

Cumulative Vocabulary Teaching: A Comparison of the National Curricula between England and Turkey

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Abstract

The word language learning and language teaching usually refers to a foreign language or a second language due to the governmental systems of the countries. Thus, learning a foreign language or acquiring a second language has become an indispensable element not only of the educational system, the business world, but also of daily life in today's global world. It seems that learning a foreign language or a second language is made possible primarily through knowledge of vocabulary and grammar. At this point, pronunciation is just as important as the previous two skills. The cumulative approach to teaching a subject requires systematic repetition. The aim of this paper is therefore to analyze an English textbook by comparing and contrasting it with the cumulative teaching principle applied in the United Kingdom (UK) curriculum. The study uses a qualitative approach and a case study method to describe the two curricula and the textbook. The curriculum has been revised several times over the past two decades in Turkey, but the students' success is still low at the national and international exam. The study offers that if the curriculum were prepared on the basis of cumulative teaching principle, the outcome would have been successful. It is suggested that the MoE needs to assign qualified academics to develop the curriculum, syllabus and English textbooks.

Keywords: curriculum, syllabus, cumulative teaching, vocabulary, English

1. Introduction

Curriculum seems to be a reflection of the formal educational policies of the countries. Although the same political party has been ruling the country (the research context), the

minister of national education was changed eight times and the ninth is serving currently. Meanwhile, the curriculum in Turkey was changed 6 times in two decades yet it seems that either the authorities do not seem to grasp the importance of ‘cumulative teaching’, or they do not employ qualified academics who are not aware of it. This is because students’ success in English exams at national and international level is low. Only qualified academics responsible for preparing curriculum, syllabus and English course books can prepare cumulative teaching materials. Since the terms curriculum, syllabus and textbooks are very closely related phenomena, it is useful to explain briefly at the outset how these terms are understood and used in both contexts (England and Turkey) before analyzing cumulative teaching principle in these curricula.

The terms “evaluation” and “assessment” are two of the often confused and used terms in place of each other (Harlen, 2007). She further states that these terms are used in different senses in different countries; the term *evaluation* is used in some countries including the US for individual student achievement, in other countries including UK the term *assessment* is used for that task. Therefore, the following CARE and OABT references show how these terms are used in their research contexts. The word ‘evaluation’ means to “investigates the enactment of ideas, beliefs and values (e.g. policy) (CARE, 1994, p.2), yet it is used to mean “overall and final judgement about learners’ knowledge and performance to decide if they fail or pass the course or class” in the Turkish context (OABT, 2017, p.124). Besides, the word ‘assessment’ is about “the achievements, needs and potential of students” (CARE, 1994, p.2), yet it is used to mean “process of gathering information or evidence of the learners’ development and achievement over a period of time ...”. (OABT, 2017, p.124) in the Turkish context. Since the words ‘appraisal and monitor’ are used with workers (CARE, 1994), these words are not included here. Bear in mind that the study did not aim to include all the views in the literature, but to show briefly how these terms were used in the research context.

Having explained the terms ‘assessment and evaluation’ in the literature and research context briefly, it may be useful for readers unfamiliar with the research context to explain how the terms ‘curriculum and syllabus’ are used. The reason for this is that the course books reflect the curriculum, which also reflects the national curriculum in Turkey. That is, the curriculum, syllabus and textbooks are three interrelated phonemes.

The term ‘curriculum’ is often used in two related areas. First, it is used to refer to the content of a program of study in an educational institution or an educational system, such as the school curriculum, the university curriculum and the curriculum of the Turkish educational system. Second, in a limited sense, it refers to the course or content in a particular field, such as the curriculum for teaching English or the curriculum for teaching science, (OABT, 2017).

The education system in Turkey is administered by the Ministry of Education (MoE), which has a basic law for the national education (Act No 1739). The MoE has defined 3 specific and 14 general objectives (URL-1), which form the general basis of all curricula, such as mathematics, science, Turkish, English, etc. In this sense, the word curriculum is used in a broader sense. It reflects the ideology and the basic principle of the Turkish education system

Conversely, the term ‘syllabus’ is used in a limited sense. That is, it can prescribe the content

to be taught in a particular textbook, e.g. Mathematics 2, Science 3, English 3. The syllabus is therefore a reflection of the curriculum, but only a small part of the overall school curriculum. Thus, the curriculum can be said to indicate general objectives, while the term syllabus indicates more specific and localized objectives. In other words, the syllabus covers what would actually happen in the classroom, along with the materials, techniques and activities.

