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**INVESTIGATION OF VOCABULARY TEACHING AT A1 LEVEL IN TEACHING
TURKISH AS A FOREIGN LANGUAGE***

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Abstract

The aim of the study is to examine the A1 level vocabulary teaching in teaching Turkish as a foreign language from the perspective of the instructors. The research, which employed a qualitative methodology, is presented in the form of a case study. In the context of the research, the perspectives of seven instructors employed at a TÖMER (Centre for Teaching Turkish as a Foreign Language) in Türkiye were obtained through the utilisation of the "Semi-Structured Interview Form for Instructors." Following the administration of the semi-structured interview form, non-participatory observation was conducted using the Unstructured Observation Form for Vocabulary Teaching in Teaching Turkish to Foreigners. The research identified five themes regarding vocabulary teaching at the A1 level: "Determining the vocabulary needed by students according to the instructors' criteria, various methods and techniques for vocabulary teaching, various activities for vocabulary teaching, various teaching tools and materials for vocabulary teaching, end-of-course exam."

Keywords: Teaching Turkish as a foreign language, A1 level, vocabulary teaching, instructor.

**YABANCI DİL OLARAK TÜRKÇE ÖĞRETİMİNDE A1 DÜZEYİNDE SÖZCÜK
ÖĞRETİMİNİN İNCELENMESİ**

Öz

Bu çalışmanın amacı, yabancı dil olarak Türkçe öğretiminde A1 düzeyinde kelime öğretimini öğreticilerin bakış açısıyla incelemektir. Nitel bir metodolojinin kullanıldığı araştırma, durum çalışması şeklindedir. Araştırma kapsamında, Türkiye'deki bir TÖMER'de (Türkçe Öğretim Merkezi) görev yapan yedi öğretmenin görüşleri "Okutmanlar

* The present article has been prepared by incorporating amendments and enhancements to the master's thesis entitled "Evaluation of the Vocabulary Teaching Process in Turkish Education as Foreign Language".



İçin Yarı Yapılandırılmış Görüşme Formu” kullanılarak alınmıştır. Yarı yapılandırılmış görüşme formunun uygulanmasının ardından, “Yabancılar Türkçe Öğretiminde Kelime Öğretimine Yönelik Yapılandırılmamış Gözlem Formu” kullanılarak katılımcı olmayan gözlemler gerçekleştirilmiştir. Araştırma sonucunda A1 düzeyinde kelime öğretimine ilişkin beş tema belirlenmiştir: “Öğreticilerin ölçütlerine göre öğrencilerin ihtiyaç duyduğu kelime dağarcığının belirlenmesi, kelime öğretimine yönelik çeşitli yöntem ve teknikler, kelime öğretimine yönelik çeşitli etkinlikler, kelime öğretimine yönelik çeşitli öğretim araç ve gereçleri, kur sonu sınavı.”

Anahtar Sözcükler: Yabancı dil olarak Türkçe öğretimi, A1 düzeyi, kelime öğretimi, öğretici.

Ø. Introduction

The primary objective of those engaged in the study of a foreign language is to engage in effective communication within the target language. One of the prerequisites for effective communication is a comprehensive and well-developed vocabulary. This is because words represent the most crucial components that facilitate the successful accomplishment of the communicative process in the target language (Gough, 2001; McCarthy, 1990).

It is expected that vocabulary teaching will form part of every level of foreign language teaching. The relevant literature indicates that vocabulary teaching should be meticulously planned by the instructor during the foreign language teaching process (Ecke & Rott, 2018; Kara Özkan, 2020; Nation, 2001; Tüfekçioğlu, 2016). Indeed, the existing literature posits that the foreign language curriculum should be structured around vocabulary teaching (Lewis, 1993).

In the context of vocabulary teaching, the instructor is primarily expected to identify the words that learners require (Nation, 2001; Karatay, 2007). The determination of the vocabulary to be taught is informed by the language proficiency levels, interests and needs of the learners. Subsequently, the teaching of words deemed necessary for the learners to acquire commences. In this process, the instructor is expected to utilise appropriate strategies, methods and techniques for the learners (Ateş, 2019; Kara Özkan, 2020; Memiş, 2019; Thornbury, 2002; Yönez, 2016;). Concurrently, the instructor provides learners with support in their vocabulary acquisition through the implementation of diverse activities (Karatay, 2007). In this context, the instructor may enhance the activities they have prepared with the incorporation of additional teaching tools and materials. Consequently, the instructor's role is to facilitate learning through the utilisation of appropriate teaching tools and materials (Tarakçioğlu, 2012). Ultimately, evaluation and assessment are essential for gauging the efficacy of foreign language vocabulary instruction. The implementation of measurement and assessment strategies serves to enhance learners' engagement with vocabulary instruction and boost their motivation to learn new vocabulary (Thornbury, 2002). Furthermore, the efficacy of vocabulary teaching can be gauged through the utilisation of measurement and assessment tools (Tağa & Öztürk, 2019).

