

**Atatürk and the History of Foreign Language Education in Turkey<sup>1</sup>**

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**Abstract**

*Background and Problem:* There have been various opinions on the policies of foreign language education in our country since the foundation of our republic. There is no doubt that Atatürk placed much more importance in foreign language education than the other nations' founders on earth. For the purpose of foreign language education, the department of western languages and literatures was established in the faculty of language, history, and geography at Ankara University. This department was also considered to contribute the fields of history and Turkish studies. Foreign language and literature studies are believed to be responsible for establishing interaction and communication between cultures. If a scientific approach to a foreign language and its literature and the knowledge of methodology leads to acquisition of

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a native language, this means that it performs its real function. Atatürk, believing this contribution of knowing a foreign language to the mother tongue of a nation, absorbs the importance of this fact. He strongly asserted that we should make use of this advantage for our national benefits: by not teaching a topic in a foreign language, but teaching a foreign language. To him, the courses should be conducted in Turkish. However, just contrary to his views, we had courses conducted in the foreign language in Anatolian high schools, science high schools, and/or in private colleges. Thus, the number of these schools has increased and therefore, the importance of mother tongue has lessened even in our country.

*Purpose:* This study aims at discussing the foreign language policies followed in our country by referring to certain periods.

*Method:* For the purpose of the current study, the researchers have gone through literature review process in detail and compiled the data they could reach from various reliable sources.

*Keywords:* Atatürk, foreign language education policy, education in a foreign language, foreign language education.

## **Introduction**

Turkey is located at the intersection of Asia and Europe and in proximity to the Middle East and Africa. This strategically important status requires many responsibilities for Turkey. It acts as a cultural bridge between West and East when its geopolitical location and its status are taken into consideration, and this makes the learning of English particularly important for Turkey in order to reach international communication, together with following the developments which English is widely used. Turkey became a member of NATO in 1952 and still has some negotiations with European Union (EU) with the expectation of a full membership. Due to the political reasons, governments in Turkey have adopted some policies

to spread and enhance learning and teaching of English, so, from this perspective English is the most prestigious foreign language in Turkey.

At present, English is the only foreign language that is offered as a required subject. Although French and German are offered as elective subjects (in a limited number of schools), English maintain its dominance at all levels of education in Turkey. In order to understand the Turkish educational context, it is essential to present a historical overview of English teaching in Turkey.

### **History of English Language Teaching**

It is recognized that the introduction of English language into the Turkish education system dates back to *The Tanzimat Period*, the second half of the nineteenth century, which marks the beginning of the Westernization movements in the education system (Kirkgoz, 2005). This period is succeeded by the *Republican Turkey* which covers the period between 1923 and 1997. The third milestone in the history of English teaching in Turkey is considered to be the phase that started with the *1997 Education Reform* which brought about drastic changes and developments in the educational system, and in particular the teaching of English in Turkey.

#### **Tanzimat Period (1839-1876)**

The Tanzimat period refers to the period dating back to second half the nineteenth century during the Ottoman times. This period plays an important role in the education because it shows the beginning of the Westernization movements. As a natural result of teaching the sciences by using French materials and teachers, French gained importance. Early attempts to teach a western language developed as a result of a need to transfer military technology from the west in the eighteenth century. Close relations with France had long been established, during the times of Suleiman Magnificent. In the context of the attempts for the renewal and modernization of the Ottoman institutions, particularly the military structure,

the teaching of French first started in military training institutions in 1773. Later, French was included in the curricula of the Medical School (*Mekteb-i Tıbbiye-i Adliye-i Şahane*) and the School of Political Sciences (*Mekteb-i Mülkiye*). The successful attempts observed in the teaching of French were in the *Mekteb-i Sultani* (*Galatasaray Lisesi* or *Lycee de Galatasaray*) which was opened in İstanbul in 1867.