One final point about the syllabus is that it is divided into a product-oriented syllabus and a process-oriented syllabus. The former refers to grammatical, situational, lexical and functional-notional syllabus, while the latter refers to skill-based, task-based, topic (theme)-based, and content-based syllabus (OABT, 2017). The English textbooks seem to contain a mixture of the above counted syllabuses in the form of activities and exercises. For example, each unit contains new vocabulary which may relate to lexical syllabus; new grammar rules which may relate to the grammatical syllabus, a new theme in each unit such as shopping, traveling, friends, pets which may relate to theme-based syllabus, etc.

In this context the question arises as to whether the current syllabus follows a systematic vocabulary teaching procedure. That is, cumulative vocabulary teaching. Therefore, it is now time to explain its dictionary meaning, its usage in English curriculum for teaching English as a native language in England and its possible use in the second year (grade) English textbook in Turkey. The meaning of the ‘cumulative’ principle is explained in English sources as follows: This term is defined in the Oxford Learner’s Dictionary “as having a result that increases in strength or importance each time more of something is added” (URL-2). In the Collins Dictionary it is regarded as follows: “If a series of events have a cumulative effect, each event makes the effect greater” (URL-3). The significance of “vocabulary teaching and the term “cumulative vocabulary” is also stated in The National Literacy Strategy (Framework for Teaching) as follows:

“In the early stages, pupils should have a carefully balanced program of guided reading books of graded reading, matched to their independent reading levels. These guided reading books should have a *cumulative vocabulary*, sensible grammatical structure and lively and interesting content. Through shared reading, pupils should also be given a rich experience of more challenged texts” (NSL, 1998, p.4).

The process of cumulative vocabulary teaching works like that the key words taught in year 1 are repeated in year 2. The key words taught in year 1 and 2 are repeated in year 3 and this process continues in the other years. The words are therefore repeated systematically As is well known in the language teaching literature, skills in EFL are divided into as main skills and sub-skills; the main skills are listening, speaking, reading and writing (Scrivener, 2000, p.20). The sub-skills are vocabulary, grammar and pronunciation (Katavazai, 2019).

Although the vocabulary teaching is considered a sub-skill, it occupies an important place alongside other skills in language teaching. In some grammar books, for example, English grammar is explained in alphabetical order. It is then easy to count how many rules there are for English grammar in total (Swan, 1984; Leech, 1990). In Swan’ (1984) book there seems to be 250 rules about it. Let’s say there are also 10 sub-rules about each main rule, it makes up about 2500 rules. “An average native speaker knows and uses 5.000 words in his/her

everyday speech in English”. An English to English dictionary (Oxford, Collins, Cambridge, etc.) has 60.000 to 80.000 words and “there are 500.000 words in English” (McCarthy & O’Dell, 1999, p.2). Therefore, the number of vocabulary is greater than the number of grammatical rules. That is, the vocabularies have content and functional features. It seems that every language learner can learn 250 grammar rules, perhaps easily, but s/he cannot learn even half of the vocabulary counted above in the English-English dictionaries easily.

The importance of knowing the meaning of vocabulary is also stated in the lexical approach as follows: “*without grammar very little can be conveyed, without vocabulary nothing can be conveyed*” (Lewis, 1996, p.115). As mentioned above, the main references in the language teaching literature show the above order of language teaching (Richards & Rogers, 1993; Demirel, 2004). That is, listening, speaking, reading and writing. They say that if language learners do not start with the *listening* skill, they cannot learn a foreign language. At this point, the question of what makes the main skills (e.g. listening) possible is the knowledge of ‘grammar and vocabulary’ together with ‘pronunciation’. The importance of vocabulary and grammar was explained and illustrated in a conference paper by Tomakin (2008, p.6) as follows:

“If you know vocabulary and grammar, you can understand what you listen to.

If you do not know vocabulary and grammar, you cannot understand what you listen to.

If you know vocabulary and grammar, you can speak.

If you do not know vocabulary and grammar, you cannot speak.

If you know vocabulary and grammar, you can read (understand).

If you do not know vocabulary and grammar, you cannot read (understand).

If you know vocabulary and grammar, you can write.

