

**T.C.
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF GRADUATE STUDIES**



**HOLISTIC ANALYSIS OF POSTGRADUATE THESES ON FOREIGN
LANGUAGE TEACHING IN TURKEY WITH ACTOR-TECHNIC
PERSPECTIVE 1987-2017**

DOCTOR OF PHILOSOPHY THESIS

Çağlar DEMİR

**Department of English Language and Literature
English Language and Literature Program**

April, 2020

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(Y1814.620017)**

**Department of English Language and Literature
English Language and Literature Program**

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April, 2020

ONAY FORMU





DECLARATION

I hereby declare with respect that the study “Holistic Analysis Of Postgraduate Theses On Foreign Language Teaching In Turkey With Actor-Technic perspective 1987-2017”, which I submitted as a PhD thesis, is written without any assistance in violation of scientific ethics and traditions in all the processes from the Project phase to the conclusion of the thesis and that the works I have benefited are from those shown in the Bibliography. (27/04/2020)

Çağlar DEMİR





FOREWORD

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April 2020

Çađlar DEMİR



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ABBREVIATIONS

CALL	: Computer Assisted Language Learning
UbD	: Understanding by Design
EBIT	: Information and Communication Technologies in Education
ELT	: English Language Teaching
EFL	: English as a Foreign Language
ETI	: Elaboration Theory of Instruction
EU	: European Union
FLT	: Foreign Language Teaching
DMP	: Digital Media Project
HRCS	: Hotel, Restaurant and Catering Services
MEB	: Milli Eğitim Bakanlığı (Ministry of National Education)
TPRS	: Teaching Proficiency through Reading and Storytelling
TBLT	: Task- based Language Teaching
TPR	: Total Physical Response
TEPAV	: Türkiye Ekonomi Politikaları Araştırma Vakfı (Ekonomik Policy Research Foundation of Turkey)
TPCK	: Technological, Pedagogical, and Content Knowledge
TUBITAK	: Türkiye Bilimsel ve Teknolojik Araştırma Kurumu (The Scientific and Technological Research Council of Turkey)
YOK	: Yüksek Öğretim Kurumu (Council of Higher Education)



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HOLISTIC ANALYSIS OF POSTGRADUATE THESES ON FOREIGN LANGUAGE TEACHING IN TURKEY WITH ACTOR-TECHNIC PERSPECTIVE 1987-2017

ABSTRACT

One of the most effective ways to develop new methods in language teaching is to provide integrity and coordination between science and practitioners. In this study, an analysis of the postgraduate theses on foreign language teaching by investigating what areas were focused on, which subjects were perceived as problematic, how the subjects in question changed and were discussed in the historical period, how the distribution of fields seen as problematic was by years, how the problems evolved and discussed was dealt with in detail by holistic analysis with actor-technic perspective. What is perceived as a problem in foreign language teaching and how it follows a cycle in the historical process are of great importance in terms of shaping the future studies on foreign language teaching by revealing the current situation on the subject. This analysis will arouse awareness regarding problems in using foreign languages effectively in Turkey and new methods and technics in foreign language teaching will be put on agenda. This study is of significance for academics who work on foreign language teaching in terms of observing the problematic issues and identifying which subjects were emphasized in postgraduate studies.

The more studies about foreign language teaching are done and contribute useful insights for the field, educational organizations and application areas, the more improvements about organizations are made. The general objective of this research is to analyze published postgraduate theses on foreign language teaching in Turkey. Scientific publications were analysed in terms of types, titles, context, universities, institutes, language, method (research design/research sample/data collection tools), findings and interpretations, results and suggestions. Population is composed of 302 postgraduate theses on foreign language teaching published between 1987-2017. Research is a study of complete inventory for population is used as sample in this study. 244 theses are master's theses, 58 theses are PhD theses. The data was analysed under eight categories based on the actor-technic perspective (teacher, student) with holistic analysis. Codes were developed according to these categories. The results were discussed and concrete suggestions related to research and application were made in light of the findings. Academics who do research on foreign language teaching will benefit from this study for it presents a comprehensive report and analysis about foreign language teaching in Turkey and serves a useful purpose in inspiring the researchers about new solutions to this problematic area in Turkey.

Key Words: *Foreign language, Postgraduate Theses, Holistic Analysis, Actor-Technic Perspective*



TÜRKİYE'DE YABANCI DİL ÖĞRETİMİNE İLİŞKİN LİSANSÜSTÜ TEZLERİN HOLİSTİK VE AKTÖR-TEKNİK EKSENİNDE ANALİZİ 1987- 2017

ÖZET

Dil öğretiminde yeni metodları geliştirmenin en etkili yollarından birisi bilim dünyası ve uygulayıcıları arasında koordinasyon ve bütünlüğü sağlamaktır. Bu çalışmada, yabancı dil öğretimi üzerine yapılan lisansüstü tezlerin analizi yapılarak hangi alanlara odaklanıldığı, hangi konuların problemleri olarak algılandığı, sözkonusu konuların nasıl değiştiği ve tarihsel süreç içinde nasıl tartışıldığı, problemleri olarak görülen alanların yıllara göre dağılımının nasıl olduğu, problemlerin nasıl geliştiği ve tartışıldığı aktör teknik ekseninden bütüncül analiz ile detaylı bir şekilde ele alınmıştır.

Yabancı dil öğretiminde nelerin problem olarak algılandığı ve bu durumun tarihsel süreç içerisinde nasıl bir döngü takip ettiği konuya ilişkin mevcut durumun ortaya konması suretiyle dil öğretimine ilişkin gelecekte yapılacak akademik çalışmalara yön verilmesi anlamında büyük önem taşımaktadır. Yabancı dil öğretimine ilişkin çalışmaların alana, eğitim kurumlarına ve uygulama alanına katkılarının olduğu oranda bireysel ve kurumsal anlamda önlemler alınarak Türkiye'de yabancı dillerin etkili şekilde kullanımında yaşanan sorunlara ilişkin farkındalık artacak ve öğretimde farklı metod ve tekniklerin kullanımında değişim süreci gündeme gelecektir. Bu çalışma, yabancı dil öğretimi alanında çalışan akademisyenler için kendi alanlarındaki lisansüstü çalışmaların hangi konularda yoğunlaştığını, hangi alanda sorunların daha yoğun yaşandığını gözlemlemeleri açısından da önemlidir.

Bilimsel yayınlar tür, başlık, üniversite, bölüm, içerik, yöntem, bulgular ve yorumlar, sonuçlar ve önerileri bağlamında incelenerek analiz edilmiştir. Yabancı dil öğretimi ile ilgili ne kadar fazla çalışma yapılır ve bu çalışmalar alana, eğitim kurumlarına ve uygulama alanlarına ne kadar fazla katkıda bulunur ise, kurumlarla ilgili o kadar fazla gelişme gerçekleşir. Bu araştırmanın genel amacı, Türkiye'de yabancı dil öğretimi üzerine yayınlanan lisansüstü tezleri incelemektir. Araştırma evrenini Türkiye'de yabancı dil öğretimine ilişkin 1987-2017 yılları arasında yayınlanmış 302 lisansüstü tezdən oluşmuştur. Çalışmada evren, örneklem olarak kullanıldığından, araştırma bir tam sayım çalışmasıdır. Tezlerin 244'ü yüksek lisans, 58'si doktora tezidir. Başlıklar, türler, üniversiteler, bölümler, içerikler, yöntem, bulgular ve yorumlar, sonuçlar ve önerileri olarak 8 kategoride bütüncül analiz ile aktör-teknik (öğretmen, öğrenci) açısından analiz edilmiştir. Kodlamalar bu kategoriler doğrultusunda yapılmıştır. Analizler doğrultusunda sonuçlar tartışılıp elde edilen bulguların ışığında Türkiye'deki yabancı dil öğretimi ile ilgili araştırma ve uygulamaya dönük somut öneriler sunulmuştur. Bu çalışma, Türkiye'de yabancı dil öğretimi hakkında kapsamlı bir rapor ve analiz sunarak Türkiye'deki bu sorunlu alan için yeni çözümler konusunda araştırmacılara ilham vererek faydalı bir amaca hizmet etmektedir.

Anahtar Kelimeler: *Yabancı dil, Lisansüstü tezler, Bütüncül Analiz, Aktör-teknik Perspektif*



1. INTRODUCTION

This chapter includes the research background, problem statement, sub-problems, rationale and significance of the present study. The main focus of the study is to make holistic analysis of the published graduate theses on language teaching in Turkey.

1.1 Research Background

Access to information, due to scientific advancements, is continually increasing with expanded global digital capabilities. Digital access has enabled information to flow beyond national boundaries giving insight into the cultures, lives and aspirations of people around the world. Changes in personal and social lives affect life styles and way of dealing with subjects and events. The necessary skills needed to exist in vocational and educational pursuits have also changed. It is no longer to be only sufficient in Turkish language if one wishes to achieve success in Turkey. Using foreign languages well in terms of understanding, reading, writing and speaking has therefore become a necessity. It has become more important for students to learn foreign languages in the institutions of education. A school that is successful in language teaching has become a priority for students and parents. In addition, school administrators' and teachers' adapting themselves to changing conditions and developing new teaching methods are of considerable significance. One of the most effective ways to develop new methods in language teaching is to provide integrity and coordination between science and application.

In today's world, English is accepted as the internationally accepted language of politics, commerce and science. Study of the English language entered the curriculum of the Turkish education system in the Tanzimat Period during the second half of the nineteenth century, which marks the beginning of the movement towards Westernization in the education system (Kırkgöz 2007). This period was succeeded by the Republican period from 1923 to 1997. The third

phase in the history of English teaching in Turkey started with the 1997 Education Reform, which brought about drastic changes and developments to the educational system, and in particular to the teaching of English in Turkey (Sarıçoban & Sarıçoban 2012).

As all other developing countries, Turkey has gone through an education transformation since 1980 due to the effects of globalization. As a global language, English has also become more important for the Turkish state, Turkish economy and education system as Kirkpatrick (2017) states:

English has become an essential element in the spread of political, social and educational norms as well as nurturing economic globalization...An articulated goal for higher education in Turkey is the internationalization of education, which is associated with international standards systems, and covers a wide range of services, from study abroad and recruitment of international students, to combinations of partnerships abroad, internationalized curriculum and research and scholarly collaboration.

Language studies, articles and theses provide opportunities for linguists and language educators to acquire knowledge on current scientific issues, which lead to innovative, scientific explorations in language teaching, learning, and the nature of language itself for 'it is futile to bring benefit without possessing the previously accumulated experience, and even if this accumulation is slow, the means of furthering the collection of knowledge is through scientists benefitting from one another while simultaneously following new developments in their areas that contribute to the advancement of science' (Kuhn 1962).

Various academic studies, Phd and Master's theses on language teaching in Turkey have been done in language departments of Turkish universities in order to contribute to language education in Turkey and literature. However, there lacks a context analysis of all master's and doctoral theses on language studies in Turkey. Berelson (1952) also defines context analysis as 'a compiled scientific method where written materials are analysed systematically, and then, grouped based on specific criteria in order to make information obtained available and finally, to provide a ground for future research.' Context analysis means not only compiling academic studies but also 'investigating social truth

through inferences about written, non-explicit content features of social truth.’(Arık 1992).

Context analysis helps a researcher obtain concrete assumptions about social reality from the analysis of literary texts, books, academic studies, articles and theses. Merten (cited in Sarı 2011) states that content analysis is a method which investigates social reality through inferences about the non-specific features of content from features of the significant content of social reality. In academic studies, context analysis helps ‘a researcher observe without being observed, and thus the contents being analysed are not influenced by the researcher’s presence. Information that might be difficult or even impossible to obtain through direct observation or other means can be gained unobtrusively through analysis of textbooks and other communications, without the author or publisher being aware that it is being examined...the researcher can also delve into past records and documents in order to get some feeling for the social life of earlier time. He or she is not limited by time and space to the study of only present events’ (Wallen & Fraenkel 2011). Context analysis is ‘a technique for making inferential and systematic recognition of certain characteristics of a message’ (Büyüköztürk p.266).

Though there have been various useful academic studies made upon English language teaching in Turkey, analysing all these studies and graduate theses holistically has been a neglected area. This study seeks to contribute to filling this gap by conducting a contextual analysis of all Turkish postgraduate theses published between 1987 and 2017.

1.2 Significance of The Study

- This study analyses, in detail, published postgraduate theses on foreign language teaching in Turkey using the following criteria:
- Areas of focus
- Issues perceived to be problematic
- Changes in the identified issues
- Distribution of problematic issues over the study period

Evolution of problematic issues.

The findings of this study can make a significant contribution to the debates on methodologies for improving the national language teaching system as its recommendations are based on a holistic approach. By clearly identifying the problematic issues that hamper foreign language teaching this study aims to provide clarity and bring attention to the issues that require further research. By introducing this area of research into the foreign language teaching domain this study is providing data, analysis and findings on which future research can be built and generate new contributions to scientific publications, increase knowledge and inform international debates.

It is also important to discuss postgraduate works and evaluate them from wholistic point of view. These discussions will help solve problems and enhance the next process in foreign language teaching. In body of Literature, no scientific work has been done to set forth the problems from wholistic point of view. In that respect, this work is thought to contribute to scientific publications.

1.3 Rationale of the Study

The purpose of this study is to make a holistic analysis of theses on foreign language teaching between 1987 and 2017 with an actor-technic perspective using the following questions as a guide:

- Which areas do theses on foreign language teaching center upon?
- Which issues in theses are perceived as problematic?
- How is the distribution of areas seen as problematic by years?
- How have the subjects and problems evolved in the historical process?
- What subjects in theses are discussed?
- Deficiencies in language teaching were determined and set forth wholistically.
- By discussing the problems and suggestions in the theses on language teaching in terms of actors (student, teacher), teaching methods and

techniques, a route was mapped out to contribute to solutions of problems in terms of actors.

Another objective is to make it easy for studies in the future to give inspiration, and to make use of the richness of results and suggestions in these previous studies.

In the theses analysed, the problems and suggestions about foreign language teaching were discussed in terms of actor and teaching methods and techniques.

1.4 Statement of Problem

In a globalized world, knowing a second language has become significant. It can be said that the English language is dominant as an international language. The parameters governing the teaching of English are changing rapidly. In this context, improving foreign language teaching in Turkey and making it successful require taking more effective decisions based on the data and having scientific knowledge on this issue. Most of the decisions made pertaining to the teaching of foreign languages are based on the contributions that research studies offer. Hence, the credibility, comprehensiveness and coordinations between the research institutions i.e. universities gain importance.

However, it is seen that in the body of literature, the analysis of postgraduate theses written on the teaching of foreign languages in Turkey with a holistic approach has not been done yet. In this study, to fill the gap in question, postgraduate studies on English teaching between 1987-2017 have been examined through content analysis. The following questions will be used to guide the study to identify the issues outlined in postgraduate theses:

What are the sections, universities, language, degree types, and titles of master programmes on foreign language education published in Turkey between 1987 and today? In that context, what are the subjects seen as problem related to foreign language education in these theses? What method was used to analyse these subjects? What are the findings related to subjects seen as problems? How were these subjects commented? What are the results and suggestions about these subjects?

1.4.1 Sub-Problems

- What are the degree types (master, doctorate)?
- What are the titles?
- What are the contents?
- What are the universities?
- What are the departments?
- What are the languages?
- What are the methods (research design/research sample/data collection tools)?
- What are the findings and interpretations?
- What are the results and suggestions of postgraduate theses regarding English Language Teaching published from 1987 to today in Turkey?
- Do the subjects, methods, findings, problems and suggestions differ by years?
- How can the problems and suggestions be discussed in terms of actor and teaching methods and techniques?

2. LITERATURE REVIEW

2.1 Foreign Language Teaching in Turkey

Language education has gained vital significance globally over the last 20 years. Developing countries, in particular, rearrange their curriculum and place more emphasis on language teaching as it is a requirement for work, social life and academic achievement. Families and young people have become aware of the fact that knowing foreign languages is a great asset as it opens doors to work life and good careers. Turkey is one of those developing countries attaching great significance to English as a second language for ‘the strategic and geopolitical status of the country makes the learning of English, the main language for international communication as well as the world’s lingua franca of science, technology and business, particularly important for Turkish citizens to enable the nation to pursue its international communication and keep up with developments in many fields in which English is the most widely used language’ (Kırkgöz 2007). There is no doubt that English is the language of global economy as Trimnell (2005) emphasizes that English is an effective means of communication among non native speakers of the language. In other words, if a French company and a German company are working on a joint project, they could use English-rather than German or French-as a working language.

Though the Ministry of National Education and universities have carried out language teaching focused policies, such as starting to teach English in primary schools increasing the hours of English classes and giving in-service training to English teachers about new teaching methods, it is still difficult to say that all students who have received university education in Turkey have advanced knowledge of a foreign language (Ünal 2017). For nearly two centuries, Turkey has dealt with teaching foreign languages (Çelebi 2006). Despite the reforms at different levels about foreign language teaching, every five years in Turkey, unfortunately, this area still continues to be problematic. Verbal comprehension

and expression of the foreign language seem to be even more problematic areas. As a result, learners from primary school to the end of the university education take second language courses for a great deal of time but cannot express themselves by bringing together a few words even at a simple level (Bozavlı 2017).

Despite the fact that different foreign language teaching methods have been followed from time to time under the influence of different educational policies, the student studying a foreign language starting from secondary school to the end of higher education unfortunately does not know the foreign language at the targeted level (Çelebi 2006). Poor teaching results could be due to a number of reasons, including not following recommended best practices outlined in the literature. According to Demirel (1990) there are ten basic principles in foreign language teaching:

- Develop four basic skills of listening, speaking, reading and writing.,
- Pre-planning teaching activities,
- From simple to complex, from concrete to abstract teaching,
- Use of audiovisual tools,
- The main language can only be used when necessary,
- Presenting a language structure at a time,
- Ensuring that the information provided is transferred to daily life,
- Ensuring effective participation of students in the classroom,
- Taking into account individual differences,
- To motivate and encourage students.

When it comes to the spread of second language education and the increase in the number of its subjects, it can be said that the process of taking English among the languages of the world, which is one of the most common languages in second language learning, extends to the nineteenth century. Great Britain, strong in political, military and economic power in the nineteenth century, remained influential until the Second World War, and after Second World War, United States became economically very powerful. The development of these

countries made English more important (Ceylan & Yorulmaz 2011). As a result, it has now become necessary for nations to learn a foreign language other than their native language.

Foreign language courses started to be taught in the Turkish education system a very long time ago and various changes were made in terms of quantity and quality in second language education programs in order to respond to changing needs and demands over time (Demirpolat 2015). Second language teaching in Turkey started to be taught at fourth grade in 1998 and lowered to second class at primary school in the 2013-2014 academic year. The weekly course schedule of the primary education institutions (elementary and junior high schools) was changed with the decision of the Board of Education of Ministry of Education, dated 25 June 2012 and numbered 69. The weekly course schedules of primary education institutions (primary and secondary) started to be applied gradually starting from the fifth grade. With this change, foreign language lessons took place twice a week from the second year of elementary school and foreign language lessons were started to be taught in the second grade for the first time in 2013-2014 education year (Ekuş & Babayiğit 2013). In the context of the educational reform in 2012, changing the curriculum of the second and eighth classes within the context of education reform, and using the communicative approach to teach English instead of teaching only grammar rules to fourth-eighth classes in primary and secondary schools, have not proven to be a solution to an inadequate language education.

The distribution of English courses, from the second grades of elementary school to twelfth grade of high school is shown in the following table. According to the classes, the intensity of the lesson is seen on the table weekly and annually (Kırkıcı & Boray 2017).

Table 2.1: Mandatory English Course Hours by Grades

Class	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
Weekly Lesson Hours	2	2	2	3	3	4	4	6	4	4	4
Annual Total Lesson Hours	72	72	72	108	108	144	144	216	144	144	144

The importance of second language education in Turkey and the problems experienced in this field for many years have been on the agenda since the foundation of the Republic (Bayraktaroğlu 2014b). Despite the reforms carried out in foreign language education, Turkey's English Proficiency Index (EPI) is in the very low range of qualification with 47.80 (Bozavlı 2017).

Although one of the most important tasks of the universities is to produce information through scientific studies and to transmit the information that produced to the public, there are not enough studies and original studies in the foreign language sections of the education faculties. At the in-service education level, in order to introduce new and contemporary teaching methods, it is necessary to give scientific information and to make practical suggestions, to explain how technological tools are used (Çelebi 2006).

2.2 The Features of Effective Language Teaching

The need to learn foreign languages increases in parallel with the improvement of inter-communal relations and the advancement of mass media. Moreover, it is still up-to-date as it was yesterday (Yaşar 1992). Today, learning a foreign language has gone beyond individual curiosity and has become a global need (Karaca 2016). In today's world where learning one language is not enough, in the process of intellectual professionalization, computer and foreign language knowledge is a *sine qua non* condition to keep up with the era.

Foreign language learning can be compared to the functioning of different organs in a human body (Arslan 2017). The studies carried out in different areas of the foreign language must also coincide and develop in a coherent manner just as the head, heart, stomach, lungs, arms and legs in the human body do their

duties in a balanced communication (Yolcu 2002). Foreign language learning is a complicated cognitive operation (Özer & Korkmaz 2016). Brown (1994) states that Second language learning is a complex process in which the variables include infinite numbers. In the process of learning a foreign language, being competent in the target language is already a very difficult process due to the complex nature of the language.

Although it is not known exactly when and where foreign language teaching started (Akin 2016), it is suggested that in the pre-literate periods, foreign language teaching was carried out by instructors who lived in the society where that language was spoken or who spoke the language (Demircan 1990, p. 141). In institutional terms, the inclusion of foreign language teaching in educational programs is a late innovation dating only from the early part of the sixteenth century (Akin 2016).

Effective language teaching lies in the motivation of teachers and learners towards language learning, developing communicative competence, empowering listening, reading, writing skills and adopting a holistic understanding in the language classes. Foreign language is taught from elementary school to university. It is always in people's lives. On the one hand, this experience is sometimes entertaining when the right methods are applied and encourage foreign language students to learn. On the other hand, grammar-focused and traditional methods and techniques make foreign language difficult to learn and negatively affect the students' motivation towards language learning, therefore students' prejudice towards learning language occurs. (Karaca 2016).

According to McDonough (2002), there are some assumptions accepted by students about the qualifications that determine whether teaching will be effective. The students come to classrooms with beliefs about learning and approaches that are useful in learning the language. Foreign language learning can occur by integrating listening, speaking, reading and writing skills (Arslan 2017). According to some academics, this integration is formed in pre-school, while other academics set forth that it is formed after the child starts school (Dickinson & Snow 1987).

In recent years, one of the concepts frequently mentioned in second language teaching is communicative competence (Yurtseven 2016). Saraswathi (2004) lists the basic principles of communicative competence, which is the generally defined such as skills such as speaking with whom, when, where and in what state. These principles are;

- The aim of second language teaching is to improve communicative competence in learners.
- A teacher is a facilitator of learning and the manager of the classroom activities.
- A learner is a kind of communicator. He/she is an active participant in the configuration process; They are involved in play, problem solving tasks and role playing.
- Language is presented to learners in the form of ongoing conversations, and elements of the language such as listening, speaking, reading and writing are introduced as a whole, rather than discrete parts.
- Errors are considered to be an inevitable part of the language learning process. Fluency in using language comes before accuracy.

Considering the fact that the listening function was first performed when the foreign language was learned and transferred later through the speech, it can be said that these four skills follow a certain order (Karaca 2016), but in class applications, listening, reading, speaking and writing skills are used together (Karapirirler 2006). The most important point to be considered here is that because the student's foreign language education is done in the same classroom atmosphere, instructional focus should not be limited to only one skill. These four skills should be integrated (Karaca 2016). It is important that a person is able to use listening, speaking, reading and writing skills which are the four basic skills required to learn a second language in a coordinated and effective way (Arslan 2017).

According to Demirel (2004), the behaviors that students are expected to develop in relation to listening are:

- Expressing and writing the outline of the text they hear,

- Expressing and writing the text in detail,
- Expressing and writing the attitudes and thoughts of the people in the text,
- Expressing where, when, and how the event in the text is mentioned in the order of occurrence,
- To be able to predict the meaning of the words in the text,
- Verbalizing and writing grammatical structures used in the text,
- To be able to guess what the text will be about by thinking over the title, image and other clues before listening,
- To be able to recognize the use of different intonation and highlights to help their explanation,
- To be able to tell other people about the text he/ she listens to.

According to Dieter (2003), writing is an activity that positively affects the language learning process. According to Littlewood (2001), one of the reasons that makes learning a foreign language complex and problematic is the effect of individual differences of learners on the learning process of language. In addition to the individual differences of the students, it can be said that the difference of the families, the difference of the schools and the difference of the environment affect the students' success in foreign languages. In foreign language education, it is necessary to use audio-visual tools so that students can easily absorb what is taught. There is no doubt that embodiment of the learning points in our minds affect the learning positively (Akin 2016). As in all disciplines, learning is permanent in foreign language teaching (Yurtseven 2016). Cajkler & Ron (2012, p.43) list the important features of foreign language teaching as follows:

- Presenting the language in a meaningful context,
- Collecting examples of language use from students,
- Making guidelines clear to everyone,
- Using various techniques,
- Performing dual studies or group work to maximize the exercise,

- Monitoring individuals or groups,
- Responding to the needs of all students, regardless of gender or talent,
- Validating and confirming when the target language is used correctly.

Ur (1992, p. 120) stresses that the most important part of the foreign language courses is that students express themselves and the characteristics of successful speaking activities are as follows:

- Activities are based on students' talk.
- Every student in class should speak.
- High motivation; the subject of activities attracts students or directs them to a purpose.

Students should be able to use the language properly while expressing themselves and to make connections between the subjects.

Reading and writing activities, which are the other components of language learning, are as important as speaking and listening activities. Reading is not just a coded version of understandings and grammar, but good readers link their knowledge and reading (Nunan 1989, p.33). According to Hengirmen (1993, p. 51), a four-step path can be followed to understand the text which is read and to explain the understood text to others:

- The text is listened with tape recorder once or twice. If there is no tape, the teacher or student reads the text aloud. The aim at this stage is to review the whole text and understand its subject.
- At the analysis stage, the text is fragmented and sentences and paragraphs are analysed in detail.
- By combining all sentences and paragraphs learned in the composition phase, the meaning of the text as a whole is revealed.
- During the control phase, the teacher asks questions to the students to check if the text is understood correctly.

Each language should have its own language structure and philosophy, and the main purpose of the language is to identify the points of separation, overlapping and affinity of the target language with oppositional solutions, and should be included among the subjects to be taught by emphasizing the differences (Tosun 1983). Because learning the rules of language is not sufficient to acquire that language (Demirkan 2008). There are five principles to be used in teaching (Çiftçi 1998):

- Language should be taught in a natural environment.
- In the instruction, the child's native language should be used.
- All courses should be used in teaching the language.
- There should be a close relationship among different language studies.
- Various course tools and equipment should be used.

General principles to be followed when teaching foreign languages can be summarized as ;

- To begin language teaching with the improvement of listening and speaking skills,
- To enable students to learn and memorize basic sentence patterns,
- To teach the language used,
- To help students to acquire new language habits,
- To teach the sounds of the learned language in the best way,
- The aim is to teach the sound and structures that are problematic between target language and native language,
- To arrange the teaching materials from easy to difficult,
- To teach new sentence patterns with known words,
- To give students the opportunity to use what they have learned,
- To give examples before presenting a new structure,
- Immediate correction of student errors at the initial level,
- To deal with one problem at a time,

- To be able to speak the target language as well as native speakers of target language.
- To teach the culture of the language taught,
- To consider individual differences within the classroom,
- To allow students to give more speech in class,
- No attempt to teach all the known linguistic points.
- To give responsibility to students and to inform students for individual studies and to ensure that these studies will respond to students' different orientations,
- To be careful to bring diversity to the course when planning the lesson,
- To measure students' achievement by asking questions about what is taught to them (Aküzel 2006).

Especially from the beginning of the twentieth century, new approaches have emerged with the claim of being able to teach the language in an appropriate way after the intercultural approach gained momentum in the Eighties (Yılmaz 2016). With the rapid progress of technology and the computer's becoming one of the most important tools of our daily lives, the use of technology in the education system and foreign language learning methods have also increased rapidly (Arslan 2017). Foreign language teaching through the Internet can relatively contribute to speaking skill of language learner and then to his/her listening skill. When computers, smartphones, and tablets are supported by the internet infrastructure, it enables the students to reach the original resources required for foreign language learning more easily and quickly. For example, a person who is willing to learn a second language can access various grammar resources from the internet in accordance with his / her interests and opportunities, develop new communication skills in the foreign language or develop vocabulary by interacting with new friends in online conversation programs (Arslan 2017). The diversity offered by the environment enables the improvement of listening, reading, writing and speaking skills in a single activity (Metek 2004).

If these learning tools are not used in a classroom environment and if the exercises on the book are made in addition to what the teacher tells, only the reading and writing skills of the language learner will be improved (Karaca 2016). A successful and effective foreign language education is carried out in language education by using written and visual resources (Karaca 2016).

There are no clear lines of demarcation among the methods used in language teaching. The most important new trends and approaches are listed below:

- Cognitive Learning Approach
- Communicative Approach
- Direct Method
- Audio-Visual Method
- Eclectic Method
- Grammar-Translation Method
- Direct Method or Indirect Method
- Mother Tongue Reinforced / Integrative Method
- Natural Method
- Audio-Lingual Method and Audio-Visual Method
- Intercultural Approach
- Suggestopedia Method
- Total Physical Response Method
- The Silent Way
- Community Language learning Method
- Task-based Method
- Content-Centered Method
- Super Learning
- Counseling language Learning
- Teaching Method through Dramatization

- Holistic method (Aküzel 2006; Larsen-Freeman 2003; Richards and Rodgers 2014 & Yılmaz 2016).

One of the most effective methods applied recently is the holistic method. This method is ‘borrowed from psychology and has been used in many fields other than linguistics’ and it stands for ‘treating what is to be learned as a whole’ (Qiang & Wolff 2011, p. 100). The holistic method is of great use in terms of ‘integrating four skills in language learning and helping students ‘overcome anxiety produced barrier to effective learning’ (Mora 2001, p. 311). If students make a lot of mistakes, that shows the fact that they make efforts to write and vocalize sentences or words in the target language. That effort is valuable and teachers of target language ‘can do much to increase students’ tolerance for error and ambiguity and their willingness to take risks and in doing so, significantly aid them in language related stress reduction’ (Mora 2001, p. 311). There is no doubt that learning is a never ending period in human beings’ lives and holistic view takes this fact and see the learners as human beings, not as “mechanical beings.” Hare (2010) summarizes the purpose of holistic education: The aim of holistic education is to develop students' skills and abilities in a challenging way as a part of their lifelong learning. Holistic education is a personal journey of discovery, beginning from formal education and continuing throughout life. Students gain different learning and life experiences from their situations and demands. It can be argued that holistic education is a good education system. However, while there remains a dominant focus on the value of a knowledge-based education system, the advantages of holistic education cannot be realized.

2.3 Current Situation in Language Education in Turkey

It is significant to provide effective second language teaching in order to develop the qualified manpower that is needed in Turkey and which is also defined in development plans. In our country, teaching English as a second language is given importance in all educational institutions from primary to higher education and different programs are tested to achieve success (Ateş & Günbayı 2017). However, when the time, labour and the costs spent on teaching foreign languages in Turkey are analysed, it cannot be said that the desired

results have been achieved. According to (EFI) English Proficiency Index (2016) in which the English language skills of adults from all over the world were tested, Turkey was in the 51st level among 72 countries, which shows that it is in the *Very Low Proficiency* category.

The inefficiency of language learning in Turkey is a result of interplay among learners, teachers of the target language and teaching material. Why it is a problematic area is questioned by academics, policy makers, language teachers, parents and students in Turkey. Dogancay, Aktuna and Kızıltepe (2005, p. 259) list the factors that affect language learning in Turkey as ‘attitudes of Turkish students towards the British and the Americans, motivational intensity, interest in foreign languages in general, attitudes towards learning English, instrumental and integrative orientation, English class anxiety, family encouragement, and feelings towards the English teacher and the English course’.

Even though the consciousness of parents and learners about the importance of language learning has increased in Turkey for the last decade, learners cannot reach the proficiency level as Karahan (2007, p. 74) states that many Turkish learners start learning English at high school; some others as early as primary school or even pre-school, yet the problem is that most of them are far from attaining the desired level of proficiency either in comprehensive or productive skills or in both.

Learners’ motivation is of a critical factor in language achievement. Gardner defines motivation as

the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language (cited in Dörnyei & Schmidt 2001). In the recent years, Turkish university students are more motivated to learn English for some reasons, such as finding a better job, finding foreign friends and living abroad. There is a significant research done by Çetinkaya & Oruç (2010) which investigates Turkish students ‘motivation to learn English at public and private universities. According to the study,

‘Students at the public and the private university are moderately motivated to learn English, although private university students’ motivation level is significantly higher than public university students. Their primary motivation to

learn English is to find a well-paying job in both private and public university. In addition to this, they want to learn English so that they can connect to the international community through media and interpersonal interactions. Private university students seem to be more interested in having interpersonal exchanges in English than public university students. This might be because of the opportunities the private university students have.'

There is an undeniable fact that in language education, teachers play crucial roles in terms of guiding, teaching and helping students overcome their psychological barriers towards the target language. Most importantly, they can be accepted as inspirers and motivators. A motivated teacher can easily motivate the demotivated students for motivation is contagious. Ozturk's study (2015) shows that English instructors at state universities in Turkey have intrinsic motivation. However, they are also demotivated because of external factors including learners, administrative issues and working conditions that have an influential role on their motivational levels.

Teachers of target language in Turkey start their profession without adequate teaching practice. In-service training and teacher development programmes help language teachers see their deficiencies and enhance their teaching skills. Studies show that training programmes are insufficient in Turkey. For instance, Kırkgöz (2008) investigates 'teachers' instructional practices, and the impact of teacher understandings and training upon the teachers' implementation of the Communicative Oriented Curriculum (COC) initiative in the context of a major curriculum innovation in teaching English to young learners in Turkish state schools. This study highlights the need to provide continuous teacher training and development opportunities, particularly during the critical first few years of the innovation process to promote the implementation of curriculum innovation in Turkish primary education.'

Learning a language also means learning a nation's culture. Language learners in Turkey like to learn about other cultures, but they also want to see their own culture in English Language Teaching (ELT) books. In this respect, course books should also reflect the culture of the learners to attract their attention to the lesson. Ilter & Güzeller (2005) states ;

‘Students from different high schools in Turkey have a tendency of learning different cultures by learning the target language. However, they believe that the course books used in EFL classrooms aim at teaching only the target language’s culture. The result appears to be very important because it shows that the students want to see some cultural values of Turkish people in their course books. Turkish students are conscious enough of the language teaching methods and they know that culture and language learning cannot be separated. Hence, English cannot be taught without British or American culture. The problem is how to select the correct cultural context. The context used in EFL classrooms should be familiar with the students.’

Turkey needs language teachers ‘who are competent and have qualified teaching skills in language teaching and pedagogical knowledge and teaching methods in foreign language teaching, taking part in decision-making processes and who follows not only the current curriculum, but also the framework curriculum’ (Yalçın 2017). We also need ‘students who have determined their goals and who exhibit consistent behaviors in line with their goals, conscious parents who support their children in line with their goals, and leading managers who adopt the school culture. Because, regardless of the level of intelligence and age, it should be remembered that students have the potential to acquire a foreign language and it should be known that they can acquire any foreign language with the right method’ (Chomsky 2016).

2.4 Scientific Studies about Foreign Language Teaching in Turkey

Academics in language departments in various universities across the world have attributed increased more importance to contextual analyses of articles and theses for the last decade. For instance, in the academic year, 2015-2016, 334 students who were selected from each education level, primary, secondary and graduate programmes in Kırşehir province were examined in terms of whether or not their academic achievement and educational status were investigated and whether or not there was a significant relationship between the academic achievement and the education level in the foreign language courses taught by Unal (2017) in middle and higher education institutions. The data was collected by the "Foreign Language Academic Achievement (YADAB) Scale" developed

by the researcher. According to the results of the research, significant difference was found in favor of female students between YADAB scores and sexes. When the academic achievement of the students was examined, it was found that there was a meaningful difference in favor of the students who attended prep. school.

Ten primary school teachers and ten English teachers were interviewed by Ekuş & Babayiğit (2013) in order to examine the opinions of English teachers about the foreign language lesson that started to be taught in the second year of elementary school. As a result of the evaluations made, it was ascertained that there are different opinions in the foreign language education in the second grade and about whether the class should be taught by class teachers or English teachers.

Acat and Demiral (2002) conducted a research in the city called Eskişehir to determine the perceptions of foreign language learners about motivation problems. This study examined what motivated them to learn languages, how it differed according to their gender and education. Students' perceptions were ascertained by scanning a sample group which represented the students going to foreign language education centers. As a result of the research, it was found that the students who were going to the public schools were more aware of the language problem they were experiencing. They want to live in Europe and have good jobs, so they prefer to go to foreign language centers.

Bozavlı (2017) investigated the perceptions of Turkish students who learn foreign languages in the language departments of universities about the learning and language competence in foreign language through social media. The sample of the research is composed of 125 students from English, German and French Language Education Departments in Kazim Karabekir Education Faculty Foreign Language Department. The questionnaire 'Participants' perceptions about the development of verbal communication skills of foreign students through social media' was conducted. According to the results of the research, foreign language learners do not think that social media can be useful for language learning and development of verbal communication skills and they perceive it as a medium of entertainment; they do not know how social media can be used for language learning; they use social media to learn language and

develop verbal competence, it is very limited and foreign language students should be educated in this field.

In order to develop proposals about more effective and useful methods for a good language education, Can & Can (2014) conducted a research and determined different problems faced in foreign language teaching in Turkey, such as students' willingness to attend English lessons, their negative views about teaching methods, insufficient second language teaching which is carried out in the high schools and universities and different problems arising from the students, teachers / lecturers, curriculum, management and families. The research revealed that there is a need for significant struggles and arrangements in the context of the student, teacher / instructor, curriculum, administration, education policies and families so as to be more effective in second language teaching in high schools and universities.

The academic study carried out by Gürsoy, Korkmaz & Damar (2013) aims to investigate the thoughts of English teachers about the age of starting foreign language learning, how the system will be carried out with children and methods used while teaching foreign language to children. The data was collected through a survey of 203 English teachers working in primary schools in seven different regions in Turkey. As a result of the research, teachers stated that they preferred the first stage (primary school) and even pre-school of the four + four + four education system as the age of starting foreign language education, and that being literate in their own language would facilitate the foreign language learning process. Teachers who think that foreign language learning should be started in preschool period stated that children are in a critical period especially for developing better pronunciation. When teachers' beliefs about teaching foreign language to children were examined, it was seen that most of them thought that foreign language teaching in primary school should be based on listening and speaking rather than grammar. It was found that they preferred listening and speaking activities in the context of visual and physical activities, songs and games rather than worksheets. They stated that it is important for children to develop positive attitudes towards learning a foreign language. For this reason, to make the classroom environment fun for children is of significance. Most of the participants mentioned the importance of

evaluating the development of children through activities and games instead of written examination methods in language learning process.

Gömlüksiz (2002) conducted a study in order to determine the adequacy of foreign language education at Fırat University. The research was applied to the second year students studying at Fırat University during the spring semester of 2000-2001 academic year. The study showed that there is a lack of interest in learning foreign languages because of the fact that there are crowded classes, inadequacy of the methods and techniques used by the instructors, lack of tools and materials. That is why, foreign language teaching could not be carried out at the desired level.

Haznedar (2010) investigates to what extent the proposals for classroom applications in foreign language teaching are adopted by primary and high school teachers. His study aims at revealing the problematic areas in which teachers experience difficulty. This study was supported by TUBITAK in the context of a research project. Data was obtained from foreign language teachers working in Istanbul. The results of the research show that teachers are in fact knowledgeable about communication-based, language-based methods, but still retain the great weight of traditional language teaching methods and techniques in classroom practice. In addition, 31.6% of the teachers found in-service training programs organized at different intervals but not followed up by seminars useless but 8.2% of the teachers found them useful, which corresponded to each of the three teachers. That means that in-service training should be reviewed in terms of context and application. Subjects such as, second language / foreign language acquisition, applied linguistics, language teaching for kids, language teaching strategies and learning styles are not taught to teachers and university students in foreign language education well.

In the study done by Rakıcıoğlu-Söylemez (2016) by scanning the documents in published reports of studies, the problems encountered in foreign language education in Turkey were discussed. For example, as the printed texts of the 2nd National Foreign Language Education Conference could not be reached, the summaries of the first and third congressional presentations in the Fourth National Second Language Education Conference which was held in Çanakkale Onsekiz Mart University in 2016 were analysed (Rakıcıoğlu-Söylemez 2016).

As emphasized in the reports many times, a conclusion was reached that English should not be seen as a lesson but a means of communication and a huge need for the future of the country. English language education should be seen as a process evaluation, not as a product evaluation. English teaching should be student, teacher and learning centered lessons. A conclusion was reached that the institutions of higher education, YOK and MEB play important roles in the implementation of the decisions taken as priority and a stable foreign language education policy has to be followed.

Erdem (2015) published a study on the frequency of use of key words in scientific articles studied in the field of teaching Turkish as a second language. The sample of the study consists of 160 scientific papers published in 56 national and international journals between 2000-2014. Document analysis method was used in the research. They were grouped according to their content using content analysis technique. The key words in the scientific articles written in the field of teaching Turkish as a foreign language are the language teaching methods, basic language skills, Turkish language teaching in Turkey and the world, qualifications of teachers and competence of students. It is classified under several different themes. As a result of the research, it was determined that between 2000 and 2014, the most studied language skill was writing. Listening was not studied at all. The low number and frequency of key words in some themes suggest that the studies related to the topic are inadequate in the given years.

A research was conducted by Temel, Kanat & Güral (2016) with the aim of analysing the thematic distribution of the master and doctoral dissertations on language development in early childhood in Turkey between the years 1995 and 2015. Qualitative research methods and techniques were employed in the study. Data was collected by employing document analysis and then analysed to obtain frequency distribution (f) for the data elements. This study includes postgraduate dissertations registered at the Thesis Documentation Center of the Council of Higher Education (YOK) accessed via the key words “language acquisition”, “language development”, “language acquisition”, and “child and language”. Ninety-one theses comprised of 75 master’s and 16 doctoral theses appropriate for the research purposes were accessed. The results indicate that

most of the theses under scrutiny explore the relationship between language development and various variables.

2.5 Summary of Related Studies

Though there have been few studies which have explored the importance of holistic analysis of graduate theses on language teaching, significant studies about content analysis of articles and theses have been done in the world.

