

Investigation of Research on The Use of Tv Series and Movies in Teaching Turkish to Foreigners

Hilal GÜRLER¹ 

¹ Turkish Language Teacher, Konya, Türkiye

Article Info	ABSTRACT
<p>Received: 31.07.2024 Accepted: 28.05.2025 Published: 30.06.2025</p> <p>Keywords: Teaching Turkish to foreigners, TV series, Movies, Postgraduate Thesis.</p>	<p>As a result of the development of technology in the globalizing world, teaching Turkish to foreigners has become an area of increasing importance. It is known that Turkish TV series and movies, which have gained a significant reputation around the world today, are watched in various countries. However, it has been observed that there are few studies on the use of TV series and movies in teaching Turkish to foreigners. The main purpose of the current study is to investigate postgraduate theses prepared on the use of TV series and movies in teaching Turkish to foreigners. In this context, theses published digitally in the National Thesis Centre of the Council of Higher Education were analysed. The population of the study consists of studies on teaching Turkish to foreigners, and the sample consists of postgraduate theses prepared on the use of TV series and movies in teaching Turkish to foreigners. A search was conducted in the database of the YÖK National Thesis Centre on “teaching Turkish to foreigners” and “teaching Turkish as a foreign language”, and studies on the use of TV series and movies were identified. The document analysis method was used in the collection of the data and the collected data were analyzed using content analysis. Postgraduate theses reached in the current study were examined under the titles of postgraduate level (doctorate/master’s), year, university name, branch of science, study subject, sample, method, data collection tool and data analysis. A total of 17 postgraduate theses, including 3 doctoral and 14 master’s theses, were reached in the current study. On the basis of the findings obtained as a result of the study, it was determined that the highest number of theses was written in 2021. The university where the highest number of theses was prepared is Bursa Uludağ University and the branch of science in which the highest number of theses was prepared is Teaching Turkish. When the distribution of the subjects of the theses was examined, the impact of TV series and movies on cultural transmission was found to be the most popular subject. It was determined that students learning Turkish as a foreign language were mostly selected as the sample and qualitative research methods were mostly used as the research method.</p>

Yabancılar Türkçe Öğretiminde Dizi ve Film Kullanımına Yönelik Hazırlanan Araştırmaların İncelenmesi

Makale Bilgisi	ÖZET
<p>Geliş Tarihi: 31.07.2024 Kabul Tarihi: 28.05.2025 Yayın Tarihi: 30.06.2025</p> <p>Keywords: Yabancılar Türkçe Öğretimi, Dizi, Film, Lisansüstü Tez.</p>	<p>Teknolojinin gelişmesiyle küreselleşen dünyada yabancılar Türkçe öğretimi de gün geçtikçe önemi artan bir alan haline gelmiştir. Günümüzde dünya genelinde önemli bir üne kavuşan Türk dizi ve filmlerinin çeşitli ülkelerde izlendiği bilinmektedir. Buna rağmen yabancılar Türkçe öğretiminde dizi ve film kullanımıyla ilgili az sayıda çalışma yapıldığı görülmüştür. Bu çalışmanın temel amacı, yabancılar Türkçe öğretiminde dizi ve film kullanımına yönelik hazırlanan lisansüstü tezlerin incelenmesidir. Bu kapsamda Yüksek Öğretim Kurumu Ulusal Tez Merkezi’nde dijital olarak yayımlanan lisansüstü tezler incelenmiştir. Araştırmanın evrenini yabancılar Türkçe öğretimi ile ilgili araştırmalar, örneklemini ise yabancılar Türkçe öğretiminde dizi ve film kullanımına yönelik hazırlanan lisansüstü tezler oluşturmaktadır. Çalışma tarama modeline dayalı olarak hazırlanmıştır. YÖK Ulusal Tez Merkezi veri tabanında “yabancılar Türkçe öğretimi”, “Türkçenin yabancı dil olarak öğretimi”, “yabancı dil olarak Türkçe öğretimi” ile ilgili tarama yapılmış ve bunlardan dizi ve film kullanımına yönelik olan çalışmalar tespit edilmiştir. Doküman incelemesiyle toplanan araştırmanın verileri ise içerik analizi ile analiz edilmiştir. Araştırma sonucunda ulaşılan lisansüstü tezler; lisansüstü düzeyi (doktora/yüksek lisans), yıl, üniversite adı, bilim dalı, çalışma konusu, örneklem, yöntem, veri toplama aracı ve veri analizi başlıklarında incelenmiştir. Araştırma kapsamında 3 doktora ve 14 yüksek lisans olmak üzere toplam 17 lisansüstü teze ulaşılmıştır. Araştırma sonucunda elde edilen bulgulara göre en fazla tezin 2021 yılında yazıldığı tespit edilmiştir. En çok tez hazırlanan üniversite Bursa Uludağ Üniversitesi, bilim dalı ise Türkçe Eğitimi bilim dalıdır. Tezlerin konu dağılımına bakıldığında da dizi ve filmlerin kültür aktarımına etkisi öne çıkmaktadır. Örneklem için en çok yabancı dil olarak Türkçe öğrenen öğrencilerin seçildiği, yöntemde de nitel araştırma yöntemlerinden yararlanıldığı belirlenmiştir.</p>

