

PAPER DETAILS

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Impact of Vocabulary Teaching Approach in Turkish Curriculum on Turkish Textbooks and Use of Technology in Vocabulary Teaching

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ABSTRACT

Knowing a word means knowing its pronunciation, spelling, concept area, and meaning layers. Vocabulary is never an area that can be learned completely by individuals; rather it is a field that expands and deepens throughout life. Vocabulary teaching requires much more than just looking up words in a dictionary or using them in a sentence. Vocabulary is formed either by coincidence through indirect exposure to words or by deliberate and planned acquisition of certain words with vocabulary learning strategies. In this respect, the materials and lesson plans for teaching vocabulary should be prepared to enable the individual to comprehend words with multiple meanings and to use them effectively. Because the vocabulary of an individual will directly have an impact on effective use of four basic skills of the language (listening, reading, speaking, and writing). In this study, the approach of the Turkish curriculum and Turkish textbooks to vocabulary teaching is examined and the areas of utilisation of web 2.0 tools in vocabulary teaching are exemplified within the scope of technological development. This research is a qualitative study using the data which were collected through document analysis. Data collection sources are Turkish course curricula and secondary school Turkish textbooks. Results of the study show that, there is a conflict between the curriculum and the textbook in terms of vocabulary teaching; the vocabulary teaching activities are monotonous and are predominantly associated with the reading skill which is just one of the four basic language skills; Turkish textbooks lack addressing to related technological tools. Moreover, the planning of vocabulary teaching in the Turkish curriculum is not clear enough. In this context, the present study introduces various web 2.0 tools for the interest of curriculum developers, textbook authors, and Turkish teachers to effectively teach vocabulary.



INTRODUCTION

Having high-level language skills is one of the most important criteria for being a modern and developed society. Human, as a social being, interacts with their environment and can express their ideas, feelings, and thoughts through language (Lüle Mert, 2013). In this context, an individual's capacity of comprehension and narrative skills is related to how effectively he or she uses the language. One of the most important factors that provide and strengthen this activity is the vocabulary of the individual. When the relationship between language and thought is considered, the effect of having a rich vocabulary on the richness of thought will be understood.

Nation (1990) defines knowing a word as knowing its spelling, pronunciation, derivations, syntactic features, collocations (concurrent words), frequency and appropriateness, meaning, and tones of meaning. Based on this definition, it is seen that knowing a word is a much more comprehensive task than knowing the dictionary meaning of that word.

According to Karadağ and Maden (2014), vocabulary is divided into two; receptive vocabulary and productive vocabulary. Receptive vocabulary is used during comprehension activity (listening, reading), while productive vocabulary during one's narration (speaking) and writing activity. In other words, learning a new word or concept activates the receptive vocabulary, while producing an oral or written context with learned words activates the productive vocabulary.

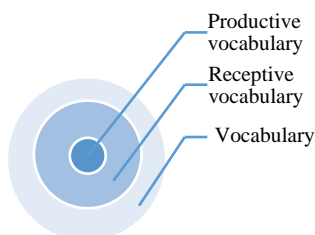


Figure 1. Vocabulary types (Onan, 2020)

As understood from Figure 1, vocabulary set includes receptive and productive vocabulary as the most comprehensive among the vocabulary types. Receptive vocabulary includes productive vocabulary as the number of words acquired during listening and reading is higher than that of words produced during speaking and writing. According to Onan (2020), productive vocabulary can never reach the same number of words as receptive vocabulary. Vocabulary teaching aims to reduce this difference between receptive and productive vocabulary as much as possible.

An individual's vocabulary is formed either through indirect exposure to a word by coincidence or by acquisition directly (intentionally) through various strategies and practices (Hiebert, 2005). Incidental learning by exposure includes the language and its words that the individual acquires from his/her family and environment, starting from the moment of birth until the school-age when the formal education starts. Direct vocabulary teaching, on the other hand, is performed intentionally based on a curriculum and therefore takes place during the education process in schools.

The curriculum guides teachers in ensuring that the teaching of a course is carried out in a planned and systematic way (Ceran, 2015). In addition, curricula have an important place in the preparation of textbooks, which are the primary source of Turkish teaching. The element that has an important place in the planning of vocabulary teaching in schools is the curriculum. Therefore, curricula should have a specific approach as they both guide the teacher and shape the teaching materials.

The general perspective of the Turkish curriculum is to raise individuals with knowledge, skills, competencies and behaviors integrated with our values. The values in the program are justice, friendship, honesty, self-control, patience, respect, love, responsibility, patriotism, and benevolence, while the competencies included in the program are: communication in the mother tongue, communication in foreign languages, mathematical competence, and basic competences in science/technology, digital competence, learning to learn, competencies related to social citizenship, taking initiative and entrepreneurship, cultural awareness and expression (MEB, 2019). As stated in the Turkish curriculum, students are expected to be individuals who have 21st-century skills, to think, question, have effective communication skills, use technology actively, gain awareness of their learning, respect their essence and culture, and develop their moral and conscientious responsibilities.

