

## An Evaluation of English Language Teacher Training in The Republic Period in Turkey From The Viewpoint of Historical Development

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### Abstract

*When English language teacher training in Turkey is examined, it is seen that there is some accumulation of knowledge in this field. In order to grasp better today's understanding and practices of English language teacher training, the need to examine it historically arises because when teacher training programs are designed, it is expected to learn a lesson from the past and to benefit from historical accumulation of knowledge in this field in making decisions about the future. The purpose of this study is to evaluate English language teacher training in the Republic Period in Turkey from the viewpoint of historical development. To this end, review of literature was conducted in the internet and in the library. Articles, books and dissertations which were found to be suitable for the purpose of the study were examined with descriptive analysis method. As a result of the study, it is seen that no systematic studies were conducted on English language teacher training although there was significant accumulation of knowledge in this field in the Republic Period. In order to meet the need for English language teachers, different resources were used in 1923-1950s. Teaching assistants are one of the practices of meeting the need for teachers in this period. Between the years 1950 and 1980s, in order to meet the increasing need for English language teachers, there were efforts to admit more students to English language teaching departments and to open new schools if there were few, but the need for English language teachers was not fully met with such practices. In the late 1980, the institutions training teachers were incorporated into universities and there was an effort to keep teacher training away from political influences. However, in this period no importance was given to the quality of teacher training.*

**Keywords:** *English, teacher training, history of education, Republic Period*

## Türkiye’de Cumhuriyet Döneminde İngilizce Öğretmeni Yetiştirme Sürecinin Tarihsel Gelişim Açısından Değerlendirilmesi

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### Öz

*Türkiye’de İngilizce öğretmeni yetiştirme süreci incelendiğinde bu konuda belli bir birikimin olduğu görülmektedir. Günümüzde İngilizce öğretmeni yetiştirme anlayış ve uygulamalarının daha iyi anlaşılması için konunun tarihsel açıdan incelenmesi gerekliliği ortaya çıkmaktadır. Çünkü öğretmen yetiştirme programları düzenlenirken geçmişten dersler çıkarılması, geleceğe ilişki alınacak kararlarda tarihsel birikimden yararlanılması beklenir. Bu araştırmanın amacı Türkiye’de cumhuriyet döneminde İngilizce öğretmeni yetiştirme sürecinin tarihsel gelişim açısından değerlendirilmesidir. Bu amaç çerçevesinde internet ve kütüphane ortamında literatür taraması yapılmıştır. Amaca uygun bulunan makale, kitap ve lisansüstü tezler betimsel analiz yöntemiyle incelenmiştir. Araştırma sonucunda Cumhuriyet döneminde İngilizce öğretmeni yetiştirme konusunda önemli birikim olmasına rağmen sistemli çalışmaların yapılmadığı görülmektedir. İngilizce öğretmeni ihtiyacı 1923 ve 1950 yılları arasında farklı kaynaklardan karşılanmaya çalışılmıştır. Muallim muavinliği de bu dönemde öğretmen ihtiyacını karşılamaya yönelik uygulamalardan birisidir. 1950 ve 1980 yılları arasında ise artan İngilizce öğretmeni ihtiyacı bölüme daha fazla öğrenci alınması ve az da olsa yeni okulların açılması yoluyla giderilmeye çalışılmış, fakat yapılan bu çalışmalardan da öğretmen ihtiyacı tam olarak karşılanamamıştır. 1980 sonrasında ise öğretmen yetiştiren kurumlar üniversite bünyesine alınmış, öğretmen yetiştirme işi politik etkilerden uzak tutulmaya çalışılmıştır. Fakat bu dönemde niceliğe verilen önem niteliğe verilmemiştir.*

**Anahtar Kelimeler:** İngilizce, öğretmen yetiştirme, eğitim tarihi, cumhuriyet dönemi

## Introduction

Today, the need to learn a foreign language is increasing even more day by day. Developments especially in science and technology, globalization and Turkey's relationships with the European Union make it necessary to learn a foreign language. When foreign language teaching in Turkey is raised, teaching English ranks the first. It is seen that English language teacher training programs have also been affected by these developments.

When the legal foundations of the teaching profession are examined, it is seen that teaching ranks the first in the teaching profession. Therefore, it is seen that one of the most important duties of English language teachers is also teaching. Teaching can be defined briefly as an activity of guiding teaching (Ertürk, 1979, p.83). From this point of view, it can be said that teaching English is, in a way, an activity of guiding students for their learning of English. It can be said that this situation makes it necessary to specialize in teaching English as in other branches of teaching.

