



(ISSN: 2602-4047)

Uzun, A. (2026). Determining Trends in Postgraduate Studies on Teaching Turkish to Foreigners Using Different Methods and Techniques, *International Journal of Eurasian Education and Culture*, 11(31), 1-15.

DOI: <http://dx.doi.org/10.35826/ijoecc.2896>

Article Type: Research Article

DETERMINING TRENDS IN POSTGRADUATE STUDIES ON TEACHING TURKISH TO FOREIGNERS USING DIFFERENT METHODS AND TECHNIQUES¹

Ali UZUN

Dr., Kahramanmaraş Sütçü İmam University, Kahramanmaraş, Türkiye, uzunali@ksu.edu.tr
ORCID: 0000-0002-7921-1534

Received: 02.01.2026

Accepted: 25.02.2026

Published: 15.03.2026

ABSTRACT

It can be said that the methods and techniques used in teaching environments affect all variables related to the learning process. Many methods and techniques have been used over time in the process of teaching Turkish as a foreign language. In this context, the aim of this study is to examine the trends in postgraduate studies on teaching Turkish to foreigners, where different methods and techniques have been tried. The master's theses included in the study were examined based on specific variables. Given the nature of the research, document analysis alone was deemed sufficient, and no additional methods were employed. The data source for the study consists of 117 master's theses available from the YÖK National Thesis Center, which examine the impact of different methods and techniques on the teaching of Turkish as a foreign language. An evaluation form was prepared to classify the master's and doctoral research that formed the data source of the study according to the type of thesis, research topic, approach/method used in the thesis, and language skill variables addressed in the research. An examination of the findings reveals that 74 of the master's and doctoral studies were at the master's level and 43 were at the doctoral level. It was determined that the preferred topics in the studies were generally skill development. It was observed that most of the studies were prepared using a quantitative research approach, and experimental and survey methods were also frequently preferred. When looking at the types of language skills, it was seen that most of the studies covered all language skills.

Keywords: Teaching Turkish to foreigners, language teaching methods and techniques, trend research.

Corresponded Author: Dr., Ali UZUN, Kahramanmaraş Sütçü İmam University, uzunali@ksu.edu.tr

Ethics Committee Approval: This study does not require ethical committee approval as it does not involve experiments on any living beings.

Plagiarism/Ethics: This article has been reviewed by at least two referees and has been confirmed to comply with research and publication ethics, containing no plagiarism.

¹ This article is an expanded version of the paper presented at the 4th Congress of Humanities and Social Sciences on April 14-16, 2023.

INTRODUCTION

In the education and teaching process, it is necessary for educators to adopt a teaching approach and determine methods and techniques to achieve their teaching objectives. This is because teaching activities are carried out using the determined methods and techniques. In each period, educators determine methods and techniques according to the conditions of the time for the transfer of knowledge and teaching, and the teaching process is carried out accordingly. According to Sariçoban (2016), methods are an important way of determining the roles of the teacher and the student in the teaching process and determining how the classroom environment will be organized and how the lesson will be conducted. In order for the teaching process to be carried out in the most efficient way, stakeholders need to determine in advance the methods and techniques they will use in their lessons within the framework of their approaches and conduct their lessons accordingly.

For an approach to become a method, a teaching system design must be developed, that is, a teaching curriculum must be prepared. This design or curriculum should provide important and effective explanations to both practitioners and students regarding the objectives of the method, how language content is selected and organized within the method (i.e., the curriculum model covered by the method), the learning tasks and types of teaching activities proposed by the method, the roles of the teacher and student, and the role of teaching materials (Richard & Theodore, 2000; Stern, 1991). The curriculum is the framework in which the preferred language approach is implemented and choices are made about the content to be taught, the skills to be developed, the sequence of content, etc.

The preferred language approach influences the organization and selection of the curriculum (Richard & Theodore, 2000). Different methods have different types of curricula associated with them, meaning there are various ways of selecting and organizing content. The methods employed in foreign language teaching assign different roles and responsibilities to teachers and learners. For the teacher, the method determines which materials will be selected or prepared for the lesson, how they will be used, how the learning environment will be organized, and what the teacher's role will be when activities are implemented. For learners, methods determine how students will participate in the learning process and what roles they should adopt (Bell, 2007; Borg, 2015; Bygate et al., 2001). Therefore, it is possible to say that the methods and techniques to be applied in the lesson are effective on all variables related to the learning process. As in every discipline, many methods and techniques have been used in the foreign language teaching process from the past to the present (Güçlü et al., 2017; Güneş, 2013a).

The methods and techniques used in foreign language teaching are definitions prepared based on a specific learning approach or language theory, which provide guidance on how the teacher should teach and how the student should learn. The broader framework, referred to as the learning approach or language learning theory, which profoundly influences the process of determining methods and techniques, expresses theories about the nature of language and language learning that reflect its linguistic and psycholinguistic characteristics and serve as the source of the practices and principles used in language teaching (Kumaravadivelu, 2006). When we talk about teaching Turkish as a foreign language, one of the first things that comes to mind is how

teaching activities will be carried out. This is because the methods and techniques used in foreign language teaching contain important information and practices for both teachers and learners about how this task is performed.