A comprehensive research about English teaching in state schools in Turkey has been done by British Council & TEPAV (2015). In the context of Turkey National Need Analysis (TNNA) report, economic importance of English was analysed and a detailed research about English teaching practice in the class was done. In the report, it was concluded that Turkey had bad performance in terms of English teaching which stemmed from the inefficiency of education in primary and secondary schools. In addition, it was specified that the inefficiency in teaching English could adversely affect the economic development. The aim of analysing the situation was stated with comprehensive questions:

- Under what conditions is English teaching done in Turkey's private and state universities, before graduate programmes and during graduate programmes?
- How can these conditions be enhanced?

The researchers addressed these basic research questions with broad interpretation analysed English teaching in terms of five contextual levels related with each other:

- International context: globalization
- National context: medium of instruction
- Institutional context: language teaching
- Departmental context: English language teaching
- Departmental context: English as medium of instruction (British Council & TEPAV 2015, p.13).

A study done by Memiş & Erdem (2013) found that ‘there were various sources on Foreign language teaching techniques, basic principles and usage characteristics of methods, published in the Turkish language, but these studies differed from each other. The information given in these studies were inadequate and inconsistent with other studies.’

In an article written by Özmen, Cephe & Kınık (2016), ‘holistic portrait of doctoral dissertations for programs, supervisors and students was analysed. It was revealed that quantitative research designs were dominant. Among 137 doctoral dissertations, 32 offer pure quantitative research designs and 96 are based on mixed method designs. However, the studies using mixed method research designs tend to address their major research questions by referring mostly to the quantitative data. Using qualitative data as ‘quotations from participants’ in the discussion section was found to be quite common. In addition, few doctoral studies developed a theory or a model based on qualitative data.

A significant article written by Tavşancıl, Büyükturan & Özmen (2012) explores ‘the the topics of problems in postgraduate theses completed at the Institutes of Educational Sciences in Turkey. This is a qualitative study in which documentary analysis was applied. The population of research involves master's theses and doctoral dissertations completed at the Institutes of Educational Sciences at the state universities in Turkey between 2000-2008; the sample of research consists of 666 master's theses and 186 doctoral dissertations selected via stratified sampling. In this research which content analysis was applied, postgraduate theses were mostly carried out at “primary school” level, the data were mostly gathered from “students”. At both levels, the target topic dealt with most was “student”. In master's theses, most frequently “opinions” were obtained; in dissertations, “academic achievement” was the most popular variable. At both levels, it was found out that survey research was more preferred than experimental research.’

Candel-Mora & Vargas-Sierra (2013) analysed research production in Corpus Linguistics applied to translation. Contributions to corpus linguistics research, teaching and practice of translation were compiled to build a representative sample: 389 bibliographic records on corpus linguistics applied to translation.

This study deals with the identification and analysis of different data from the records: lines of research, applied and theoretical, language pairs, and in sum, if Corpus Linguistics is a well-established methodology in research in translation and in what way.

Lei & Liu (2018) explored research trends in applied linguistics from 2005 to 2016. The study investigates 'the most frequently discussed topics, the most highly cited publications, and the changes that have occurred in the research trends. The results show that while most of the frequently discussed topics have remained popular over the 12 years, some (especially sociocultural/ functional/ identity issues) have experienced a significant increase of interest, but some others (particularly certain phonological/grammatical/generative linguistic topics) have witnessed a substantial decrease of interest' (Lei & Liu, 2018).

An article written by Miin-Hwa Lim, Loi, Hashim & Liu (2015) explores 'which doctoral candidates use inter-move shifts to strategically arrive at their purpose statements, and how they employ communicative resources to construct such pivotal statements that drive their entire studies. A corpus of experimental doctoral dissertations submitted to 32 American universities within a period of 10 years is analysed in order to ascertain (i) which research purpose is presented in dissertation introductions, (ii) how preceding rhetorical segments are strategically connected with purpose statements, and (iii) the ways in which prominent lexico-grammatical structures are used to attain strategic communicative functions.'

Carter (2012) investigated paradigms, methods and statistical analyses in 58 theses published from 2008 to 2010 using content analysis. He concluded that 'though quantitative research dominated as the preferred paradigm, qualitative and mixed methods research were more highly represented when compared to previous studies investigating the paradigms used in academic journal article research. The findings of this study provide insight into research design characteristics used in recent master's student work and may benefit graduate student researchers, faculty members, academic administrators and other stakeholders providing support to master's students, particularly within the field of Second Language Teaching and Learning' (Carter 2012).

Mezquita (2016) shed light on developmental education in community analysing 31 articles published from 2010 to 2015 with qualitative content analysis. The findings in this research indicated that ‘the dominant frames associated with developmental education were human interest, economic consequences, and conflict. Among those dominant frames, three themes were identified based on their saliency- external influencers, expert authorities, and the college completion agenda’ (Mezquita 2016).

This study aims to analyse 302 postgraduate theses on language teaching in Turkey from 1987-2017 holistically and determine the inconsistencies, deficiencies and differences, and from the compiled results make concrete suggestions for improving language teaching in Turkey and also for further research.



3. METHODOLOGY OF THE RESEARCH

3.1 Methods and Techniques

The document analysis technique was used with the support of quality research technique. Document data was obtained through document analysis, which is the observation of the document by using the source of data (Flick 2009). Context analysis was used in order to comment the documents. In context analysis, data was converted to units while analysing the data (Mayring 2000). Themes were coded and categorized according to the objectives of research and the validity of data was realized by quoting directly from data (Yan & Wildemuth 2009).

3.2 Research Sample

Population is comprised of 302 postgraduate theses on foreign language teaching published between 1987-2017. Research is a study of complete inventory for population is used as sample in this study. 243 (80.46%) theses are master's theses, 59 (19.54%) theses are PhD theses. The following table is provided as an attempt to answer research question number 1.

Table 3.1: Sample Properties

YEARS	MASTER		DOCTORATE		TOTAL	
	N	%	N	%		
2017	7	77.78	2	22.22	9	
2016	15	83.33	3	16.67	18	
2015	11	78.57	3	21.43	14	
2014	15	88.23	2	11.77	17	
2013	10	66.67	5	33.33	15	
2012	13	81.25	3	18.75	16	
2011	6	60	4	40	10	
2010	21	84	4	16	25	
2009	11	78.57	3	21.43	14	
2008	14	82.35	3	17.65	17	
2007	7	87.5	1	12.5	8	
2006	19	95	1	5	20	
2005	18	100	0	0	18	
2004	7	70	3	30	10	
2003	5	50	5	50	10	
2002	9	75	3	25	12	
2001	5	62.5	3	37.5	8	
2000	7	100	0	0	7	
1999	12	70.59	5	29.41	17	
1998	5	83.33	1	16.67	6	
1997	4	100	0	0	4	
1996	5	83.33	1	16.67	6	
1995	2	66.67	1	33.33	3	
1994	2	100	0	0	2	
1993	4	80	1	20	5	
1992	2	100	0	0	2	
1991	1	100	0	0	1	
1990	1	100	0	0	1	
1989	4	100	0	0	4	
1988	1	50	1	50	2	
1987	1	100	0	0	1	
Total	244	80.79	58	19.21	302	100

- According to Table 3.1, 80.46% of the published graduate theses on foreign language teaching in Turkey are master, 19.54% of the theses are doctorate theses.
- In 2017, 77.78% of the published theses are master, 22.22% are doctorate theses.
- In 2016 and 1998, 83.33% of the published theses are master, 16.67% are doctorate theses.
- In 2015 and 2009, 78.57% of the published theses are master, 21.4% are doctorate.
- In 2014, 88.23% of the published theses are master, and 11.77% are doctorate theses.
- In 2013, 1996 and 1995, 66.67% of the published theses are master, 33.33% are doctorate theses.
- In 2012, 81.25% of the published theses are master, 18.75% is doctorate. In 2011, 60% of master theses are master, 40% are doctorate theses.
- In 2010, 84% of the published theses are master, 16% are doctorate theses.
- In 2008, 82.35% of the published theses are master, 17.65% are doctorate theses. In 2007, 87.5% of the published theses are master, 12.5% are doctorate theses.
- In 2006, 95% of the published theses are master, 5% are doctorate theses. In 2005, all of the theses are master theses.
- In 2004, 70% of the published theses are master, 30% are doctorate theses. In 2003, 50 % of theses are master, 50% are doctorate theses.
- In 2002, 75% of the published theses are master, 25% are doctorate theses. In 2001, 62.5% of theses are master, 37.5% are doctoral theses.
- In 2000, all of the published theses are master. In 1999, 70.59% of theses are master, 29.41% are doctorate theses.

- In 1997, 1994, 1992, 1991, 1990, 1989, 1987 all of the published theses are master's theses.
- In 1993, 80% of the published theses are master, 20% are doctorate theses. In 1988, 50% of theses are master, 50% are doctorate theses.

3.3 Data Sources

The literature review was conducted using material from the following sources:

Literary Reference Center,

Google Scholar,

Social Science Database (Ulakbim),

EBSCO MLA: Directory of Periodicals,

EBSCO MLA: International Bibliography,

ProjectMUSE Premium,

Wiley Online Library databases

Bilkent University Library

YOK (Higher Education Council of Turkey) Thesis Database was used for data collection.

3.4 Data Analysis

Firstly, the data was collected from the YOK Thesis Database. The data was filed separately for master and doctorate. After the data collection, a table was created by using MS Excel program considering the research problems and data types (master / doctorate) and data was processed to the table. Firstly, data was coded based on the type as thesis (T), then the postgraduate theses were coded based on the sub-type as master theses (M), doctorate theses (D). Then the sequence number was given according to the sorting process of the table. It was named T-M-2 in a graduate file in the master's thesis sub-type, for example ranked 2 in the datasheet.

Sub-problems were planned as categories. After theses were reviewed, they were examined in 9 categories as type (master/doctorate), titles, content, university, department, language, method (research design/research sample/data collection tools), findings and interpretations, results and suggestions.





4. FINDINGS AND RESULTS

4.1 Findings related to Types of Postgraduate theses

Findings about the types of theses regarding foreign language education in Turkey in between 1987-2017 are presented in Table 4.1.

Table 4.1: Postgraduate Theses by Types

YEARS	MASTER		DOCTORATE		TOTAL	
	N	%	N	%	N	
2017	7	77.78	2	22.22	9	100
	2.88	%	3.46	%	2.99	%
2016	15	83.33	3	16.67	18	100
	6.15	%	5.17	%	5.96	%
2015	11	78.57	3	21.43	14	100
	4.51	%	5.17	%	4.64	%
2014	15	88.23	2	11.77	17	100
	6.15	%	3.46	%	5.63	%
2013	10	66.67	5	33.33	15	100
	4.1	%	8.62	%	4.97	%
2012	13	81.25	3	18.75	16	100
	5.33	%	5.17	%	5.3	%
2011	6	60	4	40	10	100
	2.46	%	6.91	%	3.31	%
2010	21	84	4	16	25	100
	8.61	%	6.91	%	8.28	%
2009	11	78.57	3	21.43	14	100
	4.51	%	5.17	%	4.64	%
2008	14	82.35	3	17.65	17	100
	5.74	%	5.17	%	5.63	%

Table 4.1: Postgraduate Theses by Types

YEARS	MASTER		DOCTORATE		TOTAL	
	N	%	N	%	N	
2007	7	87.5	1	12.5	8	100
	2.88	%	1.72	%	2.65	%
2006	19	95	1	5	20	100
	7.79	%	1.72	%	6.62	%
2005	18	100	0	0	18	100
	7.38	%	0	%	5.96	%
2004	7	70	3	30	10	100
	2.88	%	5.17	%	3.31	%
2003	5	50	5	50	10	100
	2.05	%	8.62	%	3.31	%
2002	9	75	3	25	12	100
	3.69	%	5.17	%	3.97	%
2001	5	62.5	3	37.5	8	100
	2.05	%	5.17	%	2.65	%
2000	7	100	0	0	7	100
	2.88	%	0	%	2.32	%
1999	12	70.59	5	29.41	17	100
	4.92	%	8.62	%	5.63	%
1998	5	83.33	1	16.67	6	100
	2.05	%	1.72	%	1.99	%
1997	4	100	0	0	4	100
	1.63	%	0	%	1.32	%
1996	5	83.33	1	16.67	6	100
	2.05	%	1.72	%	1.99	%
1995	2	66.67	1	33.33	3	100
	0.81	%	1.72	%	0.99	%
1994	2	100	0	0	2	100
	0.81	%	0	%	0.66	%
1993	4	80	1	20	5	100
	1.63	%	1.72	%	1.65	%

Table 4.1: Postgraduate Theses by Types

YEARS	MASTER		DOCTORATE		TOTAL	
	N	%	N	%	N	%
1992	2	100	0	0	2	100
	0.81	%	0	%	0.66	%
1991	1	100	0	0	1	100
	0.40	%	0	%	0.33	%
1990	1	100	0	0	1	100
	0.40	%	0	%	0.33	%
1989	4	100	0	0	4	100
	1.65	%	0	%	1.32	%
1988	1	50	1	50	2	100
	0.40	%	1.72	%	0.66	%
1987	1	100	0	0	1	100
	0.40	%	0	%	0.33	%
Total	244	80.79	58	19.21	302	100
	100	%	100	%	100	%

According to Table 4.1, 80.46% of published graduate theses on foreign language teaching in Turkey are master, 19.54% of these are doctorate theses. When we examine the table from right to left, we can say that; 77.78% of the published theses are master, 22.22% are doctorate in 2017; 83.33% of these are master, 16.67% are doctorate in 2016 and 1998; 78.57% of published theses are master, 21.4% are doctorate in 2015 and 2009; 88.23% of the published theses are master, and 11.77% are doctorate theses in 2014; 66.67% of the published theses are master, 33.33% are doctorate theses in 2013, 1996 and 1995; 81.25% of the published theses are master, 18.75% are doctorate in 2012; 60% of these are master, 40% are doctorate theses in 2011; 84% of the published theses are master, 16% are doctorate in 2010; 82.35% of the published theses are master, 17.65% are doctorate in 2008; 87.5% of these are master, 12.5% are doctorate theses in 2007; 95% of the published theses are master, 5% are doctorate in 2006; all of the theses are master's theses in 2005, 2000, 1997, 1994, 1992, 1991, 1990, 1989, 1987; 70% of the published theses are master, 30% are

doctorate in 2004; 50% of these are master, 50% are doctorate theses in 2003, 1988; 75% of the published theses are master, 25% are doctorate in 2002; 62.5% of these are master, 37.5% are doctorate theses in 2001; 70.59% of these are master, 29.41% are doctorate theses in 1999; 80% of the published theses are master, 20% are doctorate in 1993.

When we examine the table from top to bottom, we can say that; 2.88% of the master's theses were published in 2017, 2007, 2004, 2000; 6.17% of the master's theses were published in 2016, 2014; 4.52% of the master theses were published in 2015, 2009; 4.11% of the master's theses were published in 2013; 5.35% of the master's theses were published in 2012; 2.47% of the master's theses were written in 2011; 8.64% of the master's theses were written in 2010; 5.76% of the master's theses were published in 2008; 7.83% of the master's theses were written in 2006; 7.41% of the master's theses were published in 2005; 2.06% of the master's theses were published in 2003, 2001, 1998; 3.71% of the master's theses were written in 2002; 4.94% of the master's theses were written in 1999; 1.65% of the master's theses were published in 1997, 1996, 1993, 1989; 0.82% of the master's theses were written in 1995, 1994, 1992; 0.41% of the master's theses were published in 1991, 1990, 1988, 1987. We can say that; 3.4% of the doctoral theses were published in 2017, 2014; 5.08% of the doctoral theses were published in 2016, 2015, 2012, 2009, 2008, 2004, 2002, 2001; 8.47% of the doctoral theses were published in 2013, 2003, 1999; 6.78% of the doctoral theses were published in 2011, 2010; 1.7% of the doctoral theses were published in 2007, 2006, 1998, 1995, 1993, 1988; 3.39% of the doctoral theses were published in 1996; doctoral theses were not published in 2005, 2000, 1997, 1994, 1992, 1991, 1990, 1989, 1987. We can say that; 2.99% of the theses were published in 2017; 5.96% of the theses were published in 2016, 2005; 4.64% of the theses were published in 2015, 2009; 5.63% of the theses were published in 2014, 2008, 1999; 4.97% of the theses were published in 2013; 5.3% of the theses were published in 2012; 3.31% of the theses were published in 2011, 2004, 2003; 8.28% of the theses were published in 2010; 2.65% of the theses were published in 2007, 2001; 6.62% of the theses were published in 2006; 3.97% of the theses were published in 2002; 2.32% of the theses were published in 2000; 1.99% of the theses were published in 1998,

1996; 1.32% of the theses were published in 1996; 0.99% of the theses were published in 1995; 0.66% of the theses were published in 1994, 1992, 1988; 1.65% of the theses were published in 1993; 0.33% of the theses were published in 1991, 1990, 1987; 1.32% of the theses were published in 1989.

4.2 Findings Related to the Titles of Postgraduate Theses

The findings related to the titles of postgraduate theses on foreign language teaching in Turkey between 1987-2017 are shown in Table 4.2 and 4.3.

Table 4.2: Titles of Master’s Theses by Years

Year	Title
1987	Foreign Language Teaching in The Republic of Turkey from the Tanzimat Era
1988	Investigation of Studies in the Field of Measurement and Evaluation in Parallel with Developments in Teaching Methods in Foreign Language Teaching
1989	Comparing the Qualification Systems of English and Turkish in terms of Foreign Language Learning
1989	The Effects of Exercises Given as Homework on Student Achievement in Foreign Language Teaching in Primary School Fifth Grade
1989	Difficulties of Pronunciation in Foreign Language Learning The Effect of the Dramatization Method on Foreign Language Teaching
1990	Second Language Teaching in ‘Distance Education Model’
1991	The Views of University Graduates Working in the Public Sector on Foreign Language Education within the Scope of In-Service Training
1992	Role of Continuous Testing in Improving Foreign Language Learning
1992	Investigation of the Factors Affecting the Analysis of the Basic Grammar Errors of the Preparatory Class Students in Gaziantep University by Teachers and Students
1993	Foreign Language Learning in Higher Education Deutsch Aktiv Neu 1 / A / 1B / 1C / Textbook Analysis
1993	An Experimental Study on Foreign Language Learning in Crowd Classes at Gaziantep Atatürk High School
1993	Foreign Language Learning and Poblems in Higher Education (Firat University Case)
1993	Foreign Language Teaching in the Republican Period

Table 4.2: Titles of Master's Theses by Years

Year	Title
1994	The Effectiveness of Micro-Teaching Method in the Development of Speaking Skills in Foreign Language Education
1994	Foreign Language Teaching with Literary Texts
1995	The Effectiveness of Learning in Foreign Language Teaching
1995	The Effectiveness of Computer-Assisted Instruction in In-Service Training. A study on Interactive Computer Aided Foreign Language Teaching in Central Bank of the Republic of Turkey
1996	Translation Applications in Foreign Language Teaching and Translation Science.
1996	An Analysis of Factors Causing Student Failure in Foreign Language Learning at Gaziantep Özel Sunguroğlu Male High School and Cumhuriyet High School.
1996	Cultural Context and Transfer in Foreign Language Teaching
1996	Fiction in Second Language Teaching
1996	Literary Texts in Second Language Teaching (Applications in Italian and Spanish)
1997	The Importance of Story as a Literary Genre in Foreign Language Teaching
1997	Phonetics Lesson's Contribution to Foreign Language Education
1997	The Use of Drama in Second Language Teaching
1997	Attitudes Towards Second Language Learning and Attributes of Personality Factors Affecting These Attitudes: Case Study
1998	Textbook Evaluation in Second Language Teaching: Headway
1998	The Examination of the Importance given to Second Language Education in the Period of Republic.
1998	The Functionality of Second Language Teaching in Anatolian High Schools Text Linguistics Solutions and Suggestions for the Usage of Text in Second Language Teaching
1998	Second Language Education and Alienation Cases in Turkey
1999	Textbook Evaluation in Second Language Teaching, Case Study "Changes 1"
1999	Waldorf Pedagogy and Foreign Language Teaching at Waldorf Schools
1999	The Use of Fragmented Phonemes in Second Language Teaching
1999	Importance and Function of Body Language in Second Language Teaching Considering the Turkish Language

Table 4.2: Titles of Master's Theses by Years

Year	Title
1999	The Effect of Culture on Foreign Language Teaching
1999	Possibilities and Conditions of Using Translation in Foreign Language Teaching
1999	Causes of Failure of Foreign Language Teaching in Secondary and Higher Education (Afyon Sample)
1999	Teaching Foreign Languages with the Governors in Novels Written between 870-1923
1999	Second Language Education in the Context of Eight Years of Education
1999	Examination of Cultural Elements in Two Methods Used in French Foreign Language Teaching
1999	Development of Speaking Skills in Second Language Teaching
1999	Information Technology in Second Language Teaching
2000	Problems in Second Language Teaching in Primary Schools in Denizli and the Effects of These Problems on Teacher Performance
2000	Second Language Teaching in Military Schools between 1773-1923
2000	2000 Role of Writing Questions in the Field of Learning Primary and Secondary Education in Turkish and German Education System
2000	Computer Aided Second Language Teaching in Primary Education
2000	The problem of Integration of Military Terminology in German lessons as a Second Language in Foreign Language Education in Turkish Armed Forces
200	Vocational Foreign Language Teaching from Past to Present
2001	Children's Foreign Language Training of Foreigners living in Turkey to Investigate the Effect of the Story
2001	Achieving Success with the Use of Cartoons in Second Language Teaching
2001	The Effect of Computer-aided Learning Method in Second Language Teaching on Student Achievement
2001	Student Factors and Strategy Use in Foreign Language learning
2001	Communicative method in foreign Language Teaching
2002	Place and Importance of Translation in Foreign Language Teaching
2002	German and Turkish Phonology and Problems in Foreign Language Teaching
2002	Teaching a Second Language to Children

Table 4.2: Titles of Master's Theses by Years

Year	Title
2002	The Role and Importance of Fairy Tale in Foreign Language Education
2002	Current Approaches in Communication-Based Foreign Language Teaching in Germany
2002	Examination of the Conformity of the German textbooks "Lern mit Uns 4" and "Texte und Situationen 2" in Secondary Education Institutions with the Basic Principles of Foreign Language Teaching.
2002	Dictionary Usage in foreign language learning
2002.	Evaluation of problems encountered in foreign language teaching in the first level of Primary School
2002	The Role of Textbook Review in Second Language Teaching in Turkey
2003	Textual factors related to lexical students who influence the meaning of word meaning in foreign language learning
2003	Analysis of English and Turkish compliment statements and their application to foreign language learning
2003	Importance of vocabulary teaching in second language teaching and attitudes of teachers in vocabulary teaching techniques in Macedonian secondary schools
2003	Foreign language education in primary education (Eastern Marmara region, Sakarya province example)
2003	A Critical Perspective on Second Language Education in Turkey based on Teachers' Opinions in Turkey and Germany Sample.
2004	Second Language Use in French Foreign Language Teaching / Learning
2004	Speech Acts in Foreign Language
2004	Teaching English to Children Through Storytelling
2004	The effect of the dramatization method on foreign language teaching and the teaching of adjectives with the method of dramatization
2004	The Use of Information Technology in Second Language Teaching
2004	Cultural Awareness in Second Language Teaching: An Investigation and Evaluation of New Headway Textbooks
2004	The Effect of Cultural Content in Foreign Language Learning Especially its Importance on Reading Comprehension: The Role of Schemata

Table 4.2: Titles of Master's Theses by Years

Year	Title
2005	The effects of research -based portfolio study on reading and writing proficiency, vocabulary learning and attitudes towards research
2005	Teachers' competence in devising homework as a learning and reinforcement tool in Second language instruction
2005	Self-serving biases of teachers and students in the notion of success and failure in English language teaching
2005	Constructivist impact on success in foreign language learning
2005	Importance of testing and evaluation in foreign language teaching: A suggested syllabus for a testing course in ELT departments in Kazakhstan Universities
2005	In the light of the institutional principles of foreign language teaching, application of practical approach in French preparatory classes
2005	The role of motivation in second language teaching to adults
2005	Developing Speaking Skills by Overcoming the Psycholinguistic Difficulties in Second Language Teaching in the Light of Psychological Assisted Methods (A Case Study at the Police Academy)
2005	The Relationship between Style and Student Achievement in Second Language Teaching
2005	Testing the Vocabulary in Foreign Language Teaching - in YDS and KPDS Samples
2005	The Cultural Effects of Foreign Language Learning on Students
2005	The Effect of Computer-Assisted Foreign Language Teaching on Students' Attitudes and Successes
2005	WEB-based Foreign Language Teaching (Example of SAUIDO)
2005	The Usage of Native Language in Second Language Teaching in a Vocational College
2005	The Areas of Mother Tongue Usage in Second Language Teaching
2005	The Role of Drama in Second Language Education
2005	Course book Evaluation in Second Language Teaching: A Case Study on "Easy English"
2005	Linguistics Approaches and the Opinions of Teachers about What is the Best Age for Beginning Foreign Language Teaching
2006	Second Foreign Language Teaching in Private Primary Schools
2006	Student Views on Computer-assisted Foreign Language Teaching
2006	Factors Related to Foreign Language Teaching of 1st Year Students of Sakarya Anatolian High School

Table 4.2: Titles of Master's Theses by Years

Year	Title
2006	The Effect of Concept Maps Method on Student Success in Foreign Language Teaching (Example of Elazığ Balakgazi High School)
2006	The Effect of Portfolio Based Assessment on Students' Attitudes towards Language Courses and Students' Success in Foreign language Education
2006	The Use of Translation as an Active Teaching Method in Second Language Teaching (English) at Inonu University Battalgazi Vocational School
2006	Psycho-social effects of target culture on foreign language teaching
2006	Adapting EFL Topics to Gender Differences
2006	Learning Styles of the Students Who Use the Right Brain Hemisphere or left Brain Hemisphere in Foreign Language Teaching and their Effects on Success.
2006	Vocabulary and Translation in Second Language Education
2006	A Research on the Role of Learning Strategies in Second Language Education
2006	Opinions of Educators and Families on Second Language Education in Preschool Education
2006	Computer and Internet Use in Second Language Teaching (French) at early Ages
2006	New Directions in Foreign Language Teaching
2006	Investigation of Reasons of Failure in Secind Language Teaching in Primary School 4-8 Classes (Adana Case)
2006	The Concepts and Uses of Denotation and Connotation in Teaching French as a Foreign Language
2006	The Effect of Second Language Teaching in Pre-school Period on Foreign Language Learning
2006	A Classroom Experiment on Story-Based Teaching with Young Learners with a Focus on Vocabulary Retention and Students' Reflections
2006	Formal Equivalence Problems of Tale Translation and their Reflections on Translation Practices in Foreign Language Teaching
2007	Effective Foreign Language Teaching in Primary Schools in Turkey: Historical Development and Expansions
2007	The Role of Self-Assessment in Secind Language Teaching
2007	Use of the Game in Second Language Teaching
2007	An Investigation of a University EFL Preparatory School Setting

Table 4.2: Titles of Master's Theses by Years

Year	Title
2007	Tales in Foreign Language Teaching
2007	The Contribution of Contrastive Stylistic Studies to Foreign Language Teaching: A Stylistic Comparison of "Nineteen Eighty Four" By G.Orwell And "We" By Y. Zamyatin
2007	Multiple Intelligence Theory and Short Story Use in Foreign Language Teaching Classes
2008	European Union Education and Exchange Programs' Contribution to Cultural Interaction in Second Language Learning
2008	The Effect of Second Language Learning on Social Life of Individuals: A Research on Teachers in Isparta
2008	Textbook Evaluation in Foreign Language Teaching: Time for English, Grade 4 Teachers' and Students' Views
2008	Practices in Communication and Development of Communication Skills in Second Language Teaching
2008	Student Motivation in Second Language Education, Effects of Student Motivation on Success in French Education
2008	The Contribution of Humorous Texts in French Foreign Language Teaching
2008	Management and Organization Problems in Foreign Language Teaching at Universities
2008	A Study on the Place and Importance of Multiple Intelligence Theory in Foreign Language Teaching
2008	The Effect of Grammar, Translation Method and Communicative Approach Applications in Second Language Teaching on the Students' Learning Skills
2008	The Effect of Cultural Elements in Foreign Language Teaching and the Application of
2008	Evaluation of Foreign Language Teaching in Sea Schools / Education Centers within the Scope of Excellence Model of European Quality Foundation
2008	Second language Teaching in Turkey and Common Framework Programme for European languages in Turkey
2008	Teaching of Foreign Languages in Turkey
2008	The Effect of Guessing the Meaning of the Word in Second Language Teaching on Understanding what is read
2009	The Correlation between Anxiety and Emotional Intelligence in Second Language Learning

Table 4.2: Titles of Master's Theses by Years

Year	Title
2009	The Relationship Between Reading Strategies, Motivation and Reading Test Performance in Foreign Language Learning
2009	A Research Study on Educational Drama Games and Techniques in Foreign Language Education
2009	Second Language Education in Internet Environment
2009	The Effect of the Dramatization Method on Foreign Language Teaching
2009	Drama in Foreign Language Teaching
2009	Teachers and Students' Views on Using Mother Tongue in ELT Classroom (A Case Study at Gaziantep University)
2009	Effects of Metacognitive Learning Strategies on Improving Reading Skills in Second Language Education and Teaching (Nevşehir University Case)
2009	Determination of Attitude, Self-Efficacy, and Use of Different Environments of Technology Adaptations of Learners in Online Learning Assisted Foreign Language Learning
2009	Speech Recognition Synthesis Systems in Second Language Education in Pre school period.
2009	Positive Effects of Teaching Culture in Foreign Language Classroom
2010	The Importance of Educational Games in Foreign Language Teaching in Primary Schools
2010	The Effect of Input-Based Instruction and Output-Based Instruction on EFL Learners' Noticing, Comprehension and Production of the Target Forms
2010	Examining the Attitudes and Opinions of Teachers and Teachers in Primary Education Institutions in the Process of Transition to the European Union
2010	An Application on Quality and Perceived Service Quality in Foreign Language Education
2010	The Effectiveness of the Individual Support about Foreign Language Education to Students with Intellectual Impairment
2010	Long-Term Potentiation in Teaching Vocabulary in Second Language: A Case Study Products
2010	Media Education in Kazakh Secondary Schools and the Role of Media in Second Language Learning
2010	Problems experienced in Second Language Teaching in Turkey and Views of Teachers and University Instructors Towards A Solution 'Foreign Language Schools'

Table 4.2: Titles of Master's Theses by Years

Year	Title
2010	Computer Use in Foreign Language Teaching
2010	Teaching Three-Dimensional Grammar in Foreign Language Teaching
2010	An Investigation of the Contribution of Second Language Teaching to Language Development in Preschool Period
2010	Istanbul University Students' Views on Foreign Language Teaching: Problems and Expectations
2010	Prospective Teachers' Views on the Necessity of Second Language Education
2010	Teachers' Views on the Necessity of Second Language Education
2010	A Case Study: Students' Attitudes towards Computer-Assisted Learning, Computer-Assisted Language Learning and Foreign Language Learning
2010	Interculturalism in Second Language Education
2010	Second language teaching in the tourism sector in Turkey and emerging problems and proposed solutions in this area
2010	Evaluation of Foreign Language Learning: Perspectives of Teachers
2010	Effects of Cooperative Learning on Teaching English to Young Learners
2010	The Reasons of 2Ineffective Learning of Foreign Language Education in Secondary Schools (Istanbul / Fatih District Example)
2010	Semiotic Elements in Text Analysis: Action Research in ELT
2011	The Contribution of Afyonkarahisar Folk Literature Materials to Teaching English
2011	Comparison of Adaptable and Adaptive Methods in Hypermedia Systems and Developing a Sample Tool in Foreign Language Teaching
2011	Basic Principles and Their Application for Effective Foreign Language Education in Schools
2011	Critical Thinking Tendencies of Undergraduate Students in Foreign Language Education
2011	The Relationship Between Undergraduate Students' Self-Esteem, Parental Attitudes and Students' Achievement in Foreign Language Learning
2011	Determining the difficulties faced by students with special needs placed in inclusion environments in foreign language learning according to teachers' views

Table 4.2: Titles of Master’s Theses by Years

Year	Title
2012	The Effect of Data Matrix Supported Mobile Learning Environment on Active Vocabulary Learning in Foreign Language Learning and Student Opinions: Mobile Dictionary Example
2012	Speaking as a Skill in Second Language in Foreign Language Teaching
2012	Motivation as a problematic area in foreign language teaching: teaching techniques (humor, feedback, training contract) and survey study
2012	Autonomous Learning Skills of Foreign Language Learners in Distance Education: A Case Study
2012	Second Life-Foreign Language Education designed in ‘Second Life’ atmosphere: Teacher-Student and Environment Interaction
2012	Examining the beliefs of Turkish teacher candidates about foreign language learning before and after the teaching experience in practice education
2012	The Place of Culture in Foreign Language Education: Teacher and Student Opinions, Analysis of the New Bridge to Success Series
2012	Mobile Learning through Educational Games in Foreign Language Education
2012	Use of Songs in Foreign Language Teaching
2012	Problematic use of Methods and Techniques in Foreign Language Teaching at Early Years
2012	Textbook Evaluation in Second Language Teaching: Spot on, Grade 8 From Students’ and Teachers’ Perspectives
2012	The Effect of Learning Objects on Academic Success and Transfer Skills in Foreign Language Teaching
2012	Second Language Education at early ages in Turkey: Perceptions and Attitudes of Parents and Teachers about Foreign Language Education at Early Ages
2013	Bilingualism and Attitudes towards Foreign Language Learning
2013	Investigation of the Function of Psychology Method in Analysing Literary Texts in French Language Learning
2013	Investigation of the Source Text Use in EFL Argumentative Writing
2013	Comparison of Student - Teacher and Student - Content Interactions in Online Second Language Education Environments
2013	The Place of Visuality in Secondary Education in Foreign Language Teaching in Turkey

Table 4.2: Titles of Master's Theses by Years

Year	Title
2013	On The Relationship between Emotional Intelligence and Foreign Language Skills in ELT
2013	The application of Three-Dimensional Virtual Worlds in Second Language Teaching
2013	Evaluation of the Effectiveness of the Program Based on Multiple Intelligence Theory in Second Language Teaching in Higher Education
2013	The Effect of Culture Supported Program on the Attitude and Motivation of Young Adult Students in Second Language Teaching
2013	The Corpus-Based Analysis of Authenticity of ELT Course Books Used in High Schools in Turkey
2014	A Study on the Attitudes of ELT Teachers toward Computer-Assisted Language Learning
2014	The Importance of Communicative Linguistics in Terms of Overcoming the Difficulty of Speaking in Foreign Language Education
2014	The Effect of Self-Regulation JIGSAW IV on Foreign Students' Achievements and Attitudes in Foreign Language Teaching
2014	Use of Arts and Multimodality in Learning and Teaching English as a Foreign Language
2014	Place of visual elements in foreign language teaching and use textbook called as Vite as an educational tool
2014	Expectations and Concerns of Parent and Foreign Language Teachers about the Regulation for the Beginning of Second Language Education in the Second Grade
2014	Application of Need Analysis in Foreign Language Teaching: Tourism Two-Year Degree Case Study
2014	Exploring the Linguistic Landscape of North Cyprus and Its Use in ELT Classrooms
2014	Importance of Second Language Education at early ages in Turkey and its place in Foreign Language Teaching
2014	Foreign language teaching / learning in French with video games
2014	Online Social Networks' Potential for Supporting Foreign Language Education: Facebook Case
2014	Developing Cultural Awareness and Developing Intercultural Communication Skills in Second Language Teaching
2014	Learning Anxiety and Alleviation Techniques in EFL

Table 4.2: Titles of Master's Theses by Years

Year	Title
2014	Investigation of Digital Storytelling Method in Foreign Language Teaching (German): Action Research with High School Students
2014	Applied Analysis of Foreign Language Education Policies Between 2003-2013 Year in Turkey
2015	Teachers' Role in Motivating Students in the Course of Second Language Learning
2015	Importance of Educational Drama in Foreign Language Teaching in Classrooms 9 and 10
2015	Mobile Learning in Second Language Teaching
2015	First Foreign Language Choice in Foreign Language Education: Choosing Pedagogical and Structural Preference Criteria
2015	Use of Songs in Foreign Language Teaching: Behavior-Oriented Approach to Word Teaching and Pronunciation Exercises
2015	Use of L1 in EFL Classes and Teachers' and Learners' Opinions on the Issue (A Case Study in a Turkish State Primary School)
2015	Tpack Experience in Call through an LBD Approach: A Case Study Reflecting ELT Teachers' Call Perceptions and Practices in an Online ICT Course
2015	Perceptions of Native and Non-Native EFL Instructors in Relation to Intercultural Foreign Language Teaching
2015	The Perceptions of Students and Teachers on the Benefits and Obstacles of the Technology Assisted Program in Foreign Language Teaching
2015	Second Language Education Practices in Preschool Education Institutions and Teachers, Managers and Parents' Opinions on this Subject
2015	Age and Foreign Language Learning in Formal and Informal Education Environments
2016	The Effect of Foreign Language Teaching through Stories on Vocabulary, Reading Comprehension and their Attitudes towards Foreign Language Teaching at Grade 5 and 8
2016	A Task-Based Approach for Teaching English Vocabulary Skill to Iraqi EFL Learners
2016	Effect of Creative Drama Method in Foreign Language Teaching on High School 12th Grade Students' 'Critical, Reflective Thinking Skills and Students' Foreign Language Learning Attitudes
2016	The Use of Drama as an Educational Method in the UK Education System and Drama in Second Language Education as an Example

Table 4.2: Titles of Master's Theses by Year

Year	Title
2016	Teachers' Views on the Applicability of Communicative Language Teaching in Foreign Language Teaching
2016	The Effect of Second Language Teaching on Drama and Arabic Speaking Skills
2016	History of Turkey in Foreign Language Teaching: Application of the Berlitz Method
2016	Theatre in Education for Teaching English as a Second Language: Theatre-Makers' Perspectives
2016	The Evaluation of Communicative Approach and Communicative Competence in Second Language Teaching in the context of European Language Portfolio: A Case of Eighth Grade
2016	Parental Expectations and Conceptions About Foreign Language Learning for Young Learners
2016	The Effect of the Development of Awareness on the Use of Cognitive Strategies on Reading Skill in Foreign Language Teaching
2016	A Study on Alternative Reality Games and Learner Autonomy in Second Language Teaching
2016	Investigation of the Effect of Dyned Education Software on Academic Success in Foreign Language Teaching
2016	Using Drama and Music Portfolio as an Alternative Assessment for developing EFL Students' Speaking Skills
2016	High School Students' Second Language Learning Anxiety and Motivation Attitudes in Second Language Learning (Istanbul - Kadıköy District Example)
2017	The Relationship Between Learners' Communication Styles and Their Academic Language Achievement
2017	A Study on Beliefs and Perceptions of Language Instructors about Integration of Language Skills in Second Language Teaching
2017	Stereotypes in Second Language Learning and its Effects on French Education in Turkey
2017	Second Language Learning as a Cultural Transfer Process from Computer Games to Everyday Life
2017	A Descriptive Study of English Lecturers' Attitudes towards Mobile Supported Foreign Language Education
2017	The Application of Tale in Foreign Language Teaching according to Brain Learning Method and Its Effect on Student Success
2017	Dictionary Usage in Second Language Education

According to Table 4.2, it is seen that in all the titles of the master's theses prepared between the years of 1987-2003, there are the concepts 'second language education, second language learning and second language education'. On the other hand, the concepts 'teaching methods and techniques, the historical process of in Turkey, foreign language learning, student achievements in foreign language learning, book reviews, the problems experienced in second language education, second language education, the use of culture and alienation' are seen in the title of master's theses between 1987-2000. It is seen that the concepts of foreign language teaching, foreign language learning, and foreign language education did not exist in all the titles of the master's theses prepared between 2004-2017. The concepts 'English language education and vocabulary teaching' were used in the master's theses in 2004, 2005, 2006, 2010, 2011, 2014, 2016. In the titles of master's theses prepared between 2001-2017, the concepts 'teaching methods and techniques student gains in second language learning, problems in second language education, book evaluation concepts, structural factors in language, current approaches in second language education, effects of second language education on learner' continue to be used. It is observed that the concepts of mother tongue use in foreign language, second foreign language learning, studies on different age levels have started to be used, and in 2008 and successive years, studies on the transition process of the European Union have started. The changes such as, transition to 12 years of compulsory education as of 2011 and restructuring of compulsory education hours in foreign language education are reflected in the titles in a sense.

