

Research on Turkish Teaching Course Books as a Foreign Language in terms of Word Teaching Strategies*

Research Article

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ABSTRACT

In this study, vocabulary teaching strategies in the course books used in teaching Turkish as a foreign language classes were examined comparatively, and additionally the strategies that did not exist in the books but used by the course teachers, their application methods, and frequencies were tried to be determined. In this qualitative case study, Turkish course books used in Turkish classes for foreigners, structured observation forms prepared by gathering expert opinion, and questionnaires filled by course teachers were utilized. The study was carried out within the framework of three A1 level course books on teaching Turkish as a foreign language: 1) *Yabancılar İçin Türkçe (Turkish for Foreigners)* by Istanbul University, 2) *Yedi İklim (Seven Climate)* by Yunus Emre Institute, 3) *Yabancılar için Türkçe (Turkish for Foreigners)* by Gazi University. The structured observation form that was prepared to follow the course processes was applied in nine classes in Language Center of Istanbul University, Turkish Teaching Center of Yıldız Technical University, and Turkish Teaching Center of Gazi University (3 each). The questionnaire forms, another the data collection tool of the research, were applied to 90 lecturers in the cities of Ankara, Istanbul, Kastamonu, Trabzon, Gaziantep, Tbilisi, and Sarajevo. According to the results of the research, it was found out that the number of activities that included the strategies and the frequencies of the strategies in the course books on teaching Turkish as a foreign language were varied. It was observed that all of the predetermined vocabulary teaching strategies did not exist in the course books. It was also discovered that the course teachers did not possess adequate knowledge and awareness about vocabulary teaching strategies.

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Keywords:

Teaching Turkish as a foreign language, Vocabulary teaching, Vocabulary learning strategies.

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Introduction

In today's world, people's need to communicate with each other is rapidly increasing. With the globalization process, a more comprehensive communication network has begun to exist among people. Technological developments of this network has paved the way for its spread to many fields such as education, science, art, culture, and politics. Effective communication and information flow in these areas require to establish a healthy communication between different societies. These developments have made it compulsory for the individuals who make up the societies to learn a foreign language.

In order for individuals to be in an effective communication process, they should be able to express their feelings and thoughts freely, understand what they read and hear correctly, and be clear in what they speak and write. (Büyükkiz & Hasırcı, 2013, p. 146). It is not enough for societies to know their own language in order to have a wide network. A second language apart from the mother tongue provides integration with the world, and it deepens and broadens the viewpoints human beings about the events and situations, regardless of their field. Barın (1992, p. 6) stated that the reasons for learning foreign languages include receiving a good education, universality in language policy, getting to know different cultures, trade, immigration, and related social movements.

Nowadays Turkish, which is taught in Turkey and all over the world for various reasons, is rapidly moving towards becoming a world language. In Turkey, there are currently a total of 85 Turkish Education Centers (TEC) within the body of universities (Boylu & Başar, 2016, p. 318).

Because Turkish is being preferred as a foreign language by foreigners in recent years due to several reasons such as business, education, travel etc., the subject of how to teach Turkish has been brought to the agenda, and the number of studies in this direction has begun to increase. In order to ensure that language teaching systems and language skills in the world are combined in a common denominator and program, and that people can use the language they learn to communicate, "The Common European Framework of Reference for Languages has been developed" (CEFR, 2013, p. 11). The framework of reference also defines the progress that students will make in the learning process and language proficiency levels that allow learning to be measured throughout life (CEFR, 2001, p. 1). In foreign language teaching, it is known that language levels consist of three main levels: beginner, intermediate and advanced. Language policies and language teaching strategies implemented in European countries have begun to be adopted by Turkey. Common criteria in foreign language teaching have been achieved in "European Language Portfolio (ELP)", which was created based on the philosophy of learner's independence, self-evaluation, and cultural diversity of Common Framework Program for Teaching European Languages. The skill levels specified in ELP are A1, A2 (Breakthrough, Waystage); B1, B2 (Threshold, Vantage); and C1, C2 (Effective Operational Proficiency, Mastery) (MEB Translation Commission, 2009, p. 20).

The main goal of learning a second language is to be able to provide communication comfortably in that language. Effective communication in a foreign language requires basic vocabulary and the subtleties of that language. This situation brings Turkish, which has a rich content in terms of vocabulary, to an important position. The appropriate strategies and teaching techniques prepared by institutions and trainers will help increase the competent use of this rich content and will play a role in making Turkish widespread as a second language and making it a reason for preference.

Words are the basic building blocks of language (Lewis, 1993, p. 89). In addition, the more words we know, the more we can communicate and speak (Gough, 2001, p. 3). It is important to learn the words of a language because it is the words that have the real meaning. Using very little grammar, what is meant can also be expressed by words. Newspaper headlines do not use grammar rules; but still transmit the desired message (Sarigül, 2017, p. 93). As it is understood from the definitions, words are the basic building blocks for

individuals to communicate and express themselves. Considering vocabulary teaching is in this framework, it could be possible to conclude that grammatical and phonetic communication cannot be conducted without sufficient vocabulary knowledge and that the selection, quantity and teaching strategies are important for language teaching.

Problem

The main problems encountered in teaching Turkish as a foreign language could be due to the teachers' inability to know what to teach with their course materials (textbooks, workbooks, exercise books, etc.) and their inability to teach effectively. It is important for the teachers to develop course materials, find out effective learning ways and strategies that can be used in different learning situations, or learn how to use them effectively. Taking these issues into consideration, the problem of this study is "How were the vocabulary teaching strategies used in teaching Turkish as a foreign language course books prepared?" constitutes the question. Within the scope of this study and the framework of the problem, the following research questions were sought to be answered:

a) What are the vocabulary teaching strategies in TTFL course books?

b) What are the frequency and methods of vocabulary teaching in TTFL course books?

c) Do the vocabulary teaching strategies in TTFL course books coincide with the strategies applied by the course teachers?

The Aim Of The Study

The general purposes of this study are to comparatively examine the place, intended purposes and forms of vocabulary learning strategies in TTFL course books, to find out the differences between these issues, to show the ways and frequencies applied by the course teachers, and to raise awareness within the framework of these strategies.

The Significance of the Study

The number of studies in foreign language teaching field increase day by day and the methods and strategies used in this field are developing and becoming more diversified. From this point of view, it is necessary to conduct new studies for TTFL and to create new methods and strategies in this context. In this sense, it can be thought that vocabulary teaching could form the basis of new methods and strategies being developed in teaching a language with rich vocabulary like Turkish. The general aim of this study, which has been prepared by taking these points into consideration, is to identify and present what strategies are employed to teach Turkish vocabulary in the scope of TTFL and to what extend vocabulary learning skills are used in the learning process.

Methodology

Research Design

The case study method, a qualitative research design, was adopted in this study. The most basic feature of case studies is that they allow to investigate one or more cases in depth. In other words, factors related to a situation (environment, individuals, events, processes etc.) are investigated with a holistic approach and the emphasis is put on how they affect the related situation. (Yıldırım & Şimşek, 2016, p. 290). The study consists of several vocabulary teaching strategies. Since different teaching strategies in the study are divided into several sub-units making it possible to compare different situations, a multiple case-holistic design was applied. Multiple cases discussed in studies that used a multiple case-holistic design can be divided into several sub-units within themselves and these cases can be examined comparatively (Yıldırım & Şimşek, 2016, p. 302).

