



Comparison of the Context Use at B1 Level Reading Texts in *Yedi İklim* and *Lale* Turkish Coursebooks Used in Teaching Turkish to Foreigners

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Abstract: Teaching Turkish to foreigners has gained significant momentum in recent years. New textbooks and studies increase rapidly in this field. The opportunities offered by linguistics should also be used in these studies. The use of context types should be actively involved in teaching Turkish to foreigners. This study was conducted to determine how much of the context types practiced in B1 Level *Yedi İklim* and *Lale* Turkish 3 textbooks used in teaching Turkish to foreigners. The texts and dialogues in these textbooks were identified and examined one by one in terms of the context. Findings were shown in a table with numerical data in Microsoft Excel. It was concluded that the authors who prepare a publication on teaching Turkish to foreigners and those who conduct studies in teaching Turkish to foreigners should benefit more from the use of context.

Keywords: *Context types, Linguistics, Lale Coursebook 3, Teaching Turkish to Foreigners, Yedi İklim Coursebook B1*

Introduction

It is easier to define the words at B1, B2, and advanced levels compared to other levels in teaching Turkish as a foreign language. Students at B1, B2, and C1 levels can understand most of what they read and hear. However, they need materials to improve their speaking and writing skills for teaching vocabulary to interact (Başutku, 2018).

Although it is insufficient in the field of teaching Turkish to foreigners, Turkish language textbooks, books on methodology, articles, and publications have been put forward, and various studies are still carried out in this field. However, it is almost impossible to come across books or articles written to benefit from different fields of linguistics in teaching Turkish to foreigners. Therefore, textbooks prepared in the axis of meaning and context in foreign language teaching will make a significant contribution to learning (Çetin, Yiğit, & Karlı, 2011). The importance of context in communication is an undeniable fact. Knowing the context that includes understanding, interpretation, and evaluation is essential for healthy communication.

In addition to the execution of sound communication, learning the words that gained meaning or meanings together with their contexts, will make them easier to understand, use, and remember (Gür, 2014).

Vocabulary teaching methods seen common in different studies are as follows:

- Teaching vocabulary with puzzles
- Vocabulary teaching method with dramatization
- Vocabulary teaching technique with brainstorming
- Teaching vocabulary through games
- Vocabulary teaching through association
- Teaching vocabulary with vocabulary notebook
- Vocabulary teaching method with word map
- Teaching vocabulary using a dictionary
- Vocabulary teaching method with using synonyms
- Teaching vocabulary through context (Duran and Bitir, 2017).

As studies are referring to the importance of the context, there are also findings indicating that providing the word without context shows the vocabulary of the student better (Franco and Galvis, 2013). However, it is also seen that teaching vocabulary through memory techniques, which are

common in language teaching lately, have yielded more effective and permanent results. Many words are stored in mind and are not easily forgotten with the help of this technique. The student will recollect the word he/she will learn through this technique with the help of another word that makes associations in his/her native language, and therefore, this learning process will be more permanent. Also, as a result of these practices, the student does not memorize the word at random and stores it in his mind with the help of an association and context.

“In semantics, which is the sub-field of linguistics, there are significant data to explain the work order of the human mind. Findings on the storage and recollection of the concepts in mind can be obtained based on the meanings of the words. At this point, explaining the conceptual structure of the words is partly equivalent to explaining the nature of the mind” (Uysal, 2015).

Until the twentieth century, traditional approaches, such as a grammar-translation method or behavioral approach, were used in teaching vocabulary, and the method of memorizing words and cognition of the memorized words in the text was used with this effect. However, contextual methods and techniques were used in the textbook due to the effect of the cognitive approach in the twentieth century (Şenyiğit and İnce, 2015). In this study, the importance of context-based vocabulary teaching was emphasized.