As all over the world, teacher training curricula also undergo a change in Turkey due to needs in society, individual and subject area. It is seen that some new courses are included in the curriculum and some are removed from the curriculum. Besides, the contents of courses are made suitable for today's needs. English language teaching curricula takes its share of such changes and they are updated.

The fact that changes made in English language teaching curricula produces successful results seems to be closely associated with the history of education. Positive and negative developments which occurred in the process of English language teacher training in the past should be taken into consideration in the studies of new curriculum and a lesson should be learned from the past. In this study, English language teacher training has been handled as of the beginning of the Republic Period. First, brief information was given about the historical development of teaching English in Turkey and then developments in teaching English were evaluated between the years 1923 and 1950, 1950 and 1980 and 1980 and after.

## 2. Teaching English in the Republic Period

When the historical development of foreign language teaching in Turkey is examined, it is seen that studies in this field date back to the Ottoman Period. However, it is seen that while Arabic and Persian were taught in the Ottoman State, Western languages were begun to be taught as of the period called the Reform Era (Yenileşme Dönemi). As of the Second Constitutional Period (İkinci Meşrutiyet Dönemi), in accordance with changes and developments which occurred in education, students were sent to western countries for the purpose of meeting the need for foreign language teachers (Karagöz, 2108a, p.112).

When the periodicals between 1908-1928 are examined, it is seen that views and suggestions were frequently voiced which addressed the importance of training foreign language teachers (Karagöz, 2018b, p.115). The most important development in the teaching of western languages occurred in the early Republic Period. Especially in Sadrettin Celal Antel's report entitled "*Maarif için on yıllık inkişaf programı*" (A ten year development program for education) in 1926, it is seen that he drew attention to teaching foreign languages and training foreign language teachers (Karagöz, 2018c, pp.1119-1128).

Early in the Republic Period, in 1928, one of the most significant aims of the Turkish Education Society (Türk Maarif Cemiyeti), which was established at Atatürk's suggestion and through the efforts of Nafi Atuf Kansu, was the saving of Turkish children from foreign schools. The association, whose name was later changed as the Turkish Education Association (Türk Eğitim Derneği), began to teach completely in English as of 1951 - 1952 academic year.

One of the developments in teaching English in the Republic Period occurred in the period of the Democratic Party. Due to relationships with especially America and due to developments in the world, Maarif (Education) Colleges were begun to be opened as of 1956. Maarif Colleges provided significant benefits for teaching English. These schools were renamed Anatolian High Schools (Anadolu Liseleri) in 1975 and they contributed to teaching English for long years.

In the Republic Period, studies were conducted on teaching English in some universities. It seems possible to qualify the Middle East Technical University (METU), Robert College, later renamed the Bosphorus University (Boğaziçi Üniversitesi), some medical faculties such as Hacettepe and Cerrahpaşa and all the charity and private universities as higher education institutions which teach in a foreign language (Durmuşçelebi, 2006).

As of 1997 in Turkey, starting foreign language education at early age was adopted. Studies conducted (Signleton, 1989; Nunan, 2003) reveals that starting foreign language education at early age provides significant benefits. Thus, it can be said that children who start to learn a foreign language at early age are more successful compared to older children.

In Turkey, innovations are made in curricula due to needs in the society, subject area and individual. One of these innovations occurred in English language teaching curriculum. The 2006 curriculum brought significant innovations to English language teaching. When the curricula which were implemented previously and the 2006 curriculum were compared, the 2006 curriculum gave a new insight into foreign language education due to new approaches it contained. In the curriculum which was implemented until 2006, there is an approach based on traditional foreign language teaching methods. In the previous foreign language teaching curricula, it is seen that English was divided into sub categories and that each sub category was built on the other. Also, in foreign language preparatory classes, English was taught mainly with sub categories and by giving a special emphasis to grammar (Haznedar, 2010; Dilekli, 2018).

### **3. English Language Teacher Training from 1923 to 1950 in Turkey**

It is seen that other foreign languages were also taught along with English in the early years of the Republic Period in Turkey. Demircan (1988) enumerates the foreign languages taught in 1924: German, French, English, Italian, Arabic and Persian. Of these languages, the teaching of Arabic and Persian ended in 1927. After 1927, teaching a foreign language in Turkey came to mean a compulsory western language. In some schools a second of these western languages was learned as an elective course.