Davison (1990) argues that “almost from its inception, that empire was physically and politically oriented toward Europe” (p. 89). In addition, Doran’s report reveals that since the end of the 18th century, the cultural and economic modernization of Turkey has rested upon the reformers’ knowledge of a Western language (1969). Missionary schools started to flourish with the changes in education system in Ottoman Empire. Robert College was the first educational institution that used English as the medium of instruction. It was founded by Cyrus Hamlin. First, these missionary schools initially accepted Armenian, Bulgarian, Jewish and Greek students.

Due to the quality and consistency of the education offered in American schools, they increasingly earned distinct reputation among other missionary schools. Although French was the most popular foreign language at that time, English eventually gained dominance over other foreign languages. Another reason for the popularity of these schools was that the elite positions that graduates could get and the neutral political atmosphere in schools. This neutral environment was primarily created by choosing English as the medium of education (Washburn, 1909). It was not until 1806 that English was made part of the curriculum in the State Navy College (*Bahriye Mektebi*). Later, it was integrated into the programs of School of Navy Engineering (*Çarkçı Mektebi*), School of Foreign Languages (*Elsine Mektebi*).

### **The Republic of Turkey (1923-1997)**

Atatürk as the founder of the republic associates initialized a series of reforms after the establishment of the Republic of Turkey. The first decades of the new Republic devoted

to the construction of the society in order to fulfill the national, social, and educational objectives. Within the broad framework of Atatürk's successive social, cultural, and educational reforms to establish a modern nation, the Turkish Language Reform, underlining the Kemalistic principles, was highly successful in achieving the objectives set for the purification, standardization, authentication, and modernization of the Turkish language (Büyükkantarçioğlu, 2004, p.38). These reforms aim to create an independent and modern country. These policies aimed to implement the purification of Turkish from other foreign language elements. This led to make the language standard for written and oral communication. Every individual could learn how to read and write easily and have equal access to educational opportunities. Education was made accessible to everyone and unified with Unification of Education (*Tevhid-i Tedrisat*) in 1924. All schools at different levels, including Islamic charities and minority groups (called as *Tekke*, *Zaviye* and *Medrese*) were unified with this act. The number of national public schools all around the country started to increase from the early decades of the Republic. Also, the alphabet was changed from Arabic to Latin in 1928 and schools were secularized. In 1932 Turkish Language Association (*Türk Dil Kurumu*) founded by Atatürk to accelerate linguistic objectives through a set of language planning policies. Therefore, Turkish as the national language could meet the communicative and educational needs of the society and illiteracy level in society could be reduced. As part of the Turkicizing project and the medium of instruction was Turkish until 1953, when the school was made a "college" together with the other *Maarif* schools. In all of these schools, science and mathematics have been taught in a foreign language in addition to the intensive language and literature teaching as a separate subject, to this day, since according to the Treaty of Lausanne humanities cannot be taught in a foreign language in these schools. The *Maarif* colleges are now run by a national foundation, The *Turkish Education Foundation* (T.E.D).

“A new mentality, outlook and value system was introduced in Turkish society and education undoubtedly played one of the most important roles in the transformation of the new country” (Eskicumalı, 1994, p.101). Due to the fact that there were no clear goals and principles, Atatürk emphasized the need to improve education. For this necessary transformation, Turkish pedagogical reformers and foreign experts were absolutely important. These Turkish pedagogical reformers were generally educated in the western type of schools during Ottoman period. They were capable of one or more foreign languages and they knew much about foreign language education system. In addition to the first group, as the second group, foreign experts invited to Turkey during the first decades of the new Republic. The government founded by Atatürk emphasized the importance of adopting western culture and scientific ideas because both for Atatürk and the government were westernized elites made up of secularized intellectuals and bureaucrats. They took the charge of reforming education and the government allocated one-fourth of its educational budget to consultation with foreign experts and one of these experts was John Dewey.

At the National Education Summit foreign language teaching was first mentioned in 1943. Every four years, the Board of Education and Discipline organized meetings that discuss issues about education at the national level. Foreign language teaching had a secondary position because illiteracy was a more important problem during the first decades of the Republic. In 1988, a foreign language policy was first established by the BOED.

