

Diversity of Teaching Methods and Techniques in Turkish Literature: Problems and Suggestions*

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Ebru Aras**

Muhittin alıřkan***

Abstract

The main aim of this study is to analyze the teaching methods and techniques in Turkish educational literature. Thus, 96 books that directly focus on teaching methods and techniques were examined using the document analysis method. The study found that there is a multitude of teaching methods and techniques in the literature (62 methods, 371 techniques), there is confusion in distinguishing between a teaching method and technique, there is no universally applicable criterion for every situation to differentiate between them, and there are teaching methods and techniques with unclear and ambiguous implementation steps. Based on the interpretation of the findings, the following recommendations are made: 1. The findings of the present study can be utilized in determining the content of the Teaching Principles and Methods course. 2. Studies can be conducted to clearly define the terms teaching method and teaching technique, and to establish criterion or criteria which will clarify the distinction between them. 3. Further research can focus on identifying the criteria that a practice must meet to deserve the status of a teaching method or teaching technique.

Keywords: Teaching method, teaching technique, method and technique diversity, document analysis.

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**Teacher of English Language, Ministry of National Education, Konya, Turkey. E-mail: arasebruaras@gmail.com, <https://orcid.org/0000-0003-2939-8908>

***Corresponding Author: Prof. Dr., Ankara Music and Fine Arts University, Faculty of Music and Fine Arts Education, Department of Educational Sciences, Ankara, Turkey. E-mail: muhittin.caliskan@mgu.edu.tr, <https://orcid.org/0000-0002-2341-0710>

Türkçe Alanyazında Öğretim Yöntemi ve Tekniği Çeşitliliği: Sorunlar ve Öneriler*

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Ebru Aras**

Muhittin Çalışkan***

Öz

Bu araştırmanın temel amacı öğretim yöntemlerini ve öğretim tekniklerini analiz etmektir. Türkçe alanyazındaki içeriği doğrudan öğretim yöntemlerine ve öğretim tekniklerine odaklanan 96 kitap doküman analizi yöntemiyle analiz edilmiştir. Araştırmada; Türkçe alanyazında çok sayıda öğretim yöntemi ve öğretim tekniği (62 yöntem, 371 teknik) olduğu, yöntem ve teknik ayırımında bir karmaşa olduğu, yöntem ve teknik ayırımını yapabilmek için tüm durumlar için geçerli bir ölçütün olmadığı, uygulama adımları açık ve net olmayan öğretim yöntemlerinin ve öğretim tekniklerinin olduğu sonucuna ulaşılmıştır. Bulguların yorumlanması sonucunda şu öneriler getirilmiştir: 1. Öğretim İlke ve Yöntemleri dersinin içeriğinin belirlenmesinde bu araştırmanın bulgularından faydalanılabilir. 2. Öğretim yöntemi ve öğretim tekniği terimlerini net bir şekilde tanımlamaya, aralarındaki farkı ortaya koyacak bir ölçüt ya da ölçütleri belirlemeye odaklanan araştırmalar yapılabilir. 3. Bir uygulamanın öğretim yöntemi ya da öğretim tekniği statüsünü hak edebilmesi için sahip olması gereken ölçüt ya da ölçütleri belirlemeye odaklanan araştırmalar yapılabilir.

Anahtar Sözcükler: Öğretim yöntemi, öğretim tekniği, yöntem ve teknik çeşitliliği, doküman analizi.

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**İngilizce Öğretmeni, Milli Eğitim Bakanlığı, Konya, Türkiye. E-posta: arasebruaras@gmail.com, <https://orcid.org/0000-0003-2939-8908>

***Prof. Dr., Ankara Müzik ve Güzel Sanatlar Üniversitesi, Müzik ve Güzel Sanatlar Eğitim Fakültesi, Eğitim Bilimleri Bölümü, Ankara, Türkiye. E-posta: muhittin.caliskan@mgu.edu.tr, <https://orcid.org/0000-0002-2341-0710>

Introduction

There are many variables that determine the quality of instructional processes. One of these variables is teaching methods and techniques. A lesson conducted with well-defined methods and techniques will have a high level of success in achieving its objectives (Arıcı, 2006). When selecting these methods and techniques, there exist many criteria, primarily their alignment with the teaching strategy. Research has also reported that teachers consider factors such as students' individual differences, class size, their own competencies, years in the profession, and material resources when choosing appropriate methods and techniques (Benek & Doğan, 2016; Karamustafaoğlu & Kandaz, 2006; Şahin & Güven, 2016).

