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A REVIEW OF
ENGLISH LANGUAGE
TRAINING
IN TURKEY

A Report Prepared for
U.S.A.I.D. EDUCATION DIVISION
Ankara, Turkey

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I N D E X

| | Page |
|---|-------|
| PART I: PRESENT STATUS OF ENGLISH LANGUAGE TRAINING | 1-39 |
| A. Secondary Education | 3-22 |
| 1. Enrollment and Distribution by Language | 4 |
| Table I | 5-7 |
| Table II | 10 |
| Table III | 11 |
| Illustration I | 12 |
| Illustration II | 13 |
| Illustration III | 21 |
| Illustration IV | 22 |
| B. Higher Education | 23-39 |
| 1. Departments of English Philology | 28-31 |
| 2. Language Teacher Training | 32-33 |
| Illustration V | 33 |
| Illustration VI | 35 |
| 3. The Remainder of Higher Education | 35-39 |
| PART II: FOREIGN ASSISTANCE TO ENGLISH LANGUAGE TEACHING -USAID | 40-62 |
| A. Georgetown Project | 40-50 |
| 1. Participant English Teaching | 41 |
| 2. Gazi English Teacher Training | 41-42 |
| 3. Curriculum Development -Gazi English Department | 42 |
| 4. Preparation of Secondary School English Texts | 42-44 |
| 5. Production of Literacy Materials for Turkish Armed Forces | 44 |

| | Page |
|--|-----------|
| 6. Establishment of a Foreign Language Institute | 45-47 |
| 7. Automated English Language Training | 47 |
| 8. Simultaneous Interpretation | 47-48 |
| 9. English Teaching at Political Sciences Faculty | 48 |
| Other Teaching and Lecture Activities | 48-50 |
| B. USIS and The TAA | 51-52 |
| 1. Summer English Teaching Seminars | 51-52 |
| 2. Distribution of English Teaching Forum | 52 |
| 3. Sponsorship of Linguistics Clubs | 52 |
| 4. Placement of T.V. Programs | 52 |
| 5. TAA English Teaching | 53 |
| C. U.S. Peace Corps | 53-55 |
| D. U.S. Fulbright Commission in Turkey | 55-56 |
| E. AID English Language Program | 56-57 |
| F. Ford Foundation English Language Grant | 57-59 |
| G. British Council Activities | 59-60 |
| H. Turkish Armed Forces Program | 60-61 |
| PART III: CONCLUSIONS AND RECOMMENDATIONS | 63-65 |
| APPENDIX: TEXTBOOKS AUTHORIZED FOR FOREIGN LANGUAGE EDUCATION IN TURKISH SECONDARY SCHOOLS | 66-70 |

INTRODUCTION

The cultural and economic modernization of Turkey has, since the end of the 18th Century, rested upon the reformers' knowledge of a Western language. At the outset as well as today the best organized effort has been made by the Turkish Armed Forces. Until the establishment of the point 4 program in Turkey, civilian participation was restricted to a small, elite group of modernizers whose aim was the cultural re-direction of the governing apparatus in order to cushion the impact of the expansion of Western culture and technology.

Since 1952, when Turkey joined NATO and U.S. aid started, the need for foreign language competence has expanded in step with the development of the economy and the country's increasing international contacts.

While the need has been weakly recognized and great advances have been made, the production people with a useful knowledge for foreign language falls far short of national needs.

This report outlines the state of English language teaching at the present time, reviews the foreign assistance which brought it to its present level and suggests certain approaches for further improvement.

PART I

THE PRESENT STATUS OF ENGLISH LANGUAGE TRAINING

At the outset let us look at how the Turkish people themselves evaluate their language knowledge. The data below is taken from the 1960 and 1965 census reports:

Population by Mother Tongue and Second Language Best Spoken.

| <u>Language</u> | <u>1960</u> | <u>1965</u> |
|-------------------------|-------------|-------------|
| Native Turkish Speakers | 25,172,535 | 28,289,680 |
| Speak no other language | 23,761,251 | 26,925,649 |
| English | 121,189 | 134,103 |
| French | 89,261 | 90,707 |
| German | 27,589 | 34,180 |
| Italian | 4,338 | 3,312 |
| Spanish | 2,782 | 3,468 |

These figures indicate that approximately 95% of the population speak Turkish only. Four percent also speak Islamic tongue and one percent have ability in a Western language. Of the latter English is clearly in the lead.

The following pages will review the main ways that they acquired their knowledge.

A. Secondary Education

"What is your favorite subject at school?"

"English. I've already learned a lot. I've learned to say 'What is your name? My name is Nilgün' isn't that good?"

From a conversation overheard a week following the opening of the 1969-70 school year.

Formal language instruction begins for Turkish students upon their entrance into secondary education around the age of twelve years. English, French or German is a compulsory subject for all students who attend the first phase Junior High School level. This may be either an academic Middle School, a Normal or Trade School, or a foreign language college. The vast majority of students attend an official state school. If, however, their parents are well off, they may elect a private Turkish-run school or a foreign sponsored one. In the event they belong to one of the "majorities," they may go to whichever one is appropriate.

Following completion of phase one a far smaller percentage of students enter the second, senior high school level. There also foreign language study is compulsory in the academic lycees, and trade schools at colleges.

At the end of their secondary education very few students have acquired a useful proficiency in their chosen language. This leaves the remedial language problem to be solved through expensive university and government programs. Asked for one reason why the schools fail to teach a foreign language the author's conclusion is that neither the vast majority of students nor teachers have any expectation that they can or will succeed in learning one. The fact that some do offer hope that still more can.

Although the lack of foreign language competence is felt at all levels of society the group which most directly affects the future scientific, technological and political development of Turkey receives its training in the academic middle schools, lycees and colleges. Therefore, the discussion of the problems and success in secondary education will be confined to these schools.

1. Enrollment and Distribution by Language

Table I summarizes the annual enrollment by major school type in public secondary education academic branch since 1961. It breaks the enrollment down into the number of students in English, French and German programs, gives the number of institutions of each type and shows the percentage of their enrollment to the total.

TABLE I: ENROLLMENT IN ACADEMIC SECONDARY EDUCATION 1961-69

| Name of Institution & Academic Year | No. of Institutions | L A N G U A G E S T U D E N T S | | | | | | Total | % of Total Enrollment |
|--|---------------------|---------------------------------|------|---------|------|--------|------|---------|-----------------------|
| | | English | % | French | % | German | % | | |
| <u>MIDDLE SCHOOLS</u> | | | | | | | | | |
| 1961-62 | 564 | 151,345 | 50.3 | 120,711 | 40.1 | 28,227 | 6.6 | 300,883 | 78.6 |
| 1962-63 | 598 | 166,587 | 52.1 | 122,028 | 38.2 | 30,958 | 9.7 | 319,573 | |
| 1963-64 | 595 | 174,541 | 53.7 | 118,873 | 36.6 | 31,322 | 9.7 | 324,741 | |
| 1964-65 | 631 | 194,503 | 54.8 | 124,782 | 35.2 | 35,514 | 10.0 | 354,799 | |
| 1965-66 | 688 | 230,412 | 56.5 | 135,453 | 33.2 | 41,705 | 10.3 | 407,570 | |
| 1966-67 | 780 | 283,898 | 58.1 | 153,837 | 31.5 | 51,082 | 10.4 | 488,817 | |
| 1967-68 | 930 | 338,006 | 60.1 | 166,544 | 29.6 | 58,073 | 10.3 | 562,593 | |
| 1968-69 | 1,046 | 395,951 | 62.5 | 173,237 | 27.3 | 64,477 | 10.2 | 633,635 | |
| <u>MIDDLE SCHOOLS (EVENING)</u> | | | | | | | | | |
| 1961-62 | - | - | - | - | - | - | - | - | - |
| 1962-63 | - | - | - | - | - | - | - | - | - |
| 1963-64 | - | - | - | - | - | - | - | - | - |
| 1964-65 | - | - | - | - | - | - | - | - | - |
| 1965-66 | 12 | 2,431 | 88.4 | 58 | 2.1 | 269 | 9.5 | 2,758 | - |
| 1966-67 | 13 | 3,911 | 82.6 | 196 | 4.1 | 627 | 13.3 | 4,734 | - |
| 1967-68 | 23 | 6,132 | 85.1 | 304 | 4.2 | 768 | 10.7 | 7,204 | - |
| 1968-69 | 25 | 7,776 | 83.4 | 455 | 4.9 | 1,097 | 11.7 | 9,328 | 1.1 |

