

**KUZEY KIBRIS TÜRK CUMHURİYETİ, TÜRKİYE
VE AVRUPA ÜLKELERİNDE İNGİLİZCE
ÖĞRETMENİ EĞİTİMİ POLİTİKALARI**

**EFL TEACHER EDUCATION POLICIES IN TURKISH
REPUBLIC OF NORTHERN CYPRUS, TURKEY AND
EUROPEAN COUNTRIES**

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Özet

Son zamanlarda İngilizce Dil Öğretimi alanında Türkiye ve KKTC'de çok büyük gelişmeler ve uyarlamalar yaşanmaktadır. Tüm bu gelişme ve uyarlamalar “Avrupa Ortak Dil Çerçevesi doğrultusunda yapılmaktadır. Bu çerçeve Avrupa dilleri için yabancı dil kriterlerini tanımlamakta ve Avrupa ülkeleri arasında daha çok hareketlilik ve bütünlük sağlamak amacıyla bir takım standartlar belirlemektedir. Eğer bu gelişme ve uyarlamalar sınıfta uygulama safhasına ulaşabilirse, ki bu sadece öğretmenlerle mümkündür, sonuçları muazzam olabilir. Asıl soru; yeni ya da deneyimli, öğretmenler yeni uyarlamaları uygulamaya hazır olup olmadıkları ve bu uyarlamalar için ne kadar donanımlı olup olmadıklarıdır. Bunlara yanıt verebilmek için, KKTC ve Türkiye'deki öğretmen eğitimi politikaları araştırılıp AB ülkelerindeki öğretmen eğitimi politikalarıyla karşılaştırılmalıdır.

Anahtar Sözcükler: Öğretmen eğitim politikaları, CEF, EFL, AB ülkeleri

Abstract

Recently there have been tremendous developments and adaptations in Turkey and TRNC in Teaching English as Foreign Language area. These adaptations root from *Common European Framework for Languages* (CEF). This is a frame which defines the foreign language criteria for European languages and sets for some standards for greater mobility and integrity. The results of these adaptations could be astounding if they reach to implementation phase in the classrooms which could only possible be via teachers. The question is, whether the senior and freshmen teachers in the field are ready to implement the new adaptations and how much they are equipped. In order to answer these questions, the teacher education and training policies in TRNC and Turkey should be investigated and compared to that of teachers' education policies and systems in EU countries. This article intends to achieve these goals stated.

Key Words: Teacher education policies, CEF, EFL, EU countries

I. INTRODUCTION

At the threshold of a new century there have been rapid changes and improvements in language teaching and learning, especially in English as Foreign language teaching and learning area. Throughout European countries there has been remarkable cooperation in the field of modern languages. "This cooperation aims at promoting national and international collaboration of governmental and non-governmental institutions in order to develop new methods of teaching and evaluation in this field" (CEF, 1992: 2) and harmonize what is being taught and learned among the members.

In order to provide a "mutual recognition" of language qualifications among European countries, The Committee of Ministers of the Council of Europe and Council of Cultural Co-operation of Europe define some recommendations and principles (CEF, 1992: 1) which fully reflects the increasing importance attached to this area of foreign language learning in European context.

At March 2002 Barcelona European Council, 'called for a sustained effort to improve the mastery of basic skills in particular by teaching at least two foreign languages from a very early age, and at the same time they called for a linguistic competence indicator to be established in this field.' (Eurydice Report, 2005:3)

Having the "greater mobility and more effective international communication" idea (CEF, 1992: 5) among its members, Council of Europe has promoted some standards explaining what knowledge and skills the learners have to learn and develop in

order to use a language for communication purposes. These standards are explained with a framework called *Common European Framework of References of Language Teaching, Learning and Assessment'* (CEF, 1992) It portrays a sensitive outlook to the changing needs/expectations of the language learners and the language teachers.

Through CEF, it is aimed at "providing the means for educational administrators, course designers, teachers, trainers and examining bodies to reflect on their current practice, with a view to situating and co-coordinating their efforts and to ensuring that they meet the real needs of the learners for whom they are responsible" (CEF, 1992:1)

Being the most taught foreign language in almost all countries in Europe (Eurydice Report, 2005: 64) English as Foreign Language is also highlighted in Common European Framework. Adaptation of new perspectives initialized by CEF has moved English language teaching and learning from 'teacher centered' to 'learner-centered' and has empowered the learner to take his/her own responsibility of learning. This inevitably brings adaptations and variations in English language teaching systems as well.

