

Foreign language teaching and teacher training policies from the Ottoman period to the present^{†*}

Ferda Tokçalar^{1c} 

¹ Atılım University, School of Foreign Languages, Department of Basic English (Prep School), Türkiye.

^c **Correspondence Author:** Ferda Tokçalar, School of Foreign Languages, Department of Basic English (Prep School), Atılım University, Türkiye; ferda.tokcalar@atilim.edu.tr

[†] This research extends a study presented at the 9. International Eurasian Educational Research Congress (2022).

^{*} This review research did not collect data from humans. The primary source of data is documents. Therefore, ethics committee permission was not required.

Article Info

DOI: 10.34056/aujef.1489386

Article History:

Received: 24/05/2024

Revised: 29/08/2024

Accepted: 21/11/2024

Keywords

Foreign language teaching,
Foreign language teacher education,
History of foreign language teaching in
Türkiye,
The National Education Council.

Highlights:

- Historical analysis of foreign language teaching policies from the Ottoman Empire to modern Türkiye.
- National Education Councils' and National Development Plans' role in foreign language education policies.
- Foreign language teacher training practices and their evolution within national policy frameworks.
- The impact of globalization on Türkiye's foreign language education policies and teacher training.
- Assessing policy changes, National Councils, and Development Plans' effectiveness.

Abstract

This study focuses on foreign language teaching and foreign language teacher education in Türkiye since the mid-19th century, when the renewal movements in the Ottoman Empire began. It examines foreign teaching and foreign language teacher training policies and practices, starting from the Tanzimat when the westernization studies of the Ottoman Empire began to the present. The study aims to contribute to the field of Foreign Language Teaching Education by examining the periods of foreign language teaching and teacher training policies and practices in foreign language teaching and foreign language teacher training. In terms of the objectives of the study, as one of the qualitative research methods, the document analysis method was chosen, and documents published by the Council of Higher Education (YÖK), the Ministry of National Education (MONE), the Board of National Education and the Board of Education, Official Gazettes, National Education Councils and Development Plans of Türkiye were studied in detail. Sections related to foreign language teaching and foreign language teacher training policies in these resources are included in the study chronologically. In the National Education Councils examined, decisions were made to solve the teacher shortage rather than teacher education.

Citation: Tokçalar, F. (2025). Foreign language teaching and teacher training policies from the Ottoman period to the present. *Anadolu University Journal of Education Faculty*, 9(1), 91-100. <https://doi.org/10.34056/aujef.1489386>

1. Introduction

In education, English language learning and teaching—perceived by policymakers as a prerequisite for increasing job opportunities for individuals and enhancing countries' chances of adapting to the global economy—has become a prevalent feature of formal education programs worldwide (Cha & Ham, 2008). It is assumed that by developing foreign language learning skills, students from low socioeconomic statuses can respond to the demands of a globalized society, improve their living standards, and thus achieve better income in the future (Nunan, 2003). This situation applies to Türkiye, as it does in all countries worldwide. Language teaching and learning have been important in Türkiye since the Ottoman Empire. The countries associated with the Empire strongly influenced the selection of foreign languages taught. People living in these territories have always tried to learn the languages of the nations they interacted with.

In the literature reviews conducted in Türkiye, the concept of a foreign language is often confused with that of a second language. Klein (1984, p. 31) explains this: "A second language is one that the learner acquires after or alongside the first language, uses to communicate with others, acquires within their social environment, and speaks." Accordingly, a second language is learned in addition to the native language in multilingual societies and is acquired in the social environment. On the other hand, a foreign language is learned only in lessons and is not used in daily communication alongside the native language in the context of the countries where it is spoken (Klein, 1984). From this perspective, all languages taught in schools in Türkiye are foreign languages, not second languages.

With the proclamation of the Republic in 1923, Türkiye transitioned from a 600-year-old imperial and Islamic state order to a republican regime. Under the leadership of Mustafa Kemal Atatürk, the founder of the Republic, the first serious steps toward Westernization were taken with reforms initiated in law, politics, economics, and education. The reforms led by Atatürk, particularly in education, contributed to forming a European identity within the Turkish Republic (Aytaç, 1984). This study, which examines foreign language teaching and foreign language teacher training in Türkiye from the Tanzimat and Islahat Edicts of the Ottoman Empire to the present, aims to provide in-depth information about the processes involved in training foreign language teachers, reveal the historical policies of foreign language teacher training, and chronologically outline the stages of foreign language teacher training.