To cite this article:

Gürl, H., (2024). Investigation of research on the use of tv series and movies in teaching turkish to foreigners. *Edutech Research*, 3(1), 28-38.

*Corresponding Author: Hilal Gürl, gurlerhilalturkce@gmail.com



This article is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License (CC BY-NC 4.0)

INTRODUCTION

Developments in our globalizing world have had an impact on people's increasing interest and need to learn a new language. It is known that in recent years, interest in Turkey and demand for learning Turkish have increased in many parts of the world. The Council of Higher Education stated that 301,694 foreign students received education in Turkey in the 2022-2023 academic year (YÖK, 2023). Studies on teaching Turkish to foreigners are carried out through Yunus Emre Institute, Maarif Foundation, Ministry of National Education, TIKA, YTB and language teaching centres affiliated with universities. In addition, Turkish language teaching activities are supported by private institutions and organizations. It can be said that Turkish TV series and movies watched in various countries around the world have a positive effect on learning Turkish as a foreign language. According to the field research conducted on approximately 5 thousand people from 125 countries, it was stated that most of the participants became closer to Turkish and Turkish culture as a result of watching Turkish series before they started learning Turkish (Barut, 2022).

Foreign language teaching basically focuses on the development of comprehension (listening-reading) and expression (speaking-writing) skills. Grammar rules and vocabulary elements are also taught by integrating them into these skills. Learning a language completely depends on acquiring the communicative competence of the target language and being able to communicate in that language. Acquiring communicative competence is defined as grasping both the expressive skills of the target language, such as speaking and writing, and the comprehension skills, such as reading and listening; in addition to this, it is learning the culture, lifestyles and behaviours of the country where the target language is spoken, in short, learning the behaviour patterns prescribed by sociolinguistics and pragmatics (learning when, where, how, with whom and in what situations something can be spoken, etc.) and verbal and written communication with people in that society (Edmonson & House, 1993, as cited in Aktaş, 2005). The Common European Framework of Reference for Languages, which is a guide for foreign language teaching, also aims to design teaching programs based on the communication needs of language learners in real life and to ensure that they gain communicative competence based on the action-oriented approach (CEFR, 2020).

It is not possible to separate language, which is a means of communication, from culture, which can be expressed as the lifestyle of the society to which it belongs. Language is both an important element of culture and a tool for cultural transmission. Therefore, cultural elements need to be transferred in foreign language teaching (İşcan, 2014). It is important to prioritize the teaching of topics such as daily life and routines, family, shopping, eating and drinking, history, geography, fashion, music, education, traditions and customs, social activities, tourism, and working life to foreign language learners (Ülker, 2007). This will help students use the language they learn independently, autonomously and creatively in different environments (Aktaş, 2005).

It can be said that TV series and movies that show the most natural uses of a language are important materials for teaching a foreign language. Films convey the life of a society where the target language is spoken as a mother tongue, and enable students to comprehend the verbal/non-verbal, formal/informal expressions used in that language, and the various stresses and intonations that express hesitation or exclamation during conversation. The student, who is involved in events that reflect real life, feels as if he/she is communicating with those who speak that language (Yaylı et al., 2013).

İşcan (2011) expressed the following about the importance of Turkish movies in teaching Turkish to foreigners:

- Movies reveal the power of the Turkish language by providing students with a real environment where Turkish is spoken as the mother tongue through the gestures, facial

expressions, behaviours and metaphorical expressions of the actors.