From 1923 to 1997, it was compulsory to have a five-year primary education and after this compulsory education, there was a six-year secondary education. During this six-year secondary education students had a three-year middle school and a three-year high school education. Then, they could start Higher Education. Today, there are two types of schools in Turkey; state-run public schools and private schools. Public schools consisted of standard/general, vocational (fine arts, commerce, technical) and Anatolian high schools. In

standard high schools and vocational schools, there are no preparatory English classes. However, in these schools nearly eight periods of English instruction per week is available.

Anatolian high schools have had a distinct status among the other public secondary schools. The first Anatolian High School was opened in 1955, and from that time, these schools have been seen as the golden key to access prestigious universities and thus a prosperous future. Unlike the other state schools in order to have an education in Anatolian high school, it is compulsory to take a centralized entrance examination. With the decision of government, Anatolian high schools were founded to make Anatolian High schools different from other standard high schools. In fact, they have had some similarities with private high schools because like private high schools they have a year of preparatory English class and they use English as a medium of instruction. These Anatolian High Schools aim at meeting the demands of families who desire foreign language instruction for their children but could not afford private school education. In these schools, students get a four-year education with an intensive first year English courses. After this first year, until 2002, the medium of instruction for mainstream subjects such as Mathematics and Science was English. However, in 2002, the MONE decided to replace teaching of Mathematics and Science with Turkish. One reason for that was there were not many qualified teachers to teach these subjects in English. Another reason was these students could not be successful in the centralized Turkish medium university entrance exam for their higher education (Doğançay-Aktuna & Kızıltepe, 2005).

Since the mid 1980s, Turkey has increasingly been influenced by the forces of “globalization” through English language (Robbins, 1996). For international communication (with a commonly known language to meet economic, social and cultural demands), English has become the most the predominant means of interaction. With the effect of globalization, English has had an increasing status in Turkey because it has become the *lingua franca* of the

world. Ahmad (1993) states that “English had become the *sine qua non* for a successful career in virtually any field, and thus parents struggled to have their children acquire a working knowledge of the language” (p.210).

In Turkey, during the mid 1980s, there was an increase in the number of the schools with English-medium instruction because of the increasing popularity of English. The statistics of MONE show that there were 193 English-medium secondary schools (103 private, 90 state-owned) in the 1987-1988 academic year. By the 2006-2007 school year, the number of private secondary schools reached 717 while the number of Anatolian high schools was 415 (MONE, 2008).

As for the higher education, there are two types of universities as state and private that are controlled by Yüksek Öğretim Kurumu (YOK). According to the statistics of YOK, there are 94 state and 45 private universities in Turkey. As the first state university with English medium instruction Middle East Technical University (METU) was established in 1956. In 1983, Bilkent University was founded as the first private university in Ankara. Today, most private universities provide English medium instruction to their students. In many state universities (with Turkish medium instruction) students are offered one year of intensive English program (preparatory classes) to become proficient in English. After that, students need to take a course “Reading and Speaking in English” aiming to improve general knowledge of English in the third semester of four-year degree program, and it is followed by “English for Specific Purposes I and II” intending to terminology of their own field. “English for Business” aims to advance students’ oral and written communication skills that will help them do business with foreign people and companies (Doğançay-Aktuna & Kızıltepe, 2005).

### **1997 Education Reform**

In 1997, Turkish educational system underwent a number of fundamental changes regarding the English teaching policy at all levels of education. These changes were resulted

from the MONE's efforts to reform Turkey's ELT practice which had long been neglected. The reform was introduced as "The Ministry of Education Development Project" and aimed at promoting effective English teaching in both public and private schools in the country.

The innovation which took place in 1997 primarily extended the duration of compulsory primary education from 5 to 8 years. So, with the new project three-year middle school education was embedded into primary education. Another innovation adopted by the MONE was the introduction of English from grade 4 upwards. Previously, English used to be introduced only at the middle-school level. The main incentive behind this innovation was to expose students to English longer than before so that they could acquire it more successfully (MONE, 2001). The MONE lists the objectives of the new English curriculum for grades 4 and 5 as follow:

- raise pupils' awareness of a foreign language,
- promote a positive attitude towards learning English language,
- increase pupils' interests and motivation towards learning English language,
- establish classroom situations in the context of games so that pupils can have fun while learning English,
- set up dialogues and meaningful contextualized learning activities (Kocaoluk & Kocaoluk, 2001).

