



An Examination of Academic Studies Regarding Vocabulary Teaching in Secondary School Turkish Textbooks

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ABSTRACT

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Vocabulary teaching aims to transfer the cultural properties and richness of expression of a language to the next generations. Studies conducted on vocabulary teaching become important in the development of the textbooks used as the primary source for teaching vocabulary in schools, the emergence of new approaches to vocabulary teaching, and the way for the relevant experts to gain different perspectives. When the studies in the literature are reviewed, although there are some studies conducted on vocabulary teaching in textbooks, there is no study that handles all these studies together. The aim of the present study, which was conducted based on the lack of studies in the literature, is to examine the academic studies conducted on vocabulary teaching in secondary school Turkish textbooks between 2006-2023. Within the aim of the study, a total of 22 postgraduate theses and 42 articles that were indexed in Google Scholar, YÖK National Thesis Center, Proquest, and TR Index databases and discussed the vocabulary elements in Turkish textbooks have been examined. Document analysis, one of the qualitative research methods, was used in the study and descriptive analysis was performed to analyze the studies included in the scope of the research. As a result of the study, it was concluded that of the studies conducted on the vocabulary elements in secondary school Turkish textbooks, 34,4 % were theses while 65,6 % of them were articles; the qualitative method was mostly used in studies; the 5th, 6th, 7th and 8th-grade Turkish textbooks were examined together throughout the research; studies were conducted to determine the vocabulary elements in the passages of the textbooks, identify the vocabulary elements in the activities of the textbooks, and analyze the textbooks in terms of idioms, proverbs, and word frequency; vocabulary elements such as idioms, proverbs, formulaic expressions, reduplications, proper nouns, and related words were included more; keywords in the studies were grouped under the title of vocabulary, culture, genre, method and technique, book, skill, linguistics, word, and education and training; and keywords included in the studies and aims of the present study overlapped with each other.

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INTRODUCTION

The language learning process varies according to the motivation, learning style, beliefs, attitude, personal background, age, personality, gender, family background, cultural identity, ethnic background, and learning environment of a student (Akkaş Baysal & Ocak, 2020). Good progress in the language learning process, which may vary from person to person, is crucial to enable humans as social creatures to communicate with other people. Language is the most important tool that enables humans as social creatures to communicate with other people. The way to build strong relationships between people and create an effective communication environment depends on the richness of the language in terms of vocabulary. Vocabulary is a whole consisting of meaningful language units covering not only the words of a language but also its proverbs, idioms, stereotyped words, reduplications, terms, and various narrative patterns (Karadağ, 2021; Aksan, 2018).

Vocabulary is an indicator of the richness of a language, and every individual studying a language is supposed to have great command over the vocabulary of the language. The academic performance of individuals with an excellent command of the vocabulary of the language will improve not only in language courses but in other courses as well. Because vocabulary is a unique source that covers all figurative meanings (metaphors) and richness of expression of a language and acquiring this source will increase individuals' ability to comprehend and interpret (Blachowicz et al., 2006: 526). Vocabulary is defined as not just signs, codes, or symbols in linguistics established by a combination of some sounds in the language, but also a section of the conceptual world of the society speaking that language, the reflector of the culture, and a cross-section of the worldview (Aksan, 2018: 15). Based on this scope regarding vocabulary, concepts such as “kelime hazinesi”, “kelime serveti”, “sözcük varlığı”, “sözcük dağarcığı”, “söz dağarcığı”, “söz varlığı” are used to meet the same concept in various resources on language teaching. Although all these concepts are used to carry the same meaning, there are some minor differences between them (Onan, 2016: 21).

Kelime dağarcığı is defined as “the entire mass of words used by an individual or involved in a sentence (Vardar, 2007: 182)”, while kelime hazinesi is defined as “All the words of a language; the sum of words in the vocabulary of an individual or a community (Korkmaz, 2010: 144)”. According to another definition, kelime hazinesi represents the words in a text (Baş, 2011). When we look at the definitions regarding ‘kelime dağarcığı’ and ‘kelime hazinesi’, it is seen that they are much more different from the concept of ‘vocabulary’. Because it is necessary to analyze the vocabulary not as an area that covers all the words of a language, but as a concept that includes meaningful word patterns such as idioms, proverbs, and stereotyped words.

It is sometimes confused with different concepts. However, vocabulary should be more frequently included in language teaching, and it should be ensured that individuals use the vocabulary elements they have learned. Despite the fact that individuals are engaged in vocabulary elements in almost all courses, especially the studies conducted in the Turkish language course can be more effective in achieving the goal. In that sense, one of the objectives of the Turkish course is to disseminate vocabulary teaching at all grade levels.

The most frequently used resources for vocabulary teachers by teachers in Turkish language courses are textbooks. Because researches conducted at various times have shown that teachers' commitment to textbooks is at a high level (Özbay, 2003; Öztürk, 2019; Kara Özkan, 2021; Köroğlu & Balcı, 2022). Textbooks are defined as resources written for teaching a certain course and for students at certain levels, prepared in accordance with the objectives, content, learning-teaching process, assessment and evaluation methods, and significantly affecting what students will learn in the learning-teaching process (Küçükahmet, 2003; Ceyhan & Yiğit, 2005; Demirel & Kiroğlu, 2005).