TABLE I: (Cont'd)

| Name of Institution & Academic Year | No. of Institutions | L A N G U A G E S T U D E N T S | | | | | | Total | % of Total Enrollment |
|-------------------------------------|---------------------|---------------------------------|------|---------|------|--------|------|---------|---|
| | | English | % | French | % | German | % | | |
| LYCEE EVENING | | | | | | | | | |
| 1961-62 | 7 | 486 | 54.9 | 329 | 37.2 | 70 | 7.9 | 885 | 0.2 |
| 1962-63 | 7 | 679 | 56.4 | 436 | 36.3 | 88 | 7.3 | 1,203 | |
| 1963-64 | 7 | 614 | 57.5 | 356 | 33.3 | 98 | 9.2 | 1,068 | |
| 1964-65 | 7 | 927 | 57.9 | 531 | 33.2 | 143 | 8.9 | 1,601 | |
| 1965-66 | 7 | 852 | 49.4 | 700 | 40.6 | 172 | 10.0 | 1,724 | |
| 1966-67 | 8 | 1,312 | 63.4 | 546 | 26.4 | 210 | 10.2 | 2,068 | |
| 1967-68 | 8 | 1,757 | 63.2 | 726 | 26.1 | 296 | 10.7 | 2,779 | |
| 1968-69 | 11 | 2,335 | 62.3 | 998 | 26.6 | 414 | 11.1 | 3,747 | 0.5 |
| TOTAL-SECONDARY EDUCATION | | | | | | | | | |
| 1961-62 | 708 | 196,096 | 51.3 | 151,088 | 39.5 | 35,426 | 9.2 | 382,610 | Increase in enrol- lment 115.4 |
| 1962-63 | 744 | 219,015 | 53.1 | 154,087 | 37.4 | 39,135 | 9.5 | 412,237 | |
| 1963-64 | 745 | 226,900 | 54.4 | 150,312 | 36.1 | 39,666 | 9.5 | 416,878 | |
| 1964-65 | 785 | 248,003 | 55.4 | 156,096 | 34.8 | 44,016 | 9.8 | 448,115 | |
| 1965-66 | 864 | 295,122 | 57.4 | 167,858 | 32.6 | 51,338 | 10.0 | 514,318 | |
| 1966-67 | 1,003 | 365,146 | 58.7 | 193,270 | 31.0 | 64,133 | 10.3 | 622,549 | |
| 1967-68 | 1,171 | 434,580 | 60.6 | 209,944 | 29.2 | 73,193 | 10.2 | 717,717 | |
| 1968-69 | 1,362 | 515,256 | 62.5 | 226,057 | 27.4 | 83,016 | 10.1 | 824,329 | |

SOURCE: Statistics from 1961-64: National Education Statistics, Secondary Education 1961-65, State Institute of Statistics

Statistics from 1964-69: Secondary Education in 1968-69, Ministry of Education, Board of Education, Research and Evaluation Office.

Review of the data brings out the following points: Middle schools account for between 75-80 percent of the total enrollment. Their number has nearly doubled since 1961 and now stands at 1046 institutions. At the start of the period 50 percent of the students elected English, 40 percent French and 10 percent German. Now English accounts for over 60 percent, French less than 30 percent and German remaining constant at 10 percent.

Evening middle schools are a recent creation, few in number and have just over one percent of total enrollment. Here, perhaps because there are more adults attending, English is overwhelmingly popular with over 80 percent of the enrollment, German next with 12 percent and French a poor third.

Foreign language colleges have not expanded in the period. Six of them teach in English and one each in French and German. Less than one percent of the total enrollment attend these schools. English again makes up nearly 80 percent, French over 20 percent and German slightly less than 20 percent of the enrollment.

Lycees have maintained a pretty steady 20 percent of the total enrollment while their numbers have risen from 129 to 272 in eight years. As in the case of the

case of the middle schools there has been a shift from French to English, and a modest appreciation in German to the present 60-30-10 pattern.

Evening lycees have increased in recent years but are still an insignificant part of total enrollment. Language study follows the normal lycee pattern.

Total enrollment in secondary education has risen by over 115% since 1961. At the present 515,000 students take English, 226,000 French and 83,000 German.

These enrollment figures do not, however, give a perfect indication of the student's language preferences. Free competition between languages cannot exist because of the acute shortage of language teachers in general and English in particular. Ayşe, a young daughter of the author's maid, was all excited to start middle school because she wanted to learn English. She returned home to lunch crestfallen on the first day of school because all but two of the entering students chose English. When they held a drawing to fill up the French class, she lost her opportunity to study English.

Ayşe at least had a chance to choose between two or more languages, an option that less than half the middle schools provide. Table II tabules languages by the number of schools offering them.

TABLE II

| <u>Language Offered to Pupils</u> | <u>No. of Middle Schools</u> | <u>No. of Lycees</u> |
|---------------------------------------|----------------------------------|--------------------------|
| English only | 535 | 15 |
| French only | 261 | 9 |
| German only | 27 | - |
| English & French | 107 | 109 |
| English & German | 10 | - |
| All three in the same school | 104 | 137 |
| No language offered | <u>2</u> | <u>2</u> |
| TOTAL | 1,046 ===== | 272 ==== |

Here we may note that English is relatively better off than the other languages. 72% of the middle schools and 96% of the lycees offer English instruction. But only 10% of the middle schools and 50% of the lycees offer all three languages to their pupils.

This situation can be explained in part by examining the Ministry of Education's figures for the available number of language teachers in the last five years.

TABLE III

| Language | Number of Available Teachers | | | | |
|----------|------------------------------|---------|---------|---------|---------|
| | 1968-69 | 1967-68 | 1966-67 | 1965-66 | 1964-65 |
| English | 810 | 766 | 719 | 597 | 522 |
| French | 676 | 621 | 562 | 533 | 482 |
| German | 293 | 276 | 252 | 209 | 178 |

Although the supply of General Science Teachers increased by 140% and mathematicians by 150%, in the same period languages were relatively worse off: English registered an increase of 55%, French 40% and German 65%.

Before further examining the teacher shortage, foreign language instruction will be placed in the context of the middle school and lycee curriculum. Students in both the first and second levels of secondary education receive 32 hours of weekly instruction. Three hours or ten percent are given to languages in middle school and approximately 5 hours or 18 percent in lycee. A look at illustrations one and two shows what a strong competition foreign languages face for the students' time and attention.

(Illustration I)

WEEKLY COURSE PROGRAM
MIDDLE SCHOOL

| Name of Course | First Year | Second Year | Third Year |
|---------------------|------------|-------------|------------|
| Turkish Language | 6 hours | 4 hours | 4 hours |
| Turkish history | 2 | 2 | 2 |
| Geography | 2 | 2 | 1 |
| Civics | 1 | 1 | 1 |
| Mathematics | 5 | 4 | 4 |
| Physics | - | 3 | 3 |
| Chemistry | - | - | 2 |
| Nature studies | 3 | 3 | 2 |
| Commercial practice | 1 | 1 | 1 |
| Agriculture-Rural | 1 | 1 | 1 |
| Handcrafts-Urban | 2 | 2 | 2 |
| Foreign Language | 3 | 3 | 3 |
| Physical Education | 1 | 1 | 1 |
| Drawing | 1 | 1 | 1 |
| Music | 1 | 1 | 1 |
| Free pursuits | 3 | 3 | 3 |
| TOTAL | 32 | 32 | 32 |

(ILLUSTRATION II)

WEEKLY COURSE PROGRAM
LYCEE

| Name of Course | Second Year | | | Third Year | |
|---------------------------------|-------------|---------------|----------------|---------------|----------------|
| | First Year | Science Track | Literat. Track | Science Track | Literat. Track |
| Turkish Language and Literature | 5 hours | 4 hours | 5 hours | 3 hours | 6 hours |
| Psychology | - | 2 | 2 | - | - |
| Philosophy, Logic and Sociology | - | - | - | 3 | 6 |
| History | 2 | 2 | 2 | 2 | 3 |
| Art History | - | - | 2 | - | 1 |
| Geography | 2 | 2 | 2 | 1 | 2 |
| Mathematics | 5 | 6 | 4 | 8 | 3 |
| Nature Study | 3 | 2 | 2 | 1 | - |
| Physics | 3 | 3 | 2 | 4 | 2 |
| Chemistry | 3 | 3 | 2 | 3 | 1 |
| Foreign Language | 5 | 4 | 5 | 4 | 5 |
| ----- | ----- | ----- | ----- | ----- | ----- |
| Physical Educ. | 1 | 1 | 1 | 1 | 1 |
| Civil Defense | 1 | 1 | 1 | 1 | 1 |
| Elective Courses | 2 | 2 | 2 | 1 | 1 |
| TOTAL | 32 | 32 | 32 | 32 | 32 |

The students receive approximately 32 weeks of instruction annually. Total language hours in middle school amount to around 288, in lycee science branch 416 hours and lycee literature branch 480 hours. The totals for secondary education are 704 hours science and 768 hours literature. These figures most likely indicate the maximum exposure that the students are likely to receive with good textual material it is likely that gifted students will learn to read passages of average high school level in this time. Facility in spoken English, however, would be more difficult to acquire because of the present non-intensive nature of the courses.

The most commonly used text for English language instruction is the infamous series A Direct Method English Course by E. V. Gatenby. It is taught to a work schedule drawn up by the Board of Education which schools adhere to very closely. The schedule is as follows:

| <u>Class</u> | <u>Lessons</u> | <u>Book</u> |
|--------------|----------------|-----------------------|
| Middle I | 1-17 | Book I |
| Middle II | 18-8 | Book I to end, Book 2 |
| Middle III | 9-24 | Book 2 to end |
| Lycee I | 1-14 | Book 3 |
| Lycee II | 15-5 | Book 3 to end, Book 4 |
| Lycee III | 6-24 | Book 4 to end |

Each year the Ministry of Education publishes a list of books which are authorized to be used in the public schools. Appendix A is an extract from the official announcement of the 1969-70 academic year material. The books listed are of a unrelentingly low level of competence and show a total lack of appreciation of developments in modern language teaching methods.