Nowadays, as in many fields, the rate of using new technologies in the field of education is increasing rapidly (Çelik, 2021). Therefore, using technology is another factor that needs to be taken into consideration for effective vocabulary teaching. For instance, web 2.0 tools offer second-generation web environments that allow both students and teachers to learn and teach regardless of time and place (Hung & Yuen, 2010).

In this study, the approach of the Turkish curriculum and Turkish textbooks to vocabulary teaching is examined and the usage areas of web 2.0 tools in vocabulary teaching are exemplified within the scope of developing technology. In this respect, the study aims to investigate how the programs and textbooks deal with vocabulary teaching and whether there is attribution to technological tools and to give effective examples of web 2.0 tools that can be used in vocabulary teaching.

For this purpose, answers to the following problems were sought:

1. What is the vocabulary teaching approach in the 2019 Turkish Curriculum?
2. What are the strategies used in vocabulary teaching?
3. Which vocabulary teaching strategies were used in the activities included in the vocabulary teaching in the textbooks?
4. Is there a common approach between the curriculum and textbooks in terms of teaching vocabulary and directing to technological tools?
5. What are the web 2.0 tools that can be used in vocabulary teaching?

METHOD

This study, which aims to determine to what extent the activities prepared for teaching vocabulary in Turkish textbooks used in secondary and imam-hatip secondary schools overlap with the vocabulary teaching approach in the Turkish Lesson Curriculum (2019), was designed with an analytical research model. In analytical research, events, ideas, concepts, and works are analyzed with the document analysis method. In analytical research models without active communication, the data collection and analysis process is generally based on documents (McMillan, 2004; McMillan & Schumacher, 2014; Burkett, 1990 cited in Boyacı, Güner, & Babadağ, 2017). In this study, the 5th Grade Turkish Textbook (Anıttepe Publishing), 6th Grade Turkish Textbook (Ministry of Education), 7th Grade Turkish Textbook (Ozgun Publishing), and 8th Grade Turkish Textbook (Ministry of Education) used in the 2020-2021 academic year were examined as documents, and the data obtained from them were analyzed with content analysis method.

Table 1. Examined textbooks

Grade	Publisher
5th Grade Turkish Textbook	Anıttepe Publishing
6th Grade Turkish Textbook	Ministry of Education Publishing
7th Grade Turkish Textbook	Ozgun Publishing
8th Grade Turkish Textbook	Ministry of Education Publishing

RESULTS

Vocabulary Teaching in the 2019 Turkish Curriculum

Vocabulary teaching in the 2019 Turkish Curriculum was implicitly indicated for the first time under the title of “Individual development and curricula”:

“The curricula have acted on the principle that takes a holistic approach to human development. The characteristics of human beings in different developmental areas are in interaction with each other. For instance, language development affects intellectual development and is affected by intellectual development.”

With this expression, emphasis is placed on the relationship between language and speech. The first direct emphasis on vocabulary teaching in the 2019 Turkish Curriculum is under the heading “Special purposes”. The 3rd special purpose given in the curriculum is as follows:

“Accessing language pleasure and consciousness by enriching the vocabulary based on what they read, listen/watch; thus enabling them to develop their feelings, thoughts, and imaginations”

With this expression, the importance of vocabulary in Turkish teaching has been directly emphasized. Apart from this, no emphasis was placed on teaching vocabulary until the part of the program that included the achievements and explanations (MEB, 2019).

Acquisitions and Vocabulary Teaching

The first acquisition that can be considered within the scope of vocabulary teaching, which is classified under the “Listening Skill” section and common with the 5th, 6th, 7th, and 8th-grade levels is that: *“Guesses the meaning of unfamiliar words, when they listen/watch. Students are instructed to compare their predictions to the dictionary meanings of the words.”* Moreover, this acquisition is the only one that establishes a relationship between listening skills and vocabulary teaching.

Vocabulary learning outcomes described under “Speaking Skill” section are also common at all grade levels. *“Uses words in accordance with their meanings.”* and *“In speeches, uses the Turkish equivalents of the foreign words that are unsettled in our language.”* These two acquisitions aim to establish a relationship between speaking skills and vocabulary teaching.

The sub-title of “Vocabulary” under the title of “Reading Skill” focuses on teaching vocabulary and grammar. The acquisition of *“Guesses the meaning of unfamiliar words and phrases by using the context”* is common at all grade levels. Under this acquisition, it is emphasized that tools such as using a dictionary, making use of visuals, and creating a dictionary should be used within the scope of vocabulary teaching. Also under this heading, the acquisition of *“Explains the contribution of idioms and proverbs to the text”* is common at all grade levels and points to vocabulary teaching.