Teaching Vocabulary with Context

Vocabulary teaching is a fundamental element that should be taken as a basis to make sentences in language teaching. The stronger this foundation, the higher the learner’s success in the language (Aktaş, 2013). One of the ways to achieve success in having a solid foundation in vocabulary teaching is context-

based vocabulary teaching. Context-based vocabulary teaching is an approach that predicts the deduction of the meaning of a word or phrase according to the whole sentence. For this approach to achieve a high level of success, the application areas for applying knowledge of context should be firmly based on linguistic data (Yaman and Akkaya, 2012).

In teaching Turkish as a foreign language, there is a need for support on the procurement of course materials both in the country and abroad and the implementation of active learning strategies (Başutku and Durmuş, 2018). To obtain communication skills in foreign language teaching, the materials to be used during teaching should be designed by the culture and social values of the target language. The meanings of words in the target language should be taught within the frame of their contexts. However, textbooks and other teaching materials prepared for foreign language teaching should be arranged within the coherence of meaning and context, and the social elements that constitute the communicative ability should be used within their meanings and contexts (Çetin, Yiğit and Karlı, 2011). While designing textbooks, students’ needs begin to be in the foreground; the effect of pragmatics on language teaching is seen mostly in textbooks (Uslu, 2005).

According to Kramersch (1993), the importance of context is gradually increasing in language teaching, but our vocabulary preferences are limited to the context in which we use language. The use of language in the communication medium and within a particular context is more specific to spoken language. Therefore, pragmatics also examines verbal communication and spoken language. This approach was reflected in foreign language teaching and opened

new horizons in this track (Uslu, 2005). As a meaning theory to be created without involving the contexts will not be healthy, physical context, environment, nature, and reality must be at the center of the meaning theory (Çakır, 2004).

Words are needed to understand what is said and written and to convey emotions and thoughts. There is an undeniable relationship between the effective use of the necessary skills of comprehension and speech and the richness of vocabulary. In other words, the deficiency or the richness of vocabulary affects the ability to comprehend and speak (Karatay, 2007). However, Başutku (2018), in his master's thesis, listed the types of the dictionary required at B1 level in foreign language teaching as follows:

- Interactive, audio and video dictionaries on the Internet,
- Dictionaries with explanations in Turkish suitable for the level and same sentences,
- Thematic picture dictionaries,
- Action-oriented dictionaries with fun activities.

All exercises related to developing vocabulary are gathered under two headings. While activities of the first type emphasize the meaning of the word, activities of the second type are based on the structure of the word, and its context. Since the level, interest, and needs of each student may be different, the vocabulary teaching methods used in the classroom may vary according to these differences (Özbay & Melanlıoğlu, 2008).

The most efficient environment for improving vocabulary is Turkish language lessons. The tasks on the enrichment of vocabulary in Turkish lessons enable students to use language well as well as to express their feelings and thoughts more easily. As

thought is the product of language, learning a language is the same as learning to think. Vocabulary occupies a vital place in topics related to language such as grammar, phonology, morphology, etc. (Karatay, 2007). The selection of the vocabulary to be emphasized in teaching words and the process of students' ability to guess the meanings of the selected words from the context is of great importance. The vocabulary to be highlighted in the process of text processing should be in the form that students identify the words they encounter for the first-time during reading-comprehension and listening-comprehension activities. Students receive support for guessing the meaning of the word, finding and discovering their meaning in the sentence with the clues, instructions, and directions given (Göçer, 2015).

In the study by Hasırcı and Büyükkiz (2013) entitled "Evaluation of the written expressions of students who learn Turkish as a foreign language according to the wrong analysis of a written text," the mistakes of the foreign students who learn Turkish that result from their word choice in the written expressions were examined and, according to the findings, the majority of these students' mistakes in word choice was due to over-generalization and misconception.

It is essential to know a word thoroughly to prevent the possibility of developing concepts. To recognize the word with all its meanings is only possible by making sense of it in the context of the text. When the target vocabulary to be taught is shown to the student in a pre-designed context through a sentence or paragraph in the text, the meaning of the word is learned by making sense of it by the student. This method makes vocabulary teaching more effective and lasting (Duran and Bitir, 2017).