Turkish has been intensively taught as a foreign language from the past to the present. From *Dîvânu Lugâti't Türk*, the first work in which Turkish was taught as a foreign language, to the present day, both traditional and contemporary methods and techniques have been used. Here, rather than which of the traditional or contemporary methods is better or worse, it is important to know which of them is suitable for the teaching objectives. It is not right to completely abandon traditional methods that were used in the past and achieved quite successful results, or to turn to current methods and techniques in a way that does not fit the structure and functioning of the course. What matters is applying the right method and technique at the right time. While traditional methods and approaches were used more frequently in the past, today's information, technology, and especially digital opportunities have led to the updating of these methods and techniques in this direction or the emergence of new ones.

Over the past decade, Turkey has become a country frequently mentioned globally in terms of both its economy and its political and security affairs. This situation has attracted the attention of other nations, and interest in Turkey has grown steadily. This has also led to Turkish becoming a language preferred by foreigners. As of the 2024-2025 academic year, 337,119 international students are pursuing higher education in different cities and universities in Turkey (YÖK, 2025). The steady increase in the number of international students in Turkey is statistically evident in Figure 1.

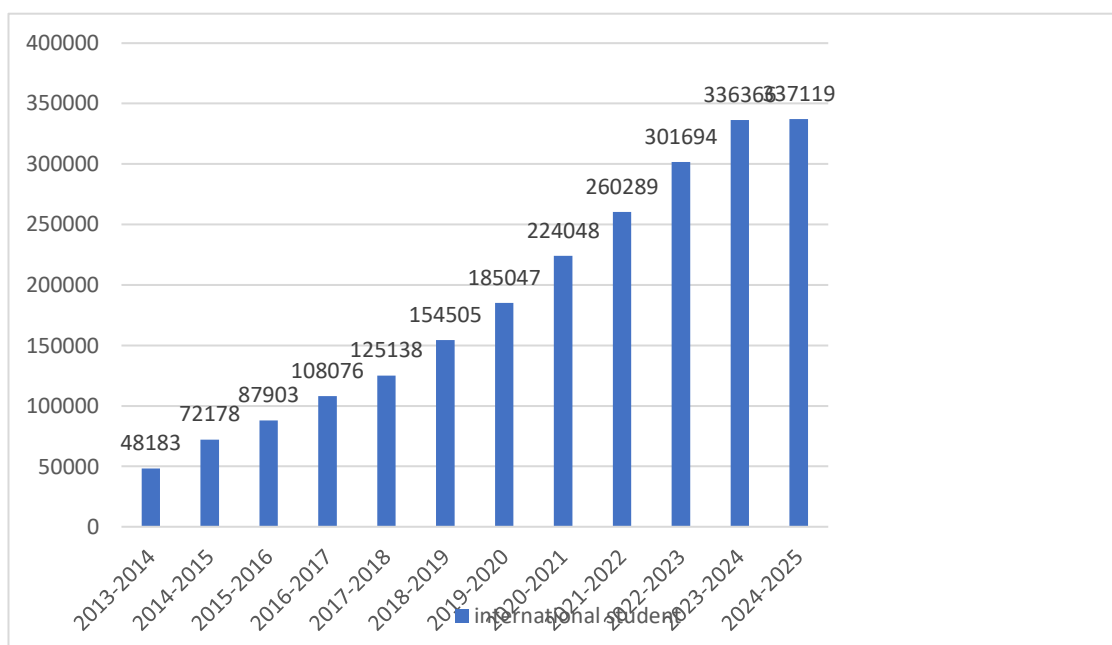


Figure 1. Distribution of International Students in Higher Education Institutions in Turkey by Academic Year (Higher Education Information Management System, 2025)

In teaching Turkish to foreigners, various methods have long been used, such as the "grammar-translation method, direct (direct input) method, auditory-linguistic method, silent way, group/tutorial language teaching method, cooperative learning method, suggestion method, audio-visual method, communicative language teaching method, multiple intelligence applications, project-based learning, content-based/focused teaching, task-based method, eclectic/selective/optional method" (Göçen, 2020). Furthermore, a review of the relevant literature reveals that numerous methods and techniques such as drama, creative drama, educational games, simulation, web-based applications, word web creation, short films, multimedia materials, suggestion method, social media, task-based approach, advertising films, music, and folk songs are used in teaching Turkish as a foreign language. Many studies have been conducted examining their effects on various variables such as success, attitude, cultural transmission (Arslan & Gürsoy, 2008; Arslan & Adem, 2010; Aytaş, 2008; Büyükaslan, 2007; Demirci, 2019; Gürel, 2019; İşcan, 2011; İnal & Çakır, 2021; Kalfa, 2013; Süğümlü & Tekşan, 2018; Ünlüler Arabacı, 2015; Yılmaz, 2022; Yılmaz & Kocaoğlu, 2017; Yılmaz & Akkaya, 2018; Yılmaz & Talas, 2015).