2. Method

This research, which examines the process of foreign language teaching and foreign language teacher training in Türkiye, is a qualitative study utilizing the document analysis technique. In other words, the research method employed in this study involves the document analysis method, encompassing the analysis of materials written about foreign language teaching and teacher training policies and practices in Türkiye (Yıldırım & Şimşek, 2016).

Various sources have been used in this study to analyze the process of English teaching and English teacher training in Türkiye. Documents published by the Council of Higher Education (CoHE), the Ministry of National Education (MoNE), the National Education Council, and the Board of Education and Discipline are the primary sources of the policies and decisions made on this subject. Additionally, decisions made at the National Education Councils held between 1939 and 2010 were among the analyzed documents. These documents shed light on how English teaching and teacher training policies have evolved and changed over time. Another source of this study is the *Tebliğler Dergisi* (Official Journal of MoNE) and the *Resmî Gazete* (Official Gazette). These publications include official regulations and ordinances that have been enacted. Regulations related to English teaching and teacher training processes are contained in these publications. Keywords such as "foreign language, foreign language teaching, English teaching, English teacher" were searched, and the relevant parts of these studies were included in the research. Türkiye's development plans are also among the sources of this study. The Five-Year Development Plans prepared between 1963 and 2018 outline the country's educational policies and goals. These plans demonstrate how English teaching and teacher training processes align with development policies and provide valuable resources for this study.

3. Results

3.1. History of Foreign Language Education in Türkiye

The Turkish population's foreign language learning level under Ottoman rule never achieved the desired outcomes. Despite Arabic being taught for centuries in Ottoman madrasas, only a few Turks became proficient in writing and speaking Arabic. Following the conquest of Istanbul and its establishment as the capital, the Ottoman Empire's diplomatic relations with other nations increased significantly. While knowledge of foreign languages was important for drafting treaties and correspondence, appointing ambassadors, and providing them with interpreters and advisors, the Ottoman Empire, preoccupied with military conquests, did not prioritize foreign language learning.

Initially, embassies within the Ottoman administrative center and translators known as *dragomans* assigned to foreign missions were primarily converts to Islam or members of the Ottoman Greek community, later referred to as *Phanariots*. For nearly four centuries, due to the absence of Turks proficient in foreign languages, the Empire's diplomacy was dominated by Greeks, Armenians, and Jews. After the Greek War of Independence in 1820, the importance and necessity of foreign language learning among Ottoman state officials and academics became evident. The Babiâli Translation Office emerged as the first language school in this context.

Foreign language courses were incorporated into schools' curricula like the *Naval College (Bahriye Mektebi)*, established in 1773, and later institutions (Ergin, 1977). Despite numerous efforts to teach Western languages, very few Muslim Turks could write or speak them fluently. Consequently, European commanders were often employed in the military's leadership roles and technical innovations, communicating their instructions via interpreters (Lewis, 1962). With the proclamation of the Tanzimat reforms (1839-1876), modernization and Westernization efforts in education began, first appearing in military schools. French was the first Western language introduced into these schools' curricula (Ergin, 1977). French was later adopted across other disciplines, notably in *The Imperial School of Medicine (Mekteb-i Tibbiye)*, where it became the primary medium of instruction.

In 1855, the *Mekteb-i Osmanî* (the School of Ottoman) was established in Paris to give Ottoman students a high school education delivered by French and Turkish teachers. Students then continued their education in French military schools. However, this institution and other military schools that offered French courses failed to produce enough French speakers (Ergin, 1977). 1867, during Sultan Abdülaziz's visit to France, the French Minister of Education presented an educational program for the Ottoman Empire. As a result, numerous changes were implemented, including the opening of *Galatasaray Sultanisi* (Galatasaray Imperial High School), also known as *Mektebi Sultanî*, a high school modeled after French high schools where French was the primary language of instruction. This school became a notable success, with its teachers predominantly French nationals (Ergin, 1977).

