Where Do the Problems in the Turkish Foreign Language Education Stem From?

Ali IŞIK [1] & Birgen IŞIK [2]

ABSTRACT

Turkey has invested a lot in foreign language education; however, the expected goals are not likely to be acknowledged yet especially in English as a foreign language (EFL) education. This paper aims at uncovering the factors causing inefficiency in the Turkish foreign language education system and then offering suggestions to overcome stated problems. The paper points out that the problems causing inefficiency in foreign language education mainly stem from adopted foreign language education approach, foreign language education planning policy, teacher education/training system, adopted teaching materials, and measurement and evaluation system. The paper concludes with a discussion about how to overcome these problems. It offers a meaning-based foreign language education method trying to expose students to a massive number of comprehensive samples of a target language. Naturally, such a shift in language education method, calls for materials and measurement evaluation compatible with the method. As the teachers are one of the agents of the foreign language education process and any innovation can only be realized with teachers, teacher training needs to be planned systematically as an ongoing event. Finally, all these changes can only be potentially realized by the authorities who determine the foreign language policy by scientifically exploiting data obtained through context and needs analysis.

Key Words: Foreign language education, teacher training, ELT materials, language acquisition, language program development, foreign language education policy

Yabancı Dil Eğitimindeki Sorunlar ve Nedenleri

ÖZET

Bu çalışma, Türk yabancı dil eğitim sisteminde verimsizliğe neden olan faktörleri ortaya çıkarmayı ve daha sonra belirtilen sorunların üstesinden gelmek için önerilerde bulunmayı amaçlamaktadır. Çalışma, yabancı dil eğitiminde verimsizliğe neden olan sorunların olarak benimsenen yabancı dil eğitimi yaklaşımı (yabancı dil yapılarını öğretmek = yabancı dil öğretimi) yabancı dil eğitimi planlama politikası, öğretmen eğitim sistemi, kullanılan öğretim materyalleri ve ölçme ve değerlendirme sisteminden kaynaklandığına işaret etmektedir. Bu makalede, bu sorunların nasıl aşılacağı hakkındaki önerilerle sona ermektedir. Yöntem olarak, yabancı dilin bir öğrenme ve iletişim aracı olarak kullanılmasını öngören anlam odaklı yöntem önerilmektedir. Bu yöntem, öğrencilerin bol miktarda ilginç ve anlaşılabilir girdi almalarını öngörür. Doğal olarak, dil eğitimi yönteminde böyle bir değişim, yönteme uygun materyal ve ölçme-değerlendirme gerektirmektedir. Öğretmenler yabancı dil eğitim sürecinin temsilcilerinden biri olduğundan ve her türlü yenilik sadece öğretmenlerle gerçekleştirilebildiğinden, öğretmen eğitiminin sistematik olarak devam eden bir etkinlik olarak planlanması gerekmektedir. Son olarak, tüm bu değişikliklerin, ancak bağlam ve ihtiyaç analizi yoluyla elde edilen verilerin bilimsel olarak işlenmesi ile ortaya konulacak yabancı dil politikası ile gerçekleştirilebileceği vurgulanmıştır.

Anahtar Kelimeler: Yabancı dil eğitimi, öğretmen eğitimi, yabancı dil materyalleri, dil edinimi, yabancı dil programı geliştirme, yabancı dilde ölçme ve değerlendirme

[1] Doç. Dr., İstinye Üniversitesi, isikal@hotmail.com, ORCID: 0000-0002-3305-7922

[2] İngilizce Öğretmeni., Kabataş Erkek Lisesi, birgen_isik@hotmail.com

1. Introduction

We have set up foreign language preparatory classes, founded private schools, increased the number of lesson hours for foreign languages in the curriculum, started foreign language lessons at an earlier age; private institutions offering foreign language courses have emerged, etc. In short, we have spent so much time, resources, labor, energy, but foreign language, especially English has always remained a problem and we could not avoid being the last in a foreign language proficiency among European countries.[3] So, What are the roots of the problems in Turkish foreign language education? The main reason for this is the wrong approaches implemented in foreign language education. Secondly, they are misapplications in the measurement and evaluation system that both stem from and consolidate approach-related procedural errors. Finally, there is no foreign language planning that is based on requirements and context/needs analysis to implement customized foreign language education in our country.

2. Approach and Method-Related Problems

In Turkey, knowing a foreign language is generally held to be equivalent to knowing its grammar rules and vocabulary. As in mathematics and science lessons, the focus is on teaching or memorizing grammar rules and words directly or indirectly; through practice, they are expected to be internalized and used for communication. This approach has been proved to be false and inefficient, however in foreign language education somehow it has managed to survive (Isik, 2018). The picture gets clear when the course materials prepared in the 1960s, 1980s, 2000s, and the ones prepared now are evaluated, it can be said that they are getting better in terms of face validity, technology is exploited more increasingly, target forms are not given directly but embedded in an artificially constructed texts, daily use of language has a role, leaners are forced to participate, etc. However, the organizing principle of the materials (the approach) is almost the same, even the topics (Isik, 2018). The following example in our mother tongue, Turkish, clarifies why the everlasting traditional approach fails in foreign language education:

"Sorular çalıştıklarınızdan mı çıktı?" (Were the questions (asked on the exam) from among the ones you had studied?)

Before examining the whole sentence, let's just focus on only one word from the sentence:" çalıştıklarınızdan mı". Do we know its stem and affixes and their functions? Let's try to do it.

Here is the answer:

Çalış	tık	lar	ı	nız	dan	mı
root	*derivational suffix*	*plural*	*auxiliary sound*	*2ndperson plural possessive*	*case (ablative)*	*interrogative suffix*

When using this word in our daily lives, do we know and remember the rules about the root and suffixes of the word "çalıştıklarınızdan mı?" and apply them one by one?" The answer is of course "No". Then, how do we comprehend and produce this word correctly although we may not know its grammar consciously? As can be seen, it is difficult to cope with a word even if it is in our mother tongue in terms of grammar rules. In other words, although we use a word easily, we may not explain the grammar rules related to it. To conclude, it can be said that knowing a language doesn't mean

---

[3] Web Link : http://www.milliyet.com.tr/turkiye-nin-ingilizce-notu-egitim-1969793/ (Accessed on 26.01.2020)

consciously knowing the grammar rules (as if they were mathematical formula); likewise, knowing the grammar rules consciously doesn't mean knowing a language, either. Thus, the failure in foreign language education stems from the approach which equates knowing a language to knowing its grammar rules.