In the Republic Period in Turkey, it is seen that the first important development in English language teaching occurred in 1924. This important development was possible with the Law on Unification of Education (Tehvidi Tedrisat) no 430, which came into force on 3 March 1924. Thus, all the educational institutions were affiliated to the Board of Education (Maarif Vekaleti), that is, to the Ministry of Education. All the madrasahs (medrese) and schools, which were run by private foundations, were also affiliated to the Ministry of Education, thus the tradition of madrasah which continued for centuries ended. The military schools, which were affiliated to the Ministry of Education with the same law, came under the control of the Ministry of Defense in 1925. With the enforcement of the Law on Unification of Education, education in our native language Turkish was made compulsory. Also, the foreign schools and the foreign language courses taught in these schools were inspected by the Ministry of Education. The Law on Unification of Education has significant binding articles for the foreign schools established in the last century of the Ottoman Empire. The national and secular educational policy, which the new law made mandatory, was also applied to the foreign schools. Accordingly, religious symbols and statues in the classrooms and halls of schools will be removed, Muslim students and students in different religious Sects will not attend religious ceremonies, all the schools will be inspected by the Ministry of Education, and the schools which disobey these rules will be punished (Sezer, 1999).

In the early years of the Republic, different resources were made use of in order to train English language teachers. One of the most significant resources for training English language teachers was teachers who were sent abroad. It is seen that a concrete step was taken in 1928 on the issue of training English language teachers. In the official writing by the Board of Education (Talim ve Terbiye Kurulu) on 27 June 1928 entitled "Decision on Training English Language Teachers Abroad" it is stated that five English language teachers were sent to Europe for training, and the conditions for application and the features of education in Europe are listed as follows (Altunya, 2006):

1. The students who achieve the written examination which will be prepared by the Delegate of the Board of Education (Talim ve Terbiye Heyeti) in the Middle Teaching School (Orta Muallim Mektebi) in Ankara will be selected,
2. It will be noted that applicants must not be older than 22 years and that they graduated with the highest degree.
3. Information will be obtained from the schools about the students who have passed the examination.
4. The students who have qualified to receive training abroad will learn a foreign language in early years, and they will do teaching practice in the following years.

In the early years of the Republic, one of the resources from which the need for English language teachers was met was the Galatasaray High School (Galatasaray Lisesi), foreign schools and philology departments of universities. In Turkey until 1938, the need for English language teachers as well as the need for German and French language teachers was met from the Galatasaray High School, foreign schools and philology departments of universities (Yücel, 2007). Also, in order to meet the need for teachers in some subject areas, teachers were brought to Turkey from abroad. Between the years 1927 and 1939, 61 expert teachers and training managers, most of whom were in vocational subject areas, came to Turkey. Some of these teachers were assigned to guide the new curriculum and principles of teaching, and some were assigned the courses of workshop and vocational courses. One of the teachers who came from abroad was in the field of foreign language teaching (Öztürk, 2005). However, due to increasing number of students both in secondary schools and universities, the number of teachers trained in these institutions began to fall. According to what Hasan Ali Yücel stated in his work "Secondary Education in Turkey" (Türkiye'de Ortaöğretim), who served as the Minister of Education between the years 1938 and 1946, there were 71 English language teachers in 1935 in Turkey. A concrete step was taken in 1938 in order to train English language teachers. In the 1939 - 1939 school year, a two-year school of foreign languages was opened with the cooperation of İstanbul University and the Ministry of Education in order to train English language teachers for high schools. It was decided that the students of the

school who began training in the Namık Pasha Mansion (Namık Paşa Konağı) in İstanbul must receive the first year training in their own school and they must receive the second year training in the country where that foreign language is spoken. In the school where 20 students were admitted for English language teaching, the Turkish literature courses and vocational courses were taught along with English language courses. One of the most important criteria for being admitted to the school as a student is to have graduated from colleges where instruction is mainly given in a foreign language. The school which offered scholarship could not send students abroad due to the World War II, and it got closed down in the 1943-1944 school year. Therefore, the students who attended the school were transferred to schools which offered instruction in philology. Also, it is seen that a department was opened in İstanbul Higher Teacher Education School (İstanbul Yüksek Öğretmen Okulu) in 1940 in order to train foreign language teachers. While the students of the department took foreign language courses at the philology departments of the university, they took pedagogy courses at İstanbul Higher Teacher Education School. In order to meet the increasing need for foreign language teachers, one of the ways resorted to was giving the students a certificate of teaching who attended the philology departments of both İstanbul University and the Faculty of Languages History and Geography (Dil Tarih ve Coğrafya Fakültesi). However, the students at the philology departments did not take courses on methodology and techniques of foreign language teaching. This was significant incompetence for those students who graduated from these departments and who began teaching (Demircan, 1988; Tebliğler Dergisi, 1939, p.111; Ergin, 1977).