- Movies increase students' motivation to learn Turkish. They leave deep impressions on students through the aesthetically well-prepared scenes and the actors' successful portrayal of their roles.
- Movies reflect everything that belongs to the society and help students get to know Turkish traditions and customs more closely and develop cultural harmony.

In this way, movies contribute to the development of students' language skills and vocabulary. Through TV series and movies, students will encounter daily expressions that they will not encounter in books, and they will learn in which situations and how to use them. They will also learn the correct pronunciation of the language. It is seen that movies are used extensively in teaching languages such as English, French and German, which are widely taught around the world (Yılmaz & Diril, 2015).

It is known that Turkish TV series and movies, which have gained a significant reputation around the world today, are watched in various countries. However, it has been observed that there are few studies on the use of TV series and movies in teaching Turkish to foreigners.

When the literature was reviewed, some studies were found that examined the research on teaching Turkish to foreigners (Göçer & Moğul, 2011; Büyükikiz, 2014; Ercan, 2014; Göçer et al., 2016; Biçer, 2017; Küçük & Kaya, 2018; Türkben, 2018; Çelebi et al., 2019; Özer & Turhan Tuna, 2020; Şeref & Karagöz, 2020; Maden & Önal, 2021). In addition, some studies were reached examining the research on cultural transfer in teaching Turkish to foreigners (Elbir & Aka, 2015; Ayrancı, 2019), bilingualism (Kaya et al., 2022; Can & Kardaş, 2023), vocabulary (Maden, 2020; Sedat, 2021; Gürlü, 2023), textbooks (Kemiksiz, 2021; Maden, 2021), use of technology (Genç Ersoy & Ersoy, 202; Kaya & Kocaman Gürata, 2024), measurement and evaluation (Bahşi & Genç, 2024; Güney & Eroğlu, 2024). However, no study has been found examining the research on the use of TV series and movies in teaching Turkish to foreigners. In this context, the main purpose of the current study is to examine postgraduate theses prepared on the use of TV series and movies in teaching Turkish to foreigners. To this end, answers to the following questions were sought:

1. What is the distribution of the postgraduate theses according to postgraduate level (doctorate/master's)?
2. What is the distribution of the postgraduate theses by year?
3. What is the distribution of the postgraduate theses across the universities where they are prepared?
4. What is the distribution of the postgraduate theses across the branches of science in which they are prepared?
5. What is the distribution of the postgraduate theses by subject?
6. What is the distribution of the postgraduate theses by sample?
7. What is the distribution of the postgraduate theses by research method?
8. What is the distribution of the postgraduate theses by data collection tool?
9. What is the distribution of the postgraduate theses by data analysis method?

METHOD

Research Design

The current study employed the survey model. The main purpose of the survey model is to describe an existing situation as it is. The event or object that is the subject of the research is tried to be defined within its own conditions (Karasar, 2011).

Research Sample

The population of the study consists of studies on teaching Turkish to foreigners, and the sample consists of postgraduate theses prepared on the use of TV series and movies in teaching Turkish to foreigners. In this context, a total of 17 postgraduate theses, including 3 doctoral and 14 master's theses, obtained from the National Thesis Centre database of the Council of Higher Education were examined.

Data Collection Techniques

The data of the study were collected using the document analysis technique. The document analysis technique refers to the analysis of written materials containing information about the facts and phenomena that are the subject of the research (Yıldırım & Şimşek, 2013).

A search was conducted in the database of the YÖK National Thesis Centre on “teaching Turkish to foreigners” and “teaching Turkish as a foreign language”, and studies on the use of TV series and movies were identified. The search was conducted between 24.06.2024 and 03.07.2024.

Data Analysis

The collected data were analysed using content analysis. “The main purpose of content analysis is to reach concepts and relationships that can explain the collected data” (Yıldırım & Şimşek, 2013). Postgraduate theses identified at the end of the search were examined under the titles of the thesis' postgraduate level (doctorate/master's), year, name of the university where it was prepared, branch of science in which it was prepared, subject, sample, method, data collection tool and data analysis.

Ethic

This study did not use human or animal subjects that require ethics committee approval. The research was conducted on publicly available data sets, literature reviews or theoretical analyses.