Data Collection Tools

The data of the study were collected from three TTFL course books: 1) “Yabancılar İçin Türkçe Öğretim Ders Kitabı (A1)” by Language Center of Istanbul University, 2) “Yedi İklim Türkçe Ders Kitabı (A1)” by Yunus Emre Institute, and 3) “Yabancılar İçin Türkçe Öğretim Ders Kitabı (A1)” by Turkish Education Center of Gazi University. The vocabulary teaching activities available in the units of “My World, Our Family, Hello” which belong to the theme of “My family” in these course books were used. Therefore, the study was limited to three vocabulary teaching activities: “My World” unit in the course book of Istanbul University Language Center, “My Family” unit in Yunus Emre Institute’s “Yedi İklim Türkçe Ders Kitabı”, and “Hello” unit in Gazi University’s “Yabancılar için Türkçe Ders Kitabı”. The names of the course books used in the current study will be abbreviated as TFIU (Yabancılar İçin Türkçe ‘Turkish for Foreigners’ by Istanbul University), SCYEI (Yedi İklim ‘Seven Climate’ by Yunus Emre Institute) and TFGU (Yabancılar için Türkçe ‘Turkish for Foreigners’ by Gazi University).

Data Collection Tools

Nine sub-sections in the "My Family, My Family, Hello" units of all course books were categorized under three sections which were the vocabulary teaching strategies applied in order to grasp the meaning when an unknown word is encountered: a) to indicate the word meaning, b) to deepen the vocabulary, and c) to learn new word concepts (Karadağ, 2013, p. 83-91). The upper and sub-categories of vocabulary teaching strategies determined by Karadağ (2013) are as follows:

1. Strategies to grasp the meaning when an unknown word is encountered

- 1.1. Using context clues
- 1.2 Searching for the word in the context of another phrase, sentence and text
- 1.3 Using morphology awareness
- 1.4 Guessing
- 1.5 Using a dictionary
- 1.6 Benefitting from images
- 1.7 Using drama

2. Strategies to finalize the word meaning and deepen vocabulary

- 2.1 Producing context
- 2.2 Intertextual reading
- 2.3 Creating a vocabulary notebook / dictionary
- 2.4 Creating a mind map

3. Strategies to learn new words and concepts

- 3.1 Building language awareness
- 3.2 Being open to communication
- 3.3 To develop the habit of listening and reading

The words categorized in line with the vocabulary teaching strategies were handled according to the document review. Each vocabulary teaching activity in the course books was thoroughly analyzed by the researchers in line with the relevant categories. A structured observation form was developed in accordance

with the vocabulary teaching strategies in the course books, and how the course teachers who had expert identity applied these strategies in their teaching was monitored. Configuring vocabulary teaching strategies as a questionnaire, the application frequencies of course teachers were included in the study as quantitative data.

Data Analysis

The data in all instructional activities for teaching vocabulary in course books were determined by content analysis in line with the criteria list shown in data collection tools and categorical inferences were obtained. In addition to these categories, two sub-categories that appeared in course books were created with content analysis studies and the data collection tool was finalized accordingly. The data from the information included in the structured observation forms prepared to monitor the process of implementing the prescribed strategies, and from the questionnaire forms were analysed through content analysis. The main purpose of content analysis is to attain the concepts and relationships that can explain the collected data. In this way, concepts and themes can be explored in a way that is not noticed with a descriptive approach to content analysis. The hidden facts available in the data can be revealed and be presented in an organised way through certain concepts and themes in a way that the reader understands clearly. (Yıldırım & Şimşek, 2016, p. 242). Quantitative data on vocabulary teaching strategies in related categories were analyzed through descriptive analysis. “The data summarized and interpreted in descriptive analysis are subjected to a deeper process with content analysis, and concepts and themes that can not be recognised with the descriptive approach are discovered as a result of this analysis” (Yıldırım & Şimşek, 2016, p. 259).

Findings

Findings and comments on vocabulary teaching strategies in course books

In this section, the vocabulary teaching strategies in three course books (İstanbul Yabancılara İçin Türkçe, Yedi İklim Türkçe, Yabancılar İçin Türkçe) were determined and interpreted qualitatively and quantitatively.

Findings and comments on strategies used to grasp the meaning when an unknown word is encountered

Under this heading, a total of seven different strategies, referring to the context of the word, searching the word in the context of another expression, sentence and text, using morphology awareness, guessing, using a dictionary, using visuals and drama have been evaluated and interpreted.

The strategy of referring to the context in which the word is located.

Quantitative findings regarding the strategy of referring to the context in which the word is located are shown in Table 1:

Table 1. The strategy of referring to the context in which the word is located

TFIU			SCYEI				TFGU		
My world			Our family				Hello		
My family	My friends	Away from my family	My family and me	My home	My Address	My friends and me	Who am I	What is he/she like	My home and environment
12	0	0	0	0	0	0	0	0	0

From the quantitative data in Table 1, it was found out that a total of 12 words under sub-headings in “My World” unit in TFIU were prepared in consideration of the vocabulary teaching strategy of referring to the context in which the word is located. It was seen that the vocabulary teaching strategy of referring to the context in which the word is located was not used in the sub-headings of “Our Family” unit in SCYEI and “Hello” unit in TFGU.

The strategy of searching for the word in another context, sentence, and text

It was found out that the vocabulary teaching strategy of searching for the word in the context of another phrase, sentence and text was not employed in any of the books. The fact that this strategy requires a higher level of language usage could be cited as a reason why A1 level course books do not prefer using this strategy.

The strategy of using morphology awareness

Quantitative findings on the strategy of using morphology awareness are shown in Table 2.

Table 2. The strategy of using morphology awareness

TFIU			SCYEI				TFGU		
My world			Our family				Hello		
My family	My friends	Away from my family	My family and me	My home	My Address	My friends and me	Who am I	What is he/she like	My home and environment
19	40	2	0	25	21	0	20	0	0

The quantitative data in Table 2 reveal that 61 words under sub-headings in “My World” unit in TFIU, 46 words under sub-headings in “Our Family” unit in SCYEI, and 20 words under sub-headings in “Hello” unit in TFGU were prepared in consideration of the vocabulary teaching strategy of using morphology awareness.

The strategy of guessing

Quantitative findings on the guessing strategy are shown in Table 3.

Table 3. The strategy of guessing

TFIU			SCYEI				TFGU		
My world			Our family				Hello		
My family	My friends	Away from my family	My family and me	My home	My Address	My friends and me	Who am I	What is he/she like	My home and environment
4	5	0	0	0	0	0	0	0	0

The quantitative data in Table 3 show that 9 words under sub-headings in “My World” unit in TFIU were prepared in consideration of the vocabulary teaching strategy of guessing. It was found out that the vocabulary teaching strategy of guessing was not employed under sub-headings of “Our Family” unit in SCYEI and “Hello” unit in TFGU.

The strategy of using dictionary

The vocabulary teaching strategy of using a dictionary was not detected in any course books. The reason for not using this strategy in A1 books could stem from the lack of source materials that students can benefit from by looking the word up in another phrase or sentence without consulting another language within the context of A1 level vocabulary in the field of TTFL.

The strategy of benefitting from images

Quantitative findings on the strategy of using images are shown in Table 4.