Context and Types of Context

As cited by Kramersch (1993) from Lyons'tan (1977), “the context corresponds to the intentions, assumptions, and pre-acceptance of speakers and listeners that guarantee proper perception of discourse and is therefore meaningful for the participants.”

“Context is linguistic data that enables the evaluation of a linguistic element in a greater sense of meaning than itself and is built on the part-whole relationship” (Yaman and Akkaya, 2012).

According to Arslan (1991), “in linguistics, the context indicates a whole that examines an expression or a certain linguistic unit in the text and is constituted by all succeeding sounds, words, or phrases.”

Beck, McKeown, and McCaslin divided context types into two. This division is as follows:

- “1. Natural context
2. Pedagogical context” (as cited by Yaman and Akkaya, 2012 from Beck et al.)

Natural Context: “A large number of simply created contexts surrounding a certain unknown word found in written text. The author of a natural context does not intend to convey the meaning of a word. Natural contexts have four types of categories that proceed through a continuum” (Yaman and Akkaya, 2012). Of these, misleading context is the context that misrepresents the meaning of the target word to the student. The non-prompting context is the context that does not provide the student with a specific clue to the meaning of the target word. “General context is the context that gives the student a hint about the general category of the target word. Finally, the prompting context is the context that directs the student to the

accurate and special meaning of the target word” (Yaman and Akkaya, 2014).

Pedagogical Context: “it is specially designed to teach certain unknown words. For example, the target word “övmek (praise)” in the sentence “Bütün öğrenciler, testlerde çok iyi notlar aldılar; bu sebeple öğretmenleri, çok iyi iş başardıkları için onları övdü (All the students got excellent grades in the tests, so their teachers praised them for doing very well).” The meaning of the word “övmek (praise)” can be understood from this sentence. A pedagogical context is designed to show the meaning of words.” (Yaman and Akkaya, 2012). The most functional of the types of context that can be used in vocabulary teaching is the pedagogical context. It is possible to provide more effective and lasting vocabulary teaching in teaching Turkish by using the pedagogical context.

Methodology

In this study, *Lale Coursebook 3* and *Yedi İklim Coursebook*, resources for teaching Turkish to foreigners, were analyzed. Keeping in mind the importance of context-based vocabulary teaching, the qualitative research method was used, and the scanning technique was applied in the examination of these sources.

Population and Sampling

The coursebooks used in teaching Turkish to foreigners are the population of this study. The texts and dialogues in *Lale Coursebook 3* and *Yedi İklim Coursebook* at the B1 level used in teaching Turkish to foreigners constituted the sampling of the study.

Data Collection and Analysis

Lale Coursebook 3 at B1, examined within the scope of this study, consists of 12 units. A total of 34 reading texts, of which 24 were texts and 10 were dialogues, was examined in these units. *Yedi İklim Coursebook* at B1 consisted of 8 units. A total of 24 reading texts, of which 21 were texts, and 3 were dialogues, were examined in these units and were converted into a table in the Microsoft Excel program.

Table 1. List of Context Usage in Books Examined

Books scanned	Pedagogical Context	Natural Context			
		Misleading Context	Non-prompting Context	General Context	Prompting Context
<i>Lale Coursebook 3</i> (B1)	2	1	43	14	36
<i>Yedi İklim Coursebook</i> (B1)	2	4	38	20	16

Texts and dialogues in the reading-comprehension sections of *Lale Coursebook 3* and *Yedi İklim Coursebook*, which aim to teach Turkish to foreigners at B1 level, were examined and which types of context used in them were determined in this study. The prompting context under the natural context was given more place in *Lale Coursebook 3* than the other source examined. The general context under the natural context found more place in *Yedi İklim Coursebook* than the other source examined. It was seen that the prompting context which should be used in language teaching was included in both sources if not sufficient, but the pedagogical context was almost absent in them.