Imagine that Turkish is taught to a foreigner using the common foreign language education methodology in Turkey. The focus is on the word "çalıştıklarınızdan mı" again. First, the learner needs to know its root and suffixes and their functions. Then s/he has to master vowel harmony rule realized in the allomorphs of the suffixes, that is, s/he needs to know "çalışdiklarimızden" is ungrammatical and "çalıştıklarımızdan" is grammatical, although all the suffixes are allomorphs. The task of the learner is not over yet. At the same time, this learner also learns the order of these suffixes; not "çalışmıdantıkmızılar" but "çalıştıklarımızdan mı", even though all the suffixes are the same in the ungrammatical one except for the order. After all, s/he needs to know what that word means, its form and function in the sentence, its relation to the other constituents in the sentence. The student could not even move to the sentence level yet. S/he has to do so many different and complex operations at the word level.

Also, given the fact that the human brain can consciously pay attention to one thing only at a time, it does not seem possible for a learner to consciously perform multiple actions (root-suffix analysis, knowing their functions, remembering and applying vowel harmony rule and suffix-sequence rule) at the same time. Hence, it is not possible to learn any foreign languages with a grammar-based approach. This is the main issue in foreign language education in Turkey (Ellidokuzoglu, 2017). It aims at the mastery of target language forms, "knowledge about target language" which is associated with the mastery of target language itself.

2.1. Unavoidable Habits

The traditional form-focused approach to foreign language education in Turkey stems from Latin education in Europe and foreign language education practices in the Ottoman Empire. Since Latin is a dead language and not used in everyday life, a language education approach specific to Latin emerged in Europe. The purpose of Latin education is not to teach it as a means of communication in daily life, but to help learners understand and appreciate Latin works from aesthetic, religious and cognitive aspects. As a result, a foreign language learning methodology in which Latin texts were read, analyzed, studied, and translated, and the Latin grammar rules are memorized and practiced mechanically emerged in Europe. For a dead language, such a foreign language education methodology could be reasonable.

The method used in the Ottoman Empire was not different from the one used in Europe for Latin. Ottoman foreign language education also focused on the study and comprehension of the works in the two important languages of the time, Arabic and Persian. The purpose was not to use these languages for communication, but on the analysis, literary appreciation of the texts and awareness of the grammar rules (Kucukoglu, 2012). In general, a foreign language education system in which Arabic and Persian texts were studied and analyzed, Arabic and Persian grammar rules were memorized and practiced became a norm (Akyuz, 1993; Celebi, 2006; Demircan, 1988; Demirel, 2003). With the Westernization movement, Western languages were started to be taught in the Empire. Together with those languages European language teaching methodology, which was not different from the Ottoman methodology, was also transferred from Europe. As a result, a foreign language education philosophy, blending the system used for Arabic and Persian education with the European-

style foreign language education system adopted with westernization, emerged in the Ottoman Empire. That form-focused blend has survived, been handed down and formed the current practice in foreign language education in Turkey, which has formed the source of problems consequently. This traditional method, which claims that a foreign language can only be mastered by examining its structural features, memorizing its grammatical rules and lexical items and consolidating them by means of a lot of mechanical exercises at the level of sentences in artificial contexts, continues its existence effectively in today's foreign language education system. (Brown, 2007; Ellis, 2015; Richards & Rodgers, 2007). Although the research and theoretical discussions in the field of foreign language education have serious implications for innovation, there are many academics, many academic studies, graduate and undergraduate programs, in-service teacher training and certification programs in foreign language education programs, the traditional approach to foreign languages has managed to be in effect (Ellis, 2015; Krashen, 2000; 2003; 2015; 2016).

3. How to Learn Foreign Language?

3.1. What Happens in the Brain when Learning a Language?

People are born with an inborn language capacity and have a genetic potential to pick up any languages. Ellidokuzoglu (1999) explains the role of this genetic capacity with a metaphor:

> "Do you know that the only species that succeed drowning is a human being? It is not a matter of the weight of our bodies. Because, the elephants that are much heavier than people, they just release themselves into the water and float. What is strange and worse for human beings is that the more they struggle not to get drowned the deeper they go into the water. Human beings' conscious struggle for swimming deprives them of floating/swimming.

> It is interesting that the newborn babies don't flop in the water and keep themselves on the surface of the water naturally. Another area that children surpass adults is language acquisition. Adults strive a lot to learn a new language whereas children easily acquire their mother tongues. In spite of having the better cognitive capacity and problem-solving skills, adults cannot be as successful as the children in language learning. Once again, the conscious struggle for learning a language deprives adults of acquiring a language easily and naturally exploiting the innate capacity for acquisition. While learning how to swim, the first step is to know that there is an innate capacity to float, likewise while learning a language, the thing we should know is that we have an innate capacity for acquiring a language which keeps its existence throughout our lives." (Ellidokuzoglu, 1999, p. 2)

As Ellidokuzoglu (2017) mentioned, there is a natural language acquisition device specialized for language acquisition in the human brain. This innate potential controls and directs the whole language acquisition process. The magic is to activate this innate potential (Chomsky, 2016; Yang, Crain, Berwick, Chomsky, & Bolhuis, 2017). In other words, language acquisition phenomenon does not occur as a result of conscious efforts for learning. It is the process of activating the innate mechanism as in the flower seed simile: Nobody can teach a flower seed anything about how its color, height, the shape of leaves, the scent will be. What is done is to activate the innate potential of that seed. When the required optimum environment, namely the necessary temperature, light, and moisture is provided, that potential gets activated automatically; it gradually sprouts; branches out;

comes into leaf; blossoms; colors and smells. Likewise, what should be done for language acquisition is only to prepare the conditions to activate the innate potential.

3.2. Acquisition and Learning

There are two ways that people can improve their target language knowledge and skills: acquisition and learning. Using a foreign language naturally can only be possible through "acquisition." Acquisition is a specific subconscious process that doesn't resemble any other kind of learning. The only process that resembles target language acquisition is the first language acquisition. Krashen (2009) discusses the issue succinctly:

> "The first way is language acquisition, a process similar, if not identical, to the way children develop ability in their first language. Language acquisition is a subconscious process; language acquirers are not usually aware of the fact that they are acquiring language, but are only aware of the fact that they are using the language for communication. The result of language acquisition is acquired competence which is also subconscious. We are generally not consciously aware of the rules of the languages we have acquired. Instead, we have a "feel" for correctness. Grammatical sentences "sound" right, or "feel" right and errors feel wrong, even if we do not consciously know what rule was violated.

