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THE INFLUENCE OF TRANSLATION ON VOCABULARY LEARNING OF ENGLISH PREPARATORY STUDENTS

THESIS BY
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DEDICATION

To my grand family…

ETHICS DECLARATION

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Program: Master Thesis (X) Ph.D. Thesis ( )

Thesis Title: The Influence of Translation on Vocabulary Learning of English Preparatory Students

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I prepared this thesis within the framework of academic and ethics rules,

I presented all information, documents, evaluations, and findings in accordance with scientific ethical and moral principles,

I cited all sources to which I made reference in my thesis,

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09/04/2020

Adnan AYDINTÜRK

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Allah, the Creator, declares in the Holy Quran that “And of His Signs is the creation of the heavens and the earth, and the variations in your languages and your colours: verily in that are Signs for those who know” (30:22). All languages in the universe are miracles. Therefore, I have been playing with the words like a toy since my childhood. I always imagine to find some mysterious things at the distant corners of my memory.

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Adnan AYDINTÜRK

ABSTRACT

THE INFLUENCE OF TRANSLATION ON VOCABULARY LEARNING OF ENGLISH PREPARATORY STUDENTS

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It has been a questionable matter since few decades that use of translation lost its effect in English language classrooms. Therefore, this study will research the contribution of translation to vocabulary learning in EFL, its position as a vocabulary learning strategy, and the significance of translation from the aspects of English language learners. The population of the study consists of 42 students, each of whom was selected among the preparatory classrooms of the department of English Language and Literature in Bingöl University. In the study, "pre-tests, post-tests, delayed post-tests", "vocabulary size tests" and questionnaires were applied as surveying instruments for assessing the role of translation in the vocabulary learning process. SPSS program was employed to analyse the data acquired from the study. According to the results of the study, it is understood that there is a significant relationship between use of translation and vocabulary learning, which is a fundamental part of foreign language learning, especially of reading comprehension.

Key Words: Translation, vocabulary learning, vocabulary learning strategy, reading comprehension, English language learning

ÖZET

ÇEVİRİNİN İNGİLİZCE HAZIRLIK ÖĞRENCİLERİNİN KELİME ÖĞRENİMİ ÜZERİNE ETKİSİ

Adnan AYDINTÜRK

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı
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Son yıllarda tercümenin İngilizce dil sınıflarında etkisini kaybetmesi münakaşalı bir mevzu haline gelmiştir. Bu sebeple bu çalışmada tercümenin İngilizce dil öğreniminde kelime öğrenimine katkısı, tercümenin kelime öğrenme yöntemi olarak kullanılması ve İngilizce öğrenenlerin tercümenin önemi hakkındaki düşünceleri araştırılacaktır. Çalışmanın evreni Bingöl Üniversitesi İngiliz Dili ve Edebiyatı Bölümü hazırlık sınıflarından seçilen 42 öğrenciyi kapsamaktadır. Tercümenin kelime öğrenme sürecindeki etkisini değerlendirmek amacıyla bu çalışmada ön testler, son testler, ertelenmiş son testler, kelime ölçüm testleri ve anket uygulanmıştır. Çalışmadan elde edilen bilgiler SPSS programı kullanılarak analiz edilmiştir. Çalışmanın sonucunda yabancı dil öğreniminin, özellikle anlama becerisinin, önemli bir kısmı olan kelime öğrenimi ile tercüme arasında önemli bir ilişki olduğu görülmüştür.

Anahtar Kelimeler: Tercüme, kelime öğrenimi, kelime öğrenme yöntemi, anlama becerisi, İngilizce dil öğrenimi

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ABBREVIATIONS

CAT : Contrastive Analysis and Translation
CLT : Communicative Language Teaching
EFL : English as a Foreign Language
ELL : English Language Learning
ELT : English Language Teaching
ESL : English as a Second Language
FFI : Form Focused Instruction
FL : Foreign Language
FLL : Foreign Language Learning
GTM : Grammar Translation Method
L1 : First Language
L2 : Second Language
MFI : Meaning Focused Instruction
SL : Source Language
SLA : Second Language Acquisition
SILL : Strategy Inventory for Language Learning
SLL : Second Language Learning
TL : Target Language
VLS : Vocabulary Learning Strategy

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CHAPTER I

1. INTRODUCTION

1.1. Background of the Study

To use a language properly, a language learner needs to have a certain amount of vocabulary knowledge. Without sufficient vocabulary knowledge, the learner cannot transfer his/her thoughts or understand any forms of a target language. Vocabulary knowledge is a crucial element in the four main language skills - speaking, listening, writing, and reading. As Al-Qathani (2015) stated, it is possible to improve vocabulary knowledge only by addressing particular motivation and attention on words.

Biçer (2003) has stated that "During the language learning process, translation sensitizes language learners to contrasts and induces them to make comparisons between the grammars of the Source Language (SL) and Target Language (TL)." As it clarifies language comprehension, translation has been used as a vocabulary learning strategy. "In addition to its common definition in transferring meanings and conveying messages, translation can also be viewed as a strategy for learning foreign languages" (Liao, 2006). Despite the shifts in language learning, role of translation has always been accepted by scholars in the language teaching area. Nevertheless, its reputation defamed in the last decades because it was seen tiresome and troublesome to study because of the unreal and non-contemporary context of the materials more than the enthusiasm of new age topics (Duff, 1989). According to Chamot (1987), translation is utilising L1 as a basis to remember, produce, or understand L2. The modern methods in language teaching are learner-centred, and thus the role of translation has been ignored by certain methodologists. As Lonsdale (1996) stated, the use of translation in language teaching was forbidden suggesting speaking only L2 in the language classrooms. Bagheri and Fazel (2011) claimed that the proponents of the Direct Method, Audio-Lingual Method, and especially the Communicative Language Teaching approach criticized the use of translation in FL classes and endeavoured to ban it from language teaching processes. Opposing this idea, Liao (2006) has claimed that many foreign language teachers think that translation has a significant role both in reading comprehension and writing ability. Many scholars admit the contribution of translation as a vocabulary learning and teaching strategy (Bagheri & Fazel, 2011). Despite its limited role in language learning methodologies, translation is used by most FL learners

both as a vocabulary learning strategy for recalling the words or, in general, as a language learning strategy.

Translation is a method still used in language learning even though many linguistics and second language teachers criticise its use in the language learning process, assuming it as an old and invalid language teaching method. Larsen – Freeman (2010) has stated that translation is a method, which has been used for improving language skills by the students. By using translation language learners both learn the target language and are acquainted with the grammar of their mother language, can speak and write better in both languages. Especially with the beginning of the 21st century, translation has been criticised more as a result of focussing on communicative skills more than the other skills in language learning continuum. Richards and Rodgers (2001) claimed that in the current era of language learning, with the globalisation of the world, people need communication skills more, so translation has lost its significance because the main focus of translation is on reading, structure, and grammatical features of the target language. Besides, Balboni (2017) has asserted that "We think that in the long run the 'versus' approach to translation in language learning and teaching is sterile."

Translation is also used as a technique, especially in the Grammar Translation Method, also known as the Classical Method. GTM aims to teach the structure and nature of the target language in detail, taking advantage of translation. Bonyadi (2003) claimed that through translation, the learners notice the similarities and differences in grammar and sentence structures of their native and second or foreign language. According to the Suggestopedia method, the learners must feel relaxed and avoid anxiety to start learning a language. Therefore, Larsen – Freeman (2010) suggested the use of translation to touch upon the feelings of the learners. As language learners see the sentences in L2 and their translations on the same page, or while the teacher is reading, they can comprehend the text and therefore overcome negative feelings as anxiety.

Translation enhances learners' reading comprehension skills since the learners firstly read the text and comprehend it with all the details before translating or analysing it. (Hervey & Higgins, 1992). Therefore, they claimed that reading a text for translating is superior to reading it for comprehension. Prince (1996) conducted a study with 80 university students (40 weak and 40 proficient). To see the difference between the two groups, he divided them into two and gave them 40 words that his participants that they are familiar with. In the research, 20 students from each group were demanded to

memorize the words using translation as a method and guessing the meaning from the context. He discovered that weak learners could learn more efficiently through translation than the proficient learners.

However, translation is generally ruled out while referring to language teaching or learning. Martin-Martin (2013) has suggested that there have always been relationships between translation and L2 employing GTM or any other language learning methodologies or approaches. Translation is used only as a means of learning grammatical subjects or excluded, especially from the communicative based language teaching models. Nevertheless, Hummel (2010) claimed that translation has a significant role in L2 classrooms making the learners notice their gaps. Pym, Malmkjær, and Gutiérrez-Colón (2013) has stated the assumption that translation consists of only word-for-word translation is a huge fallacy.

As Pym, Malmkjær, and Gutiérrez-Colón(2013) quoted in Mackey (1967), a high number of the critics have no mainstay, but only anecdotes in reality. Even though a few studies are regulated on the function of translation in vocabulary learning, the scholars generally express their own opinions not the facts. There are many resources on language teaching and learning methods; however, there are, in fact, few studies carried out on the role of translation in language learning and teaching.

1.2. Statement of the Problem

In the last periods of the twentieth century, for the proponents of new language learning methods such as Communicative Language Teaching, it turned into an old strategy to use native language in language classrooms (Cook, 2011). Translation was thought to be a barrier hindering learning the target language. According to proponents of this theory, language learners did not need to use their native languages to learn a foreign or second language or to push the language learning process forward. However, in the last decades, it has been revealed that associating with L1 helps the learners be more determined in their language learning continuum. Knowing a language can assist the learners acquiring English as a foreign language, as they have already overcome a language learning experience. Thus both language teachers and learners generally benefit from both native and target languages in language learning continuum.

1.3. Research Questions

The researcher will focus on the subsequent research questions to explain the function of translation use on vocabulary learning as a Vocabulary Learning Strategy (VLS), and learning a foreign language.

1. What is the role of translation on learning vocabulary in a Foreign Language?
2. What is the role of vocabulary knowledge in reading comprehension?
3. Can translation be used as a vocabulary learning strategy to make the vocabulary learning process more attractive?
4. When and for what purposes do students use L1 in learning a new language if they use it?

1.4. Aim and Significance of the Study

The primary objectives of the current study are to search the role of translation in learning the new vocabulary items in a foreign language, the supplement of translation to learning vocabulary, and whether the translation is a reasonable kind of strategy to advance the vocabulary learning process. Kineş (2018) stated that the translation of the new linguistic items is a kind of cognitive strategy used in language learning. As Kaplan (2016) asserted in his study, a very high number of Turkish students use translation to memorise the vocabulary in language classes and their real life experiences. This study has an essential responsibility since it tries to overcome the prejudice that translation is an old fashioned and invalid practice in language learning, especially in vocabulary learning in modern language learning and teaching. Through the current study, the researcher asserts that English language learners can absorb new vocabulary items in a broader scale using translation as a VLS.

1.5. Limitations of the Study

The restriction of the study can be listed as below:

- Firstly, the number of participants is restricted with the students in the preparatory class of the department of English Language and Literate of Bingöl University.
- As the study will be conducted in Bingöl University language preparatory class, it may not be correct to generalise the study to every language learner.
- As the participants may not answer the questions in the same seriousness and desire with general academic year exams, the study might give its results dimensionally accurate with the honest answers of the students.

1.6. Definition of Key Terms

Translation. The Translation is one of the VLSs utilized to facilitate language learning. In this dissertation study, translation is implemented and evaluated as an independent variable to analyse its role in learning vocabulary (Alqathani, 2015).

Vocabulary Knowledge. Vocabulary is an important and fundamental factor of language learning. Translation also refers to the knowledge and meaning of the words. The current study used the Vocabulary Knowledge as an independent variable as it measures the vocabulary size the participants had (Blachowicz, 1985).

The Inventory for Translation as a Learning Strategy. The term refers to the inventory used in the current dissertation to measure the role of translation on vocabulary learning (Liao, 2006).

Reading Comprehension Test. This test is used to evaluate students' reading and vocabulary comprehension before and after the implementation. The results of the test will be utilized as the dependent variables of this thesis (Anderson & Freebody, 1981).

CHAPTER II

2. LITERATURE REVIEW

This thesis study focuses on the influence of translation on learning vocabulary in Second or/and Foreign Language, its contribution to learning vocabulary, and whether it is a right kind of strategy to improve vocabulary learning process. Another purpose of the current study is to scrutinize the views of English language teachers towards the use of translation method in the process of learning vocabulary. Therefore, after referring explanations of the key terms which are employed in the current dissertation and language theories related to the topic, a brief overview of vocabulary learning concerning the usage of the translation method by English language teachers, as well as the relevant literature on translation, and academic studies regarding both vocabulary learning and translation will be included.

2.1. Theoretical Framework

When coping with problems with no proven solutions, where exceptional originality is necessary, it might be beneficial to be aware of various theories. There might be creative questions and original answers within the framework the related theories. Besides, the awareness of different theories can be helpful for the translation process to be a direct way, through which translators are more likely to figure out valuable tools. To know various theories might also be advantageous in the process of translation by broadening the range of possible solutions (Pym, 2017).

Some theoretical frameworks are guiding the current study. Information-processing theory in second language learning, Krashen's monitor theory, the cognitive theory, the interaction theory and the Vygotskian theory were theoretical frameworks that grounded the research approach for this study.

According to "Information-processing Theory", a prerequisite for comprehension is vocabulary learning, which is critical as the activation of the appropriate schemata, and vocabulary is needed to activate for SLL as a piece of the learner's present schemata (Fan, 2003). Krashen's Monitor Theory promotes an approach that considers vocabulary acquisition as dependent on comprehensible input and this comprehensibility on the acquaintance of the meaning of the main elements in the input. Hence, the proponents of this theory believe that acquisition will be hindered without

vocabulary comprehension (Krashen & Terrel, 1983). Since comprehending the vocabulary endorses processing deeper, a more excellent retention of learning vocabulary is more likely to be produced. In this respect, the translation is more likely to enhance the likelihood of making correct relations that lead to committing the accurate meaning to memory (Grace, 1998).

According to the cognitive theory, “since the second language acquisition (SLA) is an active and a dynamic process, the learner becomes a contributor to the process of understanding new knowledge via previous schemata” (Chamot, Barnhardt, El-Dinary & Robbins, 1999). The interaction theory gives importance to the learning context because it provides raw linguistic materials for the learner (Mitchell & Myles, 2004). According to Vygotskian Theory, since social interactions are essential in SLA, learners are inclined to change their strategies and beliefs in the FL or L2 learning continuum (Mitchell & Myles, 2004).

In the light of the theories related to VLS, the researcher believes that, second language learners might facilitate the learning process though making the vocabulary more comprehensible. Moreover, their beliefs and strategies they use might be influential in this process. The translation approach might be significant for the sake of assisting the process to be more apprehensible and promote the learners to use the new vocabulary items properly.