Findings and Comments

In this section, these sources were examined under the name of context-based vocabulary teaching. Examples related to these examinations were included in this section. The findings obtained from the examinations were shown in the table with numerical data.

Examination of *Lale Coursebook 3*



Figure 1. Reading-comprehension texts of the unit on phobias.

The subject of phobias was treated in the second unit of *Lale Coursebook 3*. The phobias of celebrities were

revealed in the reading passage of this unit. The first text talked about Kemal Sunal's phobia of planes and explained what those who have plane phobia could not do. The second text described Yıldız Tilbe's nyctophobia. It was described by explaining what those who have darkness phobia cannot do and what they do not like. The third text referred to Kim Bassinger's agoraphobia and ochlophobia. These phobias of hers were explained with examples.

““Ünlü komedyen Kemal Sunal'ın uçak fobisi vardı. Sanatçı seyahatlerinde genelde uçak dışındaki ulaşım araçlarını tercih etti (The famous comedian, Kemal Sunal, has a plane phobia. In his travels, the artist generally preferred other means of transportation than aircrafts).” This sentence indicated that people with plan phobia can come aboard on vehicles other than planes. A prompting context was used by stating that those with plane phobia could not get on a plane.

“Ünlü şarkıcı Yıldız Tilbe'nin en büyük fobisi karanlıkta kalmak. Şarkıcı karanlık yerlerde hiç duramıyor (The famous singer, Yıldız Tilbe's biggest phobia is to stay in the dark. The singer can not remain in dark places).” In this sentence, a prompting context on nyctophobia was used by stating that those with nyctophobia could not stay in dark places.

“Film oyuncusu Kim Basinger'in açık alan ve kalabalık fobisi var. Sanatçı bu yüzden genellikle evinden dışarı çıkmıyor (Film actress, Kim Bassinger, has agoraphobia and ochlophobia. That is why the actress does not usually go out of her house).” A prompting context was used by stating that Kim Bassinger could not leave her home because of her agoraphobia and ochlophobia.

Doktor : Kaç yıldır sigara içiyorsunuz?
 Hasan Bey : Yaklaşık on beş yıldır sigara kullanıyorum.
 Doktor : Bakın Hasan Bey, sigarayı hemen bırakmalısınız. Yoksa hastalığınız ilerleyecek.
 Hasan Bey : Çok zor olacak ama sigarayı bırakabilirim.
 Doktor : Güzel, o zaman tedaviye başlayabiliriz. Size bazı ilaçlar yazacağım. Bu ilaçları bir ay kullanmanız gerekiyor. Bir ay sonra kontrole geleceksiniz. Ciğerlerinizi tekrar kontrol edeceğiz. Bu arada kesinlikle sigara ve alkollü içecekler kullanmayacaksınız.
 Hasan Bey : Anlaşıldı doktor hanım, bir ay sonra görüşürüz.
 Doktor : Görüşürüz. Tekrar geçmiş olsun.
 Hasan Bey : Sağ olun.

Figure 2. A reading-comprehension text in the unit on habits

The subject of habit was treated in the 5th unit of *Lale Coursebook 3*. There is a dialogue between Mr. Hasan and Doctor in the reading text of this unit.

Doctor: Good, then we can start treatment. I will prescribe you some medicine. You need to use these medicines for a month. You will come for a check-up a month later. We will recheck your lungs. By the way, you will certainly not use cigarettes and alcoholic beverages.

In the dialogue above, the statement of being able to start treatment was explained by supporting underlined sentences. It is an excellent example of a prompting context. The student who reads this text will be able to quickly grasp the verb of starting treatment with succeeding explanations without looking at the dictionary.



Figure 3. The second reading-comprehension text in the unit on habits

This text talks about Emre's personality traits. There seemed to be a pedagogical context in the sentence "Emre cömerttir. Çevresindekilere yardım eder (Emre is generous. He helps those around him)." The word "cömert (generous)" was explained clearly in the succeeding sentence by providing its trait.