Table 4.3: Titles of PhD Theses by Years

Year	Title
1988	Programmatic Teaching in Second Language Teaching
1993	Comparison of the Principles and Techniques applied in Foreign Language Teaching in Private Secondary Education Institutions in terms of some Variables
1995	New Trends in Second Language Teaching and Teaching French in Turkey
1996	Communicative Approach to Foreign Language Teaching and Effect of Grammar-Translation Method on Student Achievement

Table 4.3: Titles of PhD Theses by Years

Year	Title
1998	Literature Teaching with Deconstruction and Semiotics Approaches in the Classes of Foreign Language Education: Short Stories and Two Novels of D. H. Lawrence
1999	Teaching EFL Through English or Content: Implications for Second Language Learning
1999	Comparison of the Effect of Modular Teaching Method and Second Language Teaching on the Success of Students in Second Language Teaching (F.Ü. Technical Education Faculty)
1999	Acquisition of Reading Comprehension Skills in Second Language Teaching
1999	The Problem of Educational Policy in Second Language Teaching and a New Approach
1999	Causes of Anxiety in Speaking and Writing Lessons in Second Language Learning
2001	Research on the Effect of Anxiety on Foreign Language Teaching
2001	An Evaluation of Foreign Language Teaching in terms of some Variables at an Early Age
2001	The Relationship between Collaboration and Professional Development: Possible Effects of EFL Student Teacher/Supervising Teacher Dialogue on the Belief and Instructional Practices of the EFL Supervising Teachers
2002	Textbook Proposal for Teachers and Students for the Lesson, 'Approaches in Second Language Teaching in English Language Teaching Departments of Education Faculties.'
2002	Short Story Analysis with Structuralist Method in Foreign Language Teaching
2002	Learning Strategies and Foreign Language Teaching at an Early Age in Turkish Education: The Case of Galatasaray
2003	Foreign Language Teaching and Reflections after Structuralism
2003	(in German) Computer Usage Areas and Possibilities in Second Language Teaching
2003	The Place and Importance of Drama in Foreign Language Teaching
2003	Case Study about an Autistic Child Learning a Foreign Language
2003	Action-Oriented Approach to Children in Foreign Language Teaching
2004	Relationship between Personality and Language Learning and Teaching
2004	The Linguistic Examination of Idioms in Modern Arabic and its Place in Foreign Language Teaching

Table 4.3: Titles of PhD Theses by Years

Year	Title
2004	Learning Styles of Student-Teacher in English Language Teaching Departments in Some Faculties of Education with respect to Foreign Language Learning and Teaching
2006	The Effects of "Clustering" Written Expression Technique on Student Attitude and Success in Achieving Second Language Teaching
2007	Implications of Second Language Learning in terms of Turkey's Cultural Integration into the EU: A Survey Study on EFL Learners in Turkey
2008	Application of Alternative Methods in Foreign Language Teaching with German Literary Texts
2008	Foreign Language Learning at early ages: A Study on Factors Affecting Foreign Language Learning of Preschool Children
2008	French Text and Discourse Analysis in Foreign Language Teaching: Reading Methods for Non-Literary Texts
2009	The Effect of European Union Accession Process, the EU General Education Policy and EU Foreign Language Policies on Second Language Education and Policies in Turkey
2009	The Effects of Creative Writing on Success and Writing in Foreign Language Teaching
2009	According to Detailing Theory, the Effect of Materials on Students' Academic Achievement and Retention of Learning in Foreign Language Learning
2010	The Effect of Mother Tongue on Foreign Language Learning and Success as a Motivation Factor
2010	The Effect of Foreign Language Education and Mother Tongue Education Starting at the Same Time on the Basic Language Skills of Primary School First Grade Students
2010	The Effect of Formative Assessment on Learners' Test Anxiety and Assessment Preferences in EFL Context
2010	Speech Act in Foreign Language Teaching
2011	Level of Realization of Affective objectives of Primary School First Grade Foreign Language Teaching Programs about Foreign Language Education to Students
2011	Evaluation of Design and Application Process of Computer Programs Used in Foreign Language Teaching
2011	Learning Objects in Web-Based Foreign Language Teaching (Effect on Achievement, Persistence and Attitudes)
2011	An Investigation into the Implementation of Alternative Assessment in the Young Learner Classroom

Table 4.3: Titles of PhD Theses by Years

Year	Title
2012	The place of Idioms in Turkish and German in Daily Communication and their Reflections on Foreign Language Teaching
2012	Relationship Between Anxiety, Shyness, Strategy and Academic Success in Second Language Learning
2012	The Effect of of Mobile Multimedia Support for Printed Materials on Vocabulary Learning and Motivation in Second Language Teaching
2013	Function of Translation in Second Language Teaching
2013	The Place of Written Expression in New Approaches to Foreign Language Teaching in French: Implementation of Common European Framework of Reference for Language Education and Action-Oriented Approach for Languages
2013	Intercultural Reading and Developing Reading Skills in Intercultural Interactive Second Language Teaching
2013	The Effect of Differentiated Second Language Teaching on Achievement, Critical Thinking and Creativity in Gifted Students
2013	Improving Preservice English Language Teachers' ICT Skills & Developing Positive Attitudes towards the Use of Technology in Language Teaching Through an Online Course
2014	Silence in Foreign Language Learning: Analysis of Risk Taking Behaviors of Students of English Class as a Foreign language education: A Case Study of Atatürk University English Language Teaching Program
2014	Anxiety on Learning Turkish as a Second Language and The Effect of Anxiety on Foreign Language Achievement
2015	An Investigation into the Applicability of Chomsky's Cognitive Language Approach to Foreign Language Education
2015	The Effect of Model-Based Lesson on Writing Skills in Foreign Language Teaching
2015	The Effects of Vocabulary Building with Emotion- Based Memory Strategies and Practices on Performance and Acquiring Levels of Students in Foreign Language Teaching
2016	Investigation about the Effects of Ubd (Understanding Based Design) Practices Based on Action Research in Foreign Language Teaching on Teachers and Students
2016	Investigating Factors Related to the Use of Self-Regulated L2 Learning Strategies in a Second Language Education Context
2016	Investigation of the Effect of Authentic Task Oriented Applications on Foreign Language Education
2017	Intercultural Communication in Foreign Language Teaching: Examinations of Teachers' Views in Turkey and France Case Studies
2017	Teaching and Learning of Vocabulary in Primary Schools for Teaching French as a Second Language according to EU Common Application Text

According to Table 4.3, when the titles of the doctoral theses prepared in the foreign language education are examined, foreign language education and foreign language learning are the concepts clearly presented in all of the titles of the dissertations prepared between 1987 and 2003. However, these concepts are not seen in all of the titles of the doctoral theses prepared between 2004-2017. On the other hand, teaching methods and techniques, current approaches in foreign language education and new trends, what students benefit from foreign language learning, foreign language education in early age, second language education for individuals in need of special education, culture in second language education, factors affecting learning, foreign language learning, anxiety, personality, learning styles and shyness concepts are used in the titles of doctoral theses. It is observed that in master's theses, studies on the transition process to European Union in foreign language education started to be conducted in 2008 and doctoral studies on the same subject started to be conducted in 2009.

It can be stated that the published doctoral theses on foreign language teaching in Turkey after 2004 center upon current approaches, methods and techniques for better and more effective second language learning. In addition, it can be argued that more academic studies regarding the problems in foreign language education, solutions and policies addressing these problems should be done at the doctoral level.

4.3 Findings Related to Contents of Postgraduate Theses

Findings related to the contents of the postgraduate theses on foreign language teaching in Turkey are presented in Table 4.4.

Table 4.4: Postgraduate Studies by Their Contents

Categories	Content	Frequency
European Union	EU Membership Process	3
	European Union Education and Exchange Programs	1
	European Union Common Application Text	1
	European Quality Foundation Excellence Model	1
	Common Framework Program in European Languages	1
	European Language Portfolio	1
Skills	Communicative Skill	2
	Homework Planning Skills	1
	Autonomous Learning Skills	1
	Transfer Skills	1
	Reflective Thinking Skills	1
	Creative Writing	1
	Exam Preparation Skills	1
Evaluation	Formative Evaluation	1
	Assessment Skills	1
	Compilation Based Originality Analysis	1
	Textbook Evaluation	4
	Text and Discourse Analysis	2
	Self-assessment	1
Languages	Assessment based on Portfolio	1
	German Language Teaching	5
	German Language and Literature	1
	American Literature	1
	Mother tongue	2
	Mother tongue usage	3
	Teaching Mother Tongue	1
	French Education	9
	Teaching English Vocabulary	1
	Teaching English	4
English Language Teaching	2	

Table 4.4: Postgraduate Studies by Their Contents

Categories	Content	Frequency
	English Preparatory School	1
	UK Education System	1
	Spanish Education	1
	Italian Education	1
	Turkish Learning	3
	Body Language	1
	Expectation	1
	Self-Esteem	1
	Gender Differences	1
	Performance and Acquisition Levels	1
	Bilingualism	1
	Anxiety	6
	Personality	1
	Motivation	10
	Perception of Self-Efficacy	1
	Performance	1
Personality	Psychosocial Effects	1
Traits	Risk Taking Behavior	1
	Right Brain-Left Brain	1
	Exam Anxiety	1
	Continuous Test	1
	Stylistic Features	1
	Attitude	5
	Long Term Memory	1
	Alienation	1
	Stereotypes	1
	Critical Thinking Disposition	3
	First Foreign Language Selection	1
	Age	1
	Culture Transfer	1
	Culture Supported Program	1
Culture	Cultural Integration	1
	Cultural Interaction	5

Table 4.4: Postgraduate Studies by Their Contents

Categories	Content	Frequency
	Cultural Awareness	2
	Cultural Differences	1
	Cultural Content	2
	Cultural Elements	2
	Intercultural Foreign Language Teaching	3
	Anatolian Vocational High Schools	1
	Military Schools	2
	Early Age	3
	Elementary	10
Schools	Undergraduate Students	1
	Preschool	6
	Secondary Schools	7
	Private Schools	1
	Higher Education	4
	Children	2
	Student Achievement	16
	Learner Autonomy	1
	Behavior patterns of Learners	3
Learners	Young Adults	1
	Children With Special Needs	4
	Adults	1
	Parent	3
	Intelligent Students	1
	Active Learning Environment	1
	Learning Strategies	2
	Learning Methods	3
	Permanent Learning	1
Learning	Learning Skills	1
	Learning Difficulty	1
	Learning Objects	2
	Failure	3
	Integration of Skills	1

Table 4.4: Postgraduate Studies by Their Contents

Categories	Content	Frequency
	Brain Based Learning	1
	Mobile Learning	1
	Cooperative learning	4
	Vocabulary Learning	1
	Perceived Service Quality	1
Learning Environment	Textbooks	9
	Courses	3
	Educational Environments	1
	Crowded Classes	1
Teachers	Teacher	4
	Teacher Candidates	1
	In-service Training	3
	Professional Development	3
	Teaching Issues	1
	Teacher-Student Interaction	1
	Teaching Methods	1
	Teaching Culture	1
	Vocabulary Teaching	1
	Input-Oriented Instruction	1
	Second Foreign Language Teaching	4
	Content Interaction	1
	Vocabulary	4
Teaching	Phonetics	2
	Adjectives	1
	Speech Acts	1
	Talking Activities	1
	Basic Grammatical Errors	1
	Denotation-Connotation	1
	Interpretation of Words	2
	Design and Application Processes	1
	Information Technology	1
	Information and Communication Technology	3

Table 4.4: Postgraduate Studies by Their Contents

Categories	Content	Frequency
Technology	Computer-Assisted Foreign Language Teaching	10
	Computer Games	1
	Computer Programs	1
	Dyned Training Software	1
	Internet Environment	1
	Using Internet	1
	Mobile Language Teaching	2
	Mobile Learning	1
	Mobile Dictionary	1
	Technology Assisted Program	1
	Use of Technology	1
	Technological Pedagogical Field Knowledge	1
	Video Games	1
	Web-Based Foreign Language Teaching	2
	Three-Dimensional Virtual Worlds	1
	Adaptive Hypermedia	2
	Distance Education	2
	Speech Recognition Synthesis Systems	1
	QR Code Supported	2
	Online Social Networks	1
Online Foreign Language Education	3	
Foreign Language	Language Skills	2
	Language Training	1
	Linguistic Development	1
	Language Learning Success	1
	Language Learning	1
	Language Teaching	2
	Principles of Language Teaching	1
	Professional Language	1
	Basic Principles	1
Foreign Language Education	50	

Table 4.4: Postgraduate Studies by Their Contents

Categories	Content	Frequency
	Teaching Second Language Vocabulary	1
	Foreign Language Schools	1
	Second Language Teaching	199
	Second Language Learning	35
	Second Language Learning Skills	1
	Second Language Learning Anxiety	1
	Second Language Education Policies	2
	Attitude Towards Foreign Language	1
	Using Foreign Language	1
	Drama in Second Language Teaching	2
	History of Foreign Language Teaching	1
	Foreign Language Class	1
	Writing Skills	5
	Reading Ability	5
	Speaking Skills	10
	Speech Difficulty	1
	Detail Theory	1
	Cognitive Language Approach	1
	Multiple Intelligence Theory	3
	Linguistic Approach	3
	Case Study	1
Approaches	Emotional intelligence	2
	Action Oriented Approach	1
	Task Based Approach	2
	Comparative Linguistics	1
	Comparative Phonics	1
	Constructive Approach	1
	Republican Period	2
	Education Policy	1
Management	Public Administration	1
	Organizational Problems	1
	Turkish Education System	3
	Restructuring	1

Table 4.4: Postgraduate Studies by Their Contents

Categories	Content	Frequency
	Management Issues	1
	Alternative Methods	2
	Alternative Reality Games	1
	Berlitz Method	1
	Cognitive Strategies	1
	Concept Maps	1
	Individual Support Training	1
	Chomsky	1
	Clustering	1
	Multiple Learning Method	1
Methods	Idioms	2
	Digital Storytelling Method	1
	Grammar-translation method	2
	Drama	12
	Drama Portfolio	1
	Emotion Based Memory Strategies	1
	Awareness Development	1
	Literary Texts	6
	Educational Games	2
	Visual Elements	1
	Folk Literature Products	1
	Story- Supported Foreign Language Teaching	6
	Semiotics	2
	Needs Analysis	1
	Short Story	2
	Communicative Language Teaching Method	5
	Subject Based Foreign Language Education	1
	Tales	6
	The Role of Media	1
	Humorous Texts	1
	Model Based Teaching Process	1

Table 4.4: Postgraduate Studies by Their Contents

Categories	Content	Frequency
	Modular Teaching Method	1
	Music Portfolio	1
	Authentic Task- Oriented Applications	1
	Games	3
	Self-Regulating Strategies	1
	Portfolio Work	1
	Project Applications	1
	Novel	1
	Art	1
	Strategic Self-Regulation Model	1
	Song Usage	2
	Teaching Three-Dimensional Grammar	1
	New Approaches	1
	New Directions	1
	Dictionary Usage	2
	Psycholinguistics Method	1
	Psycholinguistics	1
	Self-Regulating JIGSAW IV Technique	1
	Cartoon Films	1
	Translation	7
	Output-Based Teaching	1
	Metacognitive Learning Strategies	1
	Structuralism	2
	Simultaneous Prompting	1
	Homework	1
	Design Based on Understanding	1
	Action Research	1

According to Table 4.4, when the contents of the graduate theses prepared for foreign language education in the years between 1987-2017 are analysed, it can be stated that focal points are European Union, skills, evaluation, languages, personality traits, culture, different school levels, learners, learning, learning environment, teachers, teaching, use of technology, foreign language,

approaches, management, methods. Second language education, second language teaching, second language learning, motivation, primary education, student achievement, teaching methods, computer-assisted foreign language teaching, speaking skills, drama concepts can be said to be the most commonly used contents in theses.

It is seen that the focus of the contents of the published postgraduate studies is on how language can be taught more effectively. However, there are not enough studies regarding the structural changes occurring in the historical process of foreign language teaching in Turkey and the effects and contributions of these changes.

4.4 Findings related to Universities in which Postgraduate Theses were published

Findings related to universities that postgraduate theses on foreign language teaching published in Turkey in 1987 and the following years are presented in Table 4.5.

Table 4.5: Postgraduate Studies by Universities

Universities	Frequency	%
Abant İzzet Baysal University	1	0.33
Adıyaman University	1	0.33
Adnan Menderes University	1	0.33
Afyon Kocatepe University	1	0.33
Ahi Evran University	1	0.33
Anadolu University	18	5.96
Ankara University	29	9.61
Atatürk University	13	4.30
Bahçeşehir University	3	0.99
Balıkesir University	1	0.33
Beykent University	4	1.32
Bilkent University	1	0.33
İhsan Doğramacı Bilkent University	1	0.33

Table 4.5: Postgraduate Studies by Universities

Universities	Frequency	%
Boğaziçi University	2	0.66
Bülent Ecevit University	1	0.33
Cumhuriyet University	1	0.33
Çağ University	5	1.66
Çanakkale 18 Mart University	5	1.66
Çukurova University	19	6.29
Dicle University	1	0.33
Dokuz Eylül University	13	4.30
Dumlupınar University	2	0.66
Ege University	3	0.99
Erciyes University	1	0.33
Eskişehir Osmangazi University	1	0.33
Fatih University	1	0.33
Fırat University	9	2.98
Galatasaray University	1	0.33
Gazi University	34	11.27
Gaziantep University	8	2.65
Hacettepe University	14	4.64
İnönü University	5	1.66
İstanbul Aydın University	2	0.66
İstanbul University	18	5.96
Kafkas University	1	0.33
Karadeniz Teknik University	2	0.66
Maltepe University	2	0.66
Marmara University	17	5.64
Muğla Sıtkı Koçman University	1	0.33
Necmettin Erbakan University	2	0.66
Niğde University	1	0.33
Middle East Technical University	6	1.99

Table 4.5: Postgraduate Studies by Universities

Universities	Frequency	%
Ondokuz Mayıs University	7	2.32
Pamukkale University	2	0.66
Sakarya University	8	2.65
Selçuk University	6	1.99
Süleyman Demirel University	1	0.33
Trakya University	3	0.99
Ufuk University	1	0.33
Uludağ University	7	2.32
Yeditepe University	8	2.65
Yıldız Technical University	6	1.99
Toplam	302	100

According to Table 4.5, 11.27% of the postgraduate theses on foreign language teaching were prepared in Gazi University, 9.6% in Ankara University, 6.29% in Çukurova University, 5.96% in Anatolia University and Istanbul University, 4.64% in Marmara University, 4.64% in Hacettepe University, 4.30% in Dokuz Eylül University and Atatürk University, 2.98% in Fırat University, 2.65% in Gaziantep University, 2.32% in Sakarya University and Yeditepe University, Uludag University, Selcuk University and Ondokuz Mayıs University, 1.99% in Middle East Technical University and Yıldız Technical University, 1.66% at Inonu University, Canakkale Eighteen Mart University 1.32% at Beykent University, 0.99% at Trakya University, Ege University and Bahçeşehir University, 0.66% at Boğaziçi University. Dumlupınar University, Pamukkale University, Istanbul Aydın University, Karadeniz Technical University, Maltepe University and Necmettin Erbakan University, 0.33% at Abant İzzet Baysal University, Adiyaman University, Adnan Menderes University, Afyon Kocatepe University, Ahi Evran University, Balıkesir University, Bilkent University, İhsan Doğramacı Bilkent University, Bulent Ecevit University, Cumhuriyet University, Dicle University, Erciyes University, Eskişehir Osmangazi University, Fatih University, Galatasaray University, Kafkas University, Muğla

Sitki Kocman University, Nigde University, Suleyman Demirel University, Ufuk University.

4.5 Findings Related to the Institutes in which Postgraduate Theses were published

The findings concerning the institutes in which postgraduate theses on foreign language teaching were published are presented in Table 4.6.

Table 4.6: Postgraduate Studies by Institutes

Institutes	Frequency	%
Institute of European Community	1	0.33
Institute of Informatics	2	0.66
Institute of Educational Sciences	93	30.80
Graduate School of Natural and Applied Sciences	1	0.33
Institute of Fine Arts	2	0.66
Institute of Middle Eastern and Islamic Countries	1	0.33
Institute of Turkish Revolution History	1	0.33
Institute of Social Sciences	201	66.56
Total	302	100

According to Table 4.6, it is seen that 66.56% of the postgraduate theses on foreign language teaching were prepared in the Institute of Social Sciences, 30.80% of the postgraduate theses in the Institute of Educational Sciences, 0.66% of postgraduate theses in the Institute of Informatics and the Institute of Fine Arts, 0.33% of the postgraduate theses in the Institute of European Community, Institute of Science and Technology, Middle East and Islamic Countries Institute, the Institute of Turkish Revolution History.

4.6 Findings related to the Languages used in Postgraduate Theses on Foreign Language Teaching Published in between 1987-2017 in Turkey

Table 4.7: Master and Doctoral Theses by Languages

LANGUAGE	Master		Doctoral		TOTAL	
	N	%	N	%	N	%
Turkish	144	80.45	35	19.55	179	59.27
English	69	84.15	13	15.85	82	27.15
French	14	73.68	5	26.32	19	6.29
German	17	77.27	5	22.73	22	7.29
Total	244		58		302	100

When Table 4.7 is examined, 59.27% of the postgraduate theses on foreign language teaching in Turkey were published in Turkish, 27.15% in English, 6.29% in French and 7.29% in German. 80.45% of theses published in Turkish are master and 19.55% doctoral theses. 84.15% of the theses published in English are master and 15.85% are doctoral theses. 73.68% of the theses published in French are master and 26.32% are doctoral theses. 77.27% of the theses published in German are master and 22.73% are doctoral theses. The fact that most of the postgraduate theses were written in Turkish results from the universities' providing training and education in Turkish language.

4.7 Findings Related to the Methods of Postgraduate Theses

Findings concerning the methods of postgraduate theses on foreign language teaching in Turkey between 1987-2017 are presented in Table 4.8 and 4.9.

Table 4.8: Methods Used in Master's Theses

Research Design	Frequency	Universe, Sample	Frequency	Data Collection Tools	Frequency
Quantitative	44	Student	118	Inventory	2
Mixed	19	Teacher	25	Survey	45
Qualitative	64	Theatre player	1	Test	27
Experimental	54	Parent	1	Scale	11
Quasi-Experimental	2	Student-Teacher	21	Form	3
Literature Review	23	Teachers and Parents	5	Interview form	12
Document Review	1	Parent-administrator-teacher	4	Material	1
Descriptive	2	Manager-teacher	1	Observation	2
Action Research	1	Students and parents	1	Achievement Points	1
Field Study	1	Teacher-teacher	1	Composition	1
Software development	1	Textbook-teacher-student	1	Interview	1
Inter-Behavioural					
Multiple Probe Design	1	Student-Parent-Teacher	1	Observation Too	1
Scanning	27	Participant	2	Test, Scale	3
Intercultural Method	1	Source	50	Survey, Test	4
Comparative					
Linguistics	1	Teacher candidate	3	Test, Interview Form	3
Method		Faculty member	1	Survey, Interview Form	10
Field research	1	Policy documents	1	Survey, Group Discussion	1
Case study	1	Sample Text	1	Survey, Discussion Board	1
		Staff	1	Photo, Interview	1
		Adults	1	Reading passage, Composition	1

Table 4.8: Methods Used in Master's Theses

Research Design	Frequency	Universe, Sample	Frequency	Data Collection Tools	Frequency
		School	2	Inventory	1
		Expert	1	Group Interview	1
		Trainee	1	Survey, Scale	4
				Observation, Survey	1
				Form, Test	1
				Survey, Short Article	1
				Observation, Testing	1
				Archive Scan, Interview	1
				The questionnaires	1
				Interview Form	1
				Survey,	1
				Achievement Points	
				Checklist, Survey	1
				Test, Composition	1
				Evaluation Form,	1
				Survey	
				Form, Survey	1
				Survey, text	1
				Test, Compostion	1
				Survey, Interview,	1
				Meeting	
				Exam,Portfolio,Survey	1
				Test, Exam, Student Reports, Observation	1
				Test, Questionnaire, Interview Form	1
				Observation, Interview, Question-Answer	1
				Survey, Observation Checklist, Interview Form	2
				Test, Scale, Interview Form	1
				Survey, Exam, Interview	1
				Survey, Interview Form, Rubric	1
				Testing, practice, activity	1

According to Table 4.8, qualitative research design in 64 of the master's theses on foreign language teaching in Turkey, experimental models in 54, quantitative research design in 44, scanning model in 27, literature review in 23, mixed research design in 19, quasi-experimental design and descriptive research design in 2, document review in 1, action research, field study, software development, intermittent probing with intervening behavior, intercultural method, comparative linguistics method, field research, case study method were used. Students were used in 118 of the master's theses, sources in 50 theses, teachers in 25, students-teachers in 21, 5 teachers-parents, 4 teachers-managers-parents, 3 teacher candidates, 2 of school and participant, in 1 theater actor, parent, manager-teacher, student-parent, teacher-teacher, teacher-teacher-student, student-parent-teacher, instructor, policy documents, sample text, staff, adult, experts and trainees were used as samples. 45 of the master's theses, the survey, 27 of the test, 12 of the interview form, 11 of the scale, 10 of the questionnaire-interview form, 4 of the questionnaire-test and the survey-scale, 3 of the test-scale, from and test-interview form, observation, survey-scale, questionnaire-observation checklist-interview form in 2, material, achievement scores, composition, interview, observation tool, questionnaire-group discussion, questionnaire-discussion board, photo-interview, reading part-composition, scale-interview form, inventory-group interview, observation-questionnaire, form-test, questionnaire-short article, observation-test, archive-interview, question-interview form, questionnaire, checklist-questionnaire, test-composition, evaluation form-questionnaire, form-questionnaire, questionnaire-text, test-composition, questionnaire-interview-meeting, exam-portfolio-questionnaire, test-exam-student reports-observation-test- survey-interview form, observation-interview-question-answer, test-scale-interview form, questionnaire-exam-experiments on questionnaire-interview form-rubrics, were used as a data collection tool.

In the master's theses on foreign language education, it is observed that questionnaires, tests, scales, interview forms are used more frequently, other data collection methods are used less, studies are done in quantitative, qualitative and experimental models, and students, teachers and resources are used as sample. It is seen that there are master's theses that other data collection techniques are used even though a small number is used.

Table 4.9: Methods Used in PhD Theses

Research Pattern	Frequency	Universe Sample	Frequency	Data Collection Tools	Frequency
Quantitative	3	Students	32	Questionnaire	1
Mixed	12	Teacher	6	Survey	6
Qualitative	10	Program	1	Scale	3
Experimental	13	Textbook	10	Observation	2
Quasi-Experimental	1	Student-teacher	5	Test, Scale	2
Literature Search	7	Source	2	Survey, Test	4
Descriptive	1	Teacher candidate	1	Survey, Scale	1
Scanning	9	Trainees		Evaluation Form	1
Field research	1			Survey, Interview Form	1
Case Study	1			Test, Story	1
				Scale, Focus Group Call	1
				Scale, Interview Form	2
				Observation, Interview Form	22
				Scale, Diary	1
				Observation, Diary	1
				Observation, Survey, Interview Form	1
				Scale, Test, Interview Form	2
				Scale, Writing, Interview, Observation, Design	1
				Survey, Observation, Archive Scan	1
				Survey, testing, programmatic teaching material	1
				Test, Scale, Interview Form	1
				Test, Form, Interview	1
				Scale, Test, OSS Score, Composition	1
				Test, Scale, Composition	1
				Test, Survey, Multimedia Material	1
				Test, Scale, Evaluation Form, Interview Form	1

According to Table 4.9, 13 experimental model in 13 doctoral theses on foreign language teaching in Turkey, mixed research design in 12, qualitative research design in 10, scanning model in 9, the literature research in 7, quantitative Research design in 3, experimental design in 1 doctoral thesis, descriptive research design, field research, case study methods were used as research design. Students in 32 doctoral theses, students-teachers in 10, teachers in 6, sources in 5, teacher candidates in 2, program, textbook and trainees in 1 doctoral thesis were used as samples. 6 of the doctoral theses, 5 of the survey, 4 of the survey-test, 3 of the scale, 2 of the observation, test-scale, scale-interview form, observation-interview form, scale-test-interview form, 1 questionnaire, questionnaire-scale, evaluation form, questionnaire-interview form, test-story, scale-focus group interview, scale-diary, observation-diary, observation-questionnaire-interview form, scale-writing-interview-observation - design, questionnaire - observation - archive survey, questionnaire - test - programmatic teaching material, test - scale - interview form, test - form - interview, scale - test - oss score - composition, test - scale - composition, test - survey - multimedia material, test-scale-evaluation form-interview form were used as data collection tool.

In the doctoral theses related to second language teaching, it can be said that the quantitative research method is used less. The test and the questionnaire are used extensively.

4.8 Findings related to the Findings and Interpretations of the Postgraduate Theses

Findings related to the Findings and Interpretations of the Postgraduate Theses in 1987 and Following Years were presented in Table 4.10 and 4.11.

Table 4.10: Findings and Interpretations of the Master's Theses

Year	Findings and Interpretations
2017	<p data-bbox="453 353 1410 432">There is a relationship between the academic achievements of students and their communication styles.</p> <p data-bbox="453 450 1410 629">The findings show that instructors tend to combine language skills in teaching practice and prefer to teach language skills in an integrated way in their future courses. The findings also show that lecturers support the idea of using textbooks in which language skills are presented in an integrated manner.</p> <p data-bbox="453 647 1410 759">Foreign language learning process and the effects of positive or negative stereotypes on foreign languages such as French language were found out. The judgments had negative effect on French language learning.</p> <p data-bbox="453 777 1410 956">The findings of this study revealed that the scores of foreign language reading skills of the participants who played computer games in the target language were higher than the participants who did not play. This shows that playing a computer game is a positive factor in learning a foreign language.</p> <p data-bbox="453 974 1410 1198">The results show that although teachers have concerns about the use of mobile phones in the language class, they have a positive attitude towards mobile-aided language education. The findings show that students have a positive attitude towards mobile-aided language learning because they are already familiar with mobile telephones in their day-to-day experience.</p> <p data-bbox="453 1216 1410 1507">An important difference was found between the pre-test and post-test scores of students who were trained with Brain Based Learning method in the experimental group. There was no meaningful difference between the pre-test and post-test scores of the students in the control group. At the end of the training programs, there was a meaningful difference between the reading and comprehension skill levels of the students in the experimental group and the level of reading and comprehension skills of those of the control group.</p>
2016	<p data-bbox="453 1541 1410 1765">Teaching English with stories is of a significant positive effect on students' reading comprehension skills at both grade levels. Teaching English with stories has a positive effect on the English vocabulary of the students at both grade levels. The teaching of English with stories did not make an important difference on students' attitudes towards English course at both grade levels.</p> <p data-bbox="453 1783 1410 1962">In the experimental study, it was determined that there was a positive difference in the attitude and reflective thinking levels of the experimental group students who applied creative drama method. However, it was found that there was no difference in the students' critical thinking tendencies.</p> <p data-bbox="453 1980 1410 2042">Contrary to many of the methods we have studied, communicative language teaching provides the students with the opportunity to speak</p>

Table 4.10: Findings and Interpretations of the Master’s Theses

Year	Findings and Interpretations
	<p>and give back the self-confidence that they lost and provides great convenience to the target language with the materials used in this method. The fact that the field of study of this method is almost unlimited and that the students are engaged in activities together does not bother the students and reinforce their wish to work together, especially because the idea of working in the classroom environment and wherever they want is an important factor that motivates the student.</p> <p>The reluctance to participate actively in the classroom which is typical of students in "traditional" style lessons is dramatically reduced when adrama technique is incorporated. In Article 3, 73% of students chose the option ‘YES’ to ‘Trainings with drama technique encourage me to learn.’ It is observed that the average of the test applied after the drama method is high and therefore teaching with drama method gives more successful results.</p> <p>The failure of the education by using the grammar translation method in foreign language teaching for many years, led to search for new methods. Berlitz Method, which has emerged in this direction, demonstrates its success in language education with the awards it receives in the world and the schools that uses this method continue to open.</p> <p>Results showed that it is possible to link theatre in education to drama in education theoretically because they both construe and are driven by dramatic experience. Furthermore, using theatre in education for teaching English mostly indicates that these implementations cover aspects that are supported by English language teaching methodology, even though there were some aspects that showed limited or no implication.</p> <p>It is concluded that the communicative approach is still one of the most efficient methods in second language teaching.</p> <p>According to the results obtained; there were no statistically significant differences between the demographic characteristics of parents and their responses to propositions.</p> <p>According to the results obtained from the thesis, there is a meaningful difference between the pre-test and post-test scores of the students regarding their reading skills, and the post-test scores of the experimental group and the control group after cognitive strategies-based education. It can be concluded that the process of cognitive strategy created for the thesis has a positive effect on the participants and their opinions on this practice are positive.</p> <p>When the data obtained from the pre-test and post-test applications of achievement test of experimental and control group was analysed, a statistically important difference was found in favor of the experimental group among all the test achievement scores and test's recall, comprehension and application dimensions. In order to determine the learner autonomy levels which were other variables of the study, an</p>

Table 4.10: Findings and Interpretations of the Master's Theses

Year	Findings and Interpretations
	<p>important difference was observed in the scale of learner autonomy applied before and after the experimental procedure in favor of the experimental group in terms of preparation for self-management, and language learning activities.</p> <p>Findings showed that Dyned educational software had a significant and positive effect on students' grammar knowledge and vocabulary knowledge, academic achievement levels. In terms of gender, it was seen that Dyned educational software did not significantly affect the academic achievement levels of the experimental group students.</p> <p>In written feedback, it was found out that learners had positive attitudes about the effect of DMP on English speaking skills and the development of personal abilities, and most of the class preferred DMP instead of speaking exam to measure their speaking abilities.</p> <p>In the findings, it was found out that the students had difficulties in speaking the foreign language and this affected foreign language motivation, and female students experienced a higher level of second language learning anxiety, whereas their motivation was higher and the level of education of the parents increased.</p> <p>Findings from the qualitative data of the research showed that the UbD applications based on action research contributed positively to teachers' design, implementation and professional development processes, and also increased students' motivation to learn foreign languages. The findings obtained from the quantitative data of the study showed that In UbD applications, there was an important difference between A and B level students' motivation for foreign language learning, and B level students' English achievements in favor of the experimental group.</p> <p>The result of the study revealed that personality characteristics, identity, foreign language learning beliefs and success factors have an impact upon the use of self-regulated foreign language learning strategies.</p> <p>The results obtained show that authentic task-oriented applications have a positive effect on student achievement.</p>
2015	<p>While methods and activities such as songs, games, films, series and internet sources used by the teachers in the classroom contribute to the students' motivation to increase their interest in language learning, they raise awareness about the culture of the foreign language and boost the motivation outside the classroom.</p> <p>As a result, studies and and survey study showed that educational drama is of positive effect on teaching foreign language to 14-16 age students.</p> <p>In the motivation survey, it was found that there was a significant difference between the results of the application survey at the beginning of the study and the results at the end. Motivation in the experimental group showed an increase, whereas a decrease in motivation occurred in</p>

Table 4.10: Findings and Interpretations of the Master’s Theses

Year	Findings and Interpretations
	<p>the control group. One of the alternative methods, ‘mobile learning’ was found to have had an enhancing effect on foreign language courses. It was also observed that mobile learning created a supportive base enabling foreign language learners to cope with their cognitive difficulties.</p> <p>As a result of the data obtained, it was found that the students who learned German language as a first foreign language had easier understanding of English as a second foreign language and learned both languages effectively. In addition to this, it is concluded that the students benefit from German while learning English and they are willing to learn a third foreign language in the future.</p> <p>The results of this study revealed that the use of German songs in second language teaching positively affected student achievement.</p> <p>The results of the qualitative analysis revealed that the use of native language is an integral part of foreign language teaching but there is an important difference between the opinions of teachers and students regarding the use of mother language.</p> <p>According to the research results, though not qualitatively significant in terms of the need for more detailed and contextual measurements of the concepts of TPCK and computer attitudes, the computer-assisted foreign language teaching experience acquired within the TPCK theoretical framework in the context of an online EBIT course affect the development of the English teachers' perception and practice of teaching positively. This development has been observed in technology integration experiences based on creating and collaborating with original learning materials. Teachers are actively integrated into the process through a design learning environment.</p> <p>According to the findings of the study, English teachers perceive the education of foreign language as an important concept and they draw important conclusions about integrating the target culture as a foreign language in English class.</p> <p>It is concluded that although both teachers and students’ attitude towards integrating technology into second language teaching is positive, there is not sufficient technology in these schools. Students do not use the technology available. The students face some obstacles, such as inadequate technological equipment, lack of knowledge, time and training.</p> <p>In the study, it was found out that teachers, managers and mothers give importance to foreign language education in preschool as they believe that people can learn more quickly, easily and retain this knowledge at early ages. The group which does not consider second language education necessary in the pre-school period declared that it is not the appropriate age for second language learning. Also, it was found out that</p>

Table 4.10: Findings and Interpretations of the Master’s Theses

Year	Findings and Interpretations
2014	<p data-bbox="453 338 1410 416">the foreign language level of preschool children was absorption of basic concepts. (colors, numbers, numbers, etc.).</p> <p data-bbox="453 427 1410 719">The results of the research show that there are differences in various areas of language learning. Some elements of language, such as learning speed, intonation and grammar, are better learned by young people than others. Considering the ambient factor, it was observed that the young students were better in the informal settings and the adults were better in the official settings. What is evident is that young learners are better than adults in formal and informal settings in terms of foreign language learning.</p> <p data-bbox="453 752 1410 864">According to the findings of the study, teachers have relatively few negative attitudes towards computer-aided language education and more positive attitudes towards it.</p> <p data-bbox="453 875 1410 1066">At the end of the research, it was found that a Self-Regulation Jigsaw IV, technique was significantly effective on students' achievements compared to the traditional method, and did not have a significant difference on their attitudes. It was determined that experimental group students used their self-regulation skills in their independent studies.</p> <p data-bbox="453 1077 1410 1189">The result of the study shows that in teaching English as a second language, art supports a variety of learning styles in contrast to traditional methods targeting specific learning models.</p> <p data-bbox="453 1200 1410 1570">The result of the study indicates that all participants believed in the necessity of foreign language education at an early age. Moreover, the expectations of the participants on foreign language teachers, students and schools were very similar. It was observed that the expectation of teacher participants on parents, the Ministry of National Education and departments of English Language Education and English Language and Literature at universities was higher. In general, the concerns of parents and teachers were found to be mutual. Finally, parents 'and teachers' concerns were found to be less than their expectations. This shows that the belief that new practices will have a positive result is strong.</p> <p data-bbox="453 1581 1410 1839">As a result, each student's needs in terms of learning process and area of usage of target language vary. With this study, it was aimed to determine language level and program motivations, foreign language expectations, difficulties and needs of the students about their profession based on the evaluations of second year students in Tourism Associate Degree Programs. It was argued that their needs and expectations should be consulted when preparing the curriculum.</p> <p data-bbox="453 1850 1410 2009">The study showed that students were able to analyze linguistic field indicators from a broad point of view, and were able to analyze how and why English and other languages were used in linguistic indicators and determine what English gained over time in Northern Cyprus. Through</p>

Table 4.10: Findings and Interpretations of the Master's Theses

Year	Findings and Interpretations
	<p>the analysis of students' impressions, the benefits of the use of linguistic field studies in English language teaching and approaches of linguistic field projects were determined. The study showed that students generally exhibited positive attitudes to such projects.</p> <p>A study on the game workshop concept and feasibility which provide a real research center is the main theme of this thesis. A cost study was also carried out. The thesis draws attention to the game designs that can occur with the partnership of local IT companies by stating the huge potential that exists in the integration of video games into French foreign language teaching classes.</p> <p>The use of social networking sites in the Facebook sample as a support tool in the foreign language education process shows positive and negative effects on learning. Potential positive effects include providing unstructured learning opportunities and providing cooperative learning opportunities in the context of learning. In the context of foreign language education, positive impacts are to contribute to developing a positive attitude towards foreign language learning, to increase motivation of foreign language learning, to provide meaningful language activities and to offer opportunities for exposure to target language.</p> <p>The answers to three questions indicate that Yalova University students are more sensitive than the students of Istanbul Technical University. The high median number of median contributors to the increase of sensitivity in the test results of both schools shows that both schools have intercultural sensitivity. However, Yalova University's test results are more positive and this university's students have higher sensitivity. The hypothesis 'H1: The Common European Framework of Reference for Languages has a positive effect on intercultural communication skills' was confirmed.</p> <p>The data obtained from the study also shows that there is an inverse relationship between language performance and anxiety, ie in English, less anxious students perform better, while more anxious students receive relatively low grades. Therefore, as the sense of concern decreases, students are more likely to have more constructive experience in language use.</p> <p>In light of the data and findings, it was concluded that this method increased the students' motivation, developed technical and foreign language knowledge, and teacher and friend feedback were very effective. This study of digital story method comfortably Turkey "has shown that it will contribute to the foreign language training and can be implemented.</p> <p>It is seen that Amendment of the Law on Foreign Language Education and Teaching, Preparation of the Regulation on Learning the Different Languages and Dialects Traditionally Used by Turkish Citizens in Their</p>

Table 4.10: Findings and Interpretations of the Master's Theses

Year	Findings and Interpretations
2013	<p data-bbox="453 342 1410 786">Daily Life, the opening of the preparatory class in high schools, the decision to close foreign language-weighted high schools, re-arrangement of the course hours in the curriculum of foreign language learning, reorganization of the Regulation on Foreign Language Education and Training in the Ministry of Education, change in curriculum in foreign language teaching, in transition to secondary education, asking questions in examinations about foreign language area were put into practice. In addition, it is seen that some regulations such as arranging foreign language courses in fourth grade as elective courses in curriculum, starting foreign language courses in the second grade in 2013-2014 academic year, European Council and Europe language development file and arrangements of textbook were implemented.</p> <p data-bbox="453 813 1410 1016">The literature review was conducted and the textual psycholinguistic approach was applied to a literary text within the framework of the Kintsch et van Dijk theory. The results of this application show that the active use of mental processes in teaching is effective in developing both the foreign language teaching methods used and the language teaching that the individual can use more effectively and actively.</p> <p data-bbox="453 1032 1410 1328">The findings of the study revealed that the students used reading pieces in their writings and that some students were too dependent on the reading pieces. The amount of excerpts from reading parts varied within each group. In addition, the results revealed that the use of reading pieces was not affected by the participants' level of academic education and the subject matter in which the compositions were written. Correlation analysis results did not find a significant relationship between resource use and quality of writing.</p> <p data-bbox="453 1344 1410 1525">As a result of the findings, it was seen that the students benefited equally from the content and the teacher in the process of producing the information; It was found that students at all levels benefited from teacher interaction and teacher feedback in a similar way in the production of knowledge.</p> <p data-bbox="453 1541 1410 1722">The research findings reveal that in general, the German courses are mostly grammar-based and these courses do not appear to meet student expectations. Therefore, it can be concluded that the visual elements which can contribute to a communication-oriented lesson are used very little in the lessons.</p> <p data-bbox="453 1738 1410 2007">According to the results of the research, it was determined that the activities in Second Life environment were effective in defeating students' shyness in speaking foreign languages. The students who participated in the study stated that they found the Second Life environment interesting and entertaining and that the activities were beneficial for them. It was observed that the participants could not speak due to various reasons and encountered different sound problems.</p>

Table 4.10: Findings and Interpretations of the Master's Theses

Year	Findings and Interpretations
	<p>As a result of the research, it was determined that the scores of the students in the experimental and control groups were very close to each other. In performance tasks, it was found that there was a significant difference in favor of the control group in the first performance task and in the second and third performance tasks in favor of the experimental group. However, when the total of the scores obtained from the performance tasks were examined, a significant difference was found in favor of the control group.</p> <p>At the end of the study, it was found out that the subjects and words taught in the English course books had slight similarities with the real world of the language. In this context, it was revealed that there are areas required to be developed or changed in textbooks. In addition, this research emphasized the importance of the review as a method of material development and analysis. The functionality of the books for the authors of the textbook and the Ministry of Education were evaluated.</p>
2012	<p>The Mobile Dictionary learning material can be used efficiently and effectively to increase the active vocabulary knowledge levels of preparatory class students who learn foreign languages. Because different aspects of the word are presented together in the the contents of the Mobile Dictionary, learners have not wasted time searching for different aspects of the word and time they devote to word learning in the classroom has been shortened. According to the participants who found the information sufficient, the use of mobile tools in accessing the Mobile Dictionary contributed to the increase of the individual learning speed and to learn words without being dependent on the teacher at any time. However, it is noteworthy that the participants were negatively affected by the technical failures in mobile vehicles.</p> <p>Students find it distracting to speak foreign language within the classroom due to their concerns. However, students will have a more comprehensive approach to their goals if they have sufficient opportunities to practice foreign language. Different methods and activities used to teach oral communication techniques in the academic environment are also significant in language education.</p> <p>As a result of this research, it is seen that there are more female learners in ELT. In this study, it is seen that the motivation levels of the students in the remote ELT are high. When we look at the motivation by gender, it is concluded that male learners are more motivated than women. When we look at motivation by age, in the age group 19 -26, students between the ages of 22-23 are more motivated than the rest of the cohort.</p> <p>According to research findings; It has been found out that foreign language education organized in Second Life virtual environment by using different instructional methods helps students to learn from their peers in social environment, to experience speaking a foreign language</p>

