



Form: Course Syllabus	Form Number	EXC-01-02-02A
	Issue Number and Date	2/3/24/2022/2963 05/12/2022
	Number and Date of Revision or Modification	
	Deans Council Approval Decision Number	2/3/24/2023
	The Date of the Deans Council Approval Decision	23/01/2023
	Number of Pages	16

1.	Course Title	Didactics and Methodology of Teaching Turkish as a Foreign Language
2.	Course Number	2234434
3.	Credit Hours (Theory, Practical)	3
	Contact Hours (Theory, Practical)	3
4.	Prerequisites/ Corequisites	2204212
5.	Program Title	Bachelor's Degree in Turkish and English
6.	Program Code	2204
7.	School/ Center	Foreign Languages
8.	Department	Asian Languages
9.	Course Level	Fourth year
10.	Year of Study and Semester (s)	2024-2025/ second semester
11.	Other Department(s) Involved in Teaching the Course	-
12.	Main Learning Language	Turkish
13.	Learning Types	<input checked="" type="checkbox"/> Face to face learning <input type="checkbox"/> Blended <input type="checkbox"/> Fully online
14.	Online Platforms(s)	xMoodle xMicrosoft Teams
15.	Issuing Date	15/02/2025
16.	Revision Date	

17. Course Coordinator:

Name: Bagdagul MUSSA Contact hours: 13.00-14.00 (Mon & Wed) 13.30-14.30 (Tue) or by appointment Office number: School of Arts 78 Phone number: 24817 Email: b.musa@ju.edu.jo
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18. Other Instructors: -



Name: Dr. Abdullah DEMİRAL (Expert from outside the University / Yarmouk University)

Office number: -

Phone number: -

Email: abdullahdemiral@osmaniye.edu.tr

Contact hours:

19. Course Description:

This course represents an introduction of Didactics (the WHAT) and the Methodology (the HOW) of teaching of a foreign language. We shall handle the methodological concepts that have had a substantial impact on teaching Turkish as a foreign language throughout history, but also the modern methods that have proved to produce positive results in the past 10-15 years. The students will learn to recognize the advantages and the disadvantages of the different methods of teaching and how to plan and perform a successful and interesting lesson.

20. Program Intended Learning Outcomes: (To be used in designing the matrix linking the intended learning outcomes of the course with the intended learning outcomes of the program)

- 1- Analyze and explain conventional narrative and descriptive texts, spoken and written, related to describing people, places, and things.
- 2- Analyze, discuss, and critique the grammatical system and function of natural human language in Turkish and English languages, and develop his/her abilities and skills in phonetics, phonology, morphology, syntax, semantics, discourse analysis and pragmatics.
- 3- Develop and use his/her Turkish and English language skills and engage effectively in communicative tasks and activities in academic and non-academic contexts.
- 4- Analyze and evaluate major literary works, genres, periods, and critical approaches in Turkish and English literatures.
- 5- Show respect to cultural diversity, ethics, and professional behavior and appreciate the aesthetic and rhetorical aspects in literary works from a variety of cultures.
- 6- Use information and communication technology to access global databases and information to develop his/her knowledge and skills and use them in generating new knowledge in Turkish and English literary and linguistic texts.
- 7- Analyze Turkish and English linguistic and cultural features effectively for the purposes of teaching Turkish and English as a foreign language in a wide range of contexts.



8- Identify scientific research principles and use higher order thinking skills, critical and creative thinking in analysing and observing issues related to the knowledge and skills of the Turkish and English languages and literature.

9- Work efficiently within a team and bears the responsibility arising from it as a specialist in the Turkish and English languages and practices his/her work within the value system of society and its general ethics.

21. Course Intended Learning Outcomes: (Upon completion of the course, the student will be able to achieve the following intended learning outcomes)

1. Define and recognize didactics (the WHAT) and the methodology (the HOW) of teaching of a foreign language and the modern methods
2. Recognize the advantages and the disadvantages of the different methods of teaching; plan and perform a successful and interesting lesson
3. Implement teaching strategies and design lessons
4. Differentiate the relationship between language teaching and culture and periods of teaching Turkish as a foreign language throughout history

Course ILOs	The learning levels to be achieved					
	Rememberin g	Understandin g	Applyin g	Analysin g	evaluatin g	Creatin g
1. Define and recognize didactics (the WHAT) and the methodology (the HOW) of teaching of a foreign language and the modern methods.	x	x	x	x		