Textbooks have particular importance in terms of teaching Turkish because of the reason that technology addiction has become increasingly common in secondary schools in recent years (Dere &

Uçar, 2020). Because, textbooks have an important place in teaching Turkish as the Turkish language teaching also plays a significant role in transmitting spiritual values such as cultural elements and values besides being a course covering listening, reading, speaking, and writing skills. The primary source for transmitting these skills and values is textbooks.

Textbooks that are frequently used by Turkish language teachers and described as a reference source in transmitting both skills and values occupy an important place in vocabulary teaching as well. Because students guess the meaning of the vocabulary elements such as idioms, proverbs, and reduplications they encounter in the reading texts in a textbook depending on their context in reading text or learn the meaning of a word by looking up words in a dictionary and they consolidate the words they have learned by using them in various sentences. In this respect, the vocabulary elements included in textbooks need to be both adequate and appropriate to grade level.

The literature review reveals that 64 studies were conducted between 2006-2023 regarding the vocabulary elements in secondary school Turkish language textbooks. These studies evaluated the vocabulary elements in textbooks used at various times in secondary schools, however, there is no study in the literature that handles all these studies together. Therefore, the present study aims to analyze the trends in the studies conducted on the vocabulary elements in secondary school Turkish language textbooks. In line with the main purpose of this study, the sub-objectives are listed as follows:

1. What is the distribution of studies by years conducted on the vocabulary elements in secondary school Turkish language textbooks?
2. What is the distribution of studies conducted on the vocabulary elements in secondary school Turkish language textbooks according to their methods?
3. What is the distribution of studies conducted on the vocabulary elements in secondary school Turkish language textbooks according to the textbooks analyzed?
4. What is the distribution of studies conducted on the vocabulary elements in secondary school Turkish language textbooks according to research purposes?
5. What is the distribution of studies conducted on the vocabulary elements in secondary school Turkish language textbooks according to their frequency of using the vocabulary elements?
6. What is the distribution of studies conducted on the vocabulary elements in secondary school Turkish language textbooks according to their keywords?

METHOD

Research Design

The current study was designed according to the document analysis conducted with a qualitative approach. In qualitative research, large amounts of data obtained through various sources such as observation, interview, and document analysis are first analyzed and encoded; findings are reached considering the coding and synthesizing (Büyüköztürk et al., 2020: 258). Document analysis can be defined as the collection and analysis of visual and written materials. Written materials can be books, magazines, edicts, memories, articles, pleadings, novels, tales, poems, inscriptions, etc, while visual materials can be pictures, slides, films, monuments, clothes, tools and materials, stamps, flags, etc (Sönmez & Alacapınar, 2019: 109).

Data Collection and Analysis

42 articles and 22 postgraduate theses conducted on the vocabulary elements in secondary school Turkish textbooks were analyzed through descriptive analysis according to their publication years, methods, textbooks examined, purposes, frequency of using vocabulary elements, and keywords. According to descriptive analysis, the obtained data are summarized and interpreted considering the

themes that were previously determined based on the research questions and sub-questions. The purpose of this analysis is to present the findings to the reader in a summarized and interpreted manner (Yıldırım & Şimşek, 2021: 244).

Validity and Reliability

Studies evaluated within the context of the research are composed of studies that analyze the vocabulary elements in Turkish textbooks included in Google Scholar, YÖK National Thesis Center, Proquest, and TR index databases between the years 2006-2023. The searches in the above-mentioned databases were performed between April 24, 2023 and June 1, 2023.

As a result of the search on the Google Scholar database, we found 4210 results using the term “vocabulary” and “textbook”; 5312 results for the terms “word” and “textbook”, 10958 results just for the term “vocabulary”, and 2890 results just for the term “Turkish textbook”. 48 of these results were downloaded as they were found to be related to the research subject. However, due to the fact that one of the studies was directly on the vocabulary elements in the social studies textbook, and twelve of them were not directly associated with the vocabulary elements, thirteen of them were not covered under the scope of this study as a result of the analysis.

As a result of the search on YÖK National Thesis Center, we found 3 results using the term “vocabulary”, and “textbook”, and 7 studies for the terms “word” and “textbook”. It was found that just one of them was directly related to the research subject. When we searched for just ‘vocabulary’ on the same search engine, we found 383 results. 15 of those studies were downloaded, and 7 of the studies downloaded were directly found to be related to the research subject. We found 61 results as a result of the search using just the term “Turkish textbook”. 6 of these results were downloaded as they were found to be related to the research subject.

We first searched for the terms “vocabulary” and “textbook” on the Proquest database and found 144 results. Based on the search, it was found that there were 144 results for the terms “word” and “textbook”; 175 results just for the term “vocabulary”, and 184 results just for the term “Turkish textbook”. 8 of the above-mentioned studies were included in the scope of the research as they were related to the research subject.

As a result of the search on the TR index database, we found 20 results using the term “vocabulary” and “textbook”; 119 results for the terms “word” and “textbook”, 570 results just for the term “vocabulary”, and 97 results just for the term “Turkish textbook”. 7 of the above-mentioned studies were included in the scope of the research as they were related to the research subject.