3.1.1. Language Policies During the Republican Era

With the founding of the Republic of Türkiye on October 29, 1923, a new era began for foreign language education. Western nations were adopted as role models, and the practices of countries such as France, Germany, England, and Italy inspired educational reforms. Mustafa Kemal Atatürk, the founder of the Republic, emphasized the importance of translating foreign texts into Turkish, believing that accurate comprehension of these texts required reading them in one's native language (Ekmeççi, 2003). Thousands of critical texts were translated into Turkish during his era, shaping the goals of foreign language education around translation skills.

Under Atatürk's leadership, Arabic and Persian were removed from school curricula, and Ottoman Turkish was replaced with a more straightforward and comprehensible form of Turkish. However, university students were still required to learn Arabic and Persian to study historical texts, and these languages were reintroduced as mandatory subjects. Attempts to train foreign language teachers began in 1938-1939 when the Ministry of Education converted a building in Istanbul into a school for training foreign language instructors. Students completed one year of training in Türkiye before spending another

year in the target language's native country to become proficient in English, French, or German. Unfortunately, World War II disrupted this initiative, leading to the school's closure in the 1943-44 academic year (Ergin, 1977).

3.1.2. Developments in the Late 20th and Early 21st Century

The year 1997 marked a turning point in foreign language education in Türkiye. The Ministry of National Education (MoNE) introduced significant reforms, collaborating with the Council of Higher Education (CoHE) on the *National Education Development Project*. This initiative extended mandatory education from five to eight years and introduced English courses in the fourth and fifth grades. The goal was to expose students to English at an earlier age and make English a mandatory 35-hour weekly subject (Küçükoğlu, 2012).

In the 2012-2013 academic year, the 4+4+4 education system was introduced, starting English instruction in the second grade in public schools, while many private schools began offering English at the preschool level. The system aimed to strengthen foreign language education at all levels, from primary to higher education. Foreign language education in Türkiye, particularly English, has become crucial to adapting to global advancements in science and technology and maintaining effective communication in international trade (Demirel, 2007). While significant progress has been made, challenges such as teacher training, curriculum development, and effective implementation remain critical focus areas.

3.2. Policies and Practices for Foreign Language Teacher Training

The Republic of Türkiye, prior to the 1930s, addressed its need for foreign language teachers by accepting individuals proficient in foreign languages as foreign language teachers (Gatenby, 1947). These teachers consisted of high school graduates who taught foreign languages. At the same time, individuals who had completed short-term introductory teacher training programs or studied philology were also accepted as teachers, but with the increasing number of students, the necessity of formal training in foreign language teaching emerged. Efforts related to training German, English, and French teachers gained momentum starting in 1938 because institutions like Galatasaray Imperial High School, foreign language schools, and philology departments could not produce the required number of foreign language teachers.

Upon the invitation of Atatürk, John Dewey came to Türkiye and prepared two reports evaluating the Turkish education system. Dewey proposed redefining the education system, improving teacher training, transforming schools to serve as community centers, enhancing hygiene in schools, and improving discipline management (Dewey, 1929; Küçükoğlu, 2012). Based on Dewey's recommendations, the *Gazi Middle Teacher Training School and Pedagogical Institute* began operating in Konya in 1925. They were moved to Ankara two years later after its building was completed. This institution was renamed the Gazi Education Institute in 1976, its education duration was extended to four years in 1980, and it was renamed the *Gazi High Teacher Training School*. Finally, in 1982, it was incorporated into Gazi University under the name *Gazi Faculty of Education*. In the following years, significant efforts were made in Türkiye in the areas of English teaching and English teacher training, and to align English language education with European Union standards, discussions, and advisory decisions were made at National Education Councils and in development plans (Ataünal & Özalp, 1977).

