



# Education Quarterly Reviews

---

**Ozcan, M., Dagbasi, G., & Arkan, Z. (2022). A Review of Arabic Teacher Candidates' Profiles. *Education Quarterly Reviews*, 5(1), 250-260.**

ISSN 2621-5799

DOI: 10.31014/aior.1993.05.01.436

The online version of this article can be found at:  
**<https://www.asianinstituteofresearch.org/>**

---

Published by:  
The Asian Institute of Research

The *Education Quarterly Reviews* is an Open Access publication. It may be read, copied, and distributed free of charge according to the conditions of the Creative Commons Attribution 4.0 International license.

The Asian Institute of Research *Education Quarterly Reviews* is a peer-reviewed International Journal. The journal covers scholarly articles in the fields of education, linguistics, literature, educational theory, research, and methodologies, curriculum, elementary and secondary education, higher education, foreign language education, teaching and learning, teacher education, education of special groups, and other fields of study related to education. As the journal is Open Access, it ensures high visibility and the increase of citations for all research articles published. The *Education Quarterly Reviews* aims to facilitate scholarly work on recent theoretical and practical aspects of education.



ASIAN INSTITUTE OF RESEARCH  
Connecting Scholars Worldwide

# A Review of Arabic Teacher Candidates' Profiles

Murat Ozcan<sup>1</sup>, Gurkan Dagbasi<sup>2</sup>, Zeynep Arkan<sup>1</sup>

<sup>1</sup> Faculty of Arts, Haci Bayram Veli University, Ankara, Turkey

<sup>2</sup> School of Foreign Languages, Haci Bayram Veli University, Ankara, Turkey

Correspondence: Murat Ozcan, Faculty of Arts, Haci Bayram Veli University, Ankara, Yenimahalle, 06600, Turkey. Tel: +905055831458. E-mail: murat.ozcan@hbv.edu.tr

## Abstract

Although the history of training foreign language teachers in Turkey dates back to the Tanzimat period until the 19th century, in the first years, the French teacher was trained in the last years. Arabic, on the other hand, has been perceived as a religious language rather than a foreign language for a long time, and this perception has not changed completely even today. Perhaps because of this perception, the first program to train Arabic teachers within the higher education system was established in 1984. Sixteen years after the establishment of the first Department of Arabic Language Education established at Gazi University, departments to train Arabic teachers in both private/foundation and public universities began to open. In this study, the profiles of a total of eight hundred and forty-three teacher candidates who settled in the Arabic teaching program at eight universities between 2019, 2020 and 2021 were examined from various angles. At the end of the study, Arabic teaching was preferred by female students, teacher candidates came from different cities in state universities, they came from the same city in private/foundation universities, Arabic teacher candidates preferred the Marmara Region the most, about seven out of ten teacher candidates graduated from Imam-Hatip High School, almost none of the teacher high school graduates preferred Arabic teaching, and the teacher candidates did not prefer Arabic teaching. In the eighty-question foreign language test, it was concluded that they made an average of forty-five nets, and that Arabic teacher candidates preferred English-related departments the most after Arabic. As a result of the study, some recommendations were made to teacher training programs for innovations in the student selection system by associating them with the relevant literature findings.

**Keywords:** Teacher Training, Arabic, Teacher Candidate Profile

## 1. Introduction

### 1.1 Introducing the Problem

Throughout human history, the teaching profession has played a leading role as one of the cornerstones of education in transferring social values to future generations of society, being a bridge between those who demand knowledge and knowledge, and keeping up with both technological and social changes occurring around the individual (MEB, 2017:1).

Demirel (1991:25) states that foreign language teaching in Turkey was taught in children's schools and madrasahs during the Ottoman Empire, and that French was taught to army personnel during the Tanzimat period. Akyüz (2006:18) stated that the profession of teacher training and teaching in a contemporary sense in Turkey has emerged and started to take shape since 1848; Gömleksiz (1999:81) refers to the 1930s. Gömleksiz stated that he had a hundred and fifty-two French, seventy-one English and forty-one German teachers working in Turkey in 1935. However, there is no indication of the number of Arabic teachers at the time. The possible reason for this is that Arabic is considered more like an arm of theology than a foreign language. This is actually still largely true today. When we consider the training of Arabic teachers in the context of religious education, 1933-1949 is the gap years, and 1949-1971 is the year when higher religious education institutions are opened and graduates teach in their fields (Ev, 2011:15).

With the Higher Education Law No. 2547 issued in 1981, all higher education institutions in our country were gathered under the roof of the Higher Education Council (YÖK) and the Educational Institutes, which were the institutions that trained teachers at the time, were converted into Faculties of Education. The departments and programs of the faculties of education gathered under a center were diversified by taking into account the needs of the period.

When the history of training foreign language teachers in Turkey is examined, it is seen that the first examples date back to the Tanzimat period of the 19th century (Süzen, 2021:24). When we look at the first years of the foreign language teacher field, it is observed that the training of French teachers is given priority, and in recent years, the focus has been on training English teachers. For a long time, Arabic was seen as a tool language learned to understand the texts of Islam rather than a foreign language, and this view has not changed completely even today. Perhaps because of this view, the establishment of the first program to train Arabic teachers within the higher education system dates back to 1984. Gazi University, the continuation of the Gazi Education Institute, the first teacher training institution in the history of the Republic, hosted the first Department of Arabic Language Education. This department formed the basis of Arabic language education as a foreign language. At the same time, it was the first program to train teachers using modern methods and techniques used in the teaching of other foreign languages. With the success of the teachers graduating from this program in terms of training Arabic teachers and the change in the country's approach to Arabic as a foreign language, teachers who graduated from this program were needed more within the National Education system. Sixteen years after the establishment of this first program, programs to train similar Arabic teachers were started to be opened within the education faculties of both private/foundation and public universities. Departments of Arabic Language Education were opened at Adiyaman, Suleyman Demirel and Necmettin Erbakan Universities, which are public universities, and started to train Arabic teachers in these departments. Istanbul Aydın, Istanbul Sebahattin Zaim, Fatih Sultan Mehmet Foundation and Istanbul 29 Mayıs Universities, which are private and foundation universities, have started to establish this department and recruit students in the last six years (Dagbasi, 2021:226-228). Some other universities are known to be preparing to open the same program. Despite such a deep and long history of learning Arabic and the number of learners of almost one and a half million, the number of departments that train teachers to teach Arabic as a foreign language is now only eight.

The teaching of Arabic has always been included in our education system in some way, especially because it is the language of religious texts, from madrasahs to iptidais, ottoman junior high schools to daru'l-muallimin/muallimats, which we can accept as our oldest educational institutions. Arabic in Islamic Institutes in Imam-Hatip schools, which were first opened in 1924 and closed in 1931 and reopened in 1951; today, the basic course in Imam Hatip High Schools and Middle Schools is taught as an elective foreign language course in other elementary, middle and high schools. According to MEB statistics, approximately one million four hundred thousand students are in contact with Arabic. In addition, approximately twenty-five thousand students enroll in the Arabic Language Education, Arabic Language and Literature, Arabic Interpreting departments and Islamic Sciences/Theological Faculties of universities every year.

There have been significant developments in Arabic teaching as a foreign language in the last fifty years (Özdemir, Yaman, 2017:39). In parallel with the economic and strategic importance achieved by the Arab world, Arabic has gained great importance (Yıldız, Çilek, 2020: 159). In 1992, the decision of the Council of Ministers allowed the

teaching of Arabic in private education institutions. Thus, Arabic-taught courses were opened all over Turkey (Özcan, 2015: 154). Elective education and training in formal educational institutions; It was decided by the Council of Ministers on 8/4/2010, according to Article 2 of the Law no. 2923 dated 14/10/1983, on the article dated 24/3/2010 and numbered 1896 of the Ministry of National Education. Since then, aspiring students have been able to learn Arabic as a second foreign language. As is known, language learning/teaching is a long process (Doğru, 2018: 96). Choosing a promising program in this process would be a good investment for the future of students.

### 1.2 Purpose of the Research

The aim of this study is to reach conclusions about the profiles of teacher candidates who have settled in the Arabic Teaching program actively in eight universities, including four state and four private and foundation universities in Turkey in 2019-2020-2021, and to provide some data to the researches to be carried out on the subject.

The questions of the study are:

- 1- What are the types of high schools graduated from students who prefer the Arabic teaching program?
- 2- Where are the provinces and regions where the students who prefer the Arabic teaching program live?
- 3- What is the gender distribution of students who prefer the Arabic teaching program?
- 4- What is the number of students who prefer the Arabic teaching program with being a top student and which universities did they prefer?
- 5- What is the graduation status of the students who prefer the Arabic teaching program?
- 6- What are the most preferred programs of the students who prefer the Arabic teaching program after teaching Arabic?
- 7- What is the success status of the students who prefer the Arabic teaching program?
- 8- What is the success status between the first and last students who prefer the Arabic teaching program?

## 2. Method

Qualitative research method was used in this research. Within the scope of the research, the information of a total of eight hundred and forty-three candidates who settled in the Arabic Teaching Program, which actively recruits students in 2019, 2020 and 2021, was obtained by scanning the Higher Education Council Higher Education Program Atlas page. Of these candidates, one hundred and eighty-six settled at Gazi University, one hundred and eighty-six at Adiyaman University, one hundred and seventy-six at Suleyman Demirel University, eighty-two at Necmettin Erbakan University, sixty-nine at Istanbul 29 Mayıs University, sixty-three at Istanbul Sabahattin Zaim University, sixty-one at Fatih Sultan Mehmet Foundation University, and twenty at Istanbul Aydın University.

### 2.1 Analysis of Data

The data obtained on the profiles of Arabic teacher candidates were classified with the help of a statistical expert, the comments were made through this statistical data.

## 3. Findings and Comments

In this section, findings and comments about the research are given.

Table 1: Gender Distribution of Arabic Teacher Candidates

University	2021		2020		2019	
	Female	Male	Female	Male	Female	Male
Gazi University	34	28	32	30	46	16
Süleyman Demirel University	34	28	37	25	42	10
Necmettin Erbakan University	18	23	27	14	-	-
Adiyaman University	31	31	32	30	40	22
Fatih Sultan Mehmet Foundation University	12	3	21	9	14	2

İstanbul 29 Mayıs University	24	10	30	5	-	-
İstanbul Sabahattin Zaim University	24	4	24	3	6	2
İstanbul Aydın University	2	3	6	5	3	1
Females	179		209		151	
Males	130		121		53	
Total	309		330		204	

In 2019, 2020 and 2021, five hundred and thirty-nine of the eight hundred and forty-three students who preferred Arabic teaching were female; Three hundred and four were male. The proportion of females is 63.39%, while the proportion of males is 36.61%. These figures show that female students are much more willing to become Arabic teachers than males.

In the context of public universities, the proportion of female students is 59.20% and the proportion of male students is 40.80%. The proportion of female students who prefer private and foundation universities increases to 78.41%. The proportion of male students is 21.59%. In other words, three out of every four candidates who want to study at these universities and become Arabic teachers are female.

According to the years, the proportion of female candidates in every three years is higher than male candidates. In 2020, the proportion of female students peaked at 63.3%.

There is an increase in the proportion of male candidates from year to year in 2019: 26% - 2020: 36.7% - 2021: 42.1%.

The top three universities with the highest percentage of female candidates are Istanbul Sabahattin Zaim University (85.71%), Istanbul 29 Mayıs University (78.26%), Fatih Sultan Mehmet University (77.04%). The top three universities preferred by male candidates are Istanbul Aydın University with 45%, Adiyaman University with 44.63% and Gazi University with 39.8%.

Table 2: Cities where Arabic Teacher Candidates Come

University	2021		2020		2019	
	From Same City	From Different Cities	From Same City	From Different Cities	From Same City	From Different Cities
Gazi University	9	53	12	50	21	41
Süleyman Demirel University	4	58	8	54	9	43
Necmettin Erbakan University	9	32	17	24	-	-
Adiyaman University	7	55	14	48	14	48
Fatih Sultan Mehmet Foundation University	13	2	22	8	14	2
İstanbul 29 Mayıs University	25	9	25	10	-	-
İstanbul Sabahattin Zaim University	24	4	25	2	7	1
İstanbul Aydın University	3	2	10	1	4	0
Same City	94		133		69	
Different Cities	215		197		135	

35.11% of the candidates who want to become Arabic teachers prefer the Arabic teaching program in their city; 64.89% of them settled in an Arabic teaching program in a different city from the city where they lived.

Of the six hundred and thirty students who settled in public universities, five hundred and sixty-six (80.32%) came from a different city. The situation in private/foundation universities is the opposite. Of the two hundred and thirteen students who settled in these universities, one hundred and seventy-two (80.75%) were from Istanbul, where these universities are located.

It is thought that the majority of students who have settled in private and foundation universities are from the same city and are linked to economic conditions. These candidates may not have wanted to pay for both the university and living expenses in another city (rent, dormitories, food and drink, etc.).

Suleyman Demirel University is the university with the highest concentration of students from different cities. Adiyaman and Gazi Universities follow.

On a year-by-year basis, students settled in the Arabic teaching program in their home city with 40.30% in 2020. This rate was 33.42% in 2019 and 30.42% in 2021.

Table 3: Regions where Arabic Teacher Candidates Come

University	South Anatolia			East Anatolia			Eastern Anatolia			Marmara			Aegean			Mediterranean			Central Anatolia			Black Sea		
	21	20	19	21	20	19	21	20	19	21	20	19	21	20	19	21	20	19	21	20	19	21	20	19
Gazi U.	9	18	6	5	3	3	18	9	8	3	1	2	9	5	7	18	20	33	7	6	3			
S. Demirel	8	12	3	8	5	0	11	7	9	11	9	4	15	16	17	4	7	14	5	6	5			
N. Erbakan	3	6	-	9	4	0	4	6	-	5	1	-	3	3	-	13	20	-	5	1	-			
Adiyaman	35	39	31	14	13	6	0	2	2	1	0	1	8	4	7	1	2	9	3	2	6			
FSM U.	1	3	0	0	0	0	21	15	15	0	0	0	0	0	0	2	1	0	1	1	1			
I. 29 M. U.	0	0	0	0	2	-	30	30	-	0	2	-	3	0	-	1	1	-	0	0	-			
İ. S. Zaim	1	0	0	0	0	0	25	26	7	1	0	0	0	0	0	1	0	1	0	1	0			
İ. Aydın U.	1	0	0	0	0	0	3	11	4	0	0	0	1	0	0	0	0	0	0	0	0			
Total	176			72			263			41			98			140			53					

Students who settled in the Arabic teaching program preferred Marmara (31.19%), South East Anatolia (20.87%), Central Anatolia (16.60%), Mediterranean (11.62%), Eastern Anatolia (8.54%), Black Sea (6.28%) and Aegean (4.86%) regions, respectively. Students from Marmara and South East Anatolia regions account for more than half of all students. In particular, 105, or 56.45%, of the 186 students who prefer Adiyaman University come from the same geographical region. The rate of arrival from the same geographical region is 40.24% at Necmettin Erbakan University; 33.87% at Gazi University; Suleyman Demirel University is 27.27%.

87.33% of the students who settled in private and foundation universities are from the Marmara Region, where these universities are located.

Table 4: Learning Status of Arabic Teacher Candidates

University	Newly Graduate			Former Graduate			One University Graduate			One University Student		
	21	20	19	21	20	19	21	20	19	21	20	19
Gazi University	28	37	35	16	9	10	12	4	9	5	12	7
Süleyman Demirel University	29	33	23	19	16	20	5	6	3	8	7	6
Necmettin Erbakan University	18	27	-	9	11	-	5	2	-	9	0	-
Adiyaman University	17	26	26	15	19	13	15	11	13	14	4	8
Fatih Sultan Mehmet Foundation University	5	12	7	4	9	2	2	1	3	4	7	5
İstanbul 29 Mayıs University	16	21	-	9	3	-	3	4	-	6	6	-
İstanbul Sabahattin Zaim University	7	13	3	12	6	2	1	2	1	2	6	7
İstanbul Aydın University	2	4	2	0	0	0	6	8	3	0	2	2
Total	392			204			120			127		

Candidates who have just graduated from high school who have settled in Arabic teaching constitute 46.5% of the total. 24.19% graduated from high school 2 or more years ago but did not settle in another higher education program until they settled in the Arabic teaching program. 15.06% were those who took the exam again and became Arabic teachers when they were students at a university. 14.23% of students have previously graduated from a higher education program.

According to these results, it can be concluded that 29.29% -- which corresponds to 247 students -- are either satisfied with the program they have completed or are already studying.

Newly graduated students preferred Gazi University, former graduate students preferred Suleyman Demirel University, students with a university degree preferred Istanbul Aydın University, and those who were students at one university preferred Adıyaman University the most.

While there is no regular increase or decrease in the placement of new graduates in Arabic teaching; there is a steady increase in the proportion of former graduates, a university graduate or student, and those who take the exam again.

Table 5: Types of High Schools Where Arabic Teacher Candidates Graduate

	Imam-Hatip High School			Trade/Profession/Technical High Schools			Anatolian High School with Foreign Language			Common High School			Social Sciences High School			Teacher High School			Science High School					
	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021			
Year (20--)	2	2	1	2	2	1	2	2	1	2	2	1	2	2	1	2	2	1	2	2	1	2	2	1
	1	0	9	1	0	9	1	0	9	1	0	9	1	0	9	1	0	9	1	0	9	1	0	9
Gazi U.	4	3	2	2	0	4	7	5	1	8	1	1	0	0	0	0	0	1	0	0	2	0	0	0
	5	9	9						1	6	7													
S. Demirel	3	3	2	1	5	3	9	1	2	1	7	3	3	0	0	0	0	0	0	0	1	1	1	0
	9	7	4						1	2	2													
N. Erbakan	3	3	-	0	2	-	0	2	-	1	2	-	0	0	-	0	0	-	0	0	0	0	0	-
	1	5								0														
Adıyaman	4	4	3	2	2	1	4	7	1	6	8	8	1	0	0	0	0	4	0	0	0	0	0	0
	9	5	2						7															
FSM U.	1	2	1	0	0	0	0	5	3	1	3	2	0	0	0	0	0	0	0	0	0	0	0	0
	4	2	4																					
İ. 29 M. U.	2	2	-	0	1	-	1	1	-	7	5	-	0	0	-	0	0	-	0	0	0	0	0	-
	6	8																						
İ. S. Zaim	2	1	5	0	1	1	0	3	1	7	6	1	0	0	0	0	0	0	0	0	0	0	0	0
	1	7																						
İ. Aydın U.	3	7	2	0	0	0	0	1	2	2	3	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	564			25			112			129			4			5			4					

The vast majority of students (564 people- 66.9%) who settled in Arabic teaching are graduates of Imam-Hatip and Anatolian Imam-Hatip High School. In all of 2019, 2020, 2021, Imam-Hatip graduates have a high level of interest in the Arabic teaching program. The main reason for this interest can be the students' interest or familiarity with Arabic in secondary education.

The number of candidates for Arabic teachers of general high school graduates is 15.30%; The number of Anatolian high school graduates studying in a foreign language is one hundred and twelve and the rate is 13.28%. The number of graduates of vocational, commercial and health high schools who have settled in the Arabic teaching program is twenty-five, more than the total number of graduates of social sciences, teacher high school and science high school.

A striking data is that the number of candidates who have settled in the Arabic teaching program for three years is only five. This result amounts to 0.59% of the eight hundred and forty-three who have settled in the program for three years. So Arabic teaching is almost unpopular among the graduates of the teaching high schools.

Table 6: Arabic Teacher Candidates' Preference Status as Top Students

University	2021	2020	2019
Gazi University	2	2	2
Süleyman Demirel University	0	0	2
Necmettin Erbakan University	-	1	0
Adıyaman University	0	0	0
Fatih Sultan Mehmet Foundation University	0	0	0
İstanbul 29 Mayıs University	0	0	0
İstanbul Sabahattin Zaim University	0	0	0
İstanbul Aydın University	0	0	0
Total	2	3	4

In 2019, 2020 and 2021, a total of nine students were enrolled in the Arabic teaching program as top students in their school. Six of these nine winners, 66.6%, settled at Gazi University, two, or 22.22%, at Suleyman Demirel University and one, 11.11%, at Necmettin Erbakan University.

Gazi University is regularly preferred by top students every year; Adıyaman University and private/foundation universities were never preferred.

As of 2019, the preference of school winners to teach Arabic has also decreased from four students to three and then to two students.

Table 7: Success Ranking of Arabic Teacher Candidates

University	2021	2020	2019
Gazi University	26.353	23.798	32.754
Süleyman Demirel University	44.984	40.128	48.116
Necmettin Erbakan University	34.570	36.245	-
Adıyaman University	45.531	33.595	49.866
Fatih Sultan Mehmet Foundation University	69.159	77.264	-
İstanbul 29 Mayıs University	56,976	51.830	-
İstanbul Sabahattin Zaim University	70,425	77.888	-
İstanbul Aydın University	49.420	63.159	-

The above rankings are the rankings of the last candidate to settle at the relevant university. Since the ranking is considered to be more meaningful than score-based evaluations, the evaluations were made through the rankings. Gazi University has been preferred by the highest students in all three years. The second and third are variable. Gazi, Suleyman Demirel, Adıyaman Universities in the top three places among all universities in 2019; Gazi, Adıyaman, Necmettin Erbakan Universities in 2020; Gazi, Necmettin Erbakan and Suleyman Demirel Universities took part in 2021.

Istanbul Aydın and Istanbul 29 Mayıs Universities stand out when private/foundation universities are evaluated within themselves.



In 2019, the difference in the ranking of the students who settled in Arabic teaching was 17112 people; 54090 people in 2020; in 2021, there were 44072 people. This difference was 17112 people, 16330 people and 19178 people in public universities.

Table 8: Foreign Language Test Averages of Arabic Teacher Candidates

University	2021	2020	2019
Gazi University	64,7	69,1	51,5
Süleyman Demirel University	45,2	53,7	39,8
Necmettin Erbakan University	59,4	59,1	-
Adıyaman University	50,1	57,1	37,1
Fatih Sultan Mehmet Foundation University	30,8	26,6	29,2
İstanbul 29 Mayıs University	50,6	55,6	-
İstanbul Sabahattin Zaim University	33,8	43,4	27,1
İstanbul Aydın University	40,8	43,8	-
Average	46,92	51,05	36,94

The net average of 36.94 for 2019 in the 80-question foreign language test was 51.05 in 2020 and 46.92 in 2021. Candidates with the highest language test average preferred Gazi, Suleyman Demirel and Adıyaman Universities in the top three places in 2019. In 2020, Gazi, Necmettin Erbakan and Adıyaman Universities preferred. In 2021, Gazi, Necmettin Erbakan and Istanbul 29 Mayıs Universities.

The three-year Average in Turkey is 44.97 in eighty questions. From this point of view, Gazi University is above the Turkish average with a net of 61.76, Necmettin Erbakan University 59.25, Istanbul 29 May University 53.1, Adıyaman University 48.1, Suleyman Demirel University 46.2 Istanbul Aydın University 42.3, Istanbul Sabahattin Zaim University 42.3 and Fatih Sultan Mehmet Foundation University are below the Turkish average with a net of 28.86.

Table 9: Rates of Placement of Arabic Teacher Candidates in Arabic Teaching Program as First Choice

University	2021 (in %)	2020 (in %)	2019 (in %)
Gazi University	71	64	52
Süleyman Demirel University	31	23	12
Necmettin Erbakan University	39	34	-
Adıyaman University	51	55	38
Fatih Sultan Mehmet Foundation University	50	16	55
İstanbul 29 Mayıs University	32	7	-
İstanbul Sabahattin Zaim University	61	36	0
İstanbul Aydın University	100	50	-

In 2019, 55% of the candidates who settled at Fatih Sultan Mehmet Foundation University used their first preferences in favor of teaching Arabic. Gazi University (52%) and Adıyaman University (38%) followed.

In 2020, 6.4 out of every 10 candidates who settled in Gazi University Arabic teaching program preferred this program in the first place. The universities that are preferred in the first place are Adıyaman and Istanbul Aydın Universities. One of the two candidates who settled in the Arabic teaching program at these two universities made their first choice in favor of this program.

In 2021, all the candidates who settled in the Arabic teacher program at Istanbul Aydın University preferred this program in the first place. Gazi and Istanbul Sabahattin Zaim Universities are the other universities in the top three.

According to the years, Gazi, Suleyman Demirel, Necmettin Erbakan, Istanbul 29 Mayıs, Istanbul Sabahattin Zaim, Istanbul Aydın Universities as the 1st choice has increased regularly.

Table 10: Arabic Teacher Candidates' Most Preferred Programs after Arabic Teaching

University	1st Choice	2nd Choice	3rd Choice
Gazi University	English Teaching	Arabic Language and Literature	Arabic Translation And Interpreting
Süleyman Demirel University	English Teaching	English Language and Literature	Arabic Language and Literature
Necmettin Erbakan University	English Teaching	Arabic Language and Literature	English Language and Literature
Adıyaman University	Arabic Language and Literature	English Teaching	English Language and Literature
Fatih Sultan Mehmet Foundation University	Theology/Islamic Sciences	Arabic Language and Literature	Arabic Translation And Interpreting
İstanbul 29 Mayıs University	Arabic Translation And Interpreting	Arabic Language and Literature	English Teaching
İstanbul Sabahattin Zaim University	Arabic Translation And Interpreting	Arabic Language and Literature	English Translation And Interpreting
İstanbul Aydın University	English Translation And Interpreting	English Teaching	Arabic Language and Literature

Students who settled in Arabic teaching preferred the most English teaching programs other than the program they settled in. Afterwards, Arabic Interpreting, Arabic Language and Literature, Islamic Sciences/Theology and English Language and Literature programs were preferred.

Only students who settled at Fatih Sultan Mehmet Foundation University preferred programs that were very close to their other three preferences in Arabic. Arabic teacher candidates who settled in all other universities included English-related programs in their preferences. Looking at this data, it shows that Arabic teacher candidates do not include Eastern Languages such as Persian, Chinese, Japanese or any of the Western Languages such as French, German and Spanish in their top four preferences. The reason for this choice is most likely due to economic concerns. The fact that English is a universal world language and that the number of English teacher appointments and the likelihood of finding a job knowing English has been influential in the preferences of the candidates.

#### 4. Discussion and Recommendations

Although there is a long history of educating teachers in our country, the history of training foreign language teachers, especially Arabic teachers, is considered very new. The first program, which was opened in 1984 within Gazi University, trained Arabic teachers alone for years, and candidates who wanted to become Arabic teachers had no choice but to come to Ankara and study in this department. After 2010, the number of Arabic teaching programs increased to eight, with seven more programs opened, including three states and four foundations/private universities. This has allowed different university options to be offered to Arabic teacher candidates.

A total of eight hundred and forty-three teacher candidates have been placed in Arabic teaching programs, two hundred and four in 2019, three hundred and thirty in 2020 and three hundred and forty-nine in 2021. Six hundred and thirty of these teacher candidates are state; two hundred and thirteen private/foundation universities. According to the three-year data, 63.39% of Arabic teacher candidates are female and 36.61% are male. This suggests that the vast majority of future Arabic teachers will be women. In addition, the proportion of female teacher candidates at private universities is higher than in public universities. The proportion of male teacher candidates is high in public universities.

Almost seven out of ten Arabic teacher candidates have settled into the Arabic teaching program in a different city from the city where they live. However, in the case of private/foundation universities, the situation is the opposite. Eight out of ten candidates who have settled in private/foundation universities are from the city where the university is located. When looking at the subject on the basis of geographical regions, a little more than half of

Arabic teacher candidates chose Central Anatolia and South East Anatolia Region. These regions are followed by Central Anatolia, Mediterranean, Eastern Anatolia, Black Sea and Aegean regions respectively.

46.5% of Arabic teacher candidates have just graduated from secondary school and have taken the university placement exam for the first time. 24.19% are students who have graduated from secondary school but have not previously settled in any program. The proportion of candidates who have graduated from a university and settled to teach Arabic is 14.23%, while the proportion of students at a university is 15.06%. From here, it can be concluded that three out of ten Arabic teacher candidates are not satisfied with the program they have studied or graduated from.

66.9% of Arabic teacher candidates are graduates of Imam-Hatip or Anatolian Imam-Hatip High School. This ratio is quite high. Factors such as the familiarity of students in this high school type in Arabic, positive thoughts about past learning, want to learn a language in detail, and Arabic teacher assignment scores are quite low compared to language branch teachers may be among the reasons for the intense interest of Imam-Hatip High School students in Arabic teaching. General high school graduates ranked second with 15.30%, while Anatolian high schools with foreign language education ranked third with 13.28%. A surprising result is that the proportion of students who graduate from teacher high school and settle in the Arabic teaching program is 0.59%. Only five of the eight hundred and forty-three candidates are graduates of teacher high school over a three-year period. Arabic may still be perceived as a language of religion rather than a foreign language among teacher high school graduates.

The number of candidates who want to be first in school and an Arabic teacher is reduced year after year. There is a big difference between programs in the success ranking of Arabic teacher candidates. In 2021, the last candidate to Gazi University, which received students with the highest success ranking, settled in 26353rd place; the last candidate for Istanbul Sabahattin Zaim University, which received students with the lowest success ranking, is 70425. There was a difference of 44072 people between the two programs placed in the order. The same difference between public universities was 19178.

Arabic teacher candidates averaged 46.92 in 2021 in the Foreign Language Test; 51.05 in 2020; in 2019, it was 36.94. After 2019, there was a noticeable increase in language averages. This may be due to the facilitation of exam questions or the better preparation of the candidates who take the exam in other years. In addition, the rates of candidates who settled in the Arabic teaching program as the first choice in university placement exams increased year after year.

The most preferred programs of Arabic teacher candidates after the Arabic teaching program are English Teaching, Arabic Interpreting, Arabic Language and Literature, English Language and Literature, English Interpreting and Islamic Theology, respectively. In other researches to be carried out after this research; it can be determined how many of the teacher candidates who started to study in the mentioned years graduated. A study can be done on where these graduate teacher candidates are employed. It can be investigated how many of the graduate teacher candidates choose the teaching profession and how many turn to other professions.

## References

- Akdemir, A. S. (2013). Türkiye’de öğretmen yetiştirme programlarının tarihçesi ve sorunları. [A history of teacher training programs and their problems in Turkey]. *Turkish Studies- International Periodical for the Languages, Literature and History of Turkish or Turkic*, 8/12, 15-28. DOI: <http://dx.doi.org/10.7827/TurkishStudies.5706>
- Akyüz, Y. (2006). Türkiye’de öğretmen yetiştirme’nin 160. yılında darülmüallim’in ilk yıllarına toplu ve yeni bir bakış. [A new and overall view to the first years of darülmüallim’in (teacher training college) in the 160th anniversary of teacher training in Turkey]. *Ankara Üniversitesi Osmanlı Tarihi Araştırma ve Uygulama Merkezi Dergisi*, 20, 17-58. DOI: 10.1501/OTAM\_0000000532
- Dağbaşı, G. (2021). A survey into the publications of faculty members in Arabic language education departments. *Journal of Language and Linguistic Studies*, 17(1), 225-238. DOI: 10.52462/jlls.13

- Demirel, Ö. (1991). Türkiye’de yabancı dil öğretmenleri yetiştirmede karşılaşılan güçlükler. [Difficulties encountered in training foreign language teachers in Turkey]. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 6, 25-39. <http://efdergi.hacettepe.edu.tr/yonetim/icerik/makaleler/1412-published.pdf>
- Doğru, E. (2018). Yazma becerisi çerçevesinde Arapça öğrenen Türk öğrencilerin yaptıkları dil hataları: sebepler ve çözüm önerileri. [Mistakes in writing Arabic among Turkish students: on the causes and the ways to solve]. *Eskiye*, 36: 89-98. [https://dergipark.org.tr/tr/pub/eskiyeni/issue/37339/432099#article\\_cite](https://dergipark.org.tr/tr/pub/eskiyeni/issue/37339/432099#article_cite)
- Ev, H. (2011). Türkiye’de öğretmen yetiştirme sistemi ve din öğretimi alanına öğretmen yetiştirme. [Teacher training system in the Turkey and teacher training for the field of religious teaching]. *Dokuz Eylül Üniversitesi İlahiyat Fakültesi Dergisi*, 9-50. <https://app.trdizin.gov.tr/makale/TVRNeE16Z3lNZz09>
- Gömlüksüz, M. N. (1999). Yabancı dil öğretmenlerinin yetiştirilmesi sorunları ve çözüm önerileri. [Training foreign language teachers’ problems and solutions]. *Fırat Üniversitesi Sosyal Bilimler Dergisi*, 9, 79-101. <https://dergipark.org.tr/en/download/article-file/71980#page=59>
- Komisyon, (2017). *Öğretmen mesleki genel yeterlikleri*. Milli Eğitim Bakanlığı.
- Özcan, M. (2015). Yabancı dil olarak Arapça konuşma becerisi öğretiminde iletişimsel yaklaşıma dayalı etkinliklerin kullanımı. [Using activities based on communicative approach in teaching of Arabic speaking skill as a foreign language]. *21. Yüzyılda Eğitim ve Toplum Eğitim Bilimleri ve Sosyal Araştırmalar Dergisi*, 4 (10), 153-164. <https://dergipark.org.tr/tr/download/article-file/59634>
- Özdemir, S., Yaman, G., Ş. Anadolu imam-hatip lisesi öğrencilerinin Arapça öz-yeterlik algılarına ilişkin görüşleri. [Arabic self-efficacy perceptions of the students attending Anatolian imam-hatip high schools]. *Süleyman Demirel Üniversitesi İlahiyat Fakültesi Dergisi*, Yıl: 2017/1, Sayı: 38, 35-70. <https://dergipark.org.tr/tr/download/article-file/794145>
- Soyupek, H. (2004). *II. Meşrutiyetten günümüze Türkiye’de Arapça öğretimi*. [Unpublished PhD. thesis]. Süleyman Demirel University.
- Süzen, A. H. (2021). Arapça öğretmenleri yetiştirme sürecinde yaratıcı drama. [Creative drama in the Arabic teacher training process]. *International Journal of Languages’ Education and Teaching*, 9-2. DOI: 10.29228/ijlet.50079
- Yıldız, M., Çilek, E. (2020). Arapça konuşma öğretiminde öğrenci görüşlerinin değerlendirilmesi. [Evaluation of student opinions on Arabic speech teaching]. *GEFAD / GUJGEF*, 40(1): 159-181(2020). <https://doi.org/10.17152/gefad.672143>
- <https://yokatlas.yok.gov.tr/lisans.php?y=100210283>
- <https://yokatlas.yok.gov.tr/lisans.php?y=104110209>
- <https://yokatlas.yok.gov.tr/lisans.php?y=107090216>
- <https://yokatlas.yok.gov.tr/lisans.php?y=109290320>
- <https://yokatlas.yok.gov.tr/lisans.php?y=201490082>
- <https://yokatlas.yok.gov.tr/lisans.php?y=202210344>
- <https://yokatlas.yok.gov.tr/lisans.php?y=202412164>
- <https://yokatlas.yok.gov.tr/lisans.php?y=203211095>