Table 4. The strategy of benefitting from images

TFIU			SCYEI				TFGU		
My world			Our family				Hello		
My family	My friends	Away from my family	My family and me	My home	My Address	My friends and me	Who am I	What is he/she like	My home and environment
5	5	8	0	43	0	0	5	0	0

The quantitative data in Table 4 show that a total of 18 words under sub-headings in “My World” unit in TFIU, 43 words under sub-headings in “Our Family” unit in SCYEI, and 5 words under sub-headings in “Hello” unit in TFGU were prepared in consideration of the strategy of using images.

The strategy of using drama

Quantitative findings regarding the strategy of using drama are shown in Table 5.

Table 5. The strategy of using drama

TFIU			SCYEI				TFGU		
My world			Our family				Hello		
My family	My friends	Away from my family	My family and me	My home	My Address	My friends and me	Who am I	What is he/she like	My home and environment
0	0	0	8	0	0	0	0	0	0

From the quantitative data in Table 5, it was found out that a total of 8 words in sub-headings in “Our Family” unit in SCYEI were prepared in consideration of the vocabulary teaching strategy of using drama. It can also be seen that the vocabulary teaching strategy of using drama was not applied in sub-headings in “My World” unit in TFIU and in “Hello” unit in TFGU.

2. Strategies to finalize the word meaning and deepen vocabulary

Under this heading, a total of four different strategies, namely producing context, intertextual reading, creating a vocabulary notebook / dictionary, and creating a mind map, were evaluated and interpreted.

The strategy of producing context

Quantitative findings regarding the strategy of producing context are shown in Table 6.

Table 6. The strategy of producing context

TFIU			SCYEI				TFGU		
My world			Our family				Hello		
My family	My friends	Away from my family	My family and me	My home	My Address	My friends and me	Who am I	What is he/she like	My home and environment
12	0	0	13	12	0	0	15	0	0

The analysis of the quantitative data in Table 6 shows that a total of 12 words in sub-headings in “My World” unit in TFIU, 25 words in sub-headings in “Our Family” unit in SCYEI, and 15 words in sub-headings in “Hello” unit in TFGU were prepared in consideration of the vocabulary teaching strategy of producing context.

The strategy of intertextual reading

The vocabulary strategy of intertextual reading was not employed in the books. *Intertextual reading is “to create new inferences by establishing relationships between thoughts and ideas in the texts”* (Akyol, 2012, p.232). According to Kristeva (cited from Akyol, 2012, p.235) *“Any text is constructed as a mosaic of quotations; any text*

is the absorption and transformation of another". Intertextual reading is an important skill in learning the different meaning relations of words and word groups and making the word meaning more concrete and permanent in the mind. Since intertextual reading is a high level skill, the reason why this strategy was not used in A1 books could stem from that language learners at A1 level had difficulty in learning Turkish words at this level through an intertextual reading strategy and that the lack of information on the linguistic infrastructure of words and phrases which are necessary for looking up the words in a different sense or expression.

The strategy of creating a vocabulary notebook/dictionary

The vocabulary teaching strategy of creating a vocabulary notebook/dictionary was not implemented in any course books. Although the strategy of creating a vocabulary notebook/dictionary is an extremely important activity in terms of making the meanings of the newly learned words precise and permanent, the reason why this strategy does not exist in course books could stem from that it is a product of writing skill while the A1 level students who have just started learning Turkish benefit mostly from speaking and reading oriented skills.

The strategy of creating a mind map

Quantitative findings regarding the strategy of creating a mind map are shown in Table 7.

Table 7. The strategy of creating a mind map

TFIU			SCYEI				TFGU		
My world			Our family				Hello		
My family	My friends	Away from my family	My family and me	My home	My Address	My friends and me	Who am I	What is he/she like	My home and environment
0	7	0	9	0	0	0	13	0	0

The analysis of the quantitative data in Table 7 shows that a total of 7 words under sub-headings in "My World" unit in TFIU, 9 words under sub-headings in "Our Family" unit in SCYEI, and 13 words under sub-headings in "Hello" unit in TFGU were prepared in consideration of the vocabulary teaching strategy of creating a mind map.

Strategies to learn new words and concepts

Under this heading, a total of three different strategies namely building language awareness, being open to communication, and developing the habit of listening and reading, were analysed and interpreted.

The strategy of building language awareness

Quantitative findings on the strategy of building language awareness are shown in Table 8.

Table 8. The strategy of building language awareness

TFIU			SCYEI				TFGU		
My world			Our family				Hello		
My family	My friends	Away from my family	My family and me	My home	My Address	My friends and me	Who am I	What is he/she like	My home and environment
0	0	10	0	0	0	0	0	0	0

The quantitative data in Table 8 show that a total of 10 words under sub-headings in "My World" unit in TFIU are prepared with the strategy of building language awareness. It is observed that the vocabulary teaching strategy of building language awareness was not employed under sub-headings in "Our Family" unit in SCYEI and in "Hello" unit in TFGU.

The strategy of being open to communication

Quantitative findings on the strategy of being open to communication are shown in Table 9.

Table 9. The strategy of being open to communication

TFIU			SCYEI				TFGU		
My world			Our family				Hello		
My family	My friends	Away from my family	My family and me	My home	My Address	My friends and me	Who am I	What is he/she like	My home and environment
2	1	2	6	1	0	0	0	9	0

The quantitative data in Table 9 show that a total of 5 words under sub-headings in “My World” unit in TFIU, 7 words under sub-headings in “Our Family” unit in SCYEI, and 9 words under sub-headings under “Hello” unit were prepared in consideration of the strategy of being open to communication.

The strategy of developing the habit of listening and reading

Quantitative findings on the strategy of developing the habit of listening and reading are shown in Table 10.

Table 10. The strategy of developing the habit of listening and reading

TFIU			SCYEI				TFGU		
My world			Our family				Hello		
My family	My friends	Away from my family	My family and me	My home	My Address	My friends and me	Who am I	What is he/she like	My home and environment
37	98	83	47	65	24	46	51	60	58

The quantitative data in Table 10 reveal that 218 words under sub-headings in “My World” unit in TFIU, 136 words under sub-headings in “Our Family” unit in SCYEI, and 215 words under sub-headings in “Hello” unit in TFGU were prepared in consideration of the strategy of developing the habit of listening and reading.

Findings and comments on vocabulary teaching strategies used by teachers in the classroom

In this section, the vocabulary teaching strategies used by course teachers who teach Turkish to foreigners in language classes were analysed within the framework of structured observation and questionnaire findings. Observation results and questionnaire findings were interpreted under the related headings respectively.

Findings and comments on strategies used to grasp the meaning when an unknown word is encountered

Under this heading, a total of seven different vocabulary teaching strategies used by course teachers, which were referring to the context of the word, searching the word in the context of another expression, sentence and text, using morphology awareness, guessing, using a dictionary, using visuals and drama, and findings related to questionnaires were analysed and interpreted.

The strategy of referring to the context in which the word is located

The findings of the vocabulary teaching strategy of referring to the context in which the word is located used by the language teachers in the classroom are shown in the table below.

Table 11. The strategy of referring to the context in which the word is located

1. Strategies to grasp the meaning when an unknown word is encountered	Never		Sometimes		Frequently		Always	
	n	%	n	%	n	%	n	%
I teach by referring to the context.	1	1.1	5	5.6	45	50	39	43.3

The findings regarding the strategy of referring to the context in which the word is located included in the questionnaire form show that this strategy was never used by one of the language teachers (1.1%), sometimes used by 5 teachers (5.6%), frequently used by 45 teachers (50%), and always used by 39 teachers (43.3%). The analysis of the questionnaire findings shows that the frequency of use of the strategy of referring to the context was high with a percentage of 93.3 when the teachers' responses "always" and "frequently" were taken into account.