FINDINGS

Postgraduate theses identified at the end of the search were categorized according to the thesis' postgraduate level (doctorate/master's), year, name of the university where it was prepared, branch of science in which it was prepared, subject, sample, method, data collection tool and data analysis.

Table 1

Distribution of the Theses According to Postgraduate Level (Doctorate/Master's)

Postgraduate Level	Number of Theses
Master's	14
Doctorate	3
Total	17

As seen in Table 1, 14 of the theses are at the master's level and 3 are at the doctoral level.

Table 2*Distribution of the Theses by Year*

Year	Number of Theses
2016	3
2017	1
2019	2
2020	2
2021	5
2022	2
2023	1
2024	1
Total	17

When Table 2 is examined, it is seen that the first postgraduate thesis written on the subject being researched was published in 2016. Since 2016, at least one thesis has been published regularly every year except 2018. The year 2021 is the year in which the highest number of theses was prepared on the use of TV series and movies in teaching Turkish to foreigners, with 5 theses.

Table 3*Distribution of the Theses Across the Universities Where They Are Prepared*

University Name	Number of Theses
Bursa Uludağ University	4
Gazi University	3
Gaziosmanpaşa University	2
Hacı Bektaş Veli University	2
Adıyaman University	1
Fatih Sultan Mehmet Vakıf University	1
Hacettepe University	1
Kırıkkale University	1
Sakarya University	1
Uşak University	1
Total	17

When Table 3 is examined, it is seen that the postgraduate theses on the subject were prepared in a total of 10 universities. The distribution of the theses across the universities is as follows: Bursa Uludağ University (4), Gazi University (3), Gaziosmanpaşa University (2), Hacı Bektaş Veli University (2), Adıyaman University (1), Fatih Sultan Mehmet Vakıf University (1), Hacettepe University (1), Kırıkkale University (1), Sakarya University (1) and Uşak University (1). In this context, it is seen that the highest number of theses was written at Bursa Uludağ University (4), followed by Gazi University (3).

Table 4*Distribution of the Postgraduate Theses across the Branches of Science in Which They are Prepared*

Branch of Science	Number of Theses
Teaching Turkish	9
Teaching Turkish as a Foreign Language/to Foreigners	6
Turkish Language and Literature Education	1
New Turkish Language	1
Total	17

When Table 4 is examined, it is seen that the highest number of theses was prepared in the field

of Teaching Turkish (9), followed by the field of Teaching Turkish as a Foreign Language/to Foreigners (6).

Table 5

Distribution of the Theses by Subject

Subject	Number of Theses
Effect on cultural transmission	5
Effect on the development of vocabulary	4
Effect on the development of language skills	4
Grammar teaching	1
Effect on student achievement	1
Pedagogical and technical criteria in movies	1
Eliciting teacher opinions	1
Total	17

As seen in Table 5, the highest number of theses focused on cultural transmission (5), followed by the development of vocabulary (4) and language skills (4).

Table 6

Distribution of the Theses by Sample

Sample	Number of Theses
Students learning Turkish as a foreign language	11
Teachers/instructors	4
Series-movies	4
Total	19

As seen in Table 6, the highest number of theses was conducted with the participation of students learning Turkish as a foreign language. There are also studies (4) conducted to elicit the opinions of teachers/instructors on the use of series and movies. Some studies (4) on the other hand included series/movies in their samples.

Table 7

Distribution of the Theses by Research Method

Research Method	Number of Theses
Qualitative	10
Quantitative	4
Mixed	3
Total	17

As seen in Table 7, the research methods most used in the theses are qualitative research methods (10), followed by quantitative research methods (4) and mixed research methods (3).

Table 8

Distribution of the Theses by Data Collection Tool

Data Collection Tool	Number of Theses
Document analysis	6
Interview	6
Test	5
Questionnaire	2
Observation	1
Total	20

As seen in Table 8, the document analysis (6) and interview (6) techniques are used most as data collection tools, followed by tests (5).

Table 9

Distribution of the Theses by Data Analysis

Data Analysis	Number of Theses
Content analysis	7
Descriptive analysis (quantitative)	5
Descriptive analysis (qualitative)	3
T-test	3
ANOVA	2
Post Hoc Tests	1

When Table 9 is examined, it is seen that content analysis (7) is used the most in the analysis of data, followed by descriptive analysis (qualitative) (5).