That the Ministry is aware of these shortcomings, however, is made clear through extract of a speech by Zekai Baloglu on the modern language textbooks employed in Turkey delivered to a Council of Europe Conference on language teaching held in Ankara on September 2, 1966.

"These series of French, German and English texts published by the Ministry date from 1940, Gatenby from 1950 ... under the circumstances the texts in use clearly cannot reflect the modern techniques which have been developed since their completion."

"I believe that it is accurate to state that in general the modern language texts used in Turkey no longer respond to the aims and techniques of modern language teaching."

The steps that the Ministry has been taking to correct this situation will be discussed elsewhere in this report. The schools which will now be described have long since taken successful remedial steps in language

teaching. These are the government colleges and private Turkish and foreign establishments.

Overall these schools have two common, vital characteristics: They require a year of intensive foreign language preparation and following this, mathematics and both the natural and social sciences are taught in a foreign tongue. Typical of the preparatory (Hazirlik) programs is the following one employed at the six government colleges following an English program:

Preparatory Year

| <u>Subject</u> | <u>Weekly Hours</u> |
|--------------------|---------------------|
| Basic English | 25 |
| Turkish | 3 |
| Handwriting | 1 |
| Music | 1 |
| Art | 1 |
| Physical Education | <u>1</u> |
| Total | 32 |

In the first year students receive around 300 hours of English instruction and follow this up in each succeeding year by further courses in grammar, composition and reading. Teachers normally have far smaller classes with a student-teacher ratio varying between 20:1 and 40:1. In addition the Ministry concedes them informally

the privilege of choosing their own language course texts. In past years English 900 has been widely used because of its relatively programmed nature and easy availability on the local market. The colleges are now, however, switching to other material which in their opinion is better suited to the age group.

Entrance into the colleges is determined by competitive examination. Instruction for day students is free. Boarders pay 2,500 TL annually for room and three meals daily. Restricted enrollment can certainly make better teaching possible. This can best be seen in the case of the unique experimental science lycee in Ankara. While this school is not a college, admission standards are the highest in Turkey. Results have shown that its students are doing as well as can be expected from students studying English 5 hours a week. It is the best local indication that superior students and superior teachers can make-do and even make remarkable progress with almost any available material.

Of the foreign schools in Turkey the oldest are those established by the American Board of Foreign Missions. Formerly far greater in number they comprise today the American School for Girls at Usküdar (Istanbul), The American Collegiate Institute for Girls at Izmir and The American Boys College at Tarsus. In addition there are

the American College for Girls at Arnavutköy, Robert Academy for Boys and the University level Robert College in Bebek.

The last three use the Ford Foundation sponsored series Spoken English for Turks in their preparatory year. Its nature and the excellent results obtained through its use will be discussed under the Robert College English Program.

In addition to the American schools, Istanbul also possesses the following foreign-run establishments: Austrian - St. George Boys and Girls Lycees; English Lycees; French -Notre Dame de Sion for Girls, St. Benoit and St. Joseph Lycees for boys; German Lycee and Italian Lycee.

These schools come under the control of the Ministry of Education in regard to the accreditation of their teachers and the make-up of their curricula. Certain subjects such as Turkish history, civics and geography are required to be taught in Turkish. Foreign schools have traditionally provided the best pre-university education in the country.

Under the stimulation of spreading prosperity sending ones' child to a private Turkish college is becoming an increasingly popular way around the overcrowding and poor instruction of the state system. Unavoidably not all

of them are well founded and cannot provide the quality of instruction which they advertise. The most notable exception to this caveat are the Darüşafaka Lycee and the Turkish Educational Association English language colleges in Ankara and Zonguldak.

The Armenian, Greek and Jewish minorities in Istanbul are permitted to maintain their own schools. These provide foreign language instruction with different success.

Two published assessments have been made of foreign language teaching both of which were part of larger studies. The first is an analysis of the 1965-66 Turkish University Entrance Examination (see illustration 3) and the other an analysis of the 1967-68 Middle East Technical University Entrance Examination (see illustration 4).

Several conclusions can be drawn from them:

Ministry-run lycees were unable to teach foreign languages to a satisfactory level. No lycee was represented in the first group. On the second, one student from an evening class scored 81%, and the Science Lycee applicants scored 62%. This latter result comes as no surprise because of their extraordinary academic abilities and achievements.

Foreign-run schools numbered 14 of the 27 shown on the general examination and 9 of the 21 shown on the METU test. Five American schools were represented on both and took first, second and third places on the METU test.

Ministry-run colleges were well represented. Kadiköy, Izmir, Eskişehir, Konya and Samsun colleges appeared on both lists. Galatasaray Lycee where French is the medium of instruction ranked fourth on the general examination. Only the Istanbul Erkek Lycee (German language) and the Diyarbakir College (English language) failed to reach a satisfactory standard on either.

Private colleges are poorly represented, only three out of approximately fifty are found on both rankings: Darülfakih Lycee, Ankara and Zonguldak Colleges. These are serious, non-profit schools who regularly employ native speakers of English either through foreign recruitment or local hire.

In summarization of the 35,555 students who took the general examination, 1,494 or 4.2% came from schools where the average grade was 60% or more. 6,123 took the METU test. Of these 946 students, 15.4% came from such schools.

The failure of public secondary education to teach languages now becomes the problem of the universities and higher schools. Not all meet the challenge in the same way.

(ILLUSTRATION III)

1965-66 Turkish University Entrance Examination
Schools Ranked by Foreign Language Test Scores
of sixty percent and above. Total schools in
Group 217

| Rank | School | Location | Category | Students Examined | Average Lang. Score | Final Ranking of Sch. |
|------|-------------------------|-----------|----------|-------------------|---------------------|-----------------------|
| 1 | St. Joseph Lycee | Istanbul | Foreign | 57 | 22.6 | 3 |
| 2 | German Lycee | " | " | 42 | 22.5 | 2 |
| 3 | St. George Boys' Lycee | " | " | 30 | 22.0 | 11 |
| 4 | Galatasaray Lycee | " | Min.Col. | 75 | 21.9 | 7 |
| 5 | St. Benoit Lycee | " | Foreign | 47 | 21.8 | 19 |
| 6. | Notre Dame De Sion | " | " | 52 | 21.7 | 16 |
| 7. | St. George Girls' Lycee | " | " | 50 | 21.1 | 22 |
| 8. | American Girls' Col. | Izmir | " | 24 | 20.9 | 8 |
| 9. | American Girls' Col. | Istanbul | " | 24 | 20.9 | 14 |
| 10. | English Lycee | " | " | 24 | 20.5 | 1 |
| 11. | Kadiköy College | " | Min.Col. | 58 | 19.9 | 5 |
| 12. | American Girls' Col. | Usküdar | Foreign | 60 | 19.6 | 12 |
| 13. | Robert Academy | Istanbul | " | 38 | 19.2 | 4 |
| 14. | Study abroad | " | " | 62 | 19.2 | 17 |
| 15. | Darüşşafaka Lycee | " | Private | 36 | 18.7 | 10 |
| 16. | American Boys' Col. | Tarsus | Foreign | 36 | 18.3 | 13 |
| 17. | Izmir College | Izmir | Min.Col. | 34 | 18.0 | 9 |
| 18. | Konya College | Konya | Min.Col. | 25 | 17.2 | 6 |
| 19. | T.E.D. Ankara Col. | Ankara | Private | 608 | 17.1 | 21 |
| 20. | Greek Girls Lycee | Istanbul | Minority | 2 | 17.0 | 54 |
| 21. | Jewish Boys Lycee | " | " | 13 | 16.2 | 62 |
| 22. | Eskişehir College | Eskişehir | Min.Col. | 32 | 15.9 | 23 |
| 23. | Çukurova College | Adana | Private | 30 | 15.8 | 24 |
| 24. | T.E.D. Zonguldak Col. | Zonguldak | " | 15 | 15.6 | 26 |
| 25. | Italian Lycee | Istanbul | Foreign | 15 | 15.3 | 35 |
| 26. | Samsun College | Samsun | Min.Col. | 33 | 15.2 | 73 |
| 27. | Levent College | Istanbul | Private | 2 | 15.0 | 186 |

(ILLUSTRATION IV)

1967-68 METU Entrance Examination
SCHOOLS RANKED BY ENGLISH LANGUAGE SCORES
Of Sixty Percent and Above.
Total Schools in Group - 214

| Rank | School | Location | Category | Students Examined | Average English Score | Rank on Ability Test | Rank on Achiev. |
|------|-----------------------|-----------|-----------|-------------------|-----------------------|----------------------|-----------------|
| 1. | Am.Girls Ccl. | Istanbul | Foreign | 18 | 92 | 27 | 188 |
| 2. | Am.Girls Col. | Izmir | " | 20 | 91 | 9 | 106 |
| 3. | Robert Academy | Istanbul | " | 103 | 90 | 6 | 23 |
| 4. | St.George Girls Lycee | " | " | 2 | 89 | 18 | 43 |
| 5. | Am.Girls Col. | Usküdar | " | 25 | 88 | 39 | 176 |
| 6. | German Lycee | Istanbul | " | 14 | 84 | 15 | 12 |
| 7. | Darüşafaka Lycee | " | Private | 18 | 84 | 92 | 108 |
| 8. | English Lycee | " | Foreign | 3 | 83 | 28 | 2 |
| 9. | Kadıköy College | " | Min.Col. | 57 | 83 | 45 | 70 |
| 10. | Evering Lycee | " | Min.Lycee | 1 | 81 | 4 | 201 |
| 11. | Izmir College | Izmir | Min.Col. | 2 | 80 | 22 | 174 |
| 12. | Armenian Boys Lycee | Istanbul | Minority | 1 | 79 | 40 | 5 |
| 13. | T.E.D.Ank.Col. | Ankara | Private | 426 | 77 | 95 | 140 |
| 14. | Am.Boys Col. | Tarsus | Foreign | 55 | 76 | 25 | 53 |
| 15. | Eskişehir Col. | Eskişehir | Min.Col. | 40 | 72 | 21 | 119 |
| 16. | Karşıyaka Girls Col. | Izmir | Private | 5 | 70 | 58 | 182 |
| 17. | St.George Boys Lycee | Istanbul | Foreign | 11 | 68 | 31 | 32 |
| 18. | Konya Col. | Konya | Min.Col. | 18 | 67 | 65 | 69 |
| 19. | T.E.D. Zong.Col. | Zonguldak | Private | 20 | 66 | 83 | 163 |
| 20. | Science Lycee | Ankara | Min.Lycee | 90 | 62 | 2 | 1 |
| 21. | Samsun Col. | Samsun | Min.Col. | 17 | 62 | 57 | 202 |