2.2. The Overview of Vocabulary Learning

Vocabulary is described as "words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (Neuman & Dwyer, 2009, p. 385). While some researchers divide vocabulary as active and passive vocabularies, Hatch and Brown (1995) divide it by naming receptive and productive vocabularies. Receptive vocabulary is recognized when seen in reading but not used in writing and speaking. However, productive vocabulary is employed while writing and speaking, which can be reproduced (Webb, 2008).

Vocabulary learning has been a significant part of Second Language Learning (SLL) studies throughout its history. In the centre of vocabulary learning, it is more likely to be effective when negotiation and noticing are involved during the learning process (Nation & Webb, 2011). There is a complementary connection between

language use and vocabulary knowledge. That is, while language usage improves vocabulary knowledge increases the quality of language use (Nation, 2001). Rivers and Nunan has asserted that unless a foreign language learner has the acquisition of adequate vocabulary, it becomes so hard to use the functions and structures needed for comprehensible communication (as cited in Alqahtani, 2015, p. 22).

Vocabulary learning can also be reinforced by some programs using graded readers (Alroe, 2012). It is also noteworthy to emphasize that as lots of teachers are not self-assured about what the most magnificent practice is to teach vocabulary and thus are not sure where to start teaching, vocabulary learning for students is more likely to be problematic (Berne & Blachowicz, 2008). However, this problem can be solved properly because vocabulary development for a language learner is a vital aspect of her/his language learning process (Harmon, Wood, & Keser, 2009; Linse & Nunan, 2005).

The studies investigating SLL used various methods or approaches to view the concept of vocabulary learning differently (Li, 2010, p. 10). While teaching the new vocabulary items, it may be beneficial especially for weaker-level students, to use translation; however, it might not be applicable for higher-level students (Prince, 1996).

Besides, the strategies mentioned above, teachers can also consider some other strategies proposed by scholars as Schmitt and McCarthy (1997). These strategies are: "(1) guessing from context, (2) using word parts and mnemonic techniques to remember words, and (3) using vocabulary cards to remember foreign language-first language word pairs" (as cited in Alqahtani, 2015, p. 30). The literature also demonstrates that educational and cultural backgrounds of foreign language teachers might have a significant effect on their pedagogical approach and teacher code-switching practices. Also, students' needs should be taken into consideration, while the language learning drills are designed by language teachers (Turnbull, 2018).

Apart from these methods and strategies, vocabulary has other essential aspects. Both teachers and students accept that vocabulary achievement has a specific position in teaching a foreign language (Walters, 2004). By showing the difference between grammar and vocabulary, Wilkins (1972) stresses the importance of vocabulary knowledge: "There is not much value in being able to produce grammatical sentences if one has not got the vocabulary needed to convey what one wishes to say… While without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed" (as cited in Alqahtani, 2015, p. 22).

2.3. Factors influencing vocabulary learning

Some circumstances tend to control vocabulary learning, such as the relationship between L2 proficiency and vocabulary knowledge, multiple L2 teaching approaches, the vocabulary building, measuring vocabulary knowledge, and vocabulary preference for learning and experimenting (Bogaards & Laufer, 2004).Since language consists of words, one of the prerequisites for communication in an L2 is to have adequate L2 vocabulary knowledge (Nation, 2001). While using FL or L2, the most significant aspect is the suitability of the words used (Politzer, 1978). While practising a foreign language, the most notable facet is the suitability of the expressions which are employed (Politzer, 1978). Although vocabulary learning is vital for SLL, the learning outcome of vocabulary appears unsatisfactory (Meara, 1984). That is why, in recent years, the field's stakeholders, such as researchers and teachers, have frequently emphasised the importance of grammar learning rather than vocabulary one (Zimmerman, 1997).

Throughout the history of SLL studies, there have been different approaches developed to teach L2. Although some methods have given great importance to vocabulary learning, some others neglected its importance (Li, 2010, p. 10). One of the approaches to teaching vocabulary learning is the "Grammar-translation Method". Since it was initially used in Prussia at the end of the 18th century, it had been utilized as an effective method' which aimed to "prepare students to read and write classical materials and to pass standardized exams" until the 20th century (Zimmerman, 1997, p.5). In GTM,the learners are imposed upon a wide-range of vocabulary items and provided with their definitions and origins to overcome the difficulties they come across during vocabulary learning. Despite the popularity of GTM, the method was also criticized since "it neglected the use of oral language" (Zimmerman, 1997, p.6).

Another approach that came out to teach vocabulary learning is the "Direct Method" which came to existence at the end of the 19th century. In this method, words are chosen according to their familiarity and simplicity. While the reality is referenced in teaching the actual words, the ideas and grouping the topic are used in teaching abstract words. This method rejects the position of translation in language education. It has also been criticised since it does not sufficiently consider the teaching conditions (Li, 2010).

Later on, the reading method was developed to scrutinize the deficiency of American students in reading skills. The proponents of the method were for the idea that

reading skills can be facilitated through the improvement of vocabulary skills. The basis of the theory depends on the selection of vocabulary to learn is the word frequency lists. However, this method was criticized by Zimmerman (1997, p. 14): "the order of words in a frequency list does not always indicate the best order in which to teach words; word frequency lists disagree according to the types of texts being analysed". Another approach developed in the same period was Situational Language Teaching in which holding speech was the foundation of a language, and "selection, gradation and presentation of language structures" were primarily underscored (Richards & Rodgers, 1986, p. 33).

"The Audiolingual Method" introduced to address the military desire of SLL was another approach, which was based on Behaviourism. The fundamental teaching objects in this method are oral drilling of structural patterns and pronunciation. Translation is not favoured in this method since it hinders the use of the target language. After criticized by Chomskyan theorists and perceived as insufficient, this method lost its importance in the late 1950s (Mitchell & Myles, 2004).

Later on, the "communicative language teaching" (CLT) approach was introduced depended on Chomsky's differentiation of language competence and performance. According to this method, to learn vocabulary naturally, communicative exposure in a cultural context is critical (Hymes, 1972). Similarly, based on Krashen's Monitor Theory, the Natural approach was introduced in the field. According to this method, comprehensibility and relevancy are vital in vocabulary learning (Krashen & Terrel, 1983). As underscored above, while some approaches support the use of translation in vocabulary learning, some others neglect and avoid using translation in vocabulary learning. Therefore, the current dissertation is an important effort to investigate whether translation is an effective element in SLL.

Another point, which affects vocabulary learning, is the construct of vocabulary knowledge. Vocabulary knowledge is considered as the characterization of lexical competence (Richards, 1976) and also considered as having eight dimensions such as "knowing its frequency, collectability, limitations of use, its semantic value, different meanings, syntactic behaviour, underlying forms and derivations, and its place in a network of associations with other words in the language" (Li, 2010, p. 14). According to Nation (2001), knowing a word is to cognize the meaning, form and appropriate word. In addition, testing vocabulary knowledge and vocabulary selection for learning and testing might also be useful in vocabulary learning. In this respect, learning a new word is probably to be influenced by the factors discussed in the literature.

2.4. The Studies on Translation

Both literary and linguistic authorities have criticized the leading methods and theories in translation research for a long time. Although literary translation is still used in linguistic approaches, the focus adopted initially is now narrow. A literature review recommends using translation as a beneficial and even necessary strategy thanks to its possible influence on the textual structure, intercultural awareness, lexical sensitivity, and accuracy. Nevertheless, this study also emphasises that language examiners mention that translation should not be adopted as a language education tool (Balboni, 2017).

Although translation scholars generally used linguistic methodologies formerly, during 1980's, they began to use methodologies borrowed from other disciplines such as communication theory, psychology, philosophy, anthropology, and cultural studies (Baker, 1998, p. 278). That is, translational studies can be defined as interdisciplinary not only because of borrowing methodologies from various disciplines but also because of covering a wide range of practices.

In recent years, translation has also been reconsidered to include language learning by introducing it with creative and communicative preparatory exercises (Lonsdale, 1996). Cook (2010)claimed that "translation has an important role to play in language learning that develops both language awareness and use, that it is pedagogically effective and educationally desirable, and that it answers student needs in the contemporary globalized and multicultural world" (p.155).

To apply translation as an element in learning English, a learner needs to have sufficient competence. PACTE group conducted empirical research and provided four characteristics that are required to an adequate translation competence as follows:

- Expert knowledge not possessed by all bilinguals.
- Procedural knowledge and not declarative knowledge.
- A series of sub-competencies that are interrelated.
- A concept where the strategic component is fundamental, precisely because it is procedural experience (Beeby, et al., 2005, p. 610).

Specifically, the relationship between language learning and translation has been discussed, and at least three abstract models has emerged:

"1. Translation, and language learning are opposites: Superficially, translation and language learning could be opposites.
2. Translation and language learning complement each other: Translation is thus required because, in fact, not everyone learns all languages, and language learning is required.
3. Translation is inherent in language learning: In a third kind of relationship, translation would be considered a fifth skill to be practiced within the language classroom, alongside reading, listening, speaking, and writing in the two languages independently…" (Pym, Malmkjær & Gutiérrez-Colón, 2013, pp. 2-3).

Although the current literature suggests an answer to the practice of translation in language education, little evidence is observed whether it is useful in SLL (e.g., Källkvist 2004; 2008). Thus, focus of the studies in language learning area should be on the basis of logic no matter if they are in favour of or against use translation. In translation practices, there are two units of data, macro-level and micro-level. If a researcher collects data from countries, organizations, systems, and social entities, it is called macro-level data. If a researcher collects data from individuals, words, or texts, this is called as micro-level data (Matthews & Ross 2010, p. 114). Thus, this dissertation used micro-level data since it benefited from individual participants.

Studies on the role of translation reported that translation activities are more likely to encourage learners' intercultural language learning and intercultural exploration (Takimoto & Hashimoto, 2010). Another study carried out by the same authors found that translation activities help students to learn by relating to real-life and constant interaction (Takimoto & Hashimoto, 2011). Based on the empirical evidence, the literature review showed the role of translation on EFL learning and was found to be effective in improvingEFL proficiency and mastery (Putrawan, 2019). These studies have suggested that translation as a method for language acquisition might be a significant source to stimulate the process of vocabulary learning EFL or L2.

Translation is also probably to be advantageous in meaning learning of the new vocabulary. However, it may be difficult for some students to transfer the knowledge they have in their L1 to L2 contexts (Prince, 1996). Pym and his colleagues (2013) answered the criticisms that support the belief that translation is detrimental to language learning, as:

"1. It cannot be assumed that word-for-word translation equals all translation. There may be more dynamic, complex modes of translation that can and do accompany the learner's progress;
2. The evident fact that more advanced learners require less use of L1 does not necessarily mean that they became more advanced by excluding L1,and therefore, by excluding translation. To think otherwise is to take effect as if it were a cause" (p. 17).

Translation is crucial for language learners. From the perspective of learners, if a particular activity appears non-profitable to a learner, it will be less likely to be beneficial for the learner. Hence, researchers have centred on the opinions of students since the 1980s. In addition, it is worth to examine the usage of L1 in L2 education to comprehend translation as a vocabulary learning approach (Augustyn, 2013).

Although the qualitative part of the report by Pym and his colleagues (2013) found that translation might contribute to active language learning, there might be some circumstances when the contribution of translation would be less effective;

- "there are numerous different L1s present in the L2 class"
- "translation is understood in a narrow word-for-word or sentence-for-sentence sense, which can interrupt fluency in L2"
- "classes are in primary education" (p. 37).

2.5. Academic Studies

The meaning of new words is usually emphasised in the course materials, so learning new vocabulary items have had a crucial function in foreign language learning. To make it more perceptible, this part of the dissertation is divided into two sections that present academic studies both on vocabulary learning and translation.

2.5.1. Academic Studies on Vocabulary Learning

Academic studies investigating vocabulary learning have generally concentrated on different types of strategies, vocabulary knowledge/size, and socio-demographic differences. This section will provide summaries of relevant academic studies. To examine if glossing type, multiple choice, or single translation is more influential for

vocabulary learning through reading a study was carried out with 208 participants selected from Japanese university students. The participants created two groups as multiple choice or single translation groups. Students in both groups were given 15 targeted words in a computer software appropriate to the method. They took a total four tests such as “pre-test”, “immediate test”, “post-test one week later”, and “delayed post-test one month later”. Contrary to the prior findings, the results showed a single translation method to be more effective compared to the multiple-choice method (Yoshii, 2013).

The study conducted to the language teachers revealed that teachers took a great advantage of learners’ L1 during the EFL classroom. Thus, the study provides evidence of that to enhance L2 learning, especially in grammar and vocabulary teaching, it is vital to utilize learners’ L1 knowledge (Mohebbi & Alavi, 2014). In another study, the perspectives of prospective English Teachers were examined. About the influence of the first language on the foreign language learning, the study reported that prospective teacher participants consented to the use of mother language sometimes; however, their agreement was found to be limited (Turnbull, 2018).

Tajgozari (2017) carried a study to figure out penetrations of learners and educators by the first language usage in foreign language classrooms employed mixed-method design. In the study, 56 English learners and 11 English educators were selected as the participants employing convenient sampling. After the data analysis, the outcomes registered that the students sustained positive opinions in all language levels concerning practice of native language in foreign language classes. Teachers additionally showed their willingness toward the usage of L1 in their classes. Contrary to these studies, a study discovering the views and insights of the university students in Iran toward the use of mother language in English learning revealed that the students are less likely to use their mother languages in English learning (Nazary, 2008).

Also, Noormohamadi, Amirian, and Hesabi (2015) aimed to find out the connection with gender and vocabulary learning approaches of the Iranian students. The population of their study consisted of 100 Iranian English translation students who were applied to a prearranged questionnaire. Study results showed that the most preferred strategy was acquiring lexicon through dictionaries. Learning vocabulary through extensive reading was found to be another frequently used strategy. The other usually accepted strategy was to estimate the meaning of a new expression. Besides the most frequently used strategies, “writing down the word, using physical actions,

drawing pictures of a new word, taking notes in the class" were found to be less frequently used strategies. However, the difference between male and female students was not statistically significant.

Moreover, another study aimed to research the association in vocabulary learning and the application of vocabulary learning tactics. So, it chose 90 Iranian English learners resting against convenience sampling as the study members. Study resulted that metacognitive was the commonly utilised strategy in vocabulary training and social strategy was the one that the least frequently applied. Consequently, no statistically meaningful similarity was found between vocabulary learning strategies and vocabulary size (Maghsoudi & Golshan, 2017).