DISCUSSION, RESULTS AND RECOMMENDATIONS

In the current study, which aimed to examine postgraduate theses prepared on the use of TV series and movies in teaching Turkish to foreigners, 17 postgraduate theses in the YÖK National Thesis Centre database were accessed. The theses were examined under a total of 9 headings, in accordance with the previously prepared thesis analysis form, according to the thesis' postgraduate level (doctorate/master's), year, name of the university where it was prepared, branch of science in which it was prepared, subject, sample, method, data collection tool and data analysis.

As a result of the study, it was determined that master's theses were prepared in greater numbers than doctoral theses. It was observed that the first thesis written in this field was prepared in 2016, and the highest number of theses was written in 2021. Theses have continued to be written since 2016 up to present, except for 2018.

When the distribution of theses across the universities where they were prepared was examined, it was determined that the highest number of theses was written at Bursa Uludağ University, followed by Gazi University. It can be said that the existence of the Teaching Turkish as a Foreign Language master's program at Bursa Uludağ University and Gazi University can be one of the reasons for this situation. At the same time, Gazi University Turkish Teaching Department has an old and deep-rooted history. Ercan (2014), Türkben (2018), Çelebi et al. (2019), Maden and Önal (2021) and Gürler (2023) also stated in their studies that a large number of theses on teaching Turkish to foreigners were prepared at Gazi University.

According to the branches of science in which they were prepared, it was determined that the most theses were prepared in the branch of Teaching Turkish, followed by the branch of Teaching Turkish as a Foreign Language/to Foreigners. Theses prepared in the Department of Teaching Turkish as a Foreign Language/to Foreigners were prepared at Bursa Uludağ University, Hacettepe University and Fatih Sultan Mehmet Vakıf University.

It was determined that the most studied subjects in the postgraduate theses examined within the scope of the current study are cultural transmission and the development of students' vocabulary and language skills. Ercan (2014), Türkben (2018), Maden and Önal (2021) and Gürler (2023) also stated in their studies that cultural transmission is one of the subjects studied in the field of teaching Turkish to foreigners. It is known that TV series and movies convey many cultural elements of society such as traditions, family life, history and geography as live examples. İşcan (2011) also emphasized the importance and positive effect of movies in teaching Turkish to foreigners.

It was found that the most commonly studied samples in the theses are students learning Turkish as a foreign language. There are also theses in which teachers' opinions were taken and TV series and movies were examined directly as samples. Çelebi et al. (2019), Maden and Önal (2021) and Gürler (2023) also stated that in many studies focused on teaching Turkish to foreigners foreign students were used as a sample.

It was determined that qualitative research methods were used the most in the theses. Quantitative and mixed methods were also used, although in small numbers. Biçer (2017), Türkben (2018), Çelebi et al. (2019), Maden and Önal (2021) and Gürler (2023) also reached similar results in their studies. Therefore, it can be stated that conducting more quantitative and mixed method studies will contribute to the field.

It was observed that the document analysis, interview and test techniques were preferred more as data collection tools in the theses. Türkben (2018), Çelebi et al. (2019), Maden and Önal (2021) and Gürler (2023) also stated in their studies that the theses within the scope of their studies were prepared by using the document analysis technique. Biçer (2017) also stated that documents are used extensively in research. It was determined that content analysis was used the most in the data analysis of the theses. Descriptive analysis was used almost as frequently as content analysis.

In light of the results of the current study, it is thought that studies on the use of TV series and movies in teaching Turkish to foreigners should be increased. It is also recommended to use more studies that use mixed methods, where qualitative and quantitative research are used together.

Ethics Committee Approval

Human or animal subjects requiring ethics committee approval were not used in the current study. The study was conducted using publicly available datasets, literature reviews or theoretical analyses. In accordance with ethical rules, full compliance with academic honesty and scientific ethics rules was ensured at every stage of the research process. Therefore, ethics committee approval was not required.

Sustainable Development Goals (SDG)

This study supports the article 4.7 under the heading of the “Sustainable Development Goals: Quality Education”, which states that “By 2030, education for sustainable development and sustainable lifestyles should ensure that all students acquire the knowledge and skills needed to advance sustainable development through the development of human rights, gender equality, a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and the contribution of culture to sustainable development.” This study will contribute to more qualified Turkish language teaching activities as it focuses on the analysis of postgraduate theses on teaching Turkish to foreigners.

