A Bibliometric Study on Postgraduate Theses in Turkey Investigating the Turkish Vocabulary

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ABSTRACT

This research aims to analyze and evaluate postgraduate theses on Turkish vocabulary in terms of bibliometric parameters. For this purpose, to create the corpus of the study, the theses in the database of the Council of Higher Education National Thesis Center (YÖKTEZ) were accessed by selecting the "Education and Training" category and the "Turkish Education Department" filtering and using the "vocabulary" keyword. As a result of the scanning, 103 master's and 18 doctoral theses on vocabulary were reached. In the study, bibliometric analysis was used as a data analysis technique. Theses within the scope of the research were subjected to bibliometric analysis in terms of parameters such as academic level, publication year, university, institute, supervisor, research method, research design, data collection tools, data analysis, content, and purposes. As a result, there has been a significant increase in the number of postgraduate theses on vocabulary in Turkish in recent years, and theses were mostly submitted to Inönü, Gazi, and Marmara Universities, respectively. In addition, most of the theses in the Institute of Education Sciences, MA level and supervised by academics with the title of assistant professor. In addition to this, in postgraduate theses on the vocabulary of Turkish, it is seen that the qualitative research method was used as a research method, descriptive analysis was used as a research design, document analysis was used as a data collection tool, and content analysis was used as a data analysis method mostly. Finally, it is noteworthy that in the identified theses, literary works and the vocabulary of different literary genres are examined from various perspectives. It is thought that the study will contribute to the studies and researchers in the domain of Turkish vocabulary.

Key words: Vocabulary, Turkish Vocabulary, Bibliometric Analysis, Postgraduate Theses

INTRODUCTION

Vocabulary is defined as all the words of a language, the sum of the words in the vocabulary of a person or community (Korkmaz, 1992, p. 10). According to Merriam-Webster dictionary it is defined as "a sum or stock of words employed by a language, group, individual, or work or in a field of knowledge "McCarthy (1990, p. 3) describes vocabulary as the bsingle biggest component of any language course. Vocabulary accepted as the minimum semantic unit in reading (Nation, 2015; Braze et al., 2016). Lehr, Osborne and Hiebert (2004, p. 1) define vocabulary as the knowledge of words and words meanings. Vocabulary also includes the units, compound words, stereotypes, idioms, proverbs, borrowed expressions, etc. It is a branch of science that examines its elements, investigates their origin structures, and determines the changes and developments they have undergone in terms of morphology and semantics (Korkmaz, 2007, p. 144). The vocabulary of a language sheds light on the history of that language to a large extent, reflects the sound, form, syntax, and meaning changes that have emerged over the centuries, and shows what kind of changes have taken place under the influence of which languages (Aksan, 1996, p. 11). The vocabulary of a language is also a cross-section of the conceptual world and worldview of the society that speaks that language. Vocabulary is to see, understand, interpret and explain the world from its own language window (Aksan, 1996, p. 8).

Studies on the determination of the vocabulary of languages have an important place in language studies. Vocabulary studies, a specific language, dialects, a historical period of languages and dialects, an author, works belonging to a particular genre or group, etc., encompasses a wide range of research. In this context, studies on vocabulary research of different aspects in the world and Turkey are increasing day by day, and it is seen that an extensive literature on the subject has recently emerged.

Vocabulary study started with Thorndike (1921) in the West with a study to determine the priority of the words that should be taught to students, then focused on two types of research. The first consists of special-purpose studies on vocabulary, idioms, proverb, etc., with different target groups. The latter is holistic research on large material, called corpus,

collected and brought together in parts from oral or written language (Baş & Karadağ, 2012, p. 100).

The first research on vocabulary in Turkey is the study titled "Bir Dil Öğrenmek İçin En Lüzumlu Kelimeler ve Bu Kelimelerin Belirtme Usulü", submitted in 1936 by Ömer Asım Aksoy. Aksoy (1936), in this study, carried out the first research on the vocabulary of Turkish based on word frequency and commonality in the source of Yakup Kadri Karaosmanoğlu's *Yaban* Reşat Nuri Güntekin's *Kızılcık Dalları* novels and the history book of the Turkish Historical Society. In this context, similar studies of researchers such as Pars and Pars (1954), Özön (1954), Pierce (1960), and Harıt (1971) followed Aksoy.