If you do not know vocabulary and grammar, you cannot write”.

So there can be many reasons other than sub-skills that have a positive or negative effect on learning a language, especially on listening and speaking. Yet this paper does not aim to explain these causes. What is emphasized here is that knowing vocabulary, among other things, takes up language learners' much time if we consider the daily use of words by native English speakers or the amount of vocabulary in English-English dictionaries. It also seems to be the case that if there are no sub-skills, the main skills are not possible or meaningful in themselves. The question of the existence or non-existence of systematic vocabulary teaching in the national curricula of the two contexts was the aim of this study. Therefore, the English part of the national curriculum in the United Kingdom (U.K.) and the English part of the curriculum in Turkey (English Teaching Program, Year 2) were analyzed to investigate cumulative vocabulary teaching.

2. The Curriculum in the U.K.

This section briefly explains the National Curriculum for English in England. For Gedik et al.

(2023) the compulsory education began in England in 1870 with the Educational Reform and National Education Plan (national curriculum) was accepted in 1988. “The ‘basic’ school curriculum includes the ‘national curriculum’, as well as relationships, sex and health education, and religious education. The national curriculum is a set of subjects and standards used by primary and secondary schools. So children learn the same things. It covers what subjects are taught and the standards children should reach in each subject. Other types of school like academies and private schools do not have to follow the national curriculum”. They teach a broad and balanced curriculum including English, maths, science, relationship and sex education and religious education (URL-4).

England is one part of the UK, the other parts are Wales, Scotland and Northern Ireland. Each part has a different school system. The national curriculum has some similarities and differences between these parts (Smart, 2009). Therefore, this article focuses only on the vocabulary taught in English in Reception Year, Year 1, Year 2, Year 4 and Year 5 of the National Curriculum in England (NLS, 1998). This means that the study is limited to analyzing the cumulative teaching of vocabulary during the primary school years in England and Turkey. In Turkey, only year 2 was taken as a sample.

The types of schools are faith, free, academies, city technology college, state boarding and private schools. The national curriculum includes four main parts named key stage (KS) after the Reception Year. KS 1 refers to 5 to 7 years old, KS 2 refers to 7 to 11 years old, KS 3 refers to 11 to 14 years old and KS 4 refers to 14 to 16 years old. Compulsory national curriculum subjects at primary school are divided into core and foundation courses: The formers are English, Maths and Science and the latters are Design and Technology, History, Geography, Art and Design, Music, Physical Education, Computing, (Ancient, Modern) Foreign Languages. They also provide relationship and health education and religious education on parents’ consent. When the stage is getting higher, the name of some subjects change and new subjects are added. At key stage 2 the subject title for languages becomes ‘foreign language’; at key stage 3 it becomes ‘modern foreign language. All schools are also required to teach religious education at all key stages (URL-5).

The national curriculum is divided into two parts as numeracy and literacy and the instruction about them is: “Teachers should use every relevant subject to develop pupils’ mathematical fluency. Confidence in numeracy and other mathematical skills is a precondition of success across the national curriculum...Teachers should develop pupils’ spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects” (URL-6).

3. The Curriculum in Turkey

Turkey is among the countries that apply a national and formal curriculum whose change took place because of several reasons; namely types of schools and teaching programs. After the proclamation of the Republic in 1923 and until 2011 the curriculum change in the English syllabus was stated as follows: The literature shows that the English curriculum was

changed 11 times from the Republic to 2011 until all normal high schools were transformed into Anatolian high schools (Can & Kartal, 2020). In the last two decades, the English language curricula were changed four times (2006, 2013, 2017 and 2018) at primary level and six times (2004, 2007, 2008, 2014, 2017 and 2018) at secondary level (Baysal, Kara & Bümen, 2022).

Since curricula are prepared for schools and two of them are interrelated, a brief introduction is necessary for readers. The structure of school education has changed over the last three decades as follows: Until 1997, primary education lasted 5 years, secondary education 3 years and high school education 3 years. English as a foreign language was taught from secondary school onwards.

In 1998, compulsory primary education lasted 8 years and high school 3 years and English was taught from the 4th and 5th year of primary education. In 2012, the school system was changed to 4 + 4 + 4. This meant that the duration of primary, secondary and high school was 4 years each and English was taught from the 2nd year of primary education.