The studies on teaching methods and techniques in Türkiye generally deal with several key areas: factors influencing teachers' selection of methods and techniques (Tabak, 2020), whether the choice of methods and techniques varies by subject area (Okur Akçay et al., 2016; Şahin & Güven, 2016), the most preferred methods and techniques by teachers in their lessons (Yılmaz, 2017), teachers' views on methods and techniques (Karasu Avcı & Ketenoğlu Kayabaşı, 2019; Koç & Erdem, 2020), the relationship between teachers' levels of method and technique usage and their professional burnout (Okumuşoğlu & Geçikli, 2021), and the relationship between teachers' self-efficacy and their ability to use methods and techniques (Şeref & Çinpolat, 2021). Some studies also highlight that teachers' preferences for different methods and techniques in their lessons are influenced by several factors, including the physical conditions of the school (Yılmaz, 2017), lack of parental involvement (Özyurt & Bezirgan, 2019), students' interest in the lesson (Nalbantoğlu, 2019), lack of materials (Şahin & Güven, 2016), teachers' years of experience in the profession (Bardak & Karamustafaoğlu, 2016), large class sizes (Karamustafaoğlu & Kandaz, 2006), and teachers' inability to adapt to change due to using the same teaching method for many years (Ocak et al., 2012). In addition, there are studies reporting that teachers do not have sufficient knowledge of teaching methods and techniques (Çer, 2017; Demirkan & Saraçoğlu, 2016; Ocak et al., 2012; Yılmaz, 2017). The reasons for these knowledge gaps include the abundance of teaching methods and techniques (Okur Akçay et al., 2016), the confusion regarding the meanings and implementation steps of these methods and techniques (Akhan, 2022; Aşiroğlu & Koç Akran, 2018; Fırat Durdukoca, 2018), and problems related to less well-known methods (Okur Akçay et al., 2016).

There are numerous teaching methods and techniques mentioned in the Turkish educational literature. This abundance makes it difficult to determine the content of the courses being taught in education faculties that focus on these methods and techniques. In addition, there is not enough explanation in the literature as to how some methods and techniques are to be implemented. Moreover, there is confusion in the classification of them. In various sources, a teaching method may be categorized under teaching techniques, or vice versa. These inconsistencies have formed the basis for this research. Taking these issues into account, the study aims to analyze teaching methods and techniques in the Turkish educational literature. To achieve this, the following questions are addressed:

- 1) What are the teaching methods mentioned in the literature?
- 2) What are the teaching techniques mentioned in the literature?
- 3) What are the methods and techniques classified as both teaching methods and teaching techniques in the literature?
- 4) What are the qualities mentioned for the distinction of a teaching method and technique?
- 5) Are there teaching methods and techniques that lack adequate explanation as to their implementation and have not been studied as research topics?

Method

Research Design

This is a document analysis study. Document analysis, while serving mostly as complementary to other research methods, is utilized as a standalone method as well (Sak et al., 2021). It is a systematic method to examine or evaluate materials such as advertisements, minutes of meetings, diaries, magazines, letters, newspapers, books, and so on (Bowen, 2009). Accordingly, to achieve the purpose of this study, academic books and coursebooks in the Turkish educational literature focusing on teaching methods and techniques were analyzed through document analysis.

Document Analysis Process

In the process of document analysis, various steps can be followed (Kıral, 2020; Sak et al., 2021). These steps primarily provide a general guideline, and they can be reinterpreted depending on the purpose of the study, the desired data to be obtained, or how comprehensively and in-depth the documents are intended to be studied (Yıldırım & Şimsek, 2016, p. 194). Accordingly, this study employed the following steps: (1) accessing the documents, (2) adopting a system for coding and classifying, (3) and analyzing the data.

