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**AN ADMINISTRATIVE OVERVIEW OF
ENGLISH LANGUAGE TEACHER EDUCATION
PROGRAMS IN TURKEY**

Türkiye’de İngilizce Öğretmeni Yetiştirme Programlarına

Yönetimsel Bir Bakış

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Abstract

Emergence of Language teacher training programs in Turkey dates back to 1930s. Since then, these programs have undergone some changes through time in terms of duration, content, quantity and quality etc. While there were 17 ELT departments in Turkey in 1996, it was 57 including state and private universities in 2017. Nearly 33% of the universities had an ELT department in Turkey as of 2017. This study investigated English Language Teacher Training Departments in Turkey from an administrative viewpoint in terms of student quota, teaching staff, student mobility programs, participation of international students, gender distribution and proposed some visions about prospects of this field. This was a qualitative study and document analysis technique was used to collect data about the research. The results of the study suggested that Ministry of National Education Human Resources Department should plan its personnel need for next 10-15 years and coordinate with The Board of Turkish Higher Education to determine the quota for the universities. The quota for each ELT department should be rearranged in accordance with the number of faculties serving full-time at a university. Realistic objectives should be specified between university education and employment rate. Quota for international students should be raised and some opportunities should be created both for faculties and students by developing mutual projects with the ELT departments in other countries.

Key words: ELT Programs in Turkey, English Teacher Education in Turkey, administrative analysis of ELT departments.

Öz

Türkiye’de yabancı dil öğretmeni yetiştirme programlarının tarihi 1930’lu yıllara dayanır. O tarihten bu yana, bu programlar eğitim süresi, içerik, miktar ve kalite gibi yönleriyle bazı değişimlere maruz kalmıştır. 1996 yılında Türkiye’deki üniversitelerde on yedi İngilizce Öğretmenliği bölümü mevcutken, bu rakam 2017 yılında 57 olmuştur. 2017 yılı itibarıyla, Türkiye’deki üniversitelerin %33’ünde İngilizce öğretmenliği programı vardır. Bu çalışma İngilizce öğretmenliği programlarını öğrenci kontenjanları, öğretim üyesi sayısı, öğrenci değişim programlarından yararlanma, uluslararası öğrenci sayısı, cinsiyet dağılımı gibi yönetimsel kriterlerle değerlendirip bu programların yeniden şekillendirilmesine ışık tutmayı amaçlamaktadır. Çalışma nitel bir araştırma olup, araştırma

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verilerinin toplanmasında, doküman incelemesi tekniği kullanılmıştır. Bu araştırmanın sonuçlarına göre, Milli Eğitim Bakanlığı İnsan Kaynakları Genel Müdürlüğü gelecek on-on beş yıllık personel ihtiyaç planlamasını Yükseköğretim Kurulu Başkanlığı ile koordine ederek yapmalı ve üniversite kontenjanları bu plana göre belirlenmelidir. Bu kontenjanın belirlenmesinde dünya standartlarında öğrenci başına düşen tam zamanlı öğretim üyesi sayısı da dikkate alınmalıdır. Üniversitedeki öğrenci kontenjanları ile kamuda ve özel sektördeki istihdam oranları arasında gerçekçi hedefler belirlenmelidir. Bu bölümlerdeki çeşitliliği artırmak için, uluslararası öğrenci kontenjanları artırılmalı ve diğer ülkelerdeki bölümlerle karşılıklı uluslararası projeler geliştirilerek öğrenci ve öğretim üyelerinin istifadesi sağlanmalıdır.

Anahtar Kelimeler: Türkiye’de İngilizce Öğretmenliği Programları, Türkiye’de İngilizce Öğretmeni Eğitimi, İngilizce Öğretmenliği Programlarının yönetimsel incelemesi.

Introduction

The number of English Language Teaching (ELT) Departments in Turkey has increased through years in parallel to the increase in the number of universities. While there were 17 ELT departments in Turkey in 1996, it was 57 including state and private universities in 2017. Nearly 33% of the universities had an ELT department in Turkey as of 2017.

There are fluctuations in the number English teacher employment at Milli Eğitim Bakanlığı (MEB) in Turkey through years. During 1940s, the number of language teachers was 287 but in 2017, the total number of English teachers working in MEB was 65,620 and 14,128 more English teachers needed to supply the need. In 2015 and 2016, average of English teacher employment rate at MEB was about 5000 and this number constituted almost 10% of employment rate in all teaching branches.

In addition to public sector, there are ELT graduates serving in the private sector both in education and some others such as media, public relations, tourism and international marketing. It is understood that a good human resources planning should be put into practice between the need and the number of ELT departments in Turkey. Therefore, this study aims to overview ELT Departments in Turkey from an administrative view point in terms of student quota, teaching staff, student mobility programs, participation of international students, gender distribution and propose some visions about prospects of this department. It is also believed that the results of this study will shed light on the relevant authorities about the future of the profession, human resources planning and quality management of the ELT departments in Turkey.