Table 1. *Distribution of the studies included in the scope of the research by research type*

Research Type	f	%
Postgraduate Thesis	22	34,4
Article	42	65,6
Total	64	100

As seen in Table 1, it has been found as a result of the conducted analysis that there are no doctoral dissertations directly related to the research subject. However, 22 postgraduate theses (34,4 %) and 42 articles were included in the scope of the research.

The analysis of the studies included in the research was initially conducted by the researchers and then by a researcher who is a specialist in the field of Turkish language education. It was determined that the ratio between the findings of the researchers is 90%, while the ratio between the findings of the researchers and those of the field experts is 95%. The reliability formula developed by Miles and Huberman (1994) was used to calculate the reliability of the obtained data.

Ethic

In the study, human and animals (including material/data) were used for experimental or other scientific purposes, clinical studies were conducted on humans, carried out with qualitative or quantitative approaches that require data collection from the participants by using survey, interview, focus group work, observation, experiment, interview techniques, Ethics committee approval was not obtained because it was not included in the scope of studies conducted on animals and the sources examined in the study were publicly available sources.

FINDINGS

The studies analyzing the vocabulary items in secondary school Turkish textbooks were evaluated according to their publication years, methods, examined textbooks, purposes, frequency of using the vocabulary items and keywords, and the findings obtained as a result of the analysis are given below.

1. Findings Related to the Publication Years of the Studies

The studies examined in the research were listed according to the years of publication, and the findings obtained are given below.

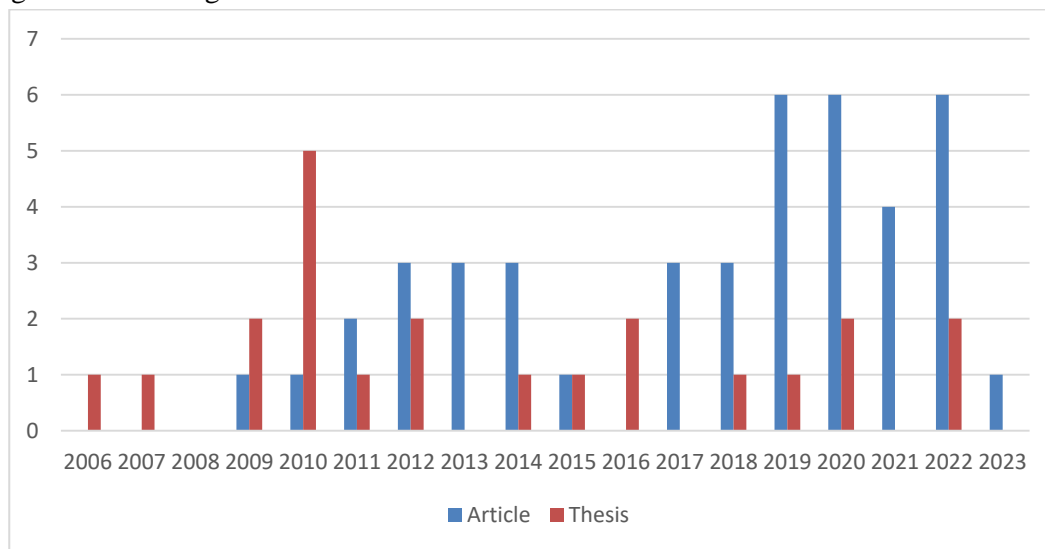


Figure 1. *Distribution of Studies Conducted on the Vocabulary Elements in Secondary School Turkish Textbooks by Research Type and Years*

As seen in Figure 1, studies were conducted in the years 2006 through 2023. It was found that there are no studies published on this subject in 2008. The highest number of studies (9 studies) was carried out in 2022, while the years in which the least number of studies were published are 2006, 2007, and 2023 with 1 study. It was determined that the highest number of theses (5) related to the research subject were published in 2010, while the highest number of articles (6) were published in 2019, 2020, and 2022. It was also observed that only theses related to the subject were published in 2006, 2007, and 2016; on the other hand, only articles were published in 2013, 2017, and 2023. Considering the general distribution, it can be said that studies were not normally distributed by year.

2. Findings Related to the Methods of the Studies

The distribution of the studies included in the scope of the research according to their methods was analyzed, and the obtained results are presented in Figure 2.

