

## **Gazi University German Teaching Department 2012-2017 Student Profile**

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### **Abstract**

*In this study, we have tried to find out the profile of students at Gazi University German Teaching Programme as well as who they are and the outcomes during their education. In addition, we have tried to determine the vocational areas that they choose to work in after graduation. Our purpose for doing this is to focus on the fact that teachers of German are not trained well. One of the most important reasons why teacher candidates of German are not fully trained and qualified is that 75% of the students who attend the programme do not know German. It is seen that the majority of the remaining 25% use German in just daily language whereas some do not have full competence of their mother tongue Turkish and have problems in reading and comprehension. In addition, nearly all of the students who make up the 75% group actually wanted to get into English Departments but started the German Teaching Department because their scores were insufficient. Thus, their motivation is quite low. The one-year preparatory class in the German Teaching Department in which the majority of students have no German is not sufficient for these students to learn German adequately. The four- year graduate programme following the prep class, unfortunately does not compensate for this due to several reasons. As a result, teacher candidates are not trained well. In our study, we have tried to question this in a more detailed way and offered solutions.*

### **Introduction**

As everyone knows, foreign language teaching has been criticized for years in our country for not reaching its aims. Although this criticism is partly right, it is not correct to limit this to foreign language teaching when we look at the question objectively as an instructor of foreign language, our education is insufficient as a whole. As a nation, we agree that our education system is not successful. Thus, it would be unjust to criticize only foreign language teaching about this failure. The data of the Turkish questions and answers in exams such as YGS, LYS, ALES, KPSS etc. shows us that we cannot even teach Turkish, our mother tongue, in the desired level.

As it is known, the main factor in foreign language teaching is the teachers who will teach that foreign language. The main prerequisite in foreign language teaching is teachers who have the knowledge, skill and the necessary qualifications to teach that language. In addition to having competence in the target language, the teacher should know the necessary teaching techniques and methods- especially vocational methods of teaching. I have worked for long years in this field and witnessed that although some of my graduates and colleagues had a good command of German, they were not very beneficial to the students as they lacked teaching knowledge and skills. Learning and teaching are two terms that form the basic of education. In this study, I will share some data which made me think that graduates of German Teaching at Gazi Faculty of Education lacked the necessary knowledge, skills and qualifications in order to teach German at schools after graduation.

In our article we have tried to state the profile of students at Gazi University German Teaching Department who will teach this foreign language at primary and secondary level schools. We have made some evaluations based on a questionnaire to see the quality of foreign language teachers who are an important factor in evaluating the success or failure of foreign language teaching. The questionnaire applied to our students consists of two main parts as group A and group B. Group A which aims to get personal information consists of 20 questions. This questionnaire aims to get information on the students competence before coming to the German Teaching Department and their career preferences for the future. The second part of the questionnaire consists of questions that aim to see the knowledge and competence of students of German Teaching Department or future teacher candidates. These questions do not aim to measure the competence of German. When we evaluated both parts of the questionnaire, we obtained a lot of data. Thus, we limited this study to the evaluation of Part A.

We will study part B in another article. As a result, in this study we evaluated only the students' personal answers to Part A. During evaluation, we made tables to ease the comprehension of some questions and answers. For this purpose, we made a total of 14 tables and gave explanations and made evaluations based on these tables.

### ***Evaluation of the Questionnaire***

In this part, the results of the questionnaires applied to students of Gazi University, Gazi Faculty of Education, Department of Foreign Languages, German Language Teaching in their first, second, third or fourth year of education will be shared. The purpose of the questionnaire is to find out the present competence of the students and their goals after graduation as well as to what extent they will be able to accomplish these goals. The approximate number of students at the department is 170 to 180. Students of prep class are not included in this number. The questionnaire was applied to 134 people. 40 of the students were in their first year, 50 in their second year, 25 in their third year and the remaining 19 were in their fourth year. (the fourth year students are probably graduates now) 99 female students make up 73.88% of the total number of students whereas 35 male students make up 26.12 % of the total. This reflects a situation that is valid for most language departments. Foreign language departments are generally preferred by female students. Approximately 3 out of 4 students are females. In other words, 75% of students of foreign language is females whereas 25% is males. When we try to give an explanation for this situation, we can state sociological, psychological and economic reasons. However, I believe that this is so because female students are more patient compared to male students. In addition, they study regularly and allocate more time to their studies. One needs a long time to acquire the four skills (listening-speaking-reading-writing) needed in language learning. Female students spend their time mostly at home and at school under the strict supervision of their families whereas male students spend a considerable amount of time outside and in activities such as games.