An increase in the number of students revealed a significant need for training foreign language teachers. It is seen that temporary solutions to meeting the need for foreign language teachers as well as permanent ones were provided. One of the temporary solutions to the problem is teaching assistance. Especially those who claimed to know a foreign language and who received education at secondary level were assigned as teaching assistants in return for a fee (Altunya, 2006). The system of teaching assistance continued to be utilized in certain periods. Different criteria for the examination of teaching assistance appeared in different periods. For example, while the İstanbul University Foreign Language Teaching Program

Course was taken as a model on these examinations for the year 1941, according to the Bulletin of the Ministry of Education (Tebliğler Dergisi) dated 12 November 1962, the examination of teaching assistance covered such subjects as phonetics, grammar, teaching reading and writing, audiovisual aids in teaching English.

In the first National Education Council (Milli Eğitim Şurası) which met in 1939, significant decisions were made regarding training foreign language teachers. It is seen that these decisions had considerable effects in 1940s. Attending courses which were opened in İstanbul University to train foreign language teachers, admitting numerous scholarship students to departments of foreign language at the Faculty of Languages History and Geography, which was founded on 22 June 1935 upon Atatürk's suggestion, sending successful graduates of Higher Teacher Education Schools to foreign schools in İstanbul and sending successful students who attended foreign schools abroad in order to train needed foreign language teachers were among the main decisions of the Council.

As of 1938, there was a need to train foreign language teachers, and to this end, departments of foreign languages were opened at Gazi Institute of Education (Gazi Eğitim Enstitüsü) and İstanbul Çapa Institute of Education (İstanbul Çapa Eğitim Enstitüsü). Even though the instruction of foreign languages at Gazi Institute of Education began in 1941, English Language Teaching program at this institute began only as of the 1944-1945 academic year. It was decided that the study period of the program should be two years. Even though there was a considerable increase in the number of students in 1950s, instead of opening new departments in order to train foreign language teachers, more students were admitted to the existing departments of foreign languages. The addition of new departments of foreign languages to the institutes of education was possible with the opening of new institutes of education only as of 1965.

#### **4. Developments in the Training of English Language Teachers between 1950s and 1980s**

The problem of training English language teachers was handled in the third and fourth National Education Council, which met in 1940s. In the

third National Education Council, which met in 1946, it was recommended that departments of English Language Teaching should be opened at some institutes of education in order to train teachers for the English courses to be taught in middle schools. In the fourth National Education Council, which met in 1949, it was recommended that the study period of teaching at institutes of education should be increased to three years in order to train well qualified foreign language teachers. However, increasing the study period of the departments of foreign language teaching to three years was implemented only in the 1962-1963 academic year.

There are five institutes of education in the 1960-1961 academic year in Turkey. It was decided that the study period of the departments of science, literature, pedagogy and foreign languages should be two years and the study period of other departments should be three years (Öztürk, 2005). Increasing the study period of the departments which trained foreign language teachers to three years was possible as of the 1962-1963 academic year. As of 1962, foreign language teaching departments which trained English language teachers were begun to be opened at the Institutes of Education in İzmir, Diyarbakır, Eskişehir, Konya, Bursa and Erzurum in addition to those in Ankara and İstanbul (Demircan, 1988).

In 1960s, one of the institutions which was influential in teaching English in Turkey was American Peace Corps (Amerikan Barış Gönüllüleri). The Peace Corps is an official institution whose aims were designated with a law passed on 22 September 1961. Their aim is to make up the shortage of skilled labor force in the areas of education, health, agriculture, commerce, technology, public services and English language teaching, to make sure that there are positive attitudes towards America in these countries and thus to contribute to the world peace. From time to time, the Peace Corps was severely criticized especially by the countries they were in due to reasons such as propagating American culture and world view (Akbaş, 2006; Altunya, 2006). Between 1962 and 1969, approximately 1200 Peace Corps came to Turkey from America. While the 26 % of the Peace Corps served in Ankara, the 67 % of them worked as teachers of English (Akbaş, 2006).