3.3. National Education Councils

Several recommendations were made to train foreign language teachers during the 1st National Education Council convened in 1939. It was proposed to recruit graduates from teacher training schools into foreign schools in Istanbul, make the most of the Foreign Languages School at Istanbul University, and provide scholarships for students in the French, English, and German Language and Literature departments at Ankara University's Faculty of Language, History, and Geography (Ataünal & Özalp, 1977, p. 143). Additionally, decisions were made to prioritize talented graduates of teacher training schools for foreign language education at German, French, and American colleges and allow these graduates to study

abroad for one year. Two years after this council, in 1941, the French Department was established for the first time to train foreign language teachers. The English Department began accepting students in the 1944-1945 academic year, and the German Department started in the 1947-1948 academic year.

At the 2nd National Education Council (1946), it was proposed that departments in several educational institutes be established to train teachers for middle school foreign language courses. To improve the quality of foreign language teacher training, this proposal was approved during the 4th National Education Council, leading to the establishment of foreign language branches in educational institutes in Istanbul, İzmir-Buca (1968-69), Bursa, Eskişehir, Erzurum, Konya, and Diyarbakır. Efforts to train foreign language teachers increased with the growing number of students, and discussions and decisions on this issue were made at various National Education Councils.

At the 4th National Education Council (1949), it was decided to extend the duration of foreign language teacher training programs in education institutes to three years. This decision was implemented in the 1960-1961 academic year.

During the 7th National Education Council, held from February 5 to 15, 1962, it was determined that the two-year training program for middle school teachers at education institutes was inadequate. To resolve this, the commission agreed to extend the training period for foreign language departments at these institutes to three years. Additionally, the council proposed the establishment of more high schools and colleges focused on foreign language education, particularly in the eastern provinces. It emphasized the need to train teachers capable of teaching foreign languages at these institutions. These proposals were approved as presented. The 8th National Education Council (1970) convened between September 28 and October 3. During this time, a recommendation was made to include foreign languages as elective courses in middle schools. Additionally, it was proposed to remove the term "college" from the names of schools, except for those providing instruction in foreign languages.

During the 9th National Education Council in 1974, discussions were held for the first time on subjects such as the existing foreign language programs and their curricula, leading to a reorganization of lesson hours. As part of the decisions made, foreign languages became elective courses for secondary school students. School principals were given the authority to form foreign language classes at A, B, or C levels when needed, with students placed into these levels based on their proficiency. Upon graduation, students' foreign language proficiency levels could be noted as A, B, or C on their transcripts. It was also decided that foreign language education in Türkiye would proceed under the "Foreign Language Teaching Development Project" framework organized by the Council of Europe. The 12th National Education Council, held from June 18 to 22 1988, significantly focused on foreign language education. One of the outcomes of this council was the establishment of a Turkish and Foreign Language Education and Training Commission.

The 12th National Education Council (1988) convened between June 18-22, and foreign language education was addressed extensively during this council. The Turkish and Foreign Language Education and Training Commission was established based on the decisions made. According to this commission, the reasons for failures in foreign language education included students' lack of understanding of the importance of foreign languages, the absence of technological tools to support foreign language learning in most schools, physical constraints that prevented arranging classrooms in U or O shapes during lessons, the neglect of foreign language courses due to university entrance exam concerns, and the focus on imparting knowledge rather than communication in lessons.

At the 12th National Education Council, it was also decided to establish a "Foreign Language Center" to coordinate foreign language education starting in the 1988-1989 academic year and transition to a "Step-by-Step Course System," where students would receive education based on their foreign language levels. Collaborating with the Council of Europe and related countries, it was decided to organize practical in-service training seminars for foreign language teachers. Moreover, to promote and develop foreign language education, it was decided to enhance short- and long-term student and teacher exchange programs between Türkiye, other countries, and international organizations.

During the 15th National Education Council, held between May 13-17, 1996, it was decided to implement an eight-year uninterrupted primary education program. It was recommended that primary education consist of eight-year schools offering uninterrupted education, that secondary education be based on primary education, and that secondary education include at least three years of instruction following preparation. Additionally, during this council, it was recommended to discontinue the teaching of science, mathematics, and vocational courses in foreign languages, as there was a general perception that students graduating from schools teaching these subjects in foreign languages performed poorly in university entrance exams. As a result, it was recommended that foreign language instruction be offered as a separate course in secondary education and that teachers be provided with opportunities to receive training abroad.