The age range of students is 18 and 24 when we consider their year of registration. Under normal circumstances, a child who starts primary school at 6 can enrol at a university 12 years later, when he/she is 18 in the present 4+4+4 education system. In faculties without prep class, they can graduate when they are 22. When a year or two year of prep class or a delay of 1 year at the faculty is added to this, a foreign language department should be completed in 5 or 6 years. As can be seen in Table.1 below, the main age range of students of German Teaching Department is 18 and 24. If we take this as year of instruction, the first year is ages 18 -19 and the last year is ages 23-24. 31 male students at German Teaching Department, that is 88.57% are between the ages 18-24. 94 female students, that is, 94.94% are between the ages 18-24. 125 students out of 134, in other words, 93.28% are in the stated age range.

**Age distribution of the participants (Table-1)**

Gender/ Age	19	20	21	22	23	24	26	27	28	30	31	37	41	48	Total
Male	2	5	8	8	5	3	1	-	1	-	1	1	-	-	35
Female	7	23	29	16	14	5	-	2	-	1	-	-	1	1	99

Germany, Austria and Switzerland in which German is spoken are important countries for German Teaching Department. In addition, Germany which is a member of the European Union and in which about 3 to 3.5 million Turkish people live, is a country with whom we have commercial, economical, educational and cultural cooperation and have signed several treaties. When we add the number of Turkish people living in Austria and Switzerland to the Turkish population in Germany, the Turkish population in these three countries adds up to about 4 million. In these German - speaking countries, there are Turkish citizens who were born and grew up in these countries (Table2) Turkish people who have both Turkish and German citizenship. (Table3) 27 students in a total of 134 students at German Teaching Department were born abroad. (2 students who were born in Turkish Republic of Northern Cyprus are not included in this number)

**Place of birth of the participants (Table-2)**

Gender/Place of birth	Turkey	Germany	Austria	Holland	Switzerland	Turkish Republic of Northern Cyprus	Total
Male	19	13	-	-	1	2	35
Female	86	10	2	1			99

Although 20.14% of the students were born abroad, out of a total of 27 students only 3 are German citizens. 2 of the students have Turkish and German citizenship and 1 student has Turkish and Austrian citizenship whereas 1 student has Turkish and Dutch citizenship. Thus, only 4 students have dual citizenship. 20,14% of students were born abroad but only 2.23% (3 students) are German citizens and 2.98% (4 students) have both Turkish and German citizenship. These 7 students with different citizenship make up 5.22% of the total number of students. When we look at the ratio of citizenship of students who were born abroad, 11.11% (3 students) of the 27 students born abroad are German citizens. 14.87% (4 students) are Turkish and German students and 7 students (25.92%) have different citizenships.

**Nationality of the participants (Table-3)**

Gender/Nationality	Turkish citizen	Germany	Turkish Citizen/Germany	Turkish citizen/Austria	Turkish citizen/Holland	Turkish Republic of Northern Cyprus	Total
Male	30	2	1	-	-	2	35
Female	95	1	1	1	1		99

134 students who participated in the study were asked their mother language and the answers are shown in Table 4. One may think why this question was asked to the students or the need for such a question may be questioned. It may be said that the mother tongue of a Turkish person is Turkish. However, when we keep in mind the definition of mother language, it is defined as the language the individual learns from his/ her mother, family and the environment as well as being the language by which he/she expresses himself/herself best. Thus, different ethnic groups such as Arabs, Greeks, Armenians, Kurds have Arabic, Greek, Armenian or Kurdish as their mother language but with the effects of school, work or the environment they may express themselves better in Turkish in time. Keeping this variability in mother tongue in mind, we asked another question to the students about the language or languages they knew best.