A review of the literature reveals a multitude of studies on the teaching of vocabulary in the context of teaching Turkish as a foreign language. In this context, studies have been identified that examine written materials or programs (Maden et al., 2016). The studies identified in the literature review include those conducted by Uğur & Azizoğlu (2016), Göker & Göçen (2021), and Kara Özkan (2020), which involved learners as part of the sample or study group. Additionally, studies by Aslan & Coşkun (2016), Aytan & Başal (2016), Çal & Erdoğan (2018), Gökdayı (2016), Kurudayıoğlu & Zorpuzan (2019), and Tüfekçioğlu (2020) also



included learners in their samples. Furthermore, Memiş (2019) involved instructors as part of the sample. A review of the literature revealed a study by Memiş (2019) on instructors, which was a scale development study. A review of the literature reveals a lack of scientific studies examining vocabulary teaching in different aspects. It is therefore the intention of this study to make a contribution to the field of teaching Turkish as a foreign language by addressing this gap in the existing literature.

In this research, the vocabulary teaching was examined from the perspective of the instructor. The research problem is “How is the A1 level vocabulary teaching conducted by instructors in teaching Turkish as a foreign language?” The aim of the study is to examine the A1 level vocabulary teaching in teaching Turkish as a foreign language from the perspective of the instructor. In this context, the following research questions are included:

- What are the criteria for determining the vocabulary needed in A1 level Turkish language teaching as a foreign language?
- What are the methods and techniques used in vocabulary teaching at the A1 level in the teaching Turkish as a foreign language?
- What are the activities used in A1 level vocabulary teaching in the teaching Turkish as a foreign language?
- What are the teaching tools and materials used in A1 level vocabulary teaching in the teaching Turkish as a foreign language?
- How is the measurement and assessment conducted in A1 level vocabulary teaching in the teaching Turkish as a foreign language?

1. Vocabulary Teaching

The role of words in language is significant, as they facilitate the formation of thoughts. In this regard, a word must be aligned with a concept that exists within the mind. The ability to form words is contingent upon the conceptualisation of ideas, thereby enabling the utilisation of linguistic abilities. The significance of words in language, language skills and communication cannot be overstated. In the book titled "The Richness and Subtleties of Turkish" by Aksan (2005, p. 13), the criteria for judging whether a language is rich or poor are described as follows:

What is the status of the number of words in a language, particularly in comparison to languages that are considered to be cultural languages?

- Does the language have the capacity to distinguish between the names of objects in nature, the universe, and human behaviours, to express abstract concepts in a satisfactory manner, and to elucidate the concepts that emerge in the realms of science, technology, and art with its own linguistic elements?
- Does it exhibit a diversity of vocabulary and linguistic forms within a given conceptual field?

To what extent is a language constituted by its own lexicon?

In light of these criteria, it can be concluded that the richness of a language is contingent upon the number of words it possesses. These are the fundamental units of language that



individuals utilise to express themselves, convey their intentions, or articulate their emotions. The abilities to speak, read, listen and write are all dependent on the use of words.

It is beyond dispute that vocabulary teaching is of paramount importance in the context of both native language acquisition and the teaching of second and foreign languages. "Language learners require a range of target words in order to engage successfully in both production and comprehension activities in a second or foreign language" (Ghazal, 2007, p. 90). Such vocabulary will facilitate both comprehension and production activities. For any individual embarking on a language learning journey, the initial point of contact will be with vocabulary. In this context, one of the principal objectives for the individual will be to acquire the requisite number of words in the target language and their associated meanings (Demirdöven et al., 2020).

In the teaching of Turkish as a foreign language, vocabulary teaching is developed within the framework of the four basic skills and grammar. Both of these areas exert influence over and are themselves influenced by the aforementioned skills. Although the grammar-focused approach that has been prevalent for an extended period has given way to a curriculum based on the four basic skills, there has been insufficient emphasis placed on vocabulary instruction.

The Turkish language is characterised by a rich vocabulary. To illustrate, there are numerous terms used to describe different shades of green. A study by Güven (2020) identified 100 distinct terms for shades of green, demonstrating the extensive vocabulary of the Turkish language. It is imperative that this richness be reflected in teaching activities. The initial challenge in teaching vocabulary to individuals learning Turkish is to identify the most appropriate words to include in the curriculum. In order to ascertain the most appropriate course of action, it is essential to have a clear understanding of the students' individual requirements and their previous learning experiences. The target vocabulary is organised according to the circumstances of the learners in the context of teaching Turkish as a foreign language. A deficiency in these linguistic elements will impede effective communication in the target language. A further issue pertains to the manner in which the words are to be taught. The strategies, methods, techniques, activities and materials to be employed in the teaching process are discussed and utilised on the basis of the target words. In Turkish Teaching Centres for Foreigners, this process is conducted as a discrete unit within the context of skill-specific lessons. Each skill is introduced to the students in accordance with the established timeframe.