Table 4.10: Findings and Interpretations of the Master’s Theses

Year	Findings and Interpretations
	<p>and to increase their self-confidence and self-efficacy levels and to get rid of community pressure. In addition, the Second Life virtual environment, with its three-dimensional realistic design, has increased the students' interest and motivation towards the course, and the opportunity to be represented by avatars has enabled the communication among students to be effective</p> <p>The results showed that pre-service teachers have strong beliefs about foreign language learning. There was no significant difference between Turkish teacher candidates' beliefs before and after the teaching experience in the practice of education. However, it has been found that Turkish teacher candidates' beliefs about the nature of language learning after their teaching experience have a meaningful relationship with the age of teacher candidates. Similarly, it has been found that Turkish teacher candidates' beliefs about the difficulty of language learning have a meaningful relationship with the number of micro courses given in practice education.</p> <p>As a result, findings obtained from the views of teachers and students show that they consider the concept of culture from the sociological and aesthetic aspects. The focus of the New Bridge to Success series is local culture rather than international culture, which is preferred by teachers and students.</p> <p>It is observed that educational mobile applications increase the students' levels of success in the education of English. It can be said that the educational games to be installed on mobile devices will increase the students' motivation and success and that these games can be used as a useful teaching material.</p> <p>A significant difference was seen between the groups who were taught with traditional method and teaching method with songs in the teaching of ‘alphabet, greeting, asking and answering how you are, how to respond, week days, numbers’ at fourth grade French lesson in Primary school. This research reveals that singing technique is more effective than traditional method in terms of students' academic achievement.</p> <p>The data obtained show that the participants have more negative opinions against the textbooks used by the teachers. However, student participants seem to have a more positive and impartial view. The results of the questionnaire show that the teacher and student participants fall apart at many points and the student participants are unsure about most items.</p> <p>According to the findings of the study, it was concluded that the teaching of English with learning objects and the teaching of English with traditional method increased the students' academic achievement, but both methods were compared, there was no significant difference between them in terms of their effects on student achievement. It was observed that students had a higher level of transfer skill when taught</p>

Table 4.10: Findings and Interpretations of the Master’s Theses

Year	Findings and Interpretations
2011	<p data-bbox="339 344 687 378">English with learning aids.</p> <p data-bbox="339 400 1294 689">In the research, it was determined that the teachers who gave foreign language education at an early age were conscious in terms of methods and contents while giving language education to these children and on the other hand, the parents sent their children to the foreign language education institutions at an early age. It can be concluded that Turkey is experiencing institutional problems in foreign language education at an early age and that teachers necessarily should be required to go through a special training in this area.</p> <p data-bbox="339 723 1294 902">We gave coverage to the most important figures of our literature, Ziya Gokalp’s point of view about children’s literature. In the lullabies and tales we compiled, we found supportive features for the education of our children. We saw that our lullaby and tales contained very important messages for our children.</p> <p data-bbox="339 943 1294 1010">The developed application supports learning some grammatical points in foreign language education.</p> <p data-bbox="339 1032 1294 1279">In conclusion, the application of the theoretical principles of effective foreign language teaching in foreign language classes is a purely realistic goal and this practice is necessary for the effectiveness of the education given in foreign language classes in schools. The second conclusion is that communicative language teaching methods, teacher-produced course materials and appropriate classroom management techniques are among the elements that help achieve this goal.</p> <p data-bbox="339 1301 1294 1704">The results of the study showed that pre-service teachers' critical thinking dispositions were at medium and low levels and the results showed that they were not yet fully qualified in terms of productivity in the profession. The results of this study revealed a significant relationship between self-esteem and parental attitudes. In addition, it was seen that parental attitudes and students' success in learning a foreign language were in mutual relation with each other. However, no significant relationship was found between students' self-esteem and their success in learning a foreign language. Considering the gender of the students, it was seen that there was no difference between self-esteem, parental attitudes and achievements in foreign language learning.</p> <p data-bbox="339 1727 1294 2009">All of the teachers who participated in the study stated that students with special needs had difficulty in learning foreign language. The vast majority of teachers (52 teachers) who reported their observations on 13 different types of disabilities specified that foreign language difficulties of students with special needs varied according to the type of disability. They also stated that students with special needs had difficulties in reading-writing, grammar, vocabulary, sentence formation and the use of language in daily life. In addition, In addition, teachers noted that not</p>

Table 4.10: Findings and Interpretations of the Master's Theses

Year	Findings and Interpretations
2010	<p data-bbox="453 338 1410 488">only students with special needs had difficulties in target language learning, but also all other students had similar problems, but students with special needs experienced these difficulties more intensely and for longer periods.</p> <p data-bbox="453 517 1410 813">No meaningful difference was found between the experimental group in which the game method was used and the control group in which the traditional method was applied. The findings obtained from the achievement test support the judgment that there will be meaningful differences in favor of the experimental group in the sense of the total scores put forward in the first application of the study. The results of this research reveal that teaching through play is more efficient than traditional teaching.</p> <p data-bbox="453 831 1410 1193">The findings showed that there was no meaningful difference between the students who participated in the input-oriented and output-oriented teaching activities in terms of recognizing and understanding the target language structures. On the other hand, it was determined that the students who participated in the output-oriented teaching activity showed a more positive development in terms of using target language structures than the students participating in input-oriented teaching activity. In addition, when the relation between input-oriented and output-oriented teaching with reading behaviors is examined, it has been determined that reading behaviors vary according to teaching style.</p> <p data-bbox="453 1211 1410 1574">The general attitude scores of the administrators and teachers about foreign language teaching were found to be 3.64 out of 5. According to the findings of the Foreign Language Teaching Attitude Scale; A significant relationship was found between .05 level between gender, age, graduate education, seniority, position and branch at school and attitude towards foreign language teaching. When the findings related to the opinions about the foreign language teaching practices were examined according to the socio-demographic variables, a meaningful difference was found in 13 items except two of the 15 items asked in the questionnaire.</p> <p data-bbox="453 1592 1410 1852">A significant part of the trainees stated that they continued their course for their personal development. This result showed that it was important for trainees to provide personal development for future expectations. The course was not seen as a socialization environment. Considering today's conditions where lifelong learning is inevitable, it may be important to prefer the course as a socialization environment. Therefore, it may be important for course management to provide this environment.</p> <p data-bbox="453 1870 1410 2013">The findings of the study show that individual support training with simultaneous prompting (SP) method is useful in second language teaching to inclusive learners. Participants were able to generalize their ability to say the English equivalents of the words they learnt to other</p>

Table 4.10: Findings and Interpretations of the Master's Theses

Year	Findings and Interpretations
	<p data-bbox="339 344 1295 450">teaching sets of different tools. This study shows that individual support education services provided by simultaneous prompting (SP) method are effective in inter-device generalization and retention.</p> <p data-bbox="339 472 1295 613">The research results are quite satisfying and we are encouraged as language teachers to dwell on alternative vocabulary teaching suggested in this study. That makes it more valuable to make more effort on it so as to reach quality in language instruction.</p> <p data-bbox="339 636 1295 920">In present paper it was revealed that most of the educationists argue that media education is about teaching the media, while others state that media education is teaching with the media. It can be stated that teaching the media in one country depends on the structure of its education system, the relationship between the media and intellectuals in the system, and finally the economic and social states of itself. Therefore, in the case of Kazakhstan research design relates to these three aspects, namely, education system, social and economic states of Kazakhstan.</p> <p data-bbox="339 943 1295 1413">In Turkey, it is difficult to talk about an appropriate educational environment for teaching foreign languages. Therefore, language teaching methods and approaches cannot be used effectively except for the Grammar Translation Method (GTM). GTM is quite inadequate in language teaching. English language education does not start at the early ages. Turkey has serious material shortage in language teaching in Turkey. The fact that the classes are crowded affects the language teaching in a negative way. Turkish students' being insufficient in their native language affects foreign language teaching negatively. Foreign language course hours in the programs are insufficient. Second language teaching in Turkey (particularly in primary education) is performed as exam-oriented. This situation limits the development of listening, reading, writing, speaking skills of the learners.</p> <p data-bbox="339 1435 1295 1503">Research results show that the use of computer in education, especially in foreign language teaching, has positive contribution to success.</p> <p data-bbox="339 1525 1295 1592">It was concluded that three-dimensional grammar teaching had a positive impact on the learning process.</p> <p data-bbox="339 1615 1295 1827">The findings of the academic research indicate that children who had second language education in preschool period were found to be more successful in terms of Turkish language skills. When children who had Turkish and second language education at pre-school period and their mother's working status, father's education status, number of siblings were examined, no difference was found in any of the sub-dimensions.</p> <p data-bbox="339 1850 1295 2029">When the faculties studied were taken into consideration, it was observed that the participation of the learners in the Faculty of Literature was 18.6%. The lowest participation was the Faculty of Dentistry with 0,3% and Bakirkoy School of Health with 0,9%. These results are thought to arise from the fact the highest number of students is enrolled in</p>

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	<p data-bbox="453 338 1410 450">compulsory credit English courses and the fact that the Faculty of Dentistry and Bakirkoy School of Health have the least number of registered students.</p> <p data-bbox="453 465 1410 757">The vast majority of respondents think that foreign language education is an imperative pressure of globalization. While the majority of the respondents do not express opinions on this issue, those who state that second language education is not requisite is in the majority. The majority of the participants stated that foreign language is not necessary for the follow-up of scientific publications. A large number of prospective teachers state that second language education is not required in vocational training courses.</p> <p data-bbox="453 772 1410 996">The research results showed that language educators saw foreign language as a phenomenon which should not be considered as mandatory. Although at first sight it may seem like a contradiction, this situation is important in terms of revealing the necessity difference. Because, both social studies teachers and English teachers has similar thoughts about both dilemma and necessity.</p> <p data-bbox="453 1012 1410 1191">Research results show that learners have positive thoughts about computer-aided foreign language education. Age, classroom, gender, English learning year and computer assisted language learning experience affect students' attitudes. In addition, learners' views about computer-aided learning and foreign language learning are interrelated.</p> <p data-bbox="453 1207 1410 1543">The New Bridge to Success book is full of cultural elements and inefficient visual elements for foreign language learning. Presenting culture-based subject with the necessary preliminary information will be very useful in learning the subject. It is inevitable that cultural elements such as proverbs, idioms and slang should be included more in order to provide more realistic communication environments. It was concluded that the New Bridge to Success book could be a more effective foreign language textbook by including more features such as photos and visual elements about the places where the target language is spoken.</p> <p data-bbox="453 1559 1410 1738">As a result; we set forth that both of the methods, (Interkulturelle) Intercultural Approach and (Kommunikative) communicative method can be useful to understand the language and to use it fluently in daily life, tourism sector in Turkey, academic, commercial and legal areas related to this sector.</p> <p data-bbox="453 1753 1410 1865">Results indicate that participant teachers consider that second language is not taught successfully in Turkey. Teachers are cognizant of the existing failure, but do not make use of their theoretical knowledge in practice.</p> <p data-bbox="453 1881 1410 2029">The Student Groups Success Groups technique was implemented in the experimental group for 12 weeks and the requirements of the textbook were followed in the control group. The data obtained from the tests show that the application to the experimental group makes a significant</p>

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	<p data-bbox="339 344 480 374">difference.</p> <p data-bbox="339 398 1302 577">The proportion of foreign language teachers who received postgraduate education was found to be quite low compared to the number of participants. It is thought that the students who are getting English or German preparatory education in high schools within the scope of research have successful or very successful performance.</p> <p data-bbox="339 602 1302 853">The research results indicated that the learners studying with indicative elements are more professional and more interested in the analysis of the contextual elements. In other words, the learners’ ability to understand textual meaning has created an improvement in language skills and performance levels of these learners. This is especially true for students who analyze the indicative elements of a text in order to create new meanings.</p>
2009	<p data-bbox="339 887 1302 1211">The results showed that students gave negative answers for the statements which evaluated their empathy skill. That’s to say; most of them do not know how to assess others’ feelings by putting them in their position. For the next subscale, “handling relationships”; the research findings showed that most of the learners are able to manage their social relationships. And for the last three subscales which showed students self awareness about their emotions and ability to manage them, the results were mainly positive. Most of the students were found to be able to tell and manage their feelings and they are also able to delay gratification.</p> <p data-bbox="339 1236 1302 1592">Findings revealed that although most of the students thought that reading in English was important for language learning, the students did not extensively involve in reading outside class. This study demonstrated that reported use of reading strategies and its subconstructs (global, problem solving and support strategies) did not significantly differ according to gender and language competence level; however, amount of outside reading positively affected the use of problem solving strategies. Furthermore, the study gave way to a positive relationship between the use of reading strategy and motivation, and between motivation and reading performance.</p> <p data-bbox="339 1617 1302 1832">It has been found out that the subject of drama techniques is included in the curriculum of the Ministry of National Education foreign language education, and that both the prospective teachers and teachers involved in the research have sufficient knowledge about the importance of Drama techniques / strategies. However, a number of deficiencies have been identified in both the education faculties and application in schools.</p> <p data-bbox="339 1856 1302 2029">According to the research results, 8 main and 25 sub-themes related to foreign language education were found on the Internet. In this context, expert opinions about the importance of the concepts of diversity, interaction affecting foreign language education, contextual learning, communicative competence, learner errors, feedback and learner level</p>

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2008	<p>emerged in the Internet environment.</p> <p>According to the findings obtained from the research, the group with the method of dramatization technique was more successful than the traditional group. When the data was analysed in terms of gender, it was found that gender had no effect on achievement. In the light of these findings, it can be argued that students learn English more effectively with the method of dramatization technique.</p> <p>The data revealed that mother tongue use is an undividable part of foreign language teaching and there is no meaningful difference of opinion between educators and students on the use of native language in the classroom. When the current studies on second language acquisition are examined, it is obvious that the first language plays an auxiliary part in language teaching. All these findings show us that most of the students give the importance to culture learning. Most of the students support the statement that the culture has positive effects on the language teaching.</p> <p>As a result, it can be said that positive results were obtained in terms of linguistic, especially speaking abilities and personality traits of the learners who participated in EU Education Programs, and these constructive and positive effects of these exchange programs in these areas were observed.</p> <p>In our study, when we look at the relationship between the importance given to national, religious and social identity and the language level, there are differentiations. It is noteworthy that the identity of those who have weak language is more important than their identity. It was determined that those with intermediate and advanced level of language were more important to their social identities and that their national identity was more important than those with good language scores.</p> <p>Seven of the twenty teachers present their appreciation for the comprehensive assessment of the current language book, while another group of educators from the same number disagrees.</p> <p>It was emphasized that the communicative competence necessitated the learning of the culture in which the language belongs.</p> <p>Generally, the fact that the phenomenon of success in education, which is associated with the quality of teachers and the teaching materials used, is directly related to the concept of motivation, and the education environment is arranged in a proper way, with a group of students who have motivation problems, a group of students with high motivation will have difficulties in reaching the targeted success. It was revealed that permanent achievements can be achieved in a shorter time.</p> <p>Students do not study regularly. Students are graduated from private and public schools affiliated to the Ministry of National Education with</p>

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	<p>insufficient foreign language skills. Many students adopt rote learning as a method of learning. Students do not have reading habits in mother tongue and foreign languages. Students do not know their mother tongue rules enough, they cannot switch between the new language and their mother tongue. Students do not wonder about the real world of the language they learn. University students and teachers are not able to benefit from technology. Teachers who are connected to the intensive curricula program function with the grammar center.</p> <p>At the end of the study, there was a significant difference in the academic achievement levels of the control group in which the communicator approach was used and the grammar translation method in favor of the experimental group.</p> <p>As a result of the survey, the majority of students emphasized culture. Students said that the cultural knowledge of the country of the learned language must be known.</p> <p>The findings of the academic study indicate that even though learners' language skills are expected to improve during the years they have been studying, it has remained under the targeted levels. According to the findings of the EFQM (European Foundation for Quality Management) criteria for continuous improvement, it was determined that there were serious problems in the performance of the activities covering all units of the school, which are of critical importance in the educational structure and these activities should be improved with new approaches.</p> <p>There was a meaningful difference between the experimental group given the word meaning estimation strategy and the control group in which the traditional teaching continued, in terms of the level of reading comprehension achievement in the final test, in favor of the experimental group. The qualitative data obtained by the interview method also show that the short word strategy has a positive effect on learners' views on reading lessons.</p>
2007	<p>As a result of the research, it is stated that the mother tongue, method selection, teacher, manager, environment, student age and attitude, teaching material, usage of new technologies, measurement and evaluation are the most important variables in the achievement of the aims of education-teaching activities in foreign language courses in foreign language teaching.</p> <p>A flexible model has been developed.</p> <p>The study explored that the use of the game in second language teaching facilitated the learning of the foreign language, the information was permanent, the students enjoyed this method and they participated in the classes with enthusiasm. It is seen that the method of using the game is more appropriate for them.</p>

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	<p>Class observation results show that there is a difference between the literature on the subject and the applications in Muğla University School of Foreign Languages. The survey results show that neither the students nor the teachers have benefited from the project applications as much as the literature claims. The results of the interview and practice showed that the project studies applied in the preparatory classes of Muğla University School of Foreign Languages were above the language levels of the learners and that the students were not adequately guided during the application process.</p> <p>In the pre-test, there was no difference between the two groups, that is, the same level in both groups, but the final test was realized at the end of the application. The mean scores of the application group were found to be higher than the grade point average of the control group. From these data, reading, listening and writing skills of the learners in the basic German level have improved with the use of tales in German.</p> <p>Finally we arrive at a conclusion that such kind of work at a literary text can help students convey the contents of the literary work from a critical point of view, develop the ability to critically approach any text, expand students’ knowledge, teach them different methods of argumentation.</p> <p>As a result of the research, it is thought that literary works can meet the intense content of Multiple Intelligence Theory since it has a structure that allows the development of rich and linguistic abilities as source and material.</p>
2006	<p>Second language teaching in private primary schools is carried out on the basis of Common European Framework of Reference for Language Teaching Plan. There is no difference between the methods and techniques used in the first foreign language teaching and the methods, approaches and techniques used in the second foreign language teaching. In the second foreign language teaching, the “Communicative Approach and Whole Physical Response Method” are used in the courses.</p> <p>The difference between the frequency of language teaching and silence method is significant.</p> <p>Students who have participated in the study have positive thoughts about word learning, sentence formation, abundant repetition, students at private school have more positive thoughts about understanding texts, learning words, shortening learning time, repeating, playing games and having more positive thoughts than students in public school. students; it is concluded that they have more positive thoughts about written expression, vocabulary learning, sentence formation and repetition than female students.</p> <p>It is seen that there is a meaningful difference between the performance of the students before and after the training. In addition, the level of education of the father was not related to the scores received from the</p>

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	<p data-bbox="339 344 1291 416">pre-test post-test, as was the level of education of mother and father according to pre-test and post-test scores.</p> <p data-bbox="339 439 1291 651">The experimental group where the concept maps method was applied was more successful than the control group. There was no meaningful difference between the experimental and control groups in terms of persistence of information. Students generally adopted concept maps in terms of foreign language learning. Students themselves had difficulty in developing concept maps.</p> <p data-bbox="339 674 1291 960">At the end of the research, it was found that the portfolio had no effect on students' achievements and attitudes towards the course, but it may have an effect on writing skills. They are pleased with their portfolio work, they are trying to show a higher quality product, they take more responsibility for their education and they have a positive thought about learning. however, it is seen that portfolio activities are quite challenging for them and that it is necessary for the students to be educated about creating and evaluating the portfolio.</p> <p data-bbox="339 983 1291 1055">The t-test results showed that the experimental variable translation had a statistically significant difference at 0.05 level on student achievement.</p> <p data-bbox="339 1077 1291 1252">However the results indicated no meaningful main effects of readers' gender and topic familiarity for male-oriented passage, while the analysis stated meaningful main effects of readers' gender and topic familiarity for female-oriented passage. Similarly, results indicated significant main effects of reader's gender and enjoyment for the female-oriented passage.</p> <p data-bbox="339 1274 1291 1413">It has been proven that knowing which stylistics students with right and left hemisphere use has significance in foreign language teaching and right and left brain hemispherical students should utilize learning stylistics during learning process.</p> <p data-bbox="339 1435 1291 1834">The difference between the pre-test and post-test mean scores of the students who received and did not receive second language education in pre-school education was found meaningful in favor of the final test scores. It was found that the students who received second language education in the pre-school period were more successful. Gender is not a factor in foreign language education. The students whose mothers knew foreign language were found to be more successful than the students whose mothers did not. The perceived maternal attitude of the students with the highest foreign language score was the authoritarian attitude. The perceived maternal attitude of the students with the lowest foreign language score was found to be indifferent democrat.</p> <p data-bbox="339 1856 1291 2031">The research results indicated that the normal course and story-based course had similar effects on word acquisition and word recall levels. The findings of the interview indicated that the unsuccessful students were silent in fear of doing wrong in the normal course, but in the story-based course, without fear of failure, they were acting as a member of the</p>

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2005	<p data-bbox="453 338 1410 524">group they were in. On the other hand, successful learners expressed that they had better feelings in the story-based course and added that the their ‘affective filters’ were low in both subjects. Both the students' reactions and the observer's observations showed that the most glaring element of the story-based lesson was the learning pleasure of this kind of course.</p> <p data-bbox="453 539 1410 792">It was concluded that there were problems in the translation of the fairy tale texts with the formal characteristics in the source language into target language. In the translation activity in foreign language teaching, there were difficulties based on the formal equivalence problem in the translation of fairy tale text and the differences between the German language and the Turkish language made it difficult to establish equivalence in fairy tale translation.</p> <p data-bbox="453 808 1410 927">In the findings, significant differences were observed in favor of the experimental group at the cognitive level between the experimental and control groups.</p> <p data-bbox="453 949 1410 1211">The findings showed that the research-based portfolio study carried out within the scope of the reading course improved students' reading and writing skills and vocabulary acquisition. One of the findings obtained from the study was the positive change in the attitudes of experimental group students towards research. In addition, students undergoing research-based portfolio studies became more aware of research and learning for themselves.</p> <p data-bbox="453 1227 1410 1480">The findings obtained from the study indicated that both the student and the teacher group perceived success and failure as unchanging and controllable concepts. They internalized their causes, while success and failure in the school environment were attributed to external reasons. These findings also showed that educators displayed a self-protectionist attitude in the institution where the study was conducted, while the same result was not observed in the student group.</p> <p data-bbox="453 1496 1410 1644">This study explored that the constructivist approach increased the success of university students in foreign language teaching and that students' attitudes towards language learning were positively affected and it was statistically proven.</p> <p data-bbox="453 1659 1410 1778">As a result, motivation is very important in the language learning process and students who are motivated internally are more successful in this process.</p> <p data-bbox="453 1794 1410 2009">As a result of the research; traditional teaching methods led students to have negative attitudes towards the English course according to the variables of students’ gender, age, high school type and taking private tuition. CALL led to the development of a positive attitude of students. It was observed that students who had language education with CALL became more successful than those who had education with traditional</p>

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	<p>teaching methods.</p> <p>In the light of the findings obtained from the research, it was observed that the satisfaction level of the students in the first group was higher than the students in the second group. There was no significant relation between the groups in terms of the grades, gender, age, graduation status, departments, working status, aim of course and the time allocated for the course.</p> <p>The study showed that the effectiveness of the type of activity, the structure of the measurement and evaluation system, and the level of student learning in the target language were important variables affecting the use of mother tongue. In the study, it was observed that the use of native language could trigger other language use through interaction. There could be careless and unplanned use of mother tongue. However, the study showed that, despite the structural curriculum being practiced, the communicative approach could also be applied in crowded classes of students speaking the same mother tongue, and that it was possible to use native language at reasonable level.</p> <p>As a result of the research, a model which can be used in second language teaching has been designed. The content of the model, which is the product of the research, is a reference source for second language teachers.</p> <p>According to the data obtained at the end of the research, it can be said that the age factor plays an important part in language competence and learning.</p>
2004	<p>It was concluded that French language students had positive attitudes towards using the Internet individually or in the classroom.</p> <p>It was concluded that storytelling was very useful and motivating in teaching English to children.</p> <p>The test results of the students attending the courses taught with dramatization are higher than the test results of the students attending the course done with traditional teaching method. According to the test results averages, female students are more successful in both groups than male students. According to the final test results, the subject of adjective taught is more easily remembered in the experimental group which is taught with dramatization method compared to the control group which is taught with traditional teaching method.</p> <p>It was observed that BDDO had positive contributions to second language learning.</p> <p>There is a relationship between the background knowledge that the student bring to the text and his/her ability to interpret it. Some modes of presenting in class are explained in order to show that we could improve students' reading comprehension by helping them build background</p>

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	<p>knowledge on a topic prior to reading particularly with culture specific background knowledge.</p> <p>It was revealed that a student learning a foreign language developed different learning styles and strategies depending on their personality traits, and that success in foreign language learning varied, but there was a weaker link between them statistically.</p> <p>It was found that fourth year students were more active, visual, verbal and more analytical and holistic compared to first year students. The female students were more communicative than male students and students at Dokuz Eylul University preferred holistic learning more than the other two university students. It was concluded that older students were more active, visual and verbal and more analytical than younger students. There was a relationship between cautious and visual, active and visual, intuitive and holistic and affective and analytical and holistic learning styles.</p>
2003	<p>The research results indicated that the meanings of the words presented in a sentence that was rich in textual clues were predicted more successfully than the meanings of the words presented in the sentence that was poor in textual clues. In lexical factors, it was found that the words derived from their structures were more accurately interpreted from the simple words in the text. In terms of the meaning of the word derived from the text and the relation between the word types according to their duties, there was no significant difference between the names, verbs and adjectives; but the adverbs were the most difficult word type as expected. In terms of student related factors, in this study, proficiency and vocabulary of foreign language did not have a crucial effect on the intertextual interpretation of the meanings of words</p> <p>Study found that Turkish and English speakers tended to agree while responding to a compliment. Strategies for rejecting and reducing the impact of compliment were less frequently used strategies in both languages. It was concluded that there were so many compliment responses used in both languages. For that reason, the communication between these languages could be problem-free.</p> <p>As a result, it was revealed that second language education program should be considered in accordance with new methods and teaching techniques according to today's conditions.</p> <p>Result of the study indicated that the crowded classes had a negative effect on learning in foreign language courses. Teaching the lesson with activities increased success. The books used in foreign language courses were insufficient, and the efforts of foreign language teachers to ensure student motivation were insufficient.</p> <p>Based on the thesis that new technologies will increase the student's</p>

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2002	<p>desire to learn and be successful, the effect of internet on learners' motivation and achievements has been investigated.</p> <p>The research results indicated that an autistic child is not impossible, although it is difficult to learn a second language, and that the difficulties and problems facing children can be overcome by creating an appropriate learning environment and providing an educational approach to the individual needs of the child.</p> <p>Research results demonstrated that we thought that a foreign language course based on fairy tales could be realized.</p> <p>It is particularly emphasized in the approaches related to communication-based second language teaching that second language students should first acquire the communicative competence, gain the ability to use the foreign language as a means of communication in real life.</p> <p>The results demonstrated a crucial difference among groups in terms of vocabulary retention. In other words, the findings showed that dictionary use was a facilitating vocabulary learning technique regardless of different dictionary types. However, there was no strong evidence to suggest that specific type of dictionary use was a facilitating factor in reading comprehension because the results demonstrated no meaningful difference among dictionary groups in terms of reading comprehension.</p> <p>Different textbooks can be accepted as appropriate for different teaching environments providing that the objectives of the institution and the needs of the learners are determined. Study shows that there is no relationship between student achievement grades and students' point of view about the textbook.</p> <p>As a result of the structural analysis applied to selected short stories, it was concluded that the application of an interdisciplinary method covering linguistics, literature and teaching methods in high-level classes would be a useful and enjoyable method in foreign language teaching</p>
2001	<p>Computer-assisted teaching practice contributes to the success of students. After the computer aided instruction, it was observed that what the students learned was permanent.</p> <p>The study found that there was a meaningful difference between the anxiety levels of male and female learners, especially in regards to the negative relationship between student anxiety levels and the levels of reading, writing and speaking achievement in the classroom. The common result of anxiety was failure. Learners with high level of anxiety did not speak voluntarily in the courses. Anxiety arised during exams as a factor affecting the student success. Some students preferred to get help from instructors or classmates.</p> <p>The percentage of teachers who show a good degree of teaching behavior</p>

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2000	<p>is the teachers graduated from education faculties. There is a meaningful difference between the degree of showing their teaching behaviors and the duration of teaching experience of teachers. There is also a meaningful difference between the length of teaching experience of the teachers and the students' attitudes towards foreign languages. The attitudes of the students towards the second language show a significant difference according to the effective / ineffective state of the teacher.</p> <p>It was observed that there was a statistically noteworthy improvement in the teaching practices of the experimental group teachers, and that the teachers in the experimental group improved their teaching behaviors and the foreign language in the classroom compared to the teachers in the control group.</p> <p>As a result of this research, teachers face many problems in foreign language education. Some of these are inadequate equipment, textbooks, lack of weekly course hours, and lack of foreign language teachers. These problems affect teachers' performance significantly.</p>
1999	<p>The development process of learning the target language culture and the importance of teaching the culture of target language were emphasized.</p> <p>Four language abilities, listening, speaking and writing, reading should be given equal weight and these skills should be developed. Supporting schools in terms of equipment and forming a foreign language room equipped with videos, tapes for each school can be useful.</p> <p>It was concluded that the argument that there was no cultural data in foreign language education or there was a lot of cultural data was objectionable.</p> <p>It has been concluded that the lessons made with information technology tools are interesting, improve the pronunciation, benefit from the tools outside the classroom and the educational software is helpful in the courses.</p> <p>Two different methods applied to the experimental and control groups were effective in increasing the students' vocabulary in both foreign language and vocabulary. The students in the experimental group, in which the modular teaching method was applied, was more successful in acquiring English vocabulary than the ones in the control group.</p> <p>It was found out that the success of the learners studying with the group was higher than that of the students with the traditional teaching method.</p> <p>In the context of 8-year compulsory education, a new teaching model for teaching German as a second language has been proposed.</p> <p>It was concluded that the anxiety of the students was caused by personal reasons, attitude of teachers and teaching procedures followed in the</p>

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	lessons.
1998	It can be said that there is a relationship between language and culture and education and that there is a role of foreign language in the alienation of the individual to his / her society. Therefore, it is necessary to rethink about the issue of education in foreign language.
1997	<p>In foreign language teaching, it was found that teaching in which literary texts were used in gaining the behaviors that complement the students' reading comprehension and writing skills was found to be more effective than the teaching in which literary texts were not used.</p> <p>Drama's usefulness and its application in second language teaching were emphasized in this study.</p>
1996	<p>The difficulty in the texts for students is that the works are based on a number of historical events Cultural changes and differences are important phenomena affecting the mistakes made in text analysis.</p> <p>It was concluded that communicative approach was more effective than grammar-translation method in gaining knowledge about reading comprehension skills, and it was equally effective in attaining comprehension goals and total accessibility.</p>
1995	<p>The subjects in one of the experimental groups in which the cooperative learning method was applied were more successful than the subjects in the control group in which the traditional teaching method was applied in the vocabulary test. However, the success of the subjects in the other experimental group and the control group were not different.</p> <p>The first phase of the study indicated that there was the effect of foreign language teaching in computer-aided multimedia on the success of participants, pace of learning and pronouncing words properly. As a result of the second phase of the study, it was concluded that the attitude of the adult in the in-service training towards computer-assisted interactive multi-media was different when they had individual education with the help of computer-assisted voice and mobile presentation-dimensional second language teaching.</p>
1994	In the development of second language skills, micro-teaching method is more efficient than traditional teaching method. There is no meaningful difference in terms of effectiveness between micro-method with tape and micro-experimental method performed with video in developing foreign language skills. There is no significant difference between the micro-teaching method and the traditional teaching method in the persistence of foreign language skills. There is no meaningful difference in terms of video and tape microeconomic applications in the persistence of second language teaching skills.

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Year	Findings and Interpretations
1993	<p>All of the sample texts were used as a course material in the class and the elements of the sentences in the first paragraphs were examined in terms of verb, name, time, place and event. At the level we selected, it was observed that all texts were quite hard for prep classes but were normal and beneficial for the fourth grade. This led us to accept the principle of the Reading Method, "Reading material must be understandable by the student at the beginner level."</p> <p>The use of Deutsch Aktiv Neu textbooks (as long as the program hours are sufficient) will be useful in the Department of Foreign Languages. We believe that this book is one of the most appropriate books in the teaching of the German language as a second language in today's conditions.</p> <p>As a result of this study, a statistically significant result was not obtained between the achievement grades of the students studying in the crowded classrooms and the grades of the students studying alone.</p> <p>The second language education applied in the university is insufficient; the reasons are the inadequacy of the methods and techniques used by the lecturers in the courses, the lack of weekly course hours, the lack of second language courses in the third and fourth grades, and the lack of tools. Ideas, such as forming a preparatory class, separating students into sections according to their levels and making the course elective were set forth in order to have a sufficient language education.</p> <p>Since the Republican Period was based on the principles of 'national refinement', 'the awakening of national consciousness', that is, the educational revolution was effective, foreign language took its place as a source to enrich mother language. As importance was given to mother tongue, the consciousness of history, people would be proud of their national self. Country was also in a secular order through secular laws. In addition, mission schools were under control through Lausanne Treaty and law about Union of Education. For there could be the negative effects of foreign language on the unity of the country, the generations that adopted the principles of Atatürk were taken under protection.</p> <p>1.The study found no meaningful relationship between the general qualifications of foreign language teachers in schools and the success of schools. 2. There was a meaningful between upper and lower achievement groups and middle and lower achievement groups according to the distribution of schools to success groups and their participation in various views on foreign language teaching. 3. There was a meaningful relationship between the upper and lower groups in terms of seniority and some of the qualifications of teachers. There were meaningful relationships between the upper and lower groups in terms of seniority levels, in terms of seniority and subgroups of teachers. There were no meaningful differences in terms of teaching methods, teaching</p>

Table 4.10: Findings and Interpretations of the Master's Theses

Year	Findings and Interpretations
	techniques, the principles adopted and the tools and equipment used in the classroom.
1992	<p>It was found meaningful in favor of the students studying with a regular and continuous exam.</p> <p>Results about the students' perception of errors and real errors, teachers' perception of errors and real errors were found to be low but statistically significant.</p>
1991	<p>The majority of the participants believe that it is essential to know foreign languages in order to adapt to the socio-economic conditions and to reflect this knowledge to their professional studies, to get a promotion and to increase the wage. They do not intend to expand their English knowledge in order to leave the institution they work in. The majority of respondents are of the opinion that the foreign language education program aims to provide general knowledge of English rather than to provide professional foreign language knowledge. The participants think that the teachers involved in the courses are highly experienced and successful in adult education.</p>
1989	<p>The mean scores of the total (knowledge and comprehension) gain scores of the group that was given homework as practice were found to be significantly greater than the average scores of the total gain scores of the group that was not given homework as a practice. This situation shows that homework is effective on students' access to foreign language.</p> <p>Third grade students in primary school who are applied dramatization-weighted method are more successful than students who are applied lecture based method in teaching hours, names and order sentences.</p>

According to Table 4.10, when the findings and interpretations of the master's theses are examined; the focal points are the relationship between the communication skills and academic advancement, the use of textbooks in which language skills are presented in an integrated way, the effect of stereotypes on foreign languages, the use of technology in second language education, the importance and effect of learning methods in second language learning, the reading comprehension ability, reading skill, speaking skills, difficulty in speaking a foreign language, learner autonomy, second foreign language learning, ease of learning in second language at a young age, intercultural sensitivity, expectations from foreign language teachers and schools, language performance and anxiety level, student motivation, legal regulations in foreign language teaching, learning

vocational second language, emotional intelligence and language success, beliefs of prospective teachers on foreign language learning, opinions of the participants on the textbook, learning object, critical thinking tendencies of the trainees, the parental attitudes and the success of the students in foreign language learning, the difficulties experienced by the students with special needs in foreign language learning, the compulsory pressure of globalization on the second language education, the second language education course curricula, the use of native language in second language education, the contribution of the students' participation in EU Education Programs to the foreign language education, the relationship between language-culture and education, and the adequacy of the foreign language education applied in schools.

Table 4.11: Findings and Interpretation of PhD Theses

Year	Findings and Interpretations
2017	In our study, it was concluded that the teachers in three different contexts, although each gave examples from their own context, generally had the same ideas about language-culture relationship, intercultural communication practices, difficulties encountered in these applications and course materials, they had different views about the competence of the teacher within the framework of intercultural communication, abroad experience, objectivity and impartiality. However, it was seen that these differences of opinions resulted from the participants in each groups, but not from the groups compared with each other.
2017	At the end of this experience, the results received from the observations, the control and the experimental groups showed that the words of the unit determined by the activities designed according to the learning styles of the students were learned better. In addition, the study indicated that the learners were more willing to take part in the activities and they were active in their education.
2016	Findings from the qualitative data of the research showed that the UbD applications based on action research contributed positively to teachers' making and implementing design, professional development processes, and also increased the motivation of foreign language learning. The findings from the quantitative data of the study demonstrated that there was a meaningful difference in UbD applications between A and B level students 'motivation for foreign language learning, and B level students' English achievements in favor of the experimental group.
2016	The result of the study revealed that personality characteristics, identity, foreign language learning beliefs and success factors affected the usage of self-regulated foreign language learning strategies.
2016	The results obtained show that authentic task-oriented applications have a positive impact on student advancement.

Table 4.11: Findings and Interpretations of PhD Theses

Year	Findings and Interpretations
2015	According to the results obtained from the thesis, there is a meaningful difference between the pre-test and post-test history scores of the learners in terms of the language, order, content and communicative success of the text they produced. There is also a meaningful difference between the posttest scores of the experimental group and the control group. It can be concluded that ‘Read for Writing’ model, which was adapted for the thesis, had a positive impact on the attendees and that their opinions on this practice were positive.
2015	Thirty days after the end of the application, the results of German-Turkish Recognition and Listening test, the Turkish-German recognition test and the German-Turkish vocabulary retention test performed on the sixtieth day after the last application showed that there was a significant difference in favor of the experimental group students and they learned a lot more words and they could remember and use these words well.
2014	Research results demonstrate that it was seen that most of the participants were aware of the importance of taking risks and speaking in class and had a positive view about class participation. Among the most obstructive factors for Turkish students learning English as a second language were teachers' attitudes that required attention, concern and self-confidence, and tolerance factors for uncertainty of meaning uncertainty.
2014	At the end of the research, it is seen that anxiety plays an important part in developing foreign language abilities. Motivation levels of the participants towards Turkish language who know three or more foreign languages are higher than the participants speaking a foreign language and the participants speaking two foreign languages.
2013	It was concluded that the candidates had difficulty in reading and understanding German texts. This is partly due to the fact that they do not have sufficient language skills and do not have enough knowledge about German culture. It has been shown that students can benefit from the texts by reading about the culture along with the other activities applied in the course of upgrading their reading skills. As a result, they have seen how students can read and understand the texts they read in a cultural context.
2013	According to the research findings, the English program prepared for gifted students significantly increased the students' achievement, critical thinking levels and creativity.

Table 4.11: Findings and Interpretation of PhD Theses

Year	Findings and Interpretations
2013	The preservice teachers who participated in this study all plan to use technology in their classes if their school environment has the sufficient infrastructure. They believe the use of computer technologies will help their teaching and scaffold their students' learning. After having the online educational technology course, they came up with some concrete answers and justifications for the use of those specific tools for teaching. It is good to see that they are making some plans in accordance with the level of the learners and the adequacy of any tool for teaching reading, speaking, listening or writing.
2012	Research results show that the idioms used in daily communication are rarely seen in foreign language textbooks. Because there can be difficulties in communication as a result of not learning idioms used in daily conversations, this subject should be included in the course books which are the most important material about the learning idioms.
2012	Research findings showed that students' foreign language anxiety was generally low. Female students feel more foreign language apprehension than male students. A significant positive relationship was found between second language learning apprehension and shyness. Generally, the anxiety levels of the non-shy students were determined to be low. Students who expressed themselves as shy stated that they were concerned about learning a second language. The anxiety of learning a second language negatively affected academic achievement. The academic achievement of the learners who were apprehensive about learning second language was low. While there is a statistically meaningful and negative relationship between anxiety types constituting second language learning apprehension components and success, the relationship between 'Second Language Class Apprehension' and advancement is higher than others.
2012	The objective of this study was to compare the effectiveness of books with mobile device support and textbook in learning the words. Analysis results of quantitative data indicated that the use of mobile phones had positive impacts on vocabulary learning. Answers to open-ended survey questions in interviews supported this result. All attendees gave positive feedback about the mobile phone usage.

Table 4.11: Findings and Interpretations of PhD Theses

Year	Findings and Interpretations
2011	According to the findings obtained from the quantitative part of the study, the students have positive views about second language learning and English lessons. According to the qualitative findings of the research, the positive attitudes of the students to the learning of second languages, English language courses in particular, are mainly due to the enjoyable and entertaining nature of foreign language learning and the enjoyable and fun activities used in the lessons. The main reasons for students' negative thoughts towards second language learning and English lessons are that fun activities are not done sufficiently and instead there are boring and difficult activities in the lessons. In addition, the research shows that students have a high level of positive attitude towards foreign people and cultures.
2011	A la Rencontre de Philippe provides a natural learning process by bringing the sections from real life into the classroom.
2011	It has been determined that web-based foreign language education supported by learning objects has a positive impact on the academic advancement of the students in the experimental group. Additionally, there is a partial decrease in the persistence of learning compared to the other groups. In the experimental group, students showed positive attitudes towards learning objects.
2011	Findings showed that teachers use alternative assessment methods with varying continuities and efficiency. Teachers believe that alternative assessment shows the interaction between thinking and learning. It takes the student as an individual and encourages them to become active and independent students. They also believe that they stimulate differentiated learning, clarify expectations, and motivate students and teachers.
2011	Teachers believe that alternative assessment has a positive impact on the learning Process, results and learners' affective and cognitive development. Six class implementation factors have been identified to influence the use of alternative assessment in the classroom: language ability, conceptual intelligence, planning, duration, education, and classroom environment.
2010	It has been determined that the usage of mother tongue positively affects the learning accomplishment and motivation of the experimental group and that the mother tongue is one of the crucial factors in the learning motivation and learning success in the second language course.

Table 4.11: Findings and Interpretation of PhD Theses

Year	Findings and Interpretations
2010	In the study, it was concluded that there was no significant difference between the basic language skills of the students in the experimental and control groups and the opinions of the students, teachers and parents were positive.
2010	The data we obtained from the study showed that ID books had systemic approach to the teaching of speech act. In addition, it was seen that advanced Turkish and French second language students had difficulties in producing some of the speech acts we examined in the context of thesis. The findings obtained at two points showed that there was a need for perspectives that addressed the pragmatic component and teaching of speech-act in Turkish language teaching as a second language through books and instruments.
2010	The study findings show that formative assessment provides a positive change in the students' exam anxiety and leads to a change in student evaluation preferences, which are generally concentrated in multiple choice tests.
2009	The quantitative outcomes of the academic research indicated that students activated writing processes and competence perceptions. Qualitative results revealed that students had linguistic development in written expression products that they formed in accordance with A2 level.
2009	The achievement levels of the students studying with printed materials developed within the framework of ETI (Elaboration Theory of Instruction) were found to be higher than the achievement levels of students studying with the available materials in the posttest. In addition, it was determined that achievement level of retention test of the students studying with printed materials developed within the framework of the ETI was higher than the achievement level of students studying with multimedia materials and existing materials.
2008	Foreign language courses' not suiting the interests and expectations of the students causes students not to express themselves in foreign language well in the future.