Conceptual Framework

Emergence of Language teacher training programs in Turkey dates back to 1930s. A 2-year foreign languages higher education school was started by İstanbul University and Ministry of Education in 1938-1939 academic year to train foreign language teachers in Turkey. The students of this school took education in their own schools in the first year and in the second year they went to the countries where target languages were spoken. Another source of the foreign language teachers was the philology department of İstanbul University. The graduates of these departments were authorized to teach foreign language when they took the necessary teaching certificate after taking the pedagogical courses (İnceçay; 2011).

Gazi Institution of Education started to train foreign language teachers in 1941-42 academic year. With the purpose of training foreign language teachers, in 1944 the department of English Language Teaching started their teacher education programs (İnceçay; 2011). The duration of teacher education was two years. At that time, the total number of language teachers was 287 in Turkey and it was reported that 256 more language teachers needed to support the language education (Çakır; 2017;5).

In 1946, in the 3rd National Education Council, as a result of the growing number of students and schools, it was suggested to open departments of Language teacher education within some Institutions of Education to provide language teachers for secondary schools. As a result, in the Institutions of Education in Diyarbakir, Eskişehir, Konya, Bursa, Erzurum and Izmir-Buca departments of foreign language teacher education were founded. In 1962-1963 academic year, the duration of education was increased to three years in these institutions with the purpose of educating more qualified language teachers (İnceçay; 2011; Tebliğler Dergisi, 1961: 137).

While the number of English teachers was 522 during 1964-1965 academic year, it became 810 in 1968 (Çakır; 2017,5). In order to supply the need for language teachers, in 1974-75, evening education was started for the purpose of using the physical conditions of these institutions more economically. In addition to evening education, summer education and education through mailing were initiated to supply the need of language teachers. A period of three years of education in the Institutions of education increased to four years in the academic year 1978-79 so that the application of teaching for three years was terminated (İnceçay; 2011).

From 1982 on, English Language Teacher Training Programs (ELT) have trained English Teachers as a four year program, yet one additional year can be mandatory in accordance with the proficiency exam taken by the candidate upon acceptance to the department. The following table displays changes in the number of ELT departments in Turkey through years.

Table 1. The Number of ELT Departments through Years in Turkey (Universities Located in Turkey)

Years	Number of Universities	Number of ELT Departments	%
1996	58	17	29
2006	92	33	36
2017	108 state	42	38,8
	63 private	15	23,8
	171	57	33,3

(Yükseköğretim Kurulu Başkanlığı 2017; Üniversite Tercih Klavuzu, 1996 and 2006).

According to Table 1, there were 17 ELT departments in Turkey in 1996 while it was 57 including state and private universities in 2017. Nearly 33% of the universities had an ELT department in Turkey as from 2017.

Ministry of National Education (MEB) Human Resources Department reports that the total number of English teachers working in MEB is 65,620 and 14,128 more English teachers needed to supply the need. Occupancy rate is 82,28% (Öğretmen Atamaları, 2018). The following Table indicates the rate of English teacher employment at Ministry of National Education in Turkey through years.

Table 2. The Rate of English Teacher Employment at Ministry of National Education in Turkey

Years	Number	Years	Number
August 2011	889	August-February 2012	4567
August 2013	5014	February 2014	997
August-February 2015	5394	February-October 2016	4679

(Öğretmen Atamaları, 2018)

According to Table 2, there have been fluctuations in the number English teacher employment at MEB in Turkey through years. In 2015 and 2016, average of English teacher employment at MEB was about 5000 and this number constituted almost 10% of employment in all teaching branches.

Method

This was a qualitative study and document analysis technique was used to collect data about the research. Document analysis helps to reach original and current resources related to research topic and to analyze the collected data (Çepni, 2010). Data in this study collected from YÖK Atlası online Guide (2017) and MEB statistics on human resources planning. The following research questions were answered in this study.

- (1) What is the student quota at state and private universities located in Turkey?
- (2) How is gender distribution at ELT departments in Turkey?
- (3) What is the rate of international students at ELT departments in Turkey?
- (4) To what extent do ELT students benefit from mobility programs such as Erasmus+, Farabi and Mevlana?
- (5) What is the number of teaching staff at state and private universities located in Turkey?

Findings

The collected data was presented in tables in terms of quota of the departments, gender distribution, number of international students, student mobility programs and teaching staff. Table 3 displayed the quota of the departments and gender distribution at state and private universities.

Table 3. Student Quota and Gender Distribution at State and Private Universities

State Universities		Private Universities	
3302 (79%)		871 (21%)	
Females:2122 (64%)	Males:1180 (36%)	Females: 630 (72%)	Males: 241 (28%)
Total: 4173 (Female: 2752 (66%); Male: 1421 (34%))			

(Yükseköğretim Kurulu Başkanlığı, 2017)

According to Table 3, state universities had 79% of ELT students while other 21% registered at private universities. The total number of quota at ELT departments in Turkey was 4173. As from gender distribution, 66% were females and 34% were males. The state and private universities with the highest number of student quota were presented in Table 4.