**Mother tongue of the participants (Table-4)**

Gender/Mother tongue	Turkish	German	Turkish/German	Turkish/ Dutch	Total
Male	32	1	2	-	35
Female	95	-	3	1	99

In Table 4, 127 students out of 134 said that their mother tongue was Turkish. In Table 5, 119 students out of 134 expressed that the language that they know best was Turkish. As can be understood from this, the language by which the individual expresses himself/ herself best may differ. There are even situations in which the individual does not know or use his mother's language. It may not be right to say that the mother tongue of a person in this situation is his/her mother's language. In my article called 'Mother language, Second Language, Bilingualism and Foreign Language' published in 2016, we focused in detail on mother language and gave a broad definition of mother language. With the help of this questionnaire, we have once more seen that mother language is not limited to the language learned from the mother. In addition, we observed that there were bilingual students who fitted into the definition of bilingualism.

**The language/ languages that the participants know best (Table-5)**

Gender/ Language	Turkish	German	Turkish/ German	Turkish/ Dutch	Total
Male	27	4	4	-	35
Female	92	-	6	1	99

We asked the students participating in the questionnaire the foreign language or languages they knew. As can be seen in Table 6, all of the 134 students can speak German and 129 can speak English. 7 students can speak French, 2 can speak Italian. 2 students can speak Japanese. In addition, there is one speaker of Russian, Spanish, Greek, Bulgarian, Arabic, Dutch and Korean for each language. 4 of the students can speak only German, one can speak French in addition to German. The others, that is 129 students, can speak both German and English. In addition, 17 of the students can speak the languages stated above as a third language or say that they can speak that language. However, we did not try to find out how well in this study.

The language/ languages that the participants know best (Table 6)

(Abbreviations: Gender-G, Language-L, German-G, English-E, French-F, Italian-Ita, Russian-R, Japanese-J, Spanish-Sp, Greek-Gr, Bulgarian-B, Arabic-Ar, Dutch-D, Korean-K)

G/L	G	G-E	G-F	G-E-F	G-E-Ita.	G-E-R	G-E-J	G-E-Sp.	G-E-Gr	G-E-B	G-E-Ar.	G-E-D.	G-E-K	Total.
Male	1	27	1	3	2	1	-	-	-	-	-	-	-	35
Female	3	85		3	-	-	2	1	1	1	1	1	1	99

When we asked the 134 students participating in the study which language they knew best, 73 answered as German- and 46 students as English. 12 students stated German and English. 1 student said German-English-Dutch, and 1 student gave the response Greek. We could not get an answer from one of the students as it was left blank.

**The foreign language/languages that the students know best (Table-7)**

Gender/ Language	German	English	German- English	German- English- Dutch	Greek	Blank	Total
Male	19	11	5	-	-	-	35
Female	54	35	7	1	1	1	99

I would like to draw attention to a topic once more. This questionnaire was applied only to students of German Teaching Department. A group large in size will soon become German teachers and 46 students state that the language that they know best is English. 12 students express that they can speak German and English equally well. That is, their answer to the question the languages that they know best are German and English whereas 73 students (54.47%) out of 134 students say that the foreign language that they know best is German. 46 students (34.32%) participating in the questionnaire state that the foreign language that they know best is English. 12 students (8.95%) believe that they can speak German and English equally well. In fact, if a student of German Teaching Department cannot say that the language he / she knows best is German, this means that there is a big problem. If we are to make a calculation, if we consider students who state that the foreign language they know best is English or the ones that state their competence of German and English equal as well as those who say another language and gather them in a group, the total number equals to 61. This makes up 45.52% of 134 students. Can you imagine? 61 students (45.52%) nearly half of the students who will become German teachers in the near future can not say that the language that they know best is German. When we were writing this article, maybe some of them started to work as German teachers. 19 students were about to graduate when we wrote this article and only 13 of them said that the language that they knew best was German. 2 students out of the remaining stated English whereas 3 students said German and English. One student left it as a blank. 68.42% of 19 students responded as German while 31.58% could not directly say German. I believe that this is a topic that needs to be given careful attention.