The 1997 curriculum states that the main objective of the secondary level English education is to improve the basic communicative skills of the learners through the integration of the four skills so that learners can be engaged in successful communication in the target language (MONE, 2001). In this sense, the 1997 curriculum can be regarded as a milestone in English language teaching in Turkey since for the first time in Turkish history the concept of the "communicative" approach was introduced into the ELT curriculum (Kirkgoz, 2005). This reform brought about numerous positive changes in the higher education, too. Since the

new curriculum required skilled teachers who would be able to meet the needs of their students, one major innovation that took place was to do with the curriculum of education faculties. Education faculties gave more emphasis on the teacher training courses, and they upgraded the quality of pre-service teacher training programs.

Following the endorsement of the new curriculum (see Appendix A), teacher training departments were reshaped, increasing the number of methodology courses, as well as extending the teaching practicum component to include both primary and secondary schools. This way, teacher trainees had more opportunities to observe the actual teaching practices, thereby receiving more practical and hands-on experience in schools. Furthermore, English language teaching departments felt the need to add a new course at the undergraduate level: *Teaching English to Young Learners*. This was an essential step in that prospective teachers would be better qualified as to meet the distinct needs of young learners.

### **Revision of the 1997 Curriculum**

The 1997 curriculum has been redesigned necessitating a number of further innovations in the language policy in Turkey. This was principally due to Turkey's enduring efforts to join European Union (EU). In order to conform to the ELT standards set by the EU, the MONE has undertaken some policy changes to be reflected at different levels of education.

The recent curriculum consists of a theoretical information on various aspects of ELT including curriculum design issues, selection of appropriate teaching materials for different grades, the distinction between language acquisition and language learning and how young learners (grade 4-5 students) and adolescents (grade 6-8 students) learn foreign languages which is a crucial point to take into account when teaching both age groups.

Similar to the 1997 curriculum, the current English curriculum adopts a communicative view to ELT, highlighting the importance of meaningful communication for

learning English more effectively, and also underlining the role of the teacher as facilitator of the learning process. The goals and objectives to be achieved are given with their corresponding structural items, illustrated with topics, functions, sampled tasks or projects, following a functional-notional and skills-based model. Learners are expected to acquire the linguistic and communicative competence.

The recent revision consists of different kinds of activities such as songs, plays, and drawing-coloring activities, and learners are expected to involve in learning process actively because the shift has moved from more teacher-centered approaches to more learner and learning-centered approaches. The curriculum encourages learner autonomy since learners become aware of their abilities and potential in the learning situation and this is provided by giving projects to students and strategy training. Therefore, students can have the opportunities to control their own learning and learn according to their own individual styles and preferences.

A further major innovation that the current ELT curriculum brought about is to do with assessment. Traditional “paper and pencil” tests are replaced with “performance-based assessment”. “Portfolios” that are believed more authentic and realistic and are also claimed to be harmonious with the principles of Communicative Language Teaching (CLT) are implemented. Portfolios focus on documenting a student’s language progress and performance so, they enable both teachers and parents to discuss and review the child’s development. The MONE reveals that evaluation procedures must be in line with the teaching methods and techniques. Hence, the suggested evaluation devices are all taken from European Language Portfolio (ELP).

## **Comparison of Language Planning and Policies during the Period of Atatürk and Today: Aims and Methods Used in Foreign Language Education**

During the Ottoman period, every learner had to be good at written form of Turkish and the high variety of Ottoman because foreign language teaching simply based on the grammar translation method. If a text was in French, for example, it was first analyzed in terms of syntactic features of Arabic, and then was translated into the written Ottoman Turkish (*Lisan-i Osmani*) (Büyükkantarcıoğlu, 2004, p.39).