Studies on the Turkish vocabulary, which is a rich language in terms of both historical and current vocabulary, have an essential place in determining the teaching criteria suitable for the learning level of the target group, as well as determining the general characteristics of Turkish and its location among the world languages. Vocabulary studies undoubtedly constitute an essential part of the research on teaching Turkish as a mother tongue and foreign language. However, when we examine the studies that include Turkish teaching literature today, although there are few bibliometric studies on vocabulary teaching (Göçen & Okur, 2015; Sarı, 2020), it is seen that no bibliometric studies have been carried out on postgraduate thesis studies on Turkish vocabulary.

Bibliometric research (Pritchard, 1969), which aims to examine scientific information sharing tools with mathematical and statistical techniques, functions as a monitoring tool and can be used to pursue the activity level of the research area over time (Ziegler, 2009, p. 14). Bibliometric research also provides various opportunities for researchers to determine the general framework of the studies in a particular branch of science or subject area and to understand the direction of the trends. Based on this, the present study aims to determine the framework and trend of postgraduate thesis studies on vocabulary conducted in Turkish Education Department/Science programs of universities in Turkey and to contribute to the research on Turkish vocabulary. For this purpose, answers to the following questions were sought:

1. How is the distribution of theses on vocabulary according to their academic levels?
2. How is the distribution of the theses on vocabulary according to the years they were submitted?
3. How is the distribution of theses on vocabulary according to universities?
4. How is the distribution of theses on vocabulary according to institutes?
5. How is the distribution of the theses on vocabulary according to the academic titles of the advisors?
6. How is the distribution of theses on vocabulary according to research methods?
7. How is the distribution of theses on vocabulary according to research patterns?
8. How is the distribution of theses on vocabulary according to data collection tools?
9. How is the distribution of theses on vocabulary according to data analysis methods?
10. How is the distribution of theses on vocabulary according to their content?
11. How is the distribution of theses on vocabulary according to their aims?

METHOD

Research Design

In this study, postgraduate theses on Turkish vocabulary in Turkey, submitted to the Department of Turkish Education, were examined in terms of bibliometric parameters, and the current situation was determined. For this purpose, the bibliometric analysis method was preferred in the study. Bibliometric analysis is one of the scientific research methods used to show the historical distribution of some data related to books, theses, and periodicals by compiling and interpreting them, to determine the research trends at the national or universal level, and to reveal the rates of use (citation) (Pritchard, 1969, p. 348). At the same time, bibliometric studies are a study method for understanding the details in which the works identified in a scientific discipline or field of study are examined, evaluated, classified, and the situation is determined with realistic analyzes (Şahin et al., 2018, p. 37).

Data Collection

The data of this research consists of graduate theses on vocabulary conducted within the scope of Turkish Education in the database of Yüksek Öğretim Kurulu Ulusal Tez Merkezi (YÖKTEZ (The National Thesis Center of the Council of Higher Education, https://tez.yok.gov.tr) and indexed until 2022. In the YÖKTEZ database, by selecting the Subject: Education and Training option with Advanced Search and using the keywords "söz varlığı", "sözvarlığı", "söz dağarcığı", "sözcük dağarcığı", "söz hazinesi", "sözcük hazinesi", "kelime dağarcığı", "kelime serveti", "kelime varlığı", "kelime hazinesi". As a result of the scanning, 121 postgraduate theses were reached. One of them could not be included in the scope of the research due to a lack of access permission.

Data Analysis

This study, created by examining 121 theses on vocabulary submitted between 2002 and 2022 in Turkish Education Department graduate programs affiliated with Turkish universities, is a bibliometric analysis study. The data obtained from the YÖKTEZ database were first entered into the Data Entry Form prepared using Microsoft Excel software during the analysis process. A database was created regarding the basic categories of the research. Afterwards, the obtained data were transferred to SPSS 23 software, tabulated, and interpreted according to frequency and percentage values.