2. Recognize the advantages and the disadvantages of the different methods of teaching; plan and perform a successful and interesting lesson.	x	x	x	x		
3. Implement teaching strategies and design lessons.		x	x	x	x	
4. Differentiate the relationship between language teaching and culture and periods of teaching Turkish as a		x	x	x	x	



foreign language throughout history.						
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22. The matrix linking the intended learning outcomes of the course with the intended learning outcomes of the program:

Program ILOs Course ILOs	ILOs									Assessment Tools								
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
1. Define and recognize didactics (the WHAT) and the methodology (the HOW) of teaching of a foreign language and the modern methods.								x	x	X	X	X	X					
2. Recognize the advantages and the disadvantages of the different methods of teaching; plan and perform a successful and interesting lesson.								x	x	X	X	X	X					
3. Implement teaching strategies and design lessons.								x			X							
4. Differentiate the relationship between language teaching and culture and periods of teaching Turkish as a foreign language throughout history.								x		X	X	X	X					



23. Topic Outline and Schedule:

Week	Lecture	Topic	ILO/s Linked to the Topic	Learning Types (Face to Face/ Blended/ Fully Online)	Platform Used	Synchronous / Asynchronous Lecturing	Evaluation Methods	Learning Resources
1	1.1	Giriş	1-4	Face-to-Face	E-Learning	Asynchronous Lecturing	-	-
	1.2	İyi Bir Öğretmen Nasıl Olmalı?	1-4	-/-	E-Learning	-	HW	Yabancı Dil Olarak Türkçe Öğretimi Kitabı s.1; Havacı vb, s.1641-42, 1644; video-hikâye: Teddy'nin Hikâyesi ve hikaye"Öğretmen"
	1.3	-	1-4	-/-	E-Learning	-/-	HW	-
2	2.1	Dil Öğretiminde Dil-Kültür İlişkisi	1-4	-/-	E-Learning	-	HW	Yabancı Dil Olarak Türkçe Öğretimi Kitabı s.1; Okatan, s.82-83; Göçmenler, s. 14



Week	Lecture	Topic	ILO/s Linked to the Topic	Learning Types (Face to Face/ Blended/ Fully Online)	Platform Used	Synchronous / Asynchronous Lecturing	Evaluation Methods	Learning Resources
	2.2	Sınıfta İletişim	1-4	-/-	E-Learning	-	HW	Yabancı Dil Olarak Türkçe Öğretimi Kitabı s.2-3; Göçmenler, s. 17-29; Video: Ahmet Şerif Özgören: İletişim nedir?
	2.3	-/-	1-4	-/-	E-Learning	-/-	HW	-/-
3	3.1	Dil Öğretiminde Konuşma ve Dinlemenin Rolü.	1-4	-/-	E-Learning	-	HW	Yabancı Dil Olarak Türkçe Öğretimi Kitabı s.3-4; Göçmenler, s. 24-26
	3.2	-/-	1-4	-/-	E-Learning	-	HW	-/-
	3.3	-/-	1-4	-/-	E-Learning	-/-	HW	-/-
4	4.1	Dil Öğreniminde	1-4	-/-	E-Learning	-	HW	Yabancı Dil Olarak Türkçe Öğretimi



Week	Lecture	Topic	ILO/s Linked to the Topic	Learning Types (Face to Face/ Blended/ Fully Online)	Platform Used	Synchronous / Asynchronous Lecturing	Evaluation Methods	Learning Resources
		Temel Beceriler ve İlkeler						Kitabı s.4-6; Muhittin Gümüş; Dilek Belet-PP
	4.2	-/-	1-4	-/-	E-Learning	-	HW	-/-
	4.3	-/-	1-4	-/-	E-Learning	-/-	HW	-/-
5	5.1	Dil Öğretiminde Yöntemler	1-4	-/-	E-Learning	-	HW	Yabancı Dil Olarak Türkçe Öğretimi Kitabı s.7-17; Memiş, s.299-316; Güneş, s.123-148; Gömleksiz; Büyükaslan
	5.2	-/-	1-4	-/-	E-Learning	-	HW	-/-
	5.3	-/-	1-4	-/-	E-Learning	-/-	HW	-/-
6	6.1	Dil Öğretiminde	1-4	-/-	E-Learning	-	HW	Yabancı Dil Olarak Türkçe Öğretimi Kitabı s.17-



