Vocabulary In The Reviewed Studies**

The studies included in this meta-synthesis study have consulted to various teaching methods and techniques for the purpose of promoting vocabulary learning process. In these practices, there are similarities and differences between studies. In Table 3 the teaching methods and techniques has been grouped to give a general picture of the studies regarding the features of the vocabulary teaching practices applied in the reviewed studies.

**Table 3.** Vocabulary Teaching Practices Used in the Studies.

Practices	Studies	f
Technologically supported vocabulary teaching	A2, A3, A6, A7, A11, A12, A14, A17, A21, A23, A25, A29, A31	13
Vocabulary teaching in context	A1, A2, A5, A9, A13, A14, A15, A20, A22	9
Vocabulary focused activities	A1, A2, A3, A6, A10, A16, A24	7
Strategy training	A9, A18, A19, A27, A30	5
Educational games	A7, A8, A10, A12, A28	5
Short stories	A5, A14, A20	3
Drama activities	A4, A20	2
Mobile dictionary	A11, A25	2
Gloss (L1 vs L2)	A22	1

The majority of the studies made use of the opportunities of technology to teach English vocabulary to Turkish learners. Some of these studies aimed to investigate the effects of the programs developed by the researchers themselves (A2, A3, A6, A12, A31). Also several of them used mobile dictionaries to teach vocabulary (A11, A25). Two of the studies out of the studies using educational games utilized technology in games (A7, A12). While A7 investigated the effect of a facebook game requiring English vocabulary knowledge on learners' vocabulary learning, A12 developed a mobile game to assist learners to memorize vocabulary. Likewise, among the studies using technology, A14 integrated short stories into digital environment and taught learners English vocabulary in context. A17 on the other hand, introduced the ways of preparing puzzles in computers in order to use in vocabulary teaching process. A21 presented concept cartoons in a mobile program with the aim of testing the effect of learning environment on idiom learning. In the same vein, A31 also taught idioms with a mobile application. Another study using smartphones in vocabulary teaching is A25.

A23 on the other hand, made use of both tablets and mobiles using quick response codes in forming a learning environment to teach vocabulary. As for the study A29, young learners were instructed via computers.

In addition to technologically assisted vocabulary teaching practices, some of the studies taught target words within context (A1, A2, A5, A9, A13, A14, A15, A20, A22). Instead of presenting new vocabulary as isolated items, these studies used various contexts for the teaching of vocabulary. Especially reading materials provided this context for learners to acquire new words. Three of these studies preferred to include short stories (A5, A14, A20) as context. Some of the reviewed studies also consulted to vocabulary focused activities. The studies A1 and A2 had both context and vocabulary focused activities as their teaching practices. However; A2, A3, and A6 integrated vocabulary focused activities into computer programs and thus, shared similar features like technologically supported vocabulary teaching

and vocabulary focused activities. There is a study incorporating corpus-based vocabulary activities as a vocabulary focused activity (A24) while another study manipulated educational games as a vocabulary focused activity (A10). The studies A8, A28 also used games as a teaching practice but in these games, vocabulary was not as emphasized as in the vocabulary focused activities.

Instead of teaching vocabulary directly, five studies incorporated the training of vocabulary learning strategies into their study as a way of vocabulary teaching (A9, A18, A19, A27, A30). As a vocabulary learning strategy, A27 employed Greek and Latin roots while A18 used morphological awareness. However, A30 applied synectics instruction which requires making analogy as strategy to learn new vocabulary. Also in-class vocabulary strategies were utilized by the A9 and A19.

In the studies A4 and A20, drama was used as a vocabulary teaching practice. In A20, in addition to drama, storytelling method was applied in vocabulary teaching process. In another study (A22) using glosses as vocabulary teaching method on the other hand, the effects of glosses provided in either first language or second language were investigated.

### Findings of The Reviewed Studies

The results of the studies have been examined in detail and represented in Table 4 regarding similar and different findings obtained in the studies which were examined throughout this study.

**Table 4.** The Results of the Reviewed Studies

Results	Studies	f
There were significant increases in vocabulary learning in the result of teaching practices.	A1, A2, A3, A4, A5, A6, A7, A8, A9, A10, A18, A19, A20, A24, A25, A27, A28, A30, A31	19
Participants have positive attitudes and opinions about vocabulary teaching practices	A10, A11, A19, A21, A23, A25, A27, A28	8
The technologically supported applications can be used in vocabulary teaching process.	A7, A11, A12, A17	4
There are some factors affecting vocabulary learning strategies.	A6, A19, A26	3
No significant relationship was found between participants' attitudes toward vocabulary teaching technique and the variables of age, gender and achievement.	A13, A15	2
The presentation of vocabulary in different environments did not lead to any significant differences.	A21, A29	2
Direct vocabulary teaching was found to be more effective than indirect vocabulary teaching.	A1, A16	2

Gloss provided in L1 was found more useful than gloss presented in L2.	A22	1
Semantically unrelated vocabulary sets were recalled more than semantically related vocabulary sets.	A14	1

As it can be clearly seen from the Table 4, 19 of the studies accomplished their purposes of enhancing vocabulary knowledge. Most of the studies reported that the vocabulary teaching practices they applied were significantly effective in improving their participants' vocabulary knowledge. Additionally, 8 studies investigating the learners' experiences found that the participants of the study had positive attitudes and opinions towards vocabulary teaching methods and techniques used by the researchers in the studies. (A10, A11, A19, A21, A23, A25, A27, A28). A10 was about vocabulary games; A11 was about mobile dictionaries, A19 about training of vocabulary learning strategies, A21 about the use of concept cartoons in mobile, A23 about quick response codes, A25 about the use of smartphones in vocabulary teaching, A27 about the use of Greek and Latin roots while A28 was about the use of children's games in vocabulary teaching.