Initially, the Turkish keywords were identified to access academic books and coursebooks in the literature focusing on teaching methods and techniques. Afterwards, using these keywords, consecutive searches were performed in the Necmettin Erbakan University e-Library database (<https://elibrary.erbakan.edu.tr/vetisbt>), on the Google (<https://www.google.com>) and Google Scholar (<https://scholar.google.com>), on the online platform of the National Library of Türkiye (<https://mk.gov.tr>), and finally in the library of Ahmet Keleşoğlu Faculty of Education. As a result of these searches, a total of 230 books were accessed as of November 20, 2023. Of these, 96 books that directly focus on teaching methods and techniques were included in the analysis.

In order to establish a system for coding and categorizing, the researchers developed “Teaching Methods and Teaching Techniques Analysis Form”. The draft form was sent to a faculty member for expert review. After making the necessary adjustments, the form was finalized. This created a system that could be used to note down the needed information from the accessed books. The data were analyzed using content analysis. Categories for the content analysis were created at the beginning of the study in accordance with the research questions. Analysis units were placed under the relevant categories, and their frequencies were provided.

Validity and Reliability

In order to ensure validity and reliability in coding the data, a pilot testing was conducted on a subset of ten randomly chosen books. The researchers coded the chosen books independently. Their codes were compared in an effort to reach a consensus, thereby aiming to prevent potential errors in coding. This process continued until a final decision was reached on the coding.

Results

Teaching Methods

The teaching methods mentioned in the Turkish educational literature are presented in Table 1.

Table 1. *Distribution of teaching methods*

Teaching Method	f	Teaching Method	f	Teaching Method	f
1.Lecturing	85	22.Studio	2	43.Mini games	1
2.Question-answer	75	23.Web adventure	2	44.Movies*	1
3.Discussion	74	24.Student presentation	2	45.Mixed*	1
4.Case study	73	25.Group work	2	46.Survey*	1
5.Problem solving	68	26.Hinting*	2	47.Examination*	1
6.Demonstration-performance	44	27. Organizing*	2	48.Instruction	1
7.Creative drama	20	28. Survival*	2	49.Educational puzzle	1
8.Induction	11	29. Sentence	1	50. Exercises*	1
9.Deduction	9	30.Reading circle*	1	51.Learning with music	1
10.Group teaching	8	31.Field trip	1	52.Tracing*	1
11.Self-study	7	32.Data declaration*	1	53.Diary	1
12.Memorization	3	33.Historical*	1	54.Digital storytelling	1
13.Socratic method	3	34.Exploration*	1	55.Dictation	1
14.Synthesis	3	35.Modular study	1	56.Restricted writing*	1
15.Learning by doing	3	36.Internship*	1	57.Leave it incomplete*	1
16.Decoding*	3	37.Contextual learning*	1	58.Summarization	1
17.Game-based teaching	3	38.Museum education	1	59.Storification	1
18.Aristotle*	2	39.Drama game	1	60.Drawing picture	1
19.Analysis*	2	40.Revision	1	61.Visualization*	1
20. Educational competition*	1	41.Practical work	1	62.Guessing	1
21. Learning by experimenting	1	42. Communal living*	1		

*Since the items with asterisks do not have equivalents in the English literature, the closest translation was used.

Table 1 shows the teaching methods mentioned in the books and how many books reference each method. According to this, there were 62 methods classified or accepted as teaching methods in the Turkish educational literature. The most frequently mentioned ones were lecturing, question-answer, discussion, case study, problem solving, and demonstration-performance. These were followed by creative drama, induction, deduction, group teaching, and self-study. It is noteworthy that some teaching methods were mentioned in only three, two, and even one book. Specifically, 37 teaching methods were mentioned in only one book, albeit in different books.

Teaching Techniques

The teaching techniques mentioned in the Turkish educational literature are shown in Table 2.