Throughout the observation process of the language teachers, it was observed that they frequently employed the vocabulary teaching the strategy of referring to the context in which the word is located. This strategy was consulted in the use of personal pronouns, possessive suffixes and the analysis of sentence groups. It was observed that T1 (Teacher 1) and T2 tried to raise awareness for the teaching of the usage of personal pronouns, "ben (I), sen (you), o (s/he), biz (we), siz (you), onlar (them)", and the relationships of possessive suffixes of personal pronouns with the preceding and following words and word groups. It was also observed that the language teacher coded as T5 taught the words *dolap* (cabinet) and *kalp* (heart) by giving examples such as *benim dolabım* (my cabinet), *senin dolabın* (your cabinet), *onun dolabı* (his cabinet), *benim kalbim* (my heart), *senin kalbin* (your heart), *onun kalbi* (his heart), and using possessive suffixes in this way, T5 explained the target words in a content integrity and employed the strategy of referring to the context in which the word is located. While explaining the word *üstünde* (on) in the sentence "Masanın üstünde kalem var" (There is a pen on the table), the teacher coded as T6 wrote the words *masa* (table), *kalem* (pen), and *var* (there is) one by one on the board and posed the question: "Where is the pen?". By doing this, T6 wanted students to raise awareness for the use of the word *üstünde* (on), and used the strategy of referring to the context. It has been observed that while teaching the words for occupations such as doctor, nurse, firefighter, butcher, driver, and pilot, T8 created a sentence for each word and explained these occupational names by referring to the context within the sentence. It was seen that T8 taught the word *doctor* using the sentence "The doctor is working in the hospital and treating the patients.", and the word *nurse* using the sentence "The nurse is working in hospital and helping the doctor.", the word *firefighter* using the sentence "The fireman is extinguishing the fire.", the word *butcher* using the sentence "The butcher is selling meat.", the word *driver* using the sentence "The driver is driving a car.", and the word *pilot* using the sentence "The pilot is flying a plane.". Therefore, the strategy of referring to the context was employed. As a result, it was understood that the findings gathered from the questionnaire forms and the observations regarding this strategy supported each other.

The strategy of searching for the word in another context, sentence, and text

The findings of the vocabulary teaching strategy of searching for the word in another context, sentence, and text included in the questionnaire form used by the language teachers are shown in the table below.

Table 12. The strategy of searching for the word in another context, sentence, and text

1. Strategies to grasp the meaning when an unknown word is encountered	Never		Sometimes		Frequently		Always	
	n	%	n	%	n	%	n	%
I direct them to look for the meaning in the context of another expression, sentence and text.	5	5.6	29	32.2	38	42.2	18	20

The questionnaire findings of the strategy of searching for the word in another context, sentence, and text show that 5 language teachers (5.6%) never used this strategy, 29 teachers (32.2%) sometimes used, 38 teachers (42.2%) frequently used, and 18 teachers (20%) always used the above mentioned strategy. It was understood that the frequency of using the strategy of searching for the word in another context, sentence, and text was at a moderate level with a percentage of 74.2% when the teachers' responses "sometimes" and "frequently" were taken into account.

However, in the observation process, it was monitored that 10 language teachers did not use the strategy of searching for the word in another context, sentence, and text, which was one of the strategies to finalize the word meaning and deepen vocabulary. From the data gathered from the classroom observations, it was revealed that this strategy was not used in the classroom although 38 language teachers remarked that they frequently used and 18 language teachers remarked they always used this strategy. Therefore, this could be indicators of providing inappropriate language instruction regarding the language level of students and the lack of professional knowledge of language teachers.

The strategy of using morphology awareness

The findings of the vocabulary strategy of using morphology awareness included in the questionnaire form used by the language teachers are shown in the table below.

Table 13. The strategy of using morphology awareness

1. Strategies to grasp the meaning when an unknown word is encountered	Never		Sometimes		Frequently		Always	
	n	%	n	%	n	%	n	%
I use morphology awareness.	4	4.4	34	37.8	38	42.2	14	15.6

The analysis of the questionnaire findings regarding the strategy of morphology awareness shows that 4 language teachers (4.4%) never used this strategy, 34 teachers (37.8%) sometimes used, 38 teachers (42.2%) frequently used, and 14 teachers (15.6%) always used. It was thought that the frequency of using the strategy of morphology awareness was at a moderate level with a percentage of 80 % when the teachers' responses "sometimes" and "frequently" were taken into account.

It was observed that language teachers frequently used this strategy during the observation process as they stated in the questionnaire forms. Language teachers used this strategy of morphology awareness while teaching *possessive suffixes, derivational suffixes, and present continuous tense suffix*. T1 illustrated possessive suffixes with "benim kalemim (my pen), senin kalemin (your pen), onun kalemi (his/her pen), bizim kalemimiz (our pen), sizin kaleminiz (your pen), onların kalemleri (their pens), benim arabam (my car), senin araban (your car), onun arabası (his/her car), bizim arabamız (our car), sizin arabanız (your car), onların arabaları (their cars)" and tried to instruct that the words ending with a consonant letter are suffixed with "im, in, i, imiz, iniz, leri", and the words ending with a vowel letter are suffixed with "m, n, sı, mız, nız, ları". It was observed that T3 illustrated the use of verb forms in present continuous tense with conveying the meaning of the verbs "gel-mek (to come), oku-mak (to read), konuş-mak (to speak), yürü-mek (to walk)" and wrote sample sentences to teach that the verb forms suffixed with "-iyor" indicate that the action is being carried out at the same time period and that the verbs ending with a vowel letter are suffixed with "-yor". T5 employed the strategy of morphology awareness by explaining that because of the "-a, -e" sounds in last syllables of the verb stems of "boya- (paint), oyna- (play), ye- (eat), özle- (miss), bekle- (wait)", the present continuous tense suffix added to these verb stems turns "-a" sound into "-ı, -u" and "-e" sound into "-i, -ü". It was also observed that T6 explained the use of derivational suffixes by referring to the context of country, nationality, and language topics. Forming three categories of country, nationality, and language on the board, T6 added

Türkiye (Turkey), Türk (Turk), and Türkçe (Turkish) under these categories and explained that the derivational suffix “-ca, -ce” changed the meaning of the word. In another example, T6 wrote Suriye (Syria), Suriyeli (Syrian) , and Arapça (Arabic) on the board and explained that the derivational suffix “-lı, -li” changed the meaning of the stem word, and the word “Suriye”, the name of a country, became “Suriyeli” (Syrian) as the name of a nationality. Therefore, the strategy of morphology awareness was used. As a result, it was understood that the findings gathered from the questionnaire forms and the observations regarding this strategy supported each other.

The strategy of guessing

The findings of the vocabulary teaching strategy of guessing used by the language teachers in the classroom are shown in the table below.

Table 14. The strategy of guessing

1. Strategies to grasp the meaning when an unknown word is encountered	Never		Sometimes		Frequently		Always	
	n	%	n	%	n	%	n	%
I direct them to guess.	5	5.6	29	32.2	39	43.3	17	18.9

The findings regarding the strategy of guessing show that, 5 language teachers (5.6%) never used this strategy, 29 teachers (32.2%) sometimes used, 39 teachers (43.3%) frequently used, and 17 teachers (18.9 %) always used this strategy. It was found out that the frequency of using the strategy of guessing was high with a percentage of 75.5% when the teachers' responses "frequently" and "sometimes" were taken into account.