Common European Framework aims at presenting a complete and lucid description of the languages as well as how to teach the language. By this, it is aimed to free language learning from contradictions across different countries. It also provides a common basis for language teaching with cultural variety.

The governments in Turkey and TRNC, the future candidates of European Union, have been

Adopting new educational principles, especially in the modern language field to harmonize with the EU language standards. English, as in other European countries, has been the most taught and used foreign language in these two countries. Having English-medium secondary and high schools along with universities in both countries make English language learning very important. Besides, the majority of students especially in TRNC continue their higher education in English spoken countries as UK or USA.

Since English language learning is such important, adopting developments and changes can not only be restricted solely by reconstructing curricular activities, methodology and linguistic competence and skills. It should also cover language teachers' education since changes could only be possible by changing teachers' attitudes, beliefs and perhaps training systems to make teachers ready and well equipped to the adaptations and regulations in the field. Awareness, readiness and acceptance of the changes and new regulations should be the first step and this could only be possible if teacher education system allow that flexibility and ignite enthusiasm for teachers to refresh their knowledge and adapt easily to continuously changing teaching aspects. Therefore, there should be a study comparing the policies and educational systems the teacher trainees go through in TRNC-Turkey and in other European countries. If there were huge discrepancies between the teacher training policies and system among these countries, the authorities would have a hard row to hoe while adopting what EU countries have been doing in the foreign language learning and teaching.

II. STATEMENT OF THE PURPOSE

The purpose of this study is to compare and contrast teacher education policies and systems in English as Foreign Language in TRNC-Turkey and European countries. It is aimed to see whether the structural changes proposed in Turkey-TRNC in EFL area in sake of harmonization to the Common European Framework in language learning are feasible in terms of EFL teacher education policy and system carried out in these two countries.

III. DISCUSSION OF THE PROBLEM

The main principle in teaching foreign language is to acquire and use communication skills instead of grammatical rules. The primary task of the teacher is to prepare a realistic environment and guide pupils practice these activities.

Pupils use the language as a tool to express their own real ideas and feelings in the activities. It has been aimed at providing the pupils to reach to the level of B2 of European Standards in English at the end of the grade 9 (Cyprus Turkish Education System guide book, 2005:24).

Beside the updated EFL curriculum in TRNC, the curriculum prepared for Turkey's secondary schools for English language learning emphasize the similar end products.

English language learning is to be taught in communicative manner. English Language learning is not a matter of learning grammatical rules, but rather is for communication and the Common European Framework of references for language teaching, learning and assessment which supply comparative criteria for language learning and teaching is the reference used for English language learning and teaching curriculum (Ministry of National Education EFL Curriculum, 2004:3).

These quotations do not only state the utmost aim of English language learning in these two countries but also English language teachers' duty as well. To reach to certain standards at English language learning means to teach the language at certain standards. Common European Framework of References for Languages defines these standards of languages at four skills including productive activities which cover speaking and writing and receptive activities which include aural reception (listening) and visual reception (reading). Foreign language learning, according to linguists' assumption, is like learning one's mother tongue, and it is better enhanced by means of 'challenging, applicable, appealing and coherent' (Kusch et.al, 1999 : 266) teaching context and environment with a 'natural order' of skills exists especially for younger ages. However, when the age group gets older it requires practicing all four skills at the same time in any combination since this age group already acquires a language. The English as Foreign Language curricula prepared recently in TRNC and Turkey thus in this respect involve teaching four skills in a communicative manner at the same time, instead

of following an order of listening, speaking, reading and writing or just a grammar teaching at all.

At times when it was believed there was a 'natural order' of skills in foreign language learning, these skills were generally used to be taught by different skill teachers separately and each individual skill teacher basically focused on only one specific skill at a time. The newly devised curriculum across Europe has altered this, implementing teaching a language communicatively, in real life situations which include speaking, listening and/or reading and writing at the same time.