Table 2. *Distribution of teaching techniques*

Teaching Technique	f	Teaching Technique	f	Teaching Technique	f
1.Observation	70	125.Concept cards	2	249.Reverse brainstorming	1
2.Demonstration	67	126.Combining ideas	2	250.Electronic brainstorming	1
3.Role playing	62	127. Know, want-to-know, learned	2	251.SCAMPER(Directed brainstorming)	1
4.Brainstorming	61	128. Diagnostic classification tree	2	252.Brainstorming with mind mapping	1
5.Trip	58	129.Guided practice	2	253.Gordon*	1
6.Analogy/Metaphor	58	130.Creative thinking	2	254.Clustering	1
7.Panel	53	131.Guess who?	2	255.Individual brainstorming	1
8.Debate	48	132.Showing*	2	256.Train discussion*	1
9.Drama	47	133.Flashcard	2	257.Ladder discussion*	1
10.Six thinking hats	46	134.Think and share	2	258.Committee meeting	1
11.Forum	44	135.Peer learning	2	259.Council*	1
12.Educational game	41	136.Academic controversy	2	260.Open space technology*	1
13.Microteaching	41	137.The team teaching	1	261.Conclave discussion	1
14.Experiment	38	138.Word association tests	1	262.Seminar with discussion	1
15.Project	37	139.Speaking pictures	1	263.Pair discussion	1
16.Symposium	37	140.Morphology	1	264. Role changing	1
17.Seminar	34	141.Lateral thinking (PO)	1	265.Cacophony	1
18. Large group discussion	33	142.Control systems*	1	266.Try and learn	1
19.Open forum	32	143.Simulation	1	267. Puppet drama	1
20.Station	29	144. Student teams-achievement divisions	1	268.Problem-solving house with nine rooms*	1
21.Opposing panel	29	145.One-minute paper	1	269.Morphological analysis	1
22.Buzz groups	28	146.Collaborative learning	1	270.Five reasons	1
23.Exhibition	26	147.Group research	1	271.Information exchange	1
24.Workshop	25	148.Concept controversy*	1	272.Whole-group improvisation	1
25.Concept map	25	149.Chain analogy*	1	273.Consciousness corridor*	1
26.Fish bone	24	150.Concept matching*	1	274.Dance drama*	1
27.Conference	24	151.Reverse guess who	1	275.Simultaneous improvisation	1
28.Homework	23	152.Quality house	1	276.Photograph frame*	1
29.Circle	23	153.S.O.N.Y.	1	277.Inner voice technique*	1
30.Interview	22	154.Asking questions	1	278.Divided screen technique*	1
31.Aquarium*	22	155. Reasoning	1	279.Coming back*	1
32.Snowball	21	156.Let's ask and learn together.	1	280. SRRR (Sign, reason, result, restriction)*	1
33.Developing viewpoints*	21	157.Plus Delta*	1	281.Private property*	1
34.Small group discussion	20	158.Horseshoe	1	282.Main*	1
35.Conversation circle	20	159.Mirror exercise	1	283.Finger game	1
36.Laboratory	19	160.Belenky hypothesis*	1	284.Ceremony*	1
37.Collegium	17	161.What am I?	1	285.Parallel work	1
38.Asking for opinions	16	162. Everyone is teacher here	1	286. Teaching with caricature	1
39.Six action shoes	16	163. Question board*	1	287.Venn diagram	1
40.Socratic discussion	13	164.Buzzy	1	288.Role cards	1
41.Gossip*	11	165.Worksheets	1	289.Prompt	1
42.Card display*	11	166.Complete the dialogue	1	290.Phone call*	1
43.Discourse	10	167.Ponder & write	1	291.Acting out a story	1