Week	Lecture	Topic	ILO/s Linked to the Topic	Learning Types (Face to Face/ Blended/ Fully Online)	Platform Used	Synchronous / Asynchronous Lecturing	Evaluation Methods	Learning Resources
		Beden Dili.						22; Havacı vb, 1642, 1644-1655; Göçmenler, s. 29-107
	6.2	-/-	1-4	-/-	E-Learning	-	HW	-/-
	6.3	-/-	1-4	-/-	E-Learning	-/-	HW	-/-
7	7.1	Dil Öğretimi minde Dram a ve Oyunl ar	1-4	-/-	-/-	-	HW	Yabancı Dil Olarak Türkçe Öğretimi Kitabı s.22-24; Göçmenler, s.15; Tüm, s.1898-1920; Aykaç-Çetinkaya, s.671-682, Aydın, s.71-78; Coşkun, s.73-89; Gürsoy-Arslan, s.177-185
	7.2	-/-	1-4	-/-	-/-	-	HW	-
	7.3	-/-	1-4	-/-		-/-	HW	-/-



Week	Lecture	Topic	ILO/s Linked to the Topic	Learning Types (Face to Face/ Blended/ Fully Online)	Platform Used	Synchronous / Asynchronous Lecturing	Evaluation Methods	Learning Resources
8	8.1	Dil Öğretimi minde Görse l Araçl ar	1-4	-/-	E- Learning	-	HW	Yabancı Dil Olarak Türkçe Öğretimi Kitabı s.25; Arslan; Akkaya, s.471-479
	8.2	-/-	1-4	-/-	E- Learning	-	HW	-/-
	8.3	-/-	1-4	-/-	E- Learning	-/-	-/-	-/-
9	9.1	Yaban cı Dil Olara k Türkç e Öğreti mi	1-4	-/-	E- Learning	-	HW	Yabancı Dil Olarak Türkçe Öğretimi Kitabı s.26-28; Kılınç; Göçer-Moğul, s. 797-810; Hengirmen, s.5-9;
	9.2	-/-	1-4	-/-	E- Learning	-	HW	-/-
	9.3	-/-	1-4	-/-	E- Learning	-/-	HW	-/-



Week	Lecture	Topic	ILO/s Linked to the Topic	Learning Types (Face to Face/ Blended/ Fully Online)	Platform Used	Synchronous / Asynchronous Lecturing	Evaluation Methods	Learning Resources
10	10.1	Türkçe Öğretiminde Söz Varlığının Önemi	1-4	-/-	E-Learning	-	HW	Yabancı Dil Olarak Türkçe Öğretimi Kitabı s.29; Barın, s.1-4
	10.2	-/-	1-4	-/-	E-Learning	-	HW	-/-
	10.3	-/-	1-4	-/-	E-Learning	-/-	HW	-/-
11	11.1	Türkçe Öğretiminde Atasözleri ve Deyimlerin Önemi	1-4	-/-	E-Learning	-	HW	Yabancı Dil Olarak Türkçe Öğretimi Kitabı s.30-31; http://www.turkcede.org/giris
	11.2	-/-	1-4	-/-	E-Learning	-	HW	-/-
	11.3	-/-	1-4	-/-	E-Learning	-/-	HW	-/-



Week	Lecture	Topic	ILO/s Linked to the Topic	Learning Types (Face to Face/ Blended/ Fully Online)	Platform Used	Synchronous / Asynchronous Lecturing	Evaluation Methods	Learning Resources
12	12.1	Yabancı Öğretmenlerin Türkçe Öğretmesi	1-4	-/-	E-Learning	-	Ara sınav 11/05/2025-23/05/2025 Presentations	Yabancı Dil Olarak Türkçe Öğretimi Kitabı s.31; Yavuz, s. 1463-1464
	12.2	-/-	1-4	-/-	E-Learning	-	Presentations	-/-
	12.3	-/-	1-4	-/-	E-Learning	-/-	Presentations	-/-
13	13.1	Yabancıların Türkçe Öğrenirken Karşılaştıkları Sorunlar	1-4	-/-	E-Learning	-	Presentations	Yabancı Dil Olarak Türkçe Öğretimi Kitabı s.32; Ekmekçi, s.53-63; Okatan, s.79-112; Fatma Açık'ın bildirisi; Melanlıoğlu, s. 2401-2411