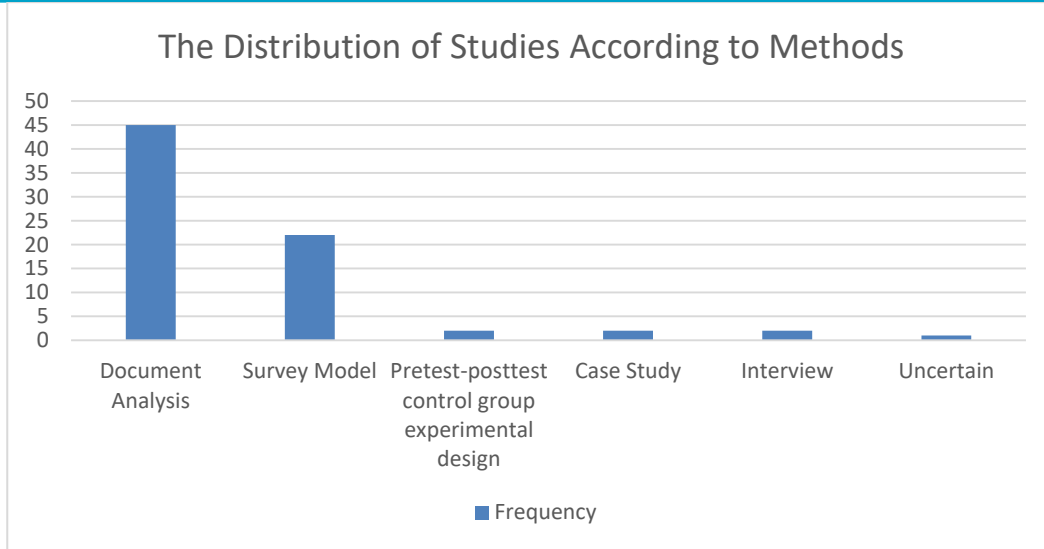


Figure 2. *Distribution of Studies Conducted on the Vocabulary Elements in Secondary School Turkish Textbooks by Research Method*

As illustrated in Figure 2, it is revealed that 64 studies were examined within the scope of the research, and 5 different methods were included in these studies 74 times. The reason for this case is that two different methods were included in 10 studies included in the scope of the research. Based on the analysis of 64 studies within the scope of the research according to their research methods, it can be said that qualitative methods were generally preferred in the studies. The most frequently used method among the qualitative approaches is the document analysis technique. The other methods following the document analysis are various qualitative methods such as the survey model, case study, and interview. A pretest-posttest control group experimental design was used only in two studies. No information has been presented about the research method in one study.

3. Findings Related to the Textbooks Examined in Studies

The distribution of the studies in the scope of the research according to the studies examined was analyzed, and the obtained results are presented in Figure 3 and Table 2.

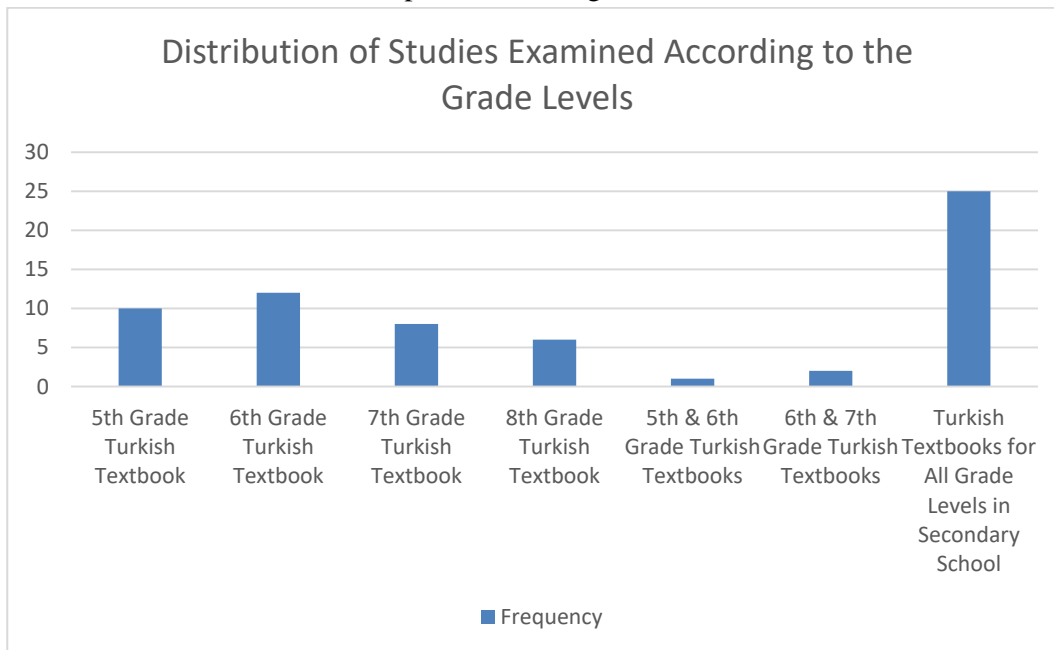


Figure 3. *Distribution of Textbooks Examined in the Studies Conducted on the Vocabulary Elements in Secondary School Turkish Textbooks by Grade Levels*

As seen in Figure 3, only the 5th-grade Turkish textbook was examined in 10 studies, only the 6th-grade Turkish textbook in 12 studies, only the 7th-grade Turkish textbook in 8 studies, and only the 8th-grade Turkish textbook in 6 studies. On the other hand, 5th and 6th-grade Turkish textbooks in one study in the scope of the research, 6th and 7th-grade Turkish textbooks in two studies, and Turkish textbooks for all grade levels in secondary school in 26 studies were examined in terms of vocabulary.