FINDINGS

In this part of the research, 103 master's and 18 doctoral theses on vocabulary submitted to Turkish Education

Departments of universities in Turkey were studied in terms of bibliometric parameters, and the following findings were obtained.

According to Table 1, the total number of graduate theses submitted between 2002 and 2022 on Turkish vocabulary in Turkish Education Department postgraduate programs is 121. Master's theses constitute the weighted part of the said graduate theses.

When Table 2 is examined, 2019 was the year in which the most thesis was produced (f=21, 17.35%) on the vocabulary of Turkish. This was followed by 2018 and 2021 (f = 13, 10.74%). Between 2002 and 2022, it is seen that every year since 2005, master's thesis studies have been carried out. It is noteworthy that doctoral theses were submitted every year between 2016 and 2022. In addition, more than half of the postgraduate theses (f=76, 63%) on Turkish vocabulary were written in the last five years. This reveals that the interest in Turkish vocabulary within postgraduate thesis has increased recently.

Table 3 shows that postgraduate theses on Turkish vocabulary were submitted in 36 different universities, one of which was a foundation university. The most thesis studies

were conducted at İnönü University (f = 13, 10.74%), followed by Gazi University (f = 12, 9.91%) and Marmara University (f = 8, 6.61%). In the vocabulary of Turkish, doctoral theses were submitted in only one university (Hatay Mustafa Kemal University), master's theses were submitted in 30 universities, and both master's theses and doctoral theses were submitted in 6 universities.

Table 1. Distribution of postgraduate theses on vocabulary by academic level

	f	%
Master's Thesis	103	85.12
PhD Thesis	18	14.87
Total	121	100

Table 2. Distribution of postgraduate theses on vocabulary according to the years they were submitted

Year	Master's Thesis		Doctoral Thesis	
	f	%	f	%
2022	5	4.85%	1	5.5
2021	10	9.70	3	16.6
2020	9	8.73	1	5.5
2019	20	19.41	1	5.5
2018	10	9.70	3	16.6
2017	3	2.91	1	5.5
2016	6	5.82	3	16.6
2015	6	5.82	-	-
2014	5	4.85	1	5.5
2013	4	3.88	-	-
2012	6	5.82	-	-
2011	3	2.91	-	-
2010	6	5.82	-	-
2009	2	1.94	1	5.5
2008	2	1.94	-	-
2007	1	0.97	1	5.5
2006	2	1.94	-	-
2005	2	1.94	2	11.1
2002	1	0.97	-	-
Total	103	100	18	100

Table 3. Distribution of postgraduate theses on vocabulary by universities

University	Master's Thesis		Doctoral Thesis	
	f	%	f	%
Abant İzzet Baysal University	1	0.97	-	-
Afyon Kocatepe University	2	1.94	-	-
Ağrı İbrahim Çeçen University	5	4.85	-	-
Akdeniz University	5	4.85	-	-
Ankara University	2	1.94	2	11.1
Atatürk University	2	1.94	2	11.1
Burdur Mehmet Akif Ersoy University	1	0.97	-	-
Bülent Ecevit University	1	0.97	-	-
Dokuz Eylül University	1	0.97	-	-
Erciyes University	2	1.94	-	-
Erzincan University	3	2.91	-	-
Fırat University	7	6.79	-	-
Gazi University	6	5.82	6	33.3
Hatay Mustafa Kemal University	-	-	1	5.5
İnönü University	9	8.73	4	22.2
Karadeniz Teknik University	2	1.94	-	-
Ahi Evran University	2	1.94	-	-
Kırıkkale University	1	0.97	-	-
Kilis 7 Aralık University	1	0.97		
Kütahya Dumlupınar University	5	4.85	-	-
Marmara University	7	6.79	1	5.5
Mersin University	2	1.94	-	-
Mevlâna University	1	0.97	-	-
Muğla Sıtkı Koçman University	1	0.97	-	-
Necmettin Erbakan University	4	3.88	-	-
Nevşehir Hacı Bektaş Veli University	1	0.97	-	-
Niğde University	1	0.97	-	-
Ondokuz Mayıs University	1	0.97	-	-
Pamukkale University	2	1.94	-	-
Sakarya University	2	1.94	2	11.1
Selçuk University	2	1.94	-	-
Siirt University	3	2.91	-	-
Sivas Cumhuriyet University	6	5.82	-	-
Tokat Gaziosmanpaşa University	6	5.82	-	-
Uşak University	3	2.91	-	-
Van Yüzüncü Yıl University	2	1.94	-	-
Yıldız Teknik University	1	0.97	-	-
Total	103	100	18	100