It is essential to be aware of two key concepts in the context of vocabulary teaching. The initial concept to be considered is that of receptive vocabulary. This concept is employed in the context of listening and reading skills. This is the situation in which the student comprehends and makes sense of a word when reading or hearing it. The scope of the receptive vocabulary encompasses the manner in which a word is heard or seen, its denotation, the associations it evokes, and the context in which it is used. The second significant concept is that of productive vocabulary. This concept pertains to the domains of speaking and writing. It addresses situations in which a word is produced, such as its pronunciation, spelling, contextual usage, and associations (Webb, 2005).

A further point to be addressed with regard to vocabulary teaching is that of assessment. The success of the learning process can be gauged through the use of assessment. If the vocabulary to be taught is planned in advance, it is more likely that the desired outcomes will be achieved.



Vocabulary teaching at the A1 level is a meticulously devised process, tailored to the specific requirements of the learners. It is anticipated that the process will be confined to words with a high frequency of use that A1 level students are able to utilise in communication. Instructors employ a multitude of vocabulary teaching methods and techniques throughout the process. The following methods and techniques for vocabulary teaching are drawn from the literature: The utilisation of semantically related word groups, contextual clues, the interpretation of word meanings based on their form, the employment of riddles and rhymes, translation, the use of drawings and visuals, the utilisation of series and scales, role-playing and drama, synonyms and antonyms, the deployment of collocations, the use of real objects, sample sentences, and so forth. Vocabulary exercises, the use of dictionaries, songs and audio-visual materials, definitions and explanations, the study of hypernymy and hyponymy, the analysis of films, videos and TV programmes, the examination of facial expressions and body language, and the utilisation of games and puzzles (Okur & Göçen, 2019; Useini, 2023).

The creation of activities, teaching tools and materials is of paramount importance in the teaching of vocabulary at the A1 level. In this context, Özdemirel (2019) posits that activities designed for vocabulary instruction should be complemented by the provision of appropriate teaching tools and materials. Bölükbaş Kaya & Yusufoglu (2019) posit that vocabulary teaching should be integrated into all activities employed in language teaching.

Vocabulary knowledge is one of the areas to be assessed in language teaching (Gürses, 2006). In order to assess language skills, it is essential to include questions that evaluate vocabulary knowledge. The level of students' vocabulary knowledge should be among the criteria used to evaluate their performance in these examinations (Bölükbaş Kaya & Yusufoglu, 2019).

2. Method

In this research, a case study design, which is one of the qualitative research designs, was used. Qualitative research represents a process of understanding a social or human problem, based on different methodological traditions. The researcher builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting (Creswell, 1998). “Qualitative research is a study in which qualitative data collection methods such as observation, interview and document analysis are used, and a qualitative process is followed to reveal perceptions and events in a realistic and holistic manner in their natural environment” (Yıldırım & Şimşek, 2021, p. 37). A case study, on the other hand, is a qualitative research design in which a limited situation is studied in depth and detail (Merriam, 2009; Creswell, 2014). Yıldırım & Şimşek (2021) stated that case studies are an empirical research method that studies a current phenomenon within its own real-life framework, in which the boundaries between the phenomenon and content are not completely defined, and which is used in cases where there is more than one piece of evidence or data source. Case studies are particularly prevalent in research on foreign language teaching (Paker, 2021).

The study was designed within the framework of the holistic single case study type of case study models. The holistic single case study is an in-depth and comprehensive approach to examining a particular case or phenomenon. This type of study is used to understand the complex structure and context of a problem or situation (Yıldırım & Şimşek, 2021).



2.1. Study Group

The study group of the research consists of seven instructors working at a TÖMER (Centre for Teaching Turkish as a Foreign Language) in Türkiye during the 2021-2022 academic year. The research was conducted using the convenience sampling one type of purposive sampling methods. Yıldırım & Şimşek (2021) defined this sampling method as selection of a sample that is close by and easily accessible with the aim of gaining speed and practicality for the research. Convenience sampling is mostly used in cases where the researcher does not have the opportunity to use other sampling methods. Before the interviews were begun, the instructors taking part in the interviews were asked to sign an informed consent form. The study group of the research is shown in:

Table 1: Study Group of the Research

Gender	<i>f</i>
Female	4
Male	3
Age	<i>f</i>
25-30	3
30+	4
University Graduated	<i>f</i>
Düzce University	6
Cumhuriyet University	1
Department Graduated	<i>f</i>
Turkish Language and Literature	6
English Language Teaching	1
Education Level	<i>f</i>
Bachelor's	2
Master's	4
Doctorate	1
Experience	<i>f</i>
1 year	1
2 years	1
6 years	4
8 years	1