Table 2. *Distribution of Textbooks Examined in the Studies Conducted on the Vocabulary Elements in Secondary School Turkish Textbooks by Grade Levels and Publishing Houses*

Grade Levels	Publishing House and Book Genres	f	%
5	Anittepe Publications Turkish Textbook	8	5,2
	MEB Publications Turkish Textbook	17	11
	MEB Publications Turkish Textbook	1	0,6
	Engin Publications Turkish Textbook	1	0,6
	Özgün Publications Turkish Textbook	1	0,6
6	Eksen Publications Turkish Textbook	4	2,7
	Başak Publications Turkish Textbook	1	0,6
	Koza Publications Turkish Textbook	2	1,3
	MEB Publications Turkish Textbook	25	16
	MEB Publications Turkish Textbook	3	1,9
	Ekoyay Publications Turkish Textbook	3	2
	Tuna Printing Company Turkish Textbook	1	0,6
	Evren Publications Turkish Textbook	1	0,6
	Evrensel İletişim Publications Turkish Textbook	1	0,6
	Pasifik Publications Turkish Textbook	1	0,6
	Özgün Publications Turkish Textbook	2	1,3
	Tutibay Publications Turkish Textbook	1	0,6
	Gizem Publications Turkish Textbook	1	0,6
7	Pasifik Publications Turkish Textbook	1	0,6
	Ders Destek Publications Turkish Textbook	2	1,3
	Meram Publications Turkish Textbook	2	1,3
	MEB Publications Turkish Textbook	2	1,3
	MEB Publications Turkish Textbook	26	16,8
	Özgün Publications Turkish Textbook	2	1,3
	Ez-De Publications Turkish Textbook	1	0,6
	Ez-De Publications Turkish Textbook	1	0,6
	Koza Publications Turkish Textbook	1	0,6
	Pasifik Publications Turkish Textbook	3	2
	Cem Publications Turkish Textbook	2	1,3
	Erdem Publications Turkish Textbook	1	0,6
	Harf Publications Turkish Textbook	1	0,6
Yıldırım Publications Turkish Textbook	1	0,6	
8	MEB Publications Turkish Textbook	23	14,8
	Yıldırım Publications Turkish Textbook	1	0,6
	MEB Publications Turkish Textbook	1	0,6
	Koza Publications Turkish Textbook	3	2
	TAV Publications Turkish Textbook	3	2
	Pasifik Publications Turkish Textbook	2	1,3
	Batu Publications Turkish Textbook	1	0,6
	Harf Publications Turkish Textbook	1	0,6
	Pasifik Publications Turkish Textbook	1	0,6
Total	156	100	

In 64 studies examined within the scope of the research, 41 different Turkish textbooks were evaluated 156 times. Of these 41 different textbooks, 9 are students' workbooks and 32 are textbooks.

Workbooks used at different grade levels and published by different publishers were examined 13 times in the above-mentioned studies. In two of the studies, books according to the grade levels were mentioned, but there was no information about the publishing houses.

Based on the general tendency in the studies, it is observed that the number of studies examining the textbooks for all grade levels in secondary school in terms of vocabulary was high (25). Among the 41 different textbooks examined, it is clear that the textbooks with the most research were the 6th Grade Meb Publications Turkish textbook (25), the 7th Grade Meb Publications Turkish textbook (26), and the 8th Grade Meb Publications Turkish textbook (23). Despite the fact that the publishers of the examined textbooks were the same, content and authors may change according to the publishing period.

4. Findings Related to the Purposes of the Studies

The distribution of the studies in the scope of the research according to their purposes was analyzed, and the obtained results are presented in Table 3.

Table 3. *Distribution of Studies Conducted on the Vocabulary Elements in Secondary School Turkish Textbooks by Purposes*

Purposes	f	%
To examine the texts in the textbooks in terms of vocabulary	25	39
To examine the activities in the textbooks in terms of vocabulary	10	15,6
To examine the textbooks in terms of idioms and proverbs	8	12,5
To examine the textbooks in terms of word frequency	5	7,8
To examine the listening-watching texts in the textbooks in terms of vocabulary	4	6,3
To examine the stereotyped vocabulary in the textbooks	4	6,3
To examine the textbooks by cultural elements	3	4,7
To examine the listening-watching texts in the textbooks according to the methods and techniques used	2	3,1
To develop activities related to vocabulary teaching	1	1,6
To determine the level of knowledge of words in the textbooks by the students	1	1,6
To develop a dictionary with the words that secondary school students need to know	1	1,6
Total	64	100

According to Table 3, based on the evaluation of the studies in terms of their purposes, it is observed that 25 (39 %) of the studies aimed to examine the texts in the textbooks in terms of vocabulary; 10 (15,6 %) of them were conducted to examine the activities in the textbooks in terms of vocabulary; 8 (12,5 %) of them handled especially the idioms and proverbs among the vocabulary elements, and these 8 studies were conducted to examine the textbooks in terms of idioms and proverbs.

It was determined that 5 (7,8 %) of the studies were conducted to examine the vocabulary in the textbooks according to word frequency, 4 (6,3 %) of them to examine the listening-watching texts in the textbooks according to vocabulary; 4 (6,3 %) to examine the textbooks according to the stereotyped vocabulary; 3 (4,7 %) to examine the textbooks according to the cultural elements; 2 (3,1 %) of them to examine the listening-watching texts in the textbooks according to methods and techniques. Apart from these, 1 study aimed to develop activities related to vocabulary teaching, and another study aimed to determine the level of knowledge of words in the textbooks by the students. 1 study also aimed to develop a dictionary suitable for the secondary school level.

5. Findings Related to the Frequency of Using the Vocabulary Elements in Studies

Studies in the scope of the research were analyzed based on the frequency of using the vocabulary elements, and the obtained results are presented in Table 4.