44. Briefing	10	168. Ponder, write & share	1	292. Collective drawing	1
45. Cliffhanger	9	169. Thought relating*	1	293. Unfinished material*	1
46. Four corners	9	170. Thought browsing*	1	294. Matching	1
47. Mind maps	9	171. Power field analysis*	1	295. Ferris wheel*	1
48. Vee diagram	8	172. Guided discussion	1	296. Making stories with cards	1
49. Marketplace*	8	173. Collecting news	1	297. Informal interview	1
50. Storytelling	8	174. Find the treasure	1	298. Interview form	1
51. Brainwriting	8	175. Decision tree	1	299. Focus group	1
52. Dialogue	7	176. Comparison table	1	300. Personal diary	1
53. Concept cartoon	7	177. Reciprocal teaching	1	301. Blog writing	1
54. Socratic seminar	7	178. Conceptual change texts	1	302. Interactive group diary	1
55. What would you do?	6	179. Gradual technique*	1	303. Keyword	1
56. What's missing?	6	180. Red chair*	1	304. Video diary	1
57. Letter game	6	181. Ranking ladder	1	305. Journal	1
58. Think-pair-share	6	182. Bus*	1	306. Spider web	1
59. True or false?	6	183. Learning sheets	1	307. Classification concept pap	1
60. Making a statement	6	184. Organization approach*	1	308. Events-chain concept map	1
61. Cognitive apprenticeship	6	185. Story completion	1	309. Flow chart	1
62. Acrostic	5	186. Pareto chart	1	310. Time map	1
63. Icebreaker	5	187. Preparing poster/flyer	1	311. Family tree map	1
64. Daily speech	5	188. Number game	1	312. Proficiency map	1
65. Concept web	5	189. Color cards	1	313. Social network map	1
66. Listing	5	190. Dream	1	314. Augmented reality	1
67. Court	5	191. Scamper	1	315. Virtual exhibition	1
68. Poem writing	5	192. Union*	1	316. Virtual tour	1
69. Argumentation	5	193. Hot or cold game	1	317. Hologram	1
70. Synectics	5	194. Classification	1	318. Haptic	1
71. Parliamentary debate*	4	195. Creating slogans	1	319. Virtual world	1
72. Jigsaw	4	196. SWOT analysis	1	320. Allegory	1
73. Hot chair	4	197. Fortune lines	1	321. Allusion	1
74. Pantomime	4	198. 5E model	1	322. Note taking	1
75. Semantic analysis chart	4	199. 7E model	1	323. Dictation	1
76. Team-game-tournament	4	200. Creative writing	1	324. Musical dictation	1
77. Ball carrying*	4	201. Mental imagery	1	325. Lipogram	1
78. Bingo	4	202. Writing in a role*	1	326. Monophonic*	1
79. Butter-bread*	4	203. Presentation	1	327. Poetry without labial sounds	1
80. Sandwich	4	204. Flipped classes	1	328. Fill in the missing story	1
81. Quick tour*	4	205. Study group	1	329. Fill in the missing text	1
82. Action studies	4	206. Social participation	1	330. Researcher diary	1
83. Individualized learning	4	207. Achievement groups*	1	331. Muddy water*	1
84. Information paper bag*	4	208. Working in pairs	1	332. Gap filling	1
85. Who does that?*	3	209. Contest*	1	333. I learned that...	1
86. If I say apple go out, if I say pear stay*	3	210. Creating concept confusion*	1	334. Complete the unfinished work	1
87. Colloquium	3	211. Trial and error	1	335. Title writing	1
88. Learning circle	3	212. Psycho drama	1	336. Acronym	1
89. Ball-bearing*	3	213. Residence*	1	337. Formulation	1
90. Question web*	3	214. Free discussion*	1	338. Simile	1
91. Structured grid	3	215. Committee	1	339. Six value medals	1
92. Frozen image*	3	216. Educational trip	1	340. Scanning the text	1
93. Who am I?	3	217. Group or team games	1	341. Conceptual change texts	1
94. Call conference*	3	218. Speaker	1	342. Refutation texts	1
95. Story map	3	219. Contract	1	343. Newspaper	1
96. 5W1H	3	220. Separation	1	344. Text redacting*	1
97. GOE (Guess-observe-explain)	3	221. Rewriting lyrics for popular songs	1	345. Triple change group discussion*	1
98. Committee meeting*	3	222. Oral reports	1	346. Preparing flyers	1
99. Round table meeting	3	223. Protocol	1	347. Inspiring imagination	1
100. Making them do*	2	224. Informing	1	348. Natural reflection	1
101. Information map	2	225. Opinion cards	1	349. Sparring	1
102. Educational drama	2	226. Free group*	1	350. Roundhouse diagram	1

