

Determining the Field Knowledge of Teacher Candidates Who Are Students of German Language Teaching Department at Gazi University

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ABSTRACT

In our study, we have put forward the argument that foreign language teaching, especially German language teaching has not been in the desired levels, and that German Teaching Departments are inadequate in training teachers. We have tried to prove our argument with numerical data in different aspects. First of all, we presented the list of order for Gazi University German Teaching Department and other teaching departments. In this list, Gazi University was 3 times the top in the list among 16 universities in the last 5 years. Next, we sought an answer to the question “What are the qualities of a good teacher?” On this topic, we presented the views of different experts as well as the criteria ‘The General Qualifications for the Teaching Profession’ prepared by the Ministry of Education. The third step was a table showing the success rates of students for subjects related to field knowledge at Gazi University German Teaching Department. This detailed table showed that the rate of passing classes was 87.5% and the success rates for the classes passed was 88.3 % for the years 2013-2017. As the fourth step, we conducted a questionnaire with students at Gazi University German Teaching Department to measure their subject knowledge. We asked 35 basic and elementary level questions to the students. We converted the obtained answers to relevant tables and we evaluated the success rates of numerical values. As a result, we found a shocking result of 66% failure and 34% success. Last of all, we found that the success rates of students in graduate classes, and the results of our questionnaires are not in line with each other. We also found out that the exam results of the Teaching Subject Knowledge Test supported the data found by our questionnaire. We have stated that teachers are not well trained. More than that, if we want to achieve success in education, especially in foreign language teaching, we suggest that the teaching profession receives higher salaries and that intelligent students are motivated to choose foreign language departments.

INTRODUCTION

Our aim for writing this article was to show that German Teaching Departments of teacher training universities are insufficient in training German teachers and that the “professional knowledge” and “professional skills” which are one of the most prominent among the minimum requirements for becoming a teacher are not fulfilled successfully. In this context, it is our aim to get the attention of the related people and institutions to provide a more functional and high-quality German language teaching and to offer suggestions for this purpose.

In this study, I will share some data which have led me to think that the graduates of German Teaching Departments lack the knowledge, skills and qualifications they need to become German teachers at different schools. We obtained these data through a questionnaire conducted with our students. Our questionnaire consists of two parts. The first part includes questions aiming to find the profiles of students preferring to study at teaching departments. The second part consists of questions aiming to assess the four skills-listen-

ing-speaking, reading and writing- of people who speak a foreign language or are learning a foreign language. Since studying the two parts together would be too long, and in order to present the topic to the reader in a better and dynamic way, we have prepared our findings as two separate articles. The first part about the profile of the students at Gazi University German Teaching Department was written as a separate article. The second part of the questionnaire asked questions to students of year 1, year 2, year 3 and year 4 of this department (a total of 134 students) to test the 4 language skills stated above, and a second article was written based on this data. Thus, the article that we present here is an evaluation of the second part (Part B) of the questionnaire.

First of all, I would like to state that Gazi University German Teaching Department is among the 3 German departments mostly preferred by students wishing to study at this department. This means that the best students who wish to study at a German Teaching Department and the ones who get really high scores in the University Student Selection and Placement Exam choose to study at Gazi University German

Teaching Department. For this reason, one starts to think that Gazi University German Teaching Department that gets the best students should train the best teachers. Actually, the general public also knows that this is so. The fact that Gazi Faculty of Education trains the best and highly qualified teachers has been accepted by most people for many years. The table below presents all the German Teaching Departments in Turkey along with the city they are located in, and the names of the universities and faculties. In addition, the success rates for the departments for the years 2013- 2014- 2015- 2016 and 2017 are presented. As can be seen in the table below, there are 16 Teaching Departments and the numbers in brackets shows the order of preference for that department by students.

As can be seen in Table 1, Gazi University German Teaching Department was the most preferred department by students in the years 2013-2014-2015, and the third in 2016 and second in the list in 2017. Thus, the students of this department are the ones with the highest scores in the

Placement Exam. As foreign language teachers are an important factor in evaluating the success or failure of foreign language teaching, we have made evaluations on the quality of foreign language teachers with the help of our questionnaire. The data we obtained in the questionnaire did not surprise us. Personally, I was expecting such results. However, my worry about not training candidate teachers as desired doubled following these results.

Before sharing the results, we will briefly write about how one can be a knowledgeable, skilled and qualified teacher in order to better see the insufficiency of candidate teachers, and to compare good and bad with each other.