A significant development occurred regarding training teachers of English in 1970s in Turkey. As of 1970, two-year Schools of Foreign Languages affiliated to the Ministry of Education and four-year Schools of Foreign Languages affiliated to universities were begun to be opened. Evening education was offered at universities and Institutes of Education in order to meet the need for English language teachers and summer schools under open higher education were launched. Also, the number of students admitted to departments was increased in order to meet the increasing need for teachers of English. These forced attempts affected education negatively (Demircan, 1988).

In 1970s, in addition to increasing the number of students admitted to departments in order to meet the increasing need for teachers of English, as of 1974, departments which offered evening education were opened and thus there was an attempt to use the capacity of the Institutes of Education economically. Furthermore, there were attempts to train teachers of English by means of "correspondence school" and "summer school" which was generally remembered with their negative results in the Turkish history of education (Aytaç, 2007; Demircan, 1988). Dursunoğlu (2003) states that 15000 teachers were trained in evening schools in 1974 and that a total of 42141 teachers were trained by means of correspondence school.

The Institutes of Education, whose primary aim was to train branch teachers and whose study period was increased to three years in 1967, were made institutions which offered four-year training with an important legal amendment made in 1978-1979 academic year and the name was changed as Higher Teacher Education School. After this amendment, changes were made in the departments under the institutes and the departments were restructured. As of 1978-1979 academic year, Higher Education Teacher Schools with 16 departments continued to train teachers of English, French and German. With a new amendment introduced in 1978, the institutes aimed at training teachers for middle and high schools. With these regulations, it was aimed to equip the Institutes of Education with a universal identity.

When they are generally evaluated, according to Demircan (1988), the resources of training foreign language teachers before 1982 in Turkey can be summarized as follows:

1. Those who graduated from faculty of letters, philology daytime departments (1933-) and evening departments (1974-) at universities,
2. Those who graduated as of 1972 from schools of foreign languages affiliated to universities,
3. Those who studied at other departments of universities and who had foreign language education at A, B, C levels,
4. Those who graduated from institutes of education, daytime (1941-1978), evening (1974-1978) departments,
5. Those who graduated from Institutes of Education, departments of foreign languages with no requirement of attendance,
6. Those who graduated from Institutes of Education, Non-formal Higher Education Summer Schools between 1974 – 1977,
7. Those who had intensive study (1-2 month study for 1 year) between 1978 and 1980,
8. Those who studied at other departments of institutes of education and who had foreign language as an additional branch,
9. Those who studied at two-year schools of foreign languages opened by Ministry of Education, Non-formal Higher Education Institutions between 1975 and 1982,
10. Those who took the teaching assistance examination given occasionally by the Ministry of Education and who did well,
11. Those who took the proficiency examinations given occasionally by the Ministry of Education as of 1941 and who did well.

## **5. Developments in English Language Teaching from 1980 to the Present Day**

The Higher Teacher Education Schools were transferred to universities with a governmental decree which came into force on 20 July 1982 and these schools continued to exist as faculties of education. Following this decree, the schools of foreign languages which were opened under the Ministry of Education in the 1975-1976 academic year were combined with the departments of newly established faculties of education. In their previous educational structure, the primary aim of the schools of foreign languages was offering education in linguistics and literature rather than

training teachers. A similar situation was true for the philology departments of universities and philology departments also offered education mainly in linguistics and literature. However, the foreign language teaching departments of the institutes of education had come into existence with the purpose of training teachers. According to Demircan (1988), a subject area could not be taught only by offering general courses of teaching. Therefore, it is essential that schools of foreign languages undertake the teaching of special teaching methods course.

It is considered that one of the most important drawbacks of the system of teacher training before 1982 was that the system was quite vulnerable to political influences. As of 1982, teacher training was taken over from the Ministry of Education by universities and thus there was an attempt to keep teacher training away from political influences. However, this time no cooperation was ensured among the Ministry of Education, whose duty was to employ teachers, faculties and schools concerned. Also, as of 1982, importance attached to the quantity of teachers in teacher training was denied to the quality of teachers (Akyüz, 2015).