After the establishment of the Republic, foreign language education at schools was conducted in a planned way. After the differences between written and spoken forms of Turkish were eliminated, learning a foreign language was not as difficult as it had been. The only statement of aims in foreign language teaching in the historical literature is the aims that were in effect between the years 1949-1972 for foreign language teaching in secondary schools. The aims were as follows:

“Foreign language Teaching aims to make the learners able to speak in simple sentences within a vocabulary range of 1500 words, and to comprehend what is read at an appropriate level, with the help of a dictionary.” (Demircan, 1988a:130).

Despite the numerous changes in foreign language education during the first years of Turkish Republic, there was no account of how English had been taught in those schools until 1940s. A reasonable number of hours a week were devoted to foreign language education in state secondary schools. In state secondary schools, the teaching of French or German was more popular than that of English in the 1930s and 1940s. A comparatively wider interest in the learning and teaching of English in Turkey developed after World War II. The postwar social, cultural, economic, technological, and political developments in the world also had their impact in Turkey, which gradually intensified the need to learn English.

Demircan (1988a:22) states that until 1941 the method for teaching languages was the grammar translation method, based on “reading comprehension and translation” because of the dominance of Arabic. With the change of the alphabet from Arabic to Latin, methods used in language education were also changed.

In the 1940s at the Village Institutes the method was radically different. There was much emphasis on group work and the functions of language. Between the years 1944 and 1952, E.V. Gatenby, who was appointed to set up the English Department at the Gazi Education Institute, which later became Gazi University, spread the use of the “direct method” in the teaching of English throughout Turkey (Demircan 1988a:148). Tarhan’s (1980) study also demonstrated that state schools in Turkey were reported to use the Direct Method in 1945 – 1960. The popularity of this method can be tied to the influence of E. V. Gatenby on English language teaching in Turkey. As Phillips (1956) comments, in addition to having three full-time appointments at the time, “he was giving a series of English lessons by radio from Ankara, which made him very well known and enjoyed all over Turkey preparing a quarterly Pedagogical Bulletin in Turkish.” Furthermore, Gatenby was “preparing a series of textbooks, to be used in Turkish schools, for the Turkish Ministry of Education” (p. 88). According to Direct method, the chief goal of English learning and teaching was to communicate in the language. Useful, every day English were given emphasis as the major content of English lessons. Students were encouraged to directly associate meaning with English; that is, they were told to think in English. To achieve this, teachers explained new meaning using realia, visual aids or demonstrations. They also intensely used English as the language of instruction. As for the teaching of grammar, it was taught inductively. In other words, teachers provided their students with examples from which students were expected to figure out the grammar rules and generalizations (Richards & Rodgers, 1986).

In the years 1955-1965, J. E. Pierce, who also worked at the same institution, introduced the Georgetown English Language Program (GELP), which was a version of “the audio-lingual method” (Demircan 1988a:149). The Audiolingual Method proposes that students form correct language habits in English. The habits of the native language Turkish are considered to get in the way of learners’ attempts to master English. For this reason, the use of mother tongue in class is discouraged among students in English lessons. Dialogues are heavily used through imitation and repetition in order to present students with new vocabulary and structures. Furthermore, teachers rely on heavy use of repetitive drills until the students are able to produce the structural patterns spontaneously. Given that this method became the dominant approach in ELT after the World War II, it is no surprise that American schools implemented the practices of audiolingualism at that time. Demircan (1988a:151-152) also states that “the audio-lingual method” has been the dominant method for the teaching of French as well.

The Grammar Translation method, which has long been the predominant English teaching method in Turkey now, became the foremost approach in the late 1960s. The teaching of English was chiefly based on a teacher-centered transmission model until 1980s. In this view, there was a central focus on grammar and vocabulary at the expense of communication. Students were provided with detailed rules and formulas about grammar, which then was followed by activities that required students to translate texts and sentences to and from English. Also, teachers highlighted the significance of accuracy in learning English. The medium of instruction in language classes was Turkish, and it was “maintained as the reference system in the acquisition of the second language” (Stern, 1983, p. 455).