Table 4. *Distribution of Studies Conducted on the Vocabulary Elements in Secondary School Turkish Textbooks According to the Frequency of Using the Vocabulary Elements*

Vocabulary Element	Number of Studies Included (f)	Ratio of the Study Compared to Other Studies (%)
Idioms	48	75
Proverbs	46	72
Formulaic Expressions	25	39
Reduplications	24	37,5
Proper Names	19	29,7
Routine Words	12	18,8
Terms	10	15,6
Foreign Words	9	14,1
Aphorisms	8	12,5
Exclamations	8	12,5
Compound Words	7	10,9
Onomatopoeic Words	6	9,4
Abbreviations	6	9,4
Verbs	5	7,8
Rhymes	5	7,8
Metaphors	5	7,8
Dialect Features	5	7,8
Numerical Expressions	4	6,3
Preposition-Conjunction	2	3,1
Gerundial	1	1,6
Nouns	1	1,6
Metonym	1	1,6
Basic Words	1	1,6
Titles	1	1,6
Politeness Expressions	1	1,6

Table 4 shows that 48 of the studies examined within the scope of the research included idioms; 46 of them included proverbs; 25 of them included stereotyped words, and 24 of them included reduplications. Vocabulary elements that are used the least in the studies are gerundial, nouns, metonyms, basic words, terms, titles, and politeness expressions.

In the studies examined, it is observed that just a single study included more than one vocabulary element. Therefore, it is evident that the most frequently used vocabulary elements in the studies examining the vocabulary elements in secondary school Turkish textbooks are idioms (75 %) and proverbs (72 %).

6. Findings Related to the Keywords of the Studies

Studies in the scope of the research were analyzed according to their keywords, and the obtained results are presented in Table 5.

Table 5. *Distribution of Studies Conducted on the Vocabulary Elements in Secondary School Turkish Textbooks According to the Keywords*

Keywords	f	%
Vocabulary	39	16
Turkish Textbooks	30	12,2
Turkish language learning and teaching	17	7
Textbook	14	5,7
Vocabulary teaching	11	4,5
Text	7	2,9
Idioms	7	2,9
Language	6	2,4
Vocabulary	6	2,4
Dictionary	5	2

Turkish Course Curriculum	5	2
Proverb	5	2
Stereotyped Vocabulary	5	2
Teaching Idioms	5	2
Frequency of Word	4	1,6
Turkish	3	1,2
Secondary School 5th Grade Turkish Textbook	3	1,2
Culture	3	1,2
Vocabulary	3	1,2
Word Power	3	1,2
Listening-Watching Texts	2	0,
7th Grade	2	0,8
Corpus	2	0,8
Cultural Transfer	2	0,8
Formulaic Expressions	2	0,8
Activities	2	0,8
Basic Vocabulary	2	0,8
Word	2	0,8
Others	49	20
Total	246	100

As Table-5 illustrates, a total of 246 keywords were included in 22 postgraduate theses and 42 articles examined. Based on Table-5, it was determined that the most frequently cited keywords are respectively listed as “vocabulary (16 %)”, “Turkish textbooks (12,2 %)”, “Turkish language learning and teaching (7 %)”, “Textbook (5,7 %)”, “Vocabulary teaching (4,5 %)”. It was also revealed that 49 (20 %) different keywords were included just once in the studies examined.