According to Table 4, most theses were submitted to the Institute of Education Sciences (f=78, 64.46%) in Turkish Education Department postgraduate programs. This was followed by the Institute of Social Sciences (f=31, 25.61%), and it was determined that the institutes that produced the most minor thesis on Turkish vocabulary were the Graduate School of Education (f=12, 9.91%). In addition, both master's theses and doctoral theses were submitted to the Institute of Education Sciences and Social Sciences. At the same time, only master's-level studies were included in the Graduate School of Education.

When Table 5 is examined, it is understood that supervisors administered 121 postgraduate theses on Turkish vocabulary with different academic titles. Thirty-four of these supervisors are professors, 36 Associate Professor and 51 Assistant Professor. Supervisors who directed the most postgraduate thesis on Turkish vocabulary (f=51, 42.14%) have the title of Assistant Professor. These theses are followed by those supervised by Associated Professors (f=36, 29.75%). Other theses, with a similar rate (f=34, 28.09%), were directed by Professors.

When the distribution of the master's theses on the vocabulary of Turkish in Table 6 according to research methods is examined, it is seen that the studies are mainly based on qualitative research methods. Of the 121 theses, 107 (88.42%) were based on qualitative method, 6 (4.95%) were based on mixed method, and the other 6 (4.95%) were based on quantitative method. In addition, the studies determined that 1 (0.82%) descriptive analysis and 1 (0.82%) correlational research method were used.

As can be seen in Table 7, 10 different research designs were used in theses related to Turkish vocabulary. The most commonly used design in research is a descriptive model (f=62). This is followed by document analysis (f=43). Seven of the theses are quasi-experimental designs; 2 of them are grounded theory and nesting single case study. In addition, 1 was an explanatory sequential pattern; 1 was a convergent parallel mixed method; 1 was the descriptive case; 1 was phenomenology; 1 was written using the action research design. It is seen that five different research designs are used in the master's theses and eight different research designs in the doctoral theses that make up the corpus of the research. Table 7 shows that descriptive method and document analysis research designs were preferred in vocabulary studies.

According to Table 8, documents (textbook/literary work) (f=86) come to the fore among the data collection tools used in postgraduate theses on Turkish vocabulary. These are followed by form/chart/inventory (f=10), questionnaire (f=7), achievement test (f=6), survey (f=6), worksheet (f=6), interview (f=4), social media tools (f=2), visual documents (cartoons) (f=1), verbal documents (musical works) (f=1) respectively. In addition, although to a lesser extent, studies in more than one data collection tool were also encountered. Especially textbooks and literary works are the tools that provide the most data at master's and Ph.D. levels. However, it is noteworthy that visual and verbal documents and social media tools are not used in postgraduate thesis studies at the PhD level.