Figure 4. The second reading-comprehension text in the unit on habits

Serdar's personality traits were given in this text, and it was stated that Serdar was an angry person. Then, this concept was explained by identifying what angry people do and their characteristics. It can also be seen that the prompting context was used in this text.



Figure 5. The second reading-comprehension text in the unit on habits.

The personality traits of Ayşe were mentioned in this paragraph. "Ayşe, doğru sözlüdür. Hiçbir zaman yalan söylemez. Sosyaldır. Herkesle iyi anlaşır (Ayşe is righteous. She never lies. She is sociable and gets on well with everyone)". Ayşe's traits of being truthful, friendly and easygoing were explained, and the pedagogical context was used.

B: Özkan Bey, eski patronunuza soracak olsak sizi nasıl anlatırdı?
 A: Çalışkandır. Dürüştür. Asla yalan söylemez. Sosyaldır ve herkesle uyum içinde çalışır. Bugün gelse onu tekrar işe alırdım.
 B: Özkan Bey, telefon numaranız ve adresiniz bizde var. Biz sizi aramız. Geldiğiniz için teşekkürler.
 A: Zaman ayırdığınız için ben teşekkür ederim.

Figure 6. The reading-comprehension text in the unit on announcements.

The topic of announcements was treated in the 7th unit of *Lale Coursebook 3*. A dialogue on a job interview was used in the reading passage of this unit. In this dialogue, there was such a conversation:

B: Mr. Özkan Bey, what would your former employer say about you if we asked him/her?

A: He is hard-working. He is honest and never tells lies. He is sociable and works in harmony with everyone. I would hire him again if he came today.

The examples provided subsequently, after the words "dürüst (honest)" and "sosyal (sociable)" in the dialogue above, were descriptive of these words. Therefore, it is possible to state that the prompting context was used in the dialogue under examination. Through such practices, students who read the text can quickly grasp the meaning of the word from the whole sentence.

Examination of *Yedi İklim Coursebook B1*

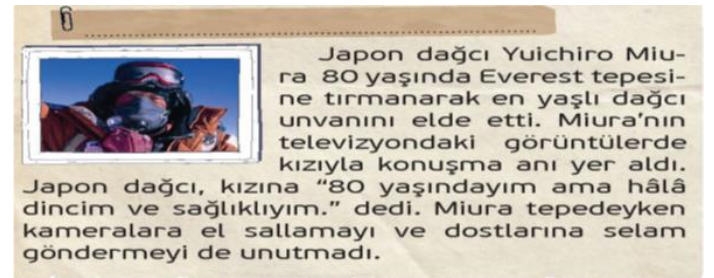


Figure 7. The reading passage of the 1st unit.

The word “dağcı (mountaineer)” in Unit 1 was clarified with the sentence “Everest tepesine tırmanarak... (climbing to the top of Everest...)”. The prompting context was used here. However, the explanation of “dincim ve sağlıklıyım (I am vigorous and healthy)” was not given, but the non-prompting context was used.

In the text entitled “Yetenek işi (Talent Practice)” in Unit 1, the verb phrase “üstüne yoktur (there is nobody like him/her)” in the sentence “Kimi insanlar bazı işleri çok güzel yaparlar. Örneğin benim annem çok güzel kek yapar. Kek yapmakta üstüne yoktur (Some people perform certain tasks very well. For example, my mother bakes very beautiful cakes. There is nobody better than her in baking cakes)” was explained by the mother’s skills in baking cakes. The word “komik (funny)” mentioned in the sentence “Kardeşim çok komik bir çocuktur. Bizi hep güldürür, sürekli şakalar yapar (My brother is a very funny boy. He makes us laugh and jokes all the time)” was explained by the words “güldürmek (makes us laugh)” and “şaka (joke)”. The phrase “üstüne yoktur (there is nobody like him)” in the sentence “Babamın matematik bilgisi çok iyidir. Matematik ödevlerimize yardım eder. Problem çözmekte babamın üstüne yoktur (My father’s knowledge of maths is very good. He helps us with our maths homework. There is nobody like him in solving mathematical problems)” was explained by the father’s great mathematical knowledge. The word “yetenek (talent)” was revealed through playing guitar in the sentence “Benim hiçbir yeteneğim yok sanmayın. Bugünlerde annem biraz şikayetçi, gürültüden uyuyamıyor ama gitar çalmakta üstüme yoktur (Don’t think I have no talent. Nowadays, my mother complains a bit, she can’t sleep because of noise, but there is nobody like me in