During the observation process, it was discovered that language teachers sometimes used the strategy of guessing. It was monitored that the strategy of guessing *was mostly employed in explaining visuals and the words that are related to each other contextually and in conducting speaking activities*. During the observation process of T1, questions related to a student who was not in the class that day were posed by T1, and the guessing strategy was used as a part of speaking activity. Asking the students in the class, "Where is your friend ... ?", "What is he doing now?", T1 wanted students to guess the situations they did not know about and aimed to teach words by getting feedback from them in this way. T3 made use of the vocabulary teaching strategy of guessing by an activity which consisted of predicting the names of the visuals in the worksheets handed out to the students. It was observed that T3 introduced household items in the images prepared for predicting and asked students which parts of the house these items belong to and asked the students to guess these parts of the house. In a similar way, T6 wrote some words of family concepts on the board and created a simple mind map in line with the words written on the board and used the strategy of guessing by asking what concepts the written words may belong to. As a result, it was understood that the findings gathered from the questionnaire forms and the observations regarding this strategy supported each other.

The strategy of using dictionary

The findings gathered from the questionnaire forms regarding the vocabulary teaching strategy of using dictionary employed by the language teachers are shown in the table below.

Table 15. The strategy of using dictionary

1. Strategies to grasp the meaning when an unknown word is encountered	Never		Sometimes		Frequently		Always	
	n	%	n	%	n	%	n	%
I get my students to use a dictionary during the lesson.	16	18	42	47.2	20	22.5	11	12.4

The analysis of the questionnaire findings regarding the strategy of using dictionary shows that 16 teachers (18%) never used this strategy, 42 teachers (47.2%) sometimes used, 20 teachers (22.5%) frequently used, 11 teachers (12.4%) always used. It was identified that one of the teachers did not respond to this questionnaire item. It was thought that the frequency of applying to the strategy of using dictionary was at a relatively low level with a percentage of 65.2% when the teachers' responses "sometimes" and "never" were taken into account.

It was decided that the language teachers sometimes used the strategy of using dictionary in the observation process. They implemented this strategy *by providing translation via the computer in the class and by getting students to use their dictionaries upon their oral directives*. It was seen that T1, T2, T3, and T8 were not good at explaining some of the unknown words in the reading and listening texts using different strategies. In teaching the meanings of these words, which could not be resolved by the students, it was observed that the "Google" translation program was used as an e-dictionary through the computer in the classroom, and the meanings of the unknown words were explained by making an English translation. It has been observed that T5 and T7 used the strategy of using dictionary during the reading activity and T9 used it during the writing activity. Before T5 and T7 started the reading activity, it was seen that they had asked students to learn the meanings of the unknown words in the reading text by looking them up in their dictionaries and that the students were also informed that they could offer assistance from their teachers. During the writing activity, T9 told students that in case there were any words whose Turkish meanings they did not know, they could use a personal dictionary or offer assistance from him. As a result, it was understood that the findings gathered from the questionnaire forms and the observations regarding this strategy supported each other.

The strategy of benefitting from images

The findings gathered from the questionnaire forms regarding the vocabulary teaching strategy of benefitting from images employed by the language teachers are shown in the table below.

Table 16. The strategy of benefitting from images

1. Strategies to grasp the meaning when an unknown word is encountered	Never		Sometimes		Frequently		Always	
	n	%	n	%	n	%	n	%
I use images when teaching vocabulary.	1	1.1	16	17.8	39	43.3	34	37.8

Findings regarding the strategy of benefitting from images show that, 1 teacher (1.1%) never used this strategy, 16 teachers (17.8%) sometimes used, 39 teachers (43.3%) frequently used, and 34 teachers (37.8%) always used. The findings indicated that the frequency of the strategy of benefitting from images was high with a percentage of 81.1% when the teachers' responses "often" and "always" were taken into account.

It was monitored that language teachers frequently use the strategy of benefitting from images in the observation process. The language teachers applied this strategy by using the visuals in the books, by using the worksheets brought into the classroom, by using the internet, and by drawing a visual on the blackboard. It was observed that T1, T2, and T3 made use of the visuals in the books while teaching new words, and they used the internet connection via the computer in the classroom to teach the words whose images did not exist in the course books. It was observed that T4, T5, and T6 used the internet while teaching new words, and occasionally drew visuals on the board to create motivation and attention for language learners. Moreover, T7 taught words making use of images through worksheets brought into the classroom by himself. T7 directly instructed the students of the words that represented the images and made vocabulary teaching in this manner. It was seen that T8, T9, and T10 tried to teach the unknown words in the reading text through the internet and by drawing visuals on the blackboard. As a result, it was understood that the findings gathered

from the questionnaire forms and the observations regarding this strategy of benefitting from images supported each other.

The strategy of using drama

The findings gathered from the questionnaire forms regarding the vocabulary teaching strategy of using drama employed by the language teachers are shown in the table below.

Table 17. The strategy of using drama

1. Strategies to grasp the meaning when an unknown word is encountered	Never		Sometimes		Frequently		Always	
	n	%	n	%	n	%	n	%
I use drama.	0	0	17	18.9	36	40	37	41.1

The analysis of the questionnaire findings regarding the strategy of using drama shows that 17 teachers (18.9%) sometimes used this strategy, 36 teachers (40%) frequently, and 37 teachers (41.1%) always used this strategy. The findings indicated that the frequency of the strategy of using drama was high with a percentage of 81.1% when the teachers' responses "often" and "always" were taken into account.

It was observed that the language teachers always used this strategy during their teaching. Throughout the observation process, they employed the strategy of using drama by *imitating and commanding*. It was seen that T1, T2, T5 used imitation while teaching new words. It was observed that T1 tried to create the sound of a wind by blowing out in teaching the word "rüzgar" (wind), and tried to imitate the sound in teaching the word "zil" (bell). Similarly, T2 portrayed an imaginary mobile phone with his hand and dialled a number with his fingers when teaching the verb "telefon etmek" (to telephone). It was observed that while T5 explained the words related to the family concepts, he called four female and three male students to the board, and assigned them some roles related to family concepts. By the help of drama activity, T5 created a semantic concept integrity in teaching the words related to family concepts. In a similar vein, T8, T9, and T10 used drama by giving commands to students. While teaching the words of place and direction within the scope of the imperative mood, T9 and T10 called a student to the board and commanded "turn right", "turn left", "go forward", turn back, "go to the corner", "open the door", and "turn off the lights". Thus they aimed at teaching "right", "left", "forward", "back", "to go", "to turn-on", "to turn-off" and employed the strategy of using drama. T8 tried to teach the target verbs by imitating and commanding. Firstly, the teacher performed the verbs "to sleep, to wake up, to get up, to go, to read" prepared prior to the lesson and added the pronunciation of each verb afterwards. Then students were asked to perform each verb with the instructor's command. Therefore the strategy of using drama was applied. As a result, it was understood that the findings gathered from the questionnaire forms and the observations regarding this strategy supported each other.

Findings and comments on the strategies to finalize the word meaning and deepen vocabulary

Under this heading, a total of four different vocabulary teaching strategies employed by course teachers, which were "producing context, intertextual reading, creating a vocabulary notebook / dictionary, creating a mind map", and findings related to questionnaires were analysed and interpreted.