The names of the compulsory courses taught during the primary education are: Turkish, Mahts, Life Sciences (no in year 4), Science (in years 3 and 4), Foreign Language (as of year 2), Religious Education (in year 4), Music, Physical Education, Traffic (in year 4) and Human Rights (in year 4). Apart from these there are some elective courses in the fields of Religious and Value Education, Language and Discourse, Science, Mathematics, Arts and Sports and Social Sciences, yet the choice of these depends on available teachers at school. As a result, it is seen that some of the core subjects taught in the curricula in England and Turkey are common (URL-7).

As a result, the educational activities (teaching/learning) in schools were based on the behaviorist view of theory from the 1940s until 2004. From then on, the constructivist and cognitive theories were applied in education and this understanding has been used until the end of 2024. Currently a new program called ‘Türkiye’s Century Maarif Model’ is on its way. There are positive and negative views about the new model, but there is no research on the model and its results yet.

4. Objectives

The aim of the study was to examine and compare the cumulative teaching of vocabulary in the primary school curricula of both countries. These objectives were formulated as follows:

- a) to display the cumulative vocabulary lists taught in the English course of the U.K. curriculum.
- b) to display the cumulative vocabulary lists if the primary school curriculum has in Turkey.

5. Method

Since the aim of the qualitative research approach is to explore, a qualitative approach was used in the study to examine and find out the cumulative vocabularies in both curricula. In doing so, the research literature and results were stated in the form of words and sentences

(Robson, 1995). The study also uses the case study (CS) method. There are diverse views about what is a CS and what is a 'case' in the literature. For example, "A case is an instance" (Stenhouse, 1978, p.21), "a case is a unit of analysis, (Yin, 1989, p.31), "a case is an object" (Stake, 1995, p.2). Suffice it to say that it is not possible to cover all views in a research paper. Instead the researcher took the view decided in the Cambridge conference in 1975 (Kemmis, 1980). Adelman et al., (1984) in their article called Rethinking Case Study refers to the above stated conference and gives two decided views: researchers either take a bounded system (the case) and explore issues within that pre-selected case or they start with an issue or problem and bound the case during the research process. In the first case, the researcher explores the issues within the previously selected case. In the second case, the researcher attempts to limit the study by identifying the effective elements for the research objectives. In this study, two possible cases were selected: one is the English primary school curriculum in England and the other is the English primary school teaching program (curriculum) in Turkey. The other possible case is the extent of similarities in vocabulary between the two curricula.

5.1 Procedure

The study used a comparison technique to examine the repeated and cumulative words in both curricula. First, the cumulative vocabulary in the NTS (1998) was examined. Secondly, these vocabulary items were compared with the current English curriculum to determine whether or not they had changed. Third, the elementary school curriculum for year 2 was analysed to determine whether cumulative vocabulary lists exist in Turkey. Finally, the study examined the similarity of vocabulary between the curricula in the U.K. and Turkey.

6. Findings

6.1 Findings about England

The following results and vocabulary lists relate only to the subject English, which is taught as a native language in England. Analysis of the curriculum shows that there are compulsory vocabulary lists that should be taught cumulatively at each Key Stage. The researcher had the National Literacy Strategy File published by the Secretary of State for Education and Employment (DFEE) in 1998 when he was a PhD student in England. It displays the cumulative vocabulary lists from 1998 onwards.

The researcher also compared these lists with the current online UK curriculum: It was found that the number of vocabulary words to be taught in the reception year neither increases nor decreases. The cumulative word lists are not strictly analyzed according to content, function words, number of verbs, nouns, adjectives, adverbs, prepositions, etc. they are shown generally in Table 1 (NLS, 1998, p.60) and (URL-8).

Table 1. Reception Year Cumulative Vocabulary List

Key Stage	The Vocabulary List
Reception Year	I, no, cat, go, they, yes, get, come, we, my, said, went, this, see, dog, dad, you, me, can, day, like, mum, he, going, it, look, big, all, she, play, is, the, and, of, for, a, to, up, on, in, was, am, at, are, away,

This list contains 45 words and at the end of the table it says: “high frequency words are very common words... that appear very often in written texts”. This can be said about the table above. The number of verbs is very limited; there are 10 verbs, not including inflections and past tenses. There are 4 nouns, 5 subject pronouns, 9 prepositions, adjectives, to be, modal ‘can’ and yes – words.