Week	Lecture	Topic	ILO/s Linked to the Topic	Learning Types (Face to Face/ Blended/ Fully Online)	Platform Used	Synchronous / Asynchronous Lecturing	Evaluation Methods	Learning Resources
	13.2	-/-	1-4	-/-	E-Learning	-	Presentations	-/-
	13.3	-/-	1-4	-/-	E-Learning	-/-	Presentations	-/-
14	14.1	Arapl ara Tre retimi.	1-4	-/-	-/-	-	-/-	Yabancı Dil Olarak Trke retimi Kitabı s.32;
	14.2	-/-	1-4	-/-	-/-	-	-/-	-
	14.3	-/-	1-4	-/-		-/-	-/-	-
15	15.1	Tekra r						
	15.2							
	15.3							

24. Evaluation Methods:

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

Evaluation Activity	Mark	Topic(s)	ILO/s Linked to the Evaluation activity	Period (Week)	Platform
1. Participation + HW	10	All topics	1-2-3-4	Whole semester	Classroom E-Learning



2. Group (Team) Work	10	Yöntemler	1	Whole semester	Classroom
3. Mid-Term Exam (Presentation-Ders Anlatımı)	30	Different topics	3	The 6-8th weeks	campus
4. Final Exam	50	All topics	1-4	According to the schedule from the Department of Registration	campus

25. Course Requirements:

(e.g.: students should have a computer, internet connection, webcam, account on a specific software/platform (Moodle) etc.):

26. Course Policies:

A- Attendance policies: As per the University Regulations.

B- Absences from exams and submitting assignments on time: As per the University Regulations.

C- Health and safety procedures: According to the regulations of the University.

D- Honesty policy regarding cheating, plagiarism, misbehavior: According to the regulations of the University

E- Grading policy: As explained above in 24

F- Available university services that support achievement in the course:

Please ask me or your academic advisor for any help or support.

27. References:

A- Required book(s), assigned reading and audio-visuals:

1. Yabancı Dil Olarak Türkçe Öğretimi Kitabı (Hazırlayan: Bagdagul MUSSA), 2022 (Gözden geçirilmiştir)

B- Recommended books, materials, and media:

1. İ.Habacı vb, "Beden Dilinin Eğitim Öğretim Üzerine Etkileri", Turkish Studies, Volume 8/9, Summer 2013, ss.1639-1655, Ankara



2. H.İ.Okatan, "Polis Akademisi Güvenlik Bilimleri Fakültesinde Okuyan Yabancı Uyruklu Öğrencilerin Türkçe Öğrenme Sorunları", Polis Bilimleri Dergisi, cilt 14 (4), s.79-112, 2012
 3. H.Göçmenler, Beden Dilinin Yabancılar Türkçe Öğretiminde Etkisi, Yüksek Lisans tezi, Gazi Üniversitesi, Gazi Eğitim Bilimler Enstitüsü, Türkçe Öğretimi Anabilim Dalı, Ekim, 2011, Ankara, s. 12-16
 4. M. Gümüş, Dil Öğretiminde emel Becerilere Genel Bir Bakış
 5. M.R.Memiş, M. D. Erdem, "Yabancı Dil Öğretiminde Kullanılan Yöntemler, Kullanım Özellikleri ve Eleştiriler", Turkish Studies, Volume 8/9 Summer, 2013, 297-318, Ankara
 6. F.Güneş, Dil Öğretim Yaklaşımları ve Türkçe Öğretiminde Uygulamalar, Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, cilt 8, sayı 15, s.123-148, 2011
 7. M. N.Gömleksiz, Yabancı Dil Öğretiminde Kullanılan Yöntemler ve Yöntem Sorunu
 8. M.N.Gömleksiz, "Oyun İle İngilizce Öğretiminin Uygulanması ve Öğrenci Başarısına Etkisi", Sosyal Bilimler Dergisi, s.179-195
 9. G.Tüm, Türkçenin Yabancı Dil Olarak Öğretiminde Drama Tekniğinin Rolü, Turkish Studies, 5/3 Summer, 2010, s.1898-1920
 10. M.Aykaç, G.Çetinkaya, Yaratıcı Drama Etkinliklerinin Türkçe Öğretmenleri Adaylarının Konuşma Becerilerine Etkisi, Turkish Studies, volume 8/9 Summer, 2013, 671-682
 11. M.Arsalan, A.Akbarov, H.Baştuğ, Yabancı Dil Öğretiminde Görsel Araçların Etkin Kullanımı İle Öğrenci Motivasyonun Sağlanması
 12. A.Akkaya, Türkçe Derslerinde Ders Kitabı Dışında Görsel Öge Kullanmaya İlişkin Türkçe Öğretmenlerinin Görüşlerinin İncelenmesi, Turkish Studies, 8/9 Summer, 2013, 471-479
 13. A.Kılınç, Abdullah Şahin, Yabancı Dil Olarak Türkçe Öğretimi, 1.baskı, 2011, Ankara
 14. E.Barın, Yabancılar Türkçe Öğretiminde Söz Varlığının Önemi, s. 1-4
 15. S.Yavuz, Yabancı Dil Türkçe Öğreten İngilizce Öğretmenleri İle Bir Durum İncelemesi "Türkçe Balta Girmemiş Orman", Turkish Studies, Volume 8/8 Summer, 1463-1464, Ankara
- F.Ö.Ekmekçi, Türkçenin İkinci Dil Olarak Kullanımı, VII. Dilbilim Kurultayı Bildirileri (Eds.) Kamile İmer and N. Uzmen, Ankara Üniversitesi Dil ve Tarih-Coğrafya Fakültesi Yayını: 371, 1993, s. 53-63