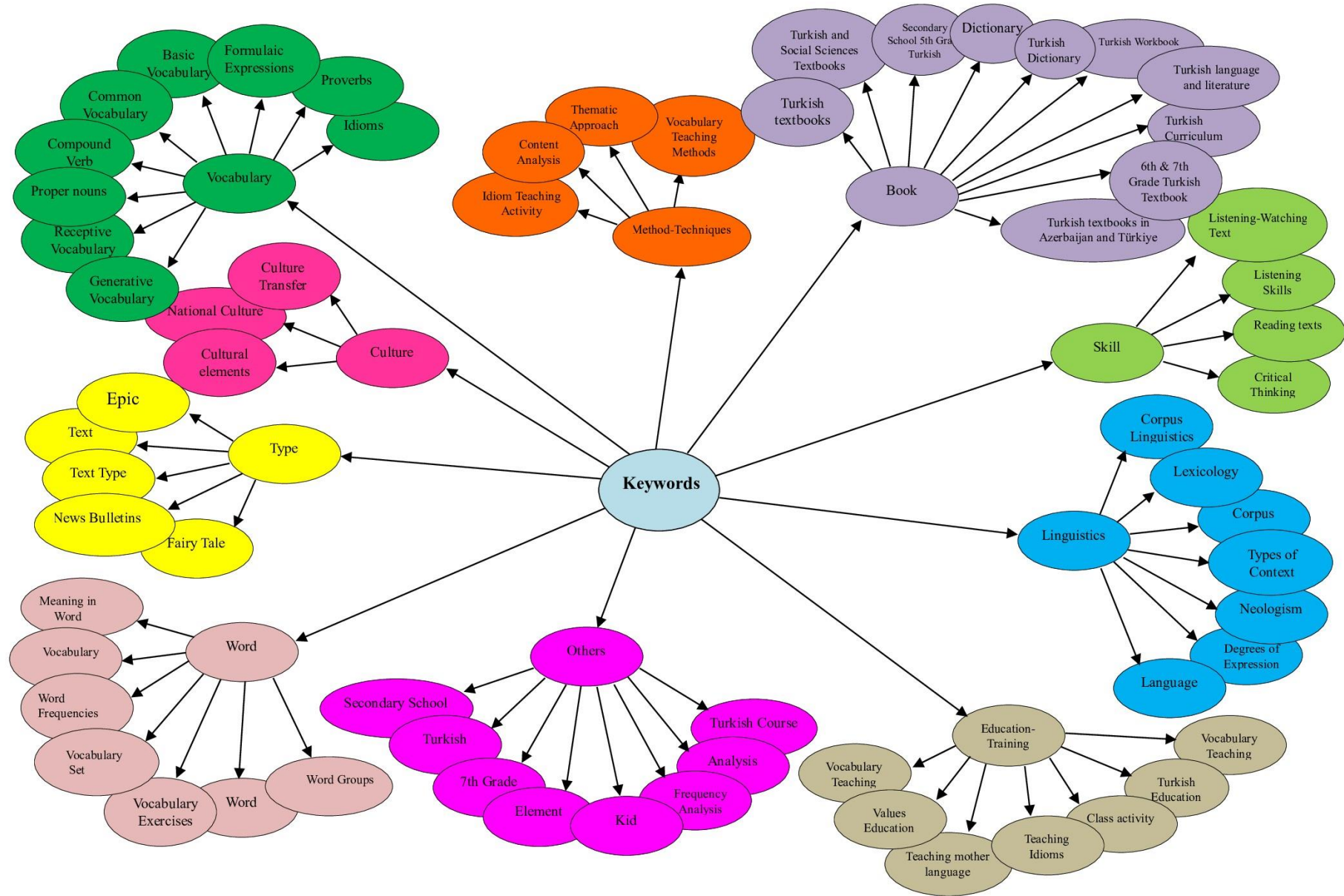


Figure 4. Distribution of Studies Conducted on the Vocabulary Elements in Secondary School Turkish Textbooks According to the Keywords

As can be seen in Figure 4, the keywords included in the studies conducted on the vocabulary elements in secondary school Turkish textbooks were related to vocabulary (idioms, proverbs, formulaic expressions, basic vocabulary, common vocabulary, compound verb, proper nouns, receptive vocabulary, generative vocabulary), methods and techniques (Idiom teaching activity, content analysis, thematic approach, vocabulary teaching methods), books (Turkish textbooks, Turkish and Social Sciences textbook, secondary school Turkish textbook, dictionary, Turkish dictionary, Turkish workbook, Turkish language and literature, Turkish Curriculum, 6th and 7th-grade Turkish textbook, Turkish textbooks in Azerbaijan and Türkiye), skills (listening-watching texts, listening skill, reading texts, critical thinking), linguistics (corpus linguistics, lexicology, corpus, types of context, neologism, degrees of expression, language), education-training (vocabulary teaching, values education, teaching mother language, Idiom teaching, class activity, Turkish education, vocabulary teaching), words (meaning in word, vocabulary, word frequencies, vocabulary set, vocabulary exercises, word, word groups), types (epic, text, text type, news bulletins, fairy tale), and culture (culture transfer, national culture, cultural elements).

DISCUSSION, CONCLUSION, RECOMMENDATIONS

In the present study, studies conducted on the vocabulary elements in secondary school Turkish textbooks between 2006-2023 were evaluated according to various criteria such as years, methods, textbooks examined, purposes, keywords, and vocabulary elements included. In this section, findings obtained within the scope of the study will be discussed.

1. Conclusion and Discussion Related to the First Sub-goal

According to the findings obtained from this study, it was determined that of the studies conducted on the vocabulary elements in secondary school Turkish textbooks, 34,4 % was thesis, while 65,6 % was articles. As a result of the analysis, no doctoral thesis has been found in the literature.

Literature review indicates that in his study, which aimed to determine the trends in postgraduate studies conducted in Turkish education between 2011-2015, Özçakmak (2017) revealed that the majority of the studies conducted previously were at the postgraduate level. Maden (2021) who aimed to determine the trends in postgraduate theses related to Turkish textbooks, and Temizkan (2021) aiming to examine the postgraduate theses conducted on the Turkish textbooks according to various criteria obtained similar results.

Considering the distribution of the studies by years, it was determined that the highest number of studies was conducted in 2020, while the least number of studies was done in 2008. It was also revealed that the studies conducted increased especially after 2010, but this increase was not a steady one

The related literature shows that in his study which aimed to determine the trends in the studies conducted on Turkish textbooks, Sur (2023) determined that the number of studies regarding the research subject has increased since 2010. In this respect, it can be stated that the results of the present study are similar to those of the studies in the literature.

2. Conclusion and Discussion Related to the Second Sub-goal

Another finding in this study shows that 95,3 % of the examined studies were carried out as qualitative research, while 3,1 % were conducted through quantitative research. The method regarding the 1,6 % of the studies was not indicated. There are no studies conducted using mixed methods in the studies within the scope of the research.

The literature review indicates that in their study, which aimed to examine the trends in Turkish education studies published between 2000-2011 according to various criteria such as method, subject, data collection tools, and sample, Varışoğlu et al., (2013) determined that the least preferred method and design in Turkish education studies was mixed research designs. In their study aiming to determine

the research tendencies of post-graduate and doctoral theses regarding Turkish education designed between 2015-2019, Önal & Maden (2021) stated that the most commonly used method in theses regarding Turkish education was the qualitative research method.