The usage of four skills at the same time in a context is characterized by proficiency descriptors and scales describing level of language attainment in CEF. In this respect the English as foreign language should be taught on this skill based process and EFL teachers are the responsible ones for the skill based teaching process.

Beside, presenting a framework, guiding the user taking the cultural diversity into consideration, CEF also seeks for some standards for the proficiency of English language learning, teaching and assessment in order to help countries to achieve greater convergence in the field of modern languages when adopting and developing national policies in this field. As it is the case, it is expected to see some standards for EFL teaching across Europe too, in order to be able to do what is anticipated.

As mentioned above, Turkey and TRNC as future candidates of European Union have been adopting several issues on Educational area especially in EFL education. In order to do so, both ministries of

Education have been validating and developing new curricula and adopting CEF criteria and descriptors for language learning. Along with these new improvements, there have been great effort in the implementation of the new updated curricular activities, selecting optimum course books and piloting alternative methods of assessment and teachers indisputably, are key aspects of these new developments. For this reason, teacher education systems and policies attract the emphasis and it is considerable to investigate EFL teachers' education system and compare and contrast how parallel the educational policies of these teacher education systems in EU countries where the CEF is commonly implemented and in Turkey and TRNC where CEF has recently come into effect.

IV. DATA

In order to do a compare and contrast study for this project, a problem question is formalized as the first step. The problem question is; Are the EFL teachers in TRNC and Turkey ready to implement the new adaptations done in EFL area in terms of EFL teacher education systems? Since the problem to be investigated rather interests TRNC and Turkey, the recent documents and new adopted curricula in English language learning, teaching are taken into consideration. The major universities' EFL programs are analyzed in Turkey and TRNC. Teacher education systems, especially in Turkey are also searched in detail to find out the underlying policies and how teacher training is implemented in these countries. In order to find the similarities and differences in EFL

Teacher training area, some projects and reports prepared for European countries on language teaching are studied thoroughly. The findings are reported. Data is investigated from a general scope including all language learning and teaching aspects, then focused on English language learning and teaching aspects and narrowed down to EFL teacher training systems and policies at secondary school level.

V. METHODOLOGY

The project seeks to investigate TRNC and Turkey's English language teacher education policies and systems and determine the readiness of EFL teachers in terms of teacher training policies and systems to accept and implement the new adaptations European countries seek for in the EFL teaching and learning area. Therefore, a compare and contrast study is conducted to see if there is a significant difference between TRNC Turkey and European countries in terms of EFL teacher training systems. A description of the current situation is given technically and no manipulation is carried out.

In this study the training systems of EFL teachers' at secondary schools are investigated. The investigation covers mainly how different countries carry out teacher education procedures specifically EFL teachers' education procedure and see if the policies and the procedures show similarity to that of in TRNC and Turkey.

VI. FINDINGS- RESULTS

In secondary education, English is the most widely taught foreign language at schools in Europe.

Just three countries are exceptions namely Belgium, Luxembourg and Romania (Eurydice, 2005: 48).

In European countries such as Denmark, Germany, Estonia, Greece, Spain, Malta, Austria, Poland and Norway English language is the first foreign language taught at secondary schools. (Eurydice, 2005: 49) Both specialized and semi-specialized initial teacher training is provided at universities. However, specialized foreign language teachers are required for secondary education in most European countries. In countries like Belgium and Denmark foreign language teachers are trained as semi-specialized teachers. They are educated for three years at non-university tertiary level. On the other hand, in most countries in Europe foreign language teachers are specialized and qualified to teach another subject. Specialized teachers may have two distinct kind of qualification profile. They may either be qualified to teach two different subjects one of which is a foreign language that is EFL in this case, or qualified to teach solely the language. Both situations are widespread across Europe and in most cases both are used in the same country.

The table 1 below shows different European countries with the minimum duration and level of initial teacher education for specialist and semi-specialist foreign language teachers at secondary schools.

In some European countries 4 or 5 year of teacher training period is common for EFL teachers; on the other hand there are some countries that 3 year of teacher training is enough to be a specialized or semi-specialized English teacher. While some countries require school experience before starting the career, the others do not.