REFERENCES

- Aktaş, T. (2005). Yabancı dil öğretiminde iletişimsel yeti. *Journal of Language Linguistic Studies*, 1(1), 89-100.
- Ayrancı, B. (2019). Türkiye’de yabancılara Türkçe öğretiminde kültür aktarımı alanında yapılan lisansüstü tezlerin analizi ve değerlendirilmesi. *Söylem Filoloji Dergisi*, 4(2), 446-454. <https://doi.org/10.29110/soylemdergi.595246>
- Bahşi, N., & Gençer, G. (2024). Yabancılara Türkçe öğretimi alanında hazırlanan yüksek lisans tezlerinde kullanılan ölçme araçlarının incelenmesi. *Journal of Language Education and Research*, 10(1), 59-86. <https://doi.org/10.31464/jlere.1437620>
- Barut, M. (2022). Türk dizileri ve Türkçe: Türk dizilerinin Türkçe ve Türk kültürüne yakınlaştırıcı etkisi. Yunus Emre Enstitüsü Yayınları.
- Biçer, N. (2017). Yabancılara Türkçe öğretimi alanında yayınlanan makaleler üzerine bir analiz çalışması. *Pamukkale Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 27, 236-247.
- Büyükkiz, K. K. (2014). Yabancılara Türkçe öğretimi alanında hazırlanan lisansüstü tezler üzerine bir inceleme. *Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 11(25), 203-213.
- Can, F., & Kardaş, M. N. (2023). Türkiye’de ikidillilik üzerine yapılmış akademik çalışmaların eğilimleri. *Bayburt Eğitim Fakültesi Dergisi*, 18(38), 555-577. <https://doi.org/10.35675/befdergi.1206969>
- CEFR (2020). *Diller İçin Avrupa Ortak Başvuru Metni: Öğrenme, öğretme ve değerlendirme-Tamamlayıcı cilt*. Millî Eğitim Bakanlığı.
- Ergül, E., Mutlu, M., Usta, B., & Çelebi, C. (2019). Türkiye’de Yabancılara Türkçe öğretimi alanında hazırlanmış lisansüstü tezler üzerine bir meta-analiz çalışması. *Temel Eğitim*, 1(3), 39-52.
- Elbir, B., & Aka, F., N. (2015). Yabancılara Türkçe öğretiminde kültür aktarımına yönelik yapılan çalışmaların değerlendirilmesi. *Turkish Studies*, 10(12), 371-386.
- Ercan, A. N. (2014). Yabancılara Türkçe öğretimi üzerine yapılmış lisansüstü tezlerin çeşitli değişkenler açısından analizi. 7. Uluslararası Türkçenin Eğitimi Öğretimi Kurultayı, 19-21 Haziran, Muğla.
- Genç Ersoy, B., & Ersoy, M. (2021). Teknoloji destekli Türkçe öğretimi üzerine yayınlanan makalelerin içerik analizi ULAKBİM-TR Dizin örneği. *Ahi Evran Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 7(3), 810-829.
- Göçer, A., & Moğul, S. (2011). Türkçenin yabancı dil olarak öğretimi ile ilgili çalışmalara genel bir bakış. *Journal of Turkish Studies*, 6(3), 797-810.
- Göçer, A., Çaylı, C., & Çavuş, S. (2016). Türkçenin yabancı dil olarak öğretimiyle ilgili kaynakça denemelerine kesitsel bir katkı: 2013-2015 yılları. *Uluslararası Türkçe Eğitimi ve Öğretimi Dergisi*, 1(1), 19-85.
- Güney, S., & Eroğlu, S. (2024). Yabancılara Türkçe öğretimi alanında ölçme ve değerlendirme üzerine yapılan çalışmaların anahtar kelimelerinin incelenmesi. *Uluslararası Türkçe Öğretimi Araştırmaları Dergisi*, 4(1), 159-180. <https://doi.org/10.5281/zenodo.12098234>
- Gürler, H. (2023). Türkçenin yabancı dil olarak öğretiminde söz varlığına ilişkin araştırmaların incelenmesi (2013-2023). (Ed. Prof. Dr. Nurten Özçelik). *Eğitim bilimleri alanında uluslararası araştırmalar XVIII*. Eğitim Yayınevi.