Teachers of Turkish as a foreign language are expected to be familiar with both traditional and contemporary language teaching approaches, methods, and techniques, and to apply them when appropriate. This enables teachers to recognize what and how to teach, thereby ensuring more efficient teaching processes. Teachers' purposeful selection of methods and techniques according to language teaching objectives will also eliminate the need for methodological uncertainty in the classroom. This situation not only determines methodological and technical needs but also enables the determination of students' needs to achieve faster and better language learning goals. In this way, instructors will be able to identify students' needs, the language skills to be developed, and the objectives of teaching, thereby selecting the necessary methods (Göçen, 2020).

As with the teaching of any language, global methods and techniques are used in the teaching of Turkish as a foreign language. However, researchers are attempting to identify more effective and up-to-date methods and techniques through testing. This is because conducting research to find better ways to teach the language also determines the characteristics of teacher-student roles in language teaching methods (Göçen, 2020).

In this context, since Turkish is a language preferred by foreigners, instructors need to both improve themselves further in line with this demand and master the methods and techniques frequently and successfully used in global language teaching. First, it is expected that the types of methods and techniques used in this field be identified and that the appropriate ones be selected according to the student-teacher and learning environment. To this end, it is beneficial to examine relevant studies in the field. Indeed, in the field of teaching Turkish as a foreign language, there are many academic studies aimed at introducing language teaching methods to teachers (Alver, 2019; Calp, 2017; Demir & Açık, 2011; Dilidüzgün, 2015; İşcan, 2011; Uysal, 2019; Yılmaz & Kocaoğlu, 2017).

In this study, various methods and techniques that have been preferred and tested in postgraduate studies in this field from the past to the present, which enable more detailed and comprehensive applications, have been

attempted to be revealed, given that we are in the age of information, digital technology, and artificial intelligence, and that Turkish is receiving intense interest as a foreign language. In this respect, the research is important in terms of presenting the different methods and techniques used in theses related to the field as a whole and serving as a guide for researchers and educators. In this context, the research question is defined as “What are the trends in postgraduate studies on teaching Turkish to foreigners where different methods and techniques are tested?” In line with this, the research seeks answers to the following sub-questions:

1. What is the distribution of graduate studies by type?
2. What is the distribution of graduate studies by subject?
3. What is the distribution of graduate studies in terms of the approaches and methods used?
4. What is the distribution of language skills addressed in graduate studies?

METHOD

Research Design

This study examines the trends in postgraduate studies on teaching Turkish to foreigners, where different methods and techniques were tested at the YÖK National Thesis Center. The postgraduate theses used as data sources in the research were analyzed descriptively in line with the variables determined prior to the research. Therefore, the document review method, which is one of the qualitative research methods and “involves the analysis of written materials containing information about the phenomena and events to be investigated,” was used in the study (Yıldırım & Şimşek, 2018: 217). According to Yıldırım and Şimşek (2018), document review can be used alone in qualitative research. Since the postgraduate theses subject to the research were examined in terms of specific variables, document review was deemed sufficient on its own due to the nature of the research, and no other method was used.

Data Source

The data source for the research consisted of 65 postgraduate theses, accessible from the YÖK National Thesis Centre between 2007 and 2022, which examined the impact of different methods and techniques in teaching Turkish as a foreign language. This was due to the study being prepared for an international conference in 2023. However, the number increased to 117 with the inclusion of recent (2023-2025) theses obtained by the researcher using the same method.

Data Collection and Analysis

The data collection process for the study was conducted in four stages. These stages are shown in Figure 2.



Figure 2. Stages Followed in the Research

In the first phase of the research, an evaluation form was prepared to classify the postgraduate studies that constitute the data source. The variables included in this evaluation form are as follows:

- Thesis type
- Research topic
- Approach used in the thesis
- Method used in the thesis
- Language skill addressed in the research

In the second phase of the research, a search was conducted at the YÖK National Thesis Center using the keywords “teaching Turkish to foreigners, teaching Turkish as a foreign language,” and as a result of the initial findings, 337+84 postgraduate theses on the subject of teaching Turkish as a foreign language were identified. In the third stage, these 337+84 postgraduate theses were re-examined specifically for postgraduate theses on the effect of different methods and techniques in teaching Turkish as a foreign language, and at the end of the third stage, 65+52 postgraduate research papers were identified. In the fourth and final stage of the data collection process, 117 postgraduate research papers were examined in terms of the variables in the form prepared by the researcher.

Table 1. Distribution of Graduate Theses by Year

Year	Master's degree	Doctorat	Total
2007	-	1	1
2011	1	1	2
2012	3	-	3
2013	1	-	1
2014	1	1	2
2015	3	-	3
2016	1	3	4
2017	3	2	5
2018	4	5	9
2019	13	3	16
2020	4	3	7
2021	5	2	7
2022	6	2	8
2023	6	8	13
2024	13	7	20
2025	10	5	15
Total	74	43	117

Table 1 shows that the theses covered by the study and available for access were completed between 2007 and 2025. While only one doctoral-level study was found in 2007, no studies on the subject were found until 2011. In subsequent years, only master's-level thesis studies were found in 2012, 2013, and 2015, while both master's and doctoral studies were conducted in other years. It is also seen that postgraduate studies on the subject surged in 2019 but declined again in subsequent years. However, as of 2023, it is clear that interest in this subject has increased and this is reflected in the studies. According to these findings, it is noticeable that the highest number of studies (f=20) were conducted in 2024.