103.Reflective diaries	2	227.Explanation	1	351.Ordering cards*	1
104.Finding the mistake*	2	228.Monologue	1	352.Composition writing	1
105.Historical empathy	2	229.Cognitive flow	1	353.Word pool*	1
106.Question bank*	2	230.Critical narration	1	354.Caricature drawing	1
107.Final say*	2	231.Virtual conference	1	355.Researcher journalist*	1
108.Audio history	2	232.Humorous narration	1	356.You are the teacher*	1
109.Free platform*	2	233. Main learning*	1	357.Pyramid writing	1
110.Preparing advertisement	2	234.Suggestion	1	358.You have the microphone	1
111.Learning gallery*	2	235.Poetic narration	1	359.Talking hat*	1
112.Hourglass	2	236.Theatrical narration*	1	360.Don't tell what was told*	1
113.Speaking tickets*	2	237.Thinking aloud	1	361.Comparison	1
114.Card pairing	2	238.Narration by reading*	1	362.Symbolization	1
115.Gossip ring	2	239.Narration by writing*	1	363.Newsgathering	1
116.Delphi	2	240. Poster presentation	1	364.Creating slogans	1
117. Attribute listing	2	241. Argumentative narration*	1	365. Comparative questioning*	1
118.Information cards*	2	242.Question tour*	1	366.Teaching by Origami	1
119.Press conference*	2	243.Write-share-learn	1	367.Teaching by Karigami	1
120.Lecturing	2	244.Question envelope	1	368.Time capsule	1
121.Concept check	2	245.Katehetik teaching*	1	369.Ordering the qualities*	1
122.Polarization	2	246.Preparing questions	1	370.Ask yourself *	1
123.Speech	2	247.Nominal group	1	371.Divided brainstorming	1
124.Spining circle*	2	248.Improvisation	1		

*Since the items with asterisks do not have equivalents in the English literature, the closest translation was used.

Table 2 shows the teaching techniques mentioned in the books and how many books reference each technique. Accordingly, in the Turkish educational literature, there were 371 techniques classified or accepted as teaching techniques. The presence of such a large number of teaching techniques is a notable finding. Observation was the most frequently mentioned one. Another noteworthy finding is that 234 techniques were mentioned in only one book, albeit in different books.

Those Classified as Both Teaching Methods and Teaching Techniques

The methods and techniques classified as both teaching methods and teaching techniques in the Turkish educational literature are displayed in Table 3.

Table 3. Those classified as both teaching methods and teaching techniques

Teaching Methods or Teaching Techniques	Method	Technique
	<i>f</i>	<i>f</i>
1.Lecturing	86	2
2.Discussion	73	1
3.Case study	68	5
4.Problem solving	64	4
5.Question-answer	59	19
6.Demonstration-performance	39	5
7.Demonstration	37	31
8.Observation	32	38
9.Role playing	31	31
10.Trip	24	34
11.Project	20	17
12.Drama	16	33
13.Laboratory	14	5
14.Experiment	14	24
15.Creative drama	12	8
16.Analogy	10	50
17.Microteaching	9	32
18.Induction	8	3
19.Deduction	6	3
20.Educational game	5	36
21.Brainstorming	5	56
22.Concept maps	5	20

23.Interview	2	20
24.Homework	2	21
25.Exhibition	2	24
26.Buzz	2	26
27.Station	2	27
28.Large group discussion	2	31
29.Seminar	2	32
30.Debate	2	46
31.Argumentation	1	4
32.Icebreaker	1	4
33.Panel	1	52
34.Poem writing	1	4
35.Workshop	1	24
36.Listing	1	4
37.Speaking circle	1	19
38.Small group discussion	1	19
39.Developing viewpoints	1	20
40.Mind map	1	8
41.Forum	1	43

As displayed in the table above, 41 methods or techniques were classified as both teaching methods and teaching techniques in the Turkish educational literature. This finding indicates the confusion regarding whether these are actually methods or techniques. The greatest confusion was found with role playing. It was classified as a teaching method in 31 books and as a teaching technique in another 31 books, though in different sources. The others were demonstration, observation, project, trip, and experiment, respectively.

The Difference Between Teaching Method and Teaching Technique

The characteristics emphasized to highlight the difference between teaching methods and teaching techniques in the Turkish literature are shown in Table 4.