Table 4.11: Findings and Interpretation of PhD Theses

Year	Findings and Interpretations
2008	The results of the relationships between the biological characteristics of the children and their foreign language success vary according to their ages. The results of the relationships between the families of children and foreign language success vary according to their place of residence. The results of the relationships between the preschool education institutions and children's foreign language success vary in accordance with the fact that there is a curriculum in foreign language and the time allocated to foreign language teaching within the week. The results of the relationships between foreign language teachers and children's foreign language success vary according to some personal traits of the teachers.
2007	According to the answers between the students in both groups (beginning and advanced level), the students identified the most important element of culture as a language, secondly, history and thirdly, customs. In addition to this, the majority of students from both groups think that learning foreign language (English) also mean learning the target culture (Western Culture). On the other hand, respondents at the beginning level respond more positively than the advanced equivalents. Results showed that learners fluent in a second language (advanced level) "are more supportive of the EU accession.
2006	In the findings, significant differences were observed in favor of the experimental group at the cognitive level between the experimental and control groups.
2004	It has been revealed that a student learning a foreign language develops different learning styles and strategies depending on their personality traits, and that success in foreign language learning varies, but there is a weaker link between them than the ones thought to be statistically not strong.
2004	It was found that fourth year students were more active, visual, verbal and more analytical and holistic compared to first year students, female students were more communicative than male students and students at Dokuz Eylül University preferred holistic learning more than the other two university students. It was concluded that older students are more active, more visual and verbal and more analytic than younger students. There was a relationship between cautious and visual, active and visual, intuitive and holistic, affective and analytical and holistic learning styles.
2003	Based on the thesis that new technologies will increase the student's desire to learn and the success of the course, the impact of internet on learners' motivation and achievements has been investigated.

Table 4.11: Findings and Interpretations of PhD Theses

Year	Findings and Interpretations
2003	The research results demonstrated that although it is difficult for an autistic child to learn a second language, it is not impossible and that the difficulties and problems children face can be overcome by creating an appropriate learning environment and providing an educational approach to the individual needs of the child.
2002	As a result of the structural analysis applied to selected short stories, it was concluded that the application of an interdisciplinary method covering linguistics, literature and teaching methods in high-level classes would be a useful and enjoyable method in foreign language teaching.
2001	There is a meaningful difference between the anxiety levels of male and female students, a negative relationship between the students' levels of anxiety and the levels of achievement in reading, writing and speaking classes. Anxiety is related to students, teachers, instructors, classmates, teaching methods and types of tests. It is found that the most common result of anxiety is failure, learners with high level of apprehension do not participate in the courses, anxiety arises during exams as a factor affecting the student success and the best technique used by the students to cope with anxiety is to study, some students prefer to get help from the instructors or classmates.
2001	The highest percentage of teachers who show a good degree of teaching behavior is the teachers graduated from faculties of education. There is a meaningful difference between the degree to which teaching behaviors are shown and the experience duration of teachers. There is also an important difference between the experience duration of the teachers and the students' attitudes towards foreign languages. The views of the students about the second language show a significant difference according to the effective / ineffective situation of the teacher.
2001	The study indicated that there was a statistically meaningful improvement in the teaching practices of the experimental group teachers, and that the teachers in the Experimental group improved their teaching behaviors and the second language in the classroom compared to the teachers in the control group.
1999	The result showed that students who had English language education through subjects improved their speaking and listening skills.

Table 4.11: Findings and Interpretations of PhD Theses

Year	Findings and Interpretations
1999	Two different methods applied to the experimental and control groups were effective in developing the students' vocabulary, knowledge, comprehension and application in foreign language. The students in the experimental group, in which the modular teaching method was applied, was more successful in acquiring English vocabulary than the ones in the control group.
1999	The study indicated that the success of the learners studying with the group was higher than that of the students with the traditional teaching method.
1999	In the context of 8-year compulsory education, a new teaching model for teaching German as a foreign language has been proposed.
1999	It was concluded that the anxiety of the students was caused by personal reasons, attitude of teachers and teaching procedures followed in the lessons.
1996	It was concluded that communicative approach was more effective than grammar-translation method in gaining knowledge about reading comprehension skills, and it was equally effective in attaining comprehension goals and total accessibility.
1995	It has been observed that French teaching cannot be isolated from second language teaching and second language teaching cannot be isolated from general education.
1993	1. There was no meaningful relationship between the general qualifications of foreign language teachers in schools covered by the study and the success of schools. 2. There was a meaningful difference between upper and lower achievement groups and middle and lower achievement groups according to the distribution of schools to success groups and levels of their participation in various views on second language teaching. 3. There was a meaningful relationship between the upper and lower groups according to some of the qualifications of teachers and levels of their participation in various views on second language teaching in terms of seniority. It was observed that there were no meaningful differences in terms of teaching methods, teaching techniques, the principles adopted and the tools and equipment used in the classroom.
1988	In the process of teaching words in a second language, the programmatic teaching method is more useful than the traditional teaching method in terms of the student achievement. For this reason, it can be said that the foreign language achievement of the student has increased in the case of using the teaching method in teaching the meaning and spelling dimensions of the words in foreign language.

According to Table 4.11, when the findings and interpretations of doctoral theses are examined, they center upon the relationship between language and culture, learning styles, second language learning motivation, authentic task-oriented applications, different foreign language teaching models, risk taking and the importance of speaking in the classroom, anxiety, difficulty in reading and understanding texts, foreign language education for gifted students, foreign language textbooks, usage of technology in foreign language education, learning motivation and learning success, evaluation approaches in foreign language education, students' writing processes and competence perceptions, students' interest and expectations about foreign language courses, different learning styles and strategies, holistic learning, constructivist approach in language learning, using second language, speaking and listening skills of foreign language students, teaching methods, development of reading comprehension skills, general characteristics of foreign language teachers, the success of the schools.

4.9 Findings related to Results and Suggestions of Postgraduate Theses

Findings related to the results and suggestions of the postgraduate theses on second language teaching in Turkey have been presented in Table 4.12 and 4.13. These tables are also provided as an attempt to answer research question number 9.

Table 4.12: Results and Suggestions of Master's Theses

Year	Results and Suggestions
2017	Students' personal characteristics should be taken into consideration and student-centered education can be provided to the students to increase their academic language accomplishment.
2017	In order to better figure out the relationship between online computer games and foreign language learning, research can be conducted with more participants in future studies. Supporting these studies with qualitative studies may lead to better results.
2016	As an outcome, the study ends up with findings that permit the researcher to suggest further studies and propose some recommendations for the English second language teachers in general to implement the TBLT techniques in their classroom performs, and syllabus designers combine precepts and processes of TBLT in the students' book and teachers' guide.

Table 4.12: Results and Suggestions of Master's Theses

Year	Results and Suggestions
2016	The study was applied to 12th grade students only for two units. In other subjects and courses, the effectiveness of the environment and the efficiency of the course can be evaluated in similar applications.
2016	It was seen that students had higher test results after the English lesson with dramatization than the one after traditional lecture. Therefore, it would be useful for teachers to make use of dramatization in the lessons.
2016	Findings show that regarding the usage of theatre in teaching English as a second language, practitioners have a long way ahead to contextualize and spread their work in the school system; however, it is an applicable approach due to positive effects on learning in various ways, and their implementations are mostly grounded considering English language education and the teaching of literature.
2016	In later studies, the usage of the communicative approach in English teaching at secondary and primary level can be examined. In addition, the usage of the communicative approach in teaching Turkish to foreigners may be another area of study.
2016	Parents should be informed about the necessity of games, music, drama techniques which are proper for young learners. Teachers also should share the learning styles of children with their parents to motivate them to support their child's learning activities at home.
2016	The AGO can be carried out step by step with successive chain operation. For example, the compatibility of the AGO with education can be tried first. After that, the effects of the course on different variables such as success and motivation can be examined.
2016	Interactive course software with the opportunities offered by the new generation of technological tools and equipment can be compared with the pilot applications. The changes and improvements made with the feedbacks can make the English teaching process and the training projects implemented more efficient.
2016	DMP can be used as a versatile technique.
2016	It may be useful for our teachers to follow more passive, unsuccessful, quiet students who have communication problems. They should be more interested in students, and make students more active with the support of school counselors.
2015	In the light of the given statements by the participants, it can be said that teachers are expected primarily to attribute diverse materials and activities and provide all the facilities into foreign language learning process so as to provide and maintain motivation, and help the students make use of it in their own lives.

Table 4.12: Results and Suggestions of Master's Theses

Year	Results and Suggestions
2015	It is suggested that more training seminars and workshops should be organized on this subject so that our teachers can exchange ideas about educational drama and classroom practices and discuss about the examples that are effective for a certain age group
2015	Pre- and post-test applications may be explored so as to obtain information about the necessities for L1 preference in different language skills and language units at different levels.
2015	Adequate funding should be provided for technology and training programs should be organized for technology use.
2015	To be able to apply to all foreign language learning conditions with any participants, needs a wide and more complete empirical research application which is possible through several research conducted precisely by educational planners.
2015	When the data instrument is redesigned and implemented after reducing the discouraging elements like institutional barriers and technical problems, the results of the study would be much more promising for the future of CALL.
2014	The study can be done in the form of qualitative studies by evaluating the operability and usefulness of the self-regulated Jigsaw IV technique. Studies on how effective the self-regulated jigsaw IV technique is on students' motivation can be done. With self-regulation, studies can be conducted on how to improve the metacognitive thinking skills of students.
2014	Students' journals, writings, performances can be evaluated and can be compared with students' achievement in academic tests.
2014	For further research, it can be suggested that researchers can focus on school administrators' and pupils' expectations and worries about the new implementations.
2014	For further studies, developing this LL Project with the addition of interviews that each student is asked to make with both a local person and a foreigner is recommended. Students can also work in pairs or groups, which may improve brainstorming. Moreover, a comparative study on the linguistic landscape of North and South Cyprus, and/or areas near the crossing points may help students understand people's language attitudes in depth.
2014	It is thought that studies on the use of Facebook for educational purposes in different educational areas (mathematics, science, etc.) should also be conducted.
2014	The survey can be repeated by keeping the sample number more in the future studies. It is also possible to examine whether there is a difference in the course stage or not before applying the questionnaire.

Table 4.12: Results and Suggestions of Master’s Theses

Year	Results and Suggestions
2014	Language instructors are of vital importance in influencing the level of anxiety and related resources. Because, with a meticulous planning, the creation of a non-worrisome educational environment will facilitate the process of learning a second language.
2014	Teachers should use the method of digital storytelling, provide students with different methods and work on developing their technical and linguistic knowledge.
2014	A study based on the analysis of the views of practitioners was done so as to measure the effectiveness of second language policies applied in Turkey in 2003-2013.
2013	As the findings of this study shows that bilinguals have more positive attitudes towards foreign language learning, and the definition of language attitudes implies, a statement as “bilinguals have more positive attitudes towards language learning and therefore they might have better achievements than monolinguals” can be considered. Yet, that is another crucial variable to be investigated in future studies.
2013	Students’ academic level might not present their language proficiency, and if the students are not proficient enough to understand the source text, it will directly affect the way they use the sources.
2013	Based on the assumption that the same activity as mentioned in the activity theory environment may have different results with different incentives, it can be the subject of further research for what purpose the students having foreign language education in online environments receive this education and to what extent indirect communication via computer is reflected in this process can be the subjects of further studies.
2013	Since visual elements will stimulate students' pre-knowledge in foreign language learning, students will not be unfamiliar with the subject and they will be interested in the subject and intensify their attention.
2013	Future research can be done with freshmen or sophomores in the departments of English language education in which English is the language of instruction and students’ initial language knowledge is similar.
2013	The learners who participated in the research stated that Second Life could be used in many different subjects besides foreign language teaching provided that the common problems such as on-campus access and sound problems were overcome.
2013	In higher education, it is recommended to conduct experimental studies based on Multiple Intelligence Theory on the students studying in different departments.

Table 4.12: Results and Suggestions of Master's Theses

Year	Results and Suggestions
2013	For foreign languages other than English, for example; For students learning Arabic as a second language, the comparison of food, family values and structures of two cultures, showing the common words, and seeing the similarities of the two cultures will help them to feel familiar. Similarly, the introduction of 12 Chinese signs, which are represented by animals for students learning Chinese as a foreign language, through flash cards, and telling their stories as fables will help the students to understand Chinese culture.
2013	I would suggest changing the order of Tenses introduced in course books.
2012	Different studies in which students are included more intensively in the learning environment and the vocabulary learning activities in the course are designed to bring the students to the center are conducted. The results can be compared with this study in terms of method.
2012	Attaining more valid and reliable evaluations of direct spoken language performance is still a challenge for the researchers or the teachers.
2012	This study was limited to the province of Eskisehir. A larger scale of research can be done with the participation of the other 7 provinces.
2012	For the work to be carried out in Second Life environment, a good orientation training should be given to the participants before they can recognize the environment and use the menus of the program and to avoid problems after the implementation phase. In particular, learners should be taught how to make use of the body language of their avatar, which can help them to express their feelings.
2012	A replicate study with occasions for more teaching experience and a wider time span than the current one could be made.
2012	The study should be replicated with participants from different type of schools such as general or vocational high schools in order to ensure the consistency of the data obtained.
2012	The use of educational mobile applications as an auxiliary material in the students' courses will contribute to student success. Even if the students do not have phones, it is seen that their parents play mobile games with their mobile devices. It is recommended that students install educational applications and games on their phones or parents' phones and direct students to such games rather than other games.
2012	This method, which is used in the teaching of the subjects of, alphabet, greeting, naming - responding, how and how to answer the days of the weeks in French class, should also be applied on other subjects.
2012	Diversified and enriched learning activities should be offered by leaving traditional learning activities to enable effective foreign language teaching.

Table 4.12: Results and Suggestions of Master's Theses

Year	Results and Suggestions
2012	Spot on 8 textbook has emerged with its shortcomings and are not wholeheartedly recommended.
2012	It was found that foreign language teaching with learning objects through an operating management system was as effective as traditional teaching. For this reason, foreign language teaching can be taught online through learning objects.
2012	Teachers who will give second language education at a younger age should be educated in that area, including the mental and physical characteristics, needs and expectations of this age group. Teachers should be informed about the methods and techniques to be employed in this age group, tools to be used and the skills to be developed first.
2011	Our hope is that the research findings will make a contribution to the improvement and efficiency of FLT that we all strive to achieve.
2011	Also, a further research may investigate the issue of general parental attitudes towards English Language Learning in a broader context.
2010	It will be beneficial for both educators and learners to make use of the game technique in foreign language lessons frequently in order to provide a lasting and enjoyable learning environment to get rid of traditional teaching techniques in foreign language teaching.
2010	Final recommendation for further research is that in order to see if there is any mismatch in the effectiveness of the instruction type, the present study could be conducted with the same group but by shifting their instruction types. For instance, the input group which took the input-based instruction during the study can be assigned as the output group to take the output-treatment, and the output group in the study, thus takes the input-treatment in the same research to minimize the procedural effects of the instruction types.
2010	This study is limited only to teachers and administrators who work in primary schools in the Anatolian side of Istanbul. The advancement of this study by including whole part of Istanbul and Turkey can contribute to the works of the Ministry of National Education about program development related to foreign language teaching.
2010	Taking into consideration the fact that the trainees, most of whom are the students, use the technology in the service procurement, the content on the webpages must be kept current through regular updates.
2010	The same research process can be repeated so as to enhance the reliability of the findings obtained at the end of the study. Nonetheless, the aim of this study is to provide information that is not targeted to the subjects in similar studies, and to gain information that is not targeted.

Table 4.12: Results and Suggestions of Master's Theses

Year	Results and Suggestions
2010	It might be wise to approach media as an area for constant investigation, exploration and discovery. It should be kept in mind that media can be used as a way of engaging students in working on outcomes that are vital to the whole curriculum.
2010	For classroom teaching, appropriate classroom environments should be prepared which do not exceed 15 students and equipped with the necessary tools and materials. Second language teaching should be initiated at an early age in primary education; in secondary and higher education, it should be made optional.
2010	In the teaching and learning process of the teaching of English, vocabulary knowledge has been shown to increase student achievement according to traditional teaching approach. For this reason, visual tools such as computer and internet should be used in a subject that is desired to be permanent in memory such as word teaching.
2010	In the Three-dimensional roof frame, grammar skills can be applied with larger study groups and experimental design can be done with experimental-control group.
2010	The difference between usage of Turkish language skills and second language skills can be investigated in the schools which give second language education in different languages.
2010	If the findings of the research can be a resource that can be used in the process of program development or restructuring, the research will have performed its function.
2010	It may be useful to conduct a separate study in the early years of the university for prospective teachers who are considering academic career and teacher education.
2010	Although the lack of adequate work on the subject makes the comparison of the results difficult, it is expected that the number of studies to be done in the future will increase.
2010	In light of all these findings, it is seen that learning Turkish as a language with the traces of European civilization and culture is a difficult process. Like these two languages, which do not come from the same language family, there are also differences between the other languages in terms of word structures and syntax.
2010	In addition, these linguistic differences that are deepened in the context of of culture used to interpret and express life are the obstacles that can be overcome in the teaching of these languages by considering only the culture and cultural elements.
2010	Principles should be incorporated in the classroom setting. Especially positive interdependence, individual and group accountability should be provided in the classroom setting since they provide motivation, and this motivation drives them to success.

Table 4.12: Results and Suggestions of Master's Theses

Year	Results and Suggestions
2010	The benefits of studies such as conferences and seminars should be investigated. Foreign language teachers to develop themselves for a short period of time abroad to send training courses, they can teach the language they are teaching in place, research, and should be able to provide information about their culture.
2010	Program designers may include semiotic issues in their ELT materials in order to raise the students' performance levels while analyzing the texts by using semiotic elements for comprehending and constructing meaning. Further it may provide instructors different models of teaching and assist them to gain insights for analyzing contextual elements.
2009	As a result, it should be seen that emotional intelligence is an inevitable variable in learning environments. And it is something teachable and it can be improved. So, educators should help their students by referring to their emotional intelligence. It is certain that, there is no obstacle which cannot be overcome by the help of emotions and emotional intelligence.
2009	A replication of this study can be carried out in a longer period with repeated measures.
2009	Consideration should be given to the introduction of the Drama Study, Education course and to the drama techniques in all other method courses.
2009	In order to prepare a flexible model proposal, a similar study can be considered by choosing a research method in which predictions and predictions can be made in line with expert opinions about the future.
2009	It is recommended that the method used mainly by textbook authors, educational programmers and especially English teachers in the 1st stage.
2009	Further studies might also investigate whether learners with different goal orientations also differ in their preference concerning the mother tongue.
2009	Teachers who use upper cognitive strategies in foreign language courses can model good cognitive behaviors in this process in order to be more effective. Learning experiences that encourage students to reflect on learning strategies can be integrated into the course content. They can lead the students to follow their own learning by encouraging them to self-regulation, self-regulation, and self-evaluation to enable them to learn on their own.
2009	In order to uncover the relationship between the attitudes and self-efficacy perception of variables such as the frequency and demographic characteristics of online learning environment participants, research should be conducted with more participants.

Table 4.12: Results and Suggestions of Master's Theses

Year	Results and Suggestions
2008	To provide assistance to the students to clear up the problems of cultural shock and to introduce them to the European culture, to find out what they might face when they go to Europe, what difficulties they will face during the integration to the European culture and the solutions.
2008	When they are first elected by the Relations Offices, they separate students according to the countries. Organizing an appropriate orientation program for each country student and developing this issue in the strategic planning of the universities, will increase the achievements of the new students in Europe and will make significant contributions to learn to live like a European in Europe.
2008	Further research is needed in different parts of the country and even in different countries of the world in order to better clarify the subject.
2008	Junior teachers can be trained to gain experience in the profession. Each teacher should have a portfolio of his / her own.
2007	Foreign language education programs should be considered in accordance with new methods and teaching techniques according to today's conditions. In addition, in determining the educational methods and materials, school environments in the Turkish education system should be considered and the requirements of the age should be met.
2007	During the implementation of the model, 3.3.3. comparison scale should be reapplied to the end and positive and negative points should be determined.
2007	Teachers and students are advised to give a training about the logic and implementation processes of project work.
2007	It is suggested that the activities prepared as a result of the study can be presented as a rich and suitable material for Multiple Intelligence Theory in foreign language teaching classes.
2006	Second language teaching in private primary schools should be continued based on "Common European Framework of Reference for Language Teaching"
2006	In order to increase efficiency in foreign language teaching, Computer-Assisted Teaching practices can be given importance in public schools and sufficient equipment can be provided.
2006	In the teaching of English, grammar as well as other language skills should be given importance and it should be explained to the students that the language is not only the rules.
2006	In particular, while using concept maps in foreign language teaching, it is useful to use teacher-building concept maps first. As many rules and generalizations are taught, the concept maps method should be used more frequently in second language teaching. Learners should be encouraged to develop their own concept maps.

Table 4.12: Results and Suggestions of Master's Theses

Year	Results and Suggestions
2006	To find out the different types of benefits of portfolio evaluation for students and teachers, to identify issues that may prevent them to be used more widely and comprehensively, and to determine what kind of support teachers need to be more effective in their students' learning. it can be said that it would be a good decision to make a study encompassing the school.
2006	Before choosing any second language teaching method, it is essential to examine the suitability of the method to the group to be used domestically rather than the frequency of its use abroad.
2006	Considering the characteristics of the brain hemispheres and their learning style in second language teaching, matching the characteristics and styles of the hemispheres used by the students can be effective in increasing success and preparing a more lasting learning environment.
2006	It has been proposed that the Ministry of National Education will add English to the curriculum through pre-school education and ensure regular and continuous education from kindergarten to the end of secondary education.
2006	Private language classes which are not suitable for second language teaching should be opened in schools.
2006	A foreign language teaching program should be made for children in pre-school education to help them become familiar with foreign language and have positive attitudes about foreign language.
2006	Teachers may plan their lessons by choosing the appropriate pre-story, while-story, and post-story activities and related materials that are used in story-based teaching.
2005	Research-based portfolio work can be used as an effective tool in foreign language classes.
2005	Exam preparation and evaluation lesson programme are suggested.
2005	It may be useful to add a separate section to the model by making a study to determine the causes of mother tongue use which are not included in the model.
2005	Second language teaching at a young age may be an opportunity once the necessary conditions are met and a good mother tongue training is given.
2004	It would appear that TPR Storytelling might be an effective tool, responding to a long felt need in the language-teaching field in finding more efficient and natural forms of language instruction.
2004	All foreign language teachers are required to update their own knowledge as well as to teach English to their students with auditory and visual techniques in order to arouse their interest.

Table 4.12: Results and Suggestions of Master's Theses

Year	Results and Suggestions
2004	A language learning process enriched with BDSS tools also affects and improves the method used.
2004	It is not enough for a person to understand the structure of a sentence to communicate; one must also know what she/he knows is contextually appropriate.
2003	When determining educational methods and materials, school environments in the Turkish education system should be considered. It has been determined that teachers should be encouraged to use new technologies and methods through in-service trainings.
2002	The teacher must select the game carefully for the purpose to be reached and the game should be played considering the students' skills and learning styles.
2000	The research suggests that the lexical formation and the importance of the information about the topic presented through a prompt should be taken into account in EFL writing and testing.
1999	Training programs for teachers and students on the usage of information technology in second language teaching should be established.
1997	We believe that phonetics should be taught as a separate course in all English Language Teaching departments.
1997	Since language is a tool used by the people to communicate, it must be based on the human factor, particularly during foreign language teaching.
1997	Different methods and techniques have been proposed depending on the attitudes of the students.
1996	To give more weight to the literary texts during the whole teaching period and to give more practice to these critical exercises
1995	Students states that they want cooperative learning to be applied in later English classes and other courses.
1995	In the development of students' skills related to foreign language speaking, one can take the advantage of micro-teaching applied with tape and video. In this research, which is aimed at the application of micro-teaching method in the curriculum, the ways that are tested, the activities developed, can be taken as an example by teachers to be applied in foreign language courses.
1995	Wouldn't it be more interesting and appropriate to provide our students who have no knowledge about the subjects such as (baptism, briquettes match, bodybuilding etc.) with the course books which are more authentic and have subjects appropriate to basic life conditions of the country?
1993	It should be ensured that the instructors who provide foreign language education become more competent in their professions and they should provide graduate education which will provide the necessary knowledge to enable them to perform more effective foreign language education.

When the results and suggestions of the master's theses are examined according to Table 4.12, It can be said that there are suggestions for the usage of communicative method in language education, development of educational programs for use of technology, conducting in-depth research, use of visual elements, use of multiple intelligence theory, in-service training, conferences and seminars, the use of story telling, game, music and drama in language teaching, taking into account the individual differences of the students, student centered language education.

Table 4.13: Results and Suggestions of PhD Theses

Years	Results and Suggestions
2016	UbD applications based on action research should be used by different practitioners in the future, as teachers' professional development leads to a positive change in the students' foreign language learning motivations and English achievements.
2016	Authentic tasks used in teaching English subjects develop and support students in many ways. Therefore, it is often preferred by teachers to prepare subjects by preparing authentic tasks.
2015	It is thought that the study of the effects of the author and student writers' writing skills on writing skills will be helpful in terms of solving the problems they encounter with writing.
2015	Vocabulary teaching should not be "implicit" but "direct. For this purpose, memory supporters can be actively used in second language teaching. In the development of writing skills, sentences can be produced in such a way as to create emotional warnings with selected words according to the level and frequency of use. Dictation studies can be performed and reinforcement of new words learned can be done.
2014	Environmental factor can be predicted as another research topic in order to control anxiety at the desired level.
2014	As a complement to this study, a teacher attitude toward students' silence in classroom scale could be beneficial for both learners and teachers in EFL classrooms.
2013	At the end of the ten-week online course, so as to maintain communication with the students participating in this study, the researcher was advised not to close their personal blogs, but to follow the class blogs.
2013	The study centers upon the differentiation of reading and writing skills from foreign language skills. Other skills such as listening and speaking skills should be considered separately, differentiated, and the effect of this differentiation on the critical and creative thinking of gifted students should be examined.

Table 4.13: Results and Suggestions of PhD Theses

Years	Results and Suggestions
2012	It is thought that the applications to support the use of mobile vehicles in other courses should be compared with this study and that the application platform should be made available not only in formal education but also in non-formal education.
2012	In spite of the negative relationship between second language apprehension and academic achievement in this study, it can be suggested that a study which examines the effects of the facilitative apprehension on foreign language learning instead of the obstructive anxiety can be suggested considering the fact that anxiety has facilitative and incentive effects.
2012	First of all, by making studies about the idioms in foreign language teaching, scientists and academics should highlight the importance of the subject.
2011	Teachers should use the process-based innovative assessment methods and techniques required by the European Language Passport described in the curriculum of the course more effectively.
2011	Errors in the design and implementation process and the deficiencies that may arise will adversely affect the student and cause failure. Therefore, everyone involved in this process must be aware of the importance of the subject meticulously.
2011	Another important area of the research is related to teacher education and professional development. The perceived competence of the teacher, pre-service and in-service training should also be examined.
2011	The addition of learning objects that will interact and facilitate language learning will enable more effective learning in web-based education in interactive, visual and auditory dimensions.
2010	Although this study included two groups consisting of more than eighty students, larger size of a research population possibly will be more efficient in understanding what formative assessment may add to students' learning.
2010	It is considered that the thesis contains data that will form the basis for studies to meet this requirement.
2010	Primary Foreign Language Teaching Program should be designed by the Ministry of National Education in line with program development stages, language scientific approaches and developments, primary education objectives and development characteristics of primary school students.
2010	It should be adopted as an effective means of achieving learning success and motivation, not as an obstacle negatively affecting the learning of foreign language.
2009	The research can be repeated in different universities by taking into account various variables related to students. (personal information, departmental preferences, etc.).

Table 4.13: Results and Suggestions of PhD Theses

Years	Results and Suggestions
2009	Writing skill, which is the most challenging language skill students have difficulty with, is a factor that needs to be integrated with the learning process. Within the framework of the Creative Writing Approach, activities related to Pre-Writing, Writing Process and Post-Writing process should be done more and more frequently.
2008	Analysis activities according to non-literary text / discourse types were proposed in the process of teaching French as a second language.
2008	Although the methods introduced and implemented in this academic research were done at the levels of university students, the aim was to disseminate the method in primary and secondary education.
2007	In foreign language education we need to have the cultural awareness, abilities and knowledge that will help us become better participants on a local and global level to understand and to feel empathy with others in new ways.
2006	Case studies aiming to determine the effectiveness of pre-clustering strategy and other pre-writing strategies should be carried out, and new studies should be conducted on these strategies at different stages of our education system, in different age groups and in large groups.
2004	Learning styles are not unchangeable characteristics but they can be adapted to various learning and teaching situations and different learning strategies congruent with each learning style can be learned by conscious effort and can be applied in different learning situations.
2003	In this study, many of the strategies developed in Turkish learning process can be used in the education of autistic children.
2001	It is suggested that the cooperation-oriented dialogue with the teacher candidate can be offered as an effective in-service training program for the state and private school English teachers.
2001	In the first stage of primary education, measures should be taken in order to educate teachers about in-service and undergraduate level of second language teaching.
2001	It is essential to ensure that faculty members and students realize that anxiety is a problem that can adversely affect success. The teaching staff should ensure the preparation of a friendly environment in the classroom, and the activities should be organized so that the students can support each other instead of competing with each other as the competition can increase anxiety. Students should be informed about effective studying methods as the most commonly used method to cope with anxiety is studying.
1999	A foreign language program based on the subject is more effective.

Table 4.13: Results and Suggestions of PhD Theses

Years	Results and Suggestions
1999	Modular materials should be prepared according to the principles of modular training approach. The classroom should not be the only learning center for students. Places such as the center for learning resources should be provided with modular materials for the students' studying.
1999	The method of working with the group, which includes collaborative, student-student interaction, and gives a continuous functionality to reading, and the use of original texts in this method is recommended.
1999	The functional and productive aspects of foreign language should be well established for our people, and in the long and short term, the objectives of foreign language teaching should be determined.
1999	Suggestions have been presented regarding second language teaching and learning.
1996	A communicative approach can be used to reach knowledge level goals related to the development of reading skills. Grammar translation method can be applied to reach comprehension level goals
1995	Students, teachers, administrators, parents and theorists should leave propagandist and discursive attitudes aside. They should initiate research campaign, regardless of social position and function, by identifying the most disturbing problems in the field of education. A contemporary, progressive, innovative education policy that does not contradict with the changing world and universal criteria should be determined.
1988	Programmatic teaching method should be used when teaching the meaning and writing dimensions of words in a second language.

According to Table 4.13, when the results and suggestions of the doctoral theses are examined, there are some suggestions such as, increasing the foreign language motivation of the students; enrichment of learning materials, in-service training, enrichment of the learning environment, the method of working with the group and the use of original texts in this method, suggestions for the initiation of a research mobilization, use of authentic tasks in second language teaching, diary writing, usage of memory supporters in second language teaching, control of anxiety, use of mobile tools in other courses other than foreign language teaching, conducting in-depth research.

4.10 Findings related to whether Subjects, Methods, Findings, Interpretations and Results and Suggestions of Postgraduate Theses change by years or not.

Findings related to whether subjects, methods, findings, Interpretations and Results and Suggestions of Postgraduate Theses on Foreign language education published in 1987 and following years change by years or not are presented in Table 4.14, 4.15, 4.16, 4.17.

Table 4.14: Topics of Postgraduate Theses by Years

Year	Content	Categories
1987	Second Language Teaching, Turkish Education System	Second Language Management Languages
1988	French, Second Language Teaching, Teaching Methods and Techniques	Foreign Language Method Languages
1989	Turkish, Foreign Language Teaching, Homework, Primary Education, German, Pronunciation, Dramatization Method	Foreign Language Schools Methods
1990	Distance Education, Foreign Language Teaching	Foreign Language Technology
1991	Public Administration, In-service Training, Foreign Language Teaching	Administration Teachers Foreign language Personality traits
1992	Continuous Test, Foreign Language Teaching, Basic Grammar Errors, Foreign Language Learning	Foreign Language Teaching Schools Learning Environment
1993	Textbooks, Foreign Language Teaching, Higher Education, Crowded Classes, High Schools, Foreign Language Learning, Republic Period, Private Schools Foreign Language	Foreign Language Schools Learning Atmosphere Schools
1994	Speaking, foreign language teaching, Teaching Methods, Literary Texts	Foreign Language Teaching Methods
1995	Teaching Methods, Foreign Language Teaching, Cooperative Learning, Teaching French in Turkey, In-Service Training, Computer-assisted language training,	Foreign Language Teachers

Table 4.14: Topics of Postgraduate Theses by Years

Year	Content	Categories
1996	Foreign Language Teaching, Translation Studies, Failed Students, Learning Disabilities, Cultural Effect, Fairy Tales, Grammar-translation Method, Literary Texts, Italian, Spanish	Foreign Language Languages Learning Learning Languages
1997	Foreign Language Teaching, Story, Phonetics, Drama, English Language Teaching, Foreign Language Learning,	Teaching Foreign Language Attitude Evaluation
1998	Foreign Language Teaching, Textbook Evaluation, Foreign Language Education, Republican Period, Language Education, Indicative Science, Story, Anatolian Vocational High Schools, German, Alienation	Management Methods Approaches Languages Schools Personality traits Foreign language Languages
1999	Foreign Language Teaching, Textbooks, German Language and Literature, Phonetics, Body Language, Teaching Techniques, Cultural Differences, Translation, French, Failure, Higher Education, Secondary Education, Novel, Communication, Restructuring, Primary Education, Subject-Based Foreign Language Education, Cultural Elements, Modular Teaching Method, Student Success, Reading Comprehension Skills, Games, Speaking Skills, Educational Policy, Speaking and Writing Lessons, Information Technology	Learning Atmosphere Languages Teaching Personality traits Culture Methods Learning Schools Skills Management
2000	Foreign Language Teaching, Primary Education, Performance, Military Schools, Writing Skills, Turkish Education System, Secondary Education, Computer-Assisted Education, Curriculum, Turkish Armed Forces, Vocational Language Teaching Methods	Personality traits Technology Teaching Learning Atmosphere
2001	Foreign Language Teaching, Fairy Tales, Learning Methods, Teaching Methods, Literary Texts, Çizgi Film, Computer-Assisted Language Education, Student Achievement Primary EducationI Level, Cooperation, Professional Development	Foreign Language Teaching Methods Technology Schools
2002	Foreign Language Teaching, Foreign Language Learning, Translation, Comparative Phonetics, Children, Games, Tales, Teaching Methods, Textbooks, German, Foreign Language Curriculum, Dictionary Usage, Vocabulary Learning, Primary Education, Curriculum, Teaching Problems, Structural Method, American Literature, Short Stories	Learners Teachers Methods Approaches Teaching Learners Languages

Table 4.14: Topics of Postgraduate Theses by Years

Year	Content	Categories
2003	Foreign Language Education, Constructivism, Computer-Assisted Training, Motivation, Word Sense, Comparative Linguistics, Teaching Methods, Drama, Elementary Schools, autism, Case, Turkey, German, Action Oriented Approach,	Learning Atmosphere Learning Teaching Foreign Language
2004	Foreign Language Teaching, Language Learning, Foreign Language, French, Personality, Speeches, Storytelling Technique, Dramatization Method, Adjectives, Modern Arabic, Idioms, Linguistics, Learning Styles, School Success, Information Technology Approaches Cultural Awareness, Culture Transfer, Textbooks, Cultural Content Children with special needs	Methods Technology Personality traits Teaching Learning
2005	Foreign Language Teaching, Portfolio Study, Homework Planning Skills, Attorney Party Attitude, Constructivist Approach, Exam Preparation Skills, Evaluation Skills, Operational Approach, French Preparatory Class, Adults, Motivation, Psycholinguistics, Speaking Skills, Student Success, Vocabulary, Cultural Effect, Computer Aided Foreign Language Teaching, Web Based Teaching, Technology Mother Tongue Use, Drama, Textbook, Linguistics Approach	Foreign Language Methods Personality traits Skills Approaches Learners Culture
2006	Foreign Language Teaching, Second Foreign Language, Computer-Assisted Education, Concept Maps, Student Success, Portfolio Based Assessment, Active Learning Environment, Translation, Psychosocial Effects, Gender Differences, Right Brain, Left Brain, Learning Styles, Vocabulary, Translation, Methods Learning Strategies, Preschool, Internet Use, New Directions, Clustering, Student Attitude, Reasons for Failure, French, Denotation-Connotation, Preschool, Story-Based Lesson, Tale Translation	Teaching Learners Evaluation Learning Atmosphere Personality traits Schools Technology Languages
2007	Foreign Language Teaching, Primary Schools, Self-Assessment, Play, University English Preparatory Program, Project Applications, Cultural Integration, European Union, Fairy Tale, Literary Texts, Stylistic Features, Short Story, Multiple Intelligence Theory	Schools Evaluation Methods Culture European Union Approaches

Table 4.14: Topics of Postgraduate Theses by Years

Year	Content	Categories
2008	Foreign Language Learning, Foreign Language Teaching, European Union Education and Exchange Programs, Cultural Interaction, Textbook Evaluation, Communicative Skill, Student Motivation, Success, Humorous Texts, Management Issues, Organizational Problems, Second Foreign Language Teaching, Alternative Methods, Literary Texts, Preschool Period, Multiple Intelligence Theory, Grammar-translation method, Communicative Approach, Cultural Elements, European Quality Foundation Excellence Model, Common European Framework of Reference Program, Estimation of Word Meaning, Text and Discourse Analysis	Foreign Language European Union Approaches Culture Evaluation Skills Personality traits Management Methods Approaches
2009	Foreign Language Teaching, Foreign Language Learning, Emotional Intelligence, Anxiety, Reading Strategies, Motivation, Educational Drama Techniques, Internet Environment, Foreign Language Education Policies, EU Membership Process, Mother Tongue Use, Reading Ability, Metacognitive Learning Strategies, Online Learning, Attitude, Perception of Self-Efficacy, Preschool Period, Speech Recognition, Synthesis Systems, Creative Writing, Success, Written Expression, Teaching Culture, Positive Impact, Detail Theory, Academic Success, Retention of Learning	Foreign Language Approaches Personality Traits Methods European Technology Skills Schools Approaches
2010	Foreign Language Teaching, Foreign Language Learning, Educational Games, Primary Schools, Mother Tongue, Motivation Factor, Input Oriented Teaching, Output Oriented Education, EU Transition Process, Perceived Service Quality, Inclusive Student, Individual Support Education, Simultaneous Hint, Foreign Language Vocabulary Teaching , Long Term Memory, The Role of Media, Foreign Language Schools, Computer Use, Basic Language Skills, Three-Dimensional Grammar Teaching, Linguistic Development, Preschool, Speakers, Teacher Candidates, Computer-Assisted Education, Case Study, Interculturalism, Teachers, Cooperative Learning , Children, Formative Evaluation, Test Anxiety, Text Analysis, Semiotics	Foreign Language Teachers Methods Personality Traits Learners Teaching Skills Schools Approaches Culture, Evaluation
2011	Foreign Language Teaching, English Curriculum, Primary Education, English Language Teaching, Folk Literature Products, Adaptive Hypermedia, Computer Programs, Design and Implementation Processes, Principles of Language Teaching, Basic Principles, Web Based Foreign Language Teaching, Learning Objects, Alternative Evaluation Methods, Bachelor Students, Critical Thinking Disposition, Self-Esteem, Parental Attitude, Success, Children with Special Needs, Inclusive Environment	Foreign Language Schools Languages Technology Teaching Evaluation Learning Learners

Table 4.14: Topics of Postgraduate Theses by Years

Year	Content	Categories
2012	Foreign Language Learning, Foreign Language Teaching, Data Based Mobile Learning, Mobile Dictionary, Expressions, Anxiety, Shyness, Strategy, Academic Success, Second Foreign Language Teaching, Speaking Skills, Mobile Multimedia Support, Vocabulary Learning, Motivation, Teaching Techniques, Survey Study, Distance Education, Autonomous Learning Skills, Second Life Environment, Teacher-Student Environment Interaction, Teaching Experience, Beliefs, Culture, New Bridge to Success Series, Educational Games, Mobile Learning, Song Use, Methods, Techniques, Early Age, Textbook Assessment, Learning Objects, Academic Success, Transfer Skills, Early Age, Parent, Teacher	Foreign Language Technology Methods Personality traits Teaching Skills Learning Teaching Teachers Learners Foreign Language
2013	Foreign Language Learning, Foreign Language Teaching, Translation, Attitude, Bilingualism, Literary Texts, Spiritualism Method New Approaches, Written Expression, Action Oriented Approach, Reading Parts, Online Foreign Language Education, Content Interaction, Technology Intercultural Reading, Secondary Education, Emotional Intelligence, Foreign Language Learning Skills, Three-Dimensional Virtual Worlds, Multiple Intelligence Theory, Higher Education, Culture Supported Program, Attitude, Motivation, Young Adults, Gifted Students, Critical Thinking, High School, Compilation Based Originality Analysis, Online Course, ICT Skills, Technology Use	Methods Personality traits Culture Teaching Schools Teaching Skills Learners Culture Evaluation
2014	Foreign Language Education, Foreign Language Learning, Computer-Assisted Foreign Language Education, English Teacher, Speech Difficulty, Communicative Linguistics, Risk Taking Behavior, Self-Regulated JIGSAW IV Technique, Multiple Learning Method, Art, Visual Elements, Textbook, Expectation, Worry, Needs Analysis, Tourism Associate Degree, Classroom Use, Linguistics Circumcision, Early Age, Video Games, Online Social Networks, Language Learning Success, Turkish Learning, Anxiety, Cultural Awareness, Intercultural Communication Skills, English, Digital Storytelling Method, German, Foreign Language Education Policy	Foreign Language Technol Teachers Personality traits Methods Learning Atmosphere Culture Languages
2015	Foreign Language Teaching, The Role of Teachers, Motivation, Educational Drama, Chomsky, Cognitive Language Approach, Moving Learning, First Foreign Language Selection, Model Based Course Model Learning Writing Skills, Songs, Teaching words, Pronunciation Exercises, Mother Tongue, Computer Aided Foreign Language Teaching, Technological Pedagogical Content Knowledge, Information and Communication, Learning Atmosphere Emotional Based Memory Strategies, Vocabulary Development, Performance and Acquisition Levels, Technology Assisted Program, Pre-School Education Institutions, Age, Educational Environments	Foreign Language Teachers Personality traits Learning Methods Technology Learning Atmosphere Schools

Table 4.14: Topics of Postgraduate Theses by Years

Year	Content	Categories
2016	Foreign Language Teaching, Foreign Language Learning, Action Research, Understanding Design, Self-Regulatory Strategies, Strategic Self-Regulation Model, Foreign Language Teaching Supported by Stories, Vocabulary, Reading Comprehension, Attitudes Towards Foreign Language, Task based Approach, Drama in Foreign Language Teaching, Critical Thinking Skills, Reflective Thinking Skills, Drama in Foreign Language Education, England Education System, Communicative Language Teaching, Arabic Speaking Skills, History of Foreign Language Education, Berlitz Method, Turkey, English Language Teaching, Theatre in Education, Communicative Approach, European Language Portfolio, Authentic Task Oriented Practices, Parent Expectations, Cognitive Strategies, Awareness Development, Reading Skills, Alternative Reality Games, Learner Autonomy, Dyned Education Software, Academic Success, Speaking skill, Drama Portfolio, Music Portfolio Water, Foreign Language Learning Anxiety, Motivation, Attitude	Foreign Language Methods Approaches Teaching Skills Languages European Union Learners Technology Personality Traits
2017	Foreign Language Teaching, Language Learning, Behaviour Patterns of Learners, Learning Skills, Intercultural Communication, France, Turkey, The European Union Common Application Text, French, Vocabulary, French Education in Turkey, Cultural Transmission, Computer Games, Mobile Assisted Foreign Language Teaching, Fairy Tale, Brain Based Learning, Student Success, Second Foreign Language Education, Dictionary Usage	Foreign Language Learners Culture Personality traits Skills Languages Learning Technology Learners Methods

According to Table 4.14, when contents of postgraduate theses on foreign language teaching change in years are analysed, contents of theses published in 1987 center upon *foreign language education, Turkish Education System*. So, the categories are *foreign language and management*. The contents of graduate theses published in 1988 center upon *foreign language teaching, teaching methods and techniques*. So, the categories are *languages, foreign languages and methods*. When we analyse the master's theses published in 1989, we see that they center upon the subjects *Turkish, foreign language teaching, homework, primary education, german, pronunciation, dramatization method*. The categories are *languages, foreign languages, schools and methods*. The

contents of the master's theses published in 1990 focus on *distance education, foreign language teaching* and the categories are *foreign language and technology*. The contents of the theses prepared in 1991 are concentrated on *public administration, in-service training, foreign language teaching*. The categories are *foreign language, management, teachers*. In 1992, the contents of the theses consist of *continuous testing, foreign language teaching, basic grammatical errors, foreign language learning*. The categories are *the personal characteristics, foreign language and teaching*. When the contents of postgraduate theses prepared in 1993 are analysed, they concentrated on the subjects *crowded classrooms, high schools, foreign language learning, republic period, private schools education*. The categories are *foreign languages, schools and learning environment*. The contents of postgraduate theses prepared in 1994 are *the ability to speak, foreign language education, teaching methods, literary texts*. The categories are *methods, foreign language, teaching*. The contents of postgraduate theses published in 1995 are *cooperative learning, French language teaching in Turkey, computer-assisted language training, in-service training*. The categories are *foreign language and teachers*. The contents of the thesis prepared in 1996 are *foreign language teaching, translation studies, unsuccessful students, learning disabilities, cultural influence, fairy tales, grammar-translation method, literary texts, Italian, Spanish*. The categories are *foreign languages, languages, methods, learning and learners*. The contents of the theses prepared in 1997 are *foreign language teaching, story, phonology, drama, teaching English, foreign language learning, attitude*. The categories are *foreign language, methods and teaching*.