In the 19th National Education Council organized by the Ministry of Education, the criteria for “General Qualifications for the Teaching Profession” was determined. These were updated in September 2017 and made into a booklet under the heading “General Qualifications for the Teaching Profession”. This booklet has the General Qualifications for the Teaching under three main headings. These are named

Table 1. The german teaching departments in turkey and success rankings ⁽¹⁾⁽²⁾

Name of the University	Name of the faculty	2013 Order of merit rating	2014 Order of merit rating	2015 Order of merit rating	2016 Order of merit rating	2017 Order of merit rating
Gazi University (Ankara)	Gazi faculty of education	20.300 (1)	19.600 (1)	22.100 (1)	24.500 (3)	332,39817 (2)
Uludağ University (Bursa)	Faculty of education	22.600 (3)	20.900 (2)	22.600 (2)	20.700 (1)	345,60139 (1)
Anadolu University (Eskişehir)	Faculty of education	22.600 (2)	21.000 (3)	23.000 (3)	24.300 (2)	326,99180 (3)
Muğla Sıtkı Koçman University	Faculty of education (German)	26.100 (4)	23.200 (4)	25.100 (4)	28.700 (4)	318,50601 (4)
Ondokuz Mayıs University (Samsun)	Faculty of education	28.400 (6)	26.400 (5)	26.700 (5)	28.900 (5)	313,21794 (5)
Çukurova University (Adana)	Faculty of education	27.900 (5)	28.500 (8)	30.200 (8)	33.400 (8)	296,82912 (8)
Necmettin Erbakan University (Konya)	Ahmet Keleşoğlu faculty of education	29.300 (8)	27.600 (7)	29.400 (7)	31.300 (7)	298,03466 (7)
Trakya University (Edirne)	Faculty of education (German)	29.100 (7)	27.100 (6)	28.000 (6)	29.700 (6)	301,11124 (6)
Nevşehir Hacı Bektaş Veli University	Faculty of education	-----	-----	-----	-----	286,22772 (9)
Atatürk University (Erzurum)	Kazım Karabekir faculty of education	33.400 (10)	32.500 (9)	32.300 (9)	36.400 (9)	278,70214 (10)
Dicle University (Diyarbakır)	Ziya Gökalp faculty of education	35.300 (12)	35.000 (10)	35.900 (10)	40.600 (10)	257,25921 (11)
Hacettepe University (Ankara)	Faculty of education	35.700 (15)	39.900 (11)	40.500 (11)	40.700 (11)	244,99999 (12)
Hakkâri University	Faculty of education	34.800 (11)	43.800 (14)	48.500 (13)	53.900 (13)	236,74608 (13)
Marmara University (İstanbul)	Atatürk education faculty (German)	35.500 (14)	43.100 (13)	46.500 (12)	43.800 (12)	229,28117 (14)
Dokuz Eylül University (İzmir)	Buca faculty of education	35.600 (13)	43.900 (15)	50.900 (15)	54.500 (15)	204,69017 (15)
İstanbul University	Hasan Ali Yücel faculty of education (German)	30.900 (9)	42.900 (12)	49.300 (14)	54.100 (14)	201,02036 (16)

⁽¹⁾ <https://www.basarisiralamalari.com/almanca-ogretmenligi-basari-siralamasi-taban-puanlari/29.10.2017>

⁽²⁾ http://dokuman.osym.gov.tr/pdfdokuman/2017/OSYS/YER/Tablo-4_12082017.pdf 29.10.2017

as “Professional Knowledge”, “Professional Skills” and “Attitudes and Values”. Under the heading “Professional Knowledge” there are 3 sub-headings and 16 explanatory items. “Professional Skills” has 4 sub-headings and 28 items whereas “Attitude and Values” has 4 sub-headings and 21 items. The Table below presents the 3 main headings and 11 sub-headings which make up the criteria for the General Qualifications for the Teaching Profession mentioned in our article.

Although this table presents the criteria for the general qualifications of a teacher, the part which is of the greatest concern for us is ‘A. Professional Knowledge’ and ‘A1. Subject Knowledge’ and ‘A2. Subject Education Knowledge’. This is so because we are trying to teach students at our department German as ‘Subject Knowledge’ and ‘Subject Education Knowledge’ so that they can learn how they will teach German to others. A teacher who does not have the required knowledge and skills cannot transfer his/her knowledge. Thus, he/she will not succeed in giving a class, which is a major duty of teachers. As a result, the student will be unsuccessful as the teacher cannot make a contribution. This naturally will lead to a negative contribution to the education system.