B. Higher Education

"Therefore, my purpose in having you study the French language is not to teach you French as such but that you may learn medicine in order to incorporate that science step by step into our own language." Sultan Mahmut II on the opening of the Medical School in 1838.

The knowledge at least one modern language other than one's own is a traditional requirement of higher education. In Turkey it is more than a mere ornament of scholarship, it constitutes the individual's window to the world and makes possible active Turkish participation in the international community.

Virtually everybody in higher education gives lip service to this fact. Some few take it seriously and make their institutions the best in the country. The successful have several characteristics in common which give us a basis of comparison and a standard by which we can measure others.

The first group is Robert College, METU and Hacettepe. All provide a preparatory year in English except Hacettepe which is required to offer French and German as well. Only upon its successful completion are students permitted to enter their fields of study.

The basic text used by all is the 13 book series Spoken English for Turks prepared by a staff of four American linguists and edited by Dr. Sheldon Wise of Robert College. S.E.F.T. (as it is commonly known) has been made possible through a series of grants from the Ford Foundation. Following its completion advanced reading and composition is taught.

Robert College has ten teachers --eight American and two Turkish. METU preparatory school has around forty --half Turkish, one quarter foreign contract and one quarter Peace Corps. Hacettepe's English Department in the School of Basic Sciences has about the same number and distribution as METU. Teacher's salaries average over \$3,000 per year at Robert College, \$3,000 for everyone at METU, \$3,000 for foreign staff at Hacettepe and \$2,000 for its Turkish staff. By local standard these last salaries are excellent and positions are much sought after. All are full-time positions.

Classes are conducted twenty-five hours a week --twenty hours instruction and five hours in language laboratory. The total hours of exposure average 1,000 for each course. The schools give weekly quizzes, monthly tests, semester and final examinations.

Robert College and METU conduct the bulk of their courses in English. Their students must, therefore, be able to understand spoken English readily. While Hacettepe gives only a few courses in a foreign language, its students in common with the others, must be able to read English with ease because the greater part of their libraries are in this language.

The speed at which these intensive courses are conducted renders the lot of a weak student particularly difficult. For most it is their first exposure to demanding discipline. Students are guided towards the formation of good study habits which helps to ease the translation from lycee to exacting university study.

When we turn from this group to the second, ie. the other universities and higher schools, we are confronted with the same gloomy picture we saw in public secondary education. The author has heard many serious people say that the traditional universities are incapable of reform although the bulk of their teaching staff are generally in favor of it. He believes that reformation will only result from student and public pressure brought to bear on the Grand National Assembly. To draw a parallel with the U.S. the first group, Robert College, METU and Hacettepe are governed by a system somewhat similar to the U.S. Constitution with a strong, central executive power; the second,

Istanbul, Ankara, Ege, Atatürk, Istanbul Technical and Black Sea Technical Universities struggle along under charters similar to the Articles of Confederation with weak divided leadership.

Most of them have a ghostly form of language requirement seated in a so-called school of Foreign Languages. Instruction is generally given late in the afternoon, three to five hours a week, to groups of up to a hundred or more by a haphazard collection of part-time teachers who eke out their living through the collection of inadequate honoraria for largely futile work.

Recently, however, there have been signs of life observed in several of them, resulting from the student boycotts of 1968 and 1969. These will be summarized by institution.

Istanbul University has thought of constructing a building for their school of foreign languages, but work hasn't gotten underway because the location is an archaeological site. The plans include language laboratories. Members of the Faculty of Letters approached METU last winter for advice on a preparatory year. A sensible draft proposal was written but has not been circulated. Another professor produced a report at the University President's request. Although he has not had any reaction to it, he is busy enlarging it into a book.

Ankara University has no language requirement but several of its faculties do. For example, the Political Science students requested an intensive program but despite a subsequent survey and the willingness of the English Department nothing has resulted. Language History and Geography have recently acquired two large laboratories but have no program to utilize them. The Dean hopes that their presence will stimulate a movement towards a preparatory year in the faculty. The Medical Faculty has a new lab for its late afternoon classes. The Theology Faculty has a part time British Council teacher.

Ege University requires English, French or German. Their late afternoon classes, however, achieve little or nothing. A language center has been designed which unrealistically stresses the push button aspects of learning. Three different language laboratories have been purchased, but will be put in storage until the building is ready. The Commercial Faculty will soon consider a proposal for intensive English instruction put forward by a young associate professor. If his proposal is accepted separate laboratory facilities will have to be envisaged because this faculty is in down-town Izmir and the remainder of the University in Bornova.

The Istanbul Technical University offers four hours of English a week to 500 freshmen and sophomores in classes of 50. The teachers select their own material; some use English 900 while others use the Oxford Progressive English series.

The problems faced by the Eastern Universities, Black Sea Technical in Trabzon and Atatürk in Erzurum, are so serious that it is almost selfish to cavil over their wretched level of language instruction. Black Sea Technical has, however, asked for proforma invoices for a 20 position laboratory from the Ruytheon Company. Atatürk's English Philology Department has an AID provided Dukane installation which it reserves for its own exclusive use.

To sum up, in this second group of Universities the students learn early in the game that they will never learn to speak let alone read any professionally useful material after their X years of study. They usually just give up somewhere along the way and the teachers pass them to get rid of them and make room for a new class.

1. Departments of English Philology

"Back in 1933 when the old Darülfünun was revamped and the present University of Istanbul set up, it was considered Western and civilized to establish philology departments. In the beginning our students were few in number and in most cases rich graduates of foreign

schools. We functioned more or less as a finishing school. But after the war we were forced to admit students who did not know English before they arrived, and we did not teach it to them because it was considered an unattractive chore. Furthermore, very few of our students were actually interested in the subject. Most were rejected by other more popular faculties."

Professor Özcan Başkan
English Philology Department

"Each year perhaps five percent of our students know what we are talking about."

English Department Faculty Member
Ankara University

"De morthis nil nisi bonumi" Horrace

But they cannot be let off so easily, because there is one good department in the group and they are an important source of English teachers.

There are four departments of English Language and Literature which are established in the following:

Ankara University: Faculty of Language and History-
Geography,

Atatürk University: Faculty of Letters,

Hacettepe University: Faculty of Social and Adminis-
trative Sciences,

Istanbul University: Faculty of Letters.

They offer four year courses leading to a basic degree. If students choose, they may elect courses in education and become certified teachers upon graduation. Very few who enter the programs graduate and of those still fewer go into teaching career.

Hacettepe University, however, provides a happy exception to this. The department there, is organized on modern lines. For example, it gives its students a proficiency examination which, if failed, requires a one-year intensive English course. Attendance is obligatory at lectures and seminars. A clear-out graduate studies program has been developed leading to M.A. and Ph.D. degrees.

The primary goal of these departments is to train English literature teachers. There is only one professor in Istanbul University with a background in linguistics and he has only one or two students at most who graduate from his program annually. The lack of linguistically trained teachers is severely felt but difficult to overcome.

One school outside this group has, however, made a serious effort to cope with this problem. The department of languages and literature of the School of Sciences and Languages at Robert College offers its students a two year program of concentration in

linguistics and language teaching. The primary goal is to provide them with a solid background in linguistic science and to train them in the application of modern principles of language analysis to the techniques of foreign language teaching.

The originators of this program, Dr. Hikmet Sebüktekin and Dr. Richard A. Murphy hope that they can reach the stage where they are not just training teachers of English but preparing certain talented young people to go on to further work in linguistics and to become involved in teacher training themselves.

They have proposed the establishment of a M.A. in linguistics as a follow-up to their basic program which would help alleviate the alarming shortage of Turkish linguistics qualified to administer language departments. It would replenish the pool of trained linguists established by the Georgetown program (g.v.) who could implement existing teacher training programs and found new ones.

To summarize, both Hacettepe and Robert College have good programs in English teaching. A.I.D. could well consider assistance to both institutions to help in the development of highly trained teacher administrators.

2. Language Teacher Training

"Clearly while Turkey needs many more teachers and, therefore, more normal schools, there is little use in founding more schools unless the right sort and adequate number of young men and women are drawn to them. They will not be drawn upon starvation wages."