What I am trying to say is that the German teacher that we try to educate at German Teaching Department does not have good competence and enough linguistic knowledge. A person who is insufficient cannot teach that language.

The schools in which the participants went to primary school and secondary school ‘Primary school(4)-Secondary school (4)- High school (4) (Table-8)

Gender/ Place of study	Turkey						Abroad						Tot al.
	Elementar y/ Secondary/ High School	High School	Seco ndary/ High school	Elem entary / High school	Last year of high school	Elemen tary/Last year of high school	Elementar y/( Secondary/ High school	Ele me nta ry	Elem entary /Seco ndary	Seco ndary	Elementar y/ Secondary / First and second year of high school	Secondary/ First and second year of high school	
Male	17	7	5	-	-	1	5	4	8	-	-	1	35
Female	81	8	1	1	7	-	1	1	8	1	7	-	99

Table 8 shows where the students had their primary and secondary education and whether it was in Turkey or abroad. 98 out of 134 students (73.13%) had their primary, secondary or high school education at schools in Turkey. 36 of the students had at least one of their primary, secondary or high school education abroad. 6 out of these 36 students (4.47%) had all of their primary, secondary and high school education abroad. The remaining 30 students were educated both in Turkey and abroad. We can relate this data to the data in Table 9. We had stated that 98 students out of 134 students had their primary, secondary and high school education in Turkey. These students consist of students who went to Anatolian High Schools and Mainstream High School and attended VERBAL, EQUAL-WEIGHTED, QUANTITATIVE or FOREIGN LANGUAGE classes and chose to get into language departments at universities. They got prepared for the exams in the English language. These students aim to attend programmes such as English Teaching, English Literature, and English Translation at universities. In addition, their second foreign language at high school is always German. These students who do their best to get into English departments chose German departments if they fail to get into English departments. There are about 30 German departments at different universities- including Gazi University- which allow the students to get into German departments even if they take the exam in English. As a result, students who cannot get into English departments attend German Language departments. These students whose competence of German is not enough to continue their studies at German programs have to attend prep classes except for a few.

Here I would like to draw your attention to something else. The students who cannot get into English departments choose to study German as they cannot afford to prepare one more year for the university exam and as there is too much family pressure. Thus, they get worried. As everyone would accept, everyone wants to study in departments which will allow them to get a job easily, earn a high salary and get respect from the society. Teaching English is a profession which has been attractive for years in our country and one of the most desired jobs in society. Students who fail to get into English departments and then choose a German department become unhappy and lose the enthusiasm to study further. They worry about the future and being unemployed. Worse than that, they have higher scores than those who take the university entrance exam in German. The reason for this is that the Measuring, Selection and Placement Center places the students to universities based on their scores rather than the language they wish to study. They can even get into German departments by taking the exam in any European Language such as English, French, Italian etc. In this process, the priority is just the grade that the student gets. One may think that this is a fair and correct process. However, what is wrong here is that these students are not competent and willing enough to attend German departments. This is a problem that should be addressed effectively. Although students who have a good command of English cannot get into German departments, students whose main goal is to get into English departments and who study German as a second foreign language at high school may get into a German department even if he/ she does not know a word of German. To put it shortly, if a student takes the exam in English or another European language and has higher scores gets into the department. If a student takes the exam in English and has 60 correct answers out of 80 questions and if a student who takes the exam in German has 59 correct answers out of 80 questions, the student who does not know German but has a higher score gets into the department. Actually, the student taking the exam in German is more competent and required but as the system does not allow for positive discrimination, this

affects the quality and fate of German departments. As a faculty member working at the German department I believe that a student who takes the exam in German is more valuable than a student who takes the exam in English and gets higher scores. To be realistic, it is impossible to understand whether students give honest answers to multiple choice questions or whether they choose the options randomly. Thus, we do not know if a student who has no competence of German gets 25% of the questions correct by choosing them randomly. We should also take this into consideration.