The procedure is similar in TRNC and Turkey. One must hold a university degree preferably from an education faculty in order to be an EFL teacher at secondary schools. However, there is only one subject specialization in both countries; that is, one can be a foreign language teacher and teach that specific language only. There is not an option for a foreign language teacher to specialize in another subject at the same time unless one does minor or major, taking extra courses from another faculty in order to receive another diploma. Nevertheless, this procedure is not common. In both TRNC and Turkey, EFL teacher training is 4 years of duration and school experience is compulsory before starting the teaching career. While one must be a graduate from EFL department in education faculty to be an EFL teacher in secondary school in TRNC, it is a common action to receive an *EFL teaching certificate* (Türkiye'de Öğretmen yetiştirme Sistemi, 2007) as an English medium university graduate in order to work as an

TABLE 1

3 years of education	4-5 years of education with school experience	4-5 years of education without school experience
Belgium, Denmark, Estonia, Austria, Spain	Germany, France, Luxembourg, Austria, Portugal,	Estonia, Italy, Hungary, Malta, Netherlands, Finland

(Eurydice, 2005)

EFL teacher in Turkey. This procedure is only applicable when secondary EFL teachers are in need across the country. Candidate teachers in Turkey who have applied for appointment in schools under the Ministry of National Education take “basic education, preparatory education and practical training programs, the duration of which varies between three and ten months.” (World Data on Education, 2001: Turkey). There is also an Open University English Language Teaching program where the first two years the trainees are educated face to face and the last two years are based on distance learning. (Açık Öğretim Fakültesi, İngilizce Öğretim Programı, 2007: 10) This implementation is aimed to supply the need of EFL teachers across the country. Although the EFL training program is the same to that of formal education, the distance courses are widespread in this implementation. However, school experience is still a must in this program as well. During the practical training, candidates in both formal and Open University program, teach under the guidance of a senior teacher. On the completion of applied training, achievement is evaluated by the guiding teacher and the administration.

After this training period, those who have been successful are appointed as permanent teachers. Those who were not successful are entitled to repeat the same training.

A post graduate certificate program for EFL teachers is also available for European countries but a teaching qualification is generally required in order to apply for this specific certificate program. On the other hand, the certificate program in Turkey is an undergraduate program offering a teaching qualification.

Education authorities in Europe recommend that institutions for initial teacher education for EFL offer certain courses or activities enabling prospective teachers to acquire the skills needed to teach the language. Methodology and practical training are very important components of the EFL training. The authorities generally draw a framework the contents of which the training institutions are free to determine. Since curriculum devising is up to institution, offering teacher education, the time devoted to language learning and professional training is decided by the institution.

TABLE 2

<i>Compulsory minimum proportion of training devoted to language learning</i>	<i>Compulsory proportion of professional training</i>	<i>Institutional Autonomy</i>	<i>No specialist training or study abroad</i>
Belgium, Germany, Estonia, Malta, Austria, Finland	Belgium, Germany, Estonia, Spain, France, Italy, Luxembourg, Hungary Malta, Austria, Finland	Greece, Spain, France, Ireland, Italy, Luxembourg, Hungary, Netherlands, Iceland	Denmark

(Eurydice, 2005, p.63)

Some countries offer spending a period of time in the target language country but it is not a common practice over the Europe. It is only compulsory in Luxembourg. The table 2 above shows how different European countries give emphasis to different issues on EFL teacher training. Generally European countries' authorities let institutions free to decide on the percentages of professional training and language learning they offer to prospective language teachers. Nevertheless, countries which oblige compulsory language learning and professional training at the same time cannot be disregarded. In TRNC and Turkey on the other hand, the curricular activities are determined by Higher Education Committee and the universities are only allowed to determine optional courses and the time of the courses they offer. The universities are announced the annual program for EFL undergraduate and graduate programs and they are supposed to organize their teaching activities accordingly.

When YÖK's EFL program and two leading universities' programs are examined in detail, it is seen that both are similar to YÖK's annual program. There are some differences in terms of optional courses and same courses with different titles are offered at different semesters in both universities. The centralized EFL teacher training program is not in common in European universities. The procedure is same in TRNC as in Turkey since the universities having EFL teacher education departments follow the guideline and the program accredited by YÖK and YÖDAK; the Higher Education Committee in TRNC in collaboration with YÖK.