John Dewey - 1924

Before discussing teacher training as such the author would like to draw attention to the economics of teaching in today's Turkey. It hasn't changed much since the Dewey report. Illustration V gives us the distribution of employees by pay grade in the Ministry of Education. A newly appointed primary school teacher starts at grade B with a take-home salary of 480 TL. A secondary school teacher starts with a grade 11. If he passes a foreign language examination he is immediately promoted to grade 10 and takes home a salary of 660 TL, (what many people pay their servants). In Dewey's words: "In some parts of Turkey, especially in large cities where living is higher, a considerable part of the teachers are engaged in looking for other positions and work which will pay better. They regard their status in the teaching profession as temporary and precarious." Many hold two or three outside jobs and retain their official positions on a near part-time

(ILLUSTRATION V)

MINISTRY OF EDUCATION
DISTRIBUTION OF STAFF BY PAY GRADE

| Pay Grade | Net TL Salary Per Mo. | Total Min. Staff | Primary Edu. | Secondary Edu. | Teacher Tng. | Techn. Prof. Educ. | Higher Edu. |
|---------------------|-----------------------|------------------|--------------|----------------|--------------|--------------------|-------------|
| 1 | 2,090 | 17 | - | - | - | 5 | 11 |
| 2 | 1,890 | 49 | - | 1 | 1 | 14 | 23 |
| 3 | 1,650 | 626 | 8 | 233 | 80 | 201 | 47 |
| 4 | 1,400 | 1,836 | 743 | 343 | 106 | 320 | 66 |
| 5 | 1,250 | 4,031 | 2,305 | 625 | 160 | 493 | 150 |
| 6 | 1,150 | 6,057 | 3,905 | 889 | 188 | 667 | 114 |
| 7 | 990 | 4,804 | 2,628 | 829 | 196 | 646 | 183 |
| 8 | 890 | 7,142 | 3,444 | 1,674 | 359 | 1,155 | 184 |
| 9 | 780 | 11,362 | 6,235 | 2,405 | 519 | 1,521 | 260 |
| 10. | 660 | 18,982 | 8,785 | 5,209 | 949 | 2,441 | 298 |
| 11 | 610 | 24,258 | 9,523 | 7,994 | 1,478 | 4,406 | 68 |
| 12 | 550 | 14,781 | 11,173 | 1,621 | 376 | 1,023 | 110 |
| 13 | 480 | 81,177 | 77,297 | 1,784 | 387 | 1,203 | 61 |
| Medium group Salary | | 629 | 586 | 717 | 737 | 742 | 890 |
| Total in group | | 175,222 | 126,046 | 23,607 | 4,799 | 14,595 | 1,575 |

basis; in order to qualify for a Government pension. With a few notable exceptions the energetic and competent will not accept the financial sacrifice of being full-time administrators in the public system. This has a deleterious effect on the quality of education in that it further lowers the teachers' morale. Having said this, let us return to the subject.

The bulk of the language teachers are the product of one of two institutions: The Gazi Institute of Education in Ankara and the Istanbul Institute of Education. Next year the third institute in Izmir will graduate its first class. The Istanbul and Izmir institute are usually known by their respective nicknames, Çapa and Buca.

Language teacher training was initiated in 1942 through a special two-year program in Istanbul University's Faculty of Letters. In the fall of 1946 this program was moved to the newly established English Department at Gazi; shortly afterwards a similar department was set up at Çapa. In 1963 the course of instruction was lengthened from two to three years. In 1968 the third language department was established in Buca. Illustration VI shows the common curriculum at the three institutes.

(ILLUSTRATION VI)

Institutes of Education
Department of Foreign Languages
Outline of English Courses

| First Year - First Semester (at Gazi and Buca) | First Year - Second Semester (1st and 2nd at Çapa) | Second Year (All Schools) | Third Year (All Schools) |
|---|---|--------------------------------|---|
| Intensive English - 24 hrs. | Spoken English - 10 hrs. | Spoken English - 4 hrs. | Spoken English - 4 hrs. |
| Gazi - Georgetown Intensive Course | Grammar - 4 hrs. | Grammar - 2 hrs. | Comparative Structure - 3 hrs. |
| Buca - Spoken English for Turks | Composition - 4 hrs. | Composition - 3 hrs. | Composition - 2 hrs. |
| Subtotal: 24 hrs. | Reading - 4 hrs. | Reading - 7 hrs. | Reading - 6 hrs. |
| Turkish 5 hrs. | Translation - <u>2 hrs.</u> | Translation - 2 hrs. | Culture - 2 hrs. |
| Psychology of Edu. <u>3 hrs.</u> | Subtotal: 24 hrs. | Methodology - <u>3 hrs.</u> | Translation - 4 hrs. |
| Total: 32 hrs. | | Subtotal: 21 hrs. | English teaching Techniques - <u>5 hrs.</u> |
| | | Turkish - 7 hrs. | Subtotal: 26 hrs. |
| | | Psychology of Edu. 2 hrs. | Turkish - 4 hrs. |
| | | Education (Gen.) <u>2 hrs.</u> | History of Turkish Revolution - <u>2 hrs.</u> |
| | | Total: 32 hrs. | Total: 32 hrs. |

Although the curriculum is uniform the institutes have considerable leeway on the material taught and texts employed.

There is no regular communication between the three on professional problems and developments. It is felt that the : : others are somewhat wary of Gazi's strength and wish to avoid falling under its influence. However, in fairness to Çapa and Buca the Ministry itself does not encourage communication. In fact, it worked against it when in the 1950's it turned Gazi over to the Americans via the Georgetown project and assigned Çapa to the British sphere of influence. Because the British did not support Çapa in the same way as we did Gazi, resentments and suspicions were awakened which still have their effects today.

Graduates of the institutes are obligated to serve in the public system one and a half years for each year spent training in Turkey and two years for each year abroad. The director of Gazi estimates that of the 250 students who have graduated since April 1966 approximately 40% have already left state service by choosing the option of purchasing freedom from their government obligation. This, of course, is a further complication to the teacher shortage.

The departmental staffs are generally good. Strongest at Gazi because of the Georgetown program the three institutes have a cadre of dedicated teachers who deserve support in the important work.

Some foreign help is already on its way. UNESCO and UNICEF have initiated a joint program with the Ministry of Education to assist the teacher training institutes. Five 24 position Step III Dukane language laboratories have been purchased and five institutes will each receive one; Gazi, Çapa, Buca, Bursa and Samsun. Although the last two named do not have language teacher training, it is felt that their large enrollments can benefit from mechanically assisted learning. The Ministry hopes to obtain ten more laboratories of a simpler type for other teacher training institutes. The author is somewhat concerned that these facilities will be wasted in schools without any adequate program to support their use. Furthermore, it is very likely that the first three institutes will not have enough equipment to satisfy their needs. Gazi has three ancient, old fashioned labs from Georgetown days. Çapa owns a museum piece presented to it by Gazi; Buca has none, will receive one and according to its direction, will need three.

Linguistics is not a static field. It is a relatively new study which is constantly undergoing development. In its stormy career today's heresies are tomorrow's outdated orthodoxies. The Georgetown program participants were trained between 1955 and 1965. Most had a year or two of exposure during this time. All who are now teaching could benefit from further academic training in the field. New staff as well should have the opportunity for study in the United States. A.I.D. could well consider sponsoring such training.

3. The Remainder of Higher Education

Into this group fall the Economic and Commercial Academies and other higher trade schools both public and private. The majority of the students who enter these institutions would have preferred to go to a university. The feeling of disappointment is soon joined by frustration brought almost by the generally low quality of their education. The only valid goal for the students in this group is reached when they receive their diplomas. They feel that serious obstacles in the path must be boycotted aside or made harmless. Hence the condition of the foreign language requirement at the Commercial Academies and its token action elsewhere.

In certain schools both conscientious administrators and ambitious students may seek to break this pattern. A.I.D. should hold itself prepared to assist genuine movements of this kind.

Let us now look at what A.I.D. has done and what the U.S. Government is now doing in the English language field.

PART II

FOREIGN ASSISTANCE TO ENGLISH LANGUAGE TEACHING-USAID

A. Georgetown Project

This famous technical assistance project got underway on December 22, 1953 when the Turkish Foreign Ministry signed a contract with the Institute of Languages and Linguistic in Georgetown University's School of Foreign Service. In November 1958 a new contract was signed between Georgetown and the International Cooperation Administration. After 12 contract amendments, the project finally wound up on June 30, 1965. A detailed history was prepared following its conclusion.

The Mission ranked the project targets and goals in the general order of their importance.

- Teaching English to participant candidates,
 - Training teachers for Gazi English department,
 - Developing a modern curriculum for this department,
 - Preparation of Middle School and Lycee English texts,
 - Producing literacy materials for the Turkish Armed Forces.
 - Establishing a Foreign Language Institute to teach participants and train teachers.
 - Automating English teaching for self-instruction,
 - Providing a simultaneous translation facility for
- Technical Assistance Project History and Analysis
Report Project No. 277-15-690-169, Participant
Language Training. AID Airgram A-1114, December 30, 65.
(In AID Library Ankara, Turkey).

clear policy on the purpose of their training and the contractor should have made sure that the participants received specialized instruction in the training of teachers to teach others how to give English instruction.