As seen in Table 1, four of the research instructors are female and three are male. Four of the instructors are over 30 years old, while the other three are in the 25-30 age group. Examining the universities the instructors graduated from, six are graduates of Düzce University, while one is a graduate of Cumhuriyet University. Their majors were found to be Turkish Language and Literature, and English Language Teaching. One of the instructors graduated from the English Language Teaching program. Considering the educational backgrounds of the participating instructors, two hold bachelor's degrees, four have master's degrees, and one has a doctoral degree. Finally, in terms of their experience in the field, varying durations were found, ranging from 1 year to 8 years. One instructor has 1 year of experience, one has 2 years, four have 6 years, and one has 8 years of experience.

The names of the instructors and TÖMER (Centre for Teaching Turkish as a Foreign Language) that participated in the research were kept confidential by the researcher.

2.2. Data Collection Tool and Data Collection

In this research, the “Semi-Structured Interview Form for Instructors” and the “Unstructured Observation Form for Vocabulary Teaching in Teaching Turkish to Foreigners” (Appendix 1) were used as data collection tools.

The “Semi-Structured Interview Form for Instructors” was first prepared as a draft. The draft form was developed considering the relevant literature (Karatay, 2007; Alyılmaz & Şengül, 2017; Okur & Göçen, 2019). After the draft form was presented to expert opinion (Three field experts), the necessary corrections were made, and a semi-structured interview form with seven questions was created.

A total of 96 hours of non-participant observation (for six weeks) was conducted for the “Unstructured Observation Form for Vocabulary Teaching in Teaching Turkish to Foreigners” in line with the research questions. In non-participant observation, behaviors are observed and recorded without interacting (Creswell, 2014).

The data for the research was collected by the researcher through face-to-face interviews during the 2022-2023 academic year. To enhance the validity of the research, informed consent was obtained from the participants, and direct quotations were utilized to increase the credibility and reliability. Additionally, the observation notes kept by the researcher were also included in the research.

2.3. Data Analysis

In the research, thematic analysis, one of the qualitative data analysis techniques, was used to analyze the data. Thematic analysis is a qualitative research method that involves identifying and analyzing recurring patterns or themes within qualitative data (Braun & Clarke, 2021).

The reliability of the data in the study was calculated as .90 using the formula of Miles & Huberman (1994) [$\text{Agreement} / (\text{Agreement} + \text{Disagreement}) \times 100$]. It is stated that the reliability coefficient accepted in the literature is .70 and above (Mc Millan & Schumacher, 2010).

In the reporting of interview and observation data, the current situation was tried to be revealed. In this context, direct quotes from the opinions of the interviewed instructors and the observer's notes on the observed situation were included. When quoting the opinions of the instructors in the research, the numbers given to the instructors (e.g., I1) were added to the end of the quotes.



3. Findings

The research findings are divided into the following themes that emerged: “Determining the vocabulary needed by students according to the instructors’ criteria, various methods and techniques for teaching vocabulary, various activities for teaching vocabulary, various teaching tools and materials for teaching vocabulary, end-of- course exams.” Figure 1 shows the themes obtained from observation and interview data:

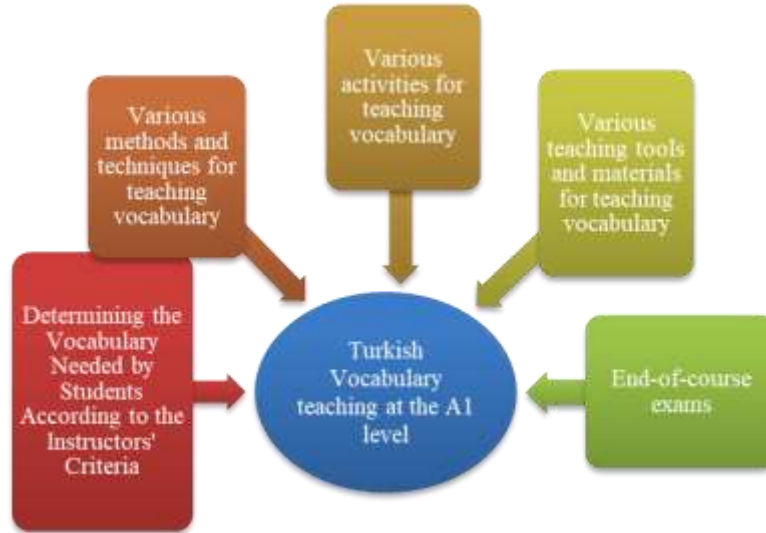


Figure 1: Themes Obtained From Observation and Interview Data

3.1. Determining the Vocabulary Needed by Students According to the Instructors’ Criteria

In order to answer the question “What are the criteria for determining the vocabulary needed in A1 level Turkish language teaching as a foreign language?” interviews were conducted with instructors. The findings from the interviews are presented in Figure 2:



Figure 2: Themes and Codes Extracted From Instructor Perspectives on the Criteria for Determining the Vocabulary Needed By Students



As seen in Figure 2, seven of the instructors participating in the research provided opinions on the determination of the vocabulary needed by A1 level students. The following codes were extracted from the instructors' views: "Determining based on daily needs, selecting vocabulary from the immediate environment and utilizing vocabulary from the Turkish as a Foreign Language Instructional Set."

The opinion of three instructors is presented below:

"The needed words change by level. At the A1-A2 level, the words are basic level. It is expected that the words to meet their daily needs are learned." (I1)

"It is aimed at A1 level for students to learn the words to express themselves and their environment. At this level, we teach students basic things such as self-introduction, numbers, and the alphabet." (I2)

"I use the dictionaries at the back of the book." (I7)

3.2. Various Methods and Techniques for Teaching Vocabulary

Interviews were conducted with instructors and A1 level classes were observed to seek answers to the question "What are the methods and techniques used in vocabulary teaching at the A1 level in the process of teaching Turkish as a foreign language?" The findings obtained from the interviews and observations are presented in Figure 3 and Table 2.



Figure 3: Themes and Codes Extracted From Instructor Perspectives on the Methods and Techniques Used in Vocabulary Teaching

As seen in Figure 3, all the instructors participating in the research expressed their views on the techniques they use. The following codes were extracted from the instructors' views: "dramatization, body language, games, question-answer, visual aids, dialogue, drawing, songs, videos, and vocabulary pools."



The opinion of three instructors is presented below:

“In vocabulary teaching, through dialogues students not only identify their own shortcomings but also get to use the words in a concrete setting. Additionally, by creating a word pool and utilizing the question-answer technique, their memories are refreshed.” (I1)

“We have to use a lot of techniques. We focus the student's attention with these techniques. Sometimes it can be a game, the use of visuals, songs, videos... It should also be related to the topic to be covered.” (I4)

“The question-answer technique is the one I use most frequently. I am in favor of their active participation in my lessons. I constantly ask questions to engage them.” (I6)

Table 2: Themes and Codes Extracted From Researcher Observations on the Methods and Techniques Used in Vocabulary Teaching

Various Methods and Techniques for Teaching Vocabulary					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Body language	Body language	Body language	Body language	Body language	Body language
Drawing	Definition and explanation	Definition and explanation	Definition and explanation	Definition and explanation	Definition and explanation
Guessing the meaning of a word from its form	Drawing	Drawing	Drawing	Drawing	Drawing
Real objects	Guessing the meaning of a word from its form	Guessing the meaning of a word from its form	Real objects	Guessing the meaning of a word from its form	Guessing the meaning of a word from its form
Role-playing and drama	Real objects	Role-playing and drama	Sample sentences	Real objects	Real objects
Synonyms and antonyms	Role-playing and drama	Sample sentences	Synonyms and antonyms	Sample sentences	Role-playing and drama
Translation	Sample sentences	Synonyms and antonyms	Translation	Synonyms and antonyms	Sample sentences
Using series and scales	Synonyms and antonyms	Translation	Using contextual clues	Translation	Synonyms and antonyms
Sample sentences	Translation	Using contextual clues	Using series and scales	Using songs and recordings	Translation
Videos	Using series and scales	Using series and scales	Visuals	Visuals	Using songs and recordings
Visuals	Visuals	Using series and scales	Vocabulary exercises	Vocabulary exercises	Visuals
	Vocabulary exercises	Videos			Vocabulary exercises
		Visuals			
		Vocabulary exercises			



As seen in Table 2, in the six-week observation, the following codes were extracted: “Body language, definition and explanation, drawing, guessing the meaning of a word from its form, real objects, role-playing and drama, sample sentences, synonyms and antonyms, translation, using contextual clues, using series and scales, videos, visuals, word exercises.”

An example from the researcher's observation is presented below:

“In the grammar lesson, when teaching vocabulary, morphology was also referred to, and accordingly, the 'guessing the meaning from the form of the word' method was used. The words to be taught are object names that students encounter every day and are in their immediate environment. For this reason, real objects in the classroom were also used. Methods that do not require words and explanations, such as enactment, drawing, and body language, have facilitated the teacher's explanation and the student's understanding. In the speaking lesson, the use of the video method to observe students' 'greeting' dialogues was also important in terms of encountering the pronunciation of words. In addition to the methods mentioned this week, the presentation of words to the students with synonyms and antonyms, sample sentences, semantically related word groups, and the use of series and scales when teaching numbers were also used.” (Observer's Note)

3.3. Various Activities for Teaching Vocabulary

Interviews were conducted with instructors and A1 level classes were observed to seek answers to the question “What are the activities used in A1 level vocabulary instruction in the process of teaching Turkish as a foreign language?” The findings obtained from the interviews and observations are presented in Figure 4 and Table 3.