The strategy of producing context

The findings gathered from the questionnaire forms regarding the vocabulary teaching strategy of producing context employed by the language teachers are shown in the table below.

Table 18. The strategy of producing context

Strategies to finalize the word meaning and deepen vocabulary	Never		Sometimes		Frequently		Always	
	n	%	n	%	n	%	n	%
I get my students to write sentences and texts to produce context.	6	6.8	27	30.7	33	37.5	22	25

The analysis of the questionnaire findings regarding the strategy of producing context shows that 6 teachers (6.8%) never used this strategy, 27 teachers (30.7%) sometimes used, 33 teachers (37.5) frequently used, and 22 teachers (25%) always used. It was found out that two teachers did not respond to this questionnaire item. From the questionnaire findings it could be inferred that the frequency of the strategy of producing context was moderate with a percentage of 68.5% when the teachers' responses "frequently" and "sometimes" were taken into account.

It was monitored that language teachers frequently used the strategy of producing context in the observation process. During the observation process, it was seen that language teachers employed the strategy of producing context by *forming sentences with word groups and creating texts with the target words*. It was observed that T1, T2, T4, T6, and T9 first explained the unknown words while studying on the reading text and then used the strategy of producing context by getting students to enroll an activity of forming sentences within a meaningful context with these words. After teaching the meanings of the words "driver, to deliver, to inject, waiter, hospital, butcher, to cut-off meat, shop", T1 and T2 asked students to write meaningful sentences using these words. T4 asked students to introduce their own home in the last thirty minutes of the lesson using the target words under the headings of "the parts of the house", "household items" and "home environment" in the relevant unit. T6 wrote the words "mother, father, sister, brother, uncle, still, uncle, grandfather, aunt, grandmother, grandmother" on the board and asked students to compose a text of no more than seventy words introducing their families within thirty minutes. T9 firstly repeated the meanings of the words "living room, room, bedroom, guest room, children's room, bathroom, garden, toilet, balcony, home, kitchen, living room" which were included in the course book, and then, using these words, students were asked to make up a meaningful text introducing their own homes. By this way, T9 employed the strategy of producing context. As a result, it was understood that the findings gathered from the questionnaire forms and the observations regarding this strategy supported each other.

The strategy of intertextual reading

The findings gathered from the questionnaire forms regarding the vocabulary teaching strategy of intertextual reading employed by the language teachers are shown in the table below.

Table 19. The strategy of intertextual reading

Strategies to finalize the word meaning and deepen vocabulary	Never		Sometimes		Frequently		Always	
	n	%	n	%	n	%	n	%
I get my students to read intertextually.	14	15.7	34	38.2	41	46	0	0

The findings regarding the strategy of intertextual reading show that 14 teachers (15.7%) never used this strategy, 34 teachers (38.2%) sometimes used, and 41 teachers (46%) frequently used it. It was revealed that one of the teachers did not respond to this questionnaire item. It could be inferred that the frequency of use of the strategy of intertextual reading was low with a percentage of 53.9% when the teachers' responses "sometimes" and "never" were taken into account.

However, in the observation process, it was discovered that none of the language teachers employed the strategy of intertextual reading, which is one of the strategies used to finalize the word meaning and deepen the vocabulary. Although it was apparent from the classroom observations that this strategy was not used by any teachers, questionnaire findings revealed that thirty-four teachers expressed that they sometimes used this strategy, and forty-one teachers frequently used this strategy. The fact that since intertextual reading is a high level skill, it was nearly impossible for A1 level language learners to learn new words using this strategy and that although students did not have necessary vocabulary infrastructure while expressing the words related to the relevant unit, teachers claimed to be using this strategy in their responses in the questionnaires indicated that language teachers did not have sufficient information regarding this strategy.

The strategy of creating a vocabulary notebook/dictionary

The findings gathered from the questionnaire forms regarding the vocabulary teaching strategy of creating a vocabulary notebook / dictionary employed by the language teachers shown in the table below.

Table 20. The strategy of creating a vocabulary notebook/dictionary

Strategies to finalize the word meaning and deepen vocabulary	Never		Sometimes		Frequently		Always	
	n	%	n	%	n	%	n	%
I get my students to prepare a vocabulary notebook / dictionary.	30	33.3	28	31.1	23	25.6	9	10

The analysis of the questionnaire findings regarding the strategy of creating a vocabulary notebook / dictionary shows that 30 teachers (33.3%) never used this strategy, 28 teachers (31.1%) sometimes used, 23 teachers (25.6%) frequently used, 9 teachers (10.0%) always used it. It was found out that the frequency of using the strategy of creating a vocabulary notebook / dictionary was low with a percentage of 64.4% when the teachers' responses "never" and "sometimes" were taken into account.

However, in the observation process, it was seen that none of the language teachers applied the strategy of creating a vocabulary notebook / dictionary, which was one of the strategies to finalize the word meaning and deepen vocabulary. As a result, it was thought that the findings gathered from the questionnaire forms and the observations regarding this strategy supported each other.

The strategy of creating a mind map

The findings gathered from the questionnaire forms regarding the vocabulary teaching strategy of creating a mind map employed by the language teachers are shown in the table below.

Table 21. The strategy of creating a mind map

Strategies to finalize the word meaning and deepen vocabulary	Never		Sometimes		Frequently		Always	
	n	%	n	%	n	%	n	%
By creating mind maps, I show the semantic relations between words.	11	12.2	40	44.4	27	30	12	13.3

The analysis of the questionnaire findings regarding the strategy of creating a mind map are examined, 11 teachers (12.2%) never used this strategy, 40 teachers (44.4%) sometimes used, 27 teachers (30%) frequently used, and 12 teachers (13.3%) always used it. It was found out that the frequency of using the strategy of creating mind maps was low with a percentage of 56.6% in total when the teachers' responses "never" and "sometimes" were taken into account.

It has been noticed during the observation process that language teachers sometimes used the strategy of creating a mind map. Language teachers employed this strategy by *showing relationships between concepts through drawing a family tree and by showing conceptual links through creating a table*. While teaching family related words, T1 and T2 used the course book as a starting point and drew a family tree on the board in order to explain the words “mother, father, child, brother, sister, sister, brother, aunt, still, uncle, uncle, grandmother, grandfather” within a conceptual and semantic integrity. It was observed that T5 and T6 tried to teach the words related to nationality, country, and language by creating a table and establishing conceptual and semantic links between the sections in this table. T5 and T6 wrote "Turkey, Turk, and Turkish" on the board in vertical plane and then, on a line below, wrote "England, English, and English" in vertical plane, and then, following the same procedures, wrote "German, German, German, Russia, Russian, Russian, Kazakhstan, Kazakh, Kazakh". After that, they drew a table surrounding these words and created a mind map in order to transfer the semantic relations between these concepts. It was seen in the observation process that T5 and T6 approached the concepts of "Iran, Persian, Persian, Iraq, Iraqi / Arab, Arabic" as exceptional cases. As a result, it was understood that the findings gathered from the questionnaire forms and the observations regarding this strategy supported each other.

Findings and comments on the strategies used to learn new words and concepts

Under this heading, three different strategies, “building language awareness, being open to communication, and developing the habit of listening and reading” were analyzed quantitatively regarding the findings gathered from questionnaire forms and analyzed qualitatively regarding the findings gathered from the structured observation forms.