Vocabulary learning outcomes under “Writing Skill” are also common at all grade levels: *“Uses proverbs, idioms, and aphorisms to enrich their writings”* and *“Uses Turkish equalance for words taken from foreign languages and unsettled in our language”*.

Attributions to Technology in the Turkish Curriculum

The importance of using technology is emphasized for the first time under the title of “competencies” in the Turkish curriculum. *“Digital competence: It covers the safe and critical use of information and communication technologies for business, daily life, and communication. This competence is supported through basic skills such as using computers to access and evaluate information, storing, producing, presenting, and exchanging information, as well as participating in common networks and communicating via the Internet.”*

The expression of “accessing information from printed materials and multimedia resources, organizing information, questioning, using and producing skills” under the title of “special purposes” in the Turkish curriculum is a guidance in terms of increasing the technological competence of the individual.

With the statements *“Information and communication technologies should be used as much as possible in the learning-teaching process... Visual communication tools should be included in teaching and practical applications of the course; slide, computer, television, interactive whiteboard, internet, EBA contents, etc. should be used effectively...”*, teachers are directed to use technological tools for teaching Turkish lesson.

Vocabulary Teaching Strategies

Vocabulary teaching strategies are presented under six headings in a study called “Vocabulary Teaching in English Language Teaching” by Pan and Xu (2011). When the study is examined, the contents of these six basic titles are explained by taking into account the meaning and structural features of Turkish language:

Teaching Vocabulary in Context

Teaching vocabulary from context means finding expressions that help you capture the meaning of the word before and after the unknown word or phrase. When word lists are isolated from the context, this prevents students from activating some sub-strategies

such as guessing, making inferences, and establishing relationships, whereas teaching vocabulary from context supports the active use of all these strategies.

Teaching Vocabulary with Semantic Field Theory

According to the semantic field theory, no word exists on its own. For example, the words summer, winter, spring, and autumn belong to the field of meaning called "season". Therefore, the meaning of a word is determined by its relationship with other words in the semantic field it belongs.

There are various types of relationships established in this way: homophony, part/whole relationships, synonymy, and contrast are some of them. For example, let's take the word "yaş", the meaning of this word is determined by its semantic field. When the meaning of this word is asked, the student can determine the meaning in two ways:

1. *The duration of the existence of a living thing or object in the world.*
2. *The state of being wet.*

However, when the word is associated with its concept area, the meaning will become clear. In the first case, the semantic field to which the word is related can be called: duration, year, time, etc. In the second case, the semantic field with which the word is associated can be called: dry, moist, wet, etc. Therefore, the meaning of the word "yaş" will only be revealed by determining the meaning areas it is related to.

Expanding Vocabulary by Word Formation

The strategy of forming words and expanding vocabulary requires making the student realize the effect of the morphological features of a word on its meaning. Although this method does not guarantee students to determine the meaning of the word exactly, it enables them to make much stronger predictions about the meaning of a word they do not know by following the figural clues. For example, a student who encounters the words "Ankaralı, İstanbullu, Ordulu" and realizes that the suffix -lı must indicate where the person is from, can guess that the word is a place name even if it is an (imaginary) place that he has never heard of, thanks to the suffix feature.

Creating Mental Linkages by Associating

While teaching vocabulary, the atmosphere of the classroom environment should be active, a natural learning environment should be provided in the course and student motivation should be increased with various activities to expand the vocabulary of the students. For example, teachers can write a word in the middle of the board and then ask students to brainstorm all the words they can think of related to that word and then form a tree of words. In the use of this strategy, support can be obtained from many teaching methods and techniques in which the student is active.

Teaching Cultural Connotations and Differences

Turkish is a deep-rooted language with a long history. The centuries-old role of Turkish on the stage of history has caused our language to be influenced by many cultures and languages. Therefore, Turkish teachers should benefit from this cultural accumulation and richness while teaching vocabulary. For instance, if we take the word "wolf", which is a very important symbol for Turks, represents rebirth, courage, warrior spirit, and sanctity in Turkish literature, while it represents cunning, danger, and deceit in the literature of some European countries. Turkish is also a rich language in terms of vocabulary elements such as proverbs and idioms. Although these word groups are mostly used metaphorically today, it should not be forgotten that they may have arisen from a real event or situation at the time they were spoken. Take, for example, the phrase "kozunu paylaşmak". This idiom is used in today's Turkish to mean "to resolve a conflict by resorting to force". However, the word "koz" in the idiom has passed into our language from Persian and has the meaning of walnut. The idiom emerged when villagers who could not share the walnuts they collected and had a disagreement, found the solution by resorting to force. Therefore, the use of cultural connotations in vocabulary teaching is very important.

The Use of Dictionaries

Students may want to learn much more than the words their teachers plan to teach them. At this point, the most effective and accessible resource that can help them will be dictionaries. Here, the task of the teacher is to introduce the students to the methods of choosing and using a suitable dictionary.

