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**CRITICAL EVALUATION OF FOREIGN LANGUAGE EDUCATION  
POLICY WITH SPECIFIC REFERENCE TO ENGLISH LANGUAGE  
TEACHING IN TURKEY**

**DOCTORAL DISSERTATION**

**BY**  
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POLICY WITH SPECIFIC REFERENCE TO ENGLISH LANGUAGE  
TEACHING IN TURKEY**

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I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

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**ABSTRACT****CRITICAL EVALUATION OF FOREIGN LANGUAGE EDUCATION POLICY  
WITH SPECIFIC REFERENCE TO ENGLISH LANGUAGE TEACHING IN  
TURKEY**

ŞAHİN, C. AKIN

Ph.D., Graduate School of Educational Sciences

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This study aimed to analyse the problems related to foreign language education policy in Turkey's educational context to find out solutions with specific reference to English language teaching. Furthermore, it aimed to critically evaluate the foreign language education policies in the history of Turkish educational system. It handled them from the perspectives of macro level policy and micro level implementation of foreign language education. In doing so, it included such factors as educational institutions, teachers, administrators, parents, students, and textbooks. Moreover, it examined the decisions on foreign language education policies that have taken place in the official bulletins and national education councils from 1939 onwards. In this thesis seven research questions have been addressed and five assumptions have been suggested.

In this study teachers of English have been selected as participants as they are central to implementation of the foreign language education policy. The entire population of this research included all the Turkish EFL teachers who teach English at Grades 4-8 of public primary schools in Turkey.

445 teachers of English in 177 schools in Turkey completed the questionnaires and returned them by mail. The data were analysed by means of inferential and descriptive statistics. Nonparametric tests such as Spearman's rank correlation coefficient, Mann Whitney U test and Kruskal-Wallis test were employed to analyse the data. The significance level was set at  $p < .05$ . The findings indicate that there are a number of

problems with the foreign language education policy in Turkey. The problems relate to teachers, students, textbooks, school principals, and students' parents. Furthermore, the results show that undeveloped regions have more problems with foreign language teaching.

**Keywords:** foreign language education policy, foreign language curriculum, implementation of foreign language curriculum, English language teaching

**ÖZ****TÜRKİYE’DE YABANCI DİL EĞİTİM POLİTİKASININ İNGİLİZCE  
ÖĞRETİMİ BAĞLAMINDA ELEŞTİREL DEĞERLENDİRİLMESİ****ŞAHİN, C. AKIN**

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Bu çalışma, Türkiye’nin eğitim sisteminde yer alan yabancı dil eğitim politikası ile ilgili sorunları, İngilizce öğretimi bağlamında analiz etmeyi amaçlamıştır. Ayrıca, Türk eğitim sisteminin tarihinde yer alan yabancı dil eğitim politikalarını eleştirel olarak incelemeyi amaçlamıştır. Bu sorunlara, yabancı dil eğitim politikasının makro düzeyde planlanması ve bunun mikro seviyede yürütülmesi yönünden yaklaşılmıştır. Bu amaçla, eğitim kurumları, öğretmenler, yöneticiler, aileler, öğrenciler ve ders kitapları gibi öğeler çalışmada yer almıştır. Ayrıca, 1939 yılından şimdiye kadar tebliğler dergisinde ve eğitim şuralarında yer alan yabancı dil eğitim politikaları konusunda alınan kararlar incelenmiştir. Tezde, yedi araştırma sorusu sorulmuş ve beş varsayım ileri sürülmüştür.

İngilizce öğretmenleri, yabancı dil eğitim politikasının uygulanmasında önemli rol oynadıkları için bu çalışmada yer almışlardır. Araştırmanın ana kütesini, ilköğretim okullarında dördüncü, beşinci, altıncı, yedinci ve sekizinci sınıfların İngilizce derslerine giren İngilizce öğretmenleri oluşturmuştur.

177 okulda görev yapan 445 İngilizce öğretmeni anketleri tamamlayıp postayla geri göndermişlerdir. Veri, çikarsamalı ve betimleyici istatistik ile analiz edilmiştir. Veriyi analiz etmek için Spearman’ın sıralama korelasyon katsayısı, Mann Whitney U testi ve Kruskal-Wallis testi gibi parametrik olmayan testler kullanılmıştır. Anlamlılık düzeyi  $p<.05$  olarak alınmıştır. Bulgular, Türkiye’de yabancı dil eğitimi ile ilgili sorunların olduğunu göstermektedir. Bu sorunlar öğretmenler, öğrenciler, ders kitapları, okul

müdürleri ve öğrenci aileleriyle ilgilidir. Bundan başka, sonuçlar, gelişmemiş bölgelerin yabancı dil öğretiminde daha çok soruna sahip olduklarını göstermektedir.

**Anahtar Kelimeler:** yabancı dil eğitim politikası, yabancı dil öğretim programı, yabancı dil öğretim programının yürütülmesi, İngiliz Dili öğretimi



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## TABLE OF CONTENTS

ABSTRACT.....	V
ÖZ.....	VII
ACKNOWLEDGEMENTS.....	IX
TABLE OF CONTENTS.....	X
LIST OF TABLES.....	XIII

### CHAPTER I

#### INTRODUCTION TO RESEARCH

1. Introduction.....	1
1.1 Research problem.....	4
1.2 Purpose of the study.....	5
1.3 Importance of the study.....	5
1.4 Limitations of the study.....	5
1.5 Research questions.....	6
1.6 Assumptions.....	6

### CHAPTER II

#### REVIEW OF FOREIGN LANGUAGE EDUCATION POLICY

1. An overview of the foreign language education policy in Turkey.....	8
1.1 The history of foreign language education in Turkey.....	8
1.1.1 The influence of other countries on foreign language education.....	19
1.1.2 The influence of globalization on foreign language education.....	21
1.1.3 The influence of the Council of Europe on foreign language education.....	22
1.2 The history of English language teaching in Turkey.....	26
1.3 The evaluation of national education councils in Turkey.....	36
1.4 The evaluation of English language teacher education in Turkey.....	53
2. An overview of foreign language education policy in other countries.....	57

2.1 The philosophy of foreign language education policy.....	57
2.2 Foreign language education policy in China.....	63
2.3 Foreign language education policy in Japan.....	67
2.4 Foreign language education policy in Thailand.....	75
2.5 Foreign language education policy in Iran.....	81
2.6 Foreign language education policy in European countries.....	86
3. The current foreign language education policy in Turkey.....	92
3.1 Teaching English as a foreign language in primary schools.....	94
3.2 Teaching English as a foreign language in secondary schools.....	97
3.3 Teaching English as a foreign language in higher education.....	101

### **CHAPTER III**

#### **FOREIGN LANGUAGE CURRICULUM IN TURKEY**

1. An overview of foreign language curriculum .....	104
1.1 Factors affecting foreign language curriculum.....	108
1.2 Teachers' implementation of foreign language curriculum.....	110
2. An evaluation of English language teaching in the curriculum of Turkish education.....	113
2.1 Elementary school curriculum innovation in Turkey.....	123
2.2 The influence of European Language Portfolio.....	126

### **CHAPTER IV**

#### **METHODOLOGY**

1. Research Design.....	130
1.1 Participants.....	133
1.2 Instruments.....	133
1.2.1 Documentation analysis.....	133
1.2.2 Interview and written questionnaire.....	133
1.3 Procedures of data collection.....	134

1.4 Data analysis.....	135
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## **CHAPTER V**

### **RESULTS**

1. Findings and discussion.....	136
1.1 Results of the first question.....	138
1.2 Results of the second question.....	142
1.3 Results of the third question.....	143
1.4 Results of the fourth question.....	151
1.5 Results of the fifth question.....	155
1.6 Results of the sixth question.....	158
1.7 Results of the seventh question.....	160
1.8 Results of the first assumption.....	162
1.9 Results of the second assumption.....	165
1.10 Results of the third assumption.....	166
1.11 Results of the fourth assumption.....	167
1.12 Results of the fifth assumption.....	168

## **CHAPTER VI**

### **CONCLUSION**

1. Conclusion .....	174
2. Implications for teachers.....	176
3. Recommendations for future study.....	185
REFERENCES.....	186
APPENDIX A Interview questions.....	196
APPENDIX B Interview questions (Turkish version).....	197
APPENDIX C The questionnaire.....	198
APPENDIX D The questionnaire (Turkish version).....	202
APPENDIX E The permission for research.....	206
APPENDIX F Turkish summary.....	207

## LIST OF TABLES

Table 2.1 The foreign languages taught in Turkey (Demircan 1988) .....	14
Table 2.2 The English books taught in Turkey's schools from 1940 to 1993.....	34
Table 2.3 The weekly timetable of foreign language departments proposed in 1949.....	39
Table 2.4 The curriculum of senior high schools approved by the national education council in 1949.....	40
Table 2.5 Draft timetable of new lower secondary education proposed by the eighth national education council.....	42
Table 2.6 Weekly course timetable of junior high schools proposed by the eighth national education council.....	42
Table 2.7 Weekly course timetable of senior high schools implementing modern science and maths programmes as of 1974-1975.....	43
Table 2.8 The number of facilities in the schools reported by the assessment studies report of the decisions of the tenth national education council in 1983.....	45
Table 2.9 The primary and auxiliary fields of institutes' programmes training teachers proposed by the eleventh national education council as a model in 1982.....	45
Table 2.10 The primary and auxiliary fields of institutes' programmes training teachers for the secondary education proposed by the eleventh national education council as a model in 1982.....	46
Table 2.11 Elementary education of Japan: yearly lesson timetable (2008).....	70
Table 2.12 Elementary education of Japan: yearly lesson timetable (to be implemented in 2012).....	71
Table 2.13 Lower secondary education of Japan: yearly lesson timetable (2008)....	73
Table 2.14 Lower secondary education of Japan: yearly lesson timetable (to be implemented in 2012).....	74
Table 2.15 Primary education of Thailand: Learning time framework.....	78
Table 2.16 Lower general secondary education of Thailand: learning time framework.....	79
Table 2.17 Upper general secondary education of Thailand: learning time framework.....	80
Table 2.18 Lower secondary education of Iran: weekly lesson plan.....	83
Table 2.19 Upper secondary education of Iran: number of units required in common courses by branch.....	84
Table 2.20 The weekly time table of the Turkish primary education.....	96

Table 2.21 The weekly lesson schedule of Turkish secondary education.....	100
Table 3.1 Stages, decision-making roles and products in curriculum development.....	105
Table 3.2 The topics and content recommendations in the 2011 English language program.....	121
Table 3.3 The self-assessment grid with respect to the ELP.....	126
Table 3.4 Numerical distribution of the ELP pilot groups (Demirel 2005).....	127
Table 3.5 The numerical distribution of the ELP pilot groups of primary education.....	128
Table 4.1 The cities and towns selected according to their socioeconomic development levels.....	131
Table 5.1 The demographic information about the participants.....	136
Table 5.2 English language teachers' perception of foreign language education policy in Turkey.....	138
Table 5.3 The participants' response to the item 1 according to the developmental levels of the regions.....	139
Table 5.4 English language teachers' perception of needs analysis in Turkey.....	140
Table 5.5 English language teachers' perception of needs analysis with respect to changes.....	140
Table 5.6 English language teachers' approval of foreign language education policy in Turkey.....	141
Table 5.7 English language teachers' perception of innovations in the foreign language education policy.....	142
Table 5.8 English language teachers' approach to the implementation of foreign language education policy.....	142
Table 5.9 English language teachers' attitude towards the items 9-12.....	144
Table 5.10 A correlation test related to the item 9 and age group.....	145
Table 5.11 A correlation test related to the item 11 and educational qualification.....	145
Table 5.12 The participants' response to the item 11 according to the developmental levels of the regions.....	146
Table 5.13 English language teachers' attitude towards the items 13-16.....	146
Table 5.14 A correlation test related to the item 13 and educational qualification.....	147
Table 5.15 English language teachers' attitude towards the items 17-19.....	148
Table 5.16 The participants' response to English teaching resources according to the developmental levels of the regions.....	149
Table 5.17 English language teachers' attitude towards class sizes.....	149
Table 5.18 The participants' response to class sizes according to the	

developmental levels of the regions.....	150
Table 5.19 English language teachers' attitude towards class hours.....	150
Table 5.20 English language teachers' attitude towards the items 22-25.....	151
Table 5.21 English language teachers' attitude towards the items 26-28.....	152
Table 5.22 English language teachers' attitude towards the items 29-31.....	153
Table 5.23 The participants' response to the ELP according to the developmental levels of the regions.....	154
Table 5.24 English language teachers' attitude towards the items 32-35.....	155
Table 5.25 English language teachers' attitude towards the items 36-39.....	156
Table 5.26 The participants' response to textbooks according to the developmental levels of the regions.....	157
Table 5.27 English language teachers' attitude towards the items 40-42.....	157
Table 5.28 English language teachers' attitude towards the items 43-46.....	158
Table 5.29 The participants' response to the school principal's support according to the developmental levels of the regions.....	160
Table 5.30 English language teachers' attitude towards the items 47-50.....	160
Table 5.31 The participants' response to the parents' support according to the developmental levels of the regions.....	161
Table 5.32 English language teachers' negative attitude towards foreign language education policy.....	162
Table 5.33 Correlation analysis between the item 1 and years of teaching experience.....	163
Table 5.34 Correlation analysis between the item 7 and educational qualification.....	164
Table 5.35 A Mann-Whitney test related to the item 1 and gender.....	164
Table 5.36 A Kruskal-Wallis test related to the item 2 and educational qualification.....	164
Table 5.37 English language teachers' negative attitude towards the content of textbooks.....	165
Table 5.38 A Kruskal-Wallis test related to the item 40 and department of graduation.....	166
Table 5.39 English language teachers' negative attitude towards parents' support for foreign language education policy.....	166
Table 5.40 A Kruskal-Wallis test related to the item 48 and age group.....	166
Table 5.41 English language teachers' negative attitude towards class sizes.....	167
Table 5.42 English language teachers' negative attitude towards class hours.....	167
Table 5.43 A Mann-Whitney U test related to the item20 and gender.....	168

Table 5.44 English language teachers' negative attitude towards students' use of English in real life.....	168
Table 5.45 A Mann-Whitney U test related to the item 26 and gender.....	169



## **CHAPTER I**

### **INTRODUCTION TO RESEARCH**

#### **1. Introduction**

Human beings have made extensive use of languages to communicate with one another for ages. They have used them to meet their daily needs and do business. When it comes to the foreign languages, they have had to learn and teach them for the purpose of communication. In doing so, they have interacted socially with the other people speaking various languages. First of all, they benefited from grammar translation method to teach and learn foreign languages in ancient times. Subsequently, they came up with new methods making communication easier. However, old methods are still being used for the time being. For example, grammar translation methods are still used in Turkish education system.

Foreign language education has recently accelerated due to globalization as it serves as a significant instrument for communication, education, and knowledge. Thus, people seek to learn foreign languages in order to gain a better life. Parents require their children to learn at least one foreign language so that they can find a good job. Businessmen wish to learn foreign languages to do business abroad. Educational institutions wish to enable their students to acquire knowledge of foreign languages so that they can catch up with the developed countries' technology. In addition to the above mentioned instrumental motivation that lies behind learning a foreign language, there are other reasons for doing it. Foreign languages enable individuals to be acquainted with a wide range of cultures. In other words, they learn about various cultures. Furthermore, they get to know different customs, traditions, and languages. By comparison, this situation contributes to discover their own culture and language.

As for the choice of foreign languages, the English language has advantages over the other languages as it is used worldwide. English is used by more people than any other language in the world. As a result, it has become a prominent language in the international media and internet has accelerated this process. This situation has continued to such extent that non-native speakers have outnumbered the native speakers. When it comes to the teaching and learning of English, the distinction between English as a second language

(ESL) and English as a foreign language (EFL) comes into prominence. This distinction relates to the learners' familiarity with English (Strevens 1992). Kachru (1992) asserts that the distinction between English as a second language and English as a foreign language is necessary in terms of educational context. For example, English as a second language is used in South Asia and English as a foreign language in Turkey and Japan. The performance varieties of English are used in these countries. Accordingly, these countries have limited use of English in such areas as tourism and trade.

Kachru (1986) classifies the users of English into three groups. The first group involves native users for whom English is the first language that they use in their life. The second group includes non-native users who regard English as a foreign language and uses it in a restricted way. The third group consists of non-native users who make use of English as an institutionalized second language variety that is used in India and Pakistan. When it comes to the pedagogical implications for English as an international language (EIL), Kachru (1986: 122-123) suggests that "the universality of pedagogical model is suspect: it has to be sacrificed for local, socio-political, educational, and communicative needs".

Turkey is located between Europe and Asia, thereby combining the two continents. It is a large country with a population of approximately 73 million. Its official language is Turkish. The countries which border Turkey are Syria, Iraq, Iran, Greece, Armenia, Bulgaria, and Georgia. It has long been known as the cradle of civilization as it has been home to a wide range of cultures. Thus, it encountered a number of foreign languages such as Latin, Greek, Arabic, and Persian in ancient times. Subsequently, it made use of such western languages as French, German, and English to keep abreast of scientific developments that existed in the western countries. Since Turkey joined the United Nations (UN) and became a member of the North Atlantic Treaty Organization (NATO), the English language became prominent in the education system of Turkey. The other western languages, French and German, became optional foreign languages.

The language of education in Turkey is Turkish. English, which has the status of a foreign language (EFL), is being taught in the vast majority of schools as a compulsory foreign language for the time being. Thus, Turkey belongs to the expanding circle that consists of the countries where English is taught restrictively in EFL contexts (Kachru

1992). When it comes to German and French, they have been taught as elective subjects in the curriculum of many schools.

There exist public and private educational institutions in Turkey. However, public educational institutions outnumber private educational institutions which are subject to the same regulations as public institutions with respect to educational arrangements. The Ministry of National Education is responsible for centrally providing administrative arrangements and supervision related to schools except for higher education. Thus, the Board of Education and Discipline<sup>1</sup> attached to the ministry of education prepares the school curriculum of Turkey. In other words, the framework of the national curriculum is designed at the macro level and implemented at the micro level. Accordingly, the foreign language curriculum is centrally designed and implemented by teachers. Therefore, foreign language education policy involves macro level policy which relates to the framework of the national curriculum and micro level implementation that concerns foreign language teaching practices of teachers (Wang 2006).

Educational activities are implemented by the provisional directors of national education appointed by the ministry. There exist other organizations such as National Education Councils which serve as the advisory board of the ministry. When it comes to higher education institutions, they are subject to the regulations of Higher Education Council.

The research explores the problems related to foreign language education policy, taking into account English language teaching (ELT) and learning as it has advantages over the other foreign languages such as French and German. Furthermore, English is regarded as a lingua franca all over the world as in our country. Teaching English as a foreign language will be analysed in terms of a wide range of factors. These factors will be handled in terms of foreign language education policy at the macro level and its implementation at the micro level. Furthermore, foreign language education policy will be analysed from the perspectives of foreign language curriculum. Because foreign language curriculum is a reflection of how foreign language education policy is implemented. As English language teaching and learning will be handled, English language teaching curriculum will be taken into account. In doing so, documents related to ELT issued by

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<sup>1</sup> The Board of Education and Discipline (Talism ve Terbiye Kurulu Başkanlığı) aims to develop Turkey's education system by means of research and development. For example, it provides teaching materials.

Ministry of National Education (henceforth MONE) will be scanned and analysed. Decisions concerning ELT made by the Board of Education and Discipline (henceforth BED) will be handled.

### **1.1 Research Problem**

Foreign language education has been given importance in Turkey for a long time. However, it suffers from criticism for its failure to promote foreign language proficiency among Turkish students (Doğançay-Aktuna & Kızıltepe 2005; Egel 2009; Işık 2008; Kirkgoz 2007). It has been suggested that foreign language education policy has been deficient in the process of implementation of foreign language teaching and learning. When literature on foreign language education published so far is scanned, the following issues have been put forward in brief:

- There is a discrepancy between foreign language education policy and its implementation.
- Students do not have required levels of foreign language learning.
- Students do not have enough motivation for foreign language learning.
- Schools lack required resources for foreign language education.
- Students cannot make extensive use of their skills they have received from foreign language teaching.

The above mentioned problems concern the teachers of English in Turkey as they are the most important implementers of English language teaching. There are external and internal factors that influence their implementation of foreign language education policy (Wang 2010). The external factors mainly include resources used for implementing the policy while the internal factors consist of such factors as professional development and understanding of the curriculum designed by policymakers. Another issue with respect to the implementation of foreign language education policy is textbooks. They have important functions while teaching foreign languages. This study will examine to what extent the textbooks are suitable for the students' levels of English. In general, teachers of English in Turkey think that time of instruction per lesson is not enough and that students are devoid of motivation for mastering the language. How hours of English lessons and students' motivation influence English language teaching will be analysed in this study. Furthermore, parents' roles will be taken into account. Finally, administrators at schools are also thought to influence the implementation of the foreign language teaching and

learning. Thus, the role of the school administrators will be examined with respect to implementation of foreign language teaching policy.

## **1.2 Purpose of the Study**

This study aims to analyse the problems related to foreign language teaching to find out solutions in Turkey's educational context with specific reference to English language teaching by evaluating critically the foreign language education policies in the history of Turkish educational system.

## **1.3 Importance of the Study**

First of all, the research will shed light on the problems arisen in the foreign language teaching policy of Turkey. It will handle them from the perspectives of macro and micro levels of foreign language education policy. In other words, it will deal with the foreign language education policy at the macro level and implementation of this policy at the micro level. In doing so, it will include such factors as institutions, teachers, administrators, students, parents, and textbooks. This study is important because it will contribute to the scientific field conducted in foreign language education policy of Turkey, mainly taking into account English language teaching. Furthermore, it will scan the documents such as the Official Bulletin<sup>2</sup> issued by the Turkish Ministry of National Education and the reports prepared by National Education Councils<sup>3</sup> from 1939 onwards with respect to the foreign language education of Turkey.

## **1.4 Limitations of the study**

This study only involved the Turkish EFL teachers who teach English at Grades 4-8 of public primary schools in Turkey. The findings could have been different if the other Turkish EFL teachers were taken into consideration. Thus, the results obtained from the study cannot be generalized to the other educational contexts.

As the study covered all the regions of Turkey, it was difficult to reach all the Turkish EFL teachers mentioned above due to time and financial constraints. Thus, random sampling strategies were employed to represent the whole population. Furthermore, it was

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<sup>2</sup> The Official Bulletin (Tebliğler Dergisi) is issued by the Turkish Ministry of National Education. It covers regulations and guidelines on educational issues.

<sup>3</sup> National Education Councils serve as the most significant advisory boards for the ministry. It aims to increase the quality of Turkey's education, thereby determining education policies.

impossible for the researcher to control the conditions when the written questionnaires were administered to the Turkish EFL teachers.

The findings obtained from the questionnaire depend on foreign language teachers' own attitudes towards foreign language teaching in Turkey. However, it is assumed that the participants who teach in all the regions of Turkey reflect their real opinions about this issue.

### **1.5 Research Questions**

In this thesis seven research questions have been addressed. The questions are presented as follows:

- 1- What is the English language teachers' perception of foreign language education policy in Turkey?
- 2- How do the English language teachers approach the implementation of foreign language education policy in Turkey?
- 3- To what extent do the English language teachers implement the English language curriculum?
- 4- What are the Turkish EFL students' roles in implementing the English language curriculum?
- 5- What role do textbooks play in the implementation of the English language curriculum?
- 6- What are the school principals' roles in implementing the English language curriculum?
- 7- What are the parents' roles in implementing the English language curriculum?

### **1.6 Assumptions**

In this study five assumptions have been put forward. These assumptions are presented in the following:

- 1- It is assumed that teachers of English have negative attitude towards foreign language education policy in Turkey.
- 2- It is assumed that the content of textbooks is not appropriate for the Turkish EFL students.
- 3- It is assumed that students' parents fail to support the English language curriculum.
- 4- It is assumed that teachers of English have difficulty implementing the English language curriculum.

5- It is assumed that Turkish EFL students underachieve in pursuing the English language curriculum.

## **CHAPTER II**

### **REVIEW OF FOREIGN LANGUAGE EDUCATION POLICY**

#### **1. An overview of the foreign language education policy in Turkey**

First of all, the history of foreign language education policy executed so far in Turkey will be presented in this research. The reasons for conducting different foreign language education policies will be put forward. The history of foreign language education policy conducted so far will be taken into account in terms of two eras: the Pre-Republic era and Republic era. While handling these periods, the reasons that change foreign language policies will be analysed from the perspectives of philosophy, economy and globalization. In the process of history of foreign language teaching, foreign language education policy will be handled as the important element of the beginning phase of the research.

Foreign languages taught in Turkey have varied throughout its history. Persian language education took place due to close relationship with Iran. Arabic language teaching was given importance after the acceptance of Islam. At first, western languages found a significant place because of the technological developments in the area of the military in the west. French was prominent and then English and German gained importance thanks to the relationship in the area of the military. However, French fell out of favour due to political changes after 1950s. German gained prominence when the Turkish citizens went to Germany to work there after 1960s. After Turkey started to do business with other countries, such as Russia, China and Japan, these countries' languages gained significance to communicate with their citizens.

#### **1.1 The history of foreign language education in Turkey**

The Turks have established a lot of states ranging from Asia to Europe throughout its history. Thus, they have had a wide range of relationships with other countries. It is not surprising that they have been exposed to different languages. To begin with, these languages were mainly Arabic and Persian as they had close relationships with the eastern countries. After they accepted Islam during the reign of the Karahanlılar<sup>4</sup> (932-1212), especially Arabic dominated Turkish language. In other words, following the relationships

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<sup>4</sup> The Karahanlılar (Karahanlılar) was a Turkish state located in central Asia.



with Muslim states, Arabic took advantage over Turkish. After the Turks became Muslim and began to move to the west, they made contacts with Persian people. As a result, Arabic and Persian started to influence Turkish intellectuals. Moreover, the Turks adopted Arabic script. As a result, Arabic became educational language (Akyüz 2011). However, there were few reactions against this situation. For example, Kaşgarlı Mahmut<sup>5</sup> wrote *Divan-ı Lugati't Türk* to teach Turkish. He believed that Turkish was richer.

There were more books written in Arabic and Persian. Moreover, although Turkish was given importance, the poets and authors who did their works in Arabic and Persians were shown great respect. The Turks began to come across such western languages as Latin, French, German and English during the reign of the Ottoman Empire.

The era of the Seljuks included the combination of cultures of Turkish and Iranian people. As the written language in Persian was given priority, it was used as administrative language. Furthermore, Latin was used as a communication language to make contacts with Europe and the Byzantine. On the other hand, Persian was given priority as a scientific and written language.

Turks and Persians lived in the same regions throughout centuries. The fact that the languages of both nations had close connections with one another was inevitable. An intellectual Turk knew Turkish, Persian and Arabic. Turkish writers took Iranian literature as an example and wrote their Ottoman poetry in Persian.

The medrese's<sup>6</sup> education in the era of the Seljuks<sup>7</sup> was dominated by Persian language. As the palace favoured Persian, the Turkish poets wrote their poems in this language. Thus, the poetry language was Persian.

The most important educational institutions in the Ottoman era were medreses. The Ottoman's medreses were set up by taking examples of the Seljuks. The books studied in these educational institutions were written in Arabic because it was regarded as a scientific language.

On the other hand, there were free-boarding schools like Enderun<sup>8</sup> schools which the Christian youngsters attended for the bureaucratic and military purposes. They were taught

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<sup>5</sup> Kaşgarlı Mahmut was a Turkish scientist who lived in the eleventh century.

<sup>6</sup> The medrese (medrese) served as education institutions prior to Republic of Turkey

<sup>7</sup> The Seljuks were a Turkish dynasty that ruled regions of central Asia.

<sup>8</sup> Enderun schools (Enderun Mektebi) educated students to obtain government service.

Turkish, Arabic and Persian. Their education programme was regarded as superior to the medreses.

It was of significance to read and understand the course books in Arabic language teaching. To begin with, grammar was learnt. Most of the books focused on morphology and syntax. The teaching techniques depended on deduction as it was commonplace to implement this sort of method at that time. Arabic language teaching was based on memorization capacity of the students. The students were taught the rules about the language. The language teaching was based on comprehension of the course books. Thus, the students could not make use of the language to communicate.

It is not surprising that the methods employed to teach such foreign languages as Arabic and Persian were the same as the ones used in the medieval ages. The methods depended on grammar and interpretation of the texts. Reading comprehension was paramount at that time. The Arabic language teaching was the same as the Latin language teaching implemented in other European countries. In other words, language teaching depended on rote learning and verbal transfer.

As the Ottoman Empire included lots of regions on its mainland, it made use of several foreign languages to pursue close relationships with other states. It made extensive use of Arabic and Persian to make contacts with Asian states. On the other hand, it benefited from Greek, Italian, the Bosnian language, Latin and the Hungarian language to communicate with the western countries. However, the contacts made through these foreign countries were implemented by the minority groups who lived under the umbrella of the Ottoman Empire. Thus, the Ottoman Empire depended on translation carried out by those who sustained their lives as minority groups.

There were innovation movements with respect to education from 1776 to 1839. These innovations were implemented during the reigns of Abdülhamit I (1774-1789), Selim III (1789-1807) and Mahmut II (1808-1839). Innovations were begun with the opening of military schools. Teachers of foreign origin were employed in these schools as well. Such western languages as French and English were introduced in their programmes. Relationships with western countries were strengthened and students were sent to these countries. A medical school called Tıphane-i Amire and Cerrahhane-i Mamure during the reign of II. Mahmut in 1827 was opened for the purpose of educating surgeons among the Muslim people. The education was implemented in French.

The rulers of the Ottoman Empire began to give priority to the need for modernizing the equipment and training of their armies to keep up with the western countries in the eighteenth century (Lewis 1961). They wanted their armed forces to be trained up to the level of contemporary western armies as regards technical equipment, skill, and training. These innovations were introduced with the help of French instructors. Thus, the French language became prominent as a western foreign language in the Ottoman Empire at that time.

Despite making attempts to prompt western languages, the number of Muslim Turks who mastered European languages was still small. As a result, those who instructed people in the use of technical innovations in the army were Europeans. Their instructions were implemented by translation (Lewis 1961).

Following the declaration of Tanzimat<sup>9</sup> (1839-1876), modernization and westernization movements in education came into existence. Westernization movement were begun in military schools for the first time. Initially, education of Western languages entered the school programmes in these schools. As a result, French was the first western language to be taught in these programmes.

New educational institutions were required to keep up with developments in the western countries. The authorities wanted Muslim and Christian citizens to have the same responsibilities at the service of the Ottoman Empire. Moreover, the Ottoman Empire needed intellectuals who acquired western education. Recommendations came from western world to realize the reformations the Empire was committed to. As a result, a school called Mekteb-i Sultani<sup>10</sup> whose education would be in French was opened in 1868. France had played a significant role in setting up the school. Its education was implemented mostly by French teachers.

A language school called Lisan Mektebi was opened in 1883 in the period of Ottoman Empire. It aimed to enable civil servants who worked for foreign affairs to learn a foreign language. The foreign languages were French, English, German, Russian, Arabic and Persian.

The reasons for making contacts with western states stemmed from military and commercial issues. The Ottoman Empire made close relationships with France through

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<sup>9</sup> Tanzimat was the period of modernization and innovation

<sup>10</sup> It was the former name of Galatasaray Lisesi.

capitulations. Consequently, French became popular among people who lived in İstanbul at the end of the eighteenth century.

As the Turkish course books did not exist to maintain the military schools at that time, education was carried out through the course books translated from foreign languages. Education was implemented by the minority groups who knew French (Demircan 1988). As French had advantages over other foreign languages, most of the laws, commercial agreements and correspondence were carried out by means of it.

As pointed out previously, education in the military and medical schools was implemented in French. However, this sort of education was regarded as unsuccessful as the teachers could not cope with Turkish. The school, entitled 'Mekteb-i Osmani', was opened to assist Turkish students in attending the French Military College in the following time. In this school the students were taught French. The teaching techniques depended on reading and writing. Although the teachers were French, the education was viewed as unsuccessful and abolished in 1874.

French language teaching was given importance in other Ottoman schools as well. This foreign language teaching was taught by the minority groups as foreign language teacher education was not needed. Thus, the person who knew a foreign language was entitled to teach the language. The teaching method depended on grammar translation as it was popular at that time.

Non-Muslim people attended the schools run by Christian missionaries. They used to learn western languages rather than Turkish. The schools that belonged to the missionaries accumulated after the Tanzimat period and became uncontrollable. Education started to be implemented according to western standards after that period. The teaching methods used in these schools were the same as the ones carried out in other western countries.

The missionaries who came mostly from western countries played significant roles in teaching foreign languages. Children of non-Muslim families were educated in their schools. The foreign languages taught in these schools were Latin, Greek, French, Arabic, Persian, Armenian and Hebrew. However, the foreign language teaching was under the control of the minority groups.

The Turkish and English people met during the Crusades (1096-1270) for the first time. Trade between these people increased in 1500s. However, they did business by

employing translators. Nevertheless, the English language did not gain importance until the nineteenth century. The Ottoman Empire began to do business with the USA in the 1800s. The relationships with America gained importance after that time. Subsequently, education began to be dominated by the Protestant schools.

Following the first American Protestant school in Beirut in 1824, the number of these schools increased in the Ottoman Empire. The American missionaries had rich economic resources and organizations. They regarded the Ottoman Empire as significant to enter Asia (Akyüz 2011). Furthermore, Catholic schools were opened by the missionaries. France aimed to pursue religious, cultural and economic interests in the Ottoman Empire thanks to these schools.

As pointed out above, it was not until 1900s that English language teaching became important in the Ottoman Empire. It became compulsory in few schools such as the naval academy. Being opposed to the fact that the Protestant schools did not teach any foreign language, Cyrus Hamlin set up İstanbul Robert College in 1863. H. R. Robert donated some money to this school. To begin with, education was implemented in the minorities' languages and English. It was implemented only in English in the following years. The school was handed over to Ministry of Education and called Boğaziçi University in 1971-1972 education year (Demircan 1988).

German language teaching emerged in the Turkish educational context in the 1800s when Germany's technology was regarded as sophisticated. It was introduced in a school of military engineering initiated its education in 1793. Later on, it was taught in a veterinary school. After 1908, it took place in other educational institutions.

The Ottoman Empire that entered the first World War along with Germany closed the schools opened by such opposing countries as France, England, Russia and Italy. It brought educators and experts to improve its education system. The German language was introduced in secondary education.

Few people had opportunity to pursue education before republic period. Education in western languages was under the control of minority groups who lived in the Ottoman era. Following the Independence War, Turkey had to struggle against illiteracy as most of its citizens did not know how to read and write. The first attempt was to provide people with common public education. The previous governments could not present normal education to ordinary people. Literacy belonged to few people who knew such languages as Ottoman

Turkish, Arabic, and Persian. Initially, Atatürk, who is the founder of the Turkish Republic, required all of his citizens to be well-educated. For this purpose, he launched a campaign for education. Thus, the education focused mostly on primary education and literacy. Such worldwide known scientists as Dewey and Kühne were invited to Turkey and consulted about new education systems. However, national decisions came to the forefront as Atatürk gave importance to the national resources. He thought that although the previous governments wanted common public education, they failed in their attempts because they imitated the other countries' education system.

At the beginning of the republic era, the governments gave priority to teaching of Turkish rather than teaching any foreign language. Knowledge of a foreign language was regarded as a tool to keep up with new technological developments. It was supposed to be implemented by means of translation.

The law on unification of education<sup>11</sup> came into force in 1924 and all educational institutions gathered under the umbrella of the Ministry of Education, thereby causing the medreses to be abolished. The teaching of Arabic and Persian came to end in secondary schools in 1929-1930 education year. Following the abolishment of these languages, western languages were supposed to take place in the curriculum of schools as compulsory or elective. These languages were Latin, Italian, German, French and English as shown in the following table:

**Table 2.1 The foreign languages taught in Turkey (Demircan 1988)**

	1924	1927	1935	1941	1950	1960
German	+	+	+	+	+	+
French	+	+	+	+	+	+
English	+	+	+	+	+	+
Italian	+	+	+	+	+	+
Latin	-	-	-	+	+	-
Arabic	+	+	-	-	+	+
Persian	+	-	-	-	+	+

The Arabic and Persian letters were regarded as unsuitable for writing Turkish. Thus, they were blamed for the low level of literacy among Turks due to the difficulty of learning these languages. Consequently, the reformers considered forming the alphabet in order to make Turkish easier to read and write (Ahmad 1993).

<sup>11</sup> Unification of education refers to Tevhid-i Tedrisat Kanunu.

The students in the previous terms had difficulty coping with learning any western foreign language as there was discrepancy in the orthographic systems. The students tried to learn their subjects with Arabic letters. New Turkish alphabet based on Latin alphabet came into exist on November 1<sup>st</sup>, 1928. One sound represented one letter in the new orthographic system. Turkish Language Society<sup>12</sup> under leadership of Atatürk focused on forming Turkish language, thereby enabling students to learn any western foreign language by using Latin alphabet. There would be no discrepancy between the writing systems any longer. The level of literacy went through a dramatic increase with the help of the introduction of the Latin alphabet (Ahmad 1993).

At the beginning of the republic period, foreign education specialists were called on to contribute to Turkish education system. There were implications for foreign language teaching in their reports. For example, John Dewey from America suggested that different schools teaching different foreign languages should be opened. According to Dr. Kühne, German language teaching should be taught in technical schools.

Professor Albert Malche, who was Swiss, was entitled to find out the necessities and present his suggestions as regards high education of Turkey in 1932. Following the submitted reports, İstanbul University was opened in 1933. Most of its first lecturers were the scientists who escaped from Hitler's despotism. They were invited to Turkey to contribute to high education of Turkey. To begin with, they delivered their lectures in German, but at the same time they were translated into Turkish by research assistants.

According to Malche, students should have had knowledge of a foreign language before attending universities. Subsequently, he suggested launching the school of foreign languages in İstanbul University. This school was supposed to teach German, French, English, Italian and Russian by employing foreign language teachers. Thus, the students who attended this school had opportunity to keep up with foreign publications. He suggested that foreign language education should depend on comprehension of texts and acquiring information.

On the other hand, the expected success did not happen in the above-mentioned school. In 1939, National Education Council suggested that, if necessary, students should be provided with one-year foreign language education after senior high school, thereby enabling them to acquire their own foreign language. As a consequence, the authorities

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<sup>12</sup> It refers to Türk Dil Kurumu.

made attempts to initiate foreign language teacher education. They set up a school of foreign languages to educate teachers of foreign languages under the umbrella of İstanbul University.

Atatürk required the Turkish parents to educate their children well on their own by supporting the state. Accordingly, private Turkish schools were launched. As a result, Turkish Education Association<sup>13</sup> was set up in 1928. It attempted to open schools in 1930-1931 education year. TED<sup>14</sup> Ankara College started its education with its kindergarten in 1930-1931 education year. It continued with its primary and secondary education as of 1931-1932 academic year. English preparatory classes were begun in 1951-1952 education year. TED Ankara College was the first school set up by the association. Moreover, it was the first private Turkish school to make use of English as the medium of instruction.

TED Ankara College's consolidated English instructions, which continued until 1951-1952 education year, caused other private schools that would present consolidated foreign language instruction to be established as the parents wanted their children to learn foreign languages better (Demirel 2010). As a result, foreign language instruction was given great importance in those schools that presented consolidated foreign language instruction. The duration of the foreign language instruction in these school's programmes was increased.

Following the developments in the international relations after World War II, mass communication gained significance for information exchange. English language teaching was given priority in education. The colleges which were supposed to teach in a foreign language came into existence as of 1955. Later, these colleges were called Anatolian High Schools as of 1975.

Apart from such western languages as English and German, Latin language was taught in high schools. It included a five-hour instruction in a week. The instruction consisted of Latin grammar, comprehension of reading, and translation. This education lasted from 1940 to 1960.

As stated above, the foreign language education of Arabic and Persian was abolished in 1927. Students were not accepted into religious high schools. These schools launched

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<sup>13</sup> It refers to Türk Eğitim Derneği abbreviated as TED.

<sup>14</sup> It refers to Türk Eğitim Derneği.



their education again in 1953. Students were taught Arabic and Persian in addition to a western language.

Civil service foreign language examinations to promote foreign language learning among public officers came into existence as of 1939. According to the regulation in the Official Bulletin in 1939, the public officers who wished to be promoted to a higher status and to receive monetary award were supposed to have an examination in which they would translate a text from Turkish to the foreign language they chose or vice versa. The examinations were implemented in İstanbul University and Ankara Faculty of Languages, History and Geography. The foreign languages involved French, German, English, and Italian. They were executed twice in a year. This application was abolished in 1965 thanks to New Personnel Law 657. The application of prize money was launched again in 1997.

The regulation titled Foreign Language Courses for Public Institutions was issued in 1968. Accordingly, Foreign Language Education Centre for Public Officers was set up to educate those who were to go abroad. The instructions included English, German and French. They were mainly implemented by the instructors of Gazi Education Institute.

French language teaching was viewed as the top instruction in secondary education until 1950. However, the number of the secondary level students of English language teaching exceeded the number of the students of French language teaching in 1953-1954 education year. German language teaching became the second foreign language teaching following English language teaching in 1980-1981 academic year.

The instructions in foreign language education depended on comprehension of reading and translation of texts into Turkish during the first period of republic. On the other hand, they gave priority to grammar in secondary education. As a consequence, it was assumed that these instructions were not successful as required. Thus, foreign language education courses outside school were begun.

The secondary education programmes from 1949 to 1972 aimed to enable students to read and comprehend the texts. According to these programmes, the students were supposed to speak by using simple sentences.

As pointed out above, the teaching methods of foreign languages were based on grammar translation method before republic era. In other words, the students depended on grammar and translation. Nevertheless, the teaching methods in the first years of republic

period were supposed to be direct method (Demircan 1988). Direct method was expected to be widespread in educational institutions thanks to E. V. Gatenby as of 1944. Accordingly, students would do exercises with the words they learnt by heart. The students would continue to speak regardless of mistakes they made during their speech. The mistakes would be corrected after finishing their speech. It is assumed that audio-lingual method was partly implemented in 1970s. This method started with the course book titled *An English Course for Turks*. The series of these books were written in connection with the Council of Europe, thereby focusing on structural situational teaching and including mechanical drills. However, the course books that students followed in Anatolian or other high schools offering intensive foreign language came from the countries where their foreign languages were spoken. Although the other teaching methods were expected to be applied in foreign language teaching, grammar translation method was not abandoned. This method has dominated foreign language education for a long time.

As mentioned above, foreign language teaching was supposed to be based on audio-lingual method in 1970s. Accordingly, students were able to understand what was talked about and speak in a way that was understandable. They would express their feelings in writing.

As for students who attended vocational schools, the aim of the foreign language teaching was to improve their professional skills in their foreign language by making use of translations, improving grammar, comprehension of reading and learning technical words. Preparatory classes were begun in vocational and technical schools in 1983-1984 academic year to proceed to teach in a foreign language. These schools were called Anatolian Vocational and Technical Secondary Education Institution (the Official Bulletin of MONE 1983).

The aim of foreign language teaching in higher education institutions before 1980 was to enable students to read and comprehend books on their domain of science. The students were expected to translate texts in a foreign language into Turkish. However, according to the regulation of Teachers' High School issued by the Board of Education and Discipline, the students were supposed to understand what was talked about, to speak and comprehend what was written in a text in their foreign language.

In some universities such as Middle East Technical University and Boğaziçi University foreign language education is presented in English. The students who prefer

these universities must sit for a proficiency examination in English at the beginning of their education. If they do not succeed in the examination, they must attend a one-year preparatory class in English to cope with the subject in the following years. The preparatory classes aim to enable students to improve their proficiency of their foreign language. Thus, foreign language education has been intensively presented in these classes.

Foreign language education has been implemented in private educational institutions for a long time. The private educational institutions have been working in line with the law of private educational institutions published in the Official Gazette on 18 June 1965. According to this law, these institutions are under inspection and supervision of the Ministry of National Education. These institutions' regulation and curriculum are approved by the ministry. Today, private educational institutions are regulated according to the Law of Private Educational Institutions approved on 8 February 2007 and issued on 14 February 2007. This law regulates private schools established by foreigners as well. However, the Ministry of National Education has the right to inspect them.

In addition to the above mentioned educational institutions, there are private foreign language teaching courses implemented by such culture centres as Turk-American and Turk-British in big cities such as Istanbul and Ankara. These centres assist learners in improving their proficiency of English.

### **1.1.1 The influence of other countries on foreign language education**

Following the Turks' adoption of Islam, Arabic and Persian became prominent foreign languages. Furthermore, the rulers and intellectuals made extensive use of them in correspondence. However, there was a discrepancy in social life with respect to use of languages. Turkish was their mother tongue, and yet they used those above mentioned languages.

On the other hand, it is not surprising that the Turks used Arabic and Persian languages as its bordering countries included the Persians and Arabs. Moreover, the Seljuks and Ottoman Empire had close relationships with them.

Following the Ottoman Empire's relationship with the western world due to economic and political reasons, western languages gained significance. However, there were few Muslim Turks who were familiar with these languages. Thus, the contacts with the western countries were carried out by minority groups by means of translation.

French gained prominence as the rulers decided to modernize the Turkish army forces. Following the Tanzimat Period, modernization was accelerated in other areas as well. Nevertheless, there were no books written in Turkish to pursue these modernization movements. Thus, French books were utilized by means of translation. France had great impact on spread of French among intellectuals in the Ottoman Empire. Following the French Revolution, spread of French was accelerated.

Prior to World War I, close relationships with Germany were established. German language became important due to military connections. Germany had a huge amount of influence over spread of German in the Ottoman Empire and the Republic of Turkey. The scientists who escaped from Hitler's oppressive regime came to Turkey. Most of them worked for Turkish universities. As they spoke German, their language became prominent.

The English language was introduced to the Ottoman Empire by means of trade with the English and American people. However, agreements were carried out with the help of translations done by the minority groups. French and German were replaced with English after World War II. Following America's victory against the other countries, relationships with this country were accelerated. These relationships had impact on English language teaching in Turkey.

Today, English is the lingua franca due to use of internet, diplomacy, economy and education. It is assumed that the number of non-native speakers of English exceeds the number of native speakers. Thus, the school curriculum in the countries with respect to foreign language teaching has recently been discussed under the term 'World Englishes'.

The Russian language gained significance after the fragmentation of U.S.S.R. at the beginning of 1990. Following this event, relations between Russia and Turkey improved. Trade between these countries was accelerated. Thus, the Russian language gained importance. As a result, Turkish businessmen had to learn Russian to do business with Russian counterparts. On the other hand, tourism has had an impact on spread of the Russian language. Consequently, Russian language teaching has taken place in some schools' curriculum. Furthermore, it has been taught by courses. For example, Turkish Education Research Centre<sup>15</sup> teaches Russian. Furthermore, some universities have made room for Russian language teaching. For example, Beykent University has a department of

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<sup>15</sup> Turkish Education Research Centre (TÖMER) teaches various languages in some parts of Turkey.

Russian translation and interpreting. Gazi University has a department of Russian Language and Literature.

As a result of relations with Japan and China, Japanese and Chinese have been regarded as necessary due to the economic issues. These two languages have been involved in some schools' foreign language programmes. For example, Çanakkale Onsekiz Mart University has a department of Japanese language teaching.

### **1.1.2 The influence of globalization on foreign language education**

Foreign language teaching policy has been influenced by the spread of English in the world due to globalization, economy, and innovations in technology and computer. As English is the common language of international communication, it is the most demanded language. Thus, it is mostly taught worldwide. The following reasons may be put forward in connection with the spread of English in the world (Oral 2010: 61):

- The enduring effects of British colonialism,
- The influence of USA as a strong power due to its political, technological, economic and military effects since the end of the World War II,
- The influence of globalization which has speeded up since the collapse of the Soviet Union and culminated with the great victory of America,

Some languages gain importance between speakers who speak different languages. English is one of these languages treated as a lingua franca. Thus, people make use of it in a wide range of areas in the world. It is assumed that there has never been a language that has spread as English in this century. When the need for international communication via internet came into existence, the spread of English accelerated.

As stated previously, the reasons for the spread of English may precisely be globalization, technology, diplomacy, economy and communication. As a result of this situation, it is suggested that non-native users of English outnumber the native users.

Kachru (1992) states that the spread of English across cultures includes two parts. One of them refers to those who speak English as their first language, and the other refers to those who speak it as an additional language. An important amount of the world's population makes extensive use of English as a second or foreign language. This situation brings about many issues in foreign language education policy, English language teaching and learning, curriculum planning, and methodology.

On the other hand, the use of English as a lingua franca has implications for such issues as curricula of teacher training programs, understanding the sociolinguistic side of the foreign language, and methodology of teaching and learning. Thus, as the non-native users of English outnumber the native users, the foreign language education policy is supposed to be evaluated and designed in connection with this situation. Furthermore, as stated previously, this situation has recently been discussed under the umbrella of world Englishes.

As for the current sociolinguistic side of English, Kachru (1992) views it as three concentric circles. These circles refer to the functional load, the sorts of spread, and the particular ways of acquisition of English in different cultural contexts. Accordingly, the Inner Circle, which includes USA, UK, Canada, Australia and New Zealand, represents the traditional, cultural, and linguistic bases of English. The Outer Circle, which consists of such countries as India, Pakistan, Kenya, and so forth, refers to the institutionalized non-native types that stem from colonization. The Expanding Circle, which consists of such countries as Turkey, China, Japan, and so forth, represents the performance varieties of English in terms of EFL contexts. The Expanding Circle does not have official position. Furthermore, it has limited use of the language. Thus, because of being restricted in use of the foreign language, these countries are supposed to design their own foreign language education policies unlike the countries involved in the Inner Circle and outer Circle.

### **1.1.3 The influence of the Council of Europe on foreign language education**

The Council of Europe, which is an intergovernmental organization, was established on 5 May 1949 by 10 countries. Today, being based in Strasbourg (France), it has 47 member countries. It aims to develop common and democratic principles in Europe. Furthermore, it seeks to find common solutions to the challenges that European society encounters. It consists of the Directorate General of Education, Culture and Heritage, Youth and Sport which contributes to cultural, educational, youth, and sport issues in member states. It has three subdivisions such as Directorate of Education and Languages, Directorate of Culture and Cultural and Natural Heritage, and Directorate of Youth and Sport. They have also subdivisions. These subdivisions have their own tasks to deal with. Furthermore, the Council of Europe seeks to support linguistic diversity and language learning in the field of education. According to European Cultural Convention signed on 19 December 1954 and ratified on 5 May 1955, the Convention aims to promote mutual

understanding among peoples of Europe and reciprocal appreciation of their cultural diversity. It also encourages the study of languages. It was also signed on 19 December 1954 and ratified on 10 October 1957 by Turkey (Council of Europe 2011).

It does not approve the idea of favouring one language as the medium of communication in the European Union. It put forward its resolution on 25 January 1969:

- if full understanding is to be achieved among the countries of Europe, the language barriers between them must be removed;
- linguistic diversity is part of the European cultural heritage and it should, through the study of modern languages, provide a source of intellectual enrichment rather than be an obstacle to unity;
- that only if the study of modern European languages becomes general will full mutual understanding and co-operation be possible in Europe;
- a better knowledge of modern European languages will lead to the strengthening of links and the increase in international exchanges on which economic and social progress in Europe increasingly depends;
- a knowledge of a modern language should no longer be regarded as a luxury reserved for an élite, but an instrument of information and culture which should be available to all (Council of Europe 1969:2).

The European Centre for Modern Languages (ECML) is an institution that belongs to the Council of Europe. It is situated in Graz, Austria. It works as an agent to promote the teaching and learning of languages in collaboration with the language policy of the Council of Europe. It supports member states in implementing language education policies and practices together.

The Language Policy Division implements intergovernmental co-operation programmes whose projects concern language education policy. The Division has been functioning since 1957. The Language Policy Division has developed a number of instruments for the purpose of presenting standards in language education. These are Common European Framework of Reference for Languages (CEFR) and European Language Portfolio (ELP