In the analysis of postgraduate theses in the data source subject to the research, the descriptive analysis technique, which is frequently used as a data analysis technique in qualitative research, was employed. Frequency (frequency/f) and percentage (%) from simple statistical techniques were used for consideration. The variables in the evaluation form of the data source addressed in the study were examined individually, and to make these unprocessed data more understandable, frequency distribution was used; percentage values were also calculated to determine the position of a certain measurement in this distribution relative to other measurements (Karasar, 2017).

All stages of the research were conducted in accordance with ethical principles. As no experiments were performed on any living beings, there was no need to obtain permission from an ethics committee.

FINDINGS

In this section of the study, findings obtained from master's and doctoral theses, in which different methods and techniques were tested in teaching Turkish to foreigners, have been examined in line with the aim of the study and presented in the form of figures and tables.

The findings obtained for the first research question are presented in Figure 3.

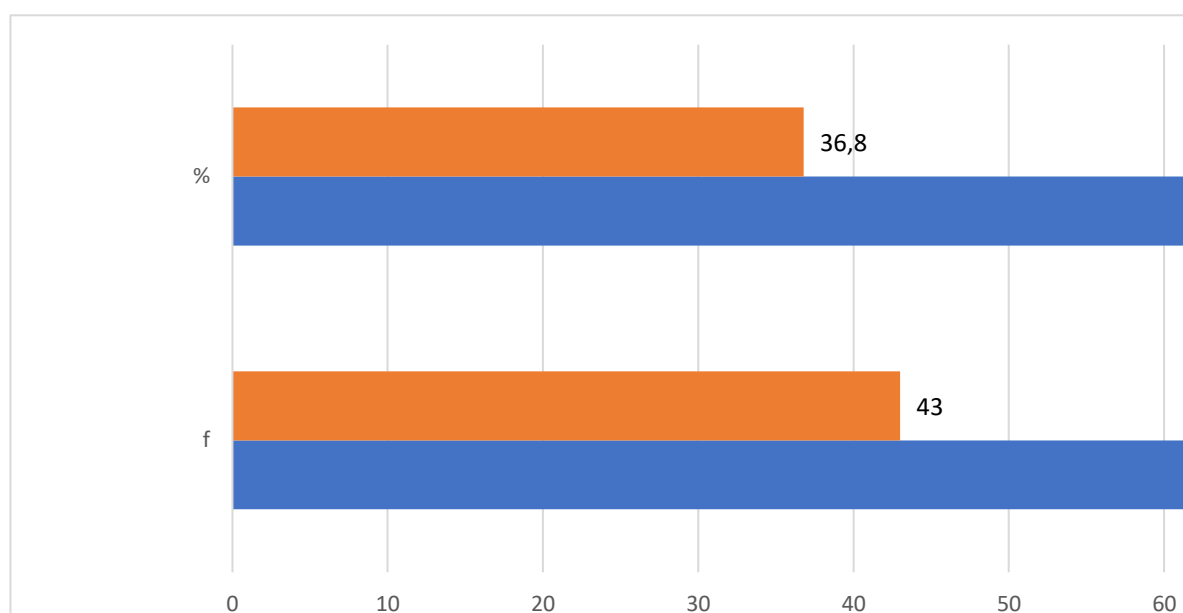


Figure 3. Distribution of Theses by Type

When examining Figure 3, it can be seen that 74 of the theses on trying different methods and techniques in teaching Turkish to foreigners are at master's level, while 43 are at doctoral level. Based on Figure 3, it can be said that the majority (63.2%) of postgraduate studies on teaching Turkish to foreigners using different methods and techniques are at master's level.

The findings obtained for the second research question are presented in Table 2.

Table 2. Distribution of Research Topics in Postgraduate Theses

Topic	f	%
Skill development	63	53,7
Activity development	14	11,3
Material development	10	8
Vocabulary development	9	7,3
Word teaching	7	5,5
Artificial intelligence	5	4,2
Cultural transmission/teaching	3	4,5
Academic literacy	2	2,5
Value transmission	1	0,8
Grammar teaching	1	0,8
Assessment and evaluation	1	0,8
Socio-cultural adaptation	1	0,8
Total	117	100

Table 2 shows that the most frequently studied topics in the postgraduate theses included in the study are, in order, skill development, activity development, material development, vocabulary development, vocabulary teaching, and artificial intelligence. Table 2 shows that other topics addressed in postgraduate theses include cultural transmission/teaching, academic literacy, value transmission, grammar teaching, measurement and evaluation, and sociocultural adaptation.

The findings obtained for the third research question are presented in Figure 4 and Table 3.

When the methods used in the postgraduate theses examined within the scope of the research are evaluated in terms of approach, the distribution shown in Figure 4 is obtained.