> Other ways of describing acquisition include implicit learning, informal learning, and natural learning. In non-technical language, acquisition is "picking-up" a language" (Krashen, 2009, p. 10).

Learning is a conscious process that people attain as a result of conscious study/instruction. Krashen (2009) explains the learning process as follows:

> "The second way to develop competence in a second language is by language learning. We will use the term "learning" henceforth to refer to conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them. In non-technical terms, learning is "knowing about" a language, known to most people as "grammar", or "rules". Some synonyms include formal knowledge of a language or explicit learning." (Krashen, 2009, p. 10)

In learning what is learned is divided into its constituent elements and they are examined consciously one by one. Consequently, they are expected to be automatic through plenty of exercise and practice. Learning adopts a "domain-general" perspective, underlying cognitive processes are the same for all learning. Thus, language learning is not different from any other type of learning from different domains such as touch-typing, driving and learning mathematical rules. However, the research has shown that the consciously learned grammar rules are only of use when the focus is on grammar and on grammar exams; they are of no use during the course of a fluent and natural speech. (Elllidokuzoglu, 2008; 2017; Krashen, 2000; 2003; 2009; 2011; 2015; 2016).

There is no transition between acquisition and learning. The things that are learned consciously cannot be transferred into the subconscious; that's to say, it does not become acquisition (Krashen, 2009; Elllidokuzoglu, 2017). The subject can be explained by the example of a swimming lesson. Suppose that a non-swimming learner attends a swimming course and is taught theoretical knowledge about swimming. S/he is also given an exam and gets successful on that exam measuring

the student's knowledge of swimming. If at the end of the course the student is called to swim in the sea or pool, the result is disastrous. Why? The learner was not taught swimming, but only "theoretical information about swimming" was given to her/him. Likewise teaching a language with an approach based on language forms is only to give information about the foreign language being taught, not to teach that language. Anything that is learned consciously cannot be taken into acquisition. Accordingly, there is no transition between acquisition and learning (Krashen, 2015).

3.3. Natural Order

While people are acquiring their mother tongue and any other languages, they follow a natural order, an internal syllabus, regardless of the type of the language education they receive (on the street or at school or at home), their age, and their mother tongue. This order is immune to the external effects and it doesn't change. Even if one language component is repeated thousand times and examined in different activities, that component cannot be acquired until its natural internal syllabus unfolds and permits to be acquired. No learning techniques can change this order. For instance, third-person singular "–s" in English (He speaks English very well) is one of the last acquired components although it is taught in the first weeks of the language program. Therefore, the students usually make mistakes while using it in natural contexts despite specific practices to teach it. Even the learners at the advanced level make mistakes when using it especially in embedded sentences (Krashen, 2009; Ellis, 2015; Truscott, 2007). This is a good example of the fact that Language Acquisition Device (LAD) works independently from the outer effects and the human brain sets the language acquisition syllabus (Chomsky, 2016).

3.4. Compelling Comprehensible Input

The only necessary thing to activate LAD is comprehensible input. The input itself isn't adequate; it should also be comprehensible. In order for the brain to process any information, there should be relevant schemata in the brain. This can be explained with an envelope example. If there is only the name of a receiver on the envelope, it is not possible for it to be sent to the correct address. In order for this envelope to reach the receiver, there should be some information such as the name and surname of the receiver, the country, city, street, and the number of the apartment and flat. In the same way, the information that comes to the brain should be comprehensible so that it can be processed and attached to the related schemata. For example, if someone doesn't know any Russian, it is not possible for her/him to learn Russian by watching Russian television from morning till night. Acquisition cannot occur when the input isn't comprehensible. The easy way to get comprehensible input is to read, watch, and listen a lot (Cho, 2006; 2007; Cho & Kim, 1999; Krashen, 2004; 2007; Krashen & Ujiie, 2005). Moreover, the input must not only be comprehensible but also compelling. The tasks are to be so interesting and absorbing that learners need to be taken away (Krashen, 2017a; Krashen, Lee, & Lao, 2017).

The studies carried out by Isik (2000) and Sari (1996; 2013) supported this view. High school students who did approximately 500-hour listening and 3000-4000 page reading with minimum emphasis on speaking/writing and grammar during the preparatory class were more successful than the students following the grammatical curriculum. Students who received more comprehensible input became superior not only in listening and reading skills but also in speaking/writing and even in grammar. In other words, they can shoot five birds with a stone.

In another unpublished study carried out by a team of English language teaching (ELT) teachers responsible for EFL program innovation, the effectiveness of meaning-based EFL instruction was evaluated, and similar results were obtained. In 2014, 2015, and 2016, two groups of high school students, who took approximately the same class hours in English by using two different methodologies were compared. The experimental group received comprehensible input-oriented instruction while the control group form-focused. The Oxford Placement Test, which is an international exam, was given online to the groups at the end of each academic year. On average, each year the control group improved by 2%, while the experimental group achieved a 14% improvement. These results demonstrated the feasibility and effectiveness of a comprehension-oriented approach in foreign language education.

3.5. Creating a Communicative Environment

Language is used to interact with others. No one chooses adjectives, pronouns, passive verbs, etc. as a topic of conversation in daily communication. On the contrary, s/he employs them to communicate. In the same way, the fact that a language is a means of communication needs to be reflected in foreign language activities both in and out of the classroom. The focus and practice of language structures for communication only contribute little to foreign language proficiency. This can be explained as follows: When children picking up Turkish are observed; it is seen that adults do not follow form-focused programs to teach them Turkish. They never say "yes, we will learn the simple past today" and they are far from worrying about teaching such things. They just try to communicate with the children. Likewise, the focus must be on the message when picking up a foreign language. As long as the language is used for communication, comprehensible input is provided, the brain automatically activates its inborn program (Krashen, 2016; Long, 2015).

3.6. Affective Factors

Another factor determining success in foreign language education is affective. The level of motivation, self-confidence, and anxiety affect foreign language success. First of all, to create optimal conditions for language learning it must be remembered that everyone has the potential to acquire a foreign language regardless of age and intelligence. In other words, there is no need for panic, learners are equipped with a potential (Chomsky, 2016) and that potential can be activated with the help of an appropriate methodology. Especially learners should not be afraid of making 'mistakes'. As mentioned above, there is a natural order everyone goes through in language acquisition. (Brown, 2007; Ellis, 2015; Krashen, 2015; 2016; Long, 2015). Making mistakes, for this reason, is a natural result of the level of the learners which allows such production at that level. So, not making mistakes but making mistakes is a natural result of the acquisition process. In addition, a foreign language can be transformed into a tool and entertainment by reading, watching and listening in a foreign language in relation to interests and needs. The most optimal condition in this regard is to get absorbed in the activities and forget in which language that they are carried out (Krashen, 2016). Moreover, it is necessary for the student to avoid negative affective factors such as fear, stress, extreme excitement. To sum up, everyone has a natural potential to learn any languages; anyone can learn any foreign languages. All that has to be done is to activate this potential by getting plenty of foreign language input while engaging in interesting, "compelling" activities (Krashen, 2015; 2017a; 2017c).