Table 4. The State and Private Universities with the Highest Number of Student Quotas

State Universities	Quota	Private Universities	Quota
Anadolu	164	Çağ	88
Uludağ	144	Yeditepe	77
Gazi	134	Bahçeşehir, İstanbul Kültür, İstanbul Medeniyet	70

(Yükseköğretim Kurulu Başkanlığı, 2017)

According to Table 4, Anadolu University had the highest quota among state universities (164), Uludağ (144) and Gazi (134) Universities followed this University. On the other hand, Çağ University was the first (88) in private universities. Yeditepe and other three

universities were the second. Table 5 indicated the number of international students at state and private universities.

Table 5. the Number of International Students at State and Private Universities

State Universities	Private Universities
590	57

(Yükseköğretim Kurulu Başkanlığı, 2017)

According to Table 5, state universities had 590 international students, yet private universities possessed 57 at ELT departments. The state and private universities with the highest number of international students were presented in Table 6.

Table 6. The State and Private Universities with the Highest Number of International Students

State Universities	Quota	Private Universities	Quota
Uludağ	85	İstanbul Sebahattin Zaim	21
Ondokuz Mayıs	61	İstanbul Aydın	17
Gaziantep	37	Bahçeşehir	14

(Yükseköğretim Kurulu Başkanlığı, 2017)

According to Table 6, while Uludağ University (85) had the highest number of international students in state universities, İstanbul Sebahattin Zaim University (21) was the first among private universities. Table 7 showed the number of students participated in mobility programs such as Erasmus+, Farabi and Mevlana at state and private universities.

Table 7. Participation to Mobility Programs at the State and Private Universities

Mobility Programs	State Universities	Private Universities	Total
Erasmus +	89	11	100
Mevlana	8	-	8
Farabi	63	-	63

(Yükseköğretim Kurulu Başkanlığı, 2017)

According to Table 7, Prospective English Teachers benefited from Erasmus+ mobility programs (100 students) were more than other exchange programs. Farabi (63) was the second as a national exchange program among Turkish Universities. Thirdly, as of an international mobility program supported by the Board of Turkish Higher Education, the number of participants in Mevlana mobility program was 8. Students at private universities only participated in Erasmus+ program and none of the students took advantage of Mevlana and Farabi programs. Table 8 displayed the number of teaching staff in terms of academic titles at state and private universities.

Table 8. Number of Teaching Staff in Terms of Academic Titles at State and Private Universities.

Titles	State Universities	Private Universities
Professor	25	9
Associate Professor	55	3
Doctor	166	48

(Yükseköğretim Kurulu Başkanlığı, 2017)

According to Table 8, while state universities had 25 professors, privates had only 9. At state universities, there were 55 associate professor doctors and 166 doctor teaching

staff. As from private universities, the numbers of doctor teaching staff were 48. There were only 3 associate professor doctors at private universities.

Discussion and Conclusion

This study investigated ELT Departments in Turkey from an administrative viewpoint in terms of student quota, teaching staff, student mobility programs, participation of international students, gender distribution and proposed some visions about prospects of this field. In the literature, most of the studies on ELT programs have mainly focused on the content, courses offered, curriculum and effectiveness of ELT programs (Kırkgöz, 2007; Göktepe, 2015; Uzun, 2016; Borg, 2015; Ulum, 2015a). What makes this study different from others is that this draws an administrative attention using current statistical data about ELT programs.

In 2017, there are currently 57 ELT Departments out of 171 universities (33%) in Turkey. In these departments, 4173 students are enrolled each year. According to MEB statistics, the number of English teachers serving in MEB is 65,620 and 14, 128 more English teachers are needed. Occupancy rate is 82,28%. MEB Human Resources Department has employed almost 3000-5000 novice English teachers yearly so far. In private sector, employment rate cannot be estimated due to the diversity. Based on these statistics, the present ELT departments are sufficient to satisfy the need both for private and public sector. Taking into consideration the graduates of English Language and Literature, Interpretation and Translation in English, English Linguistics, American Language and Literature departments who obtain a teaching certificate after graduation, the number of prospective English teachers on the way to employment is more than needed. In addition, MEB Human Resources Department should plan its personnel need for next 10-15 years and coordinate with The Board of Turkish Higher Education to determine the quota for the universities. This helps to reach realistic objectives between university education and employment rate.

Internalization is an important sign of quality in higher education, because it helps students to learn from each other and to offer a multi-cultural and linguistic environment. Quota for international students should be raised at ELT departments in Turkey. In addition, the number of pre-service English teachers who participate in Erasmus+ and Mevlana exchange programs can be considered low. Some opportunities should be created both for faculties and students by developing mutual projects with the ELT departments in other countries.

As of the number of faculties teaching at Turkish universities, student-faculty ration fluctuates between 5 to 70 students for one faculty (Middle East Technical University ,2017). This ration is about 0,6-10 students for one faculty at the top universities worldwide (Times Higher Education, 2018).Therefore, the quota for each ELT department should be rearranged in accordance with the number of faculties serving full-time at a university. Isık (2008) proposes to form an academic board to conduct effective foreign language teaching and learning to solve problems through coordination in the field. This board should primarily determine the mission and the foreign language policy of ELT departments (Kırkgöz, 2008; Ulum,2015b). Göktepe (2015) points out that a Teacher's Academy should be founded, research should be rewarded, and the on-going development of teachers should be encouraged.

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