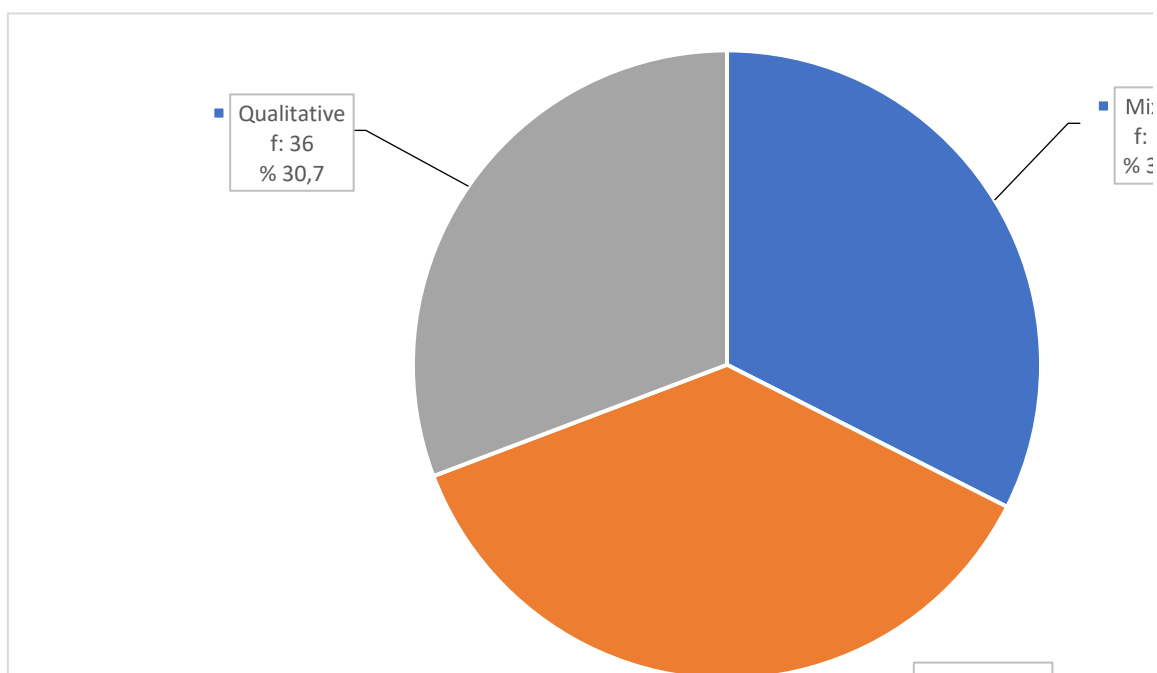


Figure 4. Distribution of Postgraduate Studies in the Context of Approach

Upon examination of Figure 4, it is understood that most of the postgraduate studies were conducted using a quantitative research approach, while the remaining studies were conducted using qualitative and mixed research approaches in similar proportions.

Table 3. Approach and Methodology Status of Postgraduate Theses

Approach	Method	f	%
Quantitative	Experimental design	28	23,9
	Survey (Descriptive)	15	13
Mixed	Embedded design	15	13
	Explanatory sequential design	14	12
	Convergent parallel design	5	4,2
	Sequential design	2	1,9
	Transformative design	1	0,8
Qualitative	Intervention design	1	0,8
	Document review	12	10,2
	Action research	9	7,6
	Case study	5	4,2
	Content analysis	4	3,4
	Observation and interview	3	2,5
	Design-based research	3	2,5
Total		117	100

Table 3 shows that the most frequently used research methods, in order, are experimental, screening (descriptive), embedded design, explanatory sequential design, and document review. According to Table 3, it is understood that experimental research is used more frequently than other research designs within quantitative research, embedded design and explanatory sequential design are used more frequently than other research designs within mixed research, and document review is used more frequently than other research designs within qualitative research.

The findings obtained from the fourth research question are presented in Table 4.

Table 4. Language Skills Addressed in Postgraduate Theses

Language skills	f	%
Reading-Listening, Speaking-Writing	37	31,6
Writing	19	16,2
Reading-Comprehension	18	15,3
Speaking	17	14,5
Listening-Watching	11	9,4
Reading-Speaking	6	5,1
Reading-Listening	5	4,2
Speaking-Writing	3	2,5
Listening-Writing	1	0,8
Total	117	100

Table 4 shows that 31.6% of the postgraduate studies examined in the research addressed all four core language skills. Among the studies that addressed only one of the core language skills, it is understood that the most frequently addressed language skills were, in order, writing, reading comprehension, speaking and

listening. Among the studies that addressed the core language skills in pairs, it is seen that the language skills examined together were, in order, reading-speaking, reading-listening, speaking-writing, and listening-writing.

Based on Table 4, when examining the rates at which each language skill was addressed in the postgraduate theses studied within the scope of the research, the distribution shown in Figure 5 is obtained.