Table 4. Distribution of postgraduate theses on vocabulary by institutes

University	Master's Thesis		Doctoral Thesis	
	f	%	*f*	%
Institute of Education Sciences	62	60.19	16	88.88
Graduate School of Education	12	11.65	-	-
Institute of Social Sciences	29	28.15	2	11.11
Total	103	100	18	100

Table 5. Distribution of postgraduate theses on vocabulary by academic titles of their advisors

Academic Title	Master's Thesis		Doctoral Thesis	
	f	%	*f*	%
Professor	20	19.41	14	77.77
Associate Professor	33	32.03	3	16.66
Assistant Professor	50	48.54	1	5.55
Total	103	100	18	100

Table 6. Distribution of postgraduate theses on vocabulary according to research methods

Methods	Master's Thesis		Doctoral Thesis	
	f	%	*f*	%
Quantitative	4	3.88	2	11.11
Qualitative	97	94.17	10	55.55
Mixed method	2	1.94	4	22.22
Descriptive analysis	-	-	1	5.55
Correlational research	-	-	1	5.55
Total	103	100	18	100

Table 7. Distribution of postgraduate theses on vocabulary according to research patterns

Research Design	Master's Thesis		Doctoral Thesis	
	f	%	*f*	%
Descriptive research	58	56.31	4	22.22
Quasi experimental design	3	2.91	4	22.22
Grounded theory	1	0.97	1	5.55
Explanatory sequential design	1	0.97	-	
Document analysis	38	36.89	5	27.77
Convergent parallel mixed methods	-	-	1	5.55
Nesting single case study	1	0.97	1	5.55
Explanatory case study	-	-	1	5.55
Phenomenology	-	-	1	5.55
Action research	1	0.97	-	-
Total	103	100	18	100

According to Table 9, it is seen that 13 different data analysis methods are used in the theses conducted on the vocabulary of Turkish. In some theses, more than one data analysis

method was used. Therefore, 132 data analysis methods were used in all theses (f=121). Content analysis (f=67) and document analysis (f=23) constitute the bulk of data analysis methods (68.18%) of postgraduate theses on Turkish vocabulary. This situation reveals that more emphasis should be placed on quantitative research in thesis studies on Turkish vocabulary.

When Table 10 is examined, it is seen that most of the theses on vocabulary (f=92, 76.03%) were conducted for determining the situation. In the thesis studies in this group, it is seen that the determination and diversity of the Turkish vocabulary contained in the documents are investigated in general. In addition, 20% (f=24) of the studies aim to determine the impact/contribution of Turkish vocabulary studies,

Table 8. Distribution of postgraduate theses on vocabulary according to data collection tools

Data Collection Methods	Master's Thesis		Doctoral Thesis	
	f	%	*f*	%
Document (Textbook/Literary work)	77	74.03	9	33.33
Social Media Tools (Instagram)	2	1.92	-	-
Visual document (Cartoon)	1	0.96	-	-
Verbal Document (musical works)	1	0.96	-	-
Form/Chart/Inventory	5	4.80	5	18.51
Achievement test	3	2.88	3	11.11
Scanning test	-		2	7.40
Survey	6	5.76	1	5.55
Questionnaire	3	2.88	3	11.11
Interview	3	2.88	1	3.70
Worksheet	3	2.88	3	11.11
Total	104	100	27	100

Table 9. Distribution of postgraduate theses according to data analysis methods

Data Analysis Methods	Master's Thesis		Doctoral Thesis	
	f	%	*f*	%
Document analysis	23	21.69	-	-
Content analysis	56	52.83	11	42.30
Descriptive analysis	11	10.37	3	11.53
Chi-square test	2	1.88	-	-
Mann-Whitney U test	3	2.83	1	3.84
Kruskal Wallis Test	2	1.88	1	3.84
Tamhane-T2 test	1	0.94	-	-
Levene Statistics	2	1.88	1	3.84
Kolmogorov-Smirnov (K-S) test	2	1.88	2	7.69
Shapiro-Wilks test	1	0.94	1	3.84
Miles-Huberman model	1	0.94	-	-
T test	2	1.88	3	11.53
Wilcoxon Signed Rank test	-	-	3	11.53
Total	106	100	26	100

and 4% (f=5) aim to analyze the vocabulary and findings comparatively.