The strategy of building language awareness

The findings gathered from the questionnaire forms regarding the vocabulary teaching strategy of building language awareness employed by the language teachers are shown in the table below.

Table 22. The strategy of building language awareness

Strategies to finalize the word meaning and deepen vocabulary	Never		Sometimes		Frequently		Always	
	n	%	n	%	n	%	n	%
I get my students to do activities aimed at building language awareness.	3	3,3	22	24.4	45	50	20	22.2

The analysis of the questionnaire findings regarding the strategy of building language awareness shows that, 3 teachers (3.3%) never used this strategy, 22 teachers (24.4%) sometimes used, 45 teachers (50%) frequently used, and 20 teachers (22.2%) always used it. The analysis of the questionnaire findings shows that the frequency of using the strategy of building language awareness was high with a percentage of 72.2% when the teachers' responses "frequently" and "sometimes" were taken into account.

It was seen that language teachers always used this strategy throughout the observation process. Language teachers employed this strategy by emphasizing *the awareness of choosing words in context, the accuracy of semantic structure, and the correct use of spelling and punctuation*. It was observed that after explaining the meanings of unknown words in reading activity, T1, T2, and T4 asked students to make up sentences using these words. During the activity of establishing sentences with newly learned words, the attention was paid to whether the sentences were structurally and semantically correct, and it was understood that the strategy of building language awareness was used. In the activities regarding the accuracy of semantic structure, T5, T6, and T8 had the students read the texts that they had composed during the writing activity in the classroom and used the strategy of building language awareness by correcting the semantic mistakes of each text by

writing them on the board as well as correcting verbally. In the activity regarding the correct use of spelling and punctuation, T3, T7 and T9 collected the texts students had composed during the writing activity and checked them in the classroom and explained the key points regarding the spelling and punctuation mistakes. In addition to this, it was observed that students' questions about spelling and punctuation were answered at the end of the lesson, so the strategy of building language awareness was applied.

The strategy of being open to communication

The findings of the vocabulary teaching strategy of being open to communication used by the language teachers in the classroom are shown in the table below.

Table 23. The strategy of being open to communication

Strategies to finalize the word meaning and deepen vocabulary	Never		Sometimes		Frequently		Always	
	n	%	n	%	n	%	n	%
I do activities to direct students to be open to communication.	2	2.2	9	10.1	38	42.7	40	44.9

The analysis of the questionnaire findings regarding the strategy of being open to communication shows that 2 teachers (2.2%) never used this strategy, 9 teachers (10.1%) sometimes used, 38 teachers (42.7%) frequently used, and 40 teachers (44.9%) always used. It was revealed that one of the teachers did not respond to this questionnaire item. It was found out that the frequency of using the strategy of being open to communication was high with a percentage of 87.6% when the teachers' responses "frequently" and "sometimes" were taken into account.

It was observed that language teachers always used this strategy during their teaching. In the course of the observation process, it was seen that language teachers employed the strategy of being open to communication by *creating dialogue, free speech, and answering open-ended questions*. It was seen that T1, T2, T5, and T8 applied to creating a dialogue, and T3, T4, T6 applied to the free speech, and T7, T9, and T10 applied to answering open-ended questions. They, therefore, employed the strategy of being open to communication. It was observed that T1 and T2 realized this strategy by asking students to introduce their families to their partners appointed by their teachers within the forming a dialogue activity. As part of the speaking event, T5 paired fourteen students and asked them to create a dialogue by directing some questions such as "Who are the people in your family?", "What do they do?" to each other. In the same vein, T8 paired twenty students and asked them to create a dialogue by directing similar questions such as, "What is your mother tongue?", "Is learning Turkish difficult?", "Why do you learn Turkish?", "How many years have you been in Turkey?", "What languages do you want to learn?", and "How many languages do you speak?". Consequently, it was thought that the strategy of being open to communication was used by both language teachers. In the free speech activity conducted by T3 and T4, it was observed that each student in the class was allocated an average of five minutes to speak. The teachers distributed one card prepared in advance to each student and asked them to talk about the words "home, work, life, Turkish, language, reading, holiday, seasons, fruits, Turkey" each of which was written on a card. Thus they used the aforementioned vocabulary teaching strategy of being open to communication. As a result, it was decided that the findings gathered from the questionnaire forms and the observations regarding this strategy supported each other.

The strategy of developing the habit of listening and reading

The findings gathered from the questionnaire forms regarding the vocabulary teaching strategy of developing the habit of listening and reading employed by the language teachers are shown in the table below.

Table 24. The strategy of developing the habit of listening and reading

Strategies to finalize the word meaning and deepen vocabulary	Never		Sometimes		Frequently		Always	
	n	%	n	%	n	%	n	%
I use listening and reading texts.	0	0	9	10	35	38.9	46	51.1

The analysis of the questionnaire findings regarding the strategy of developing the habit of listening and reading shows that 9 teachers (10%) sometimes used this strategy, 35 teachers (38.9) frequently used and 46 teachers (51.1%) always used it. The findings indicated that the frequency of using this strategy was high with a percentage of 90% when the teachers' responses "often" and "always" were taken into account.

It was seen that the language teachers always referred to the strategy of developing the habit of listening and reading during the observation process. They employed this strategy by *getting students to analyze listening and reading texts, to carry out listening activities with fill in the blanks exercises, and to read stories and fairy tales*. It was found out that all of the language teachers in the observation process applied this strategy by having students analyze the listening and reading texts. Before the analysis of the listening text, teachers asked students simple questions about the topic of the listening text and in this way, provided a preliminary information. After analyzing the listening text, the meanings for the unknown words were asked for and explained by the teachers. For the analysis of the reading text, all of the teachers who were being observed made a preliminary preparation by asserting simple questions about the topic of the reading text, and then got at least three students to read the text. After the reading was completed, the meanings of the unknown words were explained, and reading assessment exercises including various types of questions (open-ended, true / false, exist / does not exist) were answered. T5, T6, and T7 chose specific songs related to the grammar topic of that day within the framework of a listening activity and prepared a worksheet including the lyrics of these songs leaving the relevant sections blank. Students were asked to fill in these blanks related to the grammar topic while they were listening to the song. Within the framework of this activity, it was, therefore, thought that the strategy of developing the habit of listening was applied. It was observed that aside from reading texts in the course books, T3 and T5 distributed some extracts from different story and fairy tale books to the students as a reading activity and adopted a way of teaching new words by asking several simple questions about the extracts. As a result, it was understood that the findings gathered from the questionnaire forms and the observations regarding this strategy supported each other.

Conclusion and Suggestions

In this section, based on the findings obtained from the current study, the results are presented and various suggestions have been proposed.

Conclusion

In this study, the vocabulary teaching strategies included in the units prepared within the scope of the theme "My Family" in three TTFL coursebooks were analyzed. The results given below were reached by comparing the findings gathered from the observations of these strategies and the questionnaire forms filled by 90 TTFL teachers. It is hoped that the study will contribute to filling the gaps in TTFL field with the results given below.

1.It was seen that the strategy of referring to the context was employed 12 times in TFIU, while it was never used in SCYEI and TFGU. As a result of the questionnaire findings, considering their responses "frequently" and "always" in sum, it was found out that 84 language teachers (93.3%) used the strategy of referring to the context in their teaching. In line with these results, although this strategy was not intensely used in the books, it was observed that this strategy was used by the language teachers.