In 4 of the studies, on the other hand; it was suggested that the applications prepared with the opportunities of technology could be used for vocabulary teaching purposes. A7 suggests a face-book game, A11 suggests mobile dictionaries, A12 recommends the use of a mobile game developed by the researcher and A17 suggests interactive puzzles. Moreover, three studies found several factors influencing vocabulary learning strategies (A6, A19, A26). A13 and 15 found no relationship between attitudes and age, gender, achievement. These two studies were conducted by the same researcher. Both of them investigated learners' attitudes towards the same vocabulary teaching techniques, namely contextual vocabulary teaching. A13 examined the correlation between attitude towards the technique, and gender and success while in A15 age was included in this correlational study. The other two studies (A21, A29) discovered that changing the learning environment did not make a significant difference on vocabulary learning. In the study A21, the traditional classroom was compared with mobile environment without changing teaching method, and no meaningful difference occurred in learning. In A29 traditional classroom environment was compared with computer environment and again no significant difference was found. It was also found out by two of the studies that teaching vocabulary directly is better than indirect teaching (A1, A16) and in one study, participants found glosses more helpful when they were provided in Turkish instead of English. They preferred their native language for explanations of target words (A22). Last but not least one study reported that when vocabulary was taught together with relevant words, they were remembered less in contrast to semantically unrelated words (A14).

## DISCUSSION

The findings obtained from the examined studies are discussed in this section with suggestions for future studies. When the findings are evaluated, it can be seen that

there are various practices employed by Turkish researchers for English vocabulary teaching purposes. Most of the studies aim to investigate the effectiveness of these practices on the enhancement of vocabulary learning. Among these practices, it can be easily said that technology plays a crucial role. Almost half of the studies integrated technology into their teaching methods and techniques, which is not surprising when we consider the developments in technology and the opportunities provided via technology today. We can see a great diversity in the computer assisted or mobile programs included in the examined studies. In these kinds of studies, there is a need to observe the effects of these programs on learners' development of vocabulary knowledge for a long time with many applications. One of the most important issues in the studies exploring the influence of computer/mobile applications is that there is no longitudinal study among them. The other issue is that teachers have not been included in this process. Their opinions regarding the application or their abilities to use these applications or their experiences with the programs were neglected in these studies. Since teachers are the real practitioners of teaching methods and techniques, the involvement of teachers in this process can be increased.

As for the studies conducted on vocabulary learning strategy training, the number of these studies is not satisfactory. Instead of teaching vocabulary to learners we need studies teaching learners how to learn vocabulary. This can be achieved by teaching strategies and the ways of using these strategies to learners. Learners' learning styles should be taken into consideration while teaching vocabulary learning strategies. However, in the studies examined, there was no study investigating the relationship between learning styles and vocabulary learning strategies. Therefore, it is suggested that new vocabulary studies should take this issue into account. Also there is a need to conduct studies using more qualitative data collection tools in the examination of strategies employed by learners such as think aloud protocols and focused group interviews.

The methodologies of the studies indicated that 25 out of 31 studies conducted with quantitative methods, especially with experimental design. 4 of the studies used both quantitative and qualitative design while just two studies were carried out through qualitative methods. It is obvious that more vocabulary studies are needed to be done with qualitative methods. Since education is a social phenomenon that consists of individuals such as learners and teachers, it is important to understand the perceptions of these individuals and to draw conclusions by considering these perceptions (Yıldırım, 1999). Only through qualitative studies it is possible to understand learners' and teachers' perceptions, opinions, attitudes and experiences in learning process in detail. More studies using mixed method and collecting data through both quantitative and qualitative methods are needed to understand the nature of vocabulary learning process.

As for the data collection tools, achievement tests were the most frequently used assessment method. We can see that most of the achievement tests consist of multiple-choice questions. Multiple-choice tests measure receptive knowledge not

productive knowledge. The vocabulary teaching studies included in this study generally focused on receptive knowledge. That is why more studies measuring vocabulary knowledge through speaking and writing tasks are required to figure out the effects of vocabulary teaching methods and techniques on speaking and writing abilities of learners along with listening abilities. There is lack of studies involving four skills in vocabulary teaching practices as well. Since more qualitative studies are needed, more data should be gathered through combinations of various qualitative data collection tools such as focus group interview, document analysis, observation to understand the effects of vocabulary teaching practices on the development of not only reading, but also listening, speaking and writing.

When the samples of the studies are explored, 18 of them have been carried out with university students. It was discovered that young learners in our country were not included in vocabulary teaching studies as they should be. Despite the change in 2013-2014 curriculums stating that English language courses start at second stage, the numbers of vocabulary studies conducted through young learners are relatively limited. High school students on the other hand did not participate in any of the reviewed studies. In order to be able to generalize research findings to population, vocabulary studies concerning young learners, high school students and teachers can be increased. Especially there is a lack of research on young learners' vocabulary learning through computers. Technologically supported vocabulary teaching games and applications can be used on preschool children's vocabulary learning as well.

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## APPENDIX I: The Evaluated Studies

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