Table 4. *The difference between teaching method and teaching technique*

Qualities	<i>f</i>
A teaching technique is the implementation form of a teaching method.	48
A teaching method encompasses a teaching technique.	24
While a teaching method serves a general purpose, a teaching technique encompasses the processes carried out in the classroom.	18
A teaching method achieves its goals by using teaching techniques.	8
A clear boundary cannot be drawn between a teaching method and a teaching technique.	6
Just as land, air, sea, and rail transport are strategies, the vehicle used on the selected route is the method, and the chosen day and time are the techniques.	5
A teaching technique depends on the teaching method.	3
Some teaching techniques have been developed independently of teaching methods.	1
Many methods do not have a corresponding technique.	1

In the study, 36 out of the 96 examined books addressed the difference between teaching methods and teaching techniques. The most frequently mentioned attribute to highlight this difference was that “a teaching technique is the implementation form of a teaching method”. This is followed by the explanations that “a teaching method encompasses a teaching technique” and “while a teaching method serves a general purpose, a teaching technique encompasses the processes carried out in the classroom”. Although mentioned in fewer sources, statements such as “a clear boundary cannot be drawn between a teaching method and a teaching technique”, “some teaching techniques have been developed independently of teaching methods”, and “many methods do not have a corresponding technique” are noteworthy in terms of providing different perspectives on the confusion surrounding the distinction between methods and techniques.

Teaching Methods and Techniques That Lack Adequate Explanation as to Their Implementation and Not Studied as a Research Topic

Table 5 presents the teaching methods and techniques that lack sufficient explanation on how to use them and have not been examined as a research topic in the Turkish educational literature. This creates some confusion on how to apply them in the classroom. In other words, there is no clear and guiding information provided for a teacher willing to implement them. Furthermore, there is no thesis or article that investigates them in a study.

Table 5. *Methods and techniques with insufficient explanation and not studied as a research topic*

Teaching Methods and Techniques
Horseshoe
Brainwriting
Information paper bag
Gossip
Speech
Action studies
Daily speech
Quick tour
Marketplace
Sandwich
Butter-bread

Discussion, Conclusion and Recommendations

In this study, 96 books in the Turkish educational literature that directly focused on teaching methods and techniques were analyzed using the document analysis method. The key findings of the study are as follows: There were 62 methods classified/accepted as teaching methods and 371 techniques classified/accepted as teaching techniques in the literature. 41 methods or techniques were also classified as both teaching methods and teaching techniques. On the other hand, the most frequently expressed quality to emphasize the difference between a teaching method and technique was that “a teaching technique is the implementation form of a teaching method”. This was followed by the explanations that “a teaching method encompasses a teaching technique” and “while a teaching method serves a general purpose, a teaching technique encompasses the processes carried out in the classroom”. Finally, horseshoe, brainwriting, information paper bag, gossip, speech, action studies, daily speech, quick tour, marketplace, sandwich, and butter-bread were the teaching methods and techniques that lack sufficient explanation on how to implement them and have not been investigated as a research topic.

The large number of the teaching methods, especially the teaching techniques, was a notable finding. This abundance may be due to some methods and techniques being specialized for certain fields. Therefore, when special teaching methods and techniques are added, such a quantity becomes understandable. However, this multitude may reduce the desire of teacher candidates and teachers to learn and apply these methods and techniques, leading to think, for example, “Which one should I learn or use?”. Additionally, it is clear that this abundance will make it challenging to determine the content of the Teaching Principles and Methods course at the Turkish education faculties. With so many teaching methods and techniques, the question “Which ones should I include in the content?” becomes an important one to answer. The findings of this research can provide insights into elucidating this concern. For instance, the most frequently mentioned teaching methods in the literature were lecturing, question-answer, discussion, case study, problem-solving, and demonstration-performance. These were followed by creative drama, induction, deduction, group teaching, and self-study. Thus, priority can be given to these methods when determining the content. On the other hand, the 37 teaching methods and 234 teaching techniques that were mentioned in only one book may be neglected.

In the Turkish educational literature, 41 methods/techniques were classified as both teaching methods and teaching techniques. Accordingly, it can be asserted that there is some confusion regarding whether these are methods or techniques. The greatest confusion is seen with role playing,

which was classified as a teaching method in 31 books and as a teaching technique in another 31 books. The other highly problematic ones were demonstration, observation, project, trip, and experiment. For some teaching methods or techniques, however, there seems to be no classification issue. For example, “forum” was classified as a method in one book and as a technique in 43 books. Therefore, forum is generally classified as a teaching technique in the literature. The same approach can be applied to the classification of the other teaching methods and techniques.