During the 17th National Education Council, held between November 13-17, 2006, recommendations were made regarding improvements to the Turkish education system within the framework of Türkiye's European Union membership process. The 17th National Education Council also addressed foreign language education from this perspective. In this context, it was proposed that national education policies be created to support and develop lifelong learning and make foreign language teaching methods more active and productive. Additionally, it was recommended that foreign language education centers be established in different regions of Türkiye so that all civil servants can learn English and emphasize foreign language education and globalization within the framework of the European Union membership process. Furthermore, it was proposed to support teachers in improving their communication skills in foreign languages through training programs.

3.4. Türkiye's Development Plans

In addition to the National Education Councils, the five-year development plans included various decisions regarding foreign language teaching and teacher training. The first five-year development plan (1963-1967) stated that teachers studying abroad must have a good command of the foreign language they would study in. It was also noted that personnel who did not possess the required level of foreign language proficiency would benefit only minimally from such education abroad. To address this issue, a Foreign Languages School was established in Ankara.

In the third five-year development plan (1973-1977), to fully utilize the technical assistance programs provided by the European Union Commission, the existing *State Language Course* was transformed into the *State Foreign Language Education Center*. This center was tasked with meeting the needs of public personnel in foreign languages.

In the fifth five-year development plan (1985-1989), it was decided to increase the emphasis on foreign language courses at all levels of education, both as elective and graded courses. Programs were to be developed, and necessary measures were taken to meet the demand for teachers. Other decisions included encouraging foreign language instruction in certain fields in higher education, providing the required resources for academic staff to improve their foreign language skills at universities, and transforming universities into centers capable of implementing these measures.

The sixth five-year development plan (1990-1994) concluded that anticipated developments in higher education's economic and social structure, technological advancements, and Türkiye's European Union membership process necessitated prioritizing foreign language education. Decisions were made to prioritize English education in computer science, industrial engineering, informatics, teaching, health sciences, and electrical electronics. English instruction would also be prioritized based on demand in disciplines like management sciences, business, and international relations.

The seventh five-year development plan (1996-2000) included decisions to achieve school enrollment rates of 16% in preschool education, 100% in eight-year compulsory basic education, 75% in secondary education, and 31% in higher education (19% in formal education). Foreign language instruction across all levels of education would be restructured, emphasizing effective foreign language teaching over teaching other subjects in foreign languages. The focus was shifted to creating environments enabling individuals to learn a foreign language effectively.

The eighth five-year development plan (2002-2005) stipulated preparations to extend compulsory basic education to 12 years. Additionally, it was decided to prioritize creating environments conducive to effective foreign language learning at all levels of education rather than teaching other subjects in foreign languages.

The ninth five-year development plan (2007-2013) included measures to address the need for academic staff, especially in newly established universities. It was decided to enable students to participate in domestic and international academic staff training programs. Other measures included improving foreign language teaching to train the workforce needed during the transition to an information society and expanding methods that would allow information and communication technologies to be used effectively in lessons.

Finally, the tenth five-year development plan (2014-2018) emphasized starting foreign language education earlier and developing programs to ensure citizens acquire proficiency in at least one foreign language. The plan also aimed to increase the number of individuals with advanced foreign language proficiency and internationally recognized certifications, especially in the finance sector.

4. Conclusion and Discussion

As Monaghan and Hartman (2002, p. 33) state, "History is a vital indicator of the maturity, vitality, and growing self-awareness of any community, providing a foundation for a collective sense of direction and purpose" (Monaghan & Hartman, 2002, p. 33). Since the Tanzimat period, based on decisions made in areas such as economics, diplomacy, educational councils, official bulletins of the Ministry of National Education, National Education Councils, and Five-Year Development Plans, it has generally been desired for citizens to possess strong proficiency in a foreign language across the four language skills (speaking, writing, listening, and reading).

Foreign language teaching and teacher training policies began during the Ottoman Empire and became more systematic during the Republican era. During the Tanzimat period, priority was given to teaching Western languages such as French, German, and English, and these languages were expanded in military and civilian schools. In the late Ottoman period and the Republic's early years, foreign language teaching played an important role in efforts to strengthen relations with the West and achieve modernization.