Noormohamadi and Amirian (2015) also investigated the relationship between the use of vocabulary learning strategy and proficiency of Iranian English Translation students. According to the t-test results of the study, differences between low and high proficient English translation students were not found statistically significant in terms of overall strategy use (2015).By aiming to investigate the role of various methods of learning vocabulary among 778 beginning L2 learners, Sagarra and Alba (2018) utilized "rote memorization", "keyword method", and "semantic mapping method" as learning vocabulary methods. Study results reported that "vocabulary learning methods requiring deeper processing (the keyword method and semantic mapping) to be more effective than those involving shallower processing (rote memorization)" (p. 237).

A quantitative research design study selected forty teachers and sixty students as study participants employed two questionnaires, one for the teacher and the other for students. The study results indicated that students and all groups of teachers believed the effect of a reasonable bilingual method in EFL learning. Besides, there was an actuarially important difference between non-Arab and Arab EFL teachers' beliefs regarding the use of L1. While non-Arab EFL teacher's Arabic usage is timely, the usage of Arabic by Arab EFL teachers was found to be extensive (Ahmad, Radzuan, & Sabboor Hussain, 2018).

Besides, a study, which explored the ideas of both English language learning students and their teachers at the University of Queensland, Australia, about the use of L1 in EFL classrooms, utilized a 4-point Likert scale questionnaire to collect the data. According to study results, use of L1 to assist some students is necessary and should not be wholly prohibited because it is believed to have positive effects when used in a limited way (Shabir, 2017).

In a thesis to raise the consciousness of EFL teachers at university level about what type of strategies they practice in their courses to teach vocabulary, 55 instructors were sampled to collect data. Both quantitative (LISREL 8.80, t-test and ANOVA test) and qualitative research methods (descriptive content analysis and NVIVO) were performed to obtain and analyse the data. The fundamental result of this thesis was that the number of vocabulary strategies that teachers use is subject to the experience they have in language learning and teaching. That is, the more experience they have, the less vocabulary approaches are employed by them (Kılıç, 2018).

Another master's thesis selected 149 participants from Turkish EFL students from five different degree levels in Erciyes University. The researcher received the data via the "Vocabulary Size Test and vocabulary learning strategies (VLS) Questionnaire". Study findings showed that the participants had partial proficiency in learning VLS through explicit instruction. Determination strategies and guessing from context were reported to be two most frequently used strategies. Moreover, the study results showed no effect on the usage of VLS on vocabulary size (Barbaros, 2018).

To explore the vocabulary learning approaches adopted by 9th-grade students, and to find which vocabulary learning approaches used most and which ones used the least, 25 vocabulary learning strategy items were presented in a questionnaire to be filled by 172 9th grade students. The results of this master's dissertation found that Determination Strategy and Social (Discovery) Strategy were the most used strategies while "Metacognitive Strategy and Social (Consolidation) Strategy" were the least used strategies (Yıldız, 2019).

Another master's thesis aimed to analyse whether or not there is an actuarially significant difference between different vocabulary instruction types such as explicit, implicit, and traditional teaching in the sense of their influence on vocabulary gain at B1 level Foreign Language students at Foreign Language. VKS and a test computed by Kurtis-Wallis were used to analyse the data gathered. Study results demonstrated that although there was no statistically significant difference between different vocabulary instruction types regarding sentence production, in terms of learning the new words, the most effective instruction type was found to be the explicit teaching method (Altindag, 2016).

To investigate college students' attitudes for vocabulary strategies English, 53 undergraduate students were chosen from the second year of the Spanish-language courses. An online questionnaire about vocabulary learning was used to determine

which instructional methods were used by teachers and preferred by the students. Study results showed that guessing words from the context and reading were mostly preferred by the students. In addition, memorization strategies were primarily used by students outside the classroom (de Carvalho, 2013).

2.5.2. Academic Studies on Translation

Empirical studies that examine the influence of translation on language learning have been increasing around the world since the 1980s. While most of these researches are related to contributions to debates or classroom experiences, few focus on controlled empirical research. Research questions addressed on these studies concentrated on classroom, neuro-imaging, psychology various degrees of reported experience. (Pym, Malmkjær & Gutiérrez-Colón, 2013, p. 14).

A study performed by Köse (2011) utilized 40+35 undergraduate students as participants and investigated the difference between "content-focused translation instruction" and "form-focused translation instruction". In the study, different translation activities were submitted to the undergraduate students for ten weeks. Undergraduate students' scores in the "content-focused translation instruction" were better than those in the "form-focused translation instruction". There was a statistically meaningful diversity between both groups. So the translation intervention that includes contextualized activities helped students better than the translation intervention, which includes "concurrent translation" of isolated sentences.

Another study aiming to examine the influence of translation as an active teaching approach on Malatya University undergraduate students' foreign language learning was done during 2005-2006 academic years. The sample consisted of 100 undergraduate students. The study that applied "pre-test and post-test" design had the intervention and "control group". In "pre-test" students in both groups were given a 30-question achievement test. The intervention has been implemented for two weeks. After the students in both groups have taken the post-test, the data were analysed via SPSS 13. Study results via t-test analysis showed that the influence of translation on undergraduate students' foreign language learning was found to be statistically significant ($t= 7.472$, $p < 0.05$).

An empirical study was conducted to examine if learners acquire new lexicon when translating passages from English to Spanish. Thirty-eight undergraduate

translations students were given eight texts focusing on 19 mark words supposed to be unknown to the learners. “Pre-test and post-test” were conducted before and after the mediation. Study findings showed that there happened to be a significant achievement in passive vocabulary learning; however, in the active vocabulary learning, no significant achievement was found. The author reasoned the non-significant result with unintentional learning of the students and with the lack of extensive processing present during the translation (Martín-Martín, 2013).

Furthermore, a study proposed to expose the use of translation in English training of Turkish adults and to figure out whether its usage differs in four English skills according to their skill levels. The participators consisted of 118 students in three different proficiency levels. The study results revealed that Turkish students are more likely to use translation in both reading and writing. In addition, study findings reported that “the elementary students use translation more than the intermediate students and the pre-intermediate students use translation as a learning strategy more than the intermediate students” (Mutlu, Bayram & Demirbüken, 2015, p. 242).

To determine learners’ beliefs and strategies in the usage of translation in English learning, 351 undergraduate students were selected as participants of the study. The quantitative analysis was conducted by using SAS and SPSS. Study results provided four significant findings and cited as follows:

> “(1) most participants endorsed the belief that translation played a positive role in their English learning experiences, but learners also had conflicting beliefs about translation, resulting from their different understandings of both the positive and negative effects of using translation; (2) learners showed a medium to high level use of translation as a learning strategy, and they used a wide variety of strategies involving translation, including cognitive, memory, compensation, social, and affective strategies; (3) learners’ beliefs about translation generally affected the translation strategies they chose to use in learning English; and (4) foreign language majors and more proficient learners tended to report negative beliefs about translation and less use of translation, compared with their non-foreign language major and less proficient peers” (Liao, 2006, p. 208).

Another study aimed to investigate EFL learners’ beliefs about translations and its usage as an approach in writing. The participants were 40 male and female students

studying at Shiraz Azad University. “Inventory for Beliefs about Translation” (IBT), and “Inventory for Translation as a Learning Strategy” (ITLS) were the two questionnaires to collect the quantitative data. After the quantitative data collection, the qualitative interviews were implemented with the more and less proficient English learners. According to the results, most of the participants validated that translation helped them to write better and that their belief was an effective factor in determining which strategy to use in writing (Bagheri & Fazel, 2011).

To investigate if the translation is used as VLS, quantitative research was employed with 159 students who study at a preparatory class in a state university, and whose ages are min 18 and max 34. The findings reported that most learners utilize translation strategy and find it beneficial and significant, especially in considering firstly in their native language, then translating their views as well as thinking in writing English to understand the text correctly. Study results also showed that low-proficiency level students often choose translation in their English classes hence making it a crucial part in the learning process of English (Genç, Kuluşaklı & Boynukara, 2018). Another study examining the mental translation usage in L2 learning conducted “pre-test and post-test” design and found that the reported use of translation decreased more in low-ability groups as 37% compared to middle and high-ability groups (Kern, 1994).

By testing the speed of Spanish-English bilinguals, an academic study found that the size of presented words was a compelling factor in the increase of reaction time used by bilinguals. It was also found that the difference of the probe word varied from the language word brought about the increase in reaction time with set size. This study also reported the translation effect as the reflection of rehearsal processes occurring before a probe word was presented (Clifton, Sorce, Schaye & Fiszman, 1978).

Participants were selected from three high schools in a case study examining the role of translation and “explicit contrastive analysis” activities on the accompanying acquisition of single words and collocations. All of the participants were using the same language outside the class. Each group was instructed with a different strategy, such as “non-contrastive form-focused instruction” (FFI), “contrastive analysis and translation” (CAT), and “meaning focused instruction” (MFI). Ten separate terms and Ten collocations in English were delivered each group as a task to perform. Following “pre-test and post-tests” of active recall and passive recall, results confirmed that the CAT group had significantly higher records related to the other two groups on all the examinations (Laufer & Girsai, 2008).

A classroom-based research was conducted to scrutinise elementary learners' reactions to the use of translation as an L2 learning practice. The study continued seven weeks with 28 techniques. The results of the study explicated that learners generally have certain beliefs regarding the translation practice as an approach. They also consider that translation usage is beneficial in reading comprehension, memorising target vocabulary, receptive skills, and productive skills (Calis & Dikilitas, 2012).

To investigate translation usage of undergraduate students in Bahrain in learning English, Al-Musawi (2014) used "The Arabic Version of the Inventory for Translation as a Learning Strategy" (AITLS) to collect data from 360 undergraduate students who studied English at the College of Arts of the University of Bahrain. Quite interestingly, the results showed two different propensities. The students at medium level claimed the usage of translation is practical on learning vocabulary, writing, reading, and comprehending, but not on learning idioms, expressions, phrases, proverbs, and grammatical rules.

In his study, Shoeib (2016) randomly selected 50 EFL students and 20 Arab teachers as the study participants. Study results indicated that EFL learners believed that translation in language learning was more useful than teachers did. Findings also reported that lower-level students thought the usage of translation in language learning more useful than higher-level students. In addition, while the correlation between academic degree and teachers' attitudes toward translation was not statistically significant, the correlation between teachers' attitudes toward translation and the variables of years of experience and translation experience was found to be statistically significant.

CHAPTER III

3. METHODOLOGY

3.1. Introduction

This chapter consists of the information about the research design, the population of the study, the instrument for data collection, the procedure, and the data analysis. This study was designed to investigate the influence of translation on ELL learners' vocabulary learning by employing a quasi-experimental with "pre-test, post-test, and delayed post-test" research design at a preparatory program of in Bingöl University in Turkey.

3.2. Design of the Study

The research design of the current study was a quasi-experimental research design, which consisted of four instruments: "vocabulary size test, pre-test, post-test and delayed post-test". The quasi-experimental research design was preferred to true experimental research design because the curriculum could not be intervened at the preparatory program, and there were only two preparatory classes at the university. There was no chance to apply random assignment since the true experimental design is different from a quasi-experimental research design. The former requires selecting the participants randomly (Nunan, 1992; Campbell & Stanley, 1963). Nunan (1992) and Campbell and Stanley (1963) claimed that when it is not possible to assign subjects to experimental and comparison groups randomly, that is in case of impossibility of conducting true experimental study, a quasi-experimental study can be conducted. This current study adopted "pre-test, post-test, and delayed post-test" quasi-experimental design with a comparison group. Firstly, the "Vocabulary Size Test" adapted from Schmitt (2000) was applied to both groups. It was used to specify the level of vocabulary knowledge of the students before the intervention. Each group was given a "pre-test" on the target vocabulary items that the participants believed to be unknown. The comparison group was provided with a reading passage, including target vocabulary. Then the group was asked to read the passage in detail and answer the related comprehension questions. It was aimed that students were able to learn target vocabulary items through it. On the other hand, the experimental group was submitted a

reading passage containing the target vocabulary, and they were required to translate the reading passage. After that, members of the experimental group were asked to answer the comprehension questions.

3.3. Participants

This study was carried out at the Bingöl University preparatory program after the required permission was taken from the university administration. As for the participants' sampling, this study included all the students enrolled in the preparatory program (two classes: Prep A & Prep B) so that employing an available preparatory program where the researcher himself taught would strengthen the feasibility of the design implementation of the study. Also, when the nature of the study's design was considered, the researcher needed to involve the study at a particular time. For that reason, the program in which the researcher teaches was selected. Since all the students enrolled in preparatory classes were divided into two classes by the administrators, the researcher himself did not do anything for categorizing the students. For that reason, it can be said that one of the non-probability sampling methods – 'convenience sampling'- was adopted (Bryman, 2012). "Convenience sampling" was also useful for the researcher because participants were easy to be accessed, and conducting the study did not cost too much time and effort. The study was carried out in the fall term of the 2019-2020 academic year. The study was carried out with the participation of two classes containing 42 students whose ages varied from 18 to 21. The groups were formed as a "control group" and "experimental group". "Control group" consisted of 22 students who were preparatory class students whose ages vary among 18 and 21. In the same way, the "experimental group" consisted of 18 students. Before the intervention, the participants were provided with a "vocabulary size test," which was adapted from Schmitt (2000) and according to results of the "vocabulary size test," reading passages for the both groups were determined, and the passages included target vocabulary items that are believed to be unknown for the students. Before the intervention started, "pre-test" had been administered to both groups. Then, an intervention was carried out by the researcher. After the researcher had conducted the intervention, the "post-test" was conducted to both groups. The number of the students who took both "post-test and delayed post-test" was the same. The participants in these groups were believed to have a similar academic background, and they took similar courses based on similar

academic programs. Therefore, it can be assumed that there are no significant differences between the participants both in terms of their level of English and ages. This situation was verified by the results of the "vocabulary size test" adapted by Schmitt (2000). The researcher himself was one of the instructors teaching English to these students.

3.4. Data Collection Instruments

In this study, to shed light on the role of translation in EFL prep class students' learning English as a learning strategy, "The Inventory for Translation as a Learning Strategy" of Liao (2006) was conducted to the students. Then, the other instruments were used regarding the research design and research questions of the study. It can be said that the research design of the current study is quasi-experimental, so it was necessary to include "pre-test and post-test" as assessment tools in order to determine participants' English knowledge. Furthermore, this study included the "delayed post-test" to enlighten whether the translation was influential for the participants of "experimental group" to retain the knowledge that they gained. Also, it was thought that thanks to "delayed post-test," the exact influence of the intervention could be revealed. Therefore, it was aimed at reinforcing the validity and reliability of the study. Adapted version of the Schmitt. (2000) "vocabulary size test" was also utilized to reveal the current level of the participants' vocabulary knowledge prior to the study.

3.4.1. Vocabulary Size Tests

In order to specify the current vocabulary levels of the participants of both "experimental and control groups," Vocabulary Size tests developed by Schmitt (2000) were administered to all of the participants. This quickly administered test assesses test takers' current and final knowledge levels about vocabulary.