Figure 4: Themes and Codes Extracted From Instructor Perspectives on the Activities Used in Vocabulary Teaching



As seen in Figure 4, all the instructors participating in the research expressed their opinions on the methods and techniques. The following codes were extracted from the instructors' views: "Cloze exercises, games, fill-in-the-blank, matching, role-playing, sequencing, workbook activities, and question-answer."

The opinion of three instructors is presented below:

"I select the necessary activities from the ones on the internet for the students, not using all of them. I also design my own. In A1, we use cloze exercises and fill-in-the-blank. Matching is also one of the activities I use." (I4)

"The activities in the workbook are sufficient. We do the workbook with the students." (I5)

"Of course, I give the students mixed sentences or words and ask them to put them in order. At this level, I sometimes even give the mixed letters of the words and ask them to write a word. I expect them to fill in the blank spaces of the words with the visuals." (I7)

Table 3: Themes and Codes Extracted From Researcher Observations on the Activities Used in Vocabulary Teaching

Various Activities for Teaching Vocabulary					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Repeating the teacher's statements	Fill-in-the-blank	Activities based on semantic features	Activities based on semantic features	Activities based on semantic features	Grouping
Sequencing	Form filling	Fill-in-the-blank	Fill-in-the-blank	Creating a dialogue	Matching activities
Using visual aids	Grouping	Matching activities	Grouping	Grouping	Using visual aids
	Matching activities	Organizing words with scrambled letters	True-false	Matching activities	
	Organizing scrambled words	Self-introduction	Using visual aids	Organizing scrambled words	
	Repeating the teacher's statements	Using visual aids		Text creation	
	Self-introduction			Using visual aids	
	Text creation				
	Using visual aids				

As seen in Table 3, in the six-week observation, the following codes were extracted: "Activities based on semantic features, creating a dialogue, fill-in-the-blank, form-filling, grouping, matching, organizing scrambled words, organizing words with scrambled letters, repeating the teacher's statements, self-introduction, sequencing, text creation, true-false, utilization of visuals."



An example from the researcher's observation is presented below:

“According to the researcher's observation note, in the grammar lessons, morphology was also referred to while teaching vocabulary. In the early weeks, activities with visuals were preferred by the instructors. Question-answer activities were frequently encountered in the form of 5W1H questions or short-answer questions. Matching, gap-filling, and true-false activities were also observed at this level. Particularly in the writing lessons, a gradual progression towards creating short texts based on words was evident” (Observer's Note).

3.4. Various Teaching Tools and Materials for Teaching Vocabulary

Interviews were conducted with instructors and A1 level classes were observed to seek answers to the question “What are the instructional tools and materials used in A1 level vocabulary instruction in the process of teaching Turkish as a foreign language?” The findings obtained from the interviews and observations are presented in Figure 5 and Table 4.

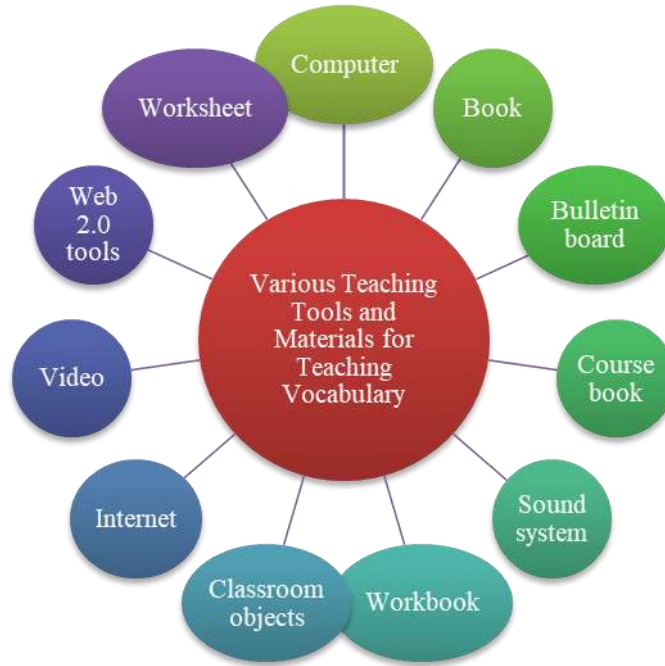


Figure 5: Themes and Codes Extracted From Instructor Perspectives on the Teaching Tools and Materials Used in Vocabulary Teaching

As seen in Figure 5, opinions on the materials used were obtained from all the participating instructors. The following codes were extracted from the instructors' responses: “Computer, book, bulletin board, course book, sound system, workbook, classroom objects, internet, video, web 2.0 tools, and worksheet.”