Dictionaries: <https://sozluk.gov.tr/>

<https://www.yee.org.tr/tr/yayinlar/dersmateryalleri/turkce-ogreniyorum>

<https://www.yee.org.tr/tr/yayinlar/dersmateryalleri/kelime-ogretim-afisleri>

<https://www.yee.org.tr/tr/yayinlar/dersmateryalleri/resimlerle-kelime-ogreniyorum>

<https://www.yee.org.tr/tr/yayinlar/dersmateryalleri/video-etkinlik-kitabi>

28. Additional information:

The University of Jordan:

<https://ju-coe.app.deepknowledge.io/>

(Shared according to the letter N136/2024/288 from the Center for Excellence in Learning and Teaching at UJ on 03/06/2024)

**a) Rubric for Group (Team) Work: Yöntemler****(Evaluation form in Turkish has been attached)****(Evaluation = Teacher's Evaluation + Students' Evaluation + Self-evaluation)****(Each student in the group should be evaluated separately)**

Category	Weight	Unacceptable	Satisfactory	Good	Score
Explain & Vocabulary	50%	The topic is not explained clearly.	There is some explanation provided by the student of the topic, but it is not enough.	Topic is fully explained in great detail by the student. Appropriate vocabulary is used in explanations.	5
Communicate/ Interact with the audience	30%	No active involvement. Contributes only occasionally.	Limited use of communication strategies.	Responds and interacts adequately with other speakers. Uses communication strategies well	3
Neatness & organization	20%	The topic is unorganized. There is visible evidence that the student has not practiced it: eye contact, clear language, pronunciation, etc.	The topic is somewhat organized. It is somewhat notable that the student has not practiced it enough: e.g., eye contact, clear language, pronunciation, etc.	The topic is very easy to follow, is very organized, and is neat. It is very clear that the student has practiced it: e.g., eye contact, clear language, pronunciation, etc.	2
Instructor's Comments: (group (team) work)					

b) Presentation (Ders Anlatımı)**(Evaluation form in Turkish has been attached)****(Evaluation = Teacher's Evaluation + Students' Evaluation + Self-evaluation)****(Each student in the group should be evaluated separately)**



N	Öğrenci adı soyadı	Anlattığı konu ve tarih	Konuya hakimiyeti (5 puan)	Konuyu anlatması (10 puan)	Sınıfla iletişimi + Özgüveni (5 puan)	Kullandığı araç-gereç (5 puan)	Zamanı iyi kullanma (5 puan)	Toplam (30 puan)
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Name of the Instructor or the Course Coordinator:
Bagdagul MUSSA

Signature:

Date: 15/02/2025

Rev:

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Name of the Head of Quality Assurance
Committee/ Department

Signature:

Date:

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Name of the Head of Department

Signature:

Date:

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Name of the Head of Quality Assurance
Committee/ School or Center

Signature:

Date:

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Name of the Dean or the Director

Signature:

Date:

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