The contents of the theses prepared in 1998 are *foreign language education, textbook evaluation, republican period, language education, indicator science, story, Anatolian vocational high schools, German, alienation*. The categories are *foreign language, evaluation, management, methods, languages, schools and personality traits*. The contents of the theses prepared in 1999 are *foreign language teaching, textbooks, german language and literature, phonology, body language, teaching techniques, cultural difference, translation, french, failure, higher education, secondary education, novel, communication, restructuring, primary education, foreign language education, cultural elements, modular*

teaching method, student achievement, reading comprehension skills, games, speaking skills, education policy, speaking and writing lessons, information technology. Categories are foreign language, learning environment, languages, teaching, personality traits, culture, methods, learning, schools, skills and management. The contents of postgraduate theses published in 2000 are foreign language teaching, primary education, performance, military-schools, writing skills, Turkish Education System, secondary education, computer-assisted education, curriculum, Turkish Armed Forces, professional language, teaching methods. The categories are foreign language, schools, management, personality traits, technology, teaching and learning environment. The contents of postgraduate theses prepared in 2001 are foreign language teaching, fairy tales, learning methods, teaching methods, literary texts, cartoons, computer-assisted language education, student achievement, elementary education I. stage, cooperation, professional development. The categories are foreign language, teaching, methods, technology, schools, learners and teachers. The contents of master's theses prepared in 2002 are foreign language teaching, foreign language learning, translation, comparative phonics, children, games, fairy tales, teaching methods, teaching methods, textbooks, German, curriculum, dictionary usage, vocabulary learning, primary education, curriculum, teaching problems, structural method, American literature, short stories. The categories are foreign language, methods, approaches, teaching, learners, languages, learning environment, learning and teaching. The contents of the theses published in 2003 are foreign language teaching, constructivism, computer-assisted instruction, motivation, word meaning, comparative linguistics, teaching methods, drama, primary schools, autistic, case, Turkey, German, action-oriented approach. The categories are methods, technology, personality traits, teaching, approaches, schools and children with special needs. The contents of postgraduate theses prepared in 2004 are foreign language teaching, language learning, foreign language use, French, personality, word activities, storytelling, dramatization method, adjectives, modern Arabic, idioms, linguistics, learning styles, school success, information technology, cultural awareness, cultural transfer, course books, cultural content. The categories are foreign language, languages, personality traits, methods, learning, learners, technology and culture. The contents of master's

theses on foreign language teaching published in 2005 are *portfolio study, homework planning skills, attorney-side attitude, constructivist approach, exam preparation skills, evaluation skills, operational approach, French preparatory class, adults, motivation, psycholinguistics, speaking skills, student achievement, vocabulary, cultural impact, computer-assisted foreign language teaching, web-based instruction, use of native language, drama, textbook, linguistic approach*. Categories are *foreign languages, methods, personality traits, skills, approaches, learners and languages*. The contents of master's theses on foreign language teaching published in 2006 are *foreign language teaching, second foreign language, computer aided education, concept maps, student success, portfolio based evaluation, active learning environment, translation, psychosocial effects, gender differences, right brain, left brain, learning styles, vocabulary, translation, learning strategies, preschool, internet use, new orientations, clustering, student attitude, reasons for failure, French, conception-clairvoyance, preschool, story based lesson, fairy tale translation*. The categories are *foreign language, teaching, learners, evaluation, learning environment, methods, personality traits, schools, technology and languages*. The contents of postgraduate theses published in 2007 are *foreign language teaching, elementary schools, self-assessment, play, English university preparatory school, project applications, cultural integration, European Union, tale, literary texts, stylistic features, short story, Multiple Intelligence Theory*. Categories are *foreign language, schools, evaluation, methods, culture, European Union and approaches*.

The contents of postgraduate theses published in 2008 are *foreign language learning, foreign language teaching, European Union education and exchange programs, cultural interaction, textbook evaluation, communicative competence, student motivation, success, humorous texts, management problems, organizational problems, second foreign language teaching, alternative methods, literary texts, pre-school period, multiple intelligence theory, grammar-translation method, communicative approach, cultural elements, European quality foundation perfection model, common language program of European languages, shortening the meaning of the word, text and discourse analysis*. Categories are *foreign language, European Union, culture,*

evaluation, skills, personality traits, management, methods and approaches. Contents of theses published in 2009 are *foreign language teaching, foreign language learning, emotional intelligence, anxiety, reading strategies, motivation, educational drama techniques, internet environment, foreign language education policies, EU Membership Process, native language use, reading ability, metacognitive learning strategies, online learning, attitude, self-efficacy perception, preschool period, speech recognition synthesis systems, creative writing, achievement, written expression, teaching culture, positive effect, elaboration theory, academic achievement, persistence of learning* and Categories are *foreign language, approaches, personality traits, methods, European Union, technology and learners.* The contents of postgraduate theses published in 2010 are *foreign language teaching, foreign language learning, educational games, elementary schools, mother tongue, motivation factor, input-oriented teaching, output-oriented teaching, EU transition process, perceived service quality, inclusive student, individual support education, simultaneous prompting, foreign language vocabulary teaching, long-term memory, role of media, foreign language schools, computer use, basic language skills, three-dimensional grammar teaching, linguistic development, pre-school period, speech actions, prospective teachers, computer-assisted education, case study, interculturalism, teachers, cooperative learning, children, formative evaluation, test anxiety, text analysis, semiotics.* Categories are *foreign language, teachers, methods, personality traits, learners, teaching, skills, schools, approaches, assessment and culture.*

The contents of postgraduate theses published in 2011 center upon *foreign language teaching, English teaching program, primary education, English teaching, folk literature products, adaptive hypermedia, computer programs, design and implementation processes, principles of language teaching, basic principles, web-based foreign language teaching, learning objects, alternative assessment methods, licensing students, critical thinking disposition, self-esteem, parental attitude, success, children with special needs, inclusion environment.* Categories are *foreign language, schools, languages, technology, teaching, evaluation, learning and learners.* The contents of postgraduate theses in 2012 are *foreign language learning, foreign language teaching, QR*

code supported mobile learning, mobile dictionary, idioms, anxiety, shyness, strategy, academic achievement, second foreign language teaching, speaking skills, mobile multimedia support, word learning, motivation, teaching techniques, survey study, distance education, autonomous learning skills, second life environment, teacher-student environment interaction, teaching experience, beliefs, culture, New Bridge to Success series, educational games, mobile learning, song use, methods, techniques, early age, textbook evaluation, learning objects, academic achievement, transfer skills, early age, parents, teachers. Categories are foreign language, technology, methods, personality traits, teaching, skills, learning, teaching, teachers and learners.

Contents of the theses published in 2013 are *foreign language learning, foreign language teaching, translation, attitude, bilingualism, literary texts, psycholinguistic method, new approaches, written expression, action oriented approach, reading parts, online foreign language education, content interaction, intercultural reading, secondary education, emotional intelligence, foreign language learning skills, three-dimensional virtual worlds, multiple intelligence theory, higher education, culture-supported program, attitude, motivation, young adults, gifted students, critical thinking, high school, compilation based originality analysis, online course, ICT skills, use of technology. Categories are foreign language, methods, personality traits, approaches, technology, culture, teaching, schools, skills, learners, culture and evaluation.*

Contents of postgraduate theses published in 2014 are *foreign language education, foreign language learning, computer-assisted foreign language education, English teacher, speech difficulty, communicative linguistics, risk taking behavior, self-regulated JIGSAW IV Technique, multiple learning method, art, visual elements, textbook, expectation, concern, needs analysis, tourism associate degree, use in classrooms, linguistic environment, early age, video games, online social networks, language learning success, Turkish learning, anxiety, intercultural communication skills, English, digital storytelling method, German, foreign language education policies and the categories are foreign language, technology, teachers, personality traits, methods, learning environment, culture and languages.*

Categories are *foreign language, technology, teachers, personality traits, methods, learning environment, culture and languages.*

When contents of postgraduate theses published in 2015 are *foreign language teaching, the role of teachers, motivation, educational drama, Chomsky, cognitive language approach, mobile learning, first foreign language selection, model-based lesson teaching, writing skills, songs, vocabulary teaching, pronunciation exercises, mother tongue, computer-assisted foreign language teaching, technological pedagogical content knowledge, information and communication technology, intercultural foreign language teaching, emotion based memory strategies, vocabulary development, performance and skills levels, technology supported program, pre-school education institutions, age, educational environments.* Categories are *foreign language, teachers, personality traits, learning, methods, technology, learning environment and schools.*

Contents of theses published in 2016 center upon *foreign language teaching, foreign language learning, action research, understanding based design, self-regulation strategies, strategic self-regulation model, foreign language teaching supported by stories, vocabulary, reading comprehension, attitude towards foreign language, teaching English vocabulary skills, task-based approach, creative drama, critical thinking, reflective thinking skills, drama, foreign language education, the UK education system, communicative language teaching method, Arabic speaking, the history of foreign language instruction, Berlitz method, teaching English, theater in education, communicative approach, European language portfolio, authentic task-oriented applications, parents expectations, cognitive strategies, awareness development, reading skills, alternative reality games, learner autonomy, Dyned education software, academic achievement, speaking ability, drama portfolio, music portfolio, foreign anxiety, motivation, attitude.* Categories are *foreign language, methods, approaches, teaching, skills, languages, European Union, learners, technology, learners and personality traits.*

The contents of postgraduate theses published in 2017 are *foreign language teaching, foreign language learning, behavior patterns of learners, learning skill, intercultural communication, France, Turkey, the European Union*

common reference text, French, vocabulary, language skills, integration of skills, stereotypes, French education in Turkey, cultural transmission, computer games, mobile-aided foreign language teaching, tale, brain-based learning, student success, second foreign language education, dictionary use. Categories are foreign language, learners, skills, culture, personality traits, languages, methods, learning, technology and learners.

It can be stated that the contents of the postgraduate theses on foreign language teaching vary by years. Especially, the diversity of content started to increase as of 1998. Academic studies on the transition process to the European Union in foreign language education were started as of 2007.

Table 4.15: The Methods of Postgraduate Theses by Years

Research Pattern	Method		Year
	Universe Sample	Data Collection Tools	
Quantitative	466 students	Inventory	2017
Mixed	61 teachers	Survey, Interview	2017
Quantitative	168 students	Survey	2017
Qualitative	151 students	Survey	2017
Qualitative	15 students	Questionnaire, Interview Form	2017
Experimental Model	32 students	Test	2017
Qualitative			2017
Qualitative	20 students	Questionnaire	2017
Experimental Model	51 students	Survey	2017
Experimental Mode	101	Test, Scale	2016
Experimental Model	50 students	Test	2016
Experimental Model	37 student	Scale	2016
Literature Search			2016
Qualitative	52 students	Form	2016
Quantitative-Descriptive	210 students	Survey, Test	2016
Document Review			2016
Qualitative	10 Theater players	Interview Form	2016
Experimental Model	160 students	Test, Interview Form	2016
Quantitative	153 parents	Survey	2016

Table 4.15: The Methods of Postgraduate Theses by Years

Method			Year
Research Pattern	Universe Sample	Data Collection Tools	
Experimental Mode	77 students	Test	2016
Experimental Mode	86 students	Test, Scale	2016
Experimental Mode	60 students	Test	2016
Mixed	34 students	Exam, Portfolio, Survey	2016
Qualitative	160 students	Survey	2016
Mixed	10 teachers, 436 students	Scale, Writing, Interview, Observation, Design	2016
Mixed	215 students	Scale, Test, Interview Form	2016
Mixed	52 teachers, 4 students	Test, Form, Interview	2016
Qualitative	7 teachers	Questionnaire, Discussion	Group 2015
Quantitative	40 teachers	Survey	2015
Experimental Model	30 teacher	Survey	2015
Quantitative		Survey	2015
Experimental Model	51 students	Test	2015
Qualitative	6 students, 6 teachers	Interview Form	2015
Qualitative	13 teachers	Survey, Discussion Board	2015
Mixed	30 teachers	Survey, Observation Checklist Interview Form,	2015
Mixed	140 students 60 teachers	Survey, Interview Form	2015
Qualitative	100 teachers 100 managers, 100 parents	Interview Form	2015
Experimental Model	80 students	Test	2015
Mixed	79 students	Test, Story	2015
Experimental Model	385 students	Test, Survey	2015
Descriptive	42 teachers	Survey	2014
Literature Search			2014
Experimental	40 students	Test, Scale, Interview Form	2014
Qualitative	128 Source		2014

Table 4.15: The Methods of Postgraduate Theses by Years

	Method		Year
Qualitative	1 textbook		2014
Qualitative	18 parents, 18 teachers	interview form	2014
Quantitative	498 students	Survey	2014
Qualitative	40 students	Photography, Interview	2014
Qualitative	34 students	Questionnaire, Interview	2014
Quantitative	112 students	Scale	2014
Mixed	100 students	Survey, Exam, Interview	2014
Action Research	431 students	Questionnaire, Interview Form, Rubric	2014
Qualitative	Policy Documents		2014
Mixed	400 students	Survey, Interview Form	2014
Mixed	118 students	Scale, Focus Group Interview	2014
Quantitative	80 students	Survey	2013
Qualitative			2013
Experimental	120 students	Reading Part, Composition	2013
Quantitative	425 students	Survey	2013
Quantitative	225 students	Survey	2013
Quantitative	341 students	Survey	2013
Mixed	24 students	Survey, Interview Form	2013
Quasi Experimental Model	44 students	Test	2013
Mixed	96 students	Scale, Interview Form	2013
Qualitative			2013
Literature Search			2013
Quantitative	245 students	Survey	2013
Experimental	55 students	Scale	2013
Experimental Model	24 students	Test, Scale	2013
Experimental	27prospective teachers	Survey, Test	2013
Mixed	50 students	Test	2012
Literature Search			2012
Fieldwork		Survey, Interview Form	2012
Quantitative	162 students	Survey	2012

Table 4.15: The Methods of Postgraduate Theses by Years

	Method		Year
Qualitative	12 students	Interview Form	2012
Mixed	70 teacher candidates	Group Meeting Inventory	2012
Qualitative	20 teachers, 20 students	Interview Form	2012
Experimental Model	82 students	Survey	2012
Experimental Model	30 students	Test	2012
Literature Search			2012
Qualitative	95 teachers, 100 students	Survey, Scale	2012
Mixed	40 students	Test, Interview Form	2012
Quantitative	15 teachers, 100 parents	Survey	2012
Qualitative	Textbooks		2012
Quantitative	229 student	Scale	2012
Mixed	46 students	Test, Scale, Interview Form	2012
Qualitative			2011
Software Development			2011
Qualitative	70 students, 8 teachers	Observation, Survey	2011
Quantitative	237 pre-service teachers	Scale, Survey	2011
Quantitative	270 students, 270 parents	Survey	2011
Qualitative	53 teachers	Interview Form	2011
Mixed	559 students, 6 teachers	Scale, Interview Form	2011
Scanning	3 programs	Observation, Interview Form	2011
Quantitative	118 students	Test, Scale	2011
Qualitative	21 students, 9 teachers	Interview Form, Observation	2011
Experimental	37 students	Test	2010
Experimental	34 students	Test, Survey	2010
Quantitative	39 school principals, 332 teachers	Scale, Survey	2010

Table 4.15: The Methods of Postgraduate Theses by Years

	Method		Year
Quantitative	120 trainees	Scale	2010
Single-subject research Method:			
Method: Inter- Behavioral multiple probe model	2 students	Material	2010
Experimental Study	5 teachers, 5 students	Interview Form	2010
Quantitative	15 teachers	Survey	2010
Quantitative	120 Teacher	Scale	2010
Experimental Study	46 students	Test	2010
Experimental	15 students	Test	2010
Quantitative	100 students	Scale	2010
Qualitative	1880 students	Survey	2010
Quantitative	209prospective teachers	Survey	2010
Quantitative	207 teachers	Survey	2010
Quantitative	120 students		2010
Qualitative		Interview Form	2010
Qualitative			2010
Mixed	152 teachers	Questionnaire Interview Form	2010
Experimental	50 students	Test	2010
Scanning	56 teachers	Survey	2010
Mixed	24 students	Test, Exam, Student Reports, Observation	2010
Experimental Model		Test	2010
Experimental Model	161 students	Test, Scale, Evaluation Form, Interview Form	2010
Qualitative	51 students	Test	2010
Experimental	86 student	Scale, Interview Form	2010
Quantitative	258 students	Scale	2009
Quantitative	334 students	Survey	2009
Experimental	57 teachers, 10 teachers	Survey	2009

Table 4.15: The Methods of Postgraduate Theses by Years

Method		Year
Qualitative	8 experts	Quasi-structured questionnaire form 2009
Quasi-Experimental Research Model	160 students	Test 2009
Qualitative		2009
Quantitative	60 teachers, 100 students	Questionnaire, Interview Form 2009
Qualitative	756 students	Form, Test 2009
Quantitative	300 students	Scale 2009
Qualitative	12 experts	Software Evaluation Form 2009
Mixed	40 students 4 participants	Survey, Short Article 2009
Qualitative		2009
Mixed	14 students	Test, Scale, Composition 2009
Mixed	555 students	Test, Questionnaire Multimedia Materials 2009
Qualitative	70 students	Survey 2009
Qualitative	281 students	Survey 2008
Quantitative	20 teachers 703 students	Questionnaire, Interview Form 2008
Literature Search		2008
Qualitative	11 teachers	2008
Qualitative		2008
Qualitative	80 teachers 50 students	Interview Form 2008
Experimental		Observation, Test 2008
Experimental	56 students	Test 2008
Intercultural Method	187 students	archive scanning, interview 2008
Quantitative	60 teachers 307 students	Scale 2008
Qualitative		2008
Qualitative		2008
Mixed	32 students	Test, Interview Form 2008
Qualitative	24 students	Survey 2008

Table 4.15: The Methods of Postgraduate Theses by Years

Method			Year
Qualitative		Test, Survey	2008
Qualitative			2008
Literature Search			2007
Experimental	3 students	Survey, Interview Form	2007
Qualitative	2 primary schools	Observation	2007
Mixed	29 students	Observations, questionnaires, interview form	2007
Experimental Model		Test	2007
Qualitative	1 book		2007
Scanning			2007
Scanning	589 students	Survey	2007
Descriptive Scanning	23 schools	Survey	2006
Quantitative	210 students	Survey	2006
Quantitative	171 students	Test	2006
Experimental			2006
Experimental	44 students	Scale, Test	2006
Experimental	100 students	Test	2006
Scanning	44 students	Survey	2006
Scanning	103 students	Survey, Achievement Points	2006
Qualitative			2006
Qualitative	54 teachers, 13 managers 274 parents	Survey, Interview Form	2006
Literature Search			2006
Literature Search			2006
Scanning	290 students, 60 parents, 47 teachers	Survey	2006
Comparative			2006
Linguistics Method			2006
Scanning, Testing	96 students	Questionnaire, Test	2006
Experimental	32 students	Test, Questionnaire, Interview Form	2006
Literature Search			2006

Table 4.15: The Methods of Postgraduate Theses by Years

		Method	Year
Quasi-Experimental	147 students	Scale, Test OSS Score, Composition	2006
Research Model Experimental Model	35 students	Test, Composition	2005
Scanning	350 students 27 teachers		2005
Scanning	150 students 30 teachers	Survey	2005
Experimental Model	124 students 29 teachers	Scale	2005
Scanning		Survey	2005
Scanning		Survey	2005
Scanning			2005
Scanning		Survey	2005
Scanning		Survey	2005
Qualitative			2005
Experimental Model			2005
Experimental Model	80 students	Test	2005
Experimental Model		Scale	2005
Mixed	119 students	Interview Form	2005
Experimental Model	72 students, 4 teachers	Observation Tool	2005
Literature Review			2005
Mixed	7 textbooks, teacher, Student	Survey, Checklist	2005
Qualitative	16 teachers	Interview form	2005
Scanning	85 students	Survey	2004
Literature Search			2004
Experimental Model	18 students	Test	2004
Experimental Model		Test	2004
Qualitative	1512 adults	Observation, question-answer	interview, 2004
Qualitative	Book		2004

Table 4.15: The Methods of Postgraduate Theses by Years

		Method	Year
Experimental Model	35 students	Survey	2004
Scanning	102 students	Test	2004
Literature Search			2004
Scanning	812 students	Scale	2004
Scanning		Test	2003
Scanning	67 students	DCT	2003
Scanning			2003
Scanning	54 students	Survey	2003
Scanning			2003
Scanning	177 students	Evaluation Form	2003
Case Study,	1	Observation	2003
Literature Search			2003
Qualitative	1 academic member	Interview	2002
Literature Search			2002
Literature Search			2002
Qualitative		Text review	2002
Literature Search			2002
Qualitative		Text review	2002
Experimental Model	88 students	Test	2002
Scanning	100 students, 22 teachers	Evaluation form Survey	2002
Literature Search			2002
Qualitative			2002
Mixed		Observation, Questionnaire, Interview Form	2002
Experimental Work			2001
Trial Model	30 students	Scale	
Literature Search			
Scanning		Survey	
Mixed	11 students	Scale, Test, Interview Form	
Descriptive	72 teachers 2456 students	Questionnaire, scale	
Experimental	20prospective teachers	Observation, Diary	2001

Table 4.15: The Methods of Postgraduate Theses by Years

Method			Year
Scanning			2000
Trial Model	38 students	Test	2000
Literature Search			2000
Literature Search			2000
Case Study		Survey	1999
Qualitative		Observation	1999
Qualitative		Survey	1999
Qualitative			1999
Scanning			1999
Qualitative			1999
Qualitative			1999
Qualitative			1999
Literature Search			1999
Scanning	60 students	Form, Survey	1999
Experimental Model	50 students	Test	1999
Experimental Model	72 students	Test	1999
Scanning	13 teachers	Survey, Observation, Archive Scanning	1999
Scanning	36 students	Scale, Diary	1999
Qualitative		Textbook	1998
Literature Search			1998
Field research	116 students	Survey	1998
Qualitative			1998
Experimental	22 students	Composition	1997
Literature Search			1997
Scanning			1997
Scanning	502 students	Survey, Scale	1997
Literature Search			1996
Scanning	High school students	Survey	1996
Qualitative			1996
Qualitative	20 students	Survey and 8 text	1996
Experimental	94 students	Test	1996

Table 4.15: The Methods of Postgraduate Theses by Years

		Method	Year
Experimental	Adnan Menderes University 1st grade students at the Faculty of Agriculture	Test, Composition	1995
Scanning	42 staff members	Attitude Scale	1995
Field research	42 teachers, 179 students	Survey	1995
Experimental	40 students	Questionnaire, equalization test	1994
Qualitative	12 sample text		1994
Qualitative			1993
Experimental		Test	1993
Scanning	25 teachers, 886 students	Survey	1993
Literature Search			1993
Scanning	101 teachers, 460 students	Test, Survey	1993
Experimental		Test	1993
Relational Model	Scanning	Form	1992
Scanning	150 participants	Survey	1991
Experimental	56 students	Test, exercise, activity	1989
Experimental		Gain scores	1989
Experimental	56 students	Survey, test, programmed teaching material	1988

According to Table 4.15, when methods used in all theses are analysed, it is seen that research designs, such as quantitative, qualitative, mixed research design and experimental models were used between 2017 and 2012 and from 2010 to 2008. Quantitative, qualitative and mixed research designs were used in 2011. Quantitative research design was not used in the years, 2007, 2005, 2004, 2002, 2001, 2000, 1999. Mixed research design was not used in 2006 and 2004. Qualitative, mixed research design and the experimental model were not used in 2003.

Qualitative research design was not used in 2001 and 2000. Mixed research model was first used in 2001. In addition to other participants, teachers and

students were used as samples in the studies in years, 2017-2014, 2012-2008, 2006, 2005, 2002, 2001, 1999, 1995, 1993. It was observed that teachers were not used when the students were used as samples. In addition to the other tools, the questionnaire, test, scale, interview form were used between the years 2008-2017, 2006-2004 and 2002-2000. The scale was not used as a data collection tool in 2007, 2003 and 2002. Interview form was not used as data collection tool in 1999. In addition to other tools, surveys were used between the years 1991-1998.

Table 4.16: Findings and Interpretations of Postgraduate Theses by Years

Year	Findings and Interpretations
2017	<p data-bbox="427 792 1412 871">There is a relationship between the academic advancements of learners and their communication styles.</p> <p data-bbox="427 882 1412 994">The findings show that instructors tend to combine language skills in teaching practices and prefer to teach their language abilities in an integrated way in their future courses.</p> <p data-bbox="427 1008 1412 1086">The findings also show that lecturers support the idea of using textbooks in which their language abilities are presented in an integrated manner.</p> <p data-bbox="427 1099 1412 1245">The effects of positive and negative stereotypes (resulting from the problems and orientations in language learning process) on second languages such as French have been put forward. The stereotypes had negative effect on the French language.</p> <p data-bbox="427 1258 1412 1404">The research results indicated that the scores of foreign language reading skills of the participants who played computer games in the target language were higher than the participants who did not play. This shows that playing a computer game is a positive factor in learning a foreign language.</p> <p data-bbox="427 1417 1412 1608">The results show that although teachers have concerns about the use of mobile phones in language classes, they have a positive attitude towards mobile-aided language education. The findings show that learners have a positive view about mobile-aided language learning because they are already familiar with mobile telephones.</p> <p data-bbox="427 1621 1412 1957">In our study, it was concluded that the teachers in three different contexts, although each gave examples from their own context, generally had the same ideas about language-culture relationship, intercultural communication practices, difficulties encountered in these applications and course materials, they had different views about the competence of the teacher within the framework of intercultural communication, abroad experience, objectivity and impartiality. However, it was seen that these differences of opinions resulted from the participants in each groups, but not from the groups compared with each other.</p> <p data-bbox="427 1971 1412 2009">At the end of this experience, the results obtained from the observations,</p>

Table 4.16: Findings and Interpretations of Postgraduate Theses by Years

Year	Findings and Interpretations
2016	<p data-bbox="316 331 1294 472">the control and the experimental groups showed that the words of the unit determined with the activities designed according to the learning styles of the students were learned better. In addition, the learners were more willing to take part in the activities and they were active in their education.</p> <p data-bbox="316 557 1294 772">Teaching English with stories had a significant positive effect on students' reading comprehension skills at both grade levels. Teaching English with stories had a significant and positive effect on the English vocabulary of the students at both grade levels. The teaching of English with stories did not make a significant difference on students' attitudes towards English course at both grade levels.</p> <p data-bbox="316 792 1294 974">They confirmed the first and the second but disconfirmed the third hypothesis. The meaningful difference was discovered amid the groups in favor of the experimental group learners. The negligible difference between the groups was seen on the part of the learners in the experimental group.</p> <p data-bbox="316 994 1294 1176">In the experimental study, it was determined that there was a positive difference in the attitude and reflective thinking levels of the experimental group students who were applied creative drama method. However, it was found that there was no difference in the students' critical thinking tendencies.</p> <p data-bbox="316 1196 1294 1518">Contrary to many of the methods we have studied, communicative language teaching provides the students with the opportunity to speak and gain the self-confidence that they lost and provides great convenience for teachers to teach the target language with the materials used in this method. The fact that the field of study of this method is almost unlimited and that the students are engaged in activities together does not bother the students, but it reinforces their wish to study together, especially because the idea of studying in the classroom environment as they want is an important factor that motivates the student.</p> <p data-bbox="316 1538 1294 1827">The reluctance of the students due to the traditional methods of foreign language teaching has changed dramatically with the drama method and has been replaced by a more motivated student profile. The percentage of students who chose the option YES regarding the Article 3, 'drama technique trainings encourage me to learn' is % 73. It is observed that the average of the test applied after the lesson done with the drama method is high and therefore the instruction with drama method gives more successful results.</p> <p data-bbox="316 1848 1294 1989">The failure of the education with grammar translation method in foreign language teaching led to search for other teaching methods, and the Berlitz Method, which has emerged in this direction, demonstrates its success with the awards it receives in the world with its new schools.</p> <p data-bbox="316 2009 1294 2042">Results showed that it is possible to link theatre in education to drama in</p>

Table 4.16: Findings and Interpretations of Postgraduate Theses by Years

Year	Findings and Interpretations
	<p>education theoretically because they both construe and are driven by dramatic experience. Furthermore, second language implementers' understanding towards their work mostly indicates that these implementations cover aspects that are supported by English language teaching methodology, even though there were some aspects that showed limited or no implication.</p> <p>It is concluded that the communicative approach is still one of the most efficient methods in second language teaching.</p> <p>According to the results obtained from the thesis, there is a significant difference between the pre-test and post-test scores of the students in terms of their reading skills and the posttest scores of the experimental group and the control group after cognitive strategies-based education. It can be concluded that the process of cognitive strategy created for the thesis has a positive effect on the participants and their opinions about this practice are positive.</p> <p>When the data obtained from the pre-test and post-test applications of achievement test of experimental and control group was analysed, a statistically significant difference was found in favor of the experimental group among all the test achievement scores and test's recall, comprehension and application dimensions. In order to determine the learner autonomy levels which were other variables of the study, a significant difference was observed in the scale of learner autonomy applied before and after the experimental procedure in favor of the experimental group in terms of preparation for self-management, and language learning activities.</p> <p>Findings showed that Dyned educational software had a significant positive effect on students' academic achievement levels of grammar and vocabulary knowledge. In terms of gender, it was seen that Dyned educational software did not significantly affect the academic achievement levels of the experimental group students.</p> <p>It was observed in the findings that students had positive attitudes about the effect of DMP on English speaking skills and the development of personal abilities, and most of the class preferred DMP instead of speaking exam to measure their speaking abilities.</p>
2016	<p>It was found out that the students had difficulties in speaking the foreign language and this affected foreign language motivation, and female students experienced a higher level of anxiety about foreign language learning than the male students, whereas their motivation was higher. As the level of education of the parents increased, students' anxiety levels about learning foreign language decreased.</p> <p>Findings from the qualitative data of the research showed that the UbD applications based on action research contributed positively to teachers'</p>

Table 4.16: Findings and Interpretations of Postgraduate Theses by Years

Year	Findings and Interpretations
2015	<p data-bbox="316 331 1294 546">design, implementation and professional development processes, and also increased students' motivation to learn foreign languages. The findings obtained from the quantitative data of the study revealed that there was a significant difference in UbD applications, A and B level students' motivation for foreign language learning, and B level students' English achievements in favor of the experimental group.</p> <p data-bbox="316 568 1294 672">The result of the study revealed that personality traits, identity, foreign language learning beliefs and success factors affect the use of self-regulated foreign language learning strategies.</p> <p data-bbox="316 694 1294 757">The results obtained show that authentic task-oriented applications have a positive effect on student achievement.</p> <p data-bbox="316 846 1294 1025">While methods and activities such as songs, games, films, series and internet resources used by the teachers in the classroom contribute to the students' motivation to increase their interest in language learning, they raise awareness about the culture of the foreign language and increase the motivation outside the classroom.</p> <p data-bbox="316 1048 1294 1151">As a result, with the studies and surveys done, it has been observed that educational drama is an effective method for teaching foreign language to 14-16 year old students.</p> <p data-bbox="316 1173 1294 1236">The results of this study revealed that the use of German songs in foreign language teaching positively affected student achievement.</p> <p data-bbox="316 1258 1294 1473">The results of the qualitative analysis revealed that the use of native language is an integral part of foreign language teaching but there is a significant difference of opinion between different language skills and language components. There is also difference of opinions about mother language applications of teachers at different proficiency levels and students' demands about the use of mother language.</p> <p data-bbox="316 1496 1294 1859">According to the research results; Though not qualitatively significant in terms of the need for more detailed and contextual measurements of the concepts of TPCK and computer attitudes, the computer-assisted foreign language teaching experience acquired within the TPCK theoretical framework in the context of an online EBIT course has a positive effect on the development of the English teachers' perception and practice of teaching. This development has been observed in technology integration experiences based on creating and collaborating with original learning materials where teachers are actively integrated into the process through a design learning environment.</p> <p data-bbox="316 1881 1294 2020">The findings of the study show that English language teachers as foreign languages perceive the education of foreign language as an important concept and they draw important conclusions about integrating the target culture as a foreign language in English class.</p>

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Year	Findings and Interpretations
	<p data-bbox="427 327 1410 546">It is concluded that although both teachers and students have a positive attitude towards integrating technology into foreign language teaching, there is not sufficient technology in these schools. Students do not use the technology available. The students face some obstacles, such as inadequate technological equipment, lack of knowledge and lack of time and lack of training.</p> <p data-bbox="427 562 1410 857">In the study, it was found out that teachers, managers and mothers gave importance to foreign language education in preschool for they maintained that people could learn more quickly, easily and permanently at early ages. The group which did not consider foreign language education necessary in the pre-school period declared that it was not the appropriate age for foreign language learning. Also, it was found out that the foreign language level of preschool children was absorption of basic concepts. (colors, numbers, numbers, etc.).</p> <p data-bbox="427 873 1410 1128">The results of the research show that there are differences in various areas of language learning. Some elements of language, such as learning speed, intonation and grammar, are better learned by young people than others. Considering the ambient factor, it was observed that the young students were better in the informal settings and the adults were better in the official settings. What is evident is that young learners are better than adults in formal and informal settings in terms of foreign language learning.</p>
2014	<p data-bbox="427 1211 1410 1319">According to the findings of the study, teachers have relatively few negative attitudes towards computer-aided language education and more positive attitudes towards it.</p> <p data-bbox="427 1335 1410 1518">At the end of the research, it was found that a Self-Regulation Jigsaw IV, technique was significantly effective on students' achievements compared to the traditional method, and did not make significant difference in terms of their attitudes. It was determined that students in the experimental group used their self-regulation skills in their independent studies.</p> <p data-bbox="427 1534 1410 1641">As a result of the study, it has been observed that usage of art in teaching English as a foreign language supports only a variety of learning styles in contrast to traditional methods targeting specific learning models.</p> <p data-bbox="427 1657 1410 2024">As a result of the study, it was concluded that all participants believed in the necessity of foreign language education at an early age. Moreover, the expectations of the participants from foreign language teachers, students and schools were very similar. It was observed that the expectation of the teacher participants from parents, the Ministry of National Education and the English Language and Education and English Language and Literature departments at universities was higher. In general, the concerns of parents and teachers were found to be mutual. Finally, parents' and teachers' concerns were found to be less than their expectations. This has shown that the belief that new practices will have a positive result is strong.</p>

Table 4.16: Findings and Interpretations of Postgraduate Theses by Years

Year	Findings and Interpretations
	<p data-bbox="316 331 1295 584">As a result, each student's needs in terms of learning process and target language use vary. With this study, it was aimed to determine language level and program motivations, foreign language expectations, difficulties and needs of the students about their profession based on the evaluations of second year students in Tourism Associate Degree Programs. It was argued that their needs and expectations should be considered when preparing the curriculum.</p> <p data-bbox="316 607 1295 898">The study showed that students were able to analyze linguistic field indicators from a broad point of view, and were able to analyze how and why English and other languages were used in linguistic indicators and determined what English has gained over time in Northern Cyprus. Thanks to students' impressions, the benefits of the use of linguistic field studies in English language teaching and attitudes of students about linguistic field projects were determined. The study showed that students generally exhibited positive attitudes to such projects.</p> <p data-bbox="316 920 1295 1133">A game workshop concept and feasibility study, which is the main theme of this thesis, were conducted. A feasibility and cost study was also carried out. The thesis draws attention to the game designs that can occur with the partnership of local IT companies by stating the huge potential that exists in the integration of video games into French foreign language teaching classes.</p> <p data-bbox="316 1155 1295 1480">The use of social networking sites in the Facebook sample as a support tool in the foreign language education process shows positive and negative effects on learning. Potential positive effects include providing unstructured learning opportunities and providing cooperative learning opportunities in the context of learning. In the context of foreign language education, positive impacts are to contribute to developing a positive attitude towards foreign language learning, to increase motivation of foreign language learning, to provide meaningful language activities and to offer opportunities for exposure to target language.</p> <p data-bbox="316 1503 1295 1783">Yalova University students are more sensitive than the students of Istanbul Technical University. The high median number of median contributors to the increase of sensitivity in the test results of both schools shows that both schools have intercultural sensitivity. However, test results of Yalova University are more positive and the students have higher sensitivity. H1: The Common European Framework of Reference for Languages has a positive effect on intercultural communication skills. This hypothesis was confirmed.</p> <p data-bbox="316 1805 1295 2018">The data obtained from the study also shows that there is an inverse relationship between language performance and anxiety. Less anxious students perform better in English, while more anxious students receive relatively low grades. Therefore, as the sense of concern decreases, students are more likely to have more constructive experience in language use.</p>

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	<p>In light of the data and findings, it was concluded that this method increased the students' motivation, developed technical and foreign language knowledge, and teacher and friend feedback were very effective. This study about digital story method has shown that it will contribute to the foreign language training in Turkey and can be implemented easily.</p> <p>It is seen that Amendment of the Law on Foreign Language Education and Teaching, Preparation of the Regulation on Learning the Different Languages and Dialects Traditionally Used by Turkish Citizens in Their Daily Life, the opening of the preparatory class in high schools, the decision to close foreign language-weighted high schools, re-arrangement of the course hours in the curriculum of foreign language learning, reorganization of the Regulation on Foreign Language Education and Training in the Ministry of Education, change in curriculum in foreign language teaching, in transition to secondary education, asking questions in examinations about foreign language area were put into practice. In addition, some regulations such as arranging foreign language courses in fourth grade as elective courses in curriculum, starting foreign language courses in the second grade in 2013-2014 academic year, European Council and Europe language development file and arrangements of textbook were implemented.</p>
2013	<p>The literature review was conducted and the textual psycholinguistic approach was applied to a literary text within the framework of the Kintsch et van Dijk theory. The results of this application show that the active use of mental processes in teaching is effective in developing both the foreign language teaching methods used and the language teaching that the individual can use more effectively and actively.</p> <p>The findings of the study revealed that the students used reading pieces in their writings and that some students were dependent on the reading pieces. The amount of excerpts from reading parts varied within each group. In addition, the results revealed that the use of reading pieces was not affected by the participants' level of academic education and the subject matter in which the compositions were written. Correlation analysis results did not show a significant relationship between resource use and quality of writing.</p> <p>As a result of the findings, it was seen that the students benefited equally from the content and the teacher in the process of producing the information; It was found that students at all levels benefited from teacher interaction and teacher feedback in the production process of knowledge.</p> <p>The research findings reveal that in general, German courses are mostly grammar-based and these courses do not appear to meet student expectations. Therefore, it can be concluded that the visual elements which can contribute to a communication-oriented lesson are used very little in the lessons.</p>