**Prep class information of the participants (Table-9)**

Gender	I attended prep class for a year	I attended prep class for 2 years	I attended prep class for 3 years	I skipped prep class	Total.
Male	16	3		16	35
Female	71	9	1	18	99

Students who take the exam in English and aim to get into English departments have serious competition among themselves. Even if they do not get into English departments, they get into German departments with their high scores. Thus, the students who take the exam in German are sometimes unable to get into German departments because of the students with high scores in English. These students and the ones who learn German in German-speaking countries compete with each other. For this reason, Table 8 and Table 9 show data that are directly related to each other. In Table 8, we said that 98 students out of 134 have been abroad to learn German. Parallel to this, in Table 9 we see that 74.62% of 100 students attend prep schools. In addition, In Table 8, we see that 26.87% of 36 students out of the total 134 were in Germany, Austria or Switzerland for either primary, secondary or high school education. Table 9 shows that 34 students out of 134 -that is 25.38% of the total number- passed the proficiency exam and skipped prep class. 2 students out of the 36 who went to school in German-speaking country could not pass the proficiency exam. This is probably because those 2 students forget German because they did not speak it in the meantime. Table 10 shows the post-graduate aims of the students who participated in the questionnaire. 90 students out of the total 134 (67.16%) said that they wanted to work whereas 25 students said that they wanted to do post-graduate studies in Turkey in addition to 6 students who wished to do post-graduate studies abroad (23.14%). 12 students out of 13 said that they they wanted to work and study at the same time. Only 1 student stated that he/she wanted to do post-graduate both in Turkey and abroad. Actually, 90 students out of a total of 134 chose the option 'I just want to work.' In addition to this, 12 students chose this option and other options so this increases the number to 102. That is, 102 students (76.12%) want to work. 32 students (23.88%) wanted to go on with post-graduate studies in Turkey and abroad. Thus, I would like to conclude that students who believe that they have sufficient knowledge, skills and competence and who are confident that they can be good teachers choose to continue their education. Most of these students have a connection to other countries. That is, they were either born abroad or went to school there some time or the other. Those students who do not want to go on with their studies are those who have no connection to other countries and who do not have sufficient knowledge and skills to teach German. Our opinion is supported by the data in Table 11.

**The goals of the participants after graduation (Table-10)**

Gender	To work	To continue my education	To study abroad	To work-to continue my education	To work-To study abroad.	To continue with my studies-To study abroad	To work.- To continue with my studies-To study abroad	Total
Male	24	9		1	-	-	1	35
Female	66	16	6	9	1	1	-	99

In Table 11, the students were asked in which field they wanted to work. When these fields were determined, the fields mostly preferred by graduates of German Teaching Department were taken into consideration. 81 students ticked only the 'teaching' option. If we add to this number to the 23 students who ticked more than one option, we see that the total number of students who wish to teach is 104. The number of students who do not wish to teach is 30. In other words, while 77.67% of the 134 students participating in the study wish to become teachers, the

remaining 22.39% want to work in fields other than teaching. The fact that 77.67% graduates of German Teaching Department wish to become teachers is pleasing. However, there is another important point here. Nearly all of the 30 students(22.39%) who do not wish to teach German are those who had some or all of their education abroad and who are confident about their knowledge and competence of German .Students who have a good competence of German do not wish to work in rural areas of Turkey as they can have better opportunities in urban areas. This is naturally a big loss for education.