2. In TFIU, SCYEI, and TFGU, the strategy of searching for the word in the context of another phrase, sentence and text was not included. Although this strategy was not included in the books, it was discovered from the questionnaire forms that 67 teachers (74.2%) claimed to be using it in language classes when teachers' "sometimes" and "often" responses were collected.

3. It was found out that the strategy of using morphology awareness was employed 61 times in TFIU, 46 times in SCYEI, and 20 times in TFGU. As a result of the questionnaire findings, it was found out that 72 language teachers (80%) used this strategy when their responses "sometimes" and "frequently" were collected. When these percentages are taken into consideration, it could be concluded that the frequency of using this strategy by the language teachers were directly proportional to the frequency of their occurrence in the books.

4. It was seen that the strategy of guessing was used 9 times in TFIU whereas it was never used in SCYEI and TFGU. The results from the questionnaire forms showed that 68 language teachers (75%) used this strategy when their responses "sometimes" and "frequently" were collected. These results revealed that the language teachers used the strategy guessing, although the frequency of the occurrence of this strategy in course books was relatively low.

5. It was discovered that the strategy of using dictionary was not included in the course books. The results from the questionnaire forms showed that 58 language teachers (65%) responded as "never" and "sometimes" to the usage of this strategy. The lack of the strategy of using dictionary in course books could be regarded as a deficiency. However, the language teachers might be expected to use this strategy which does not exist in course books. Based on these results, it could be thought that since the fact that the frequency of using dictionary by the language teachers was low, this has created a negative situation in terms of the diversity of vocabulary teaching strategies.

6. It was revealed that the strategy of benefiting from images was used 18 times in TFIU, 43 times in SCYEI and 5 times in TFGU. As another result of the questionnaire findings, it was uncovered that 73 teachers (81.1%) stated that they "frequently" or "always" used this strategy. According to the results, it could be said that almost all language teachers used the strategy of benefiting from the images in the course books.

7. It was seen that the strategy of using drama was employed 8 times in SCYEI. However, this strategy was not encountered in TFIU and TFGU. As a result of the questionnaire findings, considering their responses "frequently" and "always" in sum, it was found out that 73 language teachers (81.1%) used this strategy in their teaching. In line with these results, although the strategy of using drama was given little place in the course books, it could be concluded that the language teachers thought it was effective in teaching vocabulary since most of them favored it.

8. It was found out that the strategy of producing context was used 12 times in TFIU, 25 times in SCYEI and 15 times in TFGU. From the analysis of the questionnaire results of the strategy of producing context, it was concluded that this strategy was employed by 60 language teachers in their classes at a moderate level (68.2%) when their responses (sometimes and frequently) were taken into consideration.

9. It was seen that the strategy of intertextual reading was not included in TFIU, SCYEI, and TFGU. Nevertheless, it was noticed from their responses (sometimes and frequently) regarding this strategy in the questionnaire forms that 75 language teachers (84.2%) consulted this strategy during their teaching. The fact that intertextual reading was highly used by language teachers although it required a high level of skill could be interpreted that the language teachers did not have sufficient information regarding this strategy.

10. It was seen that the strategy of creating a vocabulary notebook was not included in any course books. It was found out from the questionnaire findings that 58 teachers (64.4%) chose "never" and "sometimes" for

this strategy. It was concluded that this strategy, which was not included in the course books, was not used by the language teachers in their classes.

11. It was seen that the strategy of creating a mind map was applied 9 times in SCYEI and 13 times in TFGU. Similarly, the questionnaire findings showed that 51 language teachers in total (56.6%) chose "never" and "sometimes" for this strategy. Therefore, it was thought that the frequency of using this strategy by teachers was in line with the occurrence of the same strategy in the course books.

12. It was seen that the strategy of building language awareness was existed 10 times in TFIU. Conversely, this strategy was not used in SCYEI and TFGU. Although the strategy of building language awareness was not frequently included in the course books, it was discovered that the language teachers commonly used it in their lessons as 65 teachers (72.2%) chose "frequently" or "always" regarding using this strategy in questionnaire forms.

13. It was seen that the strategy of being open to communication was applied 5 times in TFIU, 7 times in SCYEI, and 9 times in TFGU. From the results of the questionnaire regarding the strategy of being open to communication, it was found that this strategy was applied by 78 language teachers (87.6%) who expressed that they frequently or always used it. Although this strategy was not included in the books extensively, it was seen that it was highly employed by the language teachers.

14. It was discovered that the strategy of developing the habit of listening and reading was applied 218 times in TFIU, 136 times in SCYEI, and 215 times in TFGU. The data obtained from the questionnaire results regarding this strategy showed that 81 language teachers (90%) frequently used this strategy in their teaching considering their "frequently" and "always" responses in the questionnaire forms.

15. Considering the frequencies of the occurrences of the strategies in the course books, *the vocabulary teaching strategy of developing the habit of reading and listening* was the most used one with a percentage of 63.1, *the strategy of morphology awareness*, was the second one with a percentage of 14.6%, and *the strategy of benefiting from images* was the third mostly used one with a percentage of 7.31%. It was also discovered that the strategy which had the lowest frequency of occurrence in the course books was *using drama* with a percentage of 0.89%.

16. From the analysis of the results of the questionnaire forms, it was found out that *the vocabulary teaching strategy regarding reading and listening* was the most frequently employed one by the language teachers with a percentage of 90%. The least employed strategy by the language teachers was *the strategy of using a dictionary* with a percentage of 65%.

Suggestions

The scope of this research study is limited in terms of the number of the language teachers, course books and the questionnaire forms examined. Other studies should be implemented with the framework of different TTFL course books and TTFL language educators in Turkey and all over the world, and a wider universe should be aimed at.

In the current study, it was seen that the vocabulary teaching strategies found in the course books did not show a regular distribution. Attention should be paid to this issue during the preparation or renewal processes of textbooks, and the distribution of the vocabulary teaching strategies to books should be handled regardfully.

It was observed that all of the vocabulary teaching strategies were not included in course books. There is a need for integrity in terms of making the language teaching process more systematic and comprehensive. When these issues are taken into consideration, it is suggested that the vocabulary teaching strategies that are not found in the TTFL course books should be determined, and these strategies should be included in the books with appropriate activities which will make the language teaching easier.

It was discovered that the language teachers employed some vocabulary teaching strategies even though they were not included in the course books. This should be regarded as a variety in terms of the use of the vocabulary teaching strategies. In the findings section of the study, it was observed that the strategy of intertextual reading was not included in the course books as it might require a high level skill; however, it was observed that teachers tried to use this strategy with a percentage of 46%. In line with these results, it is suggested that seminars or in-service training programs for language teachers to raise awareness on this issue and to overcome the lack of their professional knowledge should be organized.

It is necessary to design and use new materials for vocabulary teaching since it was observed that the language teachers participated in the study mostly used their course books as their main course material without using any other language teaching materials. Correspondingly, the use of web 2.0 tools for technological integration should be integrated into the assessment and learning process.

Additional

	Turkish	English
1) Yabancılar İçin Türkçe (Turkish for Foreigners) by Istanbul University	İDMK	TFIU
2) Yedi İklim (Seven Climate) by Yunus Emre Institute	YİTD	SCYEI
3) Yabancılar için Türkçe (Turkish for Foreigners) by Gazi University	YİT	TFGU
Teaching Turkish as a Foreign Language:		TFL
Teacher 1	O1	T1
Teacher 2	O2	T2

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