3.7. Foreign Language Teachers

When the education backgrounds of foreign language education teachers, especially English teachers, are examined, what is found is surprising because they are of different academic backgrounds and even some of them had no training in language teaching. Demircan (1988), Celebi (2006) and Isik (2008) list the background of English teachers as follows: the ones who studied in any departments in an English-medium university and received English education at one of the A, B or C levels, the ones who completed 2-year English Language Programs via distance education, the ones who completed the "common summer school language teaching programs" of 2-year teacher training programs, the ones who participated in intensive one-or two-month teacher training programs which were equated to 2-year English language teacher training programs between 1978-1980, the ones who passed the assistant English teacher exams administered by the Ministry of Education from time to time, the ones who graduated from any departments of an English-medium universities, the ones who graduated from Open University English Language Teaching programs implemented in 2002, and the ones graduated from regular English Teaching Departments. In addition, the graduates of Western Languages, English Literature, American Literature, Linguistics, American Culture Studies, English Literature and Cultural Studies, American Literature and Cultural Studies, Translation and Interpreting have served as English teachers.

As seen above, when the educational background of foreign language teachers is taken into consideration, there are a number of teachers who had no education and training on language teaching (Demircan, 1988; Celebi, 2006). Especially those teachers who did not graduate from foreign language teacher education programs equate "teaching a foreign language" to "teaching about a foreign language (focusing on target foreign language forms"). They have no or little idea of how to teach a foreign language and they try to teach as they were taught a foreign language. Unfortunately, the graduates of foreign language teaching departments continue to have the same language teaching approach. Another problem is that the academic course schedule of foreign language education departments at universities is generally based on expert opinion, not on the data obtained from the needs and context analysis. The teacher training programs organized by the Ministry of Education are not promising, either (Alagozlu, 2017). When examined vigilantly, it can be noted that the 2023 education vision of the Ministry of Education is far from offering a systematic, ongoing teacher training scheme[4]. Moreover, there is no information about how and how often teacher training is carried out and what percentage of foreign language teachers receive teacher training. Furthermore, in the 2023 education vision document, no information is given about the teacher training approach and its content. In short, the document just includes commonplace expressions and it shows that the Ministry of National Education does not have a satisfactory, all-encompassing professional teacher development plan for all the foreign language teachers, which is developed over the years to offer teacher training to teachers in specific periods in their teaching careers. The Ministry continues to offer in-service training to a limited number of teachers without analyzing their needs and without making sufficient use of the competent academicians in the field. Consequently, the training turns into planning an activity for the sake of planning it.

In addition, there are problems in coordination between the Ministry of Education and the Board of Higher Education to inform the teacher about the current theories ad practices in foreign language education (Demirel, 1991). The academic contents of foreign language teaching programs at

---

[4] Web Link : https://2023vizyonu.meb.gov.tr/ (Accessed on 26.01.2020)

universities and the syllabi, materials, and expectations of the Ministry, and classroom reality do not generally match. What is taught at the universities and what is practiced at schools may differ. Similarly, there seems to be little coordination between these two parties to offer in-service teacher training programs to foreign language teachers. In short, the universities and the Ministry of Education far from providing the necessary communication and coordination (Demirel, 2003; Isik, 2008).

As a result, the mistakes and shortcomings in the foreign language teacher education and the system of teacher recruitment have fostered the continuation of the traditional method which aims at teaching language forms.

3.8. Foreign Language Education Materials

In addition, as the foreign language books developed and used by the Ministry of Education are examined, it can easily be concluded that they have major problems. Although the visual qualities of foreign language textbooks have been improved and have benefited technology in certain ways, it seems that basically the traditional method also dominates these materials. In the major topics such as foreign language education theory, learning theory, language theory, methods and techniques, student role, teacher role, and approach to language skills, these books are prepared under the influence of traditional foreign language education concept and are unlikely to meet the qualities demanded from current materials and requirements of a modern foreign language education program (Harwood, 2014; Isik, 2011; McGrath, 2013; Richards, 2006; Tomlinson, 2003; 2013).

3.9. Assessment and Evaluation

What is done in the classroom and what is asked on the exam are interwoven (Hatipoglu & Ercetin, 2014). Learners study according to what they are tested about and teachers teach accordingly. The nation-wide exams, both proficiency and achievement, test the structural characteristics of the foreign languages and comprehension of short texts. In other words, the testing system also follows the traditional approach criticized because of its limited scope and its inefficiency to reflect the actual language performance of learners. Considering the backwash effect, it can be concluded that these testing instruments also support the continued existence of the traditional method described above, which forms the basis of the foreign language problem in our country. Learners naturally study according to the contents of the exam in order to succeed on it, and pay lip service to meaningful, communicative activities which are no help on the test Teachers focus language forms and short texts so that learners get successful on the nation-wide tests, even if they may not want to do so. Thus, the traditional method focusing on language forms and teaching about the language, not the language, is nourished by the measurement and evaluation system and subsequently, a vicious cycle occurs (Brown, 2004; Brown, 2005; Combee, Folse, & Hubley, 2011; Douglas, 2010).

3.10. Foreign Language Planning

Another fundamental problem with foreign languages is that there is no real foreign language planning (Batdi, 2017; Demirel, 2003, Ulum, 2015). Decisions are based not on scientific data but on the personal opinions of persons. The Board of Education and Discipline, which is responsible for foreign language education policy and planning, also has problems fulfilling this task. Since the foreign language member in that committee is appointed and taken out of office by the Ministry of Education, it is difficult to maintain continuity in terms of foreign language policy. Moreover, the academic qualifications of the member may not suffice for such a post although s/he takes nation-wide

decisions. Unless decisions and applications are based on a solid and data-based approach, a realistic foreign language education policy reflecting the needs of the country is difficult to form and implement in Turkey (Bayraktaroglu, 2014; Demirel, 2003; Isik, 2008).