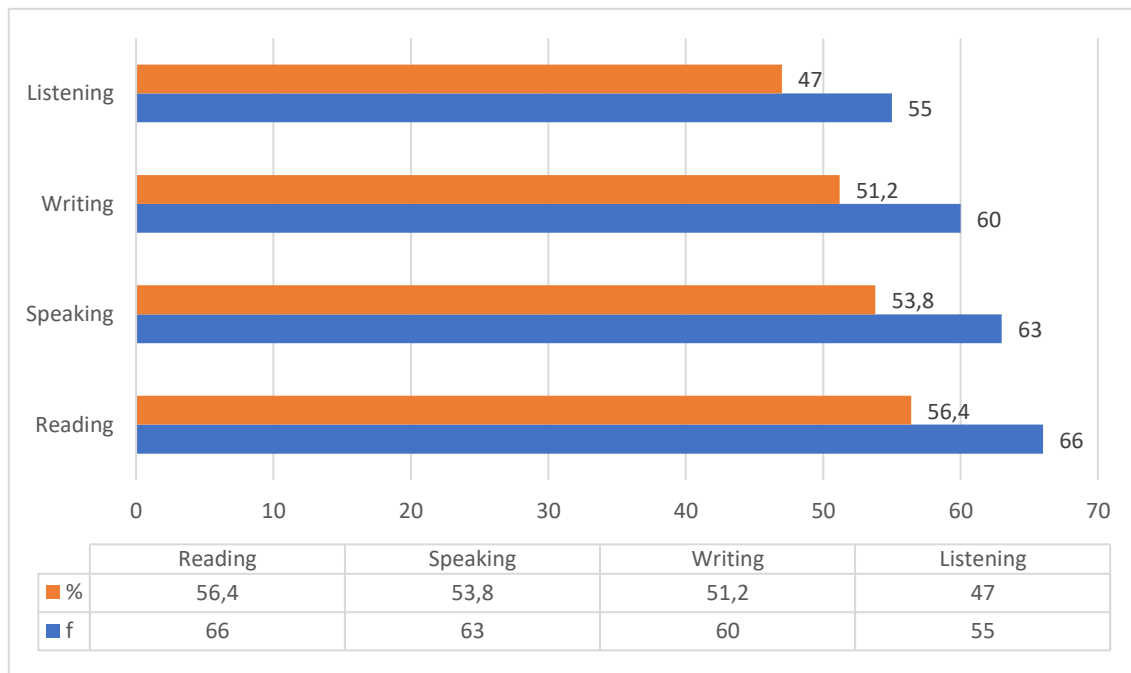


Figure 5. Proportion of Each Language Skill Addressed

Figure 5 shows the rates at which basic language skills were examined in the postgraduate theses included in the study. According to Figure 5, reading skills were emphasised in 66 of the 117 studies and were the most frequently emphasised language skill among the other language skills. Subsequently, it is understood that different methods and techniques were addressed in 63 studies for speaking, 60 studies for writing, and 55 studies for listening skills. Figure 5 also shows that the four basic language skills are examined at similar rates.

CONCLUSION and DISCUSSION

This study, which aimed to determine the research trends of master's and doctoral theses that experimented with different methods and techniques in teaching Turkish to foreigners in terms of different variables, reached the following conclusions:

The research indicates that the relevant postgraduate theses were completed between 2007 and 2025, with a general increase observed in recent years. Specifically, it was found that the highest number of theses were completed in 2024, followed by 2019. Similarly, Eyüp (2020), Maden and Önal (2021) also concluded in their studies that the highest number of studies on teaching Turkish to foreigners were conducted in 2019. It can be said that the accumulation of research in recent years is due to the rapid adoption of methods and techniques

that are prevalent in the global sphere for teaching Turkish to foreigners. In this case, it can be considered that technological developments, artificial intelligence, and digital materials have attracted the attention of teachers and that their adaptation to teaching environments has played a role.

The first sub-question of the research, concerning the distribution of postgraduate studies by type, revealed that 74 of the theses, which tested different methods and techniques in teaching Turkish to foreigners, were at master's level, while 43 were at doctoral level.

The second sub-question of the research examined the distribution of postgraduate studies according to their topics; it was concluded that the most frequently studied topics were skill development, activity development, material development, and vocabulary development. A review of the literature reveals similar results. For example, Maden and Önal (2021) concluded in their studies that vocabulary and skill teaching are frequently addressed in postgraduate theses. Similarly, Tuna Turhan and Özer (2019) stated that the postgraduate studies covered in their research focused more on vocabulary, language skills, and material development.

When examining the distribution of approaches and methods used in postgraduate studies, which was the third sub-question of the research, it was determined that the studies were predominantly quantitative research approaches, while the remaining studies were conducted within the context of mixed and qualitative research approaches. Furthermore, it was concluded that the most frequently used methods in the postgraduate research examined were, in order, experiments, surveys (descriptive), embedded designs, explanatory sequential designs, and document analysis. Additionally, it was observed that experimental research was more frequently used within quantitative research, document analysis within qualitative research, and embedded designs within mixed research compared to other research designs.

When examining the distribution of language skills addressed in postgraduate studies, which was the final sub-question of the research, it was concluded that all four core language skills were addressed. Among studies addressing only one of the core language skills, it was determined that the most frequently addressed skills were, in order, reading comprehension, speaking, writing and listening skills.