In the eleventh National Educational Council, which met in 1982, the problem of foreign language teaching was handled not only quantitatively but also qualitatively. Accordingly, the Council developed an understanding of training of teachers at schools which offer education in a foreign language at our own universities and also of providing teachers with opportunities to improve their proficiency in their subject area in foreign countries.

One of the most important developments which occurred in 1988 was switching to a graded course system. In the twelfth National Educational Council, some decisions were made regarding the Graded Course System. Accordingly, it was suggested that a mobile team of experts who know about the developments in contemporary foreign language teaching methods and the implementation of such methods in the classroom should be assigned to monitor, evaluate and guide the practices of foreign language teaching. Furthermore, it was addressed that restructuring of the curriculum of the institutions which train teachers would be beneficial in a way that it could satisfy the needs of Graded Course System so that newly trained teachers could adapt to the system easily.

As in the world, the desire to learn a foreign language also increases in Turkey day by day. Foreign language courses are among the indispensable elements of our curriculum. With the Educational Reform, which was begun to be implemented in the 1997-1998 school year, the study period of primary education was increased to eight years, and foreign language courses which didn't exist in the previous five-year curriculum were taught in the fourth grade of the new primary education system. The foreign language courses which are taught for two hours a week in the fourth and fifth grade are taught for four hours a week in the sixth, seventh and eighth grades (Cangil, 2004).

Within the scope of the Project of the Ministry of Education, the teacher education curricula of the faculties of education were restructured by the Higher Education Council in 1997. With this new curricula which began to be implemented in the 1998-1999 academic year, the teacher training programs at the faculties of education were subsumed under the title Foreign Languages. Within these departments, sections were formed according to subject area teaching (YÖK, 1998). It was decided to train subject area teachers for primary and secondary schools (Öztürk, 2005; Sağlam, 2011).

In 2000s, globalization and the process of becoming a member to the European Union continues to affect different subject areas of education. English language teaching programs have also taken its share from the effects of globalization and the process of the European Union. Teaching foreign languages was handled in the 17th National Education Council. The Council addressed the importance of teaching foreign languages within the process of globalization and the European Union. In the Council, it was also stated that foreign language teaching centers which offer intensive instruction and web based foreign language learning environments should be set up so that more people could benefit from learning English. Teaching English was also treated in the 18th National Education Council. In this Council, it was stated that all the courses should be taught in Turkish and that teaching of certain courses in English should be given up.

An important feature of the 2000s for English language teacher training was that there was a severe shortage of English language teachers and that the faculties of education had difficulty making up this shortage (Özyar,

2003). This situation brought up the issue of training English language teachers in alternative resources in order to make up the shortage of English language teachers. One of these alternative resources was a 31-credit English language teaching certificate program which was suggested in the 1997 teacher training program. Students who attended a BA program taught in English or graduates of such programs were generally admitted to this certificate program which could be completed in two semesters. Students who did well in the certificate program were appointed as English language teachers (Seferoğlu, 2004).

One of the actions taken in order to make up the shortage of English language teachers in 2000s was utilizing subject area teachers. Accordingly, students who graduated from faculties of education, faculties of science and faculties of letters, who scored at least B or over on the State Employee Foreign Language Proficiency Examination (KPDS) and who completed the English Language Teaching Certificate Program were appointed as teachers of English (TD, 2003, p.2547). Also, with a new regulation introduced in 2003, it was decided that the foreign language courses in the fourth and fifth grades could be taught by branch teachers. However, according to the same regulation, in case that there were no sufficient branch teachers, the foreign language courses would be taught by teachers who had an additional branch in English language teaching or by class teachers (TD, 2003, p.2552). In addition, in order to meet the need for English language teachers, the Ministry of Education resorted to utilize teachers of German and French. Thus, it was decided that teacher candidates of German and French who had taken 40-credit English courses could be appointed as teachers of English (Cangil, 2004).

A second of alternative ways of making up the shortage of teachers of English was directly appointing graduates of BA programs which offered education in English as teachers of English without the requirement of completing a certificate program. According to the article seven of the decision numbered 340 taken by the Board of Education on 1 June 2000, it was decided that in case that the shortage of teachers of English was not made up with the graduates of designated higher education programs or with those who completed the English Language Teaching Certificate Program, the graduates of higher education programs which taught in English could also be appointed as teachers of English (MEB, 2000b). Thus,

graduates of various higher education programs which taught in English (i.e., graduates of engineering, economics, statistics) began to work as English language teachers without the requirement of certificate or without getting a pedagogical instruction in foreign language education. This practice was ended with the decision numbered 340 issued by the Board of Education on 31 March 2003 (Seferoğlu, 2004).