Be that as it may, the teachers trained under this program are the best in Turkey. It has also made the Gazi English Department the strongest in the country and the one with the highest degree of professional attainment in the Institute. Unfortunately no follow-up program exists and no training program was established at Çapa.

3. Curriculum Development - Gazi English Department: In the autumn of 1963 the course of instruction was increased from two to three years for language teachers. This allowed for the introduction of intensive training in the spoken language and permitted better development of professional skills. Although the curriculum outline is the scare for all institutes, courses taught by Gazi participants benefit from contemporary linguistic thinking.
4. Preparation of Secondary School English Texts: No other aspect of the Georgetown project has caused greater trouble, misunderstanding and bad feeling than this one. Shortly after Georgetown came to Ankara it was realized that teachers trained in new methods

required new and better texts. Neither Gatenby nor the preceding series by Faucett were easily adaptable to modern methods. Three series of texts resulted: English Speaking Friends - 6 Volumes for Middle School and Lycee, Teaching English in Turkey - 3 volumes for Lycee and an Intensive English Course for Turks - 14 volumes for the participant intensive program at the Gazi English Department. Each series was accompanied by teachers' guides. Only the intensive course is in use today for its original purpose. English Speaking Friends and Teaching English in Turkey were never approved for use by the Board of Education. Actually the first volume of "Friends" did receive approval but when the others did not its limited use was discounted. "Teaching English" has had very limited use in the AID-sponsored Provincial English Teaching Program (g.v.) but has been largely replaced by English 900 for which tapes are available.

What happened? The author has the impression that the Georgetown writing team assumed that the material would be accepted without question, and did little in the way of scouting out the opposition. Furthermore, when opposition had developed, AID staked its prestige on their acceptance. One source said that the Ministry of Education felt that the U.S.

Government was trying to force its material down Turkish throats. Rumor had it that AID was asking for exclusive use of Georgetown materials in the schools. On the other side, AID has felt that their money was wasted and that the Ministry's objections were trivial compared to the manifest faults of Gatenby. The Ministry refused it on the formal grounds that the texts employed too much Turkish in their explanatory notes and in translations of pattern sentences. Some also felt that the books contained too much American culture in them.

One indisputable fact is that they were too expensive for general use. At 10:00 TL per copy the books were out of the reach of most school children. For example the popular edition of Gatenby TL costs 13:15/for the six book series --an average cost of 2:19 TL per copy. The beginning book is sold at 1:20 TL. Any text for popular use should not cost over 4:00 TL if it is to receive general acceptance.

5. Production of Literacy Materials for the Turkish

Armed Forces: This aspect of the project was not, of course, connected with English language training. Georgetown helped to prepare teaching materials for the literacy centers between April 1959 and December 1961. This work proved to be very worthwhile and led to successful implementation of the program.

6. Establishment of a Foreign Language Institute: This institution was intended to be the principal tangible legacy of the Georgetown project. In the words of the project history:

"Detailed long-term plans were developed for the construction of buildings, including dormitories for the new school..... Stateside training was stepped up to prepare additional professional personnel for the staff. Counterpart and regularly budgeted funds of the Ministry of Education were allocated according to a long-range funding plan extending through FY 1968..... Building construction was underway by mid-1964 with still a year to go before the new school was to open in September 1965."

"All of this may sound as though no problems were involved..... Such is far from the truth; there were many problems, not all of which have been solved, such as the problem of how to pay highly trained specialists in linguistics and the teaching of English a sufficiently high salary...."

In the year intervening between the end of the Georgetown project and the start of the new school, intensive instruction was carried out at T.A.A. by many of the former Georgetown University teachers. Following the completion of five buildings for the school it opened one year late in September 1966.

Originally planned as an independent unit with its own director and budget it was to combine the Gazi language departments with the Intensive Program to form a fully integrated school.

This sensible plan ran onto the rocks of professional conflicts and jealousies which brought the school to its present sad condition. Briefly, the director of Gazi was unwilling to let the language departments go. He fought a delaying action with the Ministry which received powerful assistance from another quarter. Gazi has long strived for university-level status. When the former Minister of Education gave it practical help, students and faculty alike realized that the prize would slip from their group if the language departments left. The students boycotted the language school; the Ministry relieved, shelved the project.

Since its start, therefore, the Gazi Intensive Program has been a cuckoo in the nest to be best starved out of existence. Regulations forbid it to accept payment for its services prohibiting expansion. Its buildings have been occupied by other departments. The Ministry has forbidden the reprinting of its text books on the ground that they need revision. AID has been quietly supplying it with paper and other unobtainable office material.

The State Planning Organization clearly sees the need for a rescue operation, and is submitting a report to the Prime Ministry which recommends re-organization and strengthening the program. AID could play a valuable role if this plan is accepted.

7. Automated English Language Training: The Georgetown University staff developed printed instructional materials and tapes for a 160 hour lycee courses. They were tried out in a normal school but failed through poor administration and adequate supervision. Later on they were taken over by the Turkish Army and from the basic text for its Country-Wide English Language Program.

The automated training scheme was developed to help overcome the teacher shortage. It was a visionary idea then and remains one today. Turkish schools, except under the most rigorous control, are not able to utilize successfully mechanical teaching aids.

8. Simultaneous Interpretation: This \$24,000 facility included three portable booths for interpreters and 150 headphones. Although the Ankara Chamber of Commerce requested it in 1954 and received it in 1963, it was not able to house the equipment. This was transferred to the Institute of Business Administration at Istanbul University. Nothing more has heard of this equipment.

As far as the author knows there are no qualified simultaneous interpreters resident in Turkey. When international organizations hold conferences here, they bring their own with them. The structural differences existing between literary Turkish and Latin and Germanic language renders viva-voce interpretation extremely difficult to master.

9. English Teaching at the Political Science Faculty:

Assistance began in 1955 with four native English speakers and a primitive language laboratory. The Faculty was supposed to nominate participant candidates to take over the program. After three acrimonious years in which the Faculty did not live up to its end of the bargain, Georgetown pulled out its support. The Mission then tried unsuccessfully to recover the laboratory. The British Council then took over the burden and have been there since. The laboratory is still in use.

Other Teaching and Lecturing Activities

Members of the staff helped out on the Summer English Teaching Seminars and carried out part-time lecturing at the Language and History Faculty. Two worthwhile extra curricula activities.

What did all of the above cost? The total amount actually spent or obligated for the duration of the project is as follows:

| | |
|--------------------|--------------------|
| Dollars | : 1,485,000 |
| Dollars equivalent | : <u>2,665,000</u> |
| Total | : 4,150,000 |

Dollar costs can be broken down into these categories:

| | |
|--------------|------------------|
| Technicians | : 1,036,000 |
| Commodities | : 154,000 |
| Participants | : <u>295,000</u> |
| Subtotal | : 1,485,000 |

The average yearly cost for the program was \$346,000. The project history sums it up by saying: "When the magnitude of the project activity and its breadth of operation are taken into consideration, however, and particularly when the fact that the funding provided covers a twelve year period of operation, it is also apparent to anyone familiar with the costs of such operations generally that the financial outlay for this project has been modest."

Yes, the U.S. Government and Turkey got a bargain. At the end of the history the then Mission Director, Mr. James P. Grant, asked the following questions:

1. Why did the Political Science Faculty fail to send participants to the United States?
2. What has been the impact of the Army Literacy Program?
3. Just how interested is the Turkish Government in Supporting English language instruction.
4. Will the Ministry of Education adopt the use of Georgetown produced texts?
5. Will there have to be another formal project in this area?

He concludes: "In general the Mission action to terminate this project after eleven years was based on the management judgement that henceforth sufficient capacity exists within Turkey to accomplish the necessary training for English language. The effectiveness of the Turkish-American Association, the Peace Corps, the military and several academic and private groups in teaching English is now much greater than it was even three or four years ago. The Turkish Government can certainly invest in the necessary buildings and facilities for a foreign language institute if they wish. They also have sufficient properly trained Turkish nationals to staff such a school."

Some of Mr. Grant's questions have already received interim answer in this report. Others can wait a bit longer. Let us now turn to an examination of the other units which go to form the "sufficient capacity" in English language teaching.

B. USIS and the Turkish American Association

The USIS Cultural Office has an English teaching officer on its staff who is also the Director of Courses at the Turkish American Association. USIS sponsors the following activities:

1. Summer English Teaching Seminars: Actually many organizations have a hand in these. Last year, for example, USAID supplied 28,000 TL, USIS 26,000 TL, the British Council 4,000 TL and the 42 participants 7,238 TL to cover its cost. The Ministry of Education very kindly nominated the participants from its public school staff. The seminars have been running for the past 17 years although there was a three year break from 1963-65. They are the basic clearance requirement of the Ministry for foreign study under AID, Fulbright and British Council programs. In theory the teachers must have taught for three years before they become eligible to apply for the seminars. As noted earlier they are the only in-service training that English teachers can receive in Turkey.

USIS feels that with over 800 teachers to teach they can never do it at their present rate. They have always been interested in having more participants attend the seminar. Next year they plan to

visit the Ministry early to try to convince it of the advantages of holding a larger seminar.