Looking at the studies examined in general, it has been observed that contemporary teaching methods and techniques have been preferred, especially in recent years. In the process of foreign language teaching, it is extremely important for learners to be exposed to the target language, to engage in interaction in many ways, and to acquire/learn all language skills together in order to achieve the desired goals. Therefore, under current conditions, Turkish language teachers and curriculum and material developers should not be bound to a single teaching method and technique. This is because there is a risk of falling short when compared to contemporary teaching environments and the conditions and environments in which other languages are taught as foreign languages. In particular, in order for Turkish language teachers to incorporate different methods and techniques into teaching environments with a contemporary approach, they must first be aware of and understand these methods and techniques.

SUGGESTIONS

Although this research is limited to 117 postgraduate studies and, in terms of time frame, to the year 2025 at the latest, it presents important findings that can serve as a source for subsequent studies. In this respect, it can be said that the research is significant in terms of providing Turkish language teachers with a roadmap, offering ideas regarding methods and techniques, and contributing to the literature in the field. It is recommended that future research address both postgraduate studies and relevant articles in a broader sense and present up-to-date data.

REFERENCES

- Alver, M. (2019). Türkçenin yabancı dil olarak öğretiminde esas alınan ilkeler ile kullanılan yöntem ve teknikler. İ. Erdem, B. Doğan & H. Altunkaya (Ed.), *Türkçenin yabancı dil olarak öğretimi* (ss. 13–42). Pegem Akademi.
- Arslan, M., & Adem, E. (2010). Yabancılar Türkçe öğretiminde görsel ve işitsel araçların etkin kullanımı. *Dil Dergisi*, 147, 63–86. https://doi.org/10.1501/Dilder_0000000126
- Arslan, M., & Gürsoy, A. (2008). Rol yapma ve drama etkinlikleriyle yabancılar Türkçe öğretiminde motivasyonun sağlanması. *Ege Eğitim Dergisi*, 9(2), 109–127. <https://dergipark.org.tr/tr/pub/egeefd/issue/4911/67254>
- Aytaş, G. (2008). *Türkçe öğretiminde tematik yaratıcı drama etkinlik ve uygulamaları*. Akçağ Yayınları.
- Bell, D. (2007). Do teachers think that methods are dead? *ELT Journal*, 61(2), 135–143. <https://doi.org/10.1093/elt/ccm006>
- Borg, S. (2015). *Teacher cognition and language education*. Continuum. <https://digital.casalini.it/9781472525048>
- Büyükaslan, A. (2007, Mayıs). Yabancı dil Türkçenin öğretilmesinde yeni yöntemler: Bilişim uygulamaları, çözüm önerileri. *I. Uluslararası Bilgisayar ve Öğretim Teknolojileri Sempozyumu*. Çanakkale Onsekiz Mart Üniversitesi Eğitim Fakültesi.
- Bygate, M., Skehan, P., & Swain, M. (2001). *Researching pedagogic tasks: Second language learning, teaching, and testing*. Routledge. <https://doi.org/10.4324/9781315838267>
- Calp, M. (2017). Yabancılar Türkçe öğretiminde alternatif bir yöntem: İşitsel-dilsel yöntem. *International Journal of Languages' Education and Teaching*, 5(4), 611–633.
- Demir, A., & Açıık, F. (2011). Türkçenin yabancı dil olarak öğretiminde kültürlerarası yaklaşım ve seçilecek metinlerde bulunması gereken özellikler. *TÜBAR*, 30, 51–72.
- Demirci, E. Ö. (2019). *Yabancı dil olarak Türkçe öğretiminde şarkı kullanımı seviye A1* [Yayımlanmamış yüksek lisans tezi]. Hacettepe Üniversitesi.
- Dilidüzgün, Ş. (2015). Eylem odaklı yaklaşım bağlamında yabancı dil olarak Türkçe öğretiminde yazma etkinlikleri. *Dil Eğitimi ve Araştırmaları Dergisi*, 1(2), 16–34.