Another alternative way of training English language teachers was a project which was prepared by the Ministry of Education and the Anatolian University, Faculty of Distance Education on 28 February 2000. The fact that foreign language courses have gained importance in recent years has also increased the need for foreign language teachers. However, this need is only true for English language teachers. Due to policies on foreign language education implemented in Turkey, today teaching a foreign language has become synonymous with teaching English. Therefore, there has always been a shortage of English language teachers throughout Turkey. As a solution to this problem, the Ministry of Education developed a project. Accordingly, students who score 110 points or over on English proficiency as part of the Student Selection Examination (ÖSS) can apply for the English Language Teaching BA programs opened by the Anatolian University, Faculty of Distance Education. The project was launched in Adana, Ankara, Diyarbakır, Erzurum, Eskişehir, İstanbul, İzmir, Konya, Sinop and Trabzon in the 2000-2001 academic year and 2500 students were admitted to the program. The scope of the program was expanded with the addition of the provinces Bursa, Edirne, Gaziantep, Malatya, İçel and Samsun. Thus, the number of the provinces was increased to 16 and the number of students was increased to 5000. It was decided that the implementation of the program should continue for four more years after the number of students enrolled in the program reached a number which could meet the Ministry of Education's need for English language teachers. The program was designed to give face to face education for the first two years and to give distance education in the last two years (Cangil, 2004; Durmuşoğlu Köse, Cantürk & Ülsever, 2002).

It can be said that one of the biggest problems regarding foreign language teaching in 2000s was the shortage of foreign language teachers. It can be considered that this problem which the Ministry of Education

(MEB) tried to solve temporarily was true for especially the foreign language English, which is the most preferred one. With some regulations, the Ministry of Education tried to make up the shortage of English language teachers especially for primary education. With a decision numbered 4 issued by the Board of Education on 31 March 2003, in case that the shortage of teachers of English cannot be made up with graduates of the designated higher education programs, students who graduated from faculties of education, faculties of science and faculties of letters, who scored at least B or over on the State Employee Foreign Language Proficiency Examination (KPDS) and who completed the English Language Teaching Certificate Program will be appointed as teachers of English (TD, 2003: 2547). The lack of teachers of English trained at faculties of education led to taking other measures as well. With a decision numbered 229 the Board of Education made on 4 August 2003, it approved that the foreign language courses in the fourth and fifth grades could be taught by branch teachers. However, according to the same decision, in case that there were no sufficient branch teachers, the foreign language courses would be taught by teachers who had an additional branch in English language teaching or by class teachers (Evcim, 2013).

The resources of foreign language teacher training in Turkey after 1982 can be summarized as follows when they are evaluated in general:

1. As of 1982, the most important resource of foreign language teachers was doubtlessly those who graduated from departments of foreign language teaching of faculties of education.
2. Teachers of German and French who took courses of at least 40 credits during their BA education became teachers of English.
3. One of the alternatives for training teachers of English was the project of opening the Department of English Language Teaching at the Faculty of Distance Education, which was jointly launched by the Ministry of Education and the Anatolian University. This program began in 2000 and continued approximately until 2012.
4. Those who graduated from universities offering education in English and who completed the English Language Teaching Certificate Program were also utilized as teachers of English.

5. Those who graduated from faculties of education and faculties of letters and science as subject area teachers, who scored at least B or over on the State Employee Foreign Language Proficiency Examination and who completed the English Language Teaching Certificate Program were appointed as teachers of English. Also, class teachers were utilized as teachers of English for primary education grades 4 and 5 in case that there were no branch teachers.

## 6. Conclusion

In the Republic Period, there was an attempt to meet the need for teachers of English from different resources. In this Period, training graduates of other faculties as teachers of English by occasionally offering foreign language teaching certificate, sending students abroad for training of foreign language teaching, training teachers through correspondence school, utilizing graduates of foreign schools as teachers, training teachers by means of evening and intensive programs stand out as the main resources of training teachers of English.

Today in Turkey, faculties of education are the main institutions which train teachers of English. However, it is seen that occasionally there was an attempt to meet the need for teachers of English from different resources. The practice of meeting the need for teachers of English from different resources at different times in the Republic Period leads to the fact that the problem of training teachers of English was not approached scientifically.

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