In the Republican period, foreign language teaching and teacher training policies were shaped through National Education Councils and Development Plans. Beginning with the first National Education Council in 1939, many decisions were made regarding foreign language teaching and teacher training, leading to improvements in foreign language education. Notably, after 1946, educational institutes that trained foreign language teachers were established, and the duration of education at these institutes was extended.

The Five-Year Development Plans also significantly influenced foreign language teaching and teacher training. Since the first development plan, foreign language teaching has been an essential part of educational policies, with various measures taken to address teacher shortages and improve foreign language education. In particular, after the 1980s, several reforms were implemented to align foreign language teaching with European Union standards.

The findings from the documents examined in this study demonstrate that Turkish state authorities have been actively working on foreign language teaching for a long time. The content of the National Education Councils and Development Plans included items related to English teaching or teacher training and important decisions concerning the teaching and teacher training processes for other foreign languages. Languages such as French, German, and Arabic were also part of these processes. The decisions focused more on quickly reducing the existing teacher shortage than on improving foreign language teacher training programs.

As a country close to European Union membership, Türkiye must comprehensively review the efforts from the Ottoman Empire to the present and learn necessary lessons from past mistakes. A critical review process should be undertaken by conducting a detailed analysis of past decisions and evaluating

their effects and outcomes. Thus, the historical knowledge and experiences gained will contribute not only to foreign language education and teacher training policies but also to developing new and effective strategies in areas ranging from education to diplomacy and economics to technology. This historical perspective should form the foundation for policies that strengthen Türkiye's internal dynamics and international relations.

In summary, this study, which examines the process of foreign language teaching and foreign language teacher training in Türkiye, has compiled information from various sources using the document analysis method. The study reveals how foreign language teaching policies and practices have evolved and developed over time. Since the Tanzimat period, teaching foreign languages in Türkiye has been closely linked to modernization efforts. The findings of this study highlight the evolution of language education policies, from Ottoman attempts to address teacher shortages to modern initiatives aligning with European Union standards.

Statement of Researcher

Researchers' contribution rate statement:

Ferda Tokçalar: Conceptualization, methodology, software, investigation, validation, writing—original draft preparation, writing—review and editing, data curation.

Conflict statement:

The author declares that they have no conflict of interest.

Data Availability Statement: The data supporting this study's findings are available from the corresponding author upon reasonable request.

Funding:

This research did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors.

Presentation(s) or Awards at a meeting:

This research extends a study presented at IXth International Eurasian Educational Research Congress (2022)

Ethical Considerations:

This review research did not collect data from humans. The primary source of data is documents. Therefore, ethics committee permission was not required.

Author Biography

The author is a Ph. D graduate from Hacettepe University. She is a lecturer at Atılım University in the Department of Foreign Languages.

5. References

- Akyüz, Y. (2011). Osmanlı döneminden cumhuriyete geçilirken eğitim öğretim alanında yaşanan dönüşümler [Educational transformations in the process of transition from the ottoman period to the republic]. *Pegem Eğitim ve Öğretim Dergisi*, 1(2), 9–22. <https://dergipark.org.tr/tr/pub/pegegog/issue/22595/241348>
- Ataünal, A., & Özalp, R. (1977). *Türk Milli Eğitim sisteminde düzenleme teşkilatı [Regulatory organization in the Turkish National Education System]*. Milli Eğitim Basımevi.
- Aytaç, K. (1984). *Gazi M. Kemal Atatürk eğitim politikası üzerine konuşmalar [Speeches on Gazi M. Kemal Atatürk's education policy]*. Ankara Üniversitesi Basımevi.
- Boyacıoğlu, F. (2015). The historical development of foreign language education in the Ottoman Empire. *Procedia - Social and Behavioral Sciences*, 174, 651–657. <https://doi.org/10.1016/j.sbspro.2015.01.597>.
- Cha, Y.-K., & Ham, S.-H. (2008). Language education policy and management: The impact of foreign language on the school curriculum. In J. Cummins & N. H. Hornberger (Eds.), *Encyclopedia of Language and Education* (2nd ed.). <https://doi.org/10.1002/9780470694138.ch22>
- Demircan, Ö. (1988). *Dünden bugüne Türkiye'de yabancı dil [Foreign language education in Turkey from past to present]*. Remzi.
- Demirel, Ö. (2007). *ELT methodology* (4th ed.). Pegem.