Karadağ (2019) discussed the vocabulary teaching strategies under 3 groups, and these 3 groups are then divided into sub-categories within themselves. Descriptions of these headings are as follows:

A. Strategies Used to Decipher The Meaning of The Word When Faced with an Unknown Word

a. *Referring the context the word is in:* Although words can convey meaning on their own, they can establish meaning relations with other words at the time of communication. A word that is seen as independent when reading, it has meaningful relationships with

the sentences before and after its use. Therefore, referring to the context in reaching the meaning of a word helps decipher the meanings of the words.

b. Searching for the word in the context of another phrase, sentence, and text: The meaning of a word may not be inferred from the text in which it is used. In this case, seeing the word in different contexts of different expressions, sentences, and texts will help to decipher the meaning.

c. Gaining morphological awareness: Reaching the meaning of the word based on the morphological features of Turkish. This strategy applies to both the derivation and inflection functions of the language.

d. Guessing: Predicting the meaning of words by using context and morphology clues.

e. Using a dictionary: It is an important strategy in terms of gaining the habit of using a dictionary. After guessing the word, looking at the dictionary and checking the meaning is also important in terms of confirmation.

f. Using visuals: It is a strategy based on establishing a relationship between visuals and words.

B. Strategies to Clarify the Meaning Words and Deepen Vocabulary

a. Generating context: It is the reutilization of a newly learned word in relation with other words. This is an important strategy in confirming the meaning of the newly learned word.

b. Intertextual reading: Words can acquire different meanings in different contexts. In this respect, meanings can be deepened by reaching different uses of a word with intertextual reading.

c. Creating a dictionary: Creating a personal dictionary from newly learned words has an important place in terms of clarifying the meaning and permanent learning.

d. Creating a concept map: This strategy facilitates vocabulary learning in terms of revealing the concept features and the meaning relations collectively.

C. Strategies to Teach New Words and Concepts

a. Gaining language awareness: It means understanding the importance of language in human life and being conscious and sensitive to language. In this way, students can make special efforts to expand their vocabulary.

b. Being open to communication: Students' openness to communication with their peers and other people helps to structure the words in the mind by using words to convey their thoughts and creates the opportunity to encounter new words and concepts.

c. Listening and reading habits: While having the habit of reading and listening creates a rich vocabulary, a rich vocabulary will also give the habit of reading and listening (Çeçen, 2007).

Classification of Vocabulary Teaching Activities in Textbooks According to Strategies

In this study, while examining the activities for teaching vocabulary in Turkish textbooks, the classification of Karadağ (2019) was taken as a basis. When the activities were examined, it was necessary to add two more strategies to these strategies. These strategies are:

1. *Making use of the meaning with the context of the word*

2. *Using a dictionary after guessing.*

The first strategy was added since almost all of the context-based activities in textbooks were asked to match the meaning of the words in the text. Since using a dictionary and guessing strategies are used together, the second strategy has been added. The 3rd item, "Strategies to used to teach new words and concepts" has not been included in our strategy classification. The reason for this is that the strategies given under this heading do not have any equivalents in the textbooks and these strategies are mostly strategies that one can use to control their own learning.

The strategy of using visuals were included in the classification since the acquisition of "*Guesses the meaning of unfamiliar words and phrases by using the context*" was included in the explanation part of the Turkish curriculum (2019).

Table 2. Classification of Vocabulary Teaching Activities According to Strategies

Strategies	Frequency				Total
	5th grade	6th grade	7th grade	8th grade	
Referencing the context the word is in	5	1	1	1	8
Making use of the meaning with the context of the word	19	12	19	20	70
Searching for the word in the context of another phrase, sentence, and text	0	0	0	0	0
Gaining morphological awareness	2	0	0	0	2
Guessing	1	1	1	0	3
Using a dictionary	6	13	0	2	21
Using a dictionary after guessing	11	8	12	12	43
Using visuals	0	0	0	0	0
Generating context	29	13	7	8	57
Intertextual reading	0	0	0	0	0

Creating a dictionary	0	0	1	0	1
Creating a concept map	0	1	0	0	1
Total	73	48	40	43	203

According to the findings obtained from Table 2, the most used strategy ($f=70$) for vocabulary teaching in secondary school Turkish textbooks is “making use of the meaning with the context of the word”. This strategy is not included in any classification in the literature. The reason why this strategy is not evaluated within the scope of the strategy of "Referencing the context the word is in" in the classification of Karadağ (2019) is that the words in the text are given with their dictionary meanings and word-meaning matching is expected from the student. At this point, the student can recognize the word based on the given dictionary definition and complete the activity without the need to refer to the context. Therefore, a new classification has been made for this activity type.

The second most used vocabulary teaching strategy in textbooks was determined as “generating context”. Generating context strategy is rarely included as a separate activity in all textbooks. This strategy was mostly used as a sub-item in the activities. However, it was added to the frequency due to its intense presence in the books.