playing guitar.)” Therefore, it was seen that the prompting context was used in this text.

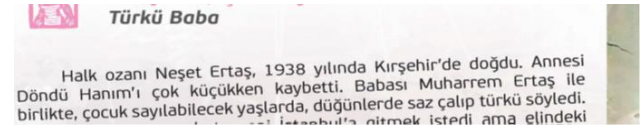


Figure 8. The reading passage in Unit 2.

In the text entitled “Türkü Baba (Folk-song Pappa),” the word “Halk ozanı (People’s poet)” was clarified with the subsequent sentence “..... düğünlerde saz çalıp türkü söyledi (...played saz instrument and sang folk-songs at weddings)” and the prompting context was used.

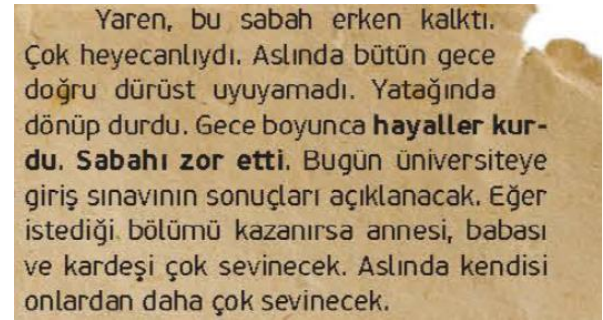


Figure 9. The reading passage in Unit 3.

In the text called “Büyük Heyecan (Big Excitement)” in Unit 3, the word “heyecan (excitement)” was explained by Yaren’s inability to sleep all night and turning around in her bed, and the prompting context was used.

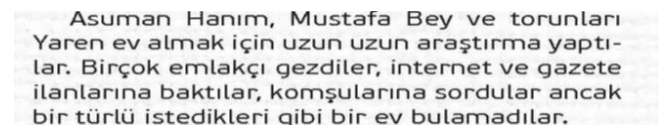


Figure 10. The reading passage in Unit 4.

In the reading passage called “Sürpriz (surprise)” in Unit 4, the word “araştırma yapmak (doing research)”

was clarified with the sentence “Birçok emlakçı gezdiler, internet ve gazete ilanlarına baktılar, komşularına sordular (They visited many real estate agents, looked at internet and newspaper ads and made inquiries from their neighbors).” Here, the prompting context was used.

Eşref Armağan doğuştan görme enge bir ressamdır. Hiçbir zaman gün batımını baharın renklerini, çiçek açan doğayı görmeyen O, görmeden mükemmel eserler yaratan t dehadır. Eserleri karşısında herkes büyülen

Figure 11. The reading passage in Unit 5.

In the text called “Parmaklarıyla Gören Adam (The Man Who Sees with His Fingers)” in the 5th Unit of *Yedi İklim Coursebook*, the concept of “görme engelli (visually impaired)” was explained with the subsequent sentence “Hiçbir zaman gün batımını, baharın renklerini, çiçek açan doğayı görmedi (He/She never saw the sunset, the colors of spring and the blooming nature)” and, thus, the prompting context was used.