4. Suggestions

4.1. Formation of a Foreign Language Education Coordination Board

First and foremost, a Foreign Language Education Coordination Board is needed to be formed to plan and implement a data-driven foreign language policy complying with the realities and needs of Turkey. That committee can help solve the disconnection among different institutions at different levels by organizing foreign language education in a developmental, overlapping step-wise fashion. This committee who can carry out needs and context analysis and in relation to research data can first determine a general goal of foreign language education and then work on foreign language policy to realize that goal (Bayraktaroglu, 2014). Later on, it can be envisaged by specifying sub-goals for institutions for different levels and foreign language programs for each level and institution can be planned and implemented. In other words, as a holistic foreign language education system consisting of constituent subsystems can be organized. Moreover, the Board coordinate and control foreign language education and serve as a counselor in all foreign language education-related issues, from foreign language teacher training system, methods, foreign language course materials to assessment. In this way, a foreign language model that overlaps with our country's realities may be realized.

4.2. Planning Foreign Language Education

The most important task for the Coordination Board mentioned above will be foreign language planning. Planning a foreign language education based on realistic and scientific data is considered to be a basic condition for an appropriate and successful education. For this, it is necessary to carry out the processes summarized below when planning any language education, either at the macro or micro-level (Canagarajah, 2006; Kumaravadivelu, 2003; 2006; 2013; 2016; Richards, 2001; Woodward, 2002). For this reason, the following elements need to be taken seriously in order to efficiently implement the above-mentioned foreign language education system. These factors interact with each other and there is a non-linear, cyclic interaction between them (Graves, 2000; Belcher, 2006; Kostka & Bunning, 2016; Tomlinson & Masuhara, 2017).

4.2.1. Data Collection and Analysis

Language planning is directly related to the context in which it is realized. The data obtained about the factors such as economic, social, political, cultural factors, international relations, international and national politics, the needs and interests of society and individuals, the quality and quantity of educational staff, the materials at hand, the required material resources are all needed to be evaluated scientifically. The data and its analysis form the initial stage of planning foreign language education around an overall goal and implement it accordingly.

4.2.2. Determining Objectives

By considering the factors mentioned above, realistic and relevant language education goals are determined according to the interests and needs of the individuals and society.

4.2.3. Planning

After the objectives are determined, issues such as what to teach and how to teach, how to test, what kind of materials are needed, teacher and student roles are determined.

4.2.4. Syllabus Design, Materials Development

According to the plan, a tentative syllabus is designed and initial materials are produced. If materials cannot be produced, then the candidate course materials are determined.

4.2.5. Pre-implementation (Piloting)

A pre-implementation is carried out to test the appropriateness and relevance of the planning, syllabus, and materials. In accordance with the data obtained, the is reviewed again, if necessary.

4.2.6. Revising the Plan, Syllabus and Developing Materials

Based on the data obtained at the piloting stage, the plan and the syllabus are revised. All the materials required for implementing the syllabus are produced, if not produced the most appropriate ones are adopted from among the candidate ones are adopted.

4.2.7. Application

The planned program is applied carefully and the program evaluation and development studies are continued continuously by collecting the data.

4.2.8. Attitude Assessment

A foreign language education program has no chance of success if is not approved by students and teachers, even if it is realistic and scientific. For this, the findings from teachers, learners, and authorized institutions need to be taken into consideration and necessary changes are to be made in the program.

4.2.9. Measurement-Evaluation and Re-planning

The success and longevity of a program are possible through continuous assessment and re-planning studies. The factors presented above reflect a cyclical relationship, not a linear one. Measurement-evaluation and re-planning guarantees revision and adaptation of the program, which makes keeping it relevant, up-to-date and alive.

4.3. Creating a New Foreign Language Curriculum

As each context is unique, there is a need to develop original foreign language programs for each one (Bax, 2003; Belcher, 2006; Byram & Grundy, 2002; Kostka & Bunning, 2016; Richards, 2001). The efficiency of a foreign language program depends on the careful study of the target population and analysis of the data about it. Foreign language education takes place within a context, not a vacuum. Therefore, the success of foreign language education is also proportional to the realities of that context (Mishan & Timmis, 2015). For this reason, a common foreign language program addressing all countries and situations is impossible. Our country should plan and implement a customized foreign language education for its own context. It is likely to be more effective and economical than the ready-made ones imposed by the center countries (mainly the UK and USA) that dominate the (English) language education through producing theories and materials in the field (Byram & Grundy, 2002; Kumaravadivelu, 2003; 2013).

Another benefit of foreign language education stemming from the realities of our country is the effective use of limited national resources. In addition, the studies planned by the Turkish academicians are likely to support their professional development in a foreign language and at the same time, they become a tool for their self-confidence and creativity. In such a context, foreign

language teachers and specialists, who are able to produce their own language foreign teaching philosophy materials in accordance with our country's own needs and objectives, avoid the unilateral flow of information from the central countries (Isik, 2005; 2008; 2013a; 2013b; Pennycook, 1996).

4.4. Making Methodological Changes

Language is a means of communication and learning in everyday life, not an end. In other words, a language is a tool that makes interaction and exchange of information possible. When communicating, people do not speak or write about language rules/forms (possessive pronouns, time suffixes, if clauses, etc.) but they use them to communicate their messages. For this reason, foreign language education should be planned in such a way that the natural function of language should be reflected in language tasks, in other words, in language education, the target language must be used as a means of learning and communication (Long, 2015).

Moreover, the most important factor influencing foreign language education, especially in the early stages, is comprehensible input. Success in a foreign language program is directly related to the quality and quantity of comprehensible input learners obtain. In foreign language education, it is not possible to reach the targeted goals by teaching language forms and ignoring rich comprehensible input (Krashen, 2003; Ellis, 2015). In summary, the only way to learn a foreign language is to expose learners to rich compelling comprehensible input. For this reason, both in-class and out-of-class settings should be prepared in such a way that learners can obtain an ample amount of input. Even more importantly, this foreign language education method must be put into practice. When scrutinized vigilantly, the updated ELT curricula[5] and 2023 education vision of the Ministry of Education show that no specific foreign language education approach is suggested. Moreover, the expressions from The Common European Framework of Reference for Languages (CEFR) are transferred into the curricula without receiving any evaluation in terms of its suitability in the Turkish foreign language education context. The document is enriched by the popular expressions from the popular ELT reference books without referring to the approach adopted to help realize these objectives, which is the root of the problem. Therefore, unless the methods of teaching a foreign language are not specified and the habitual, conventional foreign language teaching methods stated in these documents are not replaced, it is likely that the already-existing problematic traditional method will continue to manifest itself, hindering proper language education. Thus, the long-lasting foreign language issues are not likely to be solved until a drastic change in the foreign language teaching method compatible with the Turkish context is implemented.