Document analysis (review) was used in 73,8 % of the studies examined in the scope of the research, which used qualitative research methods.

Literature review shows that Maden (2021) and Sarı (2020) found in their research that document analysis was mostly used in the theses they examined.

As can be seen, the findings of the study show similarity with the findings of other studies in the literature.

3. Conclusion and Discussion Related to the Third Sub-goal

Based on the third finding of the present study, it was found that of all the studies examined, only 5th-grade Turkish textbooks were examined in 15,4 % of the studies, only 6th-grade Turkish textbooks in 18,5 % of them, only 7th-grade Turkish textbooks in 12,3 %, only 8th-grade Turkish textbooks in 9,1 %, 5th and 6th-grade Turkish textbooks in 1,4 %, 6th and 7th-grade Turkish textbooks in 2,9 %, textbooks for all grade levels (5th, 6th, 7th, and 8th-grade) of secondary school in 40,4 %.

When the literature is examined, Maden (2021) determined that in the great majority of the theses conducted on the textbooks, analysis was conducted on the textbooks for all grade levels (5th, 6th, 7th, and 8th-grade) in secondary school. Kanat (2021), who aimed to consider graduate theses on grammar teaching in secondary school Turkish textbooks with a holistic approach, also obtained similar results. The results of the present study are similar to those of the other studies in the literature.

4. Conclusion and Discussion Related to the Fourth Sub-goal

The fourth finding of the research shows that it was aimed to determine the vocabulary elements in the texts of the textbooks in 39 % of the studies examined, to examine the activities in the textbooks in terms of vocabulary in 15,6 % of them, to examine the textbooks in terms of idioms and proverbs in 12,5 %, to examine the textbooks in terms of word frequency in 7,8 %, to examine the listening-watching texts in the textbooks in terms of vocabulary in 6,3 %, to examine the stereotyped vocabulary in the textbooks in 6,3 %, to examine the textbooks according to cultural elements in 4,7 %, to examine the textbooks according to the methods and techniques used in listening-watching texts in 3,1 %, to develop activities related to vocabulary teaching in 1,6 %, to determine the level of knowledge of words in the textbooks by the students in 1,6 %, and to design a dictionary with the words that secondary school students need to know in 1,6 %. According to the findings of the study, various elements which form the book such as texts in a textbook, activities, and listening-watching texts were evaluated in terms of vocabulary in the studies.

When the literature is analyzed, no study overlaps with this result of the research.

5. Conclusion and Discussion Related to the Fifth Sub-goal

The fifth finding of the research reveals that 75 % of the studies examined within the scope of the research were based on idioms, 72 % on proverbs, 39 % on formulaic expressions, 37,5 % on reduplications, 29,7 % on proper nouns, 18,8 % on related words, 15,6 % on terms, 14,1 % on foreign words, 12,5 % on aphorisms, 12,5 % on exclamations, 10,9 % on compound words, 9,4 % on onomatopoeic words, 9,4 % on abbreviations, 7,8 % on verbs, 7,8 % on rhymes, 7,8 % on metaphors, 7,8 % on dialect features, 6,3 % numerical expressions, 3,1 % on preposition and conjunctions, 1,6 % on gerundial, 1,6 % on nouns, 1,6 % on metonyms, 1,6 % on basic words, 1,6 % on titles, and 1,6 % on politeness expressions. According to the findings of the research, it was determined that the majority of the studies examined included idioms and proverbs as elements of vocabulary.

When the literature is analyzed, no study overlaps with this result of the research.

6. Conclusion and Discussion Related to the Sixth Sub-goal

According to the last finding of the research, the keywords in the studies conducted on the elements of vocabulary in secondary school Turkish textbooks are grouped under the titles of vocabulary, culture, genre, method and technique, book, skill, linguistics, word, education & training. The most frequently used keywords in the analyzed studies were determined as vocabulary, Turkish textbooks, Turkish education and teaching, textbook, and vocabulary teaching. It was observed that the keywords used in the studies and the purposes of the studies overlapped with each other.

When the literature is examined, Cin Şeker (2020), in his study on the keywords of postgraduate theses on listening and speaking skills in the field of Turkish education, concluded that the subject of the theses and the keywords used in the theses support each other, similar to the finding of the study. In Boyacı and Demirkol's (2018) study aiming to examine doctoral theses in the field of Turkish education, it was determined that the most commonly used keywords in theses were Turkish education, Turkish teaching, Turkish education & teaching. This word order frequently used is consistent with the frequency order of the keywords in the studies analyzed in the research.

Accordingly, it can be said that these findings of the present study overlap with the findings of other studies in the literature.

Recommendations

1. It is observed that the qualitative method was mostly used in the analyzed studies. Conducting studies on the subject using different methods such as quantitative, experimental, or mixed methods will provide a huge contribution to the diversity of the literature on the subject.

2. Considering the lack of a standard regarding the vocabulary elements included in the analyzed studies, it would be useful to conduct studies to create a generally accepted vocabulary index.

3. Conducting a study on which vocabulary should be taught in which grade level when designing Turkish textbooks would be beneficial to fill the existing gap in the literature.

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