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	<p data-bbox="316 331 1294 696">As a result of the analysis, it was found that emotional intelligence did not make any significant difference with the exception of gender interpersonal emotional intelligence. However, there were significant positive relationships between emotional intelligence, language achievement and the language skills of reading, listening, writing and speaking. Significant positive relationships were also found between the sub-dimensions of the emotional intelligence factor and language skills. Regression analysis was used to determine the effect of emotional intelligence on language achievement and language skills and it was determined that emotional intelligence plays an important role in language learning.</p> <p data-bbox="316 712 1294 965">According to the results of the research, it was determined that the activities in Second Life environment were effective in defeating students' shyness in speaking foreign languages. The students who participated in the study stated that they found the Second Life environment interesting and entertaining and that the activities were beneficial for them. It was observed that the participants could not speak due to various reasons and encountered different sound problems.</p> <p data-bbox="316 1039 1294 1292">As a result of the research, it was determined that the scores of the students in the experimental and control groups were very close to each other. In performance tasks, it was found that there was a significant difference in favor of the control group in the first performance task and in the second and third performance tasks in favor of the experimental group. However, when the total of the scores obtained from the performance tasks were examined, a significant difference was found in favor of the control group.</p> <p data-bbox="316 1308 1294 1711">Although there was no significant difference between the experimental group and the control groups in the last test after the culture-supported program, it was concluded that there was a positive development in the attitudes of the experimental group students over time. As a result of the standardized open-ended interview questions directed to randomly selected students from the experimental group, it is observed that there are positive developments in the attitudes and motivations of the students towards foreign language. When the effects of the research on academic achievement were examined, although a significant difference was found between the control group and the experimental group, the expected positive change in the experimental group itself could not be achieved.</p> <p data-bbox="316 1727 1294 2018">At the end of the study, the subjects and the frequency of words used in these subjects in the books in the foreign language teaching at high schools in Turkey had minimal similarities with real language. In this context, the areas required to be developed or changed in textbooks were revealed. In addition, this research emphasized the importance of the review as a method of material development and analysis. The functionality of the books for the authors of the textbook and the Ministry of Education were also evaluated in this study.</p>

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Year	Findings and Interpretations
2012	<p data-bbox="427 389 1410 831">The Mobile Dictionary learning material can be used efficiently and effectively to increase the active vocabulary knowledge levels of preparatory class students who learn foreign languages. Because the contents of the Mobile Dictionary are presented together in different aspects of the word, learners have not wasted time searching for different aspects of the word and time they devote to word learning in the classroom has been shortened. According to the participants who found the information sufficient, the use of mobile tools in accessing the Mobile Dictionary contributed to the increase of the individual learning speed and to learn words without being dependent on the teacher at any time. However, it is noteworthy that the participants were negatively affected by the technical failures in mobile vehicles.</p> <p data-bbox="427 846 1410 1070">Students find it distracting to speak in a foreign language within the classroom due to their concerns. However, students will have a more comprehensive approach to their goals if they have sufficient opportunities to practice in a foreign language. It also emphasizes the different methods and activities used in the oral communication techniques in the academic environment with the importance of the teacher in the process.</p> <p data-bbox="427 1086 1410 1310">As a result of this research, it is seen that there are more female learners in the remote ELT. In this study, it is seen that the motivation levels of the students in the remote ELT were motivated. When we look at the motivation in terms of gender, it is concluded that male learners are more motivated than women. When we look at motivation in terms of age, out of 19-26 age group the students between the ages of 22-23 are motivated.</p> <p data-bbox="427 1326 1410 1653">According to research findings, It has been found out that foreign language education organized in Second Life virtual environment by using different instructional methods helps students to learn from their peers in social environment, to experience foreign language and to increase their self-confidence and self-efficacy levels and to get rid of community pressure. In addition, the Second Life virtual environment, with its three-dimensional realistic design, has increased the students' interest and motivation towards the course, and the opportunity to be represented by avatars has enabled the communication between students to be effective.</p> <p data-bbox="427 1668 1410 2011">The results showed that pre-service teachers have strong beliefs about foreign language learning. There was no significant difference between Turkish teacher candidates' beliefs before and after the teaching experience in practice education. However, it has been found that Turkish teacher candidates' beliefs about the nature of language learning after their teaching experience have a meaningful relationship with the age of teacher candidates. Similarly, it has been found that Turkish teacher candidates' beliefs about the difficulty of language learning have a meaningful relationship with the number of micro courses given in practice education.</p>

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Year	Findings and Interpretations
	<p data-bbox="316 331 1291 510">As a result, findings obtained from the views of teachers and students show that they consider the concept of culture from the sociological and aesthetic aspects. The focus of the New Bridge to Success series is local culture rather than international culture, which is preferred by teachers and students.</p> <p data-bbox="316 533 1291 712">It is observed that educational mobile applications increase the students' levels of success in the education of English. It can be said that the educational games to be installed on mobile devices will increase the students' motivation and success and that these games can be used as a useful teaching material.</p> <p data-bbox="316 734 1291 947">A significant difference was seen between the groups who were taught with traditional method and teaching method with songs in the teaching of 'alphabet, greeting, asking and answering how you are, how to respond, week days, numbers' at fourth grade French lesson in Primary school. This research reveals that singing technique is more effective than traditional method in terms of students' academic achievement.</p> <p data-bbox="316 969 1291 1294">Teaching methods and techniques affect socialization process of the child, social environment, cognitive and affective development process, individual differences, the desire to learn and the foreign language learning process are effective factors. For this reason, while teaching foreign language to children of all ages, it is necessary to select and implement teaching methods and techniques by taking into consideration the interests, needs, expectations and desires of the child, individual differences, cognitive and affective development levels, social environment and socialization process.</p> <p data-bbox="316 1317 1291 1496">The data obtained show that the participants have more negative opinions against the textbooks used by the teachers. However, student participants seem to have a more positive and impartial view. The results of the questionnaire show that the teacher and student participants fall apart at many points and the student participants are unsure about most items.</p> <p data-bbox="316 1518 1291 1843">The findings of the study show that English teaching supported by learning objects and the teaching of English by traditional method increased the students' academic achievement, but when both methods were compared, there was no meaningful difference between them in the sense of their effects on student advancement. It was observed that teaching English with learning objects helped to develop a higher level of student transfer skills than traditional teaching. In addition, the majority of experimental group learners expressed that they could grasp English grammar rules better in the classroom environment.</p> <p data-bbox="316 1865 1291 2033">In the research, it was determined that the teachers who gave second language education at a young age were conscious in terms of methods and contents while giving language education to these children and on the other hand, the parents sent their children to the second language education institutions at a young age. It was also concluded that, second language</p>

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	<p>education at a young age in Turkey is experiencing institutional problems and teachers necessarily need to go through a special training in this field.</p>
2012	<p>Research results show that the idioms used in daily communication are rarely seen in foreign language textbooks. Because there can be difficulties in communication as a result of not learning idioms used in daily conversations, this subject should be included in the course books which are the most important material about the learning of idioms.</p> <p>The goal of this academic research was to compare the efficiency of books with portable device support and textbook in learning the words. Analysis results of quantitative data indicated that the use of cell phones has positive impact on vocabulary learning. Answers to interviews and open-ended survey questions support this result. All attendees gave positive feedback about the cell phone application used.</p>
2011	<p>We gave coverage to the most important figures of our literature, Ziya Gokalp's point of view about children's literature. In the lullabies and tales we compiled, we found supportive features for the education of our children. We saw that our lullaby and tales contain very important messages for our children.</p> <p>The developed application supports learning some grammar subjects in second language education.</p> <p>In conclusion, the application of the theoretical principles of effective second language teaching in second language classes is a purely realistic goal and this practice is necessary for the effectiveness of the education given in second language classes in schools. Another conclusion is that communicative language teaching methods, teacher-produced course materials and appropriate classroom management techniques are among the elements that help achieve this goal.</p> <p>La Rencontre de Philippe, which we examined as an example of these types of programs, provides a natural learning process by bringing the sections from real life into the classroom.</p> <p>It has been determined that web-based foreign language education supported by learning objects has a positive impact on the academic achievement of the students in the experimental group, in addition to a partial decrease in the persistence of learning in comparison with the other groups. In the experimental group, students showed positive attitudes towards learning objects.</p> <p>Findings showed that teachers use alternative assessment methods with varying continuities and efficiency. Teachers believe that alternative assessment shows the interaction between learning, thinking and learning,</p>

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2010	<p data-bbox="316 331 1295 658">emphasizes the student as an individual and encourages them to become active and independent students. They also believe that it encourages differentiated learning, clarifies expectations, and motivates students and teachers. Teachers believe that alternative assessment has a positive impact on the learning process and the results, as well as on students' affective and cognitive development. Six class implementation factors have been identified to influence the use of alternative assessment in the classroom: language ability, conceptual intelligence, planning, duration, education, and classroom environment.</p> <p data-bbox="316 741 1295 1106">The findings showed that there was no significant difference between the students who participated in the input-oriented and output-oriented teaching activities in terms of recognizing and understanding the target language structures. On the other hand, it was determined that the students who participated in the output-oriented teaching activity showed a more positive development than the students participating in input-oriented teaching activity in terms of using target language structures. In addition, when the relation of input-oriented and output-oriented teaching with reading behaviors is examined, it has been determined that reading behaviors vary according to teaching style.</p> <p data-bbox="316 1128 1295 1451">The general attitude scores of the administrators and teachers about foreign language teaching were found to be 3.64 out of 5. According to the findings of the Foreign Language Teaching Attitude Scale; A significant relationship was found between .05 level between gender, age, graduate education, seniority, position and branch at school and attitude towards foreign language teaching. When the findings related to the opinions about the foreign language teaching practices were examined according to the socio-demographic variables, a significant difference was found in 13 items except two of the 15 items asked in the questionnaire.</p> <p data-bbox="316 1473 1295 1727">A significant part of the trainees states that they continue their course for their personal development. This result shows that it is important for trainees to provide personal development for future expectations. The course is not seen as a socialization environment. Considering today's conditions where lifelong learning is inevitable, it may be important to prefer the course as a socialization environment. Therefore, it may be important for course management to provide this environment.</p> <p data-bbox="316 1749 1295 2002">The findings of the study show that individual support training with simultaneous prompting is effective in the teaching of foreign language to inclusive students. Participants were able to generalize their ability to say the English equivalents of the words they learnt to other teaching sets of different tools. This study shows that individual support education services done with simultaneous prompting teaching method are effective in inter-device generalization and retention.</p>

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Year	Findings and Interpretations
	<p data-bbox="427 327 1410 689">It is revealed that most of the educationists argue that media education is about teaching the media, while others state that media education is teaching with the media. It can be stated that teaching the media in one country depends on the structure of its education system, the relationship between the media and intellectuals in the system, and finally the economic and social situation of itself. Therefore, in the case of Kazakhstan, research design relates to these three aspects, namely, education system, social and economic situation of Kazakhstan. The study shows that there are uses of media products in improving critical thinking ability and the possibilities which media technologies can offer to foreign language learning.</p> <p data-bbox="427 712 1410 1182">In Turkey, it is difficult to talk about an appropriate educational environment for teaching foreign languages. Therefore, language teaching methods and approaches cannot be used effectively except for the Grammar Translation Method (GTM). GTM is quite inadequate in language teaching. English language education does not start at the early ages. Turkey has serious material shortage in language teaching in Turkey. The fact that the classes are crowded affects the language teaching in a negative way. Turkish students' being insufficient in their native language affects foreign language teaching negatively. Foreign language course hours in the programs are insufficient. Foreign language teaching in Turkey (particularly in primary education) is performed as exam-oriented. This situation limits the development of reading, writing, listening and speaking skills of the students.</p> <p data-bbox="427 1205 1410 1305">The results of the study show that the use of computer in education, especially in foreign language teaching, has positive contribution to success.</p> <p data-bbox="427 1328 1410 1395">It was concluded that three-dimensional grammar teaching had a positive effect on the learning process.</p> <p data-bbox="427 1417 1410 1630">According to the findings of the study, children who had foreign language education in preschool period were found to be more successful in terms of Turkish language use skills. Six year old children who take Turkish and second language courses at pre-school period and their mothers' working status, father's education status, number of siblings were examined, no difference was found in any of the sub-dimensions.</p> <p data-bbox="427 1653 1410 1944">When the faculties studied were taken into consideration, it was observed that the participation of the students in the Faculty of Literature was 18.6%. The lowest participation was the Faculty of Dentistry with 0,3% and Bakirkoy School of Health with 0,9%. These results are thought to arise from the fact the highest number of students is enrolled in compulsory credit English courses and the fact that the Faculty of Dentistry and Bakirkoy School of Health have the least number of registered students.</p> <p data-bbox="427 1966 1410 2033">The vast majority of respondents think that foreign language education is an imperative pressure of globalization. While the majority of the</p>

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	<p>respondents do not express opinions on this issue, those who state that foreign language education is not requisite is in the majority. The majority of the participants stated that foreign language is not necessary for the follow-up of scientific publications. A large number of prospective teachers state that foreign language education is not required in vocational training courses</p> <p>The results of the research revealed that teachers see foreign language as a phenomenon which should not be considered as mandatory. Although at first sight it may seem like a contradiction, this situation is important in terms of revealing the necessity difference. Because, both teachers of social studies and English teachers had similar thoughts about both dilemma and necessity.</p> <p>The New Bridge to Success book is full of cultural elements and ineffective visual elements that can be considered for foreign language learning. Presenting culture-based subject with the necessary preliminary information will be very useful in learning that subject. It is inevitable that cultural elements such as proverbs, idioms and slang should be included more in order to provide more realistic communication environments. It was concluded that the New Bridge to Success book could be a more effective foreign language textbook by developing more features such as more photos and visual elements about the places where the target language is spoken.</p> <p>As a result; we set forth that both of the methods, (Interkulturelle) Intercultural Approach and (Kommunikative) communicative method can be useful to comprehend the language and to speak it fluently in daily life, tourism sector in Turkey, academic, commercial and legal areas related to this sector.</p> <p>Results indicate that participant teachers consider foreign language is not taught successfully in Turkey. Teachers are aware of the existing failure, but do not use their theoretical knowledge in practice.</p> <p>The Student Teams Success Groups technique was applied to the experimental group for 12 weeks and the requirements of the textbook were followed in the control group. The data obtained from the tests show that the application to the experimental group makes a significant difference.</p> <p>The proportion of foreign language teachers who received postgraduate education was found to be quite low compared to the number of participants. It is thought that the students who get English or German preparatory education in high schools which are within the scope of the research are thought to show successful or very successful performance by foreign language teachers.</p> <p>The findings of the study revealed that the learners who study with indicative elements are more professional and more interested in decoding</p>

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	<p>the contextual elements. In other words, the learners' ability to understand textual meaning has created an improvement in language skills and performance levels of these learners. This is especially true for students who analyze the indicative elements of a text in order to create new meanings.</p> <p>In the study, it was concluded that there was no significant difference between the basic language skills of the students in the experimental and control groups. The opinions of the students, teachers and parents were positive.</p> <p>It has been determined that the use of mother tongue positively affects the learning success and motivation of the experimental group and that the mother tongue is one of the important factors in the learning motivation and learning success in the foreign language course.</p> <p>In the study, it was concluded that there was no significant difference between the basic language skills of the students in the experimental and control groups and the opinions of the students, teachers and parents were positive.</p> <p>The data we obtained from the study showed that second language education books adopted systemic approach about teaching speech-act.. In addition, it was seen that advanced Turkish and French second language students had difficulties in producing some of the speech acts we examined in the thesis. The findings obtained at two points showed that there is a need for perspectives that address the pragmatic component and teaching of speaking in a Turkish language as a second language in a book and instrument.</p> <p>The study findings show that formative assessment provides a positive change in the students' exam anxiety and leads to a change in student evaluation preferences, which are generally concentrated in multiple choice tests.</p>
2009	<p>The results showed that students gave negative answers for the statements which evaluated their empathy skill. That's to say; most students who have attempted to understand the position of others have difficulty assessing those people's emotions. For the next subscale, "handling relationships"; the results showed that most of the students are able to manage their social relationships. And for the last three subscales which showed students self awareness about their emotions and ability to manage them, the results were mainly positive. Most of the students were found to be able to identify and manage their emotions and they are also able to delay gratification.</p> <p>It was found out that it was given enough coverage to the subject of drama techniques in the curriculum of the Ministry of National Education foreign</p>

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	<p>language education, and that both the prospective teachers and teachers involved in the research had sufficient knowledge about the importance of Drama techniques / strategies. However, a number of deficiencies were identified in both the education faculties and state schools.</p> <p>According to the research results, 8 main and 25 sub-themes related to foreign language education were found on the Internet. In this context, expert opinions about the importance of the concepts of diversity, interaction and factors affecting foreign language education, contextual learning, communicative competence, learner errors, feedback and learner level emerged in the Internet environment.</p> <p>According to the findings obtained from the research, the group taught with the method of dramatization technique was more successful than the group taught with traditional group. When the data were analysed in terms of sex, it was found that gender had no effect on achievement. In the light of these findings, it can be argued that students learn English more effectively with the method of dramatization technique.</p> <p>All these findings show us that most of the students give the importance to culture learning. Most of the students support the statement that the culture has positive effects on the language teaching.</p> <p>The quantitative results of the study showed that students' writing processes and competence perceptions were effective. Qualitative results revealed that students had linguistic development in written expression products that they formed in accordance with A2 level.</p> <p>It was found out that in the posttest, the achievement levels of the students studying with printed materials developed within the framework of the Elaboration Theory were found to be higher than the achievement levels of students studying with the material in their hand. In addition, it was determined that in retention test, achievement level of the students studying with printed materials developed within the framework of the ET was higher than the achievement level of students studying with multimedia materials and existing materials.</p>
2008	<p>As a result, it can be said that positive results were obtained in terms of linguistic ability, especially speaking skills and personality traits of the students who participated in EU Education Programs, and the constructive and positive effects of these exchange programs in these areas on the students were observed.</p> <p>In our study, when we look at the relationship between the importance given to national, religious and social identity and the language level, there are differentiations. It is noteworthy that the religious identity is more important for those who have low language level. It was determined that those with intermediate and advanced level of language competence</p>

Table 4.16: Findings and Interpretations of Postgraduate Theses by Years

Year	Findings and Interpretations
	<p data-bbox="427 327 1410 398">attached more importance to their social identities and their national identity was more important for those with good language scores.</p> <p data-bbox="427 416 1410 524">seven of 20 teachers present their appreciation for the comprehensive assessment of the current language book, while another group of teachers disagrees.</p> <p data-bbox="427 542 1410 649">The analysis emphasized that communicative competence was dependent on learning both the language and the culture to which the language belongs.</p> <p data-bbox="427 667 1410 922">It was revealed that the phenomenon of success in education, which is associated with the quality of teachers and the teaching materials used, is directly related to the concept of motivation. Even though the education environment is arranged in a proper way, a group of students who have motivation problems, will have difficulties in reaching the targeted success. a group of students with high motivation can have permanent achievements in a shorter time.</p> <p data-bbox="427 940 1410 1308">There are students who do not tend to study regularly. Students are graduated from private and public schools affiliated to the Ministry of National Education with insufficient foreign language education. Many students adopt rote learning as a method of learning. Students do not have reading habits in mother tongue and foreign languages. Students do not know their mother tongue rules enough, they cannot switch between the new language and their mother tongue. Students do not wonder about the culture of the language they learn. University students and teachers are not able to benefit from technology. Teachers who stick to the intensive curriculum program do teaching with the grammar translation method.</p> <p data-bbox="427 1326 1410 1617">It was determined that the participation rate of the students in the foreign language education based on Multiple Intelligence Theory increased and the students who were developed in other intelligence types were found to be successful except for the verbal and numerical intelligence which is predominant in the traditional method. The findings revealed that this practice, which is designed according to Multiple Intelligence Theory, brings diversity and richness to foreign language education and makes the lesson more fun and efficient than the traditional method.</p> <p data-bbox="427 1635 1410 1778">At the end of the study, there was a significant difference between the academic achievement levels of the control group in which grammar translation method was used and experimental group in which the communicative approach in favor of the experimental group.</p> <p data-bbox="427 1796 1410 1904">As a result of the survey, the most of the students emphasized culture. Students said that the cultural knowledge of the country of the target language must be known.</p> <p data-bbox="427 1921 1410 2029">The findings of the study show that even though students' language skills are expected to improve during the years they have been studying, it has remained under the targeted levels. According to the findings of the EFQM</p>

Table 4.16: Findings and Interpretations of Postgraduate Theses by Years

Year	Findings and Interpretations
	<p>(European Foundation for Quality Management) criteria for continuous improvement, it was determined that there were serious problems in the performance of the activities covering all units of the school, which is of critical importance in the educational structure and these activities should be improved with new approaches.</p> <p>The fact that foreign language courses do not receive the interests and meet the expectations of the students and the importance of the foreign language course is lost causes person to express himself or herself in foreign language not well.</p> <p>The results of the relationships between the biological characteristics of the children and their foreign language success vary according to their ages. The results of the relationships between the families of children and foreign language success vary according to their place of residence. The results of the relationships between the preschool education institutions and children's foreign language success vary according to fact that there is a curriculum in foreign language and the time allocated to foreign language teaching within the week. The results of the relationships between foreign language teachers and children' foreign language success vary according to some personal traits of the teachers.</p>
2007	<p>As a result of the research, it is stated that the mother tongue, method selection, teacher, manager, environment, student age and attitude, teaching material, usage of new technologies, measurement and evaluation are the most important variables in terms of attaining objectives of education activities in foreign language courses.</p> <p>A reproachable, improvable and flexible model has been developed.</p> <p>At the end of the study, it was determined that the use of the game in foreign language teaching facilitated the learning of the foreign language, the information was permanent, the students enjoyed this method and they participated in the classes with enthusiasm. It is seen that the method of using the game is more appropriate for them.</p> <p>Class observation results show that there is a difference between literature related to the subject and the applications in Muğla University School of Foreign Languages. The survey results show that neither the students nor the teachers have benefited from the project applications as much as the literature claims. The results of the interview and practice revealed that the project studies applied in the preparatory classes of Muğla University School of Foreign Languages were above the language levels of the students and that the students were not adequately guided during the application process.</p> <p>In the pre-test, there was no difference between the two groups, that is, the same level in both groups, but difference was seen in the final test done at</p>

Table 4.16: Findings and Interpretations of Postgraduate Theses by Years

Year	Findings and Interpretations
	<p>the end of the application. The grade point average of the application group were found to be higher than the grade point average of the control group. It was seen in these data, reading, listening and writing skills of the students in the basic German level have improved with the use of tales in German.</p> <p>Finally we arrive at a conclusion that such kind of work at a literary text can help students convey the contents of the literary work from a critical point of view, develop the ability to critically approach any text, expand students' knowledge, teach them different methods of argumentation.</p> <p>As a result of the research, it is thought that literary works can meet the intense content of Multiple Intelligence Theory since it has a structure that allows the development of rich and linguistic abilities as source and material.</p> <p>According to the answers with similarities among the students in both groups (beginner and advanced level), the students identified language as the most important element of culture. Later on, there are "history" and "customs". In addition to this, the majority of students think that learning foreign language (English) also means learning the target culture (Western Culture). On the other hand, the respondents at beginner level responds more positively than the advanced respondents. Results showed that students who are fluent in a foreign language (advanced level) are more supportive of Turkey's EU accession than those at the beginner level.</p>
2006	<p>The difference between the frequency of language teaching and silence method is significant.</p> <p>Students who have participated in the study have more positive thoughts about word learning, sentence formation, abundant repetition, students at private school have more positive thoughts about understanding texts, learning words, shortening learning time, repeating, playing games than students in public school. They have more positive thoughts about written expression, vocabulary learning, sentence formation and repetition than female students.</p> <p>It is seen that there is a significant difference between the performance of the students before and after the training. In addition, the level of education of father and mother was not related to the students' scores obtained from the pre-test and post-test.</p> <p>The experimental group where the concept maps method was applied was more successful than the control group. There was no significant difference between the experimental and control groups in terms of persistence of information. Students generally adopted concept maps method in terms of foreign language learning. Students themselves had difficulty in developing concept maps.</p>

Table 4.16: Findings and Interpretations of Postgraduate Theses by Years

Year	Findings and Interpretations
	<p data-bbox="316 331 1292 618">At the end of the research, it was found that the portfolio had no effect on students' achievements and attitudes towards the course, but it may have an effect on writing skills. They are pleased with their portfolio work, they are trying to produce a higher quality product, they take more responsibility for their education and they have a positive attitude towards learning. However, it is seen that portfolio activities are quite challenging for them and that it is necessary for the students to be educated about creating and evaluating the portfolio.</p> <p data-bbox="316 640 1292 741">As a result of the t-test, it was found that translation, which is the experimental variable, had a statistically significant difference at 0.05 level on student achievement.</p> <p data-bbox="316 763 1292 909">It has been proven that knowing which learning techniques left and right brained students use has great importance in second language teaching and left and right brained students should utilize learning techniques during learning process.</p> <p data-bbox="316 931 1292 1323">The difference between the pre-test and post-test mean scores of the students who received and did not receive foreign language education in pre-school education was found meaningful in favor of the final test scores. It was found that the students who received foreign language education in the pre-school period were more successful. Gender is not a factor in foreign language education. The students whose mothers knew foreign language were found to be more successful than the students whose mothers did not. The perceived maternal attitude of the students with the highest foreign language score was the authoritarian attitude. The perceived maternal attitude of the students with the lowest foreign language score was found to be indifferent democrat.</p> <p data-bbox="316 1346 1292 1715">The results of the study showed that the normal course and story-based course had similar effects on word acquisition and word recall levels. The findings of the interview indicated that the unsuccessful students were silent in fear of doing wrong in the normal course, but in the story-based course, without fear of failure, they were acting as a member of the group they were in. On the other hand, successful students expressed that they felt better in the story-based course and added that their 'affective filters' were low in both subjects. Both the students' reactions and the observer's observations showed that the most glaring element of the story-based lesson was the learning pleasure of this kind of course.</p> <p data-bbox="316 1738 1292 1984">It is concluded that there are problems in the translation of the fairy tale texts with the formal characteristics in the source language to target language. In the translation activity in foreign language teaching, there are difficulties based on the formal equivalence problem in the translation of fairy tale text. The differences between the German language and the Turkish language made it difficult to establish equivalence in fairy tale translation.</p> <p data-bbox="316 2007 1292 2036">In the findings, significant differences were observed in favor of the</p>

Table 4.16: Findings and Interpretations of Postgraduate Theses by Years

Year	Findings and Interpretations
2005	<p data-bbox="427 327 1410 398">experimental group at the cognitive level between the experimental and control groups.</p> <p data-bbox="427 483 1410 741">The findings showed that the research-based portfolio study carried out within the scope of the reading course improved students' reading and writing skills and vocabulary acquisition. One of the findings obtained from the study is the positive change in the attitudes of students in the experimental group towards research. In addition, students undergoing research-based portfolio studies have become more aware of research and learning for themselves.</p> <p data-bbox="427 757 1410 1014">According to the findings obtained from the study, both the student and the teacher group perceived success and failure as unchanging and controllable concepts. They internalized their causes, while success and failure in the school environment were attributed to external reasons. In the light of all these findings, it was observed that teachers displayed a self-protectionist attitude in the institution where the study was conducted, while the same result was not observed in the student group.</p> <p data-bbox="427 1030 1410 1176">In this study, it was observed that the constructivist approach improved the success of university-level students in foreign language teaching and that students' attitudes towards language learning were positively affected and it was statistically proven.</p> <p data-bbox="427 1182 1410 1288">The conclusion is reached that motivation is very important in the language learning process and students who are motivated internally are more successful in this process.</p> <p data-bbox="427 1303 1410 1561">As a result of the research; traditional teaching methods led students to have negative attitudes towards the English course according to the variables of students' gender, age, high school type. CALL led to the development of a positive attitude of students towards English language. It was observed that students who had language education with CALL became more successful compared to those who had education with traditional teaching methods.</p> <p data-bbox="427 1576 1410 1760">In the light of the findings obtained from the research, it was observed that the satisfaction level of the students in the first group was higher than the students in the second group. There was no significant relation between the groups in terms of the grades, gender, age, graduation status, departments, working status, aim of course and the time allocated for the course.</p> <p data-bbox="427 1776 1410 2029">The study showed that the effectiveness of the type of activity, the structure of the measurement and evaluation system, and the level of student learning in the target language were important variables affecting the use of mother tongue. In the study, it was observed that the use of native language could trigger other language use through interaction. There could be careless and unplanned use of mother tongue. However, the study showed that, despite the structural curriculum being practiced, the</p>

Table 4.16: Findings and Interpretations of Postgraduate Theses by Years

Year	Findings and Interpretations
2004	<p>communicative approach could also be applied in crowded classes of students speaking the same mother tongue, and that it was possible to use native language at reasonable level.</p> <p>As a result of the research, a model which can be used in foreign language teaching has been formed. The content of the model, which is the product of the research, is a reference source for foreign language teachers.</p> <p>According to the data obtained at the end of the research, it can be said that the age factor plays an important role in language acquisition and learning.</p> <p>It was concluded that French language students had positive attitudes towards using the Internet individually or in the classroom.</p> <p>It is also concluded that storytelling is very useful and motivating in teaching English to children.</p> <p>The test results of the students attending the courses taught with dramatization are higher than the test results of the students attending the course done with traditional teaching method. According to the test results averages, female students are more successful in both groups than male students. According to the final test results, the subject of adjective taught is more easily remembered in the experimental group which is taught with dramatization method compared to the control group which is taught with traditional teaching method.</p> <p>It was observed that computer-assisted language learning had positive contributions to foreign language learning.</p> <p>There is a relationship between the background knowledge that the student bring the text and his/her ability to interpret it. Some modes of presenting in class are explained in order to show that we can improve students' reading comprehension by helping them build background knowledge on a topic prior to reading particularly with culture specific background knowledge.</p> <p>It has been revealed that a student learning a foreign language develops different learning styles and strategies depending on their personality traits, and that success in foreign language learning varies, but there is a weak link between them statistically.</p> <p>It was found that fourth year students were more active, visual, verbal and more analytical and holistic compared to first year students. The female students were more communicative than male students and students at Dokuz Eylul University preferred holistic learning more than the other two university students. It was concluded that older students were more active, visual and verbal and more analytical than younger students. There is a relationship between cautious and visual, active and visual, intuitive and holistic, affective and analytical and holistic learning styles.</p>

Table 4.16: Findings and Interpretations of Postgraduate Theses by Years

Year	Findings and Interpretations
2003	<p>The results of this study showed that the meanings of the words presented in a sentence that was rich in textual clues were predicted more successfully than the meanings of the words presented in the sentence that was poor in textual clues. In lexical factors, it was found that the words derived from their structures were more accurately interpreted from the simple words in the text. In terms of the meaning of the word derived from the text and the relation between the word types according to their duties, there was no significant difference between the names, verbs and adjectives; but the adverbs were the most difficult word type as expected. In terms of student related factors, in this study, proficiency and vocabulary of foreign language did not have a significant effect on the intertextual interpretation of the meanings of words</p> <p>Study found that Turkish and English speakers tended to agree while responding to a compliment. Strategies for rejecting and reducing the impact of compliment were less frequently used strategies in both languages. It was concluded that there were so many compliment responses used in both languages. For that reason, the communication between these languages could be problem-free.</p> <p>As a result, it was revealed that foreign language education program should be considered in accordance with new methods and teaching techniques according to today's conditions.</p> <p>As a result of the study, it is concluded that the crowded classes have a negative effect on learning in foreign language courses, the books used in foreign language courses are insufficient, and the efforts of foreign language teachers to increase student motivation are insufficient.</p> <p>Based on the thesis that new technologies will increase the student's desire to learn and the success of the course, the effect of internet on students' motivation and achievements has been investigated.</p>
2003	<p>The result of the study showed that although it is difficult for an autistic child to learn a second language, it is not impossible and the difficulties and problems children face can be overcome by creating an appropriate learning environment and providing an educational approach to the individual needs of the child.</p>
2002	<p>As a result of this study, we believed that a foreign language course based on fairy tales could be realized.</p> <p>It is particularly emphasized in the approaches related to communication-based foreign language teaching that foreign language students should first acquire the communicative competence and gain the ability to use the</p>

Table 4.16: Findings and Interpretations of Postgraduate Theses by Years

Year	Findings and Interpretations
	<p>foreign language as a means of communication in real life.</p> <p>The results reveals an important difference among groups in the sense of vocabulary retention. In other words, the findings shows that dictionary use is a facilitating vocabulary learning technique regardless of different dictionary types. However, there is no strong evidence to suggest that specific type of dictionary use is a facilitating factor in reading comprehension because the results showed no important difference among dictionary groups in terms of reading comprehension.</p> <p>Different textbooks may be appropriate for different teaching environments providing that the aims of the institution and the needs of the students are determined. There is no relationship between student achievement grades and students' point of view.</p> <p>As a result of the structural analysis applied to selected short stories, it was concluded that the application of an interdisciplinary method covering linguistics, literature and teaching methods in high-level classes would be a useful and enjoyable method in foreign language teaching</p>
2001	<p>Computer-assisted teaching practice contributes to the success of students. After the computer aided instruction, it was observed that what the students learned was permanent.</p> <p>There is a meaningful difference between the anxiety levels of male and female students, a negative relationship between the students' levels of anxiety and the levels of achievement in reading, writing and speaking classes. The most common result of anxiety is failure. Students with high level of anxiety do not speak voluntarily in the courses. Anxiety arises during exams as a factor affecting the student success. it was found that some students preferred to get help from instructors or classmates.</p> <p>The percentage of teachers who show a good degree of teaching behavior is the highest education teachers. There is a significant difference between the degree to which teaching behaviors are shown and the experience duration of teachers and teachers 'experience and the students' attitudes towards second languages. The attitudes of the students towards the second language show a significant difference according to the effective / ineffective situation of the teacher.</p> <p>It was observed that there was a statistically meaningful improvement in the teaching practices of the experimental group teachers, and that the teachers in the experimental group improved their teaching behaviors and the second language in the classroom more than the teachers in the control group.</p>
2000	<p>As a result of this research, teachers face many problems in foreign</p>

Table 4.16: Findings and Interpretations of Postgraduate Theses by Years

Year	Findings and Interpretations
1999	<p>language education. Some of these are inadequate equipment, textbooks, lack of weekly course hours, and lack of foreign language teachers. These problems affect teachers' performance significantly.</p> <p>The development process of learning the target language culture and the importance of teaching the culture of target language were emphasized.</p> <p>Reading, listening, speaking and writing skills should be given equal weight and these skills should be developed. Supporting schools in terms of equipment and forming a foreign language room equipped with videos, tapes for each school can be useful.</p> <p>It was concluded that cultural data does not have foreign language education or that the exaggeration is objectionable.</p> <p>It has been concluded that the lessons made with information technology tools are interesting, improve the pronunciation, benefit from the tools outside the classroom and help the educational software courses.</p> <p>The aim of the course is to teach the students the ability of speaking and listening to learn foreign languages by using English as a second language. they have developed.</p> <p>Two different methods applied to the experimental and control groups were effective in increasing the students' vocabulary in both foreign language and vocabulary. The learners in the experimental group, in which the modular teaching method was applied, was more successful in acquiring English vocabulary than the ones in the control group.</p> <p>The study showed that the success of the learners studying with the group was higher than that of the students with the traditional teaching method.</p> <p>In the context of eight year compulsory education, a new teaching model for teaching German as a foreign language has been proposed.</p> <p>It was concluded that personal reasons, attitude of teachers and teaching procedures followed in the lessons caused the anxiety of the students.</p>
1998	<p>It can be said that there is a relationship between language and culture and education and that there is a role of second language in the alienation of the individual to his / her society. Therefore, it is necessary to rethink about the issue of education in foreign language.</p>
1997	<p>In foreign language teaching, it was found that teaching in which literary texts were used in gaining the behaviors that complement the students' reading comprehension and writing skills were found to be more effective than the use of literary texts.</p>

Table 4.16: Findings and Interpretations of Postgraduate Theses by Years

Year	Findings and Interpretations
	Drama's usefulness and its application in second language teaching were emphasized in this study.
1996	<p>The difficulty in the texts for students is that texts are based on a number of historical events. Cultural changes and differences are important phenomena affecting the mistakes made in text analysis.</p> <p>It was concluded that communicative approach was more effective than grammar-translation method in gaining knowledge about reading comprehension skills, and it was equally effective in attaining comprehension goals and total accessibility.</p>
1995	<p>The subjects in one of the experimental groups in which the cooperative learning method was applied were more successful than the subjects in the control group in which the traditional teaching method was implemented in the vocabulary test. However, the success of the subjects in the other experimental group and the control group were not different.</p> <p>As a result of the first phase of the study, it was determined that there was the effect of foreign language teaching in computer-aided multimedia on the success of participants, pace of learning and pronouncing words properly. As a result of the second phase of the study, it was concluded that the attitude of the adult in the in-service training towards computer-assisted interactive multi-media was different when they had individual education with the help of computer-assisted voice and mobile presentation-dimensional foreign language teaching.</p>
1994	<p>In the development of second language articulation skills, micro-teaching method is more effective than traditional teaching method. There is no meaningful difference in terms of effectiveness between micro-method performed with tape and micro-experimental method performed with video in developing foreign language skills. There is no meaningful difference between the micro-teaching method and the traditional teaching method in the persistence of foreign language articulation skills. There is no meaningful difference between video and tape microeconomic applications in the persistence of foreign language articulation skills.</p> <p>All of the sample texts were used as course materials in the class and the elements of the sentences in the first paragraphs were examined in terms of verb, name, time, place and event. At the level we selected, it was observed that all texts were quite hard for prep classes but were normal and beneficial for the fourth grade. This led us to accept the principle of the Reading Method, "Reading material must be understandable for the student at the beginner level."</p>

Table 4.16: Findings and Interpretations of Postgraduate Theses by Years

Year	Findings and Interpretations
1993	<p>The use of Deutsch Aktiv Neu textbooks (as long as the program hours are sufficient) will be useful in the Foreign Languages Department. We believe that this book is one of the most appropriate books in German language teaching as a second language in today's conditions.</p> <p>As a result of this study, a statistically significant result was not obtained between the achievement grades of the students studying in the crowded classrooms and the grades of the students studying alone.</p> <p>Foreign language education is inadequate in several respects at university level because of a number of factors such as, a) inadequate methods and techniques used by the lecturers, b) lack of consistent weekly course hours, c) lack of second language courses in the third and fourth grades, and d) a lack of tools. It has been suggested that in order to have sufficient foreign language exposure, there needs to be a preparatory class where the level of teaching is determined according to the levels of the students and the choice of course as an elective.</p> <p>Since the Republican Period was based on the principles of 'national refinement', 'the awakening of national consciousness', that is, the educational revolution was effective, foreign language took its place as a source to enrich mother language. As importance was given to the consciousness of history, people would be proud of their national self. Country was also in a secular order through secular laws. In addition, mission schools were under control through Lausanne Treaty and law about Union of Education. For there could be the negative effects of second language on the unity of the country, the generations that adopted the principles of Atatürk were taken under protection.</p> <p>There was no meaningful relationship between the general qualifications of foreign language teachers in schools and the success of schools. It was found out that there was a meaningful difference between upper and lower achievement groups and middle and lower achievement groups according to the distribution of schools to success groups and teachers' various views on foreign language teaching. There was a meaningful relationship between the upper and lower groups in terms of agreeing level (participation) of teachers in terms of views about language teaching and some of their qualifications.</p> <p>There were no meaningful differences in terms of teaching methods, teaching techniques, the principles adopted and the tools and equipment used in the classroom.</p>
1992	<p>It was found meaningful in favor of the students studying with a regular and continuous exam.</p> <p>Results about the students' perception of errors and real errors, teachers' perception of errors and real errors were found to be low but statistically</p>

Table 4.16: Findings and Interpretations of Postgraduate Theses by Years

Year	Findings and Interpretations
	significant.
1991	The majority of the participants believe that it is requisite to know foreign languages in order to adapt to the socio-economic conditions and to reflect this knowledge to their professional studies, to get a promotion and to increase the wage. However, they do not intend to expand their foreign language knowledge in order to leave the institution they work in. The majority of respondents are of the opinion that the foreign language education program aims to provide general knowledge of English rather than to provide professional foreign language knowledge. The participants think that the teachers involved in the courses are highly experienced and successful in adult education.
1989	<p>The mean scores of the total (knowledge and comprehension) gain scores of the group that was given exercise as homework were found to be significantly greater than the average scores of the gain scores of the group that was not given exercise as homework. This situation shows that homework is effective on students' access to foreign language.</p> <p>Third grade learners who are taught with the dramatization-weighted method are more successful than learners who are taught using the lecture based method when the results of teaching hours, names and order sentences are compared.</p>
1988	Programmatic teaching method is more useful than traditional teaching method in terms of student vocabulary achievement. For this reason, it can be said that the foreign language achievement of the student has increased in the case of using the programmatic teaching method in teaching the meaning and spelling dimensions of the words in foreign language.

According to Table 4.16, when the findings and interpretations in postgraduate theses are analysed in terms of their varying by years or not, the findings of the theses in 2017 centre upon computer games on second language teaching in Turkey, mobile assisted second language teaching, tables, brain-based learning, student achievement, second second language education, the use of dictionary. The findings and interpretations of the theses published in 2016 centre upon

foreign language teaching with story telling, vocabulary, reading comprehension, attitude towards foreign language, teaching English vocabulary building skills, task-based approach, Dyned educational software, academic achievement, speaking skills, use of drama in second language education. The findings and interpretations of the theses published in 2015 focus on motivation in foreign language teaching, educational drama, cognitive language approach, mobile learning, model-based lesson teaching, writing skills, information and communication technology, intercultural second language teaching.

The findings and interpretations of theses prepared in 2014 focus on computer-assisted second language teaching, difficulty in speaking foreign languages, multiple learning methods, second language education, video games in foreign language education, the use of online social networks, digital storytelling methods, german language and foreign language education policies. Findings and interpretations of the theses prepared in 2013 include new approaches in foreign language learning, online foreign language education, content interaction, intercultural reading and technology use. Findings and interpretations in theses published in 2012 centre upon the use of technology. QR code-supported mobile learning, speaking skills, teacher-student interaction, use of songs in second language education. The findings and interpretations of the theses published in 2011 center upon adaptable hypermedia in foreign language teaching, computer programs, design and implementation processes, principles of language teaching, basic principles, web based foreign language teaching, children with special needs.

Findings and interpretations of the theses prepared in 2010 focus on educational games in second language teaching, second language teaching, basic language skills, second language education in preschool period. The findings and interpretations of the theses prepared in 2009-2007 centre around European Union education and exchange programs, cultural interaction, cultural integration, foreign language education policies, EU Membership Process. When findings and interpretations of the theses published between 2004-2006 are analysed, the focus is on learning French, finding the language and using the dramatization method, cultural awareness, cultural transmission, cultural content, speaking skills, student achievement.

Findings and interpretations prepared in the theses between 2000-2003 focus on computer-assisted education, discoveries in foreign language teaching, cartoon films, drama, learning methods, teaching methods, active learning environment, learning styles, vocabulary, translation, learning strategies. methods, teaching problems, structural methods, children with special needs. The findings and interpretations of the theses prepared in 1987-1999 centre upon dramatization method in foreign language education, distance education, in-service education, basic grammatical errors, teaching methods, computer-aided language education, grammar-translation method, student achievement, reading comprehension skills, games, speaking skills, education policy, speaking and writing lessons. When the findings and interpretations of the postgraduate theses are analysed over the years, it can be stated that the use of drama method in second language education, the methods and techniques of teaching in foreign language are the subjects that are constantly treated. It can be stated that the subject 'technology- supported second language education' was first treated in 1990.