As it is known, a teacher is the main factor of the teaching process according to traditional learning theories. The teacher presents factual knowledge to the students. On the other hand, according to modern learning theories, the teacher is a guide, an advisor, a trainer, a conductor or a director in the teaching process. Thus, the teacher guides the students to learn and make a connection between the previously learned items instead of presenting factual knowledge. According to traditional learning theories, the ‘subject knowledge’ criteria is enough for a teacher giving classes whereas according to modern learning theories the minimum criteria for a teacher is ‘professional knowledge’ and ‘professional skills’.

In his article named ‘Teacher Candidates’ Thoughts on Being a Good Teacher’ Işıktaş (2015:125) found out that the top quality for a teacher was stated as ‘the personal and professional qualities of a teacher’ by the people who participated in his questionnaire. We may say that the professional qualities in his article are parallel to the heading professional knowledge and professional skills in the table above whereas the personal qualities are similar to the ones named as attitudes and values in the table.

Çalışkan; Işık and Saygın (2013:580-581) wrote in their article named ‘Ideal Teacher Perceptions of Teacher Candidates’ that they asked participants in their questionnaire how an ideal teacher should be like. The most preferred option was ‘someone who makes the students like the subject with their way of teaching’. The second most popular response was ‘Someone who is qualified in his/her field and has sufficient knowledge and skills’.

Educational scientists have classified teachers as effective teachers and not effective teachers as well as defining the general proficiency standards for teachers. Teachers who have the general proficiency standards of a teacher are defined as effective or active, whereas those who do not meet the minimum requirements are defined as not effective

and not active. As Özer and Gelen (2008:45) quote from Haycock ‘in his study in which he compares teachers who have effective teaching methods, and thus are defined as effective and ineffective teachers in terms of their effect on students’ success, he states that effective teachers have a direct effect on students’ success.

In the same way, Özkan and Arslantaş (2013:313-314) state the condition that an effective teacher should have enough subject knowledge, professional formation and the skills related to teaching. On the other hand, they define an ineffective teacher as ‘someone who lacks enough subject knowledge and does not have the knowledge and skills to direct the teaching process effectively’.

Arslan and Özpınar (2008:40) who have stated that the 3 basic elements of the education and teaching process are teacher, student and curriculum have argued that the teacher is the most essential and irreplaceable among these three because ‘even if the curriculum is very well-prepared, the desired targets and success cannot be achieved if the teachers do not have the necessary qualifications. In their article ‘The professional and personal qualities of a teacher’ Yetim and Göktaş (2004:543) state that a teacher should have three basic qualities, which are subject knowledge, general knowledge and the ability to transfer the first two to the students.

Although Öner (2010:30) accepts the general standards accepted by most educational scientists about teacher proficiency, he has stated a different perspective. He says ‘It is seen that neither pedagogical knowledge nor subject knowledge are enough on their own to be able to teach. Moreover, having both pedagogical knowledge and subject knowledge are not enough either. The teacher’s knowledge has a structure which bears specific subject knowledge and a combination of pedagogy and subject knowledge, and their transformation. We may deduce from this statement of Öner that the two sub-headings ‘Subject Knowledge’ and ‘Subject Education Knowledge’ criteria are not enough on their own. Moreover, meeting both of these two standards are not sufficient either. However, if these two criteria are combined and transformed, a new field and criteria can be found (Öner has named this as PAB: Pedagogical Subject Knowledge). We will try to find the proficiency of our students at the German Department related to the criteria Subject Knowledge. We have not included professional knowledge as it is related to formation courses (these classes are given by instructors at the department of educational sciences). We have also not included the attitude and values criteria as it is about the character and the attitudes of the teacher candidates. These may be the subject of another study. Consequently, in our study, we have only tried to assess the subject knowledge- that is, competence of German-of our students. For this reason, we have obtained the students’ exam results for just subject knowledge classes and their success percentages from the statistics prepared by Student Affairs. We have converted the data of the last 4 years (2013-2017, 2017 included) as a summary in the table below. The table presents the educational year as Fall and Spring terms.

There are 14 subject classes for the fall term and 15 for the spring term. Around 40-50 students take each exam.

The minimum 623 and maximum 776 numbers of students explain this. There are about 180 students at the German Department (the students of prep. classes are not included). If we comment on the success of the four year education, 82.3% of the students were successful during the fall term of 2016-2017. That is, they passed the test. The average grades of the students were 83.8 out of 100. The success achieved in the educational year 2016-2017 is the lowest both in terms of passing the class (Fall: 82.3%, Spring: 82.8%) and the scores (Fall and Spring: 83.8%) when compared to the previous years. The highest success rates were in the spring term of 2013-2014. (92.4%, 92.5%). The figures in Table 3 present achievement which is quite meaningful and satisfactory for a teaching department.

When Table 1 and Table 2 are evaluated together, it is seen that Gazi University German Teaching Department,

which is preferred by the most successful students provides a sufficient and satisfactory education, and the success rate of the students in exams range between 82.3% and 92.5%. The data in these two tables are in harmony with each other and overlap. In other words, as can be seen in Table 1, Gazi University German Teaching Department is the best, and the success rates in Table 3 prove that it is quite successful in training its students.

Despite the positive and satisfactory data in Table 1 and Table 2 which complete and support each other, unfortunately, when I evaluate my students according to the Subject Knowledge and Subject Education Knowledge criteria, I do not observe a similar achievement. That is, in my opinion, the success rates in Table 3 and the Subject Knowledge and Subject Education in Table 2 are not compatible with each other and do not overlap. I believe that the students' success

Table 2. General qualifications for the teaching profession (°)

A. Professional knowledge	B. Professional skills	C. Attitudes and values
A1. Subject knowledge	B1. Planning education	C1. National, moral and universal values
Has advanced theoretical, methodological and factual knowledge to have an inquisitive perspective	Plans the education process effectively	Cares for national, moral and universal values
A2. Subject education knowledge	B2. Creating learning conditions	C2. Approach to students
Has competence of teaching programs in the field and has pedagogical subject knowledge	Prepares a healthy and safe learning environment as well as appropriate teaching materials for every student	Displays a supportive attitude towards students' development
A3. Knowledge of rules and regulations	B3. Directing the teaching and learning process	C3. Communication and cooperation
Acts in compliance with rules and regulations related to rights and responsibilities as an individual and as a teacher	Directs the teaching and learning process effectively	Has effective communication and cooperation with students, colleagues, families and other aspects of education
	B4. Assessment and evaluation	C. Personal and professional development
	Uses the methods, techniques and tools of assessment and evaluation effectively	Participates in personal and professional development activities, and makes self-assessment

(°) https://oygm.meb.gov.tr/meb_iys_dosyalar/2017_12/06172441_Ygretmenlik_Meslegi_Genel_Yeterlikleri.pdf- 06.01.2018

Table 3. Achievement table of 2013-2017 German teaching department (4)

Educational year	Semester	Number of students taking the exam	Number/percentage of successful students	Number/percentage of unsuccessful students	Student achievement average for successful students	Student achievement average for unsuccessful students
2013-2014	Fall	743	654 88	89 12	88.5	11.5
	Spring	776	717 92.4	59 7.6	92.5	7.5
2014-2015	Fall	654	584 89.3	70 10.7	89.5	10.5
	Spring	623	550 88.3	73 11.7	88.2	11.8
2015-2016	Fall	669	593 88.7	76 11.3	90.6	9.4
	Spring	703	621 88.3	82 11.7	89.6	10.4
2016-2017	Fall	649	534 82.3	115 17.7	83.8	15.4
	Spring	690	571 82.8	119 17.2	83.8	16.2

(4) https://ogrenci.gazi.edu.tr/ogretim_uyeleri/html/Navigate.php?ReqID=DERS_BSR_LIS_EKR&myID=fb6aad28581b84c7475df38d152be339 1.12.2017

rates of passing exams (82.3% and 92.4%) and the success percentages of 83.8% and 92.5% do not reflect the reality as will be seen in the evaluation of the data of the questionnaire. I think so because achieving an average of 85-90 out of 100 in the classes related to Subject Knowledge means that you have a good competence of those subjects. A student with such a high grade in German Teaching Department must have a good knowledge of German. The aim of language teachers in foreign language teaching is usually having the students learn the four basic language skills. A student who has a competence of the four basic language skills-that is, listening, speaking, reading and writing- is accepted as having a competence of that language. According to the success rates in Table 3, the students at Gazi University German Teaching Department have mastered these four language skills.

Now we will show if this is really so in reality; that is, whether the figures in Table 3 and the four basic language skills of the of the students' overlap based on the results of our questionnaire.

First of all, let us give brief information on our questionnaire. The number of students participating in the questionnaire is 134. 40 of the students are in their first year and 50 students are in their second year. 25 students are in their third year and the remaining 19 are in their fourth year. The questions consist of parts A,B and C. Part A has 6 questions related to orthographic rules. The answers given to these questions test both the students' knowledge of correct writing rules and their reading-comprehension skills. There are students giving incorrect answers due to lack of knowledge. Some students who did not comprehend what they read either gave no answer or gave unrelated answers. Part B includes 5 subjects related to grammar. Each subject has a total of 14 questions assessing different topics. These 14 questions include the most basic grammar topics and the easiest questions related to these topics. Part C consists of 3 main parts with 5 questions each. The first part has the German translation of 5 sentences in Turkish (T-G translation) whereas the second part has the Turkish translations of 5 sentences in German (G-T translation). The third part has 5 questions in German which will be answered in German. The first 5 sentences which will be translated from Turkish to German are the 5 easiest sentences that a German teacher will say to his/her students. The sentences in the second group are also very easy sentences in daily speech. The questions in the third part are ones that all students can answer. To sum up, the questions in the questionnaire are not difficult questions requiring specific skills. More than that, they are questions used in daily speech. Now let us give the results of these 3 parts in tables and analyze them separately.

Part 1. 'A. Rechtschreibung (Correct writing/Ortography): The 6 questions in the table below should have received correct answers from all 134 students participating in the questionnaire. However, the number of students who gave correct answer is less than half.

The first question in this group asks the students the names of punctuation marks. Similarly, the second question asks the names of 5 punctuation marks. For both questions

the word 'Satzzeichen' and 'Interpunktionszeichen' are used for the German equivalent of punctuation mark. Both words are synonyms. Unfortunately, we observe that the students have problems in comprehension in both questions. There are 85 correct answers to the second question. If the questions had been well-understood, the number of correct answers would be the same for both questions. If we asked the same question in their other tongue; that is, Turkish- they would name at least 10 punctuation marks.

The third question is: 'How many extra letters are there in the Turkish alphabet?' For this question, all the students know that there are 29 letters in the Turkish alphabet. However, I am not sure that they know that there are 26 letters in German because although the (ä, ö, ü and ß) sounds are written as letters in words and are used, these are not used as letters in the alphabet. Thus, the German alphabet consists of the letters other than these. I teach 'Writing Skills' to first year students at the German Teaching Department. Thus, during the first lessons I give students detailed information about both alphabets; such as how many letters there are, the vowels and consonants in each alphabet, different letters, the names and the use of punctuation marks and syllables. As can be seen in Table 4, the number of students who gave correct answers to question 3 is 69. Out of the remaining 65 students 42 gave wrong answers and 2 gave incomplete answers. 21 students gave no answer. Most of the students who gave incorrect answers gave unrelated answers. Thus, we can understand that they did not understand the question. In addition, we can understand that the students who did not give any answers did not understand the questions, and were worried that they would look silly. If they had understood the question, they would have found the answer quickly by counting the letters of the alphabet with their hands. Some of the other students did this and wrote 29 and 26 as the answer. Actually, they were supposed to write only the difference (3). However, we accepted those answers as correct due to the difference of 3.

The fourth question was: 'Write the vowels in German'. Only 42 students gave the correct answer. As can be seen in Table 4, the remaining 92 students either gave wrong or incomplete answers or gave no answer. Here we may say that those who gave wrong answers or did not answer the question did not understand the question. We do not want to think that they do not know the vowels (a,e,i,o,u) in German. However, we cannot say the same thing for the 54 students who gave incomplete answers. Most of these students wrote the 5 vowels (a,e,i,o,u) in German as well as writing at least one of the sounds (ä, ö, ü) that are not used as letters in the German alphabet. Some even wrote the vowels in Turkish (a,e,i,i,o,ö,u,ü) as an answer.

Although the answers we got for question 5 were not in the desired level, we may say that they are pleasing compared to the other answers. We see that the question was understood by all students. 3 students did not answer the question. We may assume that they either forgot to answer the question or were too lazy to do so.

The sixth question asked students to divide words into their syllables. 10 words were given. If the students made

a mistake in any syllable in the word, that example was regarded as wrong. Thus, as can be seen in Table 4, only 19 students out of the 134 students divided the words into syllables correctly. 43 students gave wrong answers. 62 students gave incomplete answers by making mistakes of minimum 3 and maximum 6.

If we evaluate Table 4 as a whole, as each of the 134 students answered 6 questions, a total of 804 questions ($6 \times 134 = 804$) were answered. There were only 346 correct answers. The number of correct answers is less than half (402). If we look at success rates, it is below 50% (43%).

We presented the 'B. Grammar' data of our questionnaire in Table 5. In fact, in this part we should have asked questions hard enough for a German teacher. However, we did not do so. Our sentences consisted of easy and simple structures. We asked 5 main subjects which were: genitive form, possessive pronouns, changing the sentence into past tense, relative clauses, changing an active sentence to a passive sentence and clauses with conjunctions.

In this first question, we asked the students to write the possessive forms of the nouns in brackets along with their articles. Unfortunately, the number of correct answers was as follows:

- a) 23 for 1a
- b) 9 for 1b
- c) 17 for 1c
- d) 20 for 1d

These results were not pleasing.

In the second question, we asked students to change the given sentences to past tense. Looking at the number of wrong answers is enough to see how serious the situation is. The third question asked students to write the possessive pronouns. Unfortunately, there were only 13 correct answers for each sentence, which is quite low. In other words, only 10% of students who participated in the study gave correct answers.

The fourth question asked students to change 4 active sentences into passive sentences. The number of correct answers for 4a was 73-6 more than the half ($134 \div 2 = 67$) whereas the number of correct answers for 4b were 65. For

sentences 4c and 4d the tenses were changed. The result was 15 correct answers for 4c and 16 correct answers for 4d.

The fifth question asked students to join two clauses using a conjunction. In 5a, they were asked to use the conjunction 'nachdem' (after) and the conjunction 'dass' (that) for 5b. There were 98 correct answers for 5b, which meant a success rate of 73%. However, there were only 26 correct answers for 5a, which was a great disappointment.

If we make a general evaluation of Table 5, the 134 students participating in the study answered 14 questions each. That is, the students answered a total of 1876 questions. ($134 \times 14 = 1876$) There were only 423 correct answers. The remaining 1453 were either wrong or incomplete or had no answer. The 423 correct answers equals to a success rate of 22.5%, which is quite low. The failure rate was 77.5%.

In table 6, we asked students questions that would test the four language skills that a language learner should acquire. We asked them to write the German equivalents and the Turkish equivalents of the sentences. We also asked them to answer some questions. As can be seen in Table 5, the sentences we asked them to translate were not long or complicated. In fact, most language teachers would agree that they are quiet easy, clear and short. They were questions that someone with basic or elementary level German could easily answer. More than that, we expect our students to have an advanced level of German because they will soon become teachers of this language. As can be seen in table 6, there are 15 questions. Only 5 of these questions received correct answers of 50%. In other words, only half of the students (67 students) gave correct answers to the 5 questions. The success rate for the remaining 10 questions is much below 50%. There was only 1 correct answer to one of the questions. It is unacceptable that 19 May Commemoration of Atatürk, Youth and Sports Day, which is a national celebration in Turkey, could not be said in German.

If we evaluate Table 6 as a whole, each of the 134 students answered 15 questions, and a total of 2010 questions ($134 \times 15 = 2010$) were answered. 829 questions received correct answers. There were 287 incorrect answers and 258 incomplete answers. 686 questions were not answered at all,

Table 4.

A. Rechtschreibung (Correct spelling/ortography)	Correct	Incorrect	Incomplete	No answer	Total
1. Schreiben Sie die Namen von den Interpunktionszeichen. (Write the names of the punctuation marks)	61	4	-	69	134
2. Schreiben Sie die Namen von fünf Satzzeichen. (Write the names of five different punctuation marks)	85	3	5	41	134
3. Wie viele Buchstaben gibt es im Türkischen mehr als im Deutschen? (How many extra letters are there in Turkish when compared to German?)	69	42	2	21	134
4. Schreiben Sie die Buchstaben im Deutschen, die man als Vokale bezeichnet. (Write the vowels in the German alphabet.)	42	12	54	26	134
5. Ergänzen Sie die folgenden Wörter mit "ß" oder "ss". (Complete the following words with "ß" or "ss")	70	1	60	3	134
6. Silbentrennung: (Divide the words into syllables)	19	43	62	10	134
Total	346	105	183	170	804

Table 5.

B. Grammatik (Grammar)	Correct	Incorrect	Incomplete	No answer	Total
1. Genitivform (Possessive)					
a) Der Ball d... ..(Junge), (The teenager's ball)	23	31	64	16	134
b) Die Dame sein... ..(Herz) (The lady of his heart)	9	21	77	27	134
c) Das Haus d.(Bauer) (The farmer's house)	17	16	81	20	134
d) Der erste Buchstabe dein. ... (Name) (The first letter of your name)	20	44	51	19	134
2. Perfekt (Perfect)					
a) Ich will ihn sehen.(I want to see him)	26	99	-	9	134
b) Er hilft ihr den Koffer tragen. (He is helping her carry her suitcase.)	9	113	-	12	134
3. Relativ pronom (Relative Pronoun)					
a) Herr Kunz, ältest... Sohn in Ankara wohnt, ist mein Lehrer. (Mr.Kunz, whose oldest son lives in Ankara is my teacher)	13	98	2	21	134
b) Frau Klein, zahlreich... Kleider im Schrank sind, arbeitet in einem Modehaus.(Ms.Klein, who has many clothes in her wardrobe, works for a fashion house)	13	95	-	26	134
4. Passivsatz (Passive sentence)					
a) Er schreibt einen Brief. (He is writing a letter)	73	28	18	15	134
b) Man sieht ihn nicht. (He cannot be seen.)	65	32	5	32	134
c) Der Lehrer hat seinen Schülern viele Sätze diktirt. (The teacher made her students write a lot of sentences)	15	83	7	29	134
d) Der Polizist wird den Dieb verhaften. (The police will arrest the thief)	16	52	33	33	134
5. Konjunktion (conjunction)					
a) Ich mache meine Hausaufgabe. Ich gehe ins Kino. (Nachdem) (I am doing my homework. I am going to the cinema.) (After)	26	43	49	16	134
b) Bald hoffe ich es. Ich besuche dich in Hamburg. (Dass) (I expect this soon. I will visit you in Hamburg.) (That)	98	6	12	18	134
Total	423	761	399	293	1876

making a total of 1181 questions. If we express in percentages, 829 correct answers show a success rate of 41.5% and consequently 58.5% failure.

In Table 7, we presented the figures of the 3 previous tables (Table 4, Table 5 and Table 6). This table will enable us to see and evaluate the other tables at the same time. Thus, we will have one number for the success and failure rates in the other 3 tables. In these previous 3 tables, the 134 students answered a total of 4690 questions.(13x35=4690). Correct answers were given to 1598 questions, which equals to a success rate of 34%. On the other hand, the rate of failure is 66%.

CONCLUSIONS AND SUGGESTIONS

At the beginning of our article we stated that German teachers graduating from German departments especially those from Gazi University German Teaching Department, which is the study sample of our article, are not well trained and that they are insufficient in professional knowledge and skills. We presented this situation with the questionnaire we conducted and the questions we asked to the students. We would like to emphasize once more that the questions asked in the questionnaire can be answered by everyone whose

German is basic level or elementary level. These questions are easy enough to be answered by those who attend 3 and 4 months basic and elementary level German courses. We have expressed all the above as the number of correct answers were less than half of the total number of questions. Initially, we expected the students to have 80% or 90% of the answers correct. Each of the 134 students answered 35 questions and a total of (35x134=4690) 4690 questions were answered. There were 1598 correct answers which equalled to 34%, and this was much below our expectations. The 34% success rate and the 66% failure which are the results of these questions are unacceptable results. Thus, there is a big problem somewhere. That is, the results of the questionnaire contradict the fact that they are educated at Gazi University German Teaching Department, which is one of the most popular teaching institutions in Turkey. That is, Gazi University German Teaching Department was 3 times the top in the list, and once the second most preferred in the last five years (Table 1) among the German teaching departments in Turkey. This means that the most intelligent students and the ones who get the highest scores in the Placement Test choose to study at Gazi University German Teaching Department. These students have a high score of 87.5% in passing classes

Table 6.

C. Hörverständnis-leseverständnis-sprechen-schreiben (4Fertigkeiten) (listening-comprehension, reading -comprehension, speaking, witing) (4 Skills)	Correct	Incorrect	Incomplete	No answer	Total
Write the German equivalents of the sentences					
1. Dear students, please sit down! (Liebe Schüler/innen , Bitte setzt euch!)	53	37	35	9	134
2. Please be quiet young man! (Bitte, sei ruhig mein Junge)	62	45	13	14	134
3. Excuse me, where is the headmaster's room? (Verzeihung, wo ist das Zimmer des Herrn Direktors?)	99	16	9	10	134
4. Please read the text on page 15 (Jetzt lest alle den Text auf der Seite 15.)	34	24	55	21	134
5. Please fill in a registration form for yourself. (Bitte füllen Sie für sich ein Anmeldeformular)	23	32	28	51	134
Write the Turkish equivalent of the sentences.					
1. Ich will Ihnen "Gute Besserung" sagen. (I would like to say 'Get well soon') to you	80	23	17	14	134
2. Wollen wir zusammen ins Theater gehen? (Shall we go to the theatre tomorrow?)	116	5	9	4	134
3. Mir fällt sein Name nicht ein. (I don't remember his name.)	81	30	4	19	134
4. Der Lehrer beschwerte sich bei dem Direktor über einen frechen Schüler. (The teacher complained to the headmaster about a naughty student.)	77	6	11	40	134
5. Er ist auf dem Gebiet der Fremdsprachenunterricht sehr gut beschlagen. (She is very good at teaching foreign languages.)	36	22	10	66	134
Answer the questions					
1. Wovon war es die Rede? (What was the topic?)	46	5	1	82	134
2. Wo sind Sie mit der Dame bekannt geworden? (Where did you meet the lady?)	47	6	4	77	134
3. Welchen Feiertag haben wir am 19.Mai gefeiert? (Which national holiday did we celebrate on 19 May?)	1	24	58	51	134
4. Warum drückten Sie ihm Ihr Beileid aus? (Why did you tell him you were sorry?)	39	6	1	88	134
5. Bei wem schwor er, das Geld zurückzuzahlen? (In whose name did you swear that you would pay the money?)	34	7	3	90	134
Total	829	287	258	636	2010

Table 7.

The values of table 4, table 5 and table 6	Correct	Incorrect	Incomplete	No answer	Total
A. Rechtschreibung (Correct spelling/ortography) (6×134=804)	346	105	183	170	804
B. Grammar (14×134=1876)	423	761	399	293	1876
C. Hörverständnis-leseverständnis-sprechen-schreiben (4Fertigkeiten) (listening comprehension , reading comprehension, speaking, writing) (4 Skills) (15×134=2010)	829	287	258	636	2010
Total number of students	1598	1153	840	1099	4690

as shown in Table 3. Consequently, a good university and a high-quality graduate education are compatible on paper as scores and figures. However, candidate teachers who graduate from Gazi University German Teaching Department and the other German teaching departments do not achieve the same success rates in the KPSS (Public Personnel Selection Examination) and ÖABT (Teaching Subject Knowledge Test) exams. When the look at the results of the Teaching Subject Knowledge Test in the last 3 years and the German questions in these tests, (may be checked at the archives of Student Selection and Placement Centre "ÖSYM") it is seen that out of 50 questions only 16 questions received correct answers. This shows that the success rate in the test is 32% and the failure is 68%.

These results nearly overlap with the rates of 34% and 66% that we got in the questionnaire. As a faculty member working at Gazi University German Teaching Department I must state that I agree with these results and that we cannot train our students sufficiently and give them the required professional knowledge and skills.

The qualities of a good teacher are stated in the booklet 'General Qualifications of the Teaching Profession' prepared by the Ministry of Education. However, there does not seem to be a sufficient plan and program for gaining those qualities because our teachers are not well-trained. In our article we have shown that the candidate German teacher's subject knowledge and subject education knowledge are not sufficient. What must be done is to train teachers as

knowledgeable and qualified teachers as parallel to the criteria stated by the Ministry of Education.

We cannot prevent the failure of our education system by eliminating exams, changing the number of exams, changing the curriculum every year or changing classes. First of all, we must train teachers well as they are the must –haves for a good education. We should bear in mind that even the best curriculum will not work if the teacher does not have the necessary skills and qualifications. On the other hand, a teacher who has the necessary skills and qualifications may achieve success with the worst curriculum and program. At the beginning of each educational year, parents search the best class teachers for their children who will start elementary school first grade. The curriculum and program are the same for all first graders. However, at the end of the year, some students are more successful than others. This is caused by the difference in vocational knowledge and skills between teachers.

As can be understood from all these findings, the teacher has an important role in learning. Thus, if we train our teachers well enough, we will get rid of the failures in our education system. It would be wise to classify future teacher candidates in high-school. Of course, we have an experience of this in our education system and this is not a new idea but I believe that we will have higher success rates if we motivate students in Teacher Training High Schools to study at teaching departments. Until now, students with high scores have preferred to study at departments such as medicine, law and engineering as this meant higher incomes in the future. Few of these students chose to study at teaching departments.

To sum up, if we motivate intelligent students to become teachers, and increase their interest in teaching by offering higher salaries to teachers, I hope that in the future we will have better teachers and a more successful education system.

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