The opinion of three instructors is presented below:

“Computer. We have the students watch TEDx talks from the internet. We also use the sound system in listening classes.” (I4)

“The book and everything in the classroom are materials for us. We can also include the bulletin boards you see in the hallway. Our expectation from the students is that they understand and make sense of what we explain... The materials also help us.” (I6)

“Textbook. In addition, I use a workbook for activities and a computer.” (I7)



Table 4: Themes and Codes Extracted From Researcher Observations on the Teaching Tools and Materials Used in Vocabulary Teaching

Various Teaching Tools and Materials for Teaching Vocabulary					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Classroom Objects	Classroom Objects	Bulletin board	Classroom Objects	Bulletin board	Classroom Objects
Computer	Computer	Classroom Objects	Computer	CD	Computer
Course book	Course book	Computer	Course book	Classroom Objects	Course book
Internet	Internet	Course book	Internet	Computer	Internet
Projection	Projection	Internet	Projection	Course book	Projection
Sound system	Writing board	Projection	Worksheet	Sound system	Sound system
Writing board		Sound system	Writing board	Writing board	Worksheet
		Worksheet			Writing board
		Writing board			

As seen in Table 4, in the six-week observation, the following codes were extracted: “CD, Computer, bulletin board, classroom objects, internet, projector, sound system, textbook, whiteboard worksheets.”

An example from the researcher’s observation is presented below:

“The textbook was not used at all during the grammar lesson. This is due to the instructors' use of the prepared slides. Computers and projection devices are used for activities and visual aids. The whiteboard is generally used for lecture-style instruction. In addition, there are constant bulletin boards in the classroom. These display the names and pictures of concepts such as seasons, objects in the classrooms, fruits and vegetables. The sound system is used when audio recordings or videos are to be played. Apart from the aforementioned, the instructors do not resort to different materials” (Observer's Note).

3.5. End-of-Course Exams

Interviews were conducted with instructors to seek answers to the question “How is the measurement and evaluation process conducted in A1 level vocabulary instruction in the process of teaching Turkish as a foreign language?” It was determined that during the six-week observation period, no measurement and evaluation processes were carried out in the classroom regarding vocabulary teaching. The findings obtained from the interviews are presented in Figure 6.



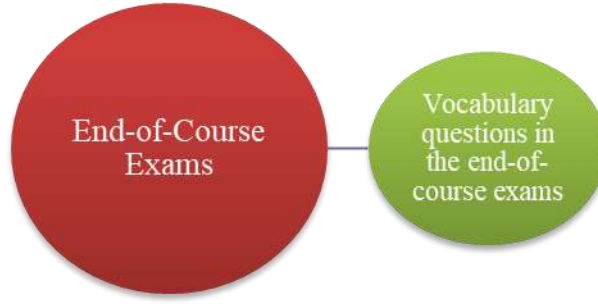


Figure 6. Code Regarding the Assessment Tools Used in Teaching Vocabulary at the A1 Level in the Process of Teaching Turkish as a Foreign Language

As seen in Figure 6, opinions were obtained from all the instructors participating in the study regarding the assessment tools used. The following code was extracted from the instructors' responses: "Vocabulary questions in the end-of-course exams."

The opinion of three instructors is presented below:

"We conduct separate exams for listening, reading, writing, and grammar. In speaking, we measure oral language proficiency. We assess based on fluency, grammatical usage, style, interactive dialogue, and pronunciation." (I2)

"We ask direct vocabulary knowledge questions from the text. The speaking exam is also generally based on vocabulary knowledge. We test vocabulary knowledge in context." (I3)

"We don't conduct separate exams to measure vocabulary teaching. In the exams we administer, there are vocabulary questions based on the skills. These questions can be in the form of matching exercises or filling in some letters of the words." (I4)

4. Discussion and Conclusion

As a result of the research, five themes were obtained regarding the vocabulary teaching process at the A1 level: determining the vocabulary that students need based on the instructors' criteria, various vocabulary teaching methods and techniques, various vocabulary teaching activities, various teaching tools and materials for vocabulary teaching, and the final exam of the course.

In the research, it was determined that the instructors acted according to various criteria to determine the vocabulary that A1 level students need. These criteria include daily needs, immediate environment, and words in the textbook. The instructors' consideration of daily needs and the immediate environment is consistent with the standards set forth in the Common European Framework of Reference for Languages (2020) for the A1 and A2 basic user levels. Additionally, the instructors indicated that they derived benefit from the dictionary sections of the textbooks included in the Turkish teaching sets. Furthermore, dictionaries have been prepared for the A1 level in the literature (Sarigül, 2021; Yılmaz, 2020). However, no findings were obtained from the instructors regarding the use of these dictionaries.