The third most used vocabulary teaching strategy in textbooks is “using a dictionary after guessing”. Again, this strategy was not included in Karadağ's (2019) classification and was added later. The reason for this addition is that, unlike Karadağ's classification in textbooks, two strategies are used together in many activities.

Using a dictionary is the fourth strategy among the strategies in the textbook, which has a considerable frequency of use ($f=20$). The strategy of “referring to the context the word is in” was used directly in 8 activities. The strategies of estimating, lexicography, morphology awareness, and concept mapping were not used in textbooks with a remarkable frequency.

Using visuals, searching the word in the context of other expressions, sentences, and texts, and intertextual reading strategies are not included in secondary school textbooks.

Approach Compatibility Between the Curriculum and Textbooks

This study aims to examine the situation of having a common understanding of the Turkish curriculum and Turkish textbooks within the scope of vocabulary teaching. The findings obtained for this purpose are as follows.

The fact that the emphasis on vocabulary teaching in the Turkish Curriculum is insufficient and not associated with basic language skills is also reflected in the vocabulary teaching activities in the textbooks. Vocabulary teaching activities mostly remained as independent activities limited to the text, detached from the four basic skills.

One of the limited vocabulary teaching achievements in the Turkish Curriculum is "*Explains the contribution of idioms and proverbs to the text*". However, although this achievement is emphasized repeatedly at every grade level, the activities for proverbs and idioms in the textbooks are both insufficient in number, out of context, and artificial.

There is no strategy classification for vocabulary teaching in the Turkish Curriculum. According to the results of the research, it has been observed that this classification deficiency in the curriculum is also reflected in the textbooks. The use of strategy in the activities in the textbooks is entirely left to the initiative of the textbook authors. This has caused an unbalanced strategy distribution in the activities.

Although the emphasis is placed on the importance of technology use and orientation to technological tools under the headings of special purposes, competencies, learning, and teaching approaches in the Turkish Curriculum, when the vocabulary teaching activities in the textbooks are examined, no interactive activities or web tools are offered to correspond to this guidance. In this respect, the emphasis on technology made by the curriculum could not be found in the textbooks in the context of vocabulary teaching.

Web 2.0 Tools That Can Be Used in Vocabulary Teaching

In this part of the research, some of the web 2.0 tools that Turkish teachers can use within the scope of vocabulary teaching will be introduced in light of the findings in the previous titles.

Instructional Activity	Web 2.0 Category	Web 2.0 Tool	Instructional Method
Description	Presentation/ Podcast Tools	PowerPoint Prezi iTalk	Students are introduced to terms using a multimodal representation
Restating	Mind Maps/ Screen Capture	Popplet Jing Wonderopolis	Students are to demonstrate word understanding through multimodal representations
Graphic Representation	Word Clouds/ Virtual Posters	Tagul Easel.ly ThingLink	Students construct pictures, pictograph or symbolic representation of images related to terms
Academic Notebooks	eBinders/ Annotation	Livebinders Google Docs	Students create personalized e-notebooks to organize and anchor and study vocabulary
Discussion	eBoards/ Forums	Padlet Blogger Edmodal	Students are able to engage in discussion using these online collaboration resources
Games	Games/ Quizzes	Kahoot.it Quizlet FreeRice	Students are able to reinforce word learning through interactive games and activities

Figure 2. Web tools for teaching vocabulary (Sharma & Unger, 2016)

Sharma & Unger (2016) stated in their study “Employing Web 2.0 Technologies to Support Students' Academic Vocabulary Acquisition” that web 2.0 technologies have the potential to provide students with the opportunity to promote vocabulary learning in engaging, meaningful, and collaborative ways. In the figure above, they introduced some web 2.0 tools that can be used to increase students' academic vocabulary acquisition.

Web 2.0 tools that can be used in vocabulary teaching within the scope of Turkish lesson:

Mindomo

Link address: <https://www.mindomo.com/dashboard>

Mindomo, a free diagramming tool, has hundreds of different diagram templates. Mindomo has different interfaces for students and teachers. This tool can be used in teaching vocabulary words, words with more than one meaning, layers of meaning, semantic relations between words, and words belonging to the same concept area. It is a suitable tool for producing activities for strategies such as semantic field theory and concept map creation strategies.