Findings show that although there are similarities procedures in EFL teacher training across European countries, TRNC and Turkey, different applications liberate EFL teacher education and training. Not only the requirements but also the procedure can show differences in implementation phases. In Turkey and TRNC the EFL teacher education and training show similarities between countries and across universities and institutions as the teacher education programs are accredited and validated by higher education commissions. However, in different European countries, different procedures are prevailed. On the contrary to the effort Common European Framework puts forward to standardize EFL teaching, learning and assessment, there are various procedures applied in EFL teacher training policies throughout the European countries. While three year of teacher education is the only requirement to be an EFL teacher in some countries, the others seek for a university degree with school experience. In most countries, a university degree is a must in order to be an EFL teacher; on the other hand, there are countries where a teacher certificate would be enough for teaching qualification. In most cases, countries have several different teacher education policies across the country. They both accept a university degree as well as a teacher certificate. The technical study shows that EFL teacher education and training policies is not standardized and show differences according to the different needs of the countries. Teaching English is almost the only common point and perhaps CEF is therefore that much important while supplying a common ground in foreign language learning.

TABLE 3
YÜKSEK ÖĞRETİM KURUMU

İNGİLİZCE ÖĞRETMENLİĞİ LİSANS PROGRAMI									
I. YARIYIL					II. YARIYIL				
	DERSİN ADI	T	U	K		DERSİN ADI	T	U	K
A	Baglamsal Dilbilgisi I	3	0	3	A	Baglamsal Dilbilgisi II	3	0	3
A	İleri Okuma ve Yazma I	3	0	3	A	İleri Okuma ve Yazma II	3	0	3
A	Dinleme ve Sesletim I	3	0	3	A	Dinleme ve Sesletim II	3	0	3
A	Sözlü İletişim Becerileri I	3	0	3	A	Sözlü İletişim Becerileri II	3	0	3
GK	Türkçe I: Yazılı Anlatım	2	0	2	A	Sözcük Bilgisi	3	0	3
GK	Bilgisayar I	2	2	3	GK	Türkçe II: Sözlü Anlatım	2	0	2
GK	Etkili İletişim	3	0	3	GK	Bilgisayar II	2	2	3
MB	Eğitim Bilimine Giriş	3	0	3	MB	Eğitim Psikolojisi	3	0	3
TOPLAM		22	2	23	TOPLAM		22	2	23
III. YARIYIL					IV. YARIYIL				
	DERSİN ADI	T	U	K		DERSİN ADI	T	U	K
A	İngiliz Edebiyatı I	3	0	3	A	İngiliz Edebiyatı II	3	0	3
A	Dilbilim I	3	0	3	A	Dilbilim II	3	0	3
A	İngilizce Öğretiminde Yaklaşımlar I	3	0	3	A	İngilizce Öğretiminde Yaklaşımlar II	3	0	3
A	İngilizce-Türkçe Çeviri	3	0	3	A	Dil Edinimi	3	0	3
A	Anlatım Becerileri*	3	0	3	GK	Bilimsel Araştırma Yöntemleri	2	0	2
GK	Türk Eğitim Tarihi*	2	0	2	MB	Özel Öğretim Yöntemleri I	2	2	3
MB	Öğretim İlke ve Yöntemleri	3	0	3	MB	Öğretim Teknolojileri ve Materyal Tasarımı	2	2	3
TOPLAM		20	0	20	TOPLAM		18	4	20
V. YARIYIL					VI. YARIYIL				
	DERSİN ADI	T	U	K		DERSİN ADI	T	U	K
A	Çocuklara Yabancı Dil Öğretimi I	2	2	3	A	Çocuklara Yabancı Dil Öğretimi II	2	2	3
A	Özel Öğretim Yöntemleri II	2	2	3	A	Türkçe- İngilizce Çeviri	3	0	3
A	Dil Becerilerinin Öğretimi I	2	2	3	A	Dil Becerilerinin Öğretimi II	2	2	3
A	Edebiyat ve Dil Öğretimi I*	3	0	3	A	Edebiyat ve Dil Öğretimi. II*	3	0	3
A	İkinci Yabancı Dil I*	2	0	2	A	İkinci Yabancı Dil II*	2	0	2
GK	Drama*	2	2	3	GK	Topluma Hizmet Uygulamaları	1	2	2
MB	Sınıf Yönetimi	2	0	2	MB	Ölçme ve Değerlendirme	3	0	3
TOPLAM		15	8	19	TOPLAM		16	6	19
VII. YARIYIL					VIII. YARIYIL				
	DERSİN ADI	T	U	K		DERSİN ADI	T	U	K
A	Yabancı Dil Öğretiminde Materyal İnceleme ve Geliştirme*	3	0	3	A	Yabancı Dil Öğretiminde Ölçme ve Değerlendirme	3	0	3
A	İkinci Yabancı Dil III*	2	0	2	A	Seçmeli II	2	0	2
A	Seçmeli I	2	0	2	A	Seçmeli III	2	0	2
GK	Atatürk İlkeleri ve İnkılap Tarihi I	2	0	2	GK	Atatürk İlkeleri ve İnkılap Tarihi II	2	0	2
MB	Okul Deneyimi	1	4	3	MB	Karsılaştırmalı Eğitim*	2	0	2
MB	Rehberlik	3	0	3	MB	Türk Eğitim Sistemi ve Okul Yönetimi	2	0	2
MB	Özel Eğitim*	2	0	2	MB	Öğretmenlik Uygulaması	2	6	5
TOPLAM		15	4	17	TOPLAM		15	6	18
GENEL TOPLAM		Teorik	Uygulama	Kredi	Saat				
		143	32	159	175				