**The sector in which the students want to work after graduation (Table-11)**

Gender	Teaching	Translation	Civil servant	Private sector	Teaching-Translation	Teaching-Private	Other-Academician	Other Sports	Teaching-Translation-Private	Teaching-Translation-Public-Private	Translation-Private	Public-Private	Teaching-Public-Private	Total
Male	13	-	6	5	1	3	1	-	-	-	4	1	1	35
Female	68	5	1	5	3	8	1	1	5	2	-	-	-	99

In Table 12, we can see more clearly that the students who do not have complete self-confidence wish to become teachers whereas the ones with a good competence of German choose professions other than teaching. The 134 students participating in the questionnaire were asked in which institutions they wanted to work. 99 students said that they wanted to work only for Ministry of Education. 24 responded by saying that they only wanted to work in private institutions. 3 students stated that they wanted to work for both Ministry of Education and private institutions. The remaining 8 did not respond to this question. I believe that those students are probably ones who do not want to become teachers. Thus, 78.57% of a total of 126 students who responded to the question want to work as teachers for the Ministry of Education. 19.05% of those students want to work for private institutions. Only 3 students (2.38%) stated that they could work for both institutions. As can be seen, the numerical data in Table 11 prove our assumption that the students with insufficient German competence and skills all want to be teachers. The data in Table 11 and Table 12 overlap nearly 100% and this supports our assumption. Students who think that they are not competent enough in German do not choose to work as translators or work for private institutions. Nor do they wish to work as officers at the Ministry of Foreign Affairs or the Ministry of Tourism as working in these places requires a good competence of German. Students who believe in their competence of German and who know that they are sufficient in their field in addition to going to school in German-speaking countries some time or the other wish to work in the institutions stated above. Students who do not have sufficient knowledge and skills in German and who make up a majority of the total number of students (around 100 students) wish to work for the Ministry of Education. This is so because they think that these positions are not too challenging and that having insufficient skills and knowledge will not be too hard for them if they work for the Ministry of Education. Of course, we cannot expect them to confess this. However, working for the Ministry of Education looks more secure to these students.

**The institutions where the participants want to work (Table-12)**

Gender	Ministry of Education	Private	Ministry of Education-Private	Blank	Total
Erkek	19	9	2	5	35
Bayan	80	15	1	3	99

Turkish people in general believe that being a civil servant is ideal even if the salary is low and everyone knows this. I also think so because the private sector does not give enough confidence to people. In addition, they easily make people redundant with trivial excuses. Most people believe that they can feel secure if they work for the state. Someone who works for the state never loses his/her job due to professional incompetence or failure.

More than that, professional competence or success is not measured in being a civil servant. People lose their jobs only if they commit a serious crime.

#### The institution in which the participants want to work as translators (Table-13)

Gender	In different ministries	In private institutions	Different ministries-Private institutions	Blank	Total
Male	16	8	1	10	35
Female	37	23	2	37	99

If we look at the 2 remaining tables, Table 13 shows in which institutions the students wish to work as translators. In Table 11 only 5 students said that they wanted to work in this sector. In addition, 15 students chose more than one professional sectors of which being a translator was one. Here we see that a majority of the students who wanted to work as translators chose to work as state employees. 53 of the students participating in the questionnaire said that they wanted to be public employees whereas 31 students wished to work in the private sector. 3 of the students responded by saying they could work in both whereas 47 students left the question unanswered. Those students are the ones who do not wish to work in that sector. Those who responded to the question by saying that they wished to work in different ministries are 60.92%. 35.63% responded by saying that they wished to work for private institutions. 3.45% said they could work in both. The numerical data in Table 14 shows that the students participating in the questionnaire had preferences in three sectors. 42 students (31.32%) stated that they wanted to do post graduate studies whereas 21 students (16.67%) said that they wanted to have academic careers. 24 students (17.91%) stated that they wanted to be faculty members. The students who did not wish to do post-graduate studies share the same views with those who wanted to develop themselves in their fields. Those who left the question unanswered do not want to do post-graduate studies. That is, their priority is to start working as soon as possible-especially as teachers for the Ministry of Education. This is so because they believe that they lack the necessary qualifications to work in different sectors. Those who want to improve themselves in their field similarly think that their professional knowledge and skills are inadequate. Thus, they aim to develop themselves professionally by doing post- graduate studies.