2. Distribution of English Teaching Forum: Six times a year more than 2,000 copies of this USIS magazine are sent to individuals including the Ministry teachers, those at METU, Hacettepe and Robert College the Turkish Military language schools and both teachers and students in the Gazi English Department. It would be safe to estimate that for 95% of its readers in Turkey it is the only professional publication which they see.
3. Sponsorship of Linguistic Clubs: Two attempts have been made to gather English teachers together. One in Istanbul is a joint effort with the British Council, the other in Ankara is centered mostly on Gazi and METU. The author feels that the relatively low level of interest results from the lack of linguistic research in Turkey.
4. Placement of Television Programs: USIS has sponsored Adventures in English, a U.S. Government series, three times weekly on Ankara T.V. originally it was beginning instruction but the audience requested the advanced series --a reflexion, no doubt, on the high level of sophistication of television owners.

5. Turkish-American Association English Teaching: Since its establishment in June 1951, language teaching has been the backbone of TAA as both a major attraction for membership and an important source of income. Classes are conducted in Ankara, Izmir and Adana. In addition to beginning and intermediate courses, they offer advanced classes in composition, translation and conversation. Special group courses of a semi-intensive nature are arranged on request for representatives of Government ministries, schools and business or professional groups.

Over 2,000 students are enrolled in Ankara, 1,500 in Izmir and 500 in Adana. Classes are normally held in the late afternoon and early evening. Teachers are generally nationals who need the salary to supplement teaching income. There are usually a few native speakers on the staff.

The drop-out rate is high in the regular classes but lower in the semi-intensive ones, doubtless because the latter have a concrete goal to reach in their studies.

C. U.S. Peace Corps

The Peace Corps began its English teaching program in 1962. It has continued since then as the corps single most useful effort in Turkey. The reasons for this are: (1) education is second only to Defense as the highest

non-economic priority of the Turkish Government, (2) the Peace Corps can help meet the need by using AB generalists who after 12 weeks of training can then function well as English teachers, and (3) the Turkish Government generally agrees that this is the most useful work for volunteers. The trends in the program can be seen in the table below:

| <u>Years</u> | <u>No. Volunteers</u> | <u>No. Sites</u> |
|--------------|-----------------------|------------------|
| 1962-63 | 28 | 13 |
| 1963-64 | 38 | 48 |
| 1964-65 | 171 | 93 |
| 1965-66 | 290 | 176 |
| 1966-67 | 255 | 145 |
| 1967-68 | 163 | 74 |
| 1968-69 | 150 | 62 |
| 1969-70 | 112 | 39 |

The volunteers have taught English in secondary education, foreign language colleges, teacher training institutes, university basic language instruction and in their English literature departments.

From the point of view of the Peace Corps "ideal" teaching English in a remote Anatolian school provides an opportunity to live the real Peace Corps life. The students might even learn a little English which they might not otherwise have done.

Elsewhere, however, they have been of very real benefit to their students. Robert College has noted a real improvement in the standard of English of foreign language college graduates. In the teacher training institutes and universities they have generally blended in well with their colleagues and been popular with their own students.

The author has had the pleasure of working with many of them over the past four years, and regrets that their departure will do more than merely aggravate the existing teacher shortage.

D. U.S. Fulbright Commission in Turkey

Fulbright operations in Turkey began in 1957. They have always had a substantial interest in the promotion of better English language teaching. They helped to support the Summer English Teaching Seminar in 1958, 59 60 and 62. Professors of American Literature have joined the staff of the Faculty of Letters in Istanbul, Faculty of Language and History in Ankara, and Hacettepe's English Philology Department in order to stimulate a specialization in American literature. Fulbright has sponsored 22 man-years of basic English teaching at the Foreign Language Colleges in Istanbul, Izmir, Konya and Samsun between 1957 and 1969. They have also enabled 65 Turkish teachers to attend a U.S. university for one semester to refresh their contacts

with modern language teaching methods. In addition they have sent 26 Turkish students to study English and American literature in the United States.

E. AID English Language Program

Following the end of the Georgetown project, participant training was carried out for one year, 1965-66, via the Turkish-American participant intensive course (TAPI) at the Turkish American Association. Following this, the course was turned over to the Gazi Intensive Program. AID soon found, however, that it had to keep up a continuing interest in ELT.

This has taken two forms: Testing the English proficiency of AID participant candidates and sponsoring Provincial English Language Training. In 1966 the Training Office helped set up seven classes in Izmir, Erzurum and Denizli for Topraksu and the Agriculture Bank to prepare candidates for future participant training. The number of requests for assistance rapidly increased and the office established a full-scale advisory service. The duties of the present two-man staff are to visit class sites, advise on class formation, help find local teachers, train the teachers, if necessary, revisit classes to solve problems, test for progress, advise on loans of tape-recorders, copy language tapes for individuals and classes and identify possible areas of program expansion.

Students purchase their own text books and pay the salaries of their teachers.

The program comprises 52 classes in 37 organizations located in 26 Anatolian towns. Most of the participants come from various divisions of the irrigation, State Water Works, Highway, Plant Protection Organizations and the Zonguldak coal mines and steel plants.

Basically the classes act as feeders into present AID technical assistance programs. Success in the courses can bring management's attention to bear on eager and competent young professionals. Where the courses have no direct AID feeding they have a definite public relations value to the Mission. The recent approval of the purchase of ten tape recorders for one year loan to interested organizations, the establishment of a revolving fund for the purchase of tapes and the purchase of a fast tape duplicator are valuable steps in extending the usefulness of the program.

F. Ford Foundation English Language Grant

The Foundation made a \$89,000 grant in 1957 and \$36,000 in 1959 to the Near East College Association in order to purchase language laboratories for Robert College and the American Girls College in ArnavutkÖy.

After the establishment of an Ankara Office in 1960, Dr. Sheldon Wise of Robert College asked the Foundation representative, Dr. Eugene Northrup, for assistance in the preparation of modern teaching materials. This involved the writing and editing of the 18 book series, Spoken English for Turks. Money was made available as follows: 1962 : \$58,000; 1964: \$86,000; 1966 : \$115,000; 1968 : \$75,000; total \$334,000. This covered salary support for 25 man-years of labor, two 20 position language laboratories and printing machinery.

In 1964 the Foundation made a three year grant to the English Language Preparatory School in METU to cover the salaries of two American advisors, and 28 position laboratories, book subsidies (to lower the cost of SEFT to the student) and office equipment. This grant set up a modern, integrated system of language teaching for the University.

After seeing the success attained by METU, Dr. Dogramaci asked that similar support be given to Hacettepe University. In the fall of 1966 the Foundation granted \$67,800 for 4-25 position laboratories and personnel salary support including one American advisor. In June 1968 the grant was renewed for an additional two-year period and added \$52,000 for a total of \$119,800. The supplement purchased six more laboratories, other sound equipment, salary support

for an advisor, an assistant advisor, financial inducements for a Turkish linguistic administrator and local travel funds.

The local Foundation representative indicates that they are not actively considering the expansion of their English language activities.

G. British Council Activities

In the area of English language, the Council carries out under one roof the activities we split between the Turkish American Association, The Fulbright Commission and USIS. In other words, the Turkish-British Association teaches all levels of English to around 3,000 students; the Council brings academic staff to various faculties of Ankara and Istanbul universities and it participates in the Summer English teaching seminars and linguistics club.

In addition, they run yearly study tours for Turkish English teachers in the United Kingdom. In 1969, 23 were sent for one month in the summer. Short-term study programs lasting between one and six months are also arranged yearly. Of the forty to fifty participants, approximately eight to ten are teachers of English. In a general way, all British Council summer courses in English are open to volunteer students as well.

The Council is charged with overseeing the British Overseas Volunteer Program in Turkey. This year the Ministry of Education requested 15 volunteers to offset the large number of U.S. Peace Corps people. The U.K. could only supply 6 --4 English teachers, one chemistry and a physics instructor have been sent to the Foreign Language Colleges in Istanbul and Izmir.

Unfortunately, they are feeling the financial squeeze in the same way that TAA and Fulbright are. Participant training suffers and the number of valuable people to people contacts are being reduced.

H. Turkish Armed Forces Program

In the introduction to this report the author mentioned that the Military had the best programs in the country. The Army, Navy and Air Force Language Schools are organized and advised by the USAF Defense Language Institute at Lackland Air Force Base. They are largely American in their conception and execution. The students who pass their rigorous course come out speaking near perfect colloquial English.

A brief outline of the various service programs follows:
Navy; Intensive English Language Training is carried out at the Naval Training Center in G8lcük. They use the Defense Language Institute series, American Language Course.

Non-intensive courses are given at the petty officer preparatory school, the Naval Lycee and the Naval Academy --all in Istanbul. All but the academy have language laboratories.

Army: The intensive course is given at the Turkish Army Foreign Languages School in Ankara. Aside from teaching the D.L.I. course in English, they also use their material to teach French, German, Russian, Bulgarian, Greek and Arabic. About 70% of the students take English. Non-intensive courses are conducted at the Kuleli Lycee, Istanbul; NCO Academy, Çankiri; Army War School, Ankara; Combined War Colleges Command, Istanbul and through the unique country-wide English Language program.

This is a special course produced by an American trained Lt. Colonel who has full knowledge of the difficulties a Turkish speaker has in learning English. It is taught at 60 locations nationwide. When a new center is opened a tape recorder, books, tapes and documentation are sent to the field with a specially trained English speaking officer. Close touch is maintained with Ankara. Class schedules are uniform permitting ready student transfer and safeguarding the security of tests. It consists of three 120 hour phases, each one lasting one year. Classes are taught four days a week

for one hour per period. A member of the Defense Language Institute stated that this is a very well produced course with wide application both within and outside the military. Possible consideration should be given to using it in the AID Provincial English Teaching Program.