A: Alan ve alan eğitimi dersleri, MB: Öğretmenlik meslek bilgisi dersleri, GK: Genel kültür dersleri

(YÖK İngilizce Öğretmenliği Programı, 2006)

TABLE 4
**BOĞAZIÇI UNIVERSITY EFL TEACHER EDUCATION
PROGRAM**

<p style="text-align: center;">Semester 1</p> <p>Introduction to Education Introduction to Psychology Introduction to Language and Linguistics Survey of English Literature I Developing Communicative Competence in English I English Composition</p>	<p style="text-align: center;">Semester 2</p> <p>Survey of English Literature II Developing Communicative Competence in English II Study and Research Skills Language Awareness in English School Experience in TEFL I</p>
<p style="text-align: center;">Semester 3</p> <p>Turkish I Structure of Modern English Survey of American Literature Introduction to Computers Development and Learning Survey of Applied Linguistics Departmental Elective</p>	<p style="text-align: center;">Semester 4</p> <p>Unrestricted Elective Departmental Elective Planning and Evaluation of Instruction Turkish II Structure of Modern Turkish Second Language Learning</p>
<p style="text-align: center;">Semester 5</p> <p>Instructional Technologies and Material Development Ataturk's Principles and History of Turkish Revolution TEFL: Grammar TEFL: Listening and Speaking Second Language Teaching Methods Research Methods in TEFL</p>	<p style="text-align: center;">Semester 6</p> <p>Departmental Elective Classroom Management Ataturk's Principles and History of Turkish Revolution TEFL: Reading and Writing TEFL: Young Learners Materials Evaluation and Preparation in TEFL I Sociolinguistics and Education</p>
<p style="text-align: center;">Semester 7</p> <p>Humanities and Social Sciences Elective Fundamentals of Guidance And Counseling Use of Literary Texts in TEFL School Experience in TEFL II Materials Evaluation and Preparation in TEFL Language Transfer</p>	<p style="text-align: center;">Semester 8</p> <p>Humanities and Social Sciences Elective Unrestricted Elective Practice Teaching in English as a Foreign Language Foreign Language Testing Seminar on Practice Teaching in EFL</p>

(Boğaziçi Univeristy, EFL Program, 2006)