- İşcan, A. (2011). Yabancı dil olarak Türkçe öğretiminde filmlerin yeri ve önemi. *Turkish Studies - International Periodical For The Languages, Literature and History of Turkish or Turkic*, 6(3), 939-948.
- İşcan, A., & Aktürk, Y. (2014). Televizyon dizilerinin Türkçenin yabancı dil olarak öğretiminde kullanımı: Seksenler dizisi örneği. *International Journal of Language Academy*, 2(4), 234-246.
- Karasar, N. (2011). *Bilimsel Araştırma Yöntemi*. Nobel Yayınları.
- Kaya, S., & Kocaman Gürata, E. (2024). Yabancılar Türkçe öğretiminde teknoloji kullanımı üzerine yapılan bilimsel çalışmaların betimsel analizi. *Uluslararası Türkçe Öğretimi Araştırmaları Dergisi*, 4(1), 45-67. <https://doi.org/10.5281/zenodo.12096392>
- Kemiksiz, Ö. (2021). Yabancı dil olarak Türkçe öğretimi ders kitapları üzerine yapılan araştırmaların eğilimleri. *Bayburt Eğitim Fakültesi Dergisi*, 16(Özel Sayı), 34-56. <https://doi.org/10.35675/befdergi.832492>
- Küçük, S., & Kaya, E. (2018). Yabancı dil olarak Türkçe öğretimi ile ilgili hazırlanan tezlerde geçen anahtar kelimelere yönelik içerik analizi. *Journal of History Culture and Art Research*, 7(5), 442-456.
- Maden, A. (2020). Yabancı dil olarak Türkçe söz varlığını zenginleştirmeye yönelik lisansüstü tezlerin araştırma eğilimleri. *The Journal of International Social Research*, 13(71), 795-806.
- Maden, S. (2021). Türkçe ders kitapları ile ilgili lisansüstü tezlerin eğilimleri: Bir içerik analizi. *Türkiye Eğitim Dergisi*, 6(1), 30-45.
- 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. DOI: 10.47714/uebt.878270
- Sedat, E., (2021). Yabancı dil olarak Türkçe öğretiminde söz varlığı ve sözcük öğretimi üzerine bir değerlendirme 1981-2021 lisansüstü tezler. *Aydın Tömer Dil Dergisi*, 6(1), 103-120.
- Şeref, İ., & Karagöz, B. (2020). Citation analysis of graduate theses on teaching of Turkish as a foreign language (1988-2019). *Çukurova Üniversitesi Eğitim Fakültesi Dergisi*, 49(2), 1145-1183.
- Turhan Tuna, S., & Özer, H. (2020). 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>
- Türkben, T. (2018). Yabancı dil olarak Türkçe öğretimi alanında yapılan lisansüstü çalışmaların değerlendirilmesi. *Uluslararası Türkçe Edebiyat Kültür Eğitim (TEKE) Dergisi*, 7(4), 2464-2479.
- Ülker, N. (2007). *Hitit ders kitapları örneğinde yabancı dil olarak Türkçe öğretiminde kültür aktarımı sürecine çözümleyici ve değerlendirci bir bakış*. Yayımlanmamış Yüksek Lisans Tezi, İstanbul Üniversitesi Sosyal Bilimler Enstitüsü.
- Yaylı, D., Yaylı, D. & Ekizler, F. (2013). Yabancı dil öğretiminde filmlerin kullanılması, (Ed. Mustafa Durmuş ve Alpaslan Okur) *Yabancılar Türkçe öğretimi el kitabı*. Grafiker Yayınları.
- Yıldırım, A., & Şimşek, H. (2013). *Sosyal Bilimlerde Nitel Araştırma Yöntemleri*. Seçkin Yayıncılık.
- Yılmaz, F., & Diril, A. (2015). Filmlerle yabancılar Türkçe öğretimi: Beyaz Melek film örneği. *Akademik Sosyal Araştırmalar Dergisi*, (10), 223-240.

YÖK (2023). Uyuşma göre öğrenci sayıları. <https://istatistik.yok.gov.tr/> Erişim tarihi: 03.06.2024.