Table 11 shows that the postgraduate theses on Turkish vocabulary are mostly (f=43, 35.53%) conducted to examine the vocabulary of literary works and different literary genres from various perspectives. Accordingly, approximately 1/3 of the thesis studies in the literature aim to identify and classify the vocabulary elements of literary works. In addition, in these studies, the frequency of use of vocabulary elements in literary works was determined and indexed. Literary works examined in these theses usually consist of stories and novels written for children. In addition, it is seen that other literary genres, such as tales, anecdotes, poems, and legends, are also subject to thesis studies. In addition, in some theses, the vocabulary of literary works and the values and educational messages they contain, and in some theses, the contributions of literary works to Turkish teaching have been evaluated together.

In 1/4 of the postgraduate theses on the vocabulary of Turkish (f=27, 22.31%), the vocabulary in Turkish textbooks and various teaching materials is examined. In the theses that make up this group, besides the Turkish vocabulary of the textbooks as in the literary works, the values of education and the contributions of the textbooks to the development of the students' vocabulary were also evaluated.

The target population of almost all the thesis studies on the vocabulary of students in Turkish Education Department postgraduate programs is secondary school students. It is seen that the postgraduate theses (f=28, 23.14%) on the

Table 10. Distribution of postgraduate theses on vocabulary according to their aims

Aim	Master's Thesis		Doctoral Thesis	
	f	%	*f*	%
Determining the Situation	83	80.58	9	50
Identifying Impact/Contribution	18	17.47	6	33.33
Comparing	2	1.94	3	16.66
Total	103	100	18	100

Table 11. Distribution of graduate theses on vocabulary by subject

Subject	Master's Thesis		Doctoral Thesis	
	f	%	*f*	%
Vocabulary of Turkish in literary works and literary genres	39	37.86	4	22.22
Vocabulary in Turkish textbooks and various teaching materials	25	24.27	2	11.11
Turkish vocabulary skills of secondary school students	21	20.38	7	38.88
Teaching Turkish to foreigners and vocabulary of Turkish	12	11.65	4	22.22
Vocabulary of Turkish in social media and communication tools	6	5.82	1	5.55
Total	103	100	18	100

Turkish vocabulary of secondary school students are mainly studies aimed at determining and developing the target vocabulary of the students. It was determined that these studies were carried out by evaluating the written and oral expressions of the students.

Textbooks, literary texts, various auxiliary materials (Web 2.0 tools, songs), and exams used in teaching Turkish to foreigners were examined in theses (f=16, 13.22%) related to teaching of Turkish as a foreign language. In such theses, it was tried to determine the Turkish vocabulary, and international students' contribution to the development of Turkish target vocabulary was investigated.

Considering the theses (f=7, 5.78%) that focus on the vocabulary of Turkish in social media and communication tools, television and cinema films, media conversations, Instagram, online games, etc. were evaluated to determine the Turkish vocabulary in such tools and their contribution to the development of the vocabulary of secondary school students.

DISCUSSION AND CONCLUSION

In this research, the academic levels of 121 postgraduate theses on Turkish vocabulary conducted on Turkish Education Department postgraduate programs, the years they were submitted, the universities and institutes to which they were submitted, the academic titles of the supervisors, research methods and designs, data collection tools, data analysis methods, preparation purposes, and subjects were analyzed.

The majority (85%) of these postgraduate theses were composed of master's theses. It is seen that postgraduate theses on Turkish vocabulary have been submitted almost every year from 2002 until the half of 2022. It is seen that more than half of the master's theses and doctoral theses (63%) were submitted in the last seven years. This situation shows that Turkish vocabulary is considered an increasingly important subject in postgraduate studies in Turkish education.

Examining the universities where the theses were submitted, it was found that doctoral theses were submitted to 1 university, master's theses were submitted to 27 universities, and both master's and doctoral theses were submitted to 6 universities. Notably, only one of these theses was submitted to a foundation university. When the distribution of postgraduate theses according to the institutes is examined, it has been determined that most theses (64%) were submitted to the Institutes of Education Sciences. This was followed by the Institute of Social Sciences (25%) and Graduate School of Education (10%). This can be explained by the fact that Turkish Education Departments are gathered under the roof of Educational Sciences Institutes in many universities.