TABLE 5
MIDDLE EAST TECHICAL UNIVERSITY
EFL TEACHER EDUCATION PROGRAM

First Semester	Second Semester
English Grammar I English Composition I Reading Skills I Spoken English I Introduction to Literature Intro. to Teaching Profession Turkish I: Oral Communication Introduction to Information Technologies and Applications NC	English Grammar II English Composition II Reading Skills II Spoken English II Survey of English Lit. I Introduction to Linguistics I TURK 104 Turkish II: Written Communication
Third Semester	Fourth Semester
Advanced Reading and Vocabulary Development School Experience I Survey of English Lit. II Turkish Phonetics and Morphology Introduction to Linguistics II Computer App. in Education Development and Learning	Advanced Writing Skills Drama: Analysis & Teac. I Approaches to ELT Turkish Syntax and Semantics Instructional Planning and Evaluation Non-Departmental Elective
Fifth Semester	Sixth Semester
ELT Methodology I Language Acquisition Drama: Analysis & Teaching II English-Turkish Translation (Instructional Technology & Materials Development Principles of Kemal Atatürk I NC Non-Departmental Elective	ELT Methodology II Teaching English to Young Learners Research Skills The Novel: Analysis and Teaching I Classroom Management Principles of Kemal Atatürk II NC Departmental Elective
Seventh Semester	Eighth Semester
Materials Adaptation and Evaluation The Novel: Analysis and Teaching II English Language Testing & Evaluation School Experience II Advanced English Structure Departmental Elective	Practice Teaching Poetry: Analysis and Teaching Turkish-English Translation Guidance Departmental Elective

(Middle East Technical University, EFL Program, 20007)

X. CONTRIBUTIONS FOR OTHER WRITERS

Further findings on foreign language teacher and EFL teacher education systems in TRNC-Turkey and European countries can be beneficial in the sense that comparing teacher training systems would lead to a better understanding of adaptations done in EFL area and how far the adaptations would reach to a success. Such a comparison study would reveal the missing issues and enhance alteration in EFL learning and teaching. Moreover, English language like other modern languages is alive so is its teaching. Therefore, EFL teaching is changing and developing every other day. Such comparison brings the new trends and developments to the surface and gives a clear picture of the current situation on EFL teacher training in TRNC and Turkey.

The study is limited to some official reports and publishes. Detailed profile of each European country's teacher training systems and programs could not be reached therefore; a general scope is used to compare and contrast the EFL teacher training systems. A further study can be conducted on this topic in order to analyze the teacher education systems specifically for each country. The efficiency study of different EFL teacher education procedures in different countries can also give beneficial knowledge for EFL area. At last, an experimental study on the effectiveness of different teacher training procedures would also give important feedback about EFL teacher education.

APPENDICES

APPENDIX A

Eastern Mediterranean University – Faculty of Education
Department of English Language Teaching

UNDERGRADUATE CURRICULUM

First Year – Fall Semester			
REF. CODE	COURSECODE	COURSE NAME	CREDIT
A1 111	ELT 121	Oral Communication Skills I	(3-0) 3
A1 112	ELT 123	Reading Skills I	(3-0) 3
A1 113	ELT 125	Writing Skills I	(3-0) 3
A1 114	ELT 127	English Grammar I	(3-0) 3
A1 115	TURK 101	Turkish Written Communication Skills *	(2-0) 2
A1 117	TURK 100	Introduction to Turkish **	(2-0) 0
A1 116	COMP 191	Introduction to Computers	(2-2) 3

First Year – Spring Semester			
REF.CODE	COURSE CODE	COURSE NAME	<i>CREDIT</i>
AI 121	ELT 122	Oral Communication Skills II	(3-0) 3
AI 122	ELT 124	Reading Skills II	(3-0) 3
AI 123	ELT 126	Writing Skills II	(3-0) 3
AI 124	ELT 128	English Grammar II	(3-0) 3
AI 125	ELT 112	Approaches to ELT	(3-0) 3
AI 126	TURK 102	Turkish Oral Communication Skills *	(2-0) 2

Second Year – Spring Semester			
REF.CODE	COURSE CODE	COURSE NAME	<i>CREDIT</i>
AI 141	ELT 222	Advanced Writing Skills	(3-0) 3
AI 142	EDUC 112	Development and Learning	(3-0) 3
AI 143	ELT 212	Introduction to Linguistics II	(3-0) 3
AI 144	ENG 242	Introduction to English Literature II	(3-0) 3
AI 145	ELT 214	Turkish Syntax and Semantics	(3-0) 3
AI 146	FEL	Free Elective I	(3-0) 3