Peki niçin rüya görürüz? Rüyaların anlamı nedir? İnsanlar bu soruları de çözmeye çalışmışlardır. En basit anlamıyla rüyalar, uykudayken zihnimizi olaylar, düşünceler ve görüntülerdir. Niçin rüya gördüğümüze ilişkin birbiri pek çok görüş var. Kimilerine göre insan, rüyalarında korkularını, mutlulukları, tülerini görür. Kimileri de rüyaların zihnimizi temizlediğini düşünüyor. Kimiler de görmenin yaratıcı olmamızı sağladığını söylüyor.

Figure 12. The reading passage in Unit 6.

In the text called “Uykudaki Dünyamız: Rüya (Our Sleeping World: Dreams),” the meaning of the word “rüya (dream)” was immediately explained in the subsequent sentence and the prompting context was used.

Tabii ki, anlatayım. Türkiye’de düğünler genellikle cuma gününden başlar ve üç ilk gün, damadın evine bayrak asılır ve bir sonraki gün için hazırlıklara başlanır. İki akşamı gelin evinde kına gecesi yapılır. Kına gecesinde bir eğlence düzenlenir eşliğinde geline kına yakılır. Sonra yemek yenir ve çeşitli geleneksel oyunlar. Üçüncü gün, düğün günüdür. Damat ve ailesi gelini alır ve oğlan evine getirir. G geline geldiği zaman düğün başlar.

Figure 13. The reading passage in Unit 7.

In the dialogue entitled “Oğlan bizim kız bizim (The Boy is our boy, the girl is our girl)” in the 7th Unit of *Yedi İklim Coursebook*, the word “eğlence (festivity)” was explained with the sentence “Türküler eşliğinde geline kına yakılır (Henna was applied to the bride in the company of folk-songs)” and the prompting context was used.

1902’de Harp Akademisine girdi. Mustafa Kemal, Harp Okulunda ve Harp Akademisinde de zekası, yetenekleri ve üstün kişiliği ile tanındı. Arkadaşlarının içten sevgi ve saygısını kazandı. Ülke sorunlarıyla ilgilendi ve düşüncelerini cesaretle ifade etmesiyle dikkat çekti. Askerlik derslerine büyük ilgisinin yanında matematikte, edebiyatta ve hitabette de çok başarılıydı. Okuldan kurmay yüzbaşı rütbesiyle mezun oldu.

Figure 14. The reading passage in Unit 8.

In a text called “Bir Liderin Doğuşu (Birth of a Leader)” in Unit 8, the word “başarı (success)” was explained by M. Kemal Atatürk’s graduation from the school as a staff captain, and thus, the prompting context was used here.

Conclusion and Recommendations

Pedagogical and prompting context types that can be beneficial in using context to teach Turkish vocabulary, especially to foreigners, stand out. When these context types are used in vocabulary teaching, it will be seen that students’ comprehension levels increase. The prompting context directs the student to the special meaning of the word intended to be taught. The pedagogical context explains the meaning of a word in the subsequent sentence, describes it, or provides clues related to the word. While examining the sources in question, pedagogical, and prompting contexts, which are considered to be beneficial in the field of vocabulary acquisition in teaching Turkish to foreigners, were emphasized in this study.

According to the findings obtained from the sources examined, while the prompting context that was supposed to be used in language teaching was included

at the least, the pedagogical context was almost not mentioned. In this direction, it was concluded that both coursebooks examined were inadequate in terms of using contexts in teaching vocabulary.

To realize vocabulary teaching successfully and efficiently, teaching vocabulary should be implemented by using the context types most efficiently in the coursebooks prepared with the aim of teaching Turkish to foreigners.

Vocabulary related to the pedagogical context should be prepared and presented to the students' benefit to increase the examples of pedagogical context more in

language teaching. Such studies will render vocabulary teaching more effective and permanent. For this reason, glossary sections of coursebooks or workbooks should be prepared by considering context types.

It is recommended to include visual sources such as pictures, photographs, and videos, to suggest the meanings of certain words in any text. Apart from coursebooks, it is necessary to use printed sources such as newspapers, magazines, stories, novels, brochures, etc. in the teaching of vocabulary.

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