4.5. Using Foreign Language Materials as a Rich Comprehensible Input Tool

Foreign language materials should be organized both in- and out-of-class settings in such a way that leaners get compelling comprehensible input while engaging in tasks that appeal to their interests and needs (Angell, DuBravac, & Gonglewsk, 2008; Krashen, 2003). In particular, the internet is a valuable resource to individualize language learning and obtain comprehensible input from very different, unlimited resources. Moreover, it also helps decrease affective filter; since there is an impersonal interaction between computers/software, learners are not afraid of making mistakes repeat the same tasks as much as they want; there is no peer pressure and teacher authority, thus they can proceed at their own pace. Coursebooks should also aim at providing rich comprehensible input, not teaching grammar rules (Krashen, 2011; 2017a; 2017b). It should also be remembered that the foreign language

---

[5] Web Link : http://mufredat.meb.gov.tr/Dosyalar/201812020472656-OGM%20INGILIZCE%20PRG%2020.012018.pdf (Accessed on 26.01.2020)

coursebooks also have teacher training function, which is especially important for novice teachers and foreign language teachers who have not graduated from foreign language education departments. From this point of view, foreign language coursebooks prepared by expert academicians considering current research and ideas in foreign language education can be invaluable tools to eradicate traditional approach and implement comprehension-based ones (Harwood, 2014; Isik, 2011; 2013a; Isik & Altmisdort, 2010; McDonough, Shaw, & Masuhara, 2013; McGrath, 2013; 2016; Richards, 2006; Tomlinson, 2003; 2008; 2010; 2013).

4.6. Developing a Measurement and Evaluation System

The measurement and evaluation must exactly match the syllabus. In other words, the basic principle of measurement-evaluation necessitates the direct reflection of the course activities on the measurement-evaluation in the same way it is implemented in the teaching process, that is, there must be one-to-one correspondence between assessment and teaching/learning with respect to weight (time allotted), topics covered, and task (technique and item) types. Furthermore, as foreign language education and assessment-evaluation system complement each other, adopting a new measurement-evaluation concept is inevitable if the above-mentioned innovations for foreign language education philosophy are put in practice. Alternative assessment that focuses on the process and learners' performance needs to be implemented along with the traditional one that focuses on the product. With the help of alternative assessment, what learners do in- and out-of-the class can be evaluated, and a holistic assessment can be achieved. Moreover, in this assessment, learners are not the subjects of the assessment process but agents responsible for their own learning and assessment (self-evaluation, peer-evaluation, group evaluation). In addition to this, for the leaners who receive content-based instruction and English for Specific purposes, it is a must to assess both content and target tasks, designated skills, and sub-skills (Brown, 2004; Brown, 2005; Combee, Folse, & Hubley, 2011; Douglas, 2010).

4.7. Organizing Foreign Language Teacher Training and In-Service Training System

In order to solve the chronic problems in foreign language education, teacher training is the key factor. Naturally, the quality of teacher trainers impacts the quality of language teachers (Alptekin, 2014). Teachers equipped with required qualifications (knowledge and skills) can manage to implement a meaning-based approach. Thus undergraduate, graduate and in-service teacher training programs should aim at making foreign language teachers familiar with the current discussions, hot issues and research in the field so that they can get resourceful enough to come up with the most appropriate language teaching approach and practice for their particular contexts (Bayyurt & Akcan, 2014; Kirkgoz, 2014). They can act as "exploratory teachers" (Allwright, 2005) to make necessary adaptations in foreign language education programs based on the data they get from their teaching contexts and take "disciplined/informed" steps to make their programs more efficient. Moreover, to have resourceful foreign language teachers the coordination between the universities and the Ministry of Education needs to be secured. Thus, every language teacher should receive an in-service teacher training at specific intervals in their teaching career and that training needs to be planned by both universities and the Ministry to manage ongoing teacher training.

4.8. Managing Coordination Between the Ministry of Education and the Universities

The Ministry of Education and the universities are likely to function in two different spheres, not caring much about what the other party is doing. The responsibility of the universities is not limited

only to offer undergraduate graduate programs in their isolated academic sphere, negligent of the realities in our country, but to take part actively in any language-related issues. They need to find a way to cooperate with the Ministry and channel/transfer the recent discussions to the practicum. Likewise, the Ministry cannot ignore universities and develop foreign language education policy on its own. Hence, it is a must to bring these two stakeholders together. Since the universities have accumulated abundance of knowledge about foreign language education, based on the information provided by the Ministry about its programs and program goals, the realities of the schools, and what qualifications are expected from the foreign language teachers, the universities can cooperate with the Ministry to design a national foreign language education policy and program. It must be realized that the universities and the Ministry are two rowers on the same boat trying to reach the same destination.

5. Conclusion

People use language without consciously knowing its rules, or they may study the rules of a target language, but it does not guarantee that they can use it. For this reason, the most important step to be taken to increase success in foreign language education is to get rid of the fallacy of "knowing a foreign language knowledge = knowing its grammar". The other step is to adopt the principle that a foreign language can be acquired by obtaining an ample amount of compelling comprehensible input while participating in relevant, interesting language tasks. Language is a means of communication and learning; this nature of language should be reflected in foreign language education, and it must be used as a tool, not something to be talked about. Similarly, it must be kept in mind that people are born with an inborn device to acquire a language, thus foreign language education needs to be designed to cater to activating this potential. Another major action to be taken is to form a Foreign Language Education Coordination Board to synchronize foreign language education and organize it in an overlapping step-wise developmental fashion. The Board should also be responsible for data collection and analyzing data to make informed decisions about all foreign language education-related issues such as language policy, language planning, language education philosophy, teacher training, materials development, etc. Another issue that needs to be taken into consideration is the appropriate materials to be used in foreign language education. Materials production work should be done in relation to needs and context analysis in accordance with the adopted approaches and methods. If it is not preferred, at least the materials produced by international publishing houses must be adapted to our context. In order to realize these, the most important factor is teacher training since teachers are agents who employ approaches and methods to realize foreign language education goals. Teacher training programs should take the contextual factors into consideration and teacher training should not end with graduation but continue throughout their teaching career. In the same vein, teacher training policy needs to be revisited and teachers need to be invested in to make them resourceful. Teacher resourcefulness is strategic because, with creative, self-confident teachers, foreign language education can be revitalized, a national foreign language teaching approach and materials can be developed and dependency on center countries can be avoided. Finally, the coordination between the Ministry and universities needs to be managed to create synergy for efficient foreign language education. To conclude, the formation of foreign language education theory, method and materials fed from our own resources are the most important factors to solve foreign language education-related problems.