Air Force: The intensive program is conducted at the Turkish Air Force Language School at Güzelyali, Izmir. It is the best language school in the country and would stand comparison with any institution of its kind in the world. The point could be made in any discussion with the State Planning Organization that this school could well be the model for a State Language Academy.

In addition, non-intensive training is given at the Air War School, Istanbul; NCO Academy, Izmir and the Supply School, Eskişehir.

Now that we have looked at what does and does not exist, let us sum up and reach a few general conclusions.

PART III

CONCLUSIONS AND RECOMMENDATIONS

It is obvious that something should be done in this area. What is equally obvious to the author is that no pontification of experts either Turkish or foreign working in the present near vacuum of leadership is going to be able to do much at all.

Successful English programs have been established by the military because it has used its leadership and administrative ability to reach a clearly defined goal. The same can be said of the METU and Hacettepe programs which were inspired and actively supported by two great men, Kemal Kurdaş and İhsan Doğramacı.

Wherever such leadership exists AID can properly carry out its supporting role. The unfortunate situation that all foreign eleemosynary organizations face can be summed up as interest and money grouping around to find interested, capable recipients. The problem of French and German teaching does not differ in substance but only in degree from that of English.

Having said this the author wants to stress that there is a very real popular demand on the part of many administrators, teachers and students to reach a useful standard of competence in a foreign language. To the extent the present situation worsens this demand will

become more insistant. This is the best hope for the future.

The present programs of USIS, TAA, the British Council, Fulbright and AID are worthwhile. It is unfortunate that financial limitations curtail the scope of their activities. They fit in well into the Turkish scene. The problems of volunteer teachers are yet to be solved. Several specific recommendations can be made:

1. A countrywide conference on language teaching should be held. All languages should be represented to avoid jealousy and charges of favoritism. It would review all aspects of existing programs and give the participants a much needed opportunity to get to know each other. AID and others could assist by paying part or all of the participants' travel and per diem.
2. Efforts should be made to raise the status of applied linguistics to a recognized profession in the country. Chairs need to be set up in the existing English Philology departments and foreign scholarships be made attractive and easily obtainable.
3. Schools that have set up good programs should receive the equipment they need to run them properly.
4. Whenever the Turkish Government comes up with a workable plan for a National Language Academy, the Mission in its backing should attempt to make it a multilateral aid effort.

Accross the ages Homer's wish still holds true:

"That thou might'st speak, when speech was fit, and
do, when deeds were done."

Chapman's Iliad, IX

APPENDIX

TEXTBOOKS AUTHORIZED FOR FOREIGN LANGUAGE

EDUCATION IN TURKISH SECONDARY SCHOOLS

1. Middle, Commercial, Girls and Boys Technical and
Construction Schools - Material taught in class:

| <u>First Year</u> | <u>Price</u> |
|--|--------------|
| Almanca Ders Kitabı I by Komisyon | 3.20 TL |
| Fransızca Dersleri I by Dr. Baha Üngel | 1.80 |
| Fransızca Dersleri I by I. H. Ün and S. N. Özarkan | 2.65 |
| Fransızca I by Baklaş and K. Yılmaz | 1.45 |
| Fransızca I by N. Arıkan | 2.90 |
| İngilizce Ders Kitabı I by Dr. L. Faucett | 2.20 |
| A Direct Method English Course Book I by E. V. Gatenby | 1.90 |
| A Direct Method English Course Orta I by E. V. Gatenby | 1.20 |
| <u>Second Year</u> | |
| Almanca Ders Kitabı II by Komisyon | 2.90 |
| Fransızca Dersleri by Dr. B. Üngel | 2.40 |
| Fransızca Dersleri II by I.H. Ün and S. N. Özarkan | 2.50 |
| Fransızca II by F. Baldaş & K. Yılmaz | 1.80 |
| Fransızca II by N. Arıkan | 2.35 |
| İngilizce Ders Kitabı I, Con't. by Faucett | 2.20 |
| A Direct Method English Course Book II by E. V. Gatenby | 2.40 |
| A Direct Method English Course Orta II by E. V. Gatenby | 1.45 |

| <u>Third Year</u> | <u>Price</u> |
|---|--------------|
| Almanca Ders Kitabı II (to end) by Komisyon | 2.90 TL |
| Almanca Ders Kitabı III by Komisyon | 1.90 |
| Fransızca Dersleri III by Dr. Üngel | 2.90 |
| Fransızca Dersleri III by Ün & Özarkan | 2.90 |
| Fransızca III by F. Baldaş and K. Yılmaz | 1.90 |
| Fransızca III by N. Arıkan | 2.65 |
| İngilizce Ders Kitabı II By Faucett | 1.60 |
| A Direct Method English Course Book II (to end) by Gatenby | 2.40 |
| A Direct Method English Course Orta III by Gatenby | 1.80 |

II. Lycee

First Year

| | |
|--|------|
| Almanca Ders Kitabı III (to end) by Komisyon | 1.90 |
| Almanca Ders Kitabı IV by Komisyon | 2.50 |
| Fransızca Ders Kitabı IV by Komisyon | 5.05 |
| İngilizce Ders Kitabı II (to end) by Dr. L. Faucett | 1.60 |
| A Direct Method English Course Book III by Gatenby | 2.70 |
| A Direct Method English Course Lycee I by Gatenby | 2.70 |

II. Lycee (Cont'd.)

| <u>Second Year</u> | <u>Price</u> |
|--|--------------|
| Almanca Ders Kitabi IV by Komisyon | 2.50 TL |
| Almanca Ders Kitabi V by Komisyon | 1.75 |
| Fransizca Ders Kitabi V by Komisyon | 5.10 |
| Ingilizce Ders Kitabi III by Faucett | 1.10 |
| A Direct Method English Course Book III (to end) by Gatenby | 2.70 |
| A Direct Method English Course Lycee II by Gatenby | 2.50 |
| <u>Third Year</u> | |
| Almanca Ders Kitabi V by Komisyon | 1.75 |
| Almanca Ders Kitabi VI by Komisyon | 2.30 |
| Fransizca Ders Kitabi VI by Komisyon | 4.70 |
| Ingilizce Ders Kitabi III (to end) by Faucett | 1.10 |
| A Direct Method English Course Book IV by Gatenby | 3.60 |
| A Direct Method English Course Lycee III by Gatenby | 3.50 |

III. Primary Teacher and Religious Personnel Schools

All Grades

Employ the same texts as Middle Schools and Lycees.

IV. School of Professional and Technical Education

Commercial Lycee First Year

Fransizca Ders Kitabi I by Sayarman
and C. Bergeand 2.80

IV. School of Professional & Technical Education
Commercial Lycee (Cont'd).

| <u>Second Year</u> | <u>Price</u> |
|---|--------------|
| Fransızca Ders Kitabı II, Sayarman and Bergeand | 7.00 TL |
| <u>Third Year</u> | |
| Fransızca Ders Kitabı III, by above authors | 4.70 |

V; Middle, Commercial, Girls and Boys Technical and
Construction Schools.

Supplementary Course Material -English Only

| <u>First Year</u> | |
|---|-------|
| The Tenses and Their Usage by F. Şentürk | 15.00 |
| A New Method English for All Book I by H. Ş. Ayrıl | 2.50 |
| İngilizce-Türkçe Konuşma Kılavuzu, by Kbk | 3.50 |
| Radio Course - Calling All Beginners | 20.00 |
| Harraps Picture Wordbook | 13.00 |
| <u>Second Year</u> | |
| Continuation of above. | |
| <u>Third Year</u> | |
| A new Method English for all Book II by Ayrıl | 3.50 |
| Turgut Lives in Turkey by N. Ege | 25.40 |

VI. Lycee - Supplementary Course Material - English Only

| <u>First Year</u> | |
|--|-------|
| The Tenses and Their Usage by F. Şentürk | 15.00 |
| A new Method English for All Book II by Ayrıl | 3.50 |

VI. Lycee

| <u>First Year</u> (Cont'd) | <u>Price</u> |
|--|--------------|
| Ingilizce-Türkçe Konuşma Kılavuzu by K&K | 3.50 TL |
| Radio Course - Calling All Beginners | 20.00 |
| Harrap's Picture Wordbook | 13.00 |
| <u>Second Year</u> | |
| Türkçe İzahlı Kolay Metod İngilizce Dilbilgisi | 6.00 |
| Other items as above | |
| <u>Third Year</u> | |
| İngilizce Ders Kitabı IV by Faucett | 1.20 |
| A Direct Method English Course Book V by Gatenby | 3.80 |
| Other items as above | |

VII. Primary and Secondary Education - Reference Books - English Only.

| | |
|--|-------|
| English-Turkish Dictionary by L. Dilbaş | 10.50 |
| Basic English by N. Buluç | 5.00 |
| English Grammar by F. Z. Perek | .80 |
| English Verbs and Tenses by C. Çakalır | 6.00 |
| Key to English Conversation by L. Naci | 5.00 |
| English-Turkish Dictionary by R. Alaylıoğlu | 10.00 |
| Oxford Progressive English for Adult Learners Book I | 8.75 |
| Book II | 9.50 |
| Book III | 10.50 |
| Alternative Course Book A | 8.75 |