3.4.2. The Pre-test / Post-test and Delayed Post-test

For the current study, the researcher himself designed the tests for both "experimental and control groups" and conducted them on all of the participants of the study. The tests were conducted before and after the intervention not only to explore the participants' initial knowledge of the vocabulary but also to measure the influence of translation on learners' vocabulary learning and to assess the difference. The words in

"pre-test" which were also utilized in the "post-test and delayed post-test", were taken from the course book used in both classes. Vocabulary, which were included in all tests, were selected from students' course books randomly by the researcher, and it was thought that these words were unknown by the participants. As the participants were the preparatory class students, and they were going to have mid-term and final exams at the end of the semester, the curriculum had to be followed. Meanwhile, it was ensured that target vocabulary was not only suitable for the participants' academic level but also in line with the units according to curriculum owing to the researcher himself teaching the units during the study.

In addition, some sentences included in the "pre-test, post-test and delayed post-test" were modified by the researcher to make them suitable for the participants because some sentences were thought to be difficult to comprehend. During the intervention, similar materials were utilized for the both groups. The materials were reading passages, which were taken from the course book and adapted by the researcher. Since the researcher aimed to attract participants' attention, he chose the reading material according to this aim. Then selected material was used as a "pre-test" for both groups. After students had taken the "pre-test", the researcher created new reading materials for the "post-test and delayed post-test". He devised these reading passages by himself and he deliberately included target vocabulary in these materials. All of the materials consisted of fill in the blanks and matching activities in order to see the participants' correct answers. That is, students of both groups were expected to fill in the blanks and do matching activities by considering target vocabulary.

3.5. Procedure

At the beginning of the fall semester, before the intervention was applied, participants had taken an adapted version of the Vocabulary Size Test developed by Schmitt (2000). It was used in order to explore the participants' current level of vocabulary knowledge. According to the results, students were found to be pre-intermediate. After revealing the participants' vocabulary levels, the study was conducted. It started immediately after the results of the vocabulary size test had been calculated. The study was carried in the first term of the 2019-2020 academic year and target words, which were thought to be unknown by the participants, were chosen and included in the study. At the same time, target vocabulary was chosen from the units of

the course book; therefore, the researcher had a chance not only to carry out his study but also to carry on his lessons simultaneously by depending on the curriculum.

Then, in the following week, the "pre-test" was administered to both "experimental and control groups" before the intervention. The aim of the "pre-test" was to have an idea about the knowledge of the participants regarding target vocabulary. In addition, the participants were not expected to answer all the questions. The "pre-test" had three parts, and each of them assessed the vocabulary knowledge by applying different kinds of activities such as fill in the blanks and matching. It did not require too much time from the participants to answer the test questions, so the researcher was able to conduct the "pre-test" to both "experimental group and control groups" on the same day. All the parts of the "pre-test" instructions were written in English. At the same time, the researcher explained the questions in Turkish verbally in order to prevent misunderstanding. Also, it was explained that this test would not affect participants' grades, and the participants were informed that these test results would be used only for academic purposes. The participants answered all questions in the "pre-test" in twenty-five minutes. Also, participants were told that they should not leave any question unanswered.

The participants were given a reading passage that was taken from their course book. The "control group" was asked to read the passage in detail while the "experimental group" was expected to read the passage and translate it into Turkish. After translation had ended, the participants of the "experimental group" were required to do the activities, whereas "control group" was asked to do activities without translating the passage that they received. The researcher supposed that the experimental group would get higher scores thanks to translation. This procedure as an intervention lasted three weeks successively. Each week, a different reading passage containing target vocabulary was brought to the class, and all the participants read it. In addition to it, participants of "experimental group" translated the passage into Turkish.

The "post-test" was applied after the intervention was completed, and the participants were expected to answer more questions than they did in the "pre-test" due to increasing vocabulary knowledge thanks to intervention. Two weeks later, the same test was administered to both groups as a "delayed post-test" to see the retention of target vocabulary. In the end, the "vocabulary size test" was administered to all the groups to explore the extent to which the participants' vocabulary knowledge had improved.

3.6. Data Analysis

For the current study, the data were collected quantitatively. In order to see the possible role of translation as a learning strategy on students' vocabulary learning, "The Inventory for Translation as a learning strategy" of Liao (2006) was utilized. Responses of all the participants were computerized and analysed through IBM SPSS Statistics 22 program. Mean scores, percentages, and frequencies were calculated. Before the intervention began, the data had been collected through "vocabulary size test" and analysed via independent-samples t-test. Also, to find out whether there was a significant difference between the control and experiment groups, the non-parametric alternative Friedman Test was applied. Moreover, the Mann-Whitney U test was computerized to investigate and compare the effectiveness of the translation on the retention of the target vocabulary.

3.6.1. Parametric Test Assumptions

To decide whether the data obtained in this chapter are parametric or not and they coincide with parametric test assumptions. Various methods are used to study the normal distribution of the data results. The distribution point is defined as normal when the coefficient of Skewness and Kurtosis is between +2 and -2 (Cameron, 2004). In addition, Can (2016) stated that if the data number is over 30, the values are in tendency of normal distribution and if Z-points obtained from the division of Skewness and Kurtosis values into standard errors ranges between +1.96 and -1.96, the distribution is accepted as normal. In addition, in Q-Q graphic, that the points obtained from the data stand at the 45 degree line or close means that there is a normal distribution (Büyüköztürk, 2016). It was discovered that the data had a normal distribution regarding mode, median, arithmetic mean, and winsorised arithmetic mean values.

CHAPTER IV

4. RESULTS

4.1. Introduction

This study aimed to find out the role of translation on vocabulary learning. In the current study, the participants' English level was considered to be the same. In the result section of this study, the results of four exams and questionnaires conducted on by both groups were analysed by using SPSS (Statistical Package for Social Sciences) program. The results, the correlation among the variables, the t-test results, and the frequencies were determined, and the items in the questionnaire were examined in detail.

4.2. Participants

The study population consists of two groups: "experimental" and "control" groups. The "experimental group" is composed of 18 (42,9%) students, and the "control group" is composed of 24 (57,1%) students. "The experimental group" is formed by 5 male (27,8%) and 13 female (72,2%) students, and "the "control group" is formed by 9 male (37,5%) and 15 female (62,5%) students. The participants in both groups were chosen from two preparatory classes of the department of English Language and Literature in Bingöl University. They were randomly classified as "experimental and control groups." The descriptive statistics for the number of participants in both groups were given in Table 1.

Table 1.

Frequency Values of "Experimental and Control Groups" According to Their Genders

GROUPS	Gender	Frequency	Percent	Total
Experimental Group	Male	5	27,8	18
	Female	13	72,2	
Control Group	Male	9	37,5	24
	Female	15	62,5	
Total		42	100	42

4.3. Use of Vocabulary Size Tests

To evaluate vocabulary knowledge of the participants, and to find out if there is a significant difference between both groups, two vocabulary size tests were applied. The first vocabulary test was carried out at the beginning of the term and the second test at the end of the study.Figure 1 shows the VST scores of the participants in the "experimental and control groups."When the Figure 1 was examined, it was discovered that the student scores that were initially close to each other outscored the scores of "the experimental group" students according to the "post-test" results. According to the results of the first vocabulary size test, for the "experimental group", the mean was *M*=70,611, and in the "control group" the mean was *M*=70,833. There was no statistically significant difference between the "VST pre-test" scores of the students in the groups according to the group variable [t(40) =-0,085, p>.05]. According to these findings, it can be concluded that the preliminary vocabulary knowledge of the students in the both "experimental and control groups" were close to each other.

However, when the second vocabulary size test was applied at the end of the study, a significantly important difference was found out. The mean for the second vocabulary size test of the "experimental group" was *M*=80,000 but *M*=70,542 for the "control group." In the second vocabulary size test, there was a statistically significant difference between both groups. Although the mean for "control group" was close to their first test *M*=70,542, the mean for the "experimental group" showed a significant increase *M*=80,000 [t(40)=3.82, p<.05; *d=1,193*]. The *Cohen's d* effect size calculated for the difference indicates a high effect size (Cohen, 1988). According to this finding, it can be asserted that use of translation as a vocabulary teaching strategy is effective in enhancing vocabulary size of the students in FL or L2.

While there was not a significant change in the vocabulary size of the participants in the control group, there is a steady increase in the vocabulary size of the experiment group after the translation practices conducted.

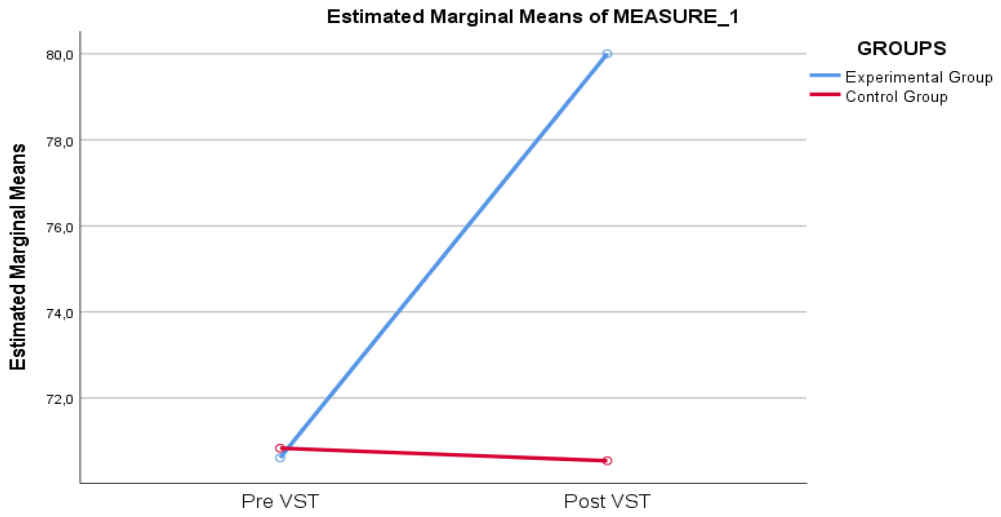


Figure 1. Means of the VST Results

Table 2 shows the Independent Sample t-test results to compare "the pre-test and post-test" scores of the participants in "the experimental and control groups." The difference between the scores of both groups for the first VST is statistically not significant (p=,932). However, the difference between the scores is statistically significant in the second VST (p=,000).

Table 2.

Mean of the VSTs

	GROUPS	N	M	SD	df	t	p	Cohen's d
Vocabulary Size Test	Experimental Group	18	70,611	5,6166	40	-0,085	,932	-0,028
	Control Group	24	70,833	9,8848				
Second Vocabulary Size Test	Experimental Group	18	80	1,852	40	3,82	,000	1,193
	Control Group	24	70,542	1,852				

4.3.1. Comparison of VST Pretest and Posttest Scores of Experimental Group Students

In the current study, in which the influence of translation on vocabulary learning was investigated, paired samples t-test was performed to determine whether there was a difference between the means of the VST exam results before and after the application to "experimental group" students. The results are given in Table 3.

Table 3.

Comparison of VST Pre-test and Post-test Scores of "Experimental group" Students

Test	N	*M*	Ss	df	t	p
VST Pre-Test	18	70,611	5.616	17	-5,901	.000
VST Post-Test	18	80,000	7,859			

In Table 3, the average score of the pre-application achievement test of the students in the "experimental group" is 70,611, and the average score of achievement test after the application is 80,000. There was a statistically significant difference between the "post-test and pre-test" scores of the students in the "experimental group"[t(17)= -5,901, p<.05].

4.4. Use of Pre-Test, Post Test and Delayed Post Test

To notice the improvement in the vocabulary size of the participants, three tests were applied. By using "pre-test", vocabulary size of the participants in both groups was figured out. Figure 2 shows the score of the participants in the study groups from the "pre-test, post-test and delayed post-test," while Table 4 shows the results of independent sample t-test used to compare "the pre-test and post-test" scores of the students in the "experimental and control groups."

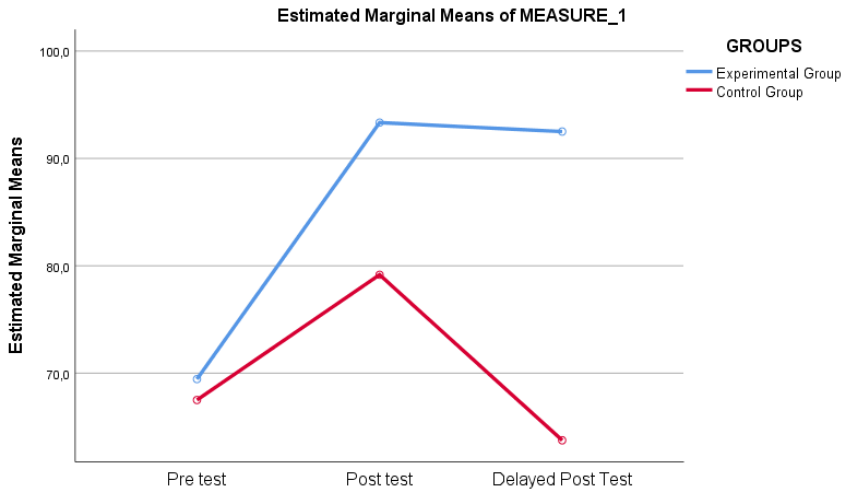


Figure 2. Means of the Pre-Test, Post-Test and Delayed Post-Test

Table 4.

Means of "Pre-Test, Post Test and Delayed Post Test" variables.

	GROUPS	N	M	SD	df	t	P	*Cohen's d*
Pre-Test	Experimental Group	18	69,444	6,157	40	0.740	,464	0,238
	Control Group	24	67,5	9,7802				
Post-Test	Experimental Group	18	93,333	7,6696	40	4.977	,000	1,583
	Control Group	24	79,167	10,0722				
Delayed Post-Test	Experimental Group	18	92,5	6,6972	40	10.603	,000	3,396
	Control Group	24	63,75	9,9181				

According to Figure 2, the "post-test and delayed post-test" scores of the students in the "experimental and control groups" whose "pre-test" scores are almost the same at the beginning, it is discovered that the difference is opened in favour of the "experimental group." When Table 4 is examined, it is found that there is no

statistically significant difference between the “pre-test” scores of the students in the groups according to the group variable [t(40) =-0,085, p>.05]. According to these findings, it can be asserted that the preliminary vocabulary knowledge of the students both in the “experimental and control groups” is equivalent to each other. According to the “pre-test” results, although the level of both groups are very close to each other, in the “post-test”, especially in the “delayed post-test”, there is a significant difference between “experimental and control groups”, p<0,005. The mean for “experimental group” is respectively *M*=93,333 and *M*=92,500 while mean for “control group” is respectively *M*=79,167 and 63,750 [t(40)=3.82, p<.05; *d=1,193*]. The *Cohen’s d* effect size calculated for the difference indicates a high effect size (Cohen, 1988). Under this finding, it can be said that the use of translation as a vocabulary teaching strategy is effective in increasing vocabulary size of language learners.