The national curriculum for English in England contains another high frequency words for Year 1 and 2. This list contains 163 words (NSL, 1998, p.61 and (URL-9). See the Table 2.

Table 2. Year One and Two Cumulative Vocabulary List

Key Stage	The Vocabulary List
Year 1 and 2	about, after, again, an, another, as, back, ball, be, because, bed, been, boy, brother, but, by, call, came, can’t, could, did, do, don’t, dig, door, down, first, from, girl, good, got, had, half, has, have, help, her, here, him, his, home, house, how, if, jump, just, last, laugh, little, live, love, make, made, man, many, may, more, much, must, name, new, next, night, not, now, off, old, once, one, or, our, out, over, people, push, pull, put, ran, saw, school, seen, should, sister, so, some, take, than, that, their, them, then, there, these, three, time, too, took, tree, two, us, very, want, water, way, were, what, when, where, who, will, with, would, your

The overall analysis of Table 2 shows that there are about 10 modals and auxiliaries. There are also about 20 verbs, 15 nouns, as well as some adjectives, adverbs and prepositions. There are also some conjunctions, demonstrative and possessive adjectives and some interrogatives.

The high frequency words for Year 1 and 2 has the names of days, months, numbers and colors as shown in the table below.

Table 3. Year 1 and 2 Cumulative Vocabulary List

Key Stage	The Vocabulary List
Year 1 and 2 (Days, Months, Numbers, Colors)	Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, January, February, March, April, May, June, July, August, September, October, November, December, one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, black, white, brown, red, orange, yellow, green, blue, purple, grey, pink

The curriculum does not contain two separate lists, as can be seen in Tables 2 and 3. It contains a single list (NSL, 1998, p.61), but the researcher has split it into two tables to make it easier for readers to understand. It is true that the words about days, months, numbers (between 1 and 20) and colors are the most frequently used words in our daily life.

The national curriculum for England has another cumulative vocabulary list that has 120 words for year 4 and 5 (NSL, 1998, p.63; and (URL-10). See the Table 4.

Table 4. Cumulative Vocabulary List for Year 4 and 5

Key Stage	The Vocabulary List
Year 4 and 5	above, across, almost, along, also, always, animals, any, around, asked, baby, balloon, before, began, being, below, better, between, birthday, both, brother, brought, can't, change, children, clothes, coming, didn't, different, does, don't during, earth, every, eyes, father, first, follow(ing), found, garden, goes, gone, great, half, happy, head, heard, high, I'm, important, inside, jumped, knew, know, lady, leave, light, might, money, morning, mother, much, near, never, number, often, only, opened, other, outside, own, paper, place, right, round, second, show, sister, small, something, sometimes, sound, started, still, stopped, such, suddenly, sure, swimming, think, those, thought, through, today, together, told, tries, turn(ed), under, until, upon, used, walk(ed)(ing), watch, where, while, white, whole, why, window, without, woke(n), word, work, world, write, year, young, <i>seen, been, green, deep, keep, sleep, neat, seat, beat, meat, made, shade, blade, spade, rain, train, brain, again, name, night, light, right, sight, fright, kite, bite, white, write, boat, goat, nose, rose, close, show, know, glow, flow, moon, soon, room, boot, goose, blue, drew, flew, tune, pull, good, look, took, book, stood, wood, car, bar, far, hard, card, scarf, farmyard, park, dark, boil, oil, coin, noisy,</i>

toilet, cow, brown, town, down, owl, flowerpot, round, mouth, fair, scare, scare, care, dare, bear, there, wear, hair, share, spot, floor, claw, door, caught, more, store, snore, her, were, bird, fur, nurse, turn, purple, turkey, first.

The overall analysis of Table 4 is as follows: there are about 55 verbs, 10 auxiliary verbs and modal verbs, 70 nouns. There are also some adjectives, adverbs, conjunctions, prepositions etc. The words 'brown, green and white' have already been taught in Years 1 and 2 (see Table 3). They are repeated again in Table 4. The word 'owl' is included here, but the prototype theory of vocabulary research in second language acquisition shows that an English speaker says the word 'sparrow' (Cook, 1993, p.39) when asked to give an example of a typical bird. This point is important when considering the frequency of words. Finally, the italicized words in Table 4 are not included in the NLS (1998), but they are included in the current syllabus listed in (URL-10).