- Devlet Memurları Yabancı Diller Eğitim Merkezi Yönetmeliği. [Regulation on the Foreign Languages Training Center for Civil Servants] (1974, January 10). *Official Gazette of the Republic of Türkiye* (No. 14764). Retrieved from <https://www.resmigazete.gov.tr>
- Dewey, J. (1929). The problem of Turkey. In J. Ratner (Ed.), *Characters and events: Popular essays in social and political philosophy by John Dewey* (Vol. 1, pp. 340–345). New York, NY: Henry Holt and Company.
- Ergin, O. (1977). *Türk Maarif Tarihi [History of Turkish Education]*. Eser Kültür.
- Klein, W. (1984). *Zweitspracherwerb: Eine Einführung [Second Language Acquisition: An Introduction]*. Athenäum.
- Küçüköğlu, B. (2012). The history of foreign language policies in Türkiye. *Procedia - Social and Behavioral Sciences*, 70, 1090–1094. <https://doi.org/10.1016/j.sbspro.2013.01.162>
- Ministry of National Education (MoNE). (n.d.). 1. *Milli Eğitim Şûrası [1st National Education Council]*. Retrieved June 18, 2019, from <http://ttkb.meb.gov.tr/www/milli-egitim-suralari/dosya/12>
- Ministry of National Education (MoNE). (n.d.). 2. *Milli Eğitim Şûrası [2nd National Education Council]*. Retrieved June 18, 2019, from http://ttkb.meb.gov.tr/MoNE_iys_dosyalar/2017_09/29164619_2_sura.pdf
- Ministry of National Education (MoNE). (n.d.). 3. *Milli Eğitim Şûrası [3rd National Education Council]*. Retrieved June 18, 2019, from http://ttkb.meb.gov.tr/MoNE_iys_dosyalar/2017_09/29164646_3_sura.pdf
- Ministry of National Education (MoNE). (n.d.). 4. *Milli Eğitim Şûrası [4th National Education Council]*. Retrieved June 18, 2019, from http://ttkb.meb.gov.tr/MoNE_iys_dosyalar/2017_09/29164715_4_sura.pdf
- Ministry of National Education (MoNE). (n.d.). 5. *Milli Eğitim Şûrası [5th National Education Council]*. Retrieved June 18, 2019, from http://ttkb.meb.gov.tr/MoNE_iys_dosyalar/2017_09/29164807_5_sura.pdf
- Ministry of National Education (MoNE). (n.d.). 6. *Milli Eğitim Şûrası [6th National Education Council]*. Retrieved June 18, 2019, from http://ttkb.meb.gov.tr/MoNE_iys_dosyalar/2017_09/29164847_6_sura.pdf
- Ministry of National Education (MoNE). (n.d.). 7. *Milli Eğitim Şûrası [7th National Education Council]*. Retrieved June 18, 2019, from http://ttkb.meb.gov.tr/MoNE_iys_dosyalar/2017_09/29164924_7_sura.pdf
- Ministry of National Education (MoNE). (n.d.). 8. *Milli Eğitim Şûrası [8th National Education Council]*. Retrieved June 18, 2019, from http://ttkb.meb.gov.tr/MoNE_iys_dosyalar/2017_09/29165001_8_sura.pdf
- Ministry of National Education (MoNE). (n.d.). 9. *Milli Eğitim Şûrası [9th National Education Council]*. Retrieved June 18, 2019, from http://ttkb.meb.gov.tr/MoNE_iys_dosyalar/2017_09/29165045_9_sura.pdf
- Ministry of National Education (MoNE). (n.d.). 10. *Milli Eğitim Şûrası [10th National Education Council]*. Retrieved June 18, 2019, from http://ttkb.meb.gov.tr/MoNE_iys_dosyalar/2017_09/29165120_10_sura.pdf
- Ministry of National Education (MoNE). (n.d.). 11. *Milli Eğitim Şûrası [11th National Education Council]*. Retrieved June 18, 2019, from http://ttkb.meb.gov.tr/MoNE_iys_dosyalar/2017_09/29165200_11_sura.pdf