4.4.1 Comparison of Pre-test and Post-test Scores of Experimental Group Students

Table 5.

Mean of “Pre-test and Post-test” Scores of “experimental group”

Test	N	*M*	SD	df	t	p
Pre Test	18	69,444	6,157	17	-9,622	.000
Delayed Post Test	18	92,500	6,697			

In Table 5, the average score of the “pre-test” of the students in the “experimental group” is 69,444, and the average of the “delayed post-test” scores after the application is 92,500. A statistically significant difference is found between the “delayed post-test and pre-test” scores of the students in the “experimental group”[t(17)= -9,622, p<.05].

4.5. Use of Translation as a Vocabulary Learning Strategy

To comprehend what the position of translation usage is in the lives of the participants, a questionnaire was submitted to them. At first, each item was evaluated individually and then as a member of their own groups. In Table 6, the mean of every participant in the questionnaire is presented. As presented in the Table 6, there is no item in which the mean for “experimental and control groups” was significantly different. In addition, the mean of almost all items is higher than 3 point on the scale of

5 point. And the reliability of the questionnaire of Liao (2006), adapted by the researcher to the study was found at ,804. Also, all of the items in the questionnaire were used in the study.

Table 6.

The Mean of All Items in the Questionnaire Comparing "Experimental and Control Groups".

	M	SD
1. "When I read a text in English language, I first mentally translate it into Turkish language to grasp its Meaning."	3,89	0,9
2. "I read the available translations in Turkish to understand the textbook items written in English."	3,28	1,018
3. "When I finish reading items in English, I use their available translation into Turkish to make sure that I understood them correctly."	3,22	1,166
4. "To write in English, I first try to fully understand the topic in Turkish as my native language."	3,94	1,162
5. "Writing in English begins by thinking first in Turkish followed by translating my ideas into English."	3,33	1,085
6. "I prepare Turkish outlines to write my compositions in English."	3,78	1,166
7. "I listen to English words and phrases by translating them into Turkish, which helps myself understand their meanings."	3,89	1,023
8. "I read the texts translated into Turkish before I start listening to instructional tapes or compact disks in English."	3,11	1,132
9. "When watching movies or television programs in English, I read the Turkish subtitles to make sure that I correctly understand them."	3,11	1,323
10. "I listen to or read news in the first place in Turkish because it improves my understanding of radio or TV news in English."	2,94	0,938
11. "When I speak English, I first mentally construct what I want to say in Turkish and then translate it into English."	4	1,029
12. "When I have a conversation in English, I translate the words, which I forget, into Turkish to keep the conversation going."	3,67	0,686
13. "I store the meaning of new English vocabulary words in my memory by recalling their translations in Turkish."	3,67	1,188

14. “I learn English grammar by explaining the English grammar rules from English into Turkish.”	3,22	1,06
15. “I translate grammatical terms (tenses, etc.) from English into Turkish to help myself define the functions of grammatical parts of English phrases.”	3,61	0,85
16. “I read the translations of idioms and phrases in Turkish to help myself learn them in English.”	3,33	1,138
17. “When I learn English, I refer to English- Turkish dictionaries.”	3,61	1,243
18. “When I learn English, I use Turkish -English dictionaries.”	2,5	1,724
19. “I use an online translation of English words and phrases to help myself learn them.”	3,06	0,998
20. “I ask other people to translate into Turkish something I fail to grasp in English to help myself understand it correctly.”	3,44	1,199
21. “I ask questions to find out how a Turkish expression, proverb or idiom can be correctly translated into English.”	3,06	1,056
22. “When the English teacher chooses items for reading, I work with my friends in the class to translate them into Turkish.”	3,39	1,037
23. “I keep translating my thoughts in mind from Turkish to English in different life situations to help improve my English.”	3,44	1,097
24. “I take notes in Turkish in my English class.”	3,33	1,138
25. “I write Turkish translations of words in my English textbooks.”	3,28	1,074
26. “I use translation to figure out the similarities and differences between Turkish as native language and English as a foreign language.”	3,17	1,043
27. “When I read English, I try to understand the meaning of what I read without translating it into Turkish.”	4,28	0,752
28. “When I speak English, I think of I want to say in English without thinking first in Turkish.”	2,82	1,015
29. “If I fail to understand an English text or topic, I use an online translation into Turkish to help myself understand its meaning.”	3,18	1,074
30. “My English improves as my learning goes on at the university, but I still use translation in my English class.”	3,35	0,862

One of the most used techniques is mental translation. Because the questions in the items 1, 11, and 28 are similar, their answers are close to each other. According to the Table 6 the top rated item is 1, which is "When I read a text in the English language, I first mentally translate it into Turkish language to grasp its Meaning," 34 (81%) of the participants agree or strongly agree with it. Only 2 (4,8%) participants disagree with the item. According to Table 6, only 7,1% of the participants state that they speak in English, not thinking in Turkish. However, 81% of the participants declared that they first think about the things they are going to utter in Turkish in their mind and then they translate it to English and finally transmit it. Five (11,9%) of them have no idea on this topic. According to Table 7, 26,2% of the participants state that they speak in English, not thinking in Turkish. However, 66,7%of the participant firstly think in Turkish the thing that they will speak in English, which is a kind of translation called mental translation while 3 (7,1%) of them have no idea on this topic.

Table 7.

Frequency Value of Item 1 of the Questionnaire.

1. "When I read a text in English language, I first mentally translate it into Turkish language to grasp its Meaning."

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	4,8	4,8	4,8
	No Idea	6	14,3	14,3	19,0
	Agree	21	50,0	50,0	69,0
	Strongly Agree	13	31,0	31,0	100,0
	Total	42	100,0	100,0	

Table 8.

Frequency Value of Item 11 of the Questionnaire

11. "When I speak English, I first mentally construct what I want to say in Turkish and then translate it into English."

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	2,4	2,4	2,4
	Disagree	2	4,8	4,8	7,1
	No Idea	5	11,9	11,9	19,0
	Agree	19	45,2	45,2	64,3
	Strongly Agree	15	35,7	35,7	100,0
	Total	42	100,0	100,0	

When Table 8 is analyzed more than % 80 of the participants declared that they first mentally build up what they want to say in Turkish and then translate it to the target language. Only % 7,2 of the attendees directly think and speak in the target language.

Table 9.

Frequency Value of Item 28 of the Questionnaire

28. "When I speak English, I think of I want to say in English without thinking first in Turkish."

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	21,4	21,4	21,4
	Disagree	2	4,8	4,8	26,2
	No Idea	3	7,1	7,1	33,3
	Agree	20	47,6	47,6	81,0
	Strongly Agree	8	19,0	19,0	100,0
	Total	42	100,0	100,0	

The difference between the participants who both think and speak in the target language without using their first language is presented in Table 9. More than half of the attendees do not use Turkish neither when they think nor when they communicate in the target language (%56,6).

In Table 10, the statistics for item 4, which is "To write in English, I first try to fully understand the topic in Turkish as my native language", 32 (76,2%) of the participants agree or strongly agree with it. Only 1 (2,4%) of them strongly disagree, and 4 (9,5%) of them disagree with this idea.

Table 10.

Frequency Value of Item 4 of the Questionnaire.

4. "To write in English, I first try to fully understand the topic in Turkish as my native language."

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	2,4	2,4	2,4
	Disagree	4	9,5	9,5	11,9
	No Idea	5	11,9	11,9	23,8
	Agree	14	33,3	33,3	57,1
	Strongly Agree	18	42,9	42,9	100,0
	Total	42	100,0	100,0	

Translation is also used while writing in English. The items 4,5 and 6 are about translating during writing processes. As seen in Table 11, in item 5, which is "Writing in English begins by thinking first in Turkish followed by translating my ideas into English," 24 (57,1%) of the participants agree or strongly agree with this idea. Only 1 (2,4%) of them strongly disagree, and 5 (11,9%) of them disagree with this idea.

Table 11.

Frequency value of Item 5 of the questionnaire.

5. "Writing in English begins by thinking first in Turkish followed by translating my ideas into English."

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	2,4	2,4	2,4
	Disagree	5	11,9	11,9	14,3
	No Idea	12	28,6	28,6	42,9
	Agree	12	28,6	28,6	71,4
	Strongly Agree	12	28,6	28,6	100,0
	Total	42	100,0	100,0	

In Table 12, for item 6, 26 (61,9%) of the participants state that they prepare Turkish outlines to write their essays in English. On the other hand, only 3 participants stated that they strongly disagree and they do not prepare Turkish outlines. 6 attendees declared that they are not in need of Turkish outlines in order to write in English.

Table 12.

Frequency value of Item 6 of the questionnaire.

6. "I prepare Turkish outlines to write my compositions in English."

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	7,1	7,1	7,1
	Disagree	6	14,3	14,3	21,4
	No Idea	7	16,7	16,7	38,1
	Agree	11	26,2	26,2	64,3
	Strongly Agree	15	35,7	35,7	100,0
	Total	42	100,0	100,0	

Translation is used as a strategy in listening skill as well. According to the Table 13, 31 (73,9%) of the students translate the words or phrases they listen into Turkish to understand better.

Table 13.

Frequency value of Item 7 of the questionnaire.

7. "I listen to English words and phrases by translating them into Turkish, which helps myself understand their meanings."

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	2,4	2,4	2,4
	No Idea	10	23,8	23,8	26,2
	Agree	18	42,9	42,9	69,0
	Strongly Agree	13	31,0	31,0	100,0
	Total	42	100,0	100,0	

In the Table 14, 24 (57,1%) of the students declare that they translate the words or phrases into Turkish in a conversation in order to remember them more easily. 17 of the participants declared that they have no idea whether they translate the words or phrases in a conversation into Turkish to recall them more easily (% 40,5). The lowest value was recorded for item 12 was for the participants who asserted that they do not translate the conversations into Turkish to comprehend or to remember the key words. (%2.4)

Table 14.

Frequency value of Item 12 of the questionnaire.

12. "When I have a conversation in English, I translate the words, which I forget, into Turkish to keep the conversation going."

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	2,4	2,4	2,4
	No Idea	17	40,5	40,5	42,9
	Agree	18	42,9	42,9	85,7
	Strongly Agree	6	14,3	14,3	100,0
	Total	42	100,0	100,0	

According to Table 15, 23 (54,8%) of the participants need Turkish translation of the English grammar rule books while studying. The most striking score for the item was for strongly disagree and it was only 1 student who stated that Turkish translation for the grammar structures is unnecessary. Percentage of the participants who have no idea and who agree that Turkish translation is crucial in learning the grammar of the target language was the same (%26,2).

Table 15.

Frequency value of Item 14 of the questionnaire.

14. "I learn English grammar by explaining the English grammar rules from English into Turkish."

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	2,4	2,4	2,4
	Disagree	7	16,7	16,7	19,0
	No Idea	11	26,2	26,2	45,2
	Agree	11	26,2	26,2	71,4
	Strongly Agree	12	28,6	28,6	100,0
	Total	42	100,0	100,0	

As it is demonstrated in Table 16 that, while 26 (61,9%) of the students need bilingual dictionaries to understand better and to memorise the words or phrases, only 8 learners asserted that they can use an English to English dictionary and they do not need the Turkish translations of the words they are not familiar with. The percentage of the attendees who stated they have no idea for dictionary use was the same with the ones who do not need bilingual dictionaries.

Table 16.

Frequency value of Item 17 of the questionnaire.

17. "When I learn English, I refer to English- Turkish dictionaries."

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	11,9	11,9	11,9
	Disagree	3	7,1	7,1	19,0
	No Idea	8	19,0	19,0	38,1
	Agree	16	38,1	38,1	76,2
	Strongly Agree	10	23,8	23,8	100,0
	Total	42	100,0	100,0	

CHAPTER V

5. CONCLUSION AND DISCUSSION

5.1. Introduction

The primary aim of this study is to sort out the influence of translation on vocabulary learning of ELL preparatory students. Firstly, the vocabulary size of the participants was deduced using "Vocabulary size tests." Meanwhile, the views of the students about translation were analyzed through"vocabulary size test" adapted by Schmitt (2000). Then, the inventory test of Liao (2006) was adapted to the study and applied to the students. In addition, the students' progress was assessed through "pre-test, post-test and delayed post-test." In this chapter, the results found in Chapter IV are discussed based on the research questions of this thesis in consideration of the other studies.

5.2. Conclusions and Discussions

Research Question 1: What is the role of translation in learning vocabulary in Second or/and Foreign Language? Does translation contribute to improving learning vocabulary? This study aims to reveal the role of translation in learning English as a foreign language. Pym, Malmkjær, and Gutiérrez-Colón (2013) stated that translation is included in the bachelor programs as an extra course since many students would like to engage in translation activities. It is accepted as the fifth skill of language learning. They asserted that translation can consist of every kind of language teaching activity if necessary. Moreover, they stated that translation means not only literary translation, as many teachers consider it to be; on the contrary, translation has various types. As Calis and Dikilitas (2012) have stated that, there is a powerful effect of translation on students' memory because they try to understand their meanings in their languages while translating the words, word phrases, or sentences. Indeed, translation is thought as a part of GTM, so a high number of English Language Teachers avoid from using it directly in their lessons; however, they benefit from it indirectly sometimes giving the Turkish meaning of the words, speaking in Turkish while explaining some parts from the course books or any other ways. Many teachers think only written translation when they are asked about translation. Nevertheless, mental translation is also a different kind

of translation. According to the results of the inventory applied in this study, 81% of the students use mental translation. Firstly they think in Turkish then they try to write in English. This means that it is impossible to forbid the use of L1 in FL classrooms as it is impossible to interfere with the students.

By helping the students to use translation consciously to learn vocabulary, they can remember more words or structures. As it is presented at the result section of "VST pre-test, VST post-test" and the other tests, the "experimental group" participants remember more words that they learn through translation than the "control group" participants do. However, the "pre-test" results of both groups are almost similar to each other. Using translation, the students can make comparison and contrast between their native language and the target language. For example, the class can be divided into two groups. One group can translate a text into their native language, and then the second group retranslate it into English. After translation, they can compare the same and different parts, and can negotiate on it. Furthermore, the teacher can present texts, some parts of which are translated false then can ask the students to correct them.