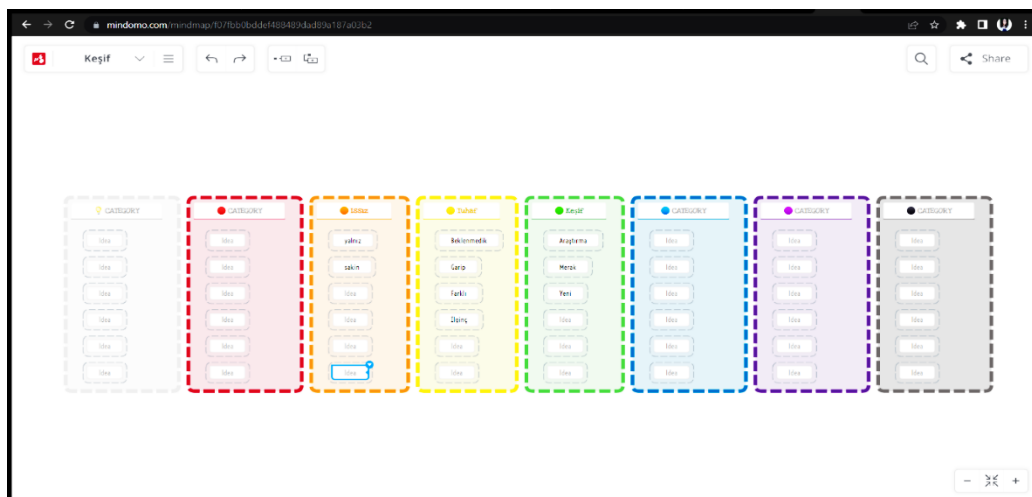


Figure 3. Mindomo Program Interface

Pixton

Link address: <https://app.pixton.com/#/>

Pixton is an engaging comic design tool. It has many characteristics and location templates. Pixton has a wide variety of templates available for free. In terms of vocabulary teaching, teachers can use this program to narrate words, idioms, and proverbs. Students, on the other hand, can create a comic book series using newly learned words and phrases. . It is a suitable tool for producing activities for strategies such as using visuals, generating context, teaching cultural connotations, and cultural differences.

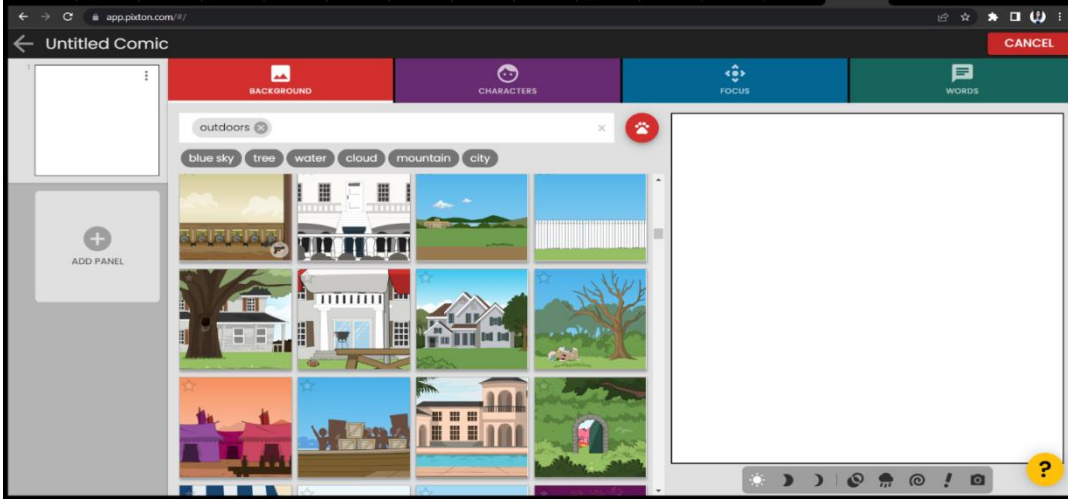


Figure 4. Pixton Program Interface

WordCloud Generator

Link address: <https://monkeylearn.com/word-cloud/>

WordCloud Generator is a very simple-to-use Web 2.0 tool. To use the program, the target text is loaded, and the program automatically creates a word cloud showing the most frequently used words in the text. This tool is highly effective in vocabulary teaching and grammar teaching in common subject areas. For example, it provides a relationship between the different functions and meanings of the word "one" in a text. It is a suitable tool for producing activities for strategies such as searching the word in the context of another expression, sentence, and text, gaining morphology awareness, and expanding vocabulary by word formation.



Figure 5. WordCloud Generator Program Interface

Wordmint

Link address: <https://wordmint.com/puzzles/5009395>

Wordmint is a free tool with which you can create different types of puzzles. The program allows users to create 5 unique puzzles. However, to create more puzzles, you need to delete the ones you have already created. Puzzles can be used effectively in vocabulary teaching. The point to be considered here is that the puzzle clues are chosen from contexts appropriate for the student's level, rather

than the exact dictionary definition. It is a suitable tool for producing activities for the strategies such as guessing, generating context, and creating mental linkages by association.