The Council of Europe, which has been encouraging the implementation of Communicative Language Teaching, has also been guiding Turkey in its foreign language education decisions since 1966 within this framework (Demircan 1988a:112). The

introduction of communicative language teaching was first initiated in the 1980s when the ELT syllabus was attempted to be revised to integrate communicative language teaching into the curriculum. The second change in the ELT policy concerns 1997 primary level ELT curriculum. The new curriculum is a much more comprehensive and elaborate in many aspects compared with the previous one:

- how much English and the mother tongue to use in the English language classrooms;
- a detailed step-by-step illustrated lesson reflecting the philosophy on which the revised curriculum is based;
- a sample lesson plan illustrating how young learners' acquisition of L2 can be facilitated through the use of games, stories, songs, dramatization and model materials; and
- sample tests based on the communicative view to ELT (Kırkgöz, 2007, 225).

However, it has not been prescriptive in the implementation of these decisions. Therefore, it would not be wrong to state that, today, in most foreign language classrooms, the methods suggested by the imported foreign course books are made use of, combined with the intuitive decisions of teachers.

### **Discussion and Conclusion**

Language policy in relation to English has implications for language planning. These implications are designed to promote the quality of language acquisition and they result with economic, social and cultural development of the country. As Bamgbose (2003) stated, “no matter how desirable language policies may be, unless they are backed by the will to implement them, they cannot be of any effect” (p.428). Therefore, as policy makers in practice teachers have crucial responsibilities for implying the policy issues into practice. Foreign language teachers should be professionally competent and well-trained in order to

close the gap between policy rhetoric and classroom reality. However, it is not enough to have competent and well-trained teachers to imply the policy issues in practice. Curricula, textbooks, teaching methods and approaches that are determined by language policy makers affect the success of foreign language education of Turkey.

When language planning and policy issues were taken into consideration during the period of Atatürk, it can be seen that there were lots of radical changes in foreign language education system. Atatürk as the founder of the republic associates initialized a series of reforms after the establishment of the Republic of Turkey. These reforms aimed to create an independent and modern country. The alphabet was changed from Arabic to Latin and schools were secularized. Atatürk emphasized the importance of adopting western culture and scientific ideas. Foreign language teaching had a secondary position because illiteracy was a more important problem during the first decades of the Republic.

Today, Turkey's current language policy seems to have been much improved because the 1997 curriculum revision, textbook updating, teaching methods and teacher training facilities particularly in primary schools and higher education. The ongoing reforms have led to great improvements. Especially, students graduate from private schools and universities with English medium instruction are luckier than the other students. However, English medium instruction is widely debated at the national level. So, some universities prefer to deliver courses in Turkish because students find studying through the medium of English difficult, it creates a real challenge for them. There are three major problems about English medium instruction:

- it reduces students' ability to understand general concepts, thereby leading to superficial learning;
- it draws away learners from their own culture and language;

- it causes learners to think that their English level is too low to be proficient in English in the academic environment. (Kırkgöz, 2007, p.227).

Even some teachers at some universities with English medium instruction prefer Turkish medium instruction over English medium instruction because they think English medium instruction inevitably makes subject learning more difficult and causing additional strain for the students. Also, for these teachers, Turkish medium instruction sounds a more pedagogic alternative offering reasonable opportunities for all students to acquire subject matter knowledge.

At primary level, there is a gap between the idealized official policy decisions that are stated in the revision of 1997 curriculum and actual classroom practices of the teachers. Most teachers remain unable to create the proposed communicative learning environment needed to facilitate language acquisition of learners. Secondly, textbooks do not support the proposed communicative teaching methodology. Another problem was related to time-allocation; the teaching time allocated for each grade is insufficient to cover the curriculum. In addition, in many situations large class size (30-45) makes it difficult to implement the syllabus effectively and a large number of schools lacked adequate resources (Kırkgöz, 2008, p.19).