To resolve the confusion in distinguishing between teaching methods and teaching techniques, the following approach can also be taken. First, the question “Is such a classification necessary?” should be answered. This question can be answered with either “yes, it is” or “no, it is not”. If we accept the first answer, we need a criterion or quality to distinguish between them. In 36 of the 96 books analyzed in this study, the difference between teaching methods and teaching techniques was addressed. The most frequently expressed quality to highlight the difference was that “a teaching technique is the implementation form of a teaching method”. This was followed by the ones such as “a teaching method encompasses a teaching technique” and “while a teaching method serves a general purpose, a teaching technique encompasses the processes carried out in the classroom”. There are examples where the first criterion is valid and others where it is not. For instance, brainstorming, panel, and debate are forms of discussion. In this case, discussion is a method, and brainstorming, panel, and debate are techniques. Thus, the criterion is valid here. However, techniques such as educational games, microteaching, and station, which are not forms of applying a method or are not encompassed by a method, are the instances where the criterion does not work. Even if a criterion is established for the method-technique distinction, it can be suggested that it does not solve the classification problem. On the other hand, if we accept the second answer, namely a classification is not necessary, explanations such as “a clear boundary cannot be drawn between a teaching method and a teaching technique”, “some teaching techniques have been developed independently of teaching methods” and “many methods do not have a corresponding technique” can serve as a starting point for providing different perspectives on the confusion surrounding the distinction between methods and techniques. For methods and techniques where there is confusion, using the term “method or technique” may be another solution. Nevertheless, it seems that new research is needed to focus on clearly defining the terms “teaching method” and “teaching technique” and determine criteria that distinguish between them.

One of the questions this study sought to answer was “Are there teaching methods and techniques that lack adequate explanation as to their implementation and have not been studied as research topics?”. The reason for seeking an answer to this question was the curiosity about whether any practice used in the teaching process can be called a teaching method or technique. In other words, it was to find an answer to the question, “Are there criteria that a classroom practice must meet to deserve the status of a teaching method or technique?”. Such criteria were not found in the literature. However, in this study, two criteria were determined: “the steps of implementation must be clear and explicit”, and “its effect on the teaching process must be examined in a research study”. Accordingly, it was identified that the methods and techniques such as horseshoe, brainwriting, information paper bag, gossip, speech, action studies, daily speech, quick tour, marketplace, sandwich, and butter-bread do not meet these criteria. Specifically, how to apply them is not clear and explicit. Therefore, they may not be accepted as teaching methods or techniques. If the criterion of having been studied as a research topic is excluded, and provided that the steps of implementation are clear and explicit, such practices could be considered activities that enrich the learning experience (instructional processes) rather than being labeled as a method or technique. As a result, it can be suggested that future research is also needed to establish the criteria that a classroom practice must meet to deserve the status of a teaching method or technique.

The study reached the following conclusions:

1. There are a large number of teaching methods and techniques in the Turkish literature.
2. There is confusion in distinguishing between methods and techniques.
3. There is no universal criterion for distinguishing between methods and techniques.
4. There are methods and techniques with unclear and ambiguous implementation steps.

The practical implications and recommendations for future research are as follows:

1. The findings of this study can be utilized in determining the content of the Teaching Principles and Methods course. Therefore, priority can be given to the most frequently mentioned teaching methods and techniques in the Turkish literature.
2. For teaching methods and techniques where there is confusion about whether they are methods or techniques, the classification found in most books can be adopted. For example, a teaching method mostly classified as a method in books can be accepted as a method, and vice versa. The findings of this study can be used to determine how a confusing method or technique is most commonly referred to in the literature.
3. For methods and techniques where there is confusion, the term “method or technique” can be used.
4. Research can be conducted to clearly define the terms teaching method and teaching technique and to establish criteria that distinguish between them.
5. Research can focus on identifying the criteria that a classroom practice must meet to deserve the status of a teaching method or technique.

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