The research findings indicated that the instructors employed vocabulary teaching methods and techniques on a weekly basis. The vocabulary teaching methods and techniques mentioned by the instructors in the interviews were also observed to be employed in the lessons by the researcher. Additionally, the observations demonstrated that the instructors employed a range of vocabulary teaching techniques on a weekly basis, including body language,



translation, drawing, synonyms and antonyms, visuals, and sample sentences. Furthermore, it was established that the instructors derived benefit from a multitude of vocabulary teaching methods and techniques on a weekly basis. Maden (2019) posits that the utilisation of diverse methodologies and techniques for the teaching of vocabulary in the context of Turkish as a foreign language will prove conducive to the acquisition of linguistic proficiency.

In the course of the research, it was observed that the instructors did not employ the technique of utilising contextual clues during the initial two-week period. However, they did utilise the translation technique on a weekly basis. The use of contextual clues may prove challenging for A0 level students. However, the findings of this study indicate that the instructors did not employ this technique in the fifth and sixth weeks. The translation technique was maintained throughout the final weeks of the A1 level. Kara Özkan (2020) posits that the translation technique should be used sparingly to facilitate target language thinking in the student.

The research findings revealed that the instructors employed a range of activities, including fill-in-the-blank, games, matching, role-playing, sequencing, workbook activities, and question-answer, on a weekly basis for the purpose of vocabulary instruction. The vocabulary teaching activities mentioned by the instructors in the interviews were also observed to be employed in the lessons by the researcher. As Şengül (2021) observed, the activities included in textbooks are typically employed in the teaching of Turkish as a foreign language. Furthermore, this research revealed that the instructors employed not only the activities included in the textbooks but also those they had developed themselves. This may be attributed to the instructors' perception that the activities in the Turkish teaching set they were utilising were inadequate for effective vocabulary instruction. In their examination of a Turkish teaching set, Hasekioğlu (2009) identified numerous deficiencies in the vocabulary teaching activities included therein.

The research findings indicated that the instructors derived benefit from the provision of teaching tools and materials for vocabulary teaching on a weekly basis. The teaching tools and materials (textbook, workbook, book, bulletin board, computer, internet, sound system, worksheets, games, Web 2.0 tools, classroom objects) that the instructors indicated they employed in the vocabulary teaching process were observed by the researcher, with the exception of Web 2.0 tools. It is anticipated that instructors will employ a multitude of diverse visual, written, auditory, and other pedagogical tools and materials throughout the vocabulary teaching process (Karatay, 2007; Arslan & Adem, 2010; Lampai & Sukying, 2023).

In their statements, the instructors indicated that they utilized the final examinations as the sole assessment instrument at the conclusion of the process. The instructors utilise question types pertinent to vocabulary teaching in the examinations conducted at the conclusion of the course. In other words, the instructors' evaluation is solely summative. This situation is analogous to the findings of Tağa & Öztürk (2019), which revealed a dearth of attention devoted to measurement and evaluation in vocabulary teaching. Bölükbaş Kaya and Yusufoglu (2019) observe that the existing literature on the measurement of vocabulary knowledge is limited.



5. Recommendations

Based on the research findings, the following recommendations are provided:

- Instructors should be able to refer to different sources when determining the vocabulary to be used at the A1 level. Different resources that can assist them in this matter can be provided by TÖMER (Centre for Teaching Turkish as a Foreign Language).
- TÖMER (Centre for Teaching Turkish as a Foreign Language) management can produce language needs analysis projects for registered students, providing scientific support to the vocabulary teaching process at the A1 level. The results of these projects will also contribute to the formation of criteria for instructors to determine vocabulary at the A1 level.
- In-service training can be provided to instructors on the use of techniques that can be alternatives to the translation technique in vocabulary teaching.
- There are many Web 2.0 tools (Wordwall, Wordmint, Mywordle, etc.) that can be used to create activities in A1 level vocabulary teaching. Instructors should be given the opportunity to create vocabulary teaching materials using these Web 2.0 tools. The presence of interactive whiteboards in TÖMER (Centre for Teaching Turkish as a Foreign Language) classrooms will facilitate the application of Web 2.0 tools in lessons.
- Diversifying the assessment tools in the A1 level vocabulary teaching process will provide data to instructors in determining the status of students. TÖMER making Web 2.0 tools such as Kahoot and Quizizz fully available to instructors will ensure more measurement tools are used for vocabulary teaching in the lessons.
- Utilizing assessment tools (monitoring tests, short exams, etc.) that can be used for formative and summative evaluation in the A1 level vocabulary teaching process will help identify learning deficiencies of students.

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