Consequently, the teaching of English at all levels of education in Turkey has been a real challenge. Given the fact that English has now become significant part of foreign language teaching, the Turkish government has taken a number of initiatives and is continuing to do so, notably in revising the curriculum, teaching methods, teacher training and teacher education institutions. In response to the changing economic and political situations of the country, the government has increasingly been concerned with educating its citizens who will be able to adopt and learn new language skills at different levels in their educational lives.

Although, resources and efforts have been expanded on the provision of English at the level of primary and higher education, policy objectives are not in concert with the instructional practices. Turkey needs to resolve this incongruence. Hence, she has a more coherent development of a foreign language education policy and that will make the practice process more efficient.

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### **Atatürk ve Yabancı Dil Eğitimi Politikaları**

#### **Özet**

Cumhuriyetimizin kuruluşundan bu yana ülkemizde yabancı dil eğitimi politikaları konusunda farklı görüşler bulunmaktadır. Hiç şüphe yoktur ki, Atatürk yeryüzündeki diğer ulusların liderlerinden daha fazla yabancı dil eğitimine önem vermiştir. Yabancı dil eğitiminin amacı gereği Ankara Üniversitesi Dil, Tarih ve Coğrafya Fakültesinde Batı Dilleri ve Edebiyatları Bölümü kurulmuştur. Bu bölümün aynı zamanda Tarih ve Türkçe çalışmalarına da katkı sağlayacağı düşünülmüştür. Yabancı dil ve edebiyat çalışmalarının kültürlerarası etkileşim ve iletişimi sağlamada sorumlu olduğuna inanılmaktadır. Yabancı dil ve edebiyatı ve yöntembilim konusunda bilimsel bir yaklaşım anadil edinim sürecine bir katkı sağlıyorsa, bu gerçek işlevini yerine getirdiği anlamına gelir. Yabancı dil bilmenin aynı zamanda bir ulusun anadiline katkısı olduğuna inanan Atatürk bu gerçeği özümsemiş biriydi. Bir konuyu yabancı dilde öğretmek yerine yabancı dil öğretmek ulusumuz çıkarları

doğrultusunda bu avantajdan yararlanmanın önemini büyük ölçüde vurgulamaktaydı. O'na göre dersler Türkçe verilmeliydi. Ancak, onun görüşlerinin aksine, Anadolu Lisesi, Fen Lisesi ve/veya özel Kolejlerde dersler yabancı dilde verilmekteydi. Bu yüzden bu okulların sayıları arttı ve dolayısıyla ülkemizde anadilin önemi gittikçe azaldı. Bu çalışma belirli dönemlere atıfta bulunarak yabancı dil eğitimi politikalarını irdelemeyi amaç edinmiştir. Çalışmanın amacı gereği araştırmacılar konuya ilişkin detaylı bir alan yazın taraması yaparak, güvenilir değişik kaynaklardan elde ettikleri verileri bir araya getirip tartışmışlardır. Ayrıca çalışmanın sonunda ülkemizde ilköğretim, ortaöğretim ve yüksek öğretim kurumlarında özellikle Yabancı Dil Olarak İngilizce'nin öğretiminde politik amaçların öğretim amaçlarıyla örtüşmediği, Türkiye'nin bu kanayan yarayı ivedilikle çözmesi gerektiği ve yabancı dil eğitiminde daha çok uygulamaya yönelik politikaların geliştirilmesi gereği vurgulanmaktadır.

*Anahtar Sözcükler:* Atatürk, yabancı dil eğitim politikası, yabancı dilde eğitim, yabancı dil eğitimi