#### The goals of the participants after graduation (Table-14)

Gender	To develop themselves in their field	To have academic career	To become academicians	To develop themselves in their field - To become academicians.	To improve themselves in their field- To become faculty membersl.	To become academicians- To become faculty members	To develop themselves in their field- To become academicians- To become faculty members	Blank	Total
Male	9	3	10	1	-	2	-	10	35
Female	33	18	14	3	1	1	2	27	99

#### Conclusions and Suggestions

At the beginning of our paper we stated that the teaching process did not meet the desired criteria as well as that we could not achieve success in foreign language teaching. In addition, we stated that our education system is responsible for the failure in other subjects as well. This failure in our education system has also been stated by authorities recently.

Even though the authorities of the Ministry of Education do not express this failure using the word 'failure', the President himself said at the beginning of the 2017-2018 educational year that we are unsuccessful in the field of education. What we are trying to say here is that our insufficiency in teaching foreign languages and training foreign language teachers has been justified by the authorities. Our aim is to draw the attention of the authorities by referring to the deficiencies in our education system and aid them in finding quick solutions.

In our study, we tried to examine the failure in foreign language by using the student profile at Gazi University, Faculty of Education, Department of German teaching. Three quarters of the students are females and a quarter is males. One out of five students at the department were born abroad. However, only three students are German students. Four students have dual citizenship. Two students are citizens of Turkish Republic of Northern Cyprus. The remaining 125 students are Turkish citizens.



The majority of students (127 students) stated that their mother tongue is Turkish. Four students stated that they knew German better than Turkish. Eleven students said that they could speak both languages equally well.

When we study how many foreign languages our students can speak, we see some pleasing results. Nearly all of our students know at least one foreign language. About 17 students know three foreign languages. However, we do not know how competent they are in these foreign languages except for German as we do not have any data. Table 12 shows that they can speak English in addition to German. What surprises and disappoints us most is that 47 students out of 134 students said that they knew English better than German whereas 12 students stated that they know both languages equally well. 34 of the students out of the 73 who stated that they were most competent in German knew German well beforehand. In this case, only 39 students out of 100 students who knew English and attended German prep class were able to learn German. This shows us that German teacher candidates are not fully qualified.

The data in Table 8 and Table 9 overlap. Those students who were abroad for some part of their education skipped prep class and started their first year. Nearly 90% of these students were born abroad. The remaining 10% studied abroad at some time or the other. Unfortunately, there are no students who grew up in Turkey, had their education here and started Gazi University German Teaching Department by taking the YGS and LYS exams. This shows us that while secondary school education is successful at training students for English teaching departments, it fails to train students who aim to attend German teaching departments. For this reason, 75% of students who attend German teaching departments are students who aim to study at English teaching departments but fail to achieve that.

Table 10 shows the number of students who want to work. Table 11 shows the number of students who wish to work as teachers. Table 12 shows the number of students who wish to work for the Ministry of Education. It can be seen that these numbers are nearly equal to each other. 3 out of 4 students wish to work after graduation. They want to work as teachers for the Ministry of Education. These numbers are directly related to the characteristics of the students of that department. Students who learnt German abroad and skipped prep class stated that they wanted to do post-graduate studies after graduation and that they could work in private institutions as well as the Ministry of Education. The number of these students is one fourth of the total number of students. We can understand from Table 13 and Table 14 that the students who wanted to work as teachers for the Ministry of Education did not respond to the question which institution they wanted to work for as translators. A total of 47 students left this question unanswered. We may easily say that students who learnt German abroad and believed in their competence of German stated that they would like to work for private institutions. In Table 14 these students stated that they wanted to pursue an academic career and become faculty members at universities. It is seen in Table 14 that students who did not think that they had enough competence and skills in German stated that they wished to improve themselves in their field.

To solve the problems stated above studies should be done to find the reasons for the failure seen in all levels of education which are also shown by numbers. It should be the immediate task of all public and private institutions to find solutions and achieve success in the field of education. The different exam systems to improve education, the curriculum changed every year, the changes in the names and status of schools and educational institutions as well as the promotion of staff have not been successful so far and have not solved the problem. Several downsides on this topic may be mentioned but it is best to leave this issue to educational experts. The experts must have a different view of the world. Otherwise, if we have experts that share the views of the ruling party as in the present and have just one view, success will not be achieved. In addition, educationalists-especially universities-must have freedom of study.