Research Question 2: What is the role of vocabulary size in reading comprehension? Parry (1991) has found that many of the English teachers accept that they give importance to teach grammar, not to vocabulary, thinking that the students can get a satisfied vocabulary knowledge after learning grammar or the other language skills. Inadequate vocabulary knowledge causes interruptions while reading a text in English. The students who have larger vocabulary sizes are reading comprehension activities, too. According to the findings of this study, the mean for the 17th Item, which is about use of dictionary for the words they are not familiar with, is 3,69. Soodmand Afshar (2010) asserted that weak students mostly prefer to read texts in the target language as a kind of vocabulary learning strategy. Also, according to Alqathani (2015), vocabulary size is at the centre of learning a foreign language for using four language skills successfully. Therefore, if learners do not have an adequate vocabulary knowledge, it will be impossible to express their feelings and thoughts. According to him vocabulary knowledge is a store of words, from which you try to choose the words that are suitable for transferring ideas or emotions to the others.

The relationship between vocabulary size and language learning is compelling. Schmitt (2000) defined vocabulary knowledge as a base element of learning a foreign language. In the same way, Krashen (1985) and Nagy (1997) say, "Reading is a major source of incidental vocabulary acquisition" (as cited in Yoshii, 2013, p. 203). Schmitt

(2000) also declared that explicit and incidental vocabulary learning, which is going to be explained in this section. In explicit learning, the student heads for acquiring the target information. Therefore, if translation is given to the students as a task for learning vocabulary, and if the students know the aim of the translation use, they directly head towards the meaning of the words and remember them effectively. Therefore, the participants in this research mostly agreed with the items 7, 12, 13, 15, 16, 17, 18, 19, 21, 25 and 29 of the inventory and these items are all about the use of translation as a strategy for enlarging their vocabulary sizes. Most of the students translate the words to remember more comfortably, translate grammatical structures and compare them with the ones in their mother language, use bilingual dictionaries during the language learning process, search bilingual idioms or proverbs to overtake the foreign language, and benefit from online translation programs to comprehend the texts or topics that they read. Potter (1940) expressed that, "The prerequisites for translation are clear comprehension and a supply of English words. Preliminary learning of words best equips the student for this exercise. Learning in process ranks second." Furthermore, Grace (2008) highlighted the idea that translation of whole sentences makes the students to get a widen vocabulary knowledge more effectively, powerfully and deeply because they need to examine all the parts of the sentences in detail. In addition, he claimed that the students who study or read by translating the texts to enlarge the size of their vocabulary in the target language use both short and long term memory than those who do not use translation in the language learning continuum.

Research Question 3: Can translation be used as a vocabulary learning strategy to make the vocabulary learning process more attractive or to motivate students? Translation shows a positive effect by encouraging the learners in the foreign language classes. The students take a more active role in their language learning process, interact and practice with their friends, feel more comfortable to ask questions when the teacher mediates the class translating the words or sentences that the students do not know. The foreign language learners find it hard to comprehend when the L1 use is prohibited or limited since they are not native speakers of the target language. Unless they benefit from bilingual dictionaries or from the books that contain the meaning of particular expressions, they cannot have comprehensive knowledge of lexicology in the target language. In his study, Liao (2006) revealed that university students use translation strategies to learn vocabulary and other language skills. As the students state, translation

enriches their conceptions in both languages, widen their thoughts, make their language skills stronger, and make them learn various expressions in the target language.

Nevertheless, the students may not be aware of the role of translation in vocabulary learning. In that case, the teachers should lead to them. As Biçer (2003) stated, "… learners learn better if they are in control of what they are learning; they need to be encouraged to talk about their aims and set their goals. Thus, instructors should not act as mere knowledge dispensers, but as facilitators and mediators." The students obtain an excellent vocabulary learning performance when they are exposed to extend reading activities. Krashen (1989) claimed that his students, who were busy reading outside the school lessons, became more successful at the general language exams, and a considerable increase was seen in their vocabulary size. In the light of these findings, parallel with the data obtained from the "VST pre-test and post-test" results of this study, there is a considerable increase in the "experimental group" vocabulary size after translation activities. Furthermore, the results of the "pre-test and delayed post-test" support the results of VST. When analysing the results of the "delayed post-test" of the "experimental group," it is understood that translation helps the students to remember the words they learnt more easily. In İtem 7 of the inventory, the students mostly stated that they translate the words to understand better their meanings, that is, to remember the words quickly when they listen to new English words (*M*=3,89). "The results of in-school free reading programs also demonstrate that more comprehensible input results in more vocabulary acquisition" (Krashen, 1989). In addition, the students who read a text and translate it, are able to recall the words more than the students who do not. This is because the students, who do not translate, guess the general meaning of the words they do not know, but the students who translate have to know and use the exact equal of the word to translate it into the target language (Martín-Martín, 2013).

Research Question 4: When and for what purposes do students use their L1 if they use? According to the results of the inventory presented to the students, they use translation in various ways for various purposes, such as comprehending the reading texts better, communicating with their friends more, understanding the equivalence of the word in their languages certainly. The students employ different methods such as dictionaries, electronic dictionaries, computer programs, subtitles in video films, reading the meanings of the idioms mutually in both languages, storing the meanings of the words on the small notepapers, and the like. Many teachers avoid translation as they

think it takes so much time to be busy with it. However, thanks to developing technological tools, students can translate as quickly as possible. In addition, teachers can mediate the learning process by designing competitions among the students to encourage and endear them or can give some entertaining activities.

Foreign language learners have an advantage as having already known at least one more language. Since childhood, people learn the meanings or the contents of the concepts. However, in foreign language learning, the learners just learn the words that equal to those meanings. Thus, through translation, they try to discover the equivalence of the words. As understood from the inventory results, most of the students store the English words by recalling their Turkish translation. Sometimes, translation is used for entertainment. The language learners take pleasure more when they watch a film or a video in their native languages. So they prefer to watch films with subtitles. When they are asked, "do you use Turkish subtitles when watching movies or television" in İtem 9, most of them approved that. Most of them also use translation to confirm if they understand the subject correctly. Furthermore, when they are demanded to write a topic or a composition in English, most of them state that they first think the subject in Turkish then try to translate their thoughts into English, as mentioned in İtems 4, 5, and 6. When communicating, also, most of the students generally set the forms in Turkish and then start to speak in English, translating them from Turkish into English. On the contrary, the students sometimes translate the forms into Turkish to remember them during the conversation process.

5.3. Implications and Recommendation for Further Studies

Kumaravadivelu (1991) asserted that, "The more we know about the learners' personal approaches and personal concepts, the better and more productive our intervention will be" (p.107). This study reveals some pedagogical results that teachers should consider while organizing their lessons. While most teachers tend to refuse to include the native language of the students in English lessons, students feel encouragement employing translation to improve themselves in English. For this purpose, instead of completely ignoring the first language's role, teachers should give a chance for translation, while the students are learning language skills, vocabulary, and sentence structures. Regarding the significance of the role of translation, this research can be verified to be carried out with more English language learners as the study benefitted from only 42 students. The population and study field can be widened. The population of the current study consists of

the students, all of whom are at the same level. In further studies, the participants can be chosen among the students who are from all types of English language levels. Teachers should not prohibit students from using translation because it provides them to develop their language skills, vocabulary knowledge, reading comprehension, and the like.

Moreover, this study was carried out with the students, who use the same native language in the classroom. The future study can consist of the students who have different kinds of native languages, and English is the unique common language for them. Also, this study focused on translation as a vocabulary learning strategy; however, translation is associated with all language skills. In further studies, the influence of translation on other skills can be examined in detail.

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7. APPENDICES

Appendix 1. Ethic Committee Approval of Çağ University

T.C
ÇAĞ ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU

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PROGRAM ADI	Yüksek Lisans
BİLİM DALININ ADI	İngiliz Dili Eğitimi
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	Tez
İSTENDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2019 / 2020 - GÜZ DÖNEMİ KAYDINI YENİLEMEDİM / YENİLEDİM.
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	Role of Translation on Learning Vocabulary
TEZİN AMACI	The aim of this study is to investigate the role of translation on learning vocabulary in Foreign language, contribution of translation to learning vocabulary, whether translation is a good kind of strategy to improve vocabulary learning process, to try to understand the cognition of English language teachers toward use of translation in the process of learning vocabulary.
TEZİN TÜRKÇE ÖZETİ	Son yıllarda tercümenin İngilizce dil sınıflarında etkisini kaybetmesi münakaşalı bir mevzu haline gelmiştir. Bu sebeple bu çalışmada tercümenin İngilizce dil öğreniminde kelime öğrenimine katkısı, tercümenin kelime öğrenme yöntemi olarak kullanılması ve İngilizce öğrenenlerin tercümenin önemi hakkındaki düşünceleri araştırılacaktır. Çalışmanın evreni Bingöl Üniversitesi İngiliz Dili ve Edebiyatı Bölümü hazırlık sınıflarından seçilen 42 öğrenciyi kapsamaktadır. Tercümenin kelime öğrenme sürecindeki etkisini değerlendirmek amacıyla bu çalışmada ön testler, son testler, ertelenmiş son testler, kelime ölçüm testleri ve anket uygulanacaktır.
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER / KURUMLARIN ADLARI	Bingöl Üniversitesi Fen Edebiyat Fakültesi İngiliz Dili ve Edebiyatı Bölüm Başkanlığı
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI - ŞUBESİ / MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	Bingöl Üniversitesi Fen Edebiyat Fakültesi İngiliz Dili ve Edebiyatı Bölüm Başkanlığı Prof. Dr. Mehmet ÇİFTÇİ - Fen Edebiyat Fakültesi Dekanı - mciftci@bingol.edu.tr Prof. Dr. Hikmet TAN - İngiliz Dili ve Edebiyatı Bölüm Başkanı - Tan_447@yahoo.de Adem ALTUNER - Şef - aaltuner@bingol.edu.tr
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER	Bingöl Üniversitesi Fen Edebiyat Fakültesi İngiliz Dili ve Edebiyatı Bölümü Hazırlık A ve B sınıflarına Kelime Ölçüm Testi, ön test, son test ve ertelenmiş son test uygulanacaktır.
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇEKLERİN UYGULANACAĞI	Vocabulary Size Test adopted from the test of Schmit Pre-test, Post-test, Delayed Post test Inventory for Translation as a learning strategy adopted from Liao

EKLER (ANKETLER, ÖLÇEKLER, FORMLAR ..... GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) Vocabulary Size Test, 2 Sayfa 2) Pre-test, 2 sayfa 3) Post test, 2 sayfa 4) Delayed post test, 2 sayfa 5) Inventory for Translation as a learning strategy, 2 sayfa

ÖĞRENCİNİN ADI - SOYADI: Adnan AYDINTÜRK	**ÖĞRENCİNİN İMZASI: Enstitü Müdürlüğünde kalan asıl sureti imzalıdır.**	**TARİH:** 25 / 11 / 2019

TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU

1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.

2. Anılan konu ..... faaliyet alanı içerisine girmektedir.

1.TEZ DANIŞMANININ ONAYI	**2.TEZ DANIŞMANININ ONAYI (VARSA)**	**SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI**	**A.B.D.BAŞKANININ ONAYI**
Adı - Soyadı: Adnan BİÇER	Adı - Soyadı:	Adı - Soyadı: Murat KOÇ	Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ
Unvanı : Dr. Öğr. Üyesi	Unvanı :	Unvanı : Doç. Dr.	Unvanı : Prof. Dr.
İmzası : Enstitü Müdürlüğünde kalan asıl sureti imzalıdır.	İmzası :	İmzası : Enstitü Müdürlüğünde kalan asıl sureti imzalıdır.	İmzası : Enstitü Müdürlüğünde kalan asıl sureti imzalıdır.
25 / 11 / 2019	..... / ..... / 20.....	25 / 11 / 2019	25 / 11 / 2019

ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER

Adı - Soyadı: **Mustafa BAŞARAN**	Adı - Soyadı: **Yücel ERTEKİN**	Adı - Soyadı: **Deniz Aynur GÜLER**	Adı - Soyadı: **Ali Engin OBA**	Adı - Soyadı: **Mustafa Tevfik ODMAN**	Adı - Soyadı: .....
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : .....
İmzası : Enstitü Müdürlüğünde kalan asıl sureti imzalıdır.	İmzası : Enstitü Müdürlüğünde kalan asıl sureti imzalıdır.	İmzası :	İmzası : Enstitü Müdürlüğünde kalan asıl sureti imzalıdır.	İmzası :	İmzası : .....
25 / 11 / 2019	25 / 11 / 2019	..... / ..... / 20.....	25 / 11 / 2019	..... / ..... / 20.....	..... / ..... / 20.....
Etik Kurulu Jüri Başkanı - Asıl Üye	**Etik Kurulu Jüri Asıl Üyesi**	**Etik Kurulu Jüri Asıl Üyesi**	**Etik Kurulu Jüri Asıl Üyesi**	**Etik Kurulu Jüri Asıl Üyesi**	**Etik Kurulu Jüri Yedek Üyesi**

Adı - Soyadı:		
Unvanı :	**OY BİRLİĞİ İLE** ○	**Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/ Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, 23 / 12 / 2019 - 10 / 01 / 2020 tarihleri arasında uygulanmak üzere gerekli iznin verilmesi taraflarımızca uygundur.**
İmzası :	**OY ÇOKLUĞU İLE** ●	
..... / ..... / 20.....		
Etik Kurulu Jüri Yedek Üyesi		

Appendix 2. Inventory

Name Surname: Students Nu: Age: …. Gender: M / F

Inventory for Translation as a Learning Strategy

Dear participant:
Thank you for your kind participation. The purpose of this inventory is to reveal what is the role of translation on vocabulary learning or teaching in English as a Foreign Language. This inventory has no effect on your course points, yet will be used only for scientific studies. Please do not hesitate to answer the questions. Good lucks.