References

Akyuz, Y. (1993). Türk eğitim tarihi. İstanbul: Kolej Yayınları.

Alagozlu, N. (2017). Türkiye 'de İngilizce öğretmeni yetiştirme sorunlari. *Türkbilig*, *34*, 241-247.

Allwright, D. (2005). Developing principles for practitioner research: The case of exploratory practice. *The Modern Language Journal*, *89*(3), 353-366.

Alptekin. C. (2014). Yabancı dil eğitiminde öğretmen yetiştiren akademisyenlerin nitelikleri ne olmalı? In A. Saricoban & H. Oz (eds.). *Türkiye'de yabancı dil eğitiminde eğilim ne olmalı?* (pp. 15-28). Ankara: Hacettepe Üniversitesi Yayınları.

Angell, J., DuBravac, S., & Gonglewski, M. (2008). Thinking globally, acting locally: Selecting textbooks for college-level language programs. *Foreign Language Annals, 41*(3), 562-572.

Batdi, V. (2017). Comparing the High School English Curriculum in Turkey through Multi-Analysis. *Educational Sciences: Theory and Practice*, *17*(4), 1255-1290.

Bax, S. (2003). The end of CLT: A context approach to language teaching. *ELT Journal, 57*(3), 278-287.

Bayraktaroglu, S. (2014). Neden yabancı dilde başarılı olamıyoruz? In A. Saricoban & H. Oz (eds.). *Türkiye'de yabancı dil eğitiminde eğilim ne olmalı?* (pp. 9-14). Ankara: Hacettepe Üniversitesi Yayınları.

Bayyurt, Y. & Akcan, S. (2014). Türkiye'deki İngilizce öğretmeni yetiştirme programları üzerine düşünce ve öneriler. In S. Akcan & Y. Bayyurt (eds.). *Türkiye'deki yabancı dil eğitimi üzerine görüş ve düşünceler*. (pp. 3-9). İstanbul: Boğaziçi Üniversitesi Yayınları.

Belcher, D. D. (2006). English for specific purposes: Teaching to perceived needs and imagined futures in worlds of work, study, and everyday life. *TESOL Quarterly, 40*(1), 133-156.

Brown. H. D. (2004). *Language assessment: Principles and classroom practices*. White Plains, NY: Longman.

Brown, H. D. (2007). *Principles of language teaching and learning*. White Plains, NY: Pearson & Longman.

Brown, J. D. (2005). *Testing in language programs*. NY: McGraw-Hill.

Byram, M. & Grundy, P. (2002). Context and culture in language teaching and learning. *Language, Culture and Curriculum, 15*(3), 193 -195.

Canagarajah, A. S. (2006). TESOL at forty: What are the issues? *TESOL Quarterly*, *40*(1), 9-34.

Celebi, D. (2006). Türkiye'de anadili eğitimi ve yabancı dil öğretimi. *Erciyes Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, *21*(2), 285-307.

Cho, K. (2006). Read the book, see the movie, acquire more English. *Reading Improvement, 43*(3), 143-147.

Cho, K. (2007). Converting incomprehensible input into comprehensible input. *Mosaic: The Journal for Language Teachers, 9*(3), 9-11.

Cho, K. & Kim, Y. (1999). The effects on listening comprehension from reading among college students. *The New Korean Journal of English Language and Literature, 41*(2), 649-673.

Chomsky, N. (2016). The language capacity: Architecture and evolution. *Psychonomic Bulletin & Review*, *24*(1), 200-203.

Combee, C., Folse, K., & Hubley, N. (2011). A *practical guide to assessing English language learners.* Michigan: Michigan University Press.

Demircan, O. (1988). *Dünden bugüne Turkiye'de yabancı dil*. İstanbul: Remzi Kitabevi.

Demirel, O. (1991). Türkiye'de yabancı dil ögretmeni yetiştirmede karşılaşılan güçlükler. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, *6*, 25-39.

Demirel, O. (2003). *Yabancı dil öğretimi.* İstanbul: Pegem Yayıncilik.

Douglas, D. (2010). *Understanding language testing.* London: Hoddler Education.

Ellidokuzoglu, H. (1999). *Yabancı dil öğreniminde temel prensipler*. Ankara: Kara Harp Okulu Basımevi.

Ellidokuzoglu, H. (2008). Beyond the monitor model. *IJFLT, 4*(1), 6-18.

Ellidokuzoğlu, H. (2017). Towards a receptive paradigm in foreign language teaching. *Turkish Online Journal of English Language Teaching (TOJELT), 2*(1), 20-39.

Ellis, R. (2015). *Understanding second language acquisition.* Oxford: Oxford University Press.

Graves, K. (2000). *Designing language courses.* Cambridge: Cambridge University Press.

Harwood, N. (ed.) (2014). *English language teaching textbooks: Content, consumption, production*. Basingstoke: Palgrave Macmillan.

Hatipoglu, C & Ercetin, G. (2014). Türkiye'de yabancı dilde ölçme ve değerlendirme eğitiminin geçmişi ve bugünü. In S. Akcan & Y. Bayyurt (Eds.). T*ürkiye'deki yabancı dil eğitimi üzerine görüş ve düşünceler.* (pp. 72-89). İstanbul: Boğaziçi Üniversitesi Yayınları.

Isik, A. (2000). The role of input in second language acquisition: more comprehensible input supported by grammar instruction or more grammar instruction? *ITL Review of Applied Linguistics, 129*, 225-274.

Isik, A. (2005). Egemen dilin diğer dilleri etkisi altına alması ve yabancı dil eğitimi. *İzzet Baysal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 2*(11), 83-102.

Isik, A. (2008). Linguistic imperialism and foreign language teaching. *The Journal of Asia TEFL*, *51*, 119-140.

Isik, A. (2011). Language education and ELT materials in Turkey from the path dependence perspective. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, *40*, 256-266.

Isik, A. (2013a). How are ELT materials chosen in high schools? Some suggestions. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi, 28*(1), 165-176.

Isik, A. (2013b). To what extent does a university level English program meet workplace demands. *Education Journal, 2*(3), 98-107.

Isik, A. (2018). *Yabancı dil nasıl öğrenilmez? Nasıl öğrenilir?* Ankara: Elma Yayınevi.