When the postgraduate theses on Turkish vocabulary are considered in terms of the titles of the supervisors who directed the theses, half of the master's theses were supervised by Assistant Professors (51%). It was seen that the academicians who supervised the doctoral theses were predominantly Professors (78%). In contrast, professors directed 20% of the master's theses. Regarding academic career steps, the expectation is that academicians with the title of professors should reflect the knowledge and experience of the master's level theses more.

Qualitative research methods (88%) were primarily used in postgraduate theses on Turkish vocabulary, and there were few experimental studies on the subject. Based on this, it can be said that there is a need for empirical studies on Turkish vocabulary in Turkish teaching. However, ten different research designs were used in theses related to Turkish vocabulary. A descriptive study was used in 51% of the studies. This was followed by document analysis with a rate of 34%. In addition, five different research designs were used in the master's thesis and eight different research designs in the doctoral theses.

In the postgraduate theses on the vocabulary of Turkish, 66% of the documents (literary work/textbook) were preferred as the data collection tool. The rate of literary Works, among other data collection tools, is 37%, and the rate of textbooks and other teaching materials is 21%. The ratio of documents (form/schedule, questionnaire, achievement test, scanning test, scale, worksheet) used to determine students' vocabulary to other data collection tools is 31%. It is seen that social media tools and visual-verbal documents are used very little (3%) as data collection tools in postgraduate theses related to the development of students' vocabulary. Moreover, it is striking that such data collection tools are not used at all in doctoral theses.

Half of the data analysis methods (50%) of the postgraduate theses on Turkish vocabulary are content analysis. This method is followed by document review with a ratio of 17% and descriptive analysis with 11%. This situation shows that quantitative research methods should be used more in postgraduate thesis studies on Turkish vocabulary.

Postgraduate theses on Turkish vocabulary were mainly conducted to determine the situation (76%). For this purpose, it is focused on determining the vocabulary elements of literary works (proverbs, idioms, reduplications, stereotypes, terms, foreign words, translated words), classifying them thematically, and determining the frequency of use and the suitability of these works for Turkish teaching. It is aimed to assess the impact/contribution of 20% vocabulary in postgraduate theses. Subjects such as "defining the contribution of literary works to the development of children's vocabulary" or "examining the effect of online games on the vocabulary of Turkish" exemplify this aim. Of postgraduate theses 4% aim to reveal various comparisons of vocabulary. In some theses submitted to achieve this aim, it was determined that multiple books used in Turkish teaching were compared in terms of vocabulary elements.

Postgraduate theses on the vocabulary of Turkish can be evaluated under four groups in terms of the subjects they include. Of the theses 35% are about the vocabulary of literary works. These studies are aimed at determining the vocabulary elements of literary works, examining these elements in terms of values education and the educational messages it contains, their contributions to Turkish teaching, their suitability for children's age levels, etc., evaluated from different angles. Of postgraduate theses 22% are about vocabulary in Turkish textbooks and teaching materials. In this regard,

the different types of texts in Turkish textbooks and various applications for teaching Turkish (my dictionary is in the notebook, reading agenda, etc.) to the student's vocabulary are discussed. Of the postgraduate theses 23% are related to secondary school students' vocabulary. In the theses in this context, various types of research mainly aimed at determining and developing the target vocabulary of secondary school students. The 13% of the identified postgraduate theses, include the subject of vocabulary in teaching Turkish to foreigners. The theses written for this purpose focus on the effects of the books and various teaching materials used in teaching Turkish to foreigners on developing students' Turkish vocabulary. The 6% of the postgraduate theses are aimed at researching the vocabulary of Turkish in social media and communication tools. Theses in this group are generally written to determine the contribution of visual and auditory tools in social media to students' vocabulary.

This study determines the framework and trend of postgraduate theses on vocabulary prepared in Turkish Education Department programs of universities in Turkey and contributes to the research on Turkish vocabulary. Further studies can be conducted by examining journal articles written in the field of vocabulary with different bibliometric parameters.

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