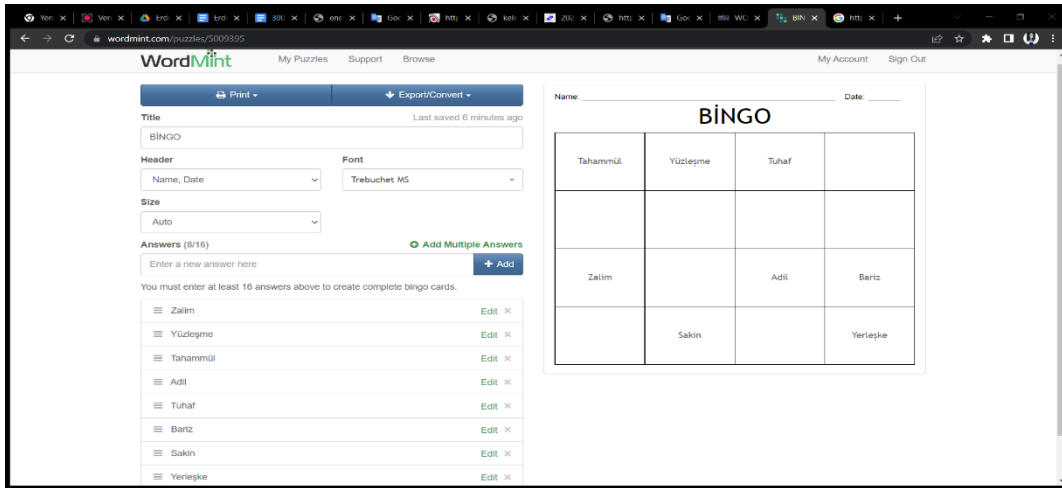


Figure 6. Wordmint Program Interface

Scrumblr (collaborative digital board)

Link address: <http://scrumblr.ca/soz-luk>

Scrumblr is a collaborative digital board tool that can be used in partnership with students. Students access the content with the name given to the clipboard by the teacher. In addition, students have the right to contribute to this board. This tool can help students create a digital context dictionary in vocabulary teaching. Students can share the words they learned in the lesson on this board, using them in context. Thus, the same word can be used in different contexts. It is a suitable tool for producing activities for the strategies such as creating a dictionary, generating context, and the use of dictionaries.

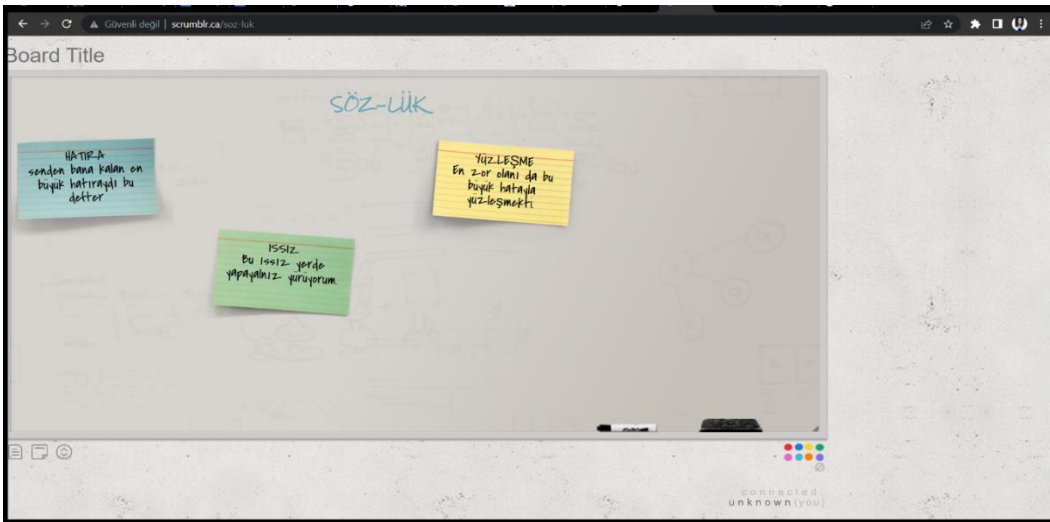


Figure 7. Scrumblr Program Interface

Wheel of Names

Link address: <https://wheelofnames.com/>

Wheel of names is an easy-to-use wheel of fortune tool. The program has Turkish support. It can be used as an in-class game tool in terms of teaching vocabulary. Teachers can use the program as a selection tool by typing student names on the wheel, or as a context generation tool by typing words or phrases. In addition, the program has the feature of adding images. It is a helpful tool for using vocabulary teaching strategies.



Figure 8. Wheel of names Program Interface

Zoompad

Link address: <https://zumpad.zum.de/p/btDbexZKZaLQEIkAgGT9>

It is a web 2.0 tool where you can write collaborative writing, poetry, and article. Students can enter the application from the common link and edit the articles. It is a convenient tool for producing stories in groups with newly learned words. It supports students to work actively with each other as there are chat and comment features. It is a suitable tool for producing activities for the strategies such as generating context and creating mental linkages by association.