Second Year -Spring Semester			
REF.CODE	COURSE CODE	COURSE NAME	<i>CREDIT</i>
AI 131	EDUC 111	Introduction to Teaching Profession	(3-0) 3
AI 132	ELT 221	Advanced Reading Skills	(3-0) 3
AI 133	ELT 211	Introduction to Linguistics I	(3-0) 3
AI 134	ENG 241	Introduction to English Literature I	(3-0) 3
AI 135	ELT 213	Turkish Phonology and Morphology	(3-0) 3
AI 136	EDUC 200	School Experience I	(2-4) 3

Third Year – Fall Semester			
REF.CODE	COURSE CODE	COURSE NAME	CREDIT
A1 151	EDUC 305	Planning and Evaluation in Teaching	(3-2) 4
A1 152	ELT 313	Methodology in ELT I	(2-2) 3
A1 153	ELT 315	Research Techniques	(3-0) 3
A1 154	ENG 331	The Short Story: Analysis and Teaching	(3-0) 3
A1 155	ELT 317	Language Acquisition	(3-0) 3
A1 156	ELT 319	Textbook Evaluation in ELT	(2-2) 3
TOTAL			19

Third Year – Spring Semester			
REF.CODE	COURSE CODE	COURSE NAME	CREDIT
A1 161	EDUC 306	Classroom Management	(2-2) 3
A1 162	ELT 314	Methodology in ELT II	(2-2) 3
A1 163	EDUC 334	Instructional Technology and Materials Development	(2-2) 3
A1 164	ENG 332	Poetry: Analysis and Teaching	(3-0) 3
A1 165	FEL	Free Elective II	(3-0) 3
A1 166	FEL	Free Elective III	(3-0) 3

Fourth Year - Fall Semester			
REF.CODE	COURSE CODE	COURSE NAME	CREDIT
A1 171	ELT 401	Materials Development and Adaptation	(3-0) 3
A1 172	ENG 431	Drama: Analysis and Teaching	(3-0) 3
A1 173	ELT 403	Teaching English to Young Learners	(3-0) 3
A1 174	ELT 405	English-Turkish Translation *	(3-0) 3
A1 175	FEL	Free Elective IV	(3-0) 3
A1 176	EDUC 410	School Experience II	(2-4) 3
A1 177	HIST 200	History of Turkish Reforms	(2-0) 0

Fourth Year – Spring Semester			
REF.CODE	COURSE CODE	COURSE NAME	CREDIT
A1 181	ENG 432	The Novel: Analysis and Teaching	(3-0) 3
A1 182	ELT 414	Foreign Language Testing and Evaluation	(3-0) 3
A1 183	EDUC 422	Practice Teaching	(3-6) 5
A1 184	ELT 406	Turkish-English Translation *	(3-0) 3
A1 185	EDUC 404	Counseling	(3-0) 3
A1 186	FEL	Free Elective V	(3-0) 3
A1 187	HIST 200	History of Turkish Reforms	(2-0) 0

APPENDIX B
Girne American University
English Language Teaching Program

<p>Year 1 Fall Semester English Grammar I Speaking Skills I Reading Skills I Writing Skills I Turkish I: Writing National History Introduction to Teaching Profession</p>	<p>Year 2 Fall Semester Advanced Reading Skills Introduction to English Literature I Language Acquisition Introduction to Computers Turkish Phonology and Morphology Human Development & Learning Elective I</p>
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<p>Spring Semester English Grammar II Reading Skills II Speaking Skills II Writing Skills II Turkish II: Speaking Skills National History School Experience I</p>	<p>Spring Semester Advanced Writing Skills Introduction to English Literature II Methodology in ELT Introduction to Linguistics I Turkish Syntax Planning & Evaluation in Education</p>
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<p>Year 3 Fall Semester Introduction to Linguistics II Analysing & Teaching Short Stories Translation from English To Turkish Special Teaching Methods I Instructional Technologies & Material Development Elective II Elective III</p>	<p>Year 4 Fall Semester Preparation & Evaluation of Tests in English Analysing & Teaching Drama Evaluating & Adapting Teaching Materials Studies on Textbooks School Experience II Elective V</p>
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<p>Spring Semester Research Techniques Teaching a Foreign Language to Children Analysing & Teaching Novels Classroom Management Special Teaching Methods II Elective IV</p>	<p>Spring Semester Turkish- English Translation Analysing & Teaching Poetry Guidance Practice Teaching</p>
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