Res. Asst. Adnan AYDINTÜRK

Turkish Version of the Inventory for Translation as a Learning Strategy (AITLS)					
1. When I read a text in English language, I first mentally translate it into Turkish language to grasp its Meaning.	1	2	3	4	5
2. I read the available translations in Turkish to understand the textbook articles written in English.	1	2	3	4	5
3. When I finish reading articles in English, I use their available translation into Turkish to make sure that I understood them correctly.	1	2	3	4	5
4. To write in English, I first try to fully understand the topic in Turkish as my native language.	1	2	3	4	5
5. Writing in English begins by thinking first in Turkish followed by translating my ideas into English.	1	2	3	4	5
6. I prepare Turkish outlines to write my compositions in English.	1	2	3	4	5
7. I listen to English words and phrases by translating them into Turkish, which helps myself understand their meanings.	1	2	3	4	5
8. I read the texts translated into Turkish before I start listening to instructional tapes or compact disks in English.	1	2	3	4	5
9. When watching movies or television programs in English, I read the Turkish subtitles to make sure that I correctly understand them.	1	2	3	4	5
10. I listen to or read news in the first place in Turkish because it improves my understanding of radio or TV news in English.	1	2	3	4	5
11. When I speak English, I first mentally construct what I want to say in Turkish and then translate it into English.	1	2	3	4	5
12. When I have a conversation in English, I translate the words, which I forget, into Turkish to keep the conversation going.	1	2	3	4	5
13. I store the meaning of new English vocabulary words in my	1	2	3	4	5

memory by recalling their translations in Turkish.					
14. I learn English grammar by explaining the English grammar rules from English into Turkish.	1	2	3	4	5
15. I translate grammatical terms (tenses, etc.) from English into Turkish to help myself define the functions of grammatical parts of English phrases.	1	2	3	4	5
16. I read the translations of idioms and phrases in Turkish to help myself learn them in English.	1	2	3	4	5
17. When I learn English, I refer to English- Turkish dictionaries.	1	2	3	4	5
18. When I learn English, I use Turkish -English dictionaries.	1	2	3	4	5
19. I use an online translation of English words and phrases to help myself learn them.	1	2	3	4	5
20. I ask other people to translate into Turkish something I fail to grasp in English to help myself understand it correctly.	1	2	3	4	5
21. I ask questions to find out how a Turkish expression, proverb or idiom can be correctly translated into English.	1	2	3	4	5
22. When the English teacher chooses articles for reading, I work with my colleagues in the class to translate them into Turkish.	1	2	3	4	5
23. I keep translating my thoughts in mind from Turkish to English in different life situations to help improve my English.	1	2	3	4	5
24. I take notes in Turkish in my English class.	1	2	3	4	5
25. I write Turkish translations of words in my English textbooks.	1	2	3	4	5
26. I use translation to figure out the similarities and differences between Turkish as native language and English as a foreign language.	1	2	3	4	5
27. When I read English, I try to understand the meaning of what I read without translating it into Turkish.	1	2	3	4	5
28. When I speak English, I think of I want to say in English without thinking first in Turkish.	1	2	3	4	5
29. If I fail to understand an English text or topic, I use an online translation into Turkish to help myself understand its meaning.	1	2	3	4	5
30. My English improves as my learning goes on at the university, but I still use translation in my English class.	1	2	3	4	5

Appendix 3. Vocabulary Size Test

(Taken from the students' course book)

Match the word in the left column with its meaning in the right column. Write the number of that word next to its meaning. Here is an example.

1. business	____ part of a house
2. clock	____ animal with four legs
3. horse	____ something used for writing
4. pencil	
5. shoe	
6. wall	

You answer it in the following way.

1. business	**6** part of a house
2. clock	**3** animal with four legs
3. horse	**4** something used for writing
4. pencil	
5. shoe	
6. wall	

Now try to do every part of the test.

The 3000 word level

1. bull	1. ___formal and serious manner
2. champion	
3. dignity	2. ___building where valuable objects are shown
4. hell	
5. museum	3. ___winner of a sporting event
6. solution	

1. blanket
2. contest
3. generation
4. merit
5. plot
6. vacation

4. ___holiday
5. ___wool covering used on beds
6. ___good quality

1. comment
2. gown
3. import
4. pasture
5. nerve
6. tradition

7. ___ long formal dress
8. ___parts of the body which carries feeling
9. ___goods from a foreign country

1. administration
2. angel
3. frost
4. herd
5. fort
6. pond

10. ___group of animals
11. ___managing business and affairs
12. ___spirit who serves God

1. atmosphere
2. counsel
3. factor
4. hen
5. lawn
6. muscle

13. ___advice
14. ___female chicken
15. ___a place covered with grass

1. abandon
2. dwell
3. oblige
4. pursue
5. quote
6. resolve

16. ___live in a place
17. ___leave something permanently
18. ___follow in order to catch

1. assemble
2. attach
3. peer
4. quit
5. scream
6. toss

19. ___look closely
20. ___cry out loudly in fear
21. ___stop doing something

1. drift
2. endure
3. grasp
4. knit
5. register
6. tumble

22. ___suffer patiently
23. ___hold firmly with your hands
24. ___join wool threads together

1. brilliant
2. distinct
3. magic
4. naked
5. slender
6. stable

25. ___thin
26. ___without clothes
27. ___steady

1. aware
2. blank
3. desperate
4. normal
5. striking
6. supreme

28. ___usual
29. ___best or most important
30. ___knowing what is happening

Appendix 4. Pre-Test

(Taken from the students' course book)

Name Surname: Students Nu: Age:…. Gender:…

READING COMPREHENSION AND VOCABULARY TEST

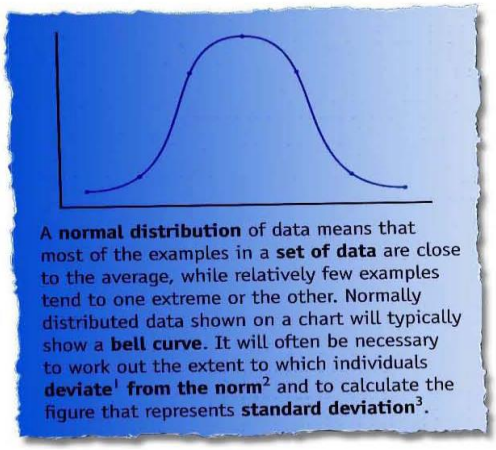
Dear participant:

Thank you for your kind participation. The purpose of the questionnaire is to explore your reading comprehension and vocabulary. This test will not affect your course points, yet will be used only for scientific studies. Please do not hesitate to answer the questions. Good lucks.

Res. Asst. Adnan AYDINTÜRK

A **Basic statistical terms**

Notice the key vocabulary in these three short texts about statistics.



A **normal distribution** of data means that most of the examples in a **set of data** are close to the average, while relatively few examples tend to one extreme or the other. Normally distributed data shown on a chart will typically show a **bell curve**. It will often be necessary to work out the extent to which individuals **deviate**[1] **from the norm**[2] and to calculate the figure that represents **standard deviation**[3].

Six children are 7, 8, 8, 8, 11 and 12 years old. Their **average** age is 9 years old (the **sum** of their ages divided by six). The **mode** (the most frequent value) is 8. The **median** is 9.5 (the **halfway point** between the two **extremes** of the **range**).

Statisticians are often concerned with working out **correlations**[4] – the extent to which, say, left-handedness **correlates with** intelligence. They must ensure that any data they collect is **valid**, i.e. that it is measuring what it claims to measure – all the subjects in the **sample**[5] must be appropriately and accurately assessed as left- or right-handed, for example. The figures must also be **reliable**, i.e. they would be **consistent**[6] if the measurements were repeated. Usually, statisticians hope that their calculations will **show/indicate a tendency**, e.g. that left-handed people will be shown to be **significantly**[7] more intelligent than right-handed people.

[1] differ [2] the average [3] average difference from the norm [4] connections, often as cause and effect [5] the subjects of the experiment or group representing the total population measured [6] the same [7] noticeably

B **A probability[1] problem**

Notice the vocabulary in this problem from a statistics textbook.

Sue picks a card **at random**[2] from an ordinary pack of 52 cards. If the card is a king, she stops. If not, she continues to pick cards at random, without replacing them, until either a king is picked or six cards have been picked. The random **variable**[3], C, is the total number of cards picked. Construct a **diagram** to illustrate the possible **outcomes**[4] of the experiment, and use it to calculate the **probability distribution**[5] of C.

[1] likelihood of something happening [2] by chance [3] number or element of a situation that can change [4] results [5] assessment of probabilities for each possible value of C

C **Other useful nouns for talking about statistics**

In a class of 8 women and 4 men, what **proportion**[1] are male? Answer: one third
In the same class what is the female to male **ratio**[2]? Answer: 2:1
The figures show a **trend**[3] towards healthier eating habits.
The study investigates the increase in the **volume**[4] of traffic on the roads.

[1] number compared with another number [2] relationship between two numbers showing how much bigger one is [3] change in a particular direction [4] amount, quantity

ERROR WARNING

We say 10 **per cent** (NOT ~~the 10 per cent~~ or ~~10 percentage~~) of students got an A for their exam but the **percentage** of students achieving an A has increased.

Exercises

26.1 **Complete the sentences.**

1 The six subjects who took the test scored 24, 22, 16, 16, 16, and 14 points out of 30. The ..... was 16. The ..... score was 19 and the ..... score was 18.
2 The ..... of all donations to the charity in 2003 was $3,938. The smallest donation was $10 and the largest was $130. Most were around the ..... point of $60.
3 Each questionnaire item asked respondents to choose one of a ..... of six options, with the two ..... being 'very dissatisfied indeed' and 'completely satisfied'.

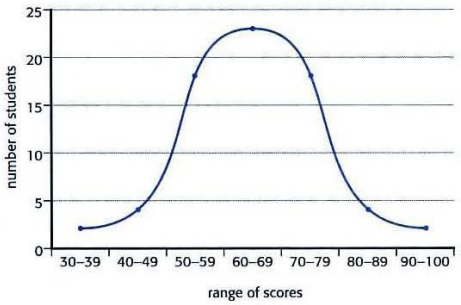
26.2 **Use the correct form of the words in the box to complete this text.**

distribute trend significant probable random correlation outcome vary

Life insurance companies base their calculations on the laws of ....., that is they assess the likely ....., given the different ..... such as age, sex, lifestyle and medical history of their clients. The premiums are therefore not chosen at ..... but are carefully calculated. The ..... of ages at which death occurs and causes of death are studied to see if they ..... with other factors to be taken into account in setting the premiums. Naturally, the companies also monitor social ..... and react to any changes which might ..... affect mortality rates.

26.3 **Answer the questions.**

1 There are 12 male students and 6 female students in the class. What is the **ratio** of males to females? And what **proportion** of the class is male?
2 If I am collecting data on course choices among second-year undergraduates and my **sample** is too small, what exactly do I need to do?
3 If my data show that students have a **tendency** to choose the type of clothing their friends choose, does it mean that they always, often or rarely choose similar clothes?
4 If I repeat the same experiment three times and the results are not **consistent**, is my method **reliable**?
5 If 20 out of 200 students fail an exam, what **proportion**, in percentage terms, failed?
6 If the **average score** in a test is 56, and Barbara scores 38, by how many points has she **deviated from the norm**?
7 If the **volume** of court cases increases, what changes: the type of case, the size of each case or the total number of cases?
8 What does **standard deviation** tell us? (a) What the standard of something is, (b) what the norm is, or (c) what the average difference from the norm is?
9 If a general survey of teenage eating habits asks questions about what teenagers eat for breakfast and lunch, is the survey likely to be **valid**?
10 Here is a graph showing how many students got scores within each 10-mark band in a biology test. Are the scores **normally distributed**? What is the shape of the graph called?



FOLLOW UP What kinds of statistical data are likely to be discussed in your discipline? Find a relevant chart, graph or table and write about it using some terms from this unit.

Appendix 5. Post Test

The magicians trying to change the world – one card trick at a time

Claire Armitstead

9 September, 2019

In 1876, a magician called Professor Hoffmann wrote a book for boys, *Modern Magic*. It explained how magic tricks were performed. He believed young people should learn to perform magic because it would be useful in their jobs. One present-day magician, Will Houstoun, tells me, "Magic teaches you to stand in front of a room and talk and solve problems." Today, a new generation of magicians are using magic to help make a better world.

The 'magic humanitarian' *Jamie Balfour-Paul*

Balfour-Paul, whose stage name is Jamie Jibberish, is a former charity worker who performs magic shows for children in refugee camps in the Middle East and Africa. He travels with a wooden box he bought years ago in Egypt. "I try to put everything into that box, and I choose props that the children know – newspapers, bottles, ropes," he says. He has set up a charity called Magic for Smiles. "Living in a place where your parents don't have any status and there's no room to play is very stressful for children. Entertainment brings happiness to the children, but magic also helps with concentration, creativity and communication. Money is a problem, and it's quite a lonely life; just me driving around alone. But it's worth it to see the children's happy faces."

The student magician *Cat Lee*

"At 19, I couldn't cook or pour a drink and I'd never eaten with a knife and fork," says Cat Lee. She is now a confident 22-year-old law graduate with cerebral palsy. The turning point in her life was when she went to a summer camp for young people with hemiplegia, an illness that means one side of the body can't move. The camps are run by Breathe Arts Health Research, a charity set up by a group of magicians who believed the dexterity used in magic tricks could be used to help young people with hemiplegia. They discovered that some children could make life-changing progress in coordination – and confidence – in just two weeks. Cat left the ten-day course able to build an independent life and now helps younger children at the camps. She says learning to perform magic tricks helped her to overcome the difficulties she has from her cerebral palsy. "I can never thank them enough," she says with tears in her eyes.

The medical magician and the surgeon *Will Houstoun and Roger Kneebone*

Roger Kneebone is a surgeon. He runs a master's course in surgical education at Imperial College, London, with Will Houstoun, one of the UK's top close-up magicians. In 2014, they started working together to investigate the similarities between magic and surgery. "First, I was looking at dexterity because both magic and surgery involve quick and complicated hand movements," says Kneebone, "but most of a surgeon's time isn't spent in the operating theatre." There are things you need to do to make a magic trick work. "If you want someone to look at an object, look at it. If you want them to look at you, look at them," Houstoun says.

A surgeon must listen to a patient and make judgements and take notes at the same time. Like in a magic show, they need to create a connection with the patient. For the patient, it's the difference between feeling heard and safe, or just being another statistic, Kneebone says.

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First published in *The Guardian*, 09/09/19

Name Surname: **St. No:** **Age:**
Gender:

Dear Participant;

Thank you for your kind participation. The aim of this study is to explore your reading comprehension and vocabulary. Results of this test will NOT affect your course points, yet will be used only for scientific purposes. Please do not hesitate to answer the questions. Good Lucks. Res. Asst. Adnan AYDINTÜRK

Section 1.
Key words

Match the key words with the definitions. Then find them in the item to read them in context. The section numbers are given to help you.

Dexterity	**coordination**	**status**	**perform**	**props**

1. do something in front of an audience to entertain them, for example sing or do a magic trick _____ (intro)
2. objects used on stage or during a show _____ (section 1)
3. the legal position of a person, country etc _____ (section 1)
4. be very good at doing clever things with your hands _____ (section 2)
5. the ability to control the movements of different parts of your body so that they work well together _____ (section 2)

Heard	**investigate**	**operating theatre**	**judgements**	**overcome**

1. succeed in dealing with or controlling a problem _____ (section 2)
2. try to find out the facts and information about something _____ (section 3)
3. a room in a hospital where doctors perform surgery _____ (section 3)
4. opinions you form after thinking carefully about something _____ (section 3)
5. listened to _____ (section 3)

Section 2.