Isik, A, & Altmisdort, G. (2010). Yabancı dil öğretiminde malzeme değerlendirme. *Uludağ Üniversitesi Eğitim Fakültesi Dergisi, 23*(1), 221-238.

Kirkgoz, Y. (2014). Türkiye'de yabancı dil eğitim politikaları ve müfredat programı. In S. Akcan & Y. Bayyurt (Eds*.). Türkiye'deki yabancı dil eğitimi üzerine görüş ve düşünceler.* (pp. 45-59). İstanbul: Boğaziçi Üniversitesi Yayınları.

Kostka, I. & Bunning, L. (2016). *Curriculum design in language teaching*. Washington, DC: TESOL Publications.

Krashen, S. (2000). *Foreign language education: The easy way.* Burlingame, CA: Language Education Associates.

Krashen, S. (2003). *Explorations in language acquisition and use*. Portsmouth: Heinemann.

Krashen, S. D. (2004). *The power of reading: Insights from the research.* ABC-CLIO.

Krashen, S. (2007). Extensive reading in English as a foreign language by adolescents and young adults: A meta-analysis. *International Journal of Foreign Language Teaching*, *3*(2), 23-29.

Krashen, S. D. (2009). *Principles and practice in second language acquisition.* First Internet Edition. http://www.sdkrashen.com/Principles_and_Practice/index.html

Krashen. S. D. (2011). *Free voluntary reading*. Santa Barbara, California: Libraries Unlimited.

Krashen, S. (2015). The ecstasy hypothesis. *Perspectives, 14*, 7-9.

Krashen, S. (2016). The availability of conscious knowledge: A comment on Lindseth (2016). *Foreign Language Annals, 49*(3), 635-636.

Krashen, S. D. (2017a). The role of input (reading) and instruction in developing writing ability. *Lenguas Modernas*, *9-10*, 23-35.

Krashen, S. D. (2017b). *Compelling reading and problem-solving: The easy way (and the only way) to high levels of language, literacy and life competence.* Stephen D. Krashen, www.sdkrashen.com/content/articles/2016_krashen_eta_compelling_reading_and_ps.pdf

Krashen, S. (2017c). Polyglots and the comprehension hypothesis. *Turkish Online Journal of English Language Teaching (TOJELT), 2*(3), 113-119.

Krashen, S., Lee, S. Y., & Lao, C. (2017*). Comprehensible and compelling: The causes and effects of free voluntary reading*. Santa Barbara: Libraries Unlimited. ABC-CLIO, LLC.

Krashen, S. & Ujiie, J. (2005). Junk food is bad for you, but junk reading is good for you. *International Journal of Foreign Language Teaching*, *1*(3), 5-12.

Kucukoglu, H. (2012). Foreign language policy practices in Turkey: From Ottoman to Republic. *İİB International Refereed Academic Social Sciences Journal Special Issue 2, 03* (07), 53-68.

Kumaravadivelu, B. (2003). *Beyond methods: Macrostrategies for language teaching*. New Haven, CT: Yale University Press.

Kumaravadivelu, B. (2006). TESOL methods: Changing tracks, changing trends. *TESOL Quarterly*, *40*(1), 59-81.

Kumaravadivelu, B. (2013). Afterword: Rethinking global perspectives and local initiatives in language teaching. In S. Ben Said & L. J. Zhang (Eds.). *Language teachers and teaching: Global perspectives and local initiatives.* (pp. 317-323). New York: Routledge.

Kumaravadivelu, B. (2016). The decolonial option in English teaching: Can the subaltern act? *TESOL Quarterly, 50*(1), 66-85.

Long, M. (2015). *Second language acquisition and task-based language teaching.* Malden, MA: Wiley Blackwell.

McDonough, J., Shaw, C., & Masuhara, H. (2013). *Materials and methods in ELT: A teacher's guide (3rd Ed.).* London: Blackwell.

McGrath, I. (2013). *Teaching materials and the roles of EFL/ESL teachers: Practice and theory.* London: Bloomsbury.

McGrath, I. (2016). *Materials evaluation and design for language teaching (2nd Ed.).* Edinburgh: Edinburgh University Press.

Mishan, F. & Timmis, I. (2015). *Materials development for TESOL.* Edinburgh: Edinburgh University Press.

Pennycook, A. (1996). *The cultural politics of English as an international language.* Essex: Longman.

Richards, J. C. (2001). *Curriculum development in language teaching.* Cambridge: Cambridge University Press.

Richards, J. C. (2006). Materials development and research—making the connection. *RELC Journal, 37*(1), 5-26.

Richards, J. C. & Rodgers, T. S. (2007). *Approaches and methods in language teaching.* Cambridge: Cambridge University Press.

Sari, R. (1996). The *effect of receptive skills on productive skills.* Unpublished master thesis. İzmir: 9 Eylül Üniversitesi.

Sari, R. (2013). Is it possible to improve writing without writing practice? *International Journal of Foreign Language Teaching, 8*(1), 6-10.

Tomlinson, B. (Ed.) (2003). *Developing materials for language teaching.* London: Continuum.

Tomlinson, B. (2008). *English language learning materials: A critical review.* London: Continuum.

Tomlinson, B. (2010). What do teachers think about EFL coursebooks? *Modern English Teacher, 19*(4), 5-9.

Tomlinson, B. (Ed.) (2013). Developing materials for language teaching (2nd ed.). London: Continuum Press.

Tomlinson, B. & Masuhara, H. (2017). *The complete guide to the theory and practice of materials development for language learning.* Hoboken, NJ: John Wiley & Sons.

Truscott, J. (2007). The effect of error correction on learners' ability to write accurately. *Journal of Second Language Writing, 16*(4), 255-272.

Ulum, O. G. (2015). EFL Policy of Turkey: Past and Present. *Online Submission*, *5*(9), 5577-5580.

Woodward, T. (2002). *Planning lessons and courses.* Cambridge: Cambridge University Press.

Yang, C., Crain, S., Berwick, R. C., Chomsky, N., & Bolhuis, J. J. (2017). The growth of language: Universal grammar, experience and principles of computation. *Neuroscience and Biobehavioral Reviews, 81, 103-119.*

Web Links

1. http://www.milliyet.com.tr/turkiye-nin-ingilizce-notu-egitim-1969793/ (Accessed on 26.01.2020)

2. https://2023vizyonu.meb.gov.tr/ (Accessed on 26.01.2020)

3. http://mufredat.meb.gov.tr/Dosyalar/201812020472656-
OGM%20INGILIZCE%20PRG%2020.012018.pdf (Accessed on 26.01.2020)