**Appendix A**

1st Semester					2nd Semester				
C. CODE	COURSE TITLE	T	A	C	C. CODE	COURSE TITLE	T	A	C
EBB147	Introduction to Education	3	0	3	EBB148	Educational Psychology	3	0	3
İDÖ159	Turkish I: Written Communication	2	0	2	İDÖ160	Turkish II: Oral Communication	2	0	2
İDÖ171	Contextual Grammar I	3	0	3	İDÖ172	Contextual Grammar II	3	0	3
İDÖ173	Advanced Reading and Writing I	3	0	3	İDÖ174	Advanced Reading and Writing II	3	0	3
İDÖ175	Listening and Pronunciation I	3	0	3	İDÖ176	Listening and Pronunciation II	3	0	3
İDÖ177	Oral Communication Skills I	3	0	3	İDÖ178	Oral Communication Skills II	3	0	3
İDÖ181	Effective Communication Skills	3	0	3	İDÖ180	Lexical Competence	3	0	3
İDÖ183	Computer I	2	2	3	İDÖ184	Computer II	2	2	3
<b>TOTAL</b>		<b>22</b>	<b>2</b>	<b>23</b>	<b>TOTAL</b>		<b>22</b>	<b>2</b>	<b>23</b>

3rd Semester					4th Semester				
C. CODE	COURSE TITLE	T	A	C	C. CODE	COURSE TITLE	T	A	C
EBB279	Teaching Principles and Methods	3	0	3	EBB278	Measurement and Evaluation	3	0	3
İDÖ271	English Literature I	3	0	3	İDÖ272	English Literature II	3	0	3
İDÖ273	Linguistics I	3	0	3	İDÖ274	Linguistics II	3	0	3
İDÖ275	Approaches to ELT I	3	0	3	İDÖ276	Approaches to ELT II	3	0	3
İDÖ277	English-Turkish Translation	3	0	3	İDÖ278	Research Skills	2	0	2
İDÖ279	Oral Expression and Public Speaking*	3	0	3	İDÖ282	ELT Methodology I	2	2	3
İDÖ281	History of Turkish Education*	2	0	2	İDÖ284	Language Acquisition	3	0	3
<b>TOTAL</b>		<b>20</b>	<b>0</b>	<b>20</b>	<b>TOTAL</b>		<b>19</b>	<b>2</b>	<b>20</b>

5th Semester					6th Semester				
C. CODE	COURSE TITLE	T	A	C	C. CODE	COURSE TITLE	T	A	C
EBB391	Classroom Management	2	0	2	İDÖ372	Teaching English to Young Learners II	2	2	3
İDÖ371	Teaching English to Young Learners I	2	2	3	İDÖ374	Turkish-English Translation	3	0	3
İDÖ373	ELT Methodology II	2	2	3	İDÖ376	Teaching Language Skills II	2	2	3
İDÖ375	Teaching Language Skills I	2	2	3	İDÖ378	Literature and Language Teaching II*	3	0	3
İDÖ377	Literature and Language Teaching I*	3	0	3		Second Foreign Language II*	2	0	2
	Second Foreign Language I*	2	0	2	İDÖ380	Community Service	1	2	2
İDÖ379	Drama	2	2	3	İDÖ382	Instructional Tech. & Materials Development	2	2	3
<b>TOTAL</b>		<b>15</b>	<b>8</b>	<b>19</b>	<b>TOTAL</b>		<b>15</b>	<b>8</b>	<b>19</b>

7th Semester					8th Semester				
C. CODE	COURSE TITLE	T	A	C	C. CODE	COURSE TITLE	T	A	C
EBB393	Special Education*	2	0	2	AİT204	Principles of Kemal Atatürk II	2	0	2
EBB491	Guidance	3	0	3	EBB478	Comparative Education*	2	0	2
İDÖ471	Materials Adaptation and Development*	3	0	3	EBB492	Turkish Education Sys. & School Administration	2	0	2
	Second Foreign Language III*	2	0	2	İDÖ472	Testing and Evaluation in Foreign Language Teaching	3	0	3
İDÖ	Departmental Elective I*	2	0	2	İDÖ	Departmental Elective II*	2	0	2
AİT203	Principles of Kemal Atatürk I	2	0	2	İDÖ	Departmental Elective III*	2	0	2
İDÖ475	School Experience	1	4	3	İDÖ478	Practice Teaching	2	6	5
<b>TOTAL</b>		<b>14</b>	<b>4</b>	<b>16</b>	<b>TOTAL</b>		<b>15</b>	<b>6</b>	<b>18</b>

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