How can the headmaster of a school contribute to the quality of education if he cannot decide what time classes start at his school? The same goes for a teacher who does not have the freedom to choose the coursebook he wants to use in class.

If we draw conclusions from the profile of students at Gazi University German Teaching we may say that the student profiles of teaching departments of other universities are similar. Furthermore, if we keep in mind that the German Teaching Department of Gazi University is one of the most popular in the Top 10 list, we may say that the student profiles of universities below number 10 in the list are lower and less competent. The teacher candidates at our universities unfortunately do not reach the desired level of knowledge and skills within 4,5 or even 6 years at the faculty. Teacher candidates who graduate without sufficient knowledge, skills and competence try to teach German at primary and secondary schools.

Thus, the students that they teach come to universities for higher education. We send them back to schools as teachers. Thus, we end up in a cycle in which teacher candidates graduating from Gazi University, German Teaching Department are insufficient in knowledge, skills and competence.

What we suggest to solve this problem is to increase the profile of students who will enrol at the German Teaching Department so that they are knowledgeable, skilled and competent in their major. It is our duty to direct, train and prepare them. Thus, the system valid for the students who enrol at the English Teaching Department may be used. The language groups in secondary education are only used for English classes. The students who attend these classes have a good command of English. The ones that are not competent enough attend prep school at university. When considered from this perspective, the students who have graduated from the English Teaching Department are more knowledgeable, skilled and competent compared to teacher candidates who have graduated from the German Teaching Department. Thus, German language classes must be held for departments such as German Teaching, Philology, Literature and Translation. If we wish to increase quality in education and teach foreign languages to our students, we have to train our students well enough. We must make teaching an attractive profession in society so that hardworking and intelligent students wish to get into departments of teaching. Social development is parallel to the value we place on education.

## Appendix

### THE QUESTIONNAIRE FILLED IN BY THE STUDENTS:

### THE QUESTIONNAIRE TO FIND OUT THE STUDENT PROFILE OF THOSE WHO STUDY AT GERMAN TEACHING, GERMAN LANGUAGE AND LITERATURE AND GERMAN TRANSLATION AND INTERPRETING DEPARTMENT

Dear students,

This study aims to find out your present competence, your goals after graduation and how competent you are in order to accomplish these goals. We hope that you will give honest and objective answers to these questions. The data we obtain will only be used for research purposes.

We thank you for the contribution to the study and wish you success in your future life.

### PERSONAL INFORMATION

1. Gender :  Male  Female
2. Age: .....
3. Place of birth:  Turkey Other (please state which country).....
4. Nationality:  Turkish citizen  Other (Please state which country).....  
 I am a citizen of both countries
5. Mother Language :  Turkish Other (Please state which language ).....
6. The language that you know best :  Turkish Other (Please state which language ).....
7. The foreign languages that you know (You may choose more than one)  
 German  English  French  Arabic Other.....
8. The foreign language that you know best  
 German  English  French  Arabic Other.....
9. The educational process : Turkey:  Elementary school  Secondary school  High School  
Abroad:  Primary school  Secondary school  High school
10. Type of university entrance exam:  YGS-LYS  YÖS ( Exam for foreign students)
11. The name of your university: .....
12. Date of registration: .....
13. Your department:  
 German Teaching  Language and Literature  Department of Translation and Interpreting
14. Prep school :  I attended prep class for a year  For 2 years  I skipped prep class
15. Your class:  1  2  3  4
16. Your aim after graduation:  To study  To continue with my studies  To study abroad
17. The sector you want to work in after graduation:  
 Teaching  Translation and Interpreting  Public services  Private sector Other.....
18. The institution that you want to work in:  Ministry of Education  Private schools
19. The institution in which you want to work as a translator-interpreter:  
 In different ministries  In private institutions
20. Your purpose for doing post graduate studies:  
 To develop myself in my field  To have an academic career  To become a faculty member