- Ministry of National Education (MoNE). (n.d.). 12. *Milli Eğitim Şûrası [12th National Education Council]*. Retrieved June 18, 2019, from http://ttkb.meb.gov.tr/MoNE_iys_dosyalar/2017_09/29165252_12_sura.pdf
- Ministry of National Education (MoNE). (n.d.). 13. *Milli Eğitim Şûrası [13th National Education Council]*. Retrieved June 18, 2019, from http://ttkb.meb.gov.tr/MoNE_iys_dosyalar/2017_09/29165326_13_sura.pdf
- Ministry of National Education (MoNE). (n.d.). 14. *Milli Eğitim Şûrası [14th National Education Council]*. Retrieved June 18, 2019, from http://ttkb.meb.gov.tr/MoNE_iys_dosyalar/2017_09/29165401_14_sura.pdf
- Ministry of National Education (MoNE). (n.d.). 15. *Milli Eğitim Şûrası [15th National Education Council]*. Retrieved June 18, 2019, from http://ttkb.meb.gov.tr/MoNE_iys_dosyalar/2017_09/29165430_15_sura.pdf
- Ministry of National Education (MoNE). (n.d.). 16. *Milli Eğitim Şûrası [16th National Education Council]*. Retrieved June 18, 2019, from http://ttkb.meb.gov.tr/MoNE_iys_dosyalar/2017_09/29165513_16_sura.pdf
- Ministry of National Education (MoNE). (n.d.). 17. *Milli Eğitim Şûrası [17th National Education Council]*. Retrieved June 18, 2019, from http://ttkb.meb.gov.tr/MoNE_iys_dosyalar/2017_09/29165619_17_sura.pdf
- Ministry of National Education (MoNE). (n.d.). 18. *Milli Eğitim Şûrası [18th National Education Council]*. Retrieved June 18, 2019, from http://ttkb.meb.gov.tr/MoNE_iys_dosyalar/2017_09/29170222_18_sura.pdf
- Ministry of National Education (MONE). (1972). *Orta öğretim programındaki yönelmeler (1924–1970) [Trends in the secondary education curriculum]*. Milli Eğitim Basımevi.
- Ministry of National Education (MoNE). (1988, October 31). *Basamaklı Kur Sistemi Yönergesi. Tebliğler Dergisi*, 2272. Retrieved from <http://dhgm.meb.gov.tr/tebligler-dergisi/1988/2271-ekim-1988.pdf>
- Monaghan, E. J., & Hartman, D. K. (2002). Integrating the elementary language arts: A historical perspective. In D. Lapp & D. Fisher (Eds.), *Handbook of research on teaching the foreign language arts* (3rd ed., pp. 33–35). Routledge.
- Nunan, D. (2003). The impact of English as a global language on educational policies and practices in the Asia-Pacific region. *TESOL Quarterly*, 37(4), 589–613.
- Ortaylı, İ. (2006). *Son imparatorluk Osmanlı [The last empire: The Ottomans]*. Timaş.
- Sarıçoban, G. (2012). Foreign language education policies in Turkey. *Procedia - Social and Behavioral Sciences*, 46, 2643–2648. <https://doi.org/10.1016/j.sbspro.2012.05.539>.

- Sönmez Boran, G. (2011). A critical overview of language teacher education in Turkish education system: From 2 nd constitutional period onwards (1908-2010). *Procedia - Social and Behavioral Sciences*. 15, 186-190. <https://doi.org/10.1016/j.sbspro.2011.03.071>
- Yaman, İ. (2018). Türkiye'de İngilizce öğrenmek: Zorluklar ve fırsatlar [Learning English in Turkey: Challenges and opportunities]. *Rumelide Dil ve Edebiyat Araştırmaları Dergisi*, 161-175. <https://doi.org/10.29000/rumelide.417491>
- Yıldırım, A., & Şimşek, H. (2016). *Sosyal bilimlerde nitel araştırma yöntemleri [Qualitative research methods in social sciences]* (11th ed.). Seçkin.