6.2 Findings about Turkey

Reading the syllabus from beginning to end shows that there is no cumulative vocabulary list of the MoE. However, there seem to be some implicit references to the cumulative vocabulary list. The preface to the syllabus states that "vocabulary and structures are kept at the minimum level in the syllabus for Year 2". The curriculum should be viewed and practiced as a spiraling unit. Remind students of previous learning and use previous activities, songs and vocabulary to support retention (MoE, 2018, p.12).

The word "spiral" quoted above means that some vocabulary is taught repeatedly in the curriculum. The researcher has looked at the curriculum for year 2, 3 and 4, but due to time and space constraints, only the English book for year 2 has been quoted here. There is an English book for each year and there are 10 units (topics) in each book.

There are three sections in the curriculum for each unit; these are a) Functions and useful language, b) Language skills and learning outcomes and c) Suggested contexts, tasks and assignments. New vocabulary and grammatical structures to be taught are therefore listed under heading a). The simplified form of the curriculum is shown in Table 5.

Table 5. A Part from the Primary Education Curriculum

Unit Theme	Functions and Useful Language	Language Learning Outcomes	Skills and	Suggested Contexts, Tasks and Assignments
1 Words	<i>This is a.../ That is an..</i> ambulance artist, aspirin, balloon, cake, camp, doctor, dance, electrics, ..	<i>Listening</i> Students will be able to identify words that are common to both... <i>Speaking</i>		<i>Contexts</i> Advertisements, Cartoons Illustrations, ... <i>Tasks/Activities</i> Arts and Crafts, Chants ... <i>Assignments</i>

Table 6. Vocabulary List and Grammatical Structures for Unit One

Year 2	The Vocabulary List	Grammatical Structures
Unit Theme 1	ambulance, artist, aspirin, balloon, cake café, camp, doctor, dance, electrics, e-mail, football, film, gorilla, garage, hotel, Internet, judo, kangaroo, kilo, lemon, laptop, microphone, market, note, orchestra, office, picnic, passport, plastic, quiz, radio, restaurant, sport, stop, stadium, television, train, university, vanilla, video, wagon, yoghurt, zebra	<i>This is a cake</i> <i>That is a balloon.</i>
Words		

Note. (MoE, 2018, p. 17).

Table 6. shows that the vocabulary taught in this unit is referred to as cognates. These are words that have been adopted from other languages and have phonetic, semantic and written similarities with their Turkish equivalents. This makes it easy for Turkish learners of English to learn the meaning of these words. The use of cognates is in line with one of the common principles in language teaching and education. Namely, the principle of “teaching from the known to the unknown” (Demirel, 2004, p.8). However, the analysis of the next nine units shows that this principle is not observed at all.

Table 7. Vocabulary List and Grammatical Structures for Unit Two

Year 2	The Vocabulary List	Grammatical Structures
Unit Theme 2 Friends	/ Hi, Hello, Good morning! Good afternoon! Good night, Good bye, Bye, How are you, I'm fine. You, I'm okay, thank you. How are you? Great, thanks	Asking someone's name. Greeting and meeting people.

Note. (MoE, 2018, p. 18).

The vocabulary in Table 7 shows that it is not a repetition of the words in Table 6. It is about introducing oneself, greeting and meeting others. We can therefore say that the principle of cumulative vocabulary teaching was not taken into account in the preparation of Unit 2.

Table 8. Vocabulary List and Grammatical Structures for Unit Three

Year 2	The Vocabulary List	Grammatical Structures
Unit Theme 3 In the Classroom	/ Thank you. Thanks. You are welcome, Open / Close the window/the door. Sit down, Stand up. Color the picture. Cut the paper. Draw a balloon. Paint the ball. Excuse me? I'm sorry, Say that again, please, Turn ... left...right.	Stating thanks Using simple instructions

Note. (MoE, 2018, p. 19)

The vocabulary in Table 8 does not repeat the words in Tables 6 and 7. They are words of thanks, short and simple imperative words. Therefore, we can conclude that the principle of cumulative vocabulary teaching was not taken into account in the preparation of Unit 3.