Table 4.17: Results and Suggestions of Postgraduate Theses by Years

Year	Results and Suggestions
2017	<p>Individual differences among students should be taken into consideration and student-centered education can be used for the learners to boost their academic language achievement.</p> <p>Research can be conducted with more participants in future studies so as to understand the relationship between online computer games and foreign language learning. Supporting these studies with qualitative studies may lead to more healthy results.</p>
2016	<p>In English lessons, stories should be utilized in the development of reading comprehension skills and in the development of vocabulary. In addition to selected stories appropriate for the subjects and learning outcomes mentioned in the present study, English stories should be selected and class library should be created in accordance with other subjects and learning outcomes.</p> <p>As an outcome, the study ends up with findings and some recommendations for the English foreign language teachers and syllabus designers, such as implementing the TBLT (task-based language teaching) techniques in English lessons, and combining precepts and processes of TBLT in the students' book and teachers' guide.</p> <p>The study was applied to 12th grade students only for two units. In other subjects and courses, the effectiveness of the environment and the efficiency of the course can be evaluated in similar applications.</p> <p>It was seen that students had higher test results after the English lesson which included dramatization than test results after traditional lecture. Therefore, it would be useful for teachers to make use of dramatization in the lessons.</p> <p>Findings show that that regarding theatre in education for teaching English as a second language, practitioners have a long way ahead to contextualize and spread their work in the school system; however, it is an applicable approach due to positive effects on learning in various ways, and their implementations are mostly grounded considering specific English language and literature teaching.</p> <p>In later studies, the use of the communicative approach in English teaching at secondary and primary level can be examined. In addition, the use of the communicative approach in teaching Turkish to foreigners may be another area of study.</p> <p>Parents should be informed about the necessity of games, music, drama techniques which are proper for young learners. Teachers also should share the learning styles of children with their parents to motivate them to promote their children's learning activities at home.</p> <p>The AGO can be carried out step by step with successive chain operation. For example, the compatibility of the AGO with education</p>

Table 4.17: Results and Suggestions of Postgraduate Theses by Years

Year	Results and Suggestions
	<p>can be tried first. After that, the effects of the course on different variables such as success and motivation can be examined.</p> <p>Interactive course software with the opportunities offered by the new generation of technological tools and equipment can be compared with the pilot applications. The changes and improvements that are deemed appropriate with the feedbacks to be provided can make the English teaching process and the training projects implemented more efficient.</p> <p>DMP can be used as a versatile technique.</p> <p>It may be useful for our teachers to follow more more passive, unsuccessful, quiet students who have communication problems and should be more interested in them, and to make students more active with the support of school counselors.</p> <p>UbD applications based on action research should be used by different practitioners in the future, as teachers' professional development leads to a positive change in the students' foreign language learning motivations and English achievements.</p> <p>Authentic tasks used in teaching English subjects develop and support students in many ways. Therefore, it is often preferred by teachers to prepare subjects by preparing authentic tasks.</p>
2015	<p>In the light of the given statements by the participants, it can be said that teachers are expected primarily to attribute diverse materials and activities and provide all the facilities into foreign language learning process so as to provide and maintain motivation, and help the students make use of it in their own lives.</p> <p>It is suggested that more training seminars and workshops should be organized on this subject so that our teachers can exchange ideas about educational drama classroom practices and discuss the study examples that are effective for a certain age group.</p> <p>Adequate funding should be provided for technology and training programs for the use of technology should be organized.</p> <p>To be able to apply to all foreign language learning conditions with any participants needs a wide and more complete empirical research application which is possible through several studies conducted precisely by educational planners.</p> <p>It is thought that the study of the effects of the author and student writers' writing skills on writing skills will be helpful in terms of solving the problems they encounter with writing.</p> <p>Vocabulary teaching should not be "implicit" but "direct. For this purpose, memory supporters can be actively used in second language</p>

Table 4.17: Results and Suggestions of Postgraduate Theses by Years

Year	Results and Suggestions
2014	<p data-bbox="469 338 1410 488">teaching. In the development of writing skills, sentences can be produced in such a way as to create emotional warnings with selected words according to the level and frequency of use. With dictation studies, the use and reinforcement of new words will be better.</p> <p data-bbox="469 517 1410 667">When the data instrument is redesigned and implemented after reducing the discouraging elements like institutional barriers and technical problems, the results of the study will be much more promising for the future of CALL.</p> <p data-bbox="469 674 1410 898">The study can be done in the form of qualitative studies by evaluating the operability and usefulness of the self-regulated Jigsaw IV technique. Studies on how effective the self-regulated jigsaw IV technique is on students' motivation can be done. With self-regulation, studies can be conducted on how to improve the metacognitive thinking skills of students.</p> <p data-bbox="469 920 1410 987">Students' journals, writings, performances can be evaluated and can be compared with students' achievement in academic tests.</p> <p data-bbox="469 1010 1410 1122">For further research, it can be suggested that researchers can focus on school administrators' and pupils' expectations and worries about the new implementations.</p> <p data-bbox="469 1144 1410 1346">Students' awareness of the HRCS Program and tourism recognition should be blended, especially during the internship period students should be motivated to love the profession with effective audits. In addition, in order to avoid false internships, the coordinators should be in close contact with the company dealing with sending students to the internship.</p> <p data-bbox="469 1368 1410 1480">It is thought that studies on the use of Facebook for educational purposes in different educational areas (mathematics, science, etc.) should also be conducted.</p> <p data-bbox="469 1503 1410 1637">The survey can be repeated by increasing the sample numbers in the future studies. By observing courses, it is also possible to determine whether there is a difference in the course stage before applying the questionnaire or not.</p> <p data-bbox="469 1659 1410 1794">Language instructors are of vital importance in influencing the level of anxiety and related reasons. With a meticulous planning, the creation of a non-worrisome educational environment will facilitate the process of learning a second language.</p> <p data-bbox="469 1816 1410 1928">Teachers should use the method of digital storytelling, provide students with different methods and work on developing their technical and linguistic knowledge.</p> <p data-bbox="469 1951 1410 2018">A study based on the analysis of the views of practitioners should be made so as to measure the effectiveness of policies about second</p>

Table 4.17: Results and Suggestions of Postgraduate Theses by Years

Year	Results and Suggestions
	<p>language education applied in Turkey in 2003-2013.</p> <p>Environmental factor can be worked on as another research topic in order to control anxiety at the desired level.</p> <p>As a complement to this study, a teacher attitude toward students' silence in classroom scale could be useful for both students and teachers in EFL classrooms.</p>
2013	<p>Students' academic level might not present their language proficiency, and if the students are not proficient enough to understand the source text, it will directly affect the way they use the sources.</p> <p>Based on the assumption that the same activity as mentioned in the activity theory environment may have different results with different incentives, for what purpose the students who take second language education in online environments receive this education and to what extent computer indirect communication is reflected in this process can be the subject of further research.</p> <p>Since visual elements will stimulate the students' prior knowledge in foreign language learning, students will not feel unfamiliar about the subject. They will be interested in the subject and intensify their attention.</p> <p>Future research can be done with freshmen or sophomores in English language teaching departments in which English is the language of instruction and students' initial knowledge of the language is similar.</p> <p>The learners who participated in the research stated that Second Life can be used in many different subjects besides foreign language teaching providing that the common problems such as on-campus access and sound problems are overcome.</p> <p>In higher education, it is recommended to conduct experimental studies based on Multiple Intelligence Theory on the students studying in different departments.</p> <p>For foreign languages other than English, for example; For students who learn Arabic as a second language, the comparison of food, family values and structures of two cultures, showing the common words, and seeing the similarities of the two cultures will help them to feel familiar. Similarly, the introduction of 12 Chinese signs, which are represented by animals through flash cards, and telling their stories as fables will help the students to understand Chinese culture.</p> <p>I would suggest changing the order of Tenses introduced in course books.</p> <p>After the completion of ten-week online lesson, the researcher was</p>

Table 4.17: Results and Suggestions of Postgraduate Theses by Years

Year	Results and Suggestions
2012	<p data-bbox="464 342 1410 454">advised not to close their personal blogs, but to follow the class blogs so as to maintain communication with the students participating in this study.</p> <p data-bbox="464 472 1410 651">The study centers upon the differentiation of writing and reading skills from foreign language skills. Other skills such as listening and speaking skills should be considered separately, differentiated, and the effect of this differentiation on the access, critical and creative thinking of gifted students should be examined.</p> <p data-bbox="464 685 1410 831">Various studies can be conducted in the learning atmosphere in which students are more intensively participated in and the vocabulary learning activities in the course are designed to bring the students to the center. The results can be compared with this research in terms of method.</p> <p data-bbox="464 853 1410 954">Although more reliable and valid measurements of spoken language were obtained, performance is still a challenge for the examiners or the teachers.</p> <p data-bbox="464 976 1410 1043">This study was limited to the province of Eskisehir. A larger scale of research can be done with the participation of the other seven provinces.</p> <p data-bbox="464 1066 1410 1279">For the work to be carried out in Second Life environment, a good orientation training should be given to the participants before they can recognize the environment and use the menus of the program and to avoid problems after the implementation phase. In particular, students should be taught how to use the body language which can help them to express their feelings.</p> <p data-bbox="464 1301 1410 1368">A replicate study with occasions for more teaching experience and a wider time span than the current one could be made.</p> <p data-bbox="464 1391 1410 1491">The study should be replicated with participants from different type of schools such as general or vocational high schools in order to ensure the consistency of the data obtained.</p> <p data-bbox="464 1514 1410 1727">The use of educational mobile applications as an auxiliary material in the students' courses will contribute to student success. Even if the students do not have phones, it is seen that their parents play mobile games with their mobile devices. It is recommended that students install educational applications and games on their phones or parents' phones and play such games rather than other games.</p> <p data-bbox="464 1749 1410 1861">This method, which is used in the teaching of the subjects, such as alphabet, greeting, naming, responding to questions about the days of the weeks in French class, should also be applied on other subjects.</p> <p data-bbox="464 1883 1410 1984">Diversified and enriched learning activities should be offered by leaving traditional learning activities to enable effective foreign language teaching.</p> <p data-bbox="464 2007 1410 2040">Spot on eight textbooks have emerged with their shortcomings and are</p>

Table 4.17: Results and Suggestions of Postgraduate Theses by Years

Year	Results and Suggestions
	<p>not wholeheartedly recommended.</p> <p>Foreign language teaching with learning objects through an operating management system is as effective as traditional teaching. For this reason, foreign language teaching can be taught online through learning objects.</p> <p>Teachers who will give second language education at an early age should be educated about the mental and physical characteristics, needs and expectations of this age group. Teachers should be informed about the methods and techniques to be used for this age group students.</p> <p>The applications to support the use of mobile vehicles in other courses should be compared with each other and that the application platform should be made available not only in formal education but also in non-formal education.</p> <p>Despite the negative relationship between second language anxiety and academic achievement, a study which examines the effects of the facilitative anxiety on second language learning instead of the obstructive anxiety can be suggested considering the fact that anxiety has facilitative and incentive effect.</p> <p>By making studies about the idioms in second language teaching by scientists and academics, the importance of the issue should be stressed.</p>
2011	<p>Our hope is that the findings of this study would make contributions for the improvement and greater effectiveness of FLT that we all strive to achieve.</p> <p>Also, a further research may investigate the issue of general parental attitudes towards English Language Learning in a broader context.</p> <p>Teachers should use the process-based innovative assessment methods and techniques required by the European Language Passport clarified in the curriculum of the course more effectively.</p> <p>Errors in the design and implementation process and the deficiencies that may arise will adversely affect the student and cause failure. Therefore, everyone involved in this process must be aware of the importance of the subject meticulously.</p> <p>Another important area of the research is related to teacher training and professional evolvement. The perceived competence of the teacher, pre-service and in-service training should also be examined.</p> <p>The addition of learning objects to the content based materials presented in the web and web-based foreign language education and other areas will allow for more effective learning in web-based education in terms of facilitating the learning of students in interactive, visual and auditory</p>

Table 4.17: Results and Suggestions of Postgraduate Theses by Years

Year	Results and Suggestions
2010	<p>dimensions.</p> <p>It will be beneficial for both teachers and learners to make use of the game technique frequently in foreign language lessons in order to provide a lasting and enjoyable learning environment to get rid of traditional teaching techniques in foreign language teaching.</p> <p>Final recommendation for further research is that in order to see if there is any mismatch in the effectiveness of the instruction type, the present study could be conducted with the same group but by shifting their instruction types. For instance, the input group which took the input-based instruction during the study can be assigned as the output group to take the output-treatment, and the output group in the study, thus takes the input-treatment in the same research to minimize the procedural effects of the instruction types.</p> <p>This study is limited only to teachers and administrators who work in primary schools in the Anatolian side of Istanbul. With the development of that study by including Istanbul and Turkey, Ministry of Education can contribute to program development work related to teaching foreign languages.</p> <p>Taking into consideration that the trainees, which are mostly formed by the students, use the technology in the service procurement, the content on the webpages must be kept current through regular updates.</p> <p>The same research process can be repeated so as to boost the reliability of the findings obtained at the end of the academic research. Nonetheless, the objective of this academic research is to provide information that is not targeted to the subjects in similar studies, and to gain information that is not targeted.</p> <p>It might be wise to approach media as an area for constant investigation, exploration and discovery. It should be kept in mind that media can be used as a way of engaging students in working on outcomes that are vital to the whole curriculum.</p> <p>For classroom teaching, appropriate classroom environments which do not exceed 15 students and are equipped with the necessary tools and materials should be prepared.</p> <p>Second language teaching should be initiated at an early age in primary education; in secondary and higher education, it should be made optional.</p> <p>The study showed that in English teaching process, computer- internet supported vocabulary studies increased student achievement compared to traditional teaching approach. For this reason, visual tools such as computer and internet should be used in teaching vocabulary that is</p>

Table 4.17: Results and Suggestions of Postgraduate Theses by Years

Year	Results and Suggestions
	<p>desired to be permanent in memory.</p> <p>In the Three-dimensional Roof Frame, grammar skills can be applied with larger study groups and experimental design can be done with experimental-control group.</p> <p>The difference between usage of Turkish language skills and foreign language skills can be investigated in the schools which give second language education in different languages.</p> <p>If the findings of the research can be a resource that can be used in the process of program development or restructuring, the research will have performed its function.</p> <p>It may be useful to conduct a separate study in the early years of the university for prospective teachers who are considering academic career and teacher education.</p> <p>Although the lack of adequate work on the subject makes the comparison of the results difficult, it is expected that the number of studies to be done in the future will increase.</p> <p>In light of all these findings, it is seen that learning Turkish as a language which has the traces of European civilization and culture is a difficult process. Like these two languages, which do not come from the same language family, there are also differences between the other languages in terms of word structures and syntax. In addition, these linguistic differences that are deepened in the context of ‘culture’ used to interpret and express life are the obstacles that can be overcome in the teaching of these languages by considering only the culture and cultural elements.</p> <p>The principles should be incorporated in the classroom setting. Especially, positive interdependence, individual and group accountability should be provided in the classroom setting since they provide motivation, and this motivation drives them to success.</p> <p>The benefits of studies such as conferences and seminars should be investigated. Foreign language teachers can be given opportunity to improve themselves by going abroad to take training courses so that they can see and make research about the real world of the language they teach.</p> <p>Program designers may include semiotic issues in their ELT materials in order to raise the students’ performance levels while analysing the texts by using semiotic elements for comprehending and constructing meaning. Further it may provide instructors different models of teaching and assist them to gain insights for analysing contextual elements.</p> <p>It is considered that the thesis contains data that will form the basis for studies to meet this requirement.</p>

Table 4.17: Results and Suggestions of Postgraduate Theses by Years

Year	Results and Suggestions
2009	<p data-bbox="469 338 1410 524">Primary School First Class Foreign Language Teaching Program should be developed by the Ministry of National Education in accordance with program development stages, language scientific approaches and developments, primary education objectives and development characteristics of primary school students.</p> <p data-bbox="469 539 1410 651">It should be adopted as an effective means of achieving learning success and motivation, not as an obstacle negatively affecting foreign language learning.</p> <p data-bbox="469 734 1410 920">As a result, it should be seen that emotional intelligence is an inevitable variable in learning environments. It is something teachable and it can be improved. So, educators should help their students by referring to their emotional intelligence. It is certain that there is no obstacle which cannot be overcome by the help of emotions and emotional intelligence.</p> <p data-bbox="469 936 1410 1003">A replication of this study can be carried out in a longer period with repeated measures.</p> <p data-bbox="469 1019 1410 1131">Consideration should be given to the introduction of the ‘Drama Analysis and Education’ course and to the drama techniques in all other method courses.</p> <p data-bbox="469 1146 1410 1258">A similar study can be considered in order to prepare a flexible model proposal by choosing a research method in which predictions can be made in accordance with expert opinions about the future.</p> <p data-bbox="469 1274 1410 1420">It is recommended that the method which is predominated with dramatization can be used more frequently in the 1st stage by the textbook authors, education programmers and especially English teachers.</p> <p data-bbox="469 1435 1410 1547">Further studies might also investigate whether learners with different goal orientations also differ in their preference concerning the mother tongue.</p> <p data-bbox="469 1563 1410 1821">Teachers who use upper cognitive strategies in foreign language courses can model good cognitive behaviors in this process in order to be more effective. Learning experiences that encourage students to reflect on learning strategies can be integrated into the course content. They can lead the students to follow their own learning by encouraging them to self-questioning, self-regulating, self-evaluating to enable them to learn on their own.</p> <p data-bbox="469 1836 1410 1982">In order to display the relationship between the attitudes and self-efficacy perception of variables such as the frequency and demographic characteristics of online learning environment participants, research should be conducted with more participants.</p> <p data-bbox="469 1998 1410 2038">The research can be repeated in different universities by taking into</p>

Table 4.17: Results and Suggestions of Postgraduate Theses by Years

Year	Results and Suggestions
2008	<p>account various variables related to students.(personal information, departmental preferences, etc.).</p> <p>Writing skill, which is the most challenging language skills of the students, is a factor that needs to be integrated with the learning process. Within the framework of the Creative Writing Approach, activities related to Pre-Writing, Writing Process and Post-Writing process should be done more and more frequently.</p> <p>The students elected by the International Relations Offices are also separated according to the foreign countries. Organizing an appropriate orientation program for each student and developing this issue in the strategic planning of the universities, will increase the achievements of the new students in Europe and will help them overcome culture shock and to learn to live like a European in Europe.</p> <p>Further research is needed in different parts of the country and even in different countries of the world in order to better clarify the subject.</p> <p>In-service Teacher Training courses would be useful for the adjustment of new curriculum and language textbook so as to raise awareness of teachers within this context.</p> <p>Junior teachers can be trained to gain experience in the profession. Each teacher should have a portfolio of his / her own.</p> <p>Every year, successful students who will be selected from different regions of our country should be sent to the overseas trips and thus their horizon should be broadened. This type of practice will be a reward for successful students.</p> <p>Measuring the level of preparedness and awareness, process development of all units of Sea Schools / Training Centers to improve the quality of second language education, ensuring coordination of these units and all employees within the framework of business excellence.</p> <p>Different methods and techniques have been proposed depending on the attitudes of the students.</p> <p>In similar studies, the effect of teaching these strategies on primary and secondary school students can be examined.</p> <p>Analysis activities according to non-literary text / discourse types were proposed in the process of teaching French as a second language.</p> <p>Although the methods introduced and implemented in this academic work were done at the level of university students, the aim was to disseminate the method in primary and secondary education.</p>

Table 4.17: Results and Suggestions of Postgraduate Theses by Years

Year	Results and Suggestions
2007	<p>Foreign language education programs should be considered in accordance with new methods and teaching techniques according to today's conditions. In addition, in determining the educational methods and materials, school environments in the Turkish education system should be considered and the requirements of the age should be met.</p> <p>During the implementation of the model, 3.3.3. comparison scale should be reapplied to the end and positive and negative points should be determined.</p> <p>Teachers and students are advised to get training about the logic and implementation processes of project work.</p> <p>It is suggested that the activities prepared as a result of the study can be presented as a rich and suitable material for Multiple Intelligence Theory in foreign language teaching classes.</p>
2006	<p>Second language teaching in private primary schools should be continued on the basis of “Common European Framework of Reference for Language Teaching”. In order to increase efficiency in foreign language teaching, Computer-assisted Education can be given importance in public schools and sufficient equipment can be provided.</p> <p>In the teaching of English, other language skills as well as sentence formation should be given importance and it should be explained to the students that the language is not only the rules.</p> <p>In particular, while using concept maps in foreign language teaching, it is useful to use teacher-building concept maps first. As many rules and generalizations are taught, the concept maps method should be used more frequently in second language teaching. Learners should be encouraged to develop their own concept maps.</p> <p>To find out the different types of benefits of portfolio evaluation for students and teachers, to identify issues that may prevent them to be used more widely and comprehensively, and to determine what kind of support teachers need to be more effective in their students' learning, it can be said that it would be a good decision to make a study encompassing whole school.</p> <p>Before choosing any second language teaching method, it is needed to examine the suitability of the method to the group to be used domestically rather than the frequency of use abroad.</p> <p>Considering the characteristics of the brain hemispheres and their learning style in second language teaching, matching the characteristics and styles of the hemispheres used by the students can be effective in increasing success and preparing a more lasting learning environment.</p>

Table 4.17: Results and Suggestions of Postgraduate Theses by Years

Year	Results and Suggestions
	<p>The Ministry of National Education was proposed to add English language teaching to the curriculum of pre-school education and ensure regular and continuous education from kindergarten to the end of secondary education.</p> <p>Private language classes which are not suitable for second language teaching ought to be opened in schools. Audio-visual tools should be adequately used in our schools and used in accordance with the purpose. Environments should be created for students to implement the subjects they have learned.</p> <p>A foreign language teaching program aimed at enabling pre-school children to meet foreign language requirements while gaining positive experiences of the language should be developed and implemented.</p> <p>Teachers may plan their lessons by choosing the appropriate pre-story, while-story, and post-story activities and related materials that are used in story-based teaching.</p> <p>Case studies aiming to determine the effectiveness of pre-clustering strategy and other pre-writing strategies should be carried out, and new studies should be conducted on these strategies at different levels of education system, in different age groups and on wide masses.</p>
2005	<p>Research-based portfolio work can be used as an effective tool in foreign language classes.</p> <p>Exam preparation and evaluation is recommended.</p> <p>It may be useful to add a separate section to the model by making a study to determine the causes of mother tongue use which are not included in the model.</p> <p>Second language teaching at an early age may be an opportunity once the necessary conditions are met and a good mother tongue training is given.</p>
2004	<p>It seems that TPR Storytelling might be a good solution for more efficient language teaching.</p> <p>All foreign language teachers are required to update their own knowledge as well as to teach their students with auditory and visual techniques in order to endear foreign language to them.</p> <p>A language learning process enriched with CALL tools also affects and improves the method used.</p> <p>It is not enough for a person to understand the structure of a sentence to communicate; one must also know what s/he knows is contextually</p>

Table 4.17: Results and Suggestions of Postgraduate Theses by Years

Year	Results and Suggestions
	<p>appropriate.</p> <p>Learning styles are not immutable characteristics but they can be adapted to various learning and teaching situations and different learning strategies congruent with each learning style can be learned by conscious effort and can be applied in different learning situations.</p>
2003	<p>When determining educational methods and materials, school environments in the Turkish education system should be considered. It has been determined that teachers should be encouraged to use new technologies and methods through in-service trainings.</p> <p>In this study, many of the strategies developed in Turkish learning process can be used in the education of autistic children.</p>
2002	<p>The teacher must select the game carefully for the purpose to be reached and the game should be played considering the students' skills and learning styles.</p>
2001	<p>In the first stage of primary education, measures should be taken in order to educate teachers about foreign language teaching with in-service training and under-graduate program.</p> <p>It is necessary to ensure that faculty members and students realize that anxiety is a problem that can adversely affect success. The teaching staff should ensure the preparation of a friendly environment in the classroom, and the activities should be organized so that the students can support each other instead of competing with each other as the competition can increase anxiety. Students should be informed about effective studying methods as the most commonly used method to cope with anxiety is studying.</p>
2000	<p>The research proposes that word formation and the significance of the information about the topic presented through a prompt should be taken into consideration in EFL testing and writing.</p>
1999	<p>Training programs for teachers and students on the use of information technology in foreign language teaching should be established.</p> <p>A second language program related to the subject is more effective.</p> <p>Modular materials should be prepared according to the principles of</p>

Table 4.17: Results and Suggestions of Postgraduate Theses by Years

Year	Results and Suggestions
	<p>modular training approach. The classroom should not be the only learning center for students, and places such as the center for learning resources should be provided with modular materials for the students.</p> <p>The method of working with the group, which includes collaborative, student-student interaction, and gives a continuous functionality to reading, and the use of original texts in this method is recommended.</p> <p>The functional and productive aspects of foreign language should be well established for our people, and in the long and short term, the objectives of foreign language teaching should be determined.</p> <p>Suggestions have been provided regarding second language teaching and learning.</p>
1997	<p>We believe that phonetics should be taught as a separate course in all English Language Teaching departments.</p> <p>Since language is a tool used to communicate between people, it must be based on the human factor, particularly during second language teaching.</p> <p>Different teaching methods have been proposed depending on the attitudes of the students.</p>
1996	<p>To give more importance to the literary texts during the whole teaching period and to make more practice about the critical exercises.</p> <p>A communicative approach and grammar translation method can be applied to help students reach comprehension level goals. Communicative approach can be used to reach knowledge level goals related to the development of reading skills.</p>
1995	<p>Students expressed that they demanded cooperative learning to be applied in English classes and other courses.</p> <p>In the development of students' skills related to foreign language speaking, one can take the advantage of both micro-teaching and video-driven form. In this research, which is aimed at the application of micro teaching method in the curriculum, the ways that are tested, the activities developed can be taken as an example by teachers to be applied in foreign language courses.</p> <p>A research campaign should be initiated by identifying the most disturbing problems in the field of education and a contemporary and progressive education policy that does not contradict with the changing</p>

Table 4.17: Results and Suggestions of Postgraduate Theses by Years

Year	Results and Suggestions
	world and universal criteria should be determined.
1993	<p>Wouldn't it be more interesting and appropriate to provide our students who have no knowledge about the subjects such as (baptism, briquettes match, bodybuilding etc.)with the course books which are more authentic and have subjects appropriate to basic life conditions of the country?</p> <p>It should be ensured that the instructors who provide foreign language education become more competent in their professions and they should have postgraduate education which will provide the necessary knowledge to enable them to perform more effective foreign language education.</p>
1988	Programmatic teaching method should be used when teaching the meaning and writing dimensions of words in a second language.

According to Table 4.17, when the results and suggestions of graduate theses are examined according to years, majority of the suggestions for parents, students and teachers are in the thesis published in between 2017-2015 and teaching methods and techniques, learning environment, suggestions for learning objects are included between 2014-2006. In addition, it was emphasized that 'Common European Framework of Reference for Language Teaching' should be taken as a basis in the language education in 2006. Suggestions regarding the importance of computer- assisted education and the importance of student-student and student-teacher interaction in language learning were given in 2005 and before.

4.11 Evaluation of the Results and Suggestions in the Context of Actors, Teaching Methods and Techniques

According to Table 4.17, when the results and suggestions of the postgraduate theses published in between 1987 and 2017 are analysed in terms of actor-technic perspective and the active actors of the foreign language teaching

process, the main focus is on increasing the foreign language motivation of the students as the active actors of the foreign language education process, diary writing, control of anxiety, taking into account the individual differences of the students, student-centered language education, in-service training for teachers, conferences and seminars. When the results and suggestions for teaching methods and techniques used in foreign languages are analysed, the development of research on the use of technology in second language education, the use of storytelling in second language education, the usage of play, music and drama in second language education, the use of communicative approach in second language education, the use of visual elements, the use of multiple intelligence theory, the use of authentic tasks in second language teaching, the use of memory supporters in second language teaching, the use of mobile tools in second language teaching, the enrichment of learning materials, the method of working with the group and the use of original texts in this method are focal points.

5. CONCLUSION AND SUGGESTIONS

The findings of the research were summarized and suggestions were provided for the researchers and practitioners based on these results.

5.1 Conclusion

Today, as a result of rapid advancement of technology, communication and transportation, the world has become a small village. This has made the learning of the languages used in the world very important. Language education in Turkey as in many other countries is a significant issue which the educators, academics, and the ministry of National Education work on. When the academic studies were analysed in this thesis, the following points were identified:

Graduate theses on foreign language teaching started in 1987. 80.79% of the theses were master's theses and 19.21% of them were doctoral thesis. When the titles of the master's theses prepared in foreign language education are analysed, it is obvious that all of the titles of the master's theses prepared between the years of 1987 and 2003 are second language teaching, second language learning and second language education. On the other hand, teaching methods and techniques, historical process of second language teaching in Turkey, second language learning, student achievements in foreign language learning, book reviews, the problems experienced in foreign language education, culture and alienation in second language education were used in the titles of master's theses prepared between the years, 1987-2000.

The concepts 'second language education, second language learning' are not seen in the titles of all master's theses prepared between the years 2004-2017. The concepts 'English teaching, the use of vocabulary teaching' were used in the studies done in the years, 2004, 2005, 2006, 2010, 2011, 2014, 2016. It is observed that postgraduate studies on the integration process with European Union in foreign language education commenced in 2008. Doctoral studies about the same subject were done in between 2009-2017.

When the titles of the doctoral theses prepared in the foreign language education are examined, it is seen that concepts ‘second language teaching, second language learning and second language education’ are seen in all of the titles of the doctoral dissertations prepared in between 1987 and 2003. Second language education, second language learning, second language education concepts are not seen in all doctoral theses prepared in between the years 2004-2017. On the other hand, the concepts ‘teaching methods and techniques, current approaches in second language education and new trends, students’ achievement in second language learning, second language education in early ages, second language education for individuals in need of special education, culture in second language education, factors affecting learning, second language learning, anxiety, personality, learning styles and shyness’ are used in the titles of doctoral theses

When the contents of the graduate theses prepared in second language education are examined, the European Union, skills, evaluation, languages, personality traits, culture, different school levels, learners, learning, learning environment, teachers, teaching, technology use, foreign languages, approaches, management, methods are seen in the categories. The most commonly used contents of the theses are second language teaching, second language learning, second language education, motivation, primary education, student achievement, teaching methods, computer-assisted foreign language teaching, speaking skills, drama concepts.

Turkish universities in which most of postgraduate theses on foreign language teaching were prepared and published are Gazi University with 34 theses, Ankara University 29 theses, Çukurova University 19 theses, Anadolu University 18 theses, Istanbul University 18 theses, Marmara University 17 theses, Hacettepe University 14 theses, Dokuz Eylül University 13 theses. Most of the postgraduate theses were prepared in Institutes of Social Science and Educational Sciences. Most of postgraduate theses on foreign language teaching in Turkey were published in Turkish and English language.

Qualitative research design, experimental model, quantitative research design, survey method, literature and mixed research design are mostly used in theses related to foreign language teaching in Turkey. Student, resources and teachers

are used as samples. Questionnaires, tests, interview form and scales are used as data collection tools.

When the findings and interpretations of the master's theses are examined; the relationship between the communication skills and academic achievement, the use of textbooks in which language skills are presented in an integrated way, the effect of stereotypes on foreign languages, the use of technology in foreign language education, the importance and effect of learning methods in second language learning, reading comprehension ability, reading and speaking skills, difficulty in speaking foreign languages, learner autonomy, participation of students in EU Education Programs for foreign language education, relationship between language and culture and education, adequacy of foreign language education applied in schools are scrutinized. When the findings and interpretations of the doctoral theses are examined, the relationship between language and culture, learning styles, increasing students' motivation towards foreign language learning, authentic task oriented applications, different foreign language teaching models, risk taking and the importance of speaking in the classroom, anxiety, difficulty in reading and understanding texts, second language education for gifted students, the general qualifications of foreign language teachers and the success of the schools are scrutinized.

The study identified that contents, findings, methods, results and suggestions of the graduate theses on foreign language teaching vary by years. It can be said that the variety of contents has increased over the years especially since 1998 and theses on the process of transition to the European Union in foreign language education have been studied since 2007.

When it is analysed whether research designs used in graduate theses on foreign language teaching change in years or not, quantitative, qualitative, of mixed research design and experimental models were used in all the years between 2017-2012 and 2010-2008. Quantitative, qualitative and mixed research patterns were used in 2011. Quantitative research designs were not used in 2007, 2005, 2004, 2002, 2001, 2000,1999. Mixed research design was not used in 2006 and 2004. Mixed research design was first used in 2001. Qualitative, mixed research design and trial model were not used in 2003. Qualitative research design was used in 2001 and 2000. It is seen that the qualitative research design was not

used in the theses written in 1988-1993. When the findings and interpretations of the graduate theses are examined over the years, it can be stated that the use of drama method in second language education, the methods and techniques of teaching in second language are the subjects that are constantly treated. The subject of technology-supported foreign language education was first treated in 1990.

When the results and suggestions in graduate theses on second language teaching in Turkey are analysed, results and suggestions center upon second language motivation of the students, diary writing, control of anxiety, taking into account the individual differences of the students, student-centered language education, giving in-service training for teachers, conferences and seminars. The results and suggestions for teaching methods and techniques used in foreign languages are the research on the usage of technology in second language education, the use of storytelling in second language education, the usage of music, game and dramatization in foreign language education, the use of communicative approach in second language education, the use of visual elements, the use of multiple intelligence theory, the use of authentic tasks in foreign language teaching, the use of memory supporters in second language teaching, the use of mobile tools in second language teaching, the enrichment of learning materials, working with the group.

5.2 Suggestions

5.2.1 Pedagogical Suggestions

In the light of the research results enumerated in the previous section, it can be suggested that;

1. Considering the lack of studies examining foreign language teaching in all dimensions with discussions on changes in educational system, reflections of the changes in the education system on foreign language education and scientific studies on the effectiveness of foreign language use can be addressed in further studies.

2. The most important actors in the success of foreign language teaching are teachers and school administrators. Conducting academic studies on the field of

instructional leadership will help creating the right models for success in foreign language teaching.

3. It is noteworthy that there are few studies in foreign languages other than Turkish and English. It is obvious that Turkish students need to be taught other modern languages such as, German, Arabic, Russian, Chinese, Spanish languages to integrate with the world better.

4. In Turkey, academic studies showed that the use of the holistic approach and the communicative approach in English-weighted language teaching were not used sufficiently. Academic studies on these topics need to be intensified.

5. This study shows that there are few academic studies about the use of the game-based teaching method in our schools. As most of the language learners enjoy playing different games in their lives, it becomes much easier for language teachers to give linguistic input to learners through games, such as Running Dictation, Show and Tell, PechaKucha, Taboo, Alibi.

6. In the doctoral and master's theses written in Turkey in 1987-2019, there are no specific academic studies about the usage of poetry in language classes. Using poems in language classrooms breaks the monotony of the lessons and has proven to be entertaining for the language learners. Besides, the meanings, structure, rhythm, sound of the poems make it easy to learn new words, grammar and pronunciation. Poems are easy to read and understand. They are useful in the sense of improving students' linguistic competence and performance. Words, lines become memorable through poems.

7. Autonomous learning is one of the most widely used language teaching techniques in the world in recent years. It is an example of autonomous learning that students do research in an area they love. It is seen that there is only one postgraduate thesis made upon that subject. Therefore, there is a need for more graduate and doctoral theses in this field.

8. A teacher's desire for teaching is highly related to his motivation which is influenced by many factors, such as students, colleagues and school principals. It is argued that the factors that motivate teachers are the same as those that motivate students. However it is still the case that, in the specific domain of

foreign language acquisition, teacher's motivation is an area frequently neglected.

When the theses on language teaching in Turkey have been examined, the subject that has been most emphasized is student motivation. Studies have been done on what foreign language teachers can do to increase student motivation. However, there is few study on how to provide motivation for foreign language teachers.

The deeper and the better the motivation of foreign language teachers, who are the most important actors in language teaching, the better academic outcomes for language learners. Language teachers' being motivated ignites the students' motivation. Even though students come to lessons demotivated, teachers' being in a good mood and positive talks have significant impact on the change of willingness of the students towards the lesson. Therefore, this issue should be addressed in academic studies.

9. Language is a living entity. It is wrong to keep the language education only in the class. In the theses examined, it is seen that the classroom activities of the teachers are emphasized. Teachers' activities only in the classroom cannot achieve success in language teaching. Foreign language teachers should be encouraged to introduce language education into life. They should also try to communicate with students by using target language in extracurricular activities. At this point, it can be suggested to write graduate and doctoral theses on the effect of the use of the target language in the course and extracurricular activities on the acquisition of language.

10. One of the biggest obstacles to learn a foreign language is the lack of self-confidence and motivation of students. Lack of motivation leads to inproficiency in learning a language. Motivation ignites willingness of learning of a learner about a foreign language. In order to overcome demotivation, various techniques have been developed. One of these techniques is Suggestopedia. This technique, developed by the Bulgarian psychotherapist Georgi Lozanov, has been effective in overcoming the psychological barriers students have developed against their English learning.

By using this technique, teachers motivate students and make them believe that they will be successful. He/she reads dialogues with musical. Outstanding features of that technique are a comfortable classroom environment, music and environmental learning, drama, limited homework. The method is taught theoretically in the faculties of foreign language education at universities in Turkey. However, field research was not carried out about whether or not English teachers apply this technique in their courses. There is no academic study on Suggestopedia at the graduate and postgraduate level. In this respect, the theses on the effect of the application of this method in the foreign language courses on language acquisition will be professionally useful for foreign language teachers.

11. Social media platform has become one of the most important fields of interest for students in today's modern world. Considering the time spent on social media, this should be taken into account in the context of incidental teaching and social media should be used effectively in language acquisition. For example, students may be asked to prepare a class blog where the moderator is a teacher. In this blog, students may be asked to share their comments on various topics, road stories and trips in English. In this area, only one academic research, 'Perceptions of Foreign Language Learners on the Development of Oral Language Skills through Social Media' was done in Turkey.

5.2.2 Practical suggestions

1. It will be useful to investigate the effects of the changes in legislation and application in educational organizations on foreign language education and to develop policies and strategies for the second language education so as to direct the education system.

2. Teachers of foreign language should encourage students to learn, collaborate, participate in activities that interest them, to think creatively, ask questions, and most importantly, teachers should be patient, respecting and affectionate. In particular, English language teachers as actors should be qualified with theatrical skills. A teacher no longer merely conveys knowledge, but also has a guiding, inspiring and motivating role. Academic studies should be conducted on the qualifications of foreign language teachers for students' motivation in language

learning and students's use of target language still seem a problematic area in Turkey.

3. Successful foreign language teaching lies in using creative thinking skills effectively. In foreign language classes, students tend to avoid asking questions. To develop critical thinking skills, there must be a reassuring learning environment. It is very important for the students to ask questions and question things. Teachers should help students to produce questions. What are often considered as errors by language teachers might be more usefully seen as evidence of the creative processes learners are going through to make sense of the target language. Learners' being critical thinkers help them activate their communicative competence and performance.

When the theses are examined, there are only two postgraduate theses on critical thinking: 'The Effect of Using Creative Drama Method in Foreign Language Teaching on High School 12th Grade Students' Critical, Reflective Thinking Skills and Students' Foreign Language Learning Attitudes' and The Effect of Differentiated Foreign Language Teaching on the Effect of Learning Level, Critical Thinking and Creativity of Gifted Students.' There is a need to explore foreign language acquisition with critical thinking technique at the primary education level. The theses on foreign language education in Turkey are focused only on undergraduate students, gifted students and high school students.

4. Using the right method in foreign language teaching directly affects foreign language acquisition. In the postgraduate theses analysed, a comprehensive survey on what teaching methods language teachers use in public schools and why they use the methods in question has not been done. It will be useful to improve the skills of teachers of foreign languages on new orientations and new approaches in foreign language education. In this respect, this study will make a contribution to the debates and the decisions about how to achieve success in language teaching.

5. One of the most significant issues in the reorganization of the Turkish education system is the provision of effective language training. In foreign language education, family as a basic unit of society is as significant as teachers in terms of introducing and making the second language acquired by their children. When postgraduate theses are examined in Turkey, the role of the

family in teaching a foreign language was not analysed in depth. In this context, academic studies on the role of families in language education should be intensified.

6. This thesis also reveals that the flipped classroom technique has not been studied in the academic studies on foreign language education. This technique allows the students to learn the grammar rules of foreign language at home with multimedia tools such as presentations and visuals previously given by the teachers. Thus, the teacher spends very little time teaching the subject in the classroom and enables students to develop their language skills through more exercises, activities and games. In this context, Turkey proposals on the creation of the model classes can be presented and the use of the fruitfulness of this technique can be tested with academic studies.

7. Pre-school education is a crucial period in terms of language acquisition. In this period, children should receive foreign language education for they can learn more quickly, easily and permanently. It can be seen that the child's being in an environment full of language-rich stimuli, the interaction of peers and playing various games help him/her easily acquire language.

Although there are some postgraduate and doctoral theses on foreign language learning in preschool education in Turkey, such as 'Foreign Language Starting in Preschool of Teaching Effect of Foreign Language Learning', 'Speech Recognition Synthesis Preschool Systems Term Use in Foreign Language Education', 'in Preschool Study of Contribution to Language Development Area of the Foreign Language Teaching', 'Early Foreign Languages Learning: Factors Affecting Foreign Language Learning of Preschool Children', it is obvious that there have not been any academic research on the proficiency and motivation of language teachers in preschool education. The postgraduate and doctoral studies on this subject will contribute to the decision processes of the Ministry of National Education and further academic studies.

8. Research is conducted using various research methods. The research design has a direct effect on the reliability, validity and objectivity of the study. Qualitative and quantitative research designs are effective means for obtaining relevant data as required by the research question and paves the way for the analysis and conclusions. Both designs have pros and cons, but, the mixed

research design closes the weaker parts of a method to reveal the strengths of another method. Mixed method as a research design has obtained support in the literature for numerous reasons. Mixed method research design helps an academic make use of the strong points of qualitative and quantitative research designs by uniting them in one study and lessening the weak points of these two research designs. It increases the reliability, validity and generalizability of the results. When master's theses on the teaching of foreign languages in Turkey are examined, it is seen that the quantitative method was used 44, qualitative 64 and mixed method 19 times. The figures show that in the postgraduate theses, the mixed method research design is hardly used. In this context, the mixed method can be advised for researchers who study on language teaching in Turkey to obtain more valid and more reliable findings. When the doctoral theses are examined, Quantitative three, Qualitative ten and Mixed method are used 12 times. It is pleasing to see that the mixed method is more used in the doctoral theses.

9. Another point to be emphasized is the case study from the research designs. A case study is a research method in which one or more examples of a phenomenon are studied in depth. However, the fact that the case study has been used once in master's and doctoral thesis written on English teaching in Turkey is noteworthy. Researchers are strongly encouraged to use case study to investigate problems related to foreign language teaching as it provides an elaborate analysis and explore the research problem with the questions why and how. Although a case study is a long term and meticulous research design, data obtained with case study is more realistic and helps the researcher come up with unaffected ground for generalization. Therefore, the use of case study should be increased in postgraduate theses written on the teaching of foreign languages in Turkey.

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