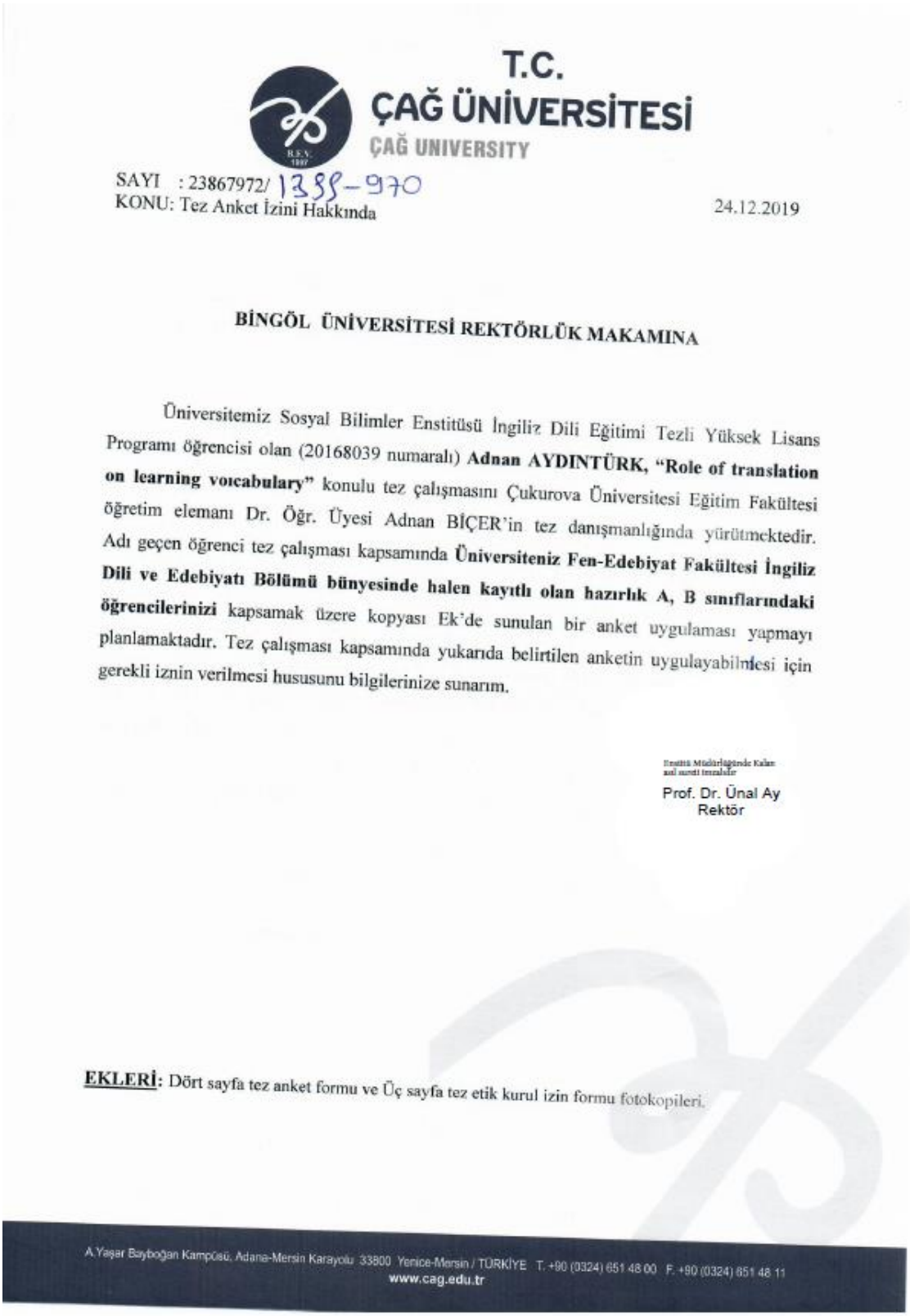
Underline these words in the item. Then match them with their meanings.

1. magician --- a. someone who leaves their country, especially during a war or other bad event
2. charity worker --- b. a doctor who performs operations where they cut open someone's body
3. refugee --- c. someone who performs magic tricks
4. graduate --- d. someone who works for an organization that helps people who are poor or ill
5. surgeon --- e. someone who has a degree from a university

Use the words to complete these sentences about the people in the item.

1. Roger Kneebone is a _____ who works with a close-up _____.
2. Cat Lee is a university _____.
3. Jamie Jibberish is a former _____ who now performs magic shows for children in _____ cam

Appendix 6. Ethic Demand of Institute of Social Sciences of Çağ University



T.C.
ÇAĞ ÜNİVERSİTESİ
ÇAĞ UNIVERSITY

SAYI : 23867972/ 1358-970
KONU: Tez Anket İzini Hakkında

24.12.2019

BİNGÖL ÜNİVERSİTESİ REKTÖRLÜK MAKAMINA

Üniversitemiz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi olan (20168039 numaralı) **Adnan AYDINTÜRK, "Role of translation on learning vocabulary"** konulu tez çalışmasını Çukurova Üniversitesi Eğitim Fakültesi öğretim elemanı Dr. Öğr. Üyesi Adnan BİÇER'in tez danışmanlığında yürütmektedir. Adı geçen öğrenci tez çalışması kapsamında **Üniversiteniz Fen-Edebiyat Fakültesi İngiliz Dili ve Edebiyatı Bölümü bünyesinde halen kayıtlı olan hazırlık A, B sınıflarındaki öğrencilerinizi** kapsamak üzere kopyası Ek'de sunulan bir anket uygulaması yapmayı planlamaktadır. Tez çalışması kapsamında yukarıda belirtilen anketin uygulayabilmesi için gerekli iznin verilmesi hususunu bilgilerinize sunarım.

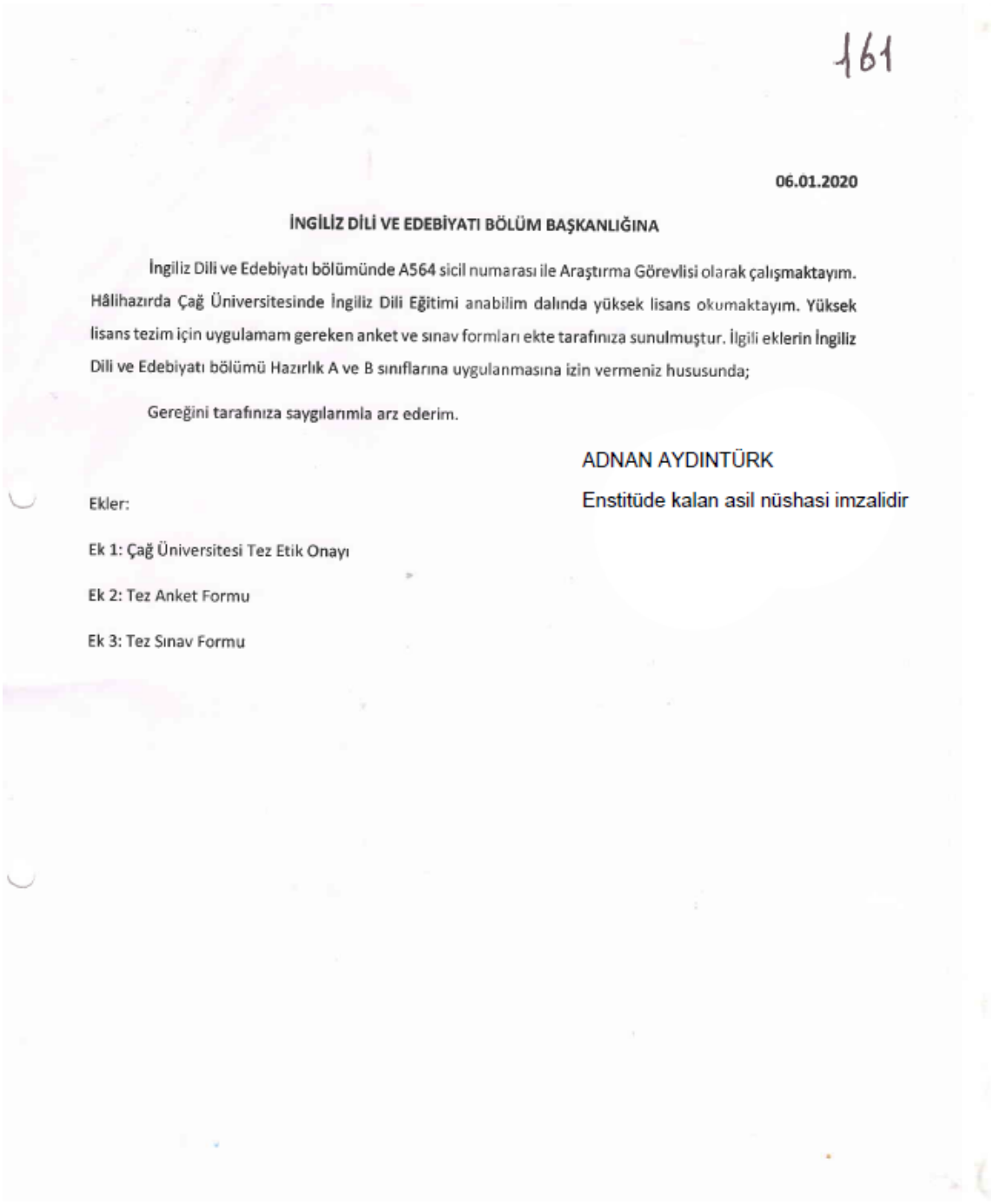
Enstitü Müdürlüğünde Kalan asıl suretti tasdiklir

Prof. Dr. Ünal Ay
Rektör

EKLERİ: Dört sayfa tez anket formu ve Üç sayfa tez etik kurul izin formu fotokopileri.

A.Yaşar Bayboğan Kampüsü, Adana-Mersin Karayolu 33800 Yenice-Mersin / TÜRKİYE T. +90 (0324) 651 48 00 F. +90 (0324) 651 48 11
www.cag.edu.tr

Appendix 7. Petition for Ethic Approval from Bingöl University



161

06.01.2020

İNGİLİZ DİLİ VE EDEBİYATI BÖLÜM BAŞKANLIĞINA

İngiliz Dili ve Edebiyatı bölümünde A564 sicil numarası ile Araştırma Görevlisi olarak çalışmaktayım. Hâlihazırda Çağ Üniversitesinde İngiliz Dili Eğitimi anabilim dalında yüksek lisans okumaktayım. Yüksek lisans tezim için uygulamam gereken anket ve sınav formları ekte tarafınıza sunulmuştur. İlgili eklerin İngiliz Dili ve Edebiyatı bölümü Hazırlık A ve B sınıflarına uygulanmasına izin vermeniz hususunda;

Gereğini tarafınıza saygılarımla arz ederim.

ADNAN AYDINTÜRK

Enstitüde kalan asil nüshasi imzalidir

Ekler:

Ek 1: Çağ Üniversitesi Tez Etik Onayı

Ek 2: Tez Anket Formu

Ek 3: Tez Sınav Formu

Appendix 8. Ethic Committee Approval of Bingöl University

Evrak Tarih ve Sayısı: 07/02/2020-E.3249

T.C.
BİNGÖL ÜNİVERSİTESİ
Fen Edebiyat Fakültesi Dekanlığı

Sayı :29087010/730.08.03/
Konu :Anket Hak.

İNGİLİZ DİLİ VE EDEBİYATI BÖLÜM BAŞKANLIĞINA

Üniversitemiz Bilimsel Araştırmalar ve Yayın Etiği Kurulu tarafından hazırlanan Bölümünüz öğretim elemanı Arş.Gör. Adnan AYDINTÜRK'e ait anket izin yazısı ekte gönderilmiştir.

Gereğini rica ederim.

e-imzalıdır
Prof. Dr. Mehmet ÇİFTCİ
Vekil Dekan

EK :
Yazı

Fen-Edebiyat Fakültesi Dekanlığı Bingöl Üniversitesi Fen Edebiyat Fakültesi Selahaddin-i Eyyübi Mah. Aydınlık Cad. No:1
BİNGÖL/TÜRKİYE
Tel:0 426 2160031 Faks:0 426 2150877
E-Posta :basinyayin@bingol.edu.tr Elektronik Ağ :www.bingol.edu.tr

Bu belge 5070 sayılı Elektronik İmza Kanununun 5. Maddesi gereğince güvenli elektronik imza ile imzalanmıştır.

Evrak Tarih ve Sayısı: 03/02/2020-E.2793

T.C.
BİNGÖL ÜNİVERSİTESİ REKTÖRLÜĞÜ

Sayı :92342550/730.08.03/
Konu :Anket Hak.

FAKÜLTELERE
(FEN EDEBİYAT FAKÜLTESİ DEKANLIĞI)

Tarafınızdan Kurulumuza sunulan "The Influence of Translation on Vocabulary Learning of ELL Preparatory Students" isimli anket çalışması Kurulumuz tarafından etik yönden değerlendirilmiştir. Değerlendirme sonucunda; söz konusu anket çalışmasının Üniversitemiz Etik Kurul Yönergesi ilkeleri çerçevesinde değerlendirilmiş ve araştırma etiği açısından "**UYGUN OLDUĞUNA**" oy birliği ile karar verilmiştir.

e-imzalıdır
Prof. Dr. Mehmet ÇİFTCİ
Kurul Başkanı

e-imzalıdır
Prof. Dr. Ali İNAN
Üye

e-imzalıdır
Prof. Dr. İbrahim Yasin ERDOĞAN
Üye

e-imzalıdır
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Prof. Dr. Sait PATIR
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Üye

e-imzalıdır
Prof. Dr. Erdal KAYGUSUZOĞLU
Üye

e-imzalıdır
Arş. Gör. Fatma ARVAS
Raportör

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8. BIOGRAPHY

Adnan Aydıntürk 1989 Yılında Ağrı'da doğdu. İlk ve ortaöğrenimini Ağrı'da tamamladıktan sonra 2007 yılında Azerbaycan Devlet Diller Üniversitesinde Lisans eğitimine başladı. Eğitim süresince gerek pratik gerekse teorik olarak alan içi birçok organizasyona katıldı. 2012 yılında lisans eğitimini başarıyla tamamladıktan sonra Bursa şehrinde tercüme ofisi açarak iş hayatına ilk adımını attı. 3 yıl boyunca tercümanlık mesleğini idame ettikten sonra Ağrı Cumhuriyet ortaokulunda İngilizce Öğretmeni olarak atandı. Lisans eğitimi süresince edindiği bilgilerini akademik sahada daha da pekiştirmek amacıyla 2016 yılında Bingöl Üniversitesi İngiliz Dili ve Edebiyatı Bölümünde Araştırma Görevlisi unvanı ile akademik hayatına başladı. Hâlihazırda aynı bölümde ve aynı unvan ile çalışmalarına devam etmektedir. Nihai olarak Çağ Üniversitesi İngiliz Dili Eğitimi Anabilim Dalında Yüksek Lisans programından mezun olmuştur.

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