Table 9. Vocabulary List and Grammatical Structures for Unit Four

Year 2	Vocabulary List	Grammatical Structures
Unit / Theme	board –s, book –s, crayon –s, desk –s,	Expressing quantity.
4	notebook –s, paper, pen –s, pencil –s,	(How many....)
	schoolbag –s, scissors, table –s, one, two,	Making simple enquiries.
	three, four, five, six, seven, eight, nine, ten	
Numbers		(How old are you)
		Naming classroom objects

Note. (MoE, 2018, p. 20).

The vocabulary in Table 9 shows that it does not repeat the words in Tables 6, 7 and 8. They are singular and plural, with -s indicating the plural form of the word, i.e. book books. It is therefore clear that the principle of cumulative vocabulary teaching was not taken into account in Unit 4.

Table 10. Vocabulary List and Grammatical Structures for Unit Five

Year 2	Vocabulary List	Grammatical Structures
Unit / Theme	black, blue, brown, green, orange, pink,	Expressing likes & dislikes
5	purple, red, white, yellow, how many red	(I like ... I don't like ...)
	crayons are there? Three	
Colors		(What color is this?)

Note. (MoE, 2018, p.21).

Table 10 shows that this unit aims to teach the color words, the quantity structure “how many,” and the answers to them. The answer to the quantity question is therefore an indirect repetition of the number words taught in Unit 4. This may be a small reference to the previous cumulative vocabulary lessons. Remember that color words are taught in Year 1 and Year 2 in England (see Table 3).

Table 11. Vocabulary List and Grammatical Structures for Unit Six

Year 2	Vocabulary List	Grammatical Structures
Unit / Theme 6 At the Playground	Let's dance.... jump, skip, (rope). ... play chess football/basketball/...hide and seek ... run. ... sing. ... slide. ... walk	Do you dance? Yes I do, No, I don't.

Note. (MoE, 2018, p.22).

The vocabulary in Table 11 reveals that it is not a repetition of the words in Tables 6, 7, 8, 9 and 10. It is the structure of using the suggestions (let's) and some play verbs. We can therefore conclude that the principle of cumulative vocabulary teaching was not taken into account in the preparation of Unit 6.

Table 12. Vocabulary List and Grammatical Structures for Unit Seven

Year 2	Vocabulary List	Grammatical Structures
Unit / Theme 7 Body Parts	Point to your head. Raise your hand(s). Show your knee (s). Touch your toes. ear –s, eye –s, finger –s, hand –s, head –s, knee –s, mouth –s, nose –s,	What is this? This is... Instructions (Open/close your eyes)

Note. (MoE, 2018, p.23).

The vocabulary shown in Table 12 reveals that this is the imperative structure (command) in English. It deals with the main body parts such as hand, arm, fingers etc. In addition, the grammatical structure 'affirmative instruction' from unit 3 and Table 8 is repeated in unit seven. Since it is not the aim of the study to review the cumulative grammatical structure, suffice it to say that the principle of cumulative vocabulary instruction was not considered in the preparation of Unit 7.

Table 13. Vocabulary List and Grammatical Structures for Unit Eight

Year 2	Vocabulary List	Grammatical Structures
Unit / Theme 8 Pets	cat –s, dog –s, rabbit –s, turtle –s,	Where is the? Prepositions (in, on, at, under, etc).

Note. (MoE, 2018, p.24).

The main words in Table 13 show that the unit aims to teach learners the names of pets together with some prepositions. Thus, it can be argued that the vocabulary that was included in the previous units is not included. For this reason, the rule of cumulative vocabulary teaching was not considered in the preparation of Unit 8.

Table 14. Vocabulary List and Grammatical Structures for Unit Nine

Year 2	Vocabulary List	Grammatical Structures
Unit / Theme 9 Fruit	apple-s, banana –s, grapefruit –s, grape –s, melon –s, orange-s, peach –es, lemon –s, watermelon –s,	I like... I don't like... Instructions (show the apple,...)

Note. (MoE, 2018, p.25).

The key words in Table 14 show that the unit aims to teach learners the names of fruits as well as the instructions ‘likes, dislikes and imperative’. It is clear that the imperative has been taught three times so far. Since the words shown in the previous units are not included in this unit, it can be claimed that the rule of cumulative vocabulary teaching has not been taken into account in the preparation of Unit 9.

Table 15. Vocabulary List and Grammatical Structures for Unit Ten

Year 2	Vocabulary List	Grammatical Structures
Unit / Theme 10 Animals	chicken –s, cow –s, donkey –s, duck –s, elephant –s goat –s, horse –s, lion –s, monkey – s, snake –s, spider –s,	Expressing abilities (I can speak / swim) Expressing likes and dislikes

Note. (MoE, 2018, p.26).

The key words in Table 15 show that they do not repeat the words between Tables 6 and 15. There is only one thing in common with the vocabulary in Table 13, which is that both tables aim to teach the names of animals. When teaching animal names, one of the pedagogical principles is violated. The rule in education and language teaching is: “Teach from near to far” (Buyukkaragoz & Civi, 1997). According to this principle, the words “elephant, lion and snake” should not be included in this list. This is because no child can see an elephant, a lion or a snake near their home. Since the words shown in the previous units are not included in this unit, it can be argued that the principle of cumulative vocabulary teaching has not been taken into account in the preparation of Unit 10.

6. Conclusion and Discussion

The aim of the article was to examine the cumulative uses of vocabulary in teaching between the curricula of England and Turkey. To this end, the terms evaluation, assessment, curriculum and syllabus were examined briefly in both contexts. It is known that the word curriculum includes all the subjects taught such as science, mathematics, history and so on. However, it is not logical and practical to cover all areas of a nation's curriculum in one paper. Moreover, it is not possible to analyze all areas of a course (e.g. English) such as listening, speaking, grammar, phonetics, etc. in one paper again. The curriculum was used in a broad sense as general principles and rationales of national education policy in a country, while the syllabus was narrowly defined but specific content for each lesson.

It was noted that cumulative vocabulary teaching was used in English (native language) classes in England in the 2000s. It was seen that vocabulary lists were identified from the pre-school year and continued into Years 1, 2, 4 and 5. We noticed that Year 3 was omitted from both the source (NSL, 1998) and other footnotes cited. It was also noted that the vocabulary in one language seems to be more extensive compared to the grammar rules. More importantly, the review of the Year 2 English primary curriculum in Turkey did not include a specified cumulative vocabulary list; only the words used in two units were repeated.

Since the study was limited to analyzing the cumulative vocabulary in the English and

Turkish curricula, some things should be said about the national curriculum in England to show the scope of the curriculum. For example, the curriculum specifies what is to be taught at three levels, namely word, sentence and text level. Besides, the curriculum identified the technical vocabulary lists at the word, sentence and text levels. In addition, it contained a glossary of terms, suggestions for mixed-grade classes and children with special needs. Moreover, the references cited indicate that the English curriculum for England specifies the things to be taught between Year 1 and Year 6 in the area of ‘spelling’ as statutory and non-statutory requirements.

The study shows that there is a separate cumulative vocabulary list for each year (URL- 11). In addition, there is also a list of medium frequency vocabulary for KS2 etc. (URL-12). Therefore, it was not the aim of this study to compare all the cumulative and medium frequency vocabulary lists in the curriculum. What is implied here is that not every one of the English subtitles addressed in the curriculum can be covered in detail in one article. That is, each of these subtitles such as “an analysis of the glossary list, an analysis of the subject vocabulary list, ...” can be analyzed in a separate article. A final note about URLs is that some of the web-addresses shown as URLs may change in the future after the publication of this article. Yet the readers can find some information by searching the key words.

The English curriculum for Year 2 in Turkey does not appear to be as detailed as that in England. Each unit consists of three sections, namely language structures and vocabulary, language skills to be taught and suggested contexts, tasks and assignments. This means that the English curriculum does not contain a list of specialized vocabulary, glossaries and spelling, as is the case in England.

In conclusion, cumulative vocabulary teaching means systematic repetition of the newly learnt words. This systematic repetition seems to be the prerequisite for the new information to be stored in long-term memory. Cumulative vocabulary teaching is like the spiral approach in language teaching, where only one feature of a new topic is taught in one lesson. In the second lesson, the first feature is repeated and the second feature is taught and this process continues. Cumulative vocabulary teaching is similar to the six-level reading books once produced by Oxford University. It seems that the English textbooks in Turkey were not prepared based on the cumulative principle. If it were prepared, Turkey would not be ranked 64th out of 113 countries in the world and 33rd out of 34 European countries. This means that according to the English Proficiency Index 2023 (EF EPI, 2023), Turkey has a low and unsatisfactory level of proficiency in English language learning. Therefore, the MoE needs to assign qualified academics to develop the curriculum, syllabus and English textbooks.

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