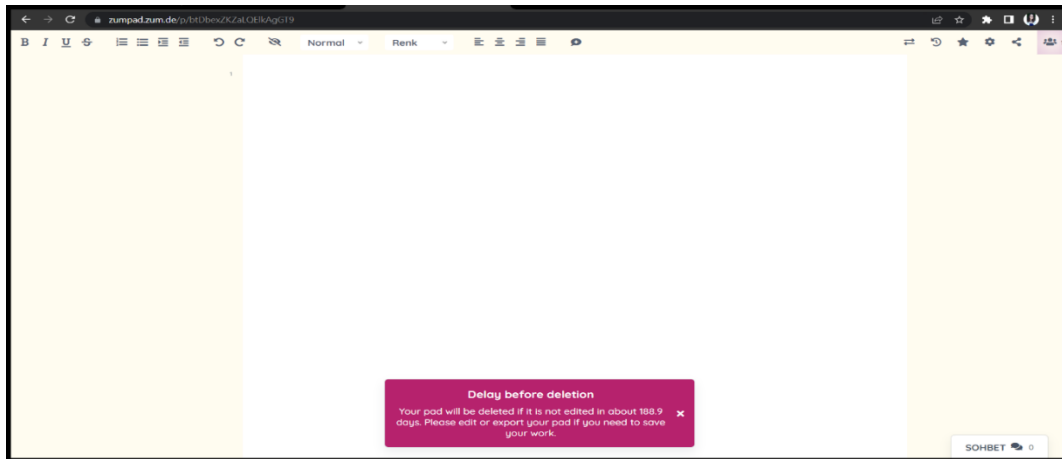


Figure 9. Zoompad Program Interface

Giphy

Link address: <https://giphy.com/>

Giphy is a tool where you can find motion pictures. It is a fun tool that can be used in teaching especially verbs and word groups. For example, it can be used to make students realize whether idioms and proverbs, which have an important place in Turkish, have literal or figurative meanings. It is a suitable tool for producing activities for the strategy of using visuals.

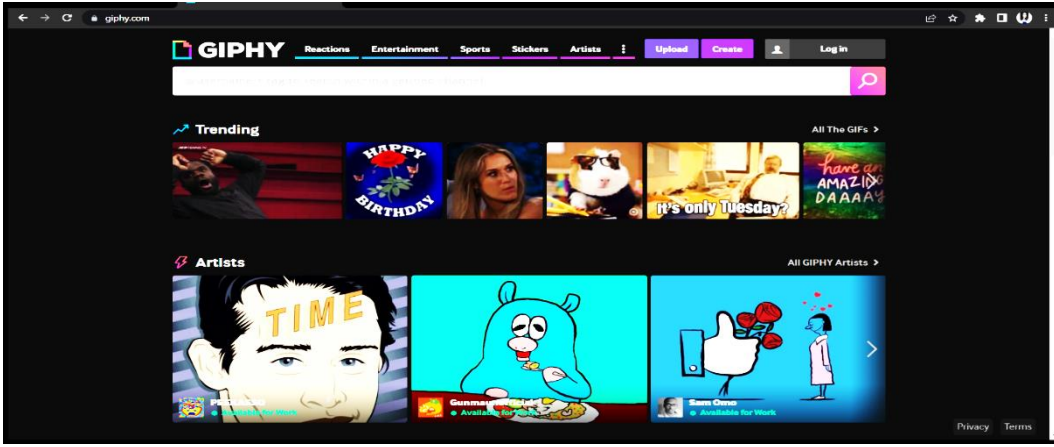


Figure 10. Giphy Program Interface

CONCLUSION

The conclusions obtained in line with the above-mentioned purposes are given in order.

When the distribution of the activities in the examined textbooks to the vocabulary teaching strategies was examined, it was concluded that there was an unbalanced distribution.

Most of the textbook activities for the generating context strategy ask the student to use a few of the unknown words in the text in context. In this case, the choice of words is left entirely to the initiative of the student. At that point, the student can choose the words that can produce the easiest context and show an attitude of omitting the others. This is a negative situation in terms of vocabulary teaching.

According to a finding in the study by Ömeroğlu and Hakkoymaz (2022), the most used vocabulary teaching strategy was determined as "creating a dictionary". However, in the textbooks examined, only one 7th-grade activity was found for creating a dictionary. Although the emphasis is frequently on creating a vocabulary book or dictionary in the textbooks, no examples are given of what the content of a vocabulary book/dictionary is. This emphasis remained as a suggestion that the student is expected to make separately of the textbook.

In light of the findings obtained from the study, it was concluded that the scope of the vocabulary teaching achievements in the Turkish Curriculum is very limited and it is lacking in association with the four basic skills. This result was also reflected in the textbook activities. The vocabulary teaching activities in the textbooks were mostly limited to reading skills. This can be interpreted that the development of students' receptive vocabulary is given more importance in textbooks than the development of productive vocabulary.

Although the importance and necessity of technology use in the Turkish curriculum is sufficiently emphasized, when the Turkish textbooks are examined, it has been concluded that the guidance on technological tools is insufficient and therefore the use of technology-based tools is left entirely to the competence of the teacher.

As a result, it has been determined that there is a conflict between the curriculum and the textbook in terms of both teaching vocabulary and directing the use of technological tools.

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