- Eyüp, B. (2020). Türkçe öğretmenleri ile ilgili yapılan lisansüstü tezlerin eğilimleri: Bir içerik analizi (2000–2019). *RumeliDE Dil ve Edebiyat Araştırmaları Dergisi*, 21, 536–558. <https://doi.org/10.29000/rumelide.843489>
- Göçen, G. (2020). Türkçenin yabancı dil olarak öğretiminde yöntem. *RumeliDE Dil ve Edebiyat Araştırmaları Dergisi*, 18, 23–48. <https://doi.org/10.29000/rumelide.705499>
- Güçlü, B., Arslan, M., & Üstünyer, İ. (2017). Teaching vocabulary in Turkish language for foreigners at beginner level using suggestopedia. *International Journal of Research in Social Sciences*, 7(11), 36–43.
- Güneş, F. (2013). *Türkçe öğretimi: Yaklaşımlar ve modeller*. Pegem Akademi.
- Gürel, N. (2019). Türkçenin yabancı dil olarak öğretiminde bir materyal çalışması: Temalara uygun şarkılar oluşturma. *Uluslararası Bilimsel Araştırmalar Dergisi*, 4(2), 305–321. <https://doi.org/10.21733/ibad.539617>
- İnal, M., & Çakır, R. (2021). Yabancı dil olarak Türkçe öğretiminde çoklu ortam materyallerinin kullanımı. *Journal of Interdisciplinary Education: Theory and Practice*, 3(2), 87–112. <https://doi.org/10.47157/jietp.954946>
- İşcan, A. (2011). Yabancılar Türkçe öğretiminde suggestopedia'nın (telkin yöntemi) kullanımı. *Turkish Studies*, 6(1), 1317–1322. <https://doi.org/10.7827/TurkishStudies.1898>
- Kalfa, M. (2013). Yabancılar Türkçe öğretiminde sözlü kültür unsurlarının kullanımı. *Millî Folklor*, 25(97), 167–177.
- Karasar, N. (2017). *Bilimsel araştırma yöntemi* (7. bs.). Nobel.
- Kumaravadivelu, B. (2006). TESOL methods: Changing tracks, challenging trends. *TESOL Quarterly*, 40(1), 59–81. <https://doi.org/10.2307/40264511>
- Maden, S., & Önal, A. (2021). Yabancı dil olarak Türkçe öğretimi ile ilgili lisansüstü tezlerin araştırma eğilimleri. *Uluslararası Eğitim Bilim ve Teknoloji Dergisi*, 7(1), 42–56. <https://doi.org/10.47714/uebt.878270>
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching* (2nd ed.). Cambridge University Press.
- Sarıçoban, A. (2016). *Yabancı dil olarak Türkçe öğretimi metodolojisi*. Anı Yayıncılık.
- Stern, H. H. (1991). *Fundamental concepts of language teaching*. Oxford University Press.
- Süğümlü, Ü., & Tekşan, K. (2018). Türkülerin Türkçe eğitiminde kullanılabilirliği. *Sakarya University Journal of Education*, 8(4), 286–299. <https://doi.org/10.19126/suje.480111>
- Tuna, S. T., & Özer, H. (2019). Yabancılar Türkçe öğretimi konusunda yayımlanmış bilimsel çalışmalar üzerine bir inceleme. *Muğla Sıtkı Koçman Üniversitesi Eğitim Fakültesi Dergisi*, 7(2), 81–98. <https://doi.org/10.21666/muefd.748610>
- Uysal, B. (2019). Yabancı dil öğretimi yaklaşımları. Ü. Şen (Ed.), *Yabancı dil olarak Türkçe öğretimi* (ss. 24–40). Pegem Akademi.
- Ünlüler Arabacı, P. (2015). Yabancı dil olarak Türkçe öğretiminde yararlanılan kısa ve uzun metrajlı filmlerin Kırgızistan bağlamında değerlendirilmesi. *Manas Sosyal Araştırmalar Dergisi*, 4(2), 83–97.
- Yıldırım, A., & Şimşek, H. (2018). *Sosyal bilimlerde nitel araştırma yöntemleri* (11. bs.). Seçkin Yayıncılık.

Yılmaz, F., & Akkaya, Ü. (2018). Yabancı dil olarak Türkçe öğretiminde kültür aktarım aracı olarak reklamlar. *Route Educational and Social Science Journal*, 5(12), 41–52.

Yılmaz, F., & Talas, Y. (2015). Yabancı dil olarak Türkçe öğretiminde materyal olarak animasyon kullanımı ve önemi. *International Journal of Languages' Education and Teaching*, 3(1), 114–127.

Yılmaz, F., & Kocaoğlu, İ. (2017). Yabancılar Türkçe öğretiminde görev temelli yaklaşımı kullanmaya yönelik etkinlikler. *International Journal of Languages' Education and Teaching*, 5(3), 234–248.

Yılmaz, N. (2022). *Yabancı dil olarak Türkçe öğretiminde müzik ve ritim aracılığı ile dil öğretimi* [Yayımlanmamış yüksek lisans tezi]. Hacettepe Üniversitesi.

YÖK. (2025). *Yükseköğretim bilgi yönetim sistemi*. <https://istatistik.yok.gov.tr/>

Ethics Statement: In this article, the journal writing rules, publication principles, research and publication ethics, and journal ethical rules were followed. The responsibility belongs to the author for any violations that may arise regarding the article. The study falls under the category of research that does not require ethics committee approval.

Declaration of Author(s)' Contribution Rate: The author's contribution rate is 100%.

CONTRIBUTION RATE	CONTRIBUTORS
Idea or Notion	Ali UZUN
Literature Review	Ali UZUN
Method	Ali UZUN
Data Collecting	Ali UZUN
Data Analysis	Ali UZUN
Findings	Ali UZUN
Discussion and Commentary	Ali UZUN

Funding: No contribution and/or support was received during the writing process of this study.

Informed Consent Statement: Informed consent was not obtained because participant data was not collected.

Data Availability Statement: For questions about data sets, etc., the author should be contacted.

Conflict of Interest: The author does not have any conflict of interest with other people, institutions and organizations related to the research.



This study is licensed under CC BY (<https://creativecommons.org/licenses/by/4.0/deed.en>).

Disclaimer/Publisher's Note: The statements, opinions and data contained in all publications are solely those of the individual author(s) and contributor(s) and not of IJOEEC and/or the editor(s). IJOEEC and/or the editor(s) disclaim responsibility for any injury to people or property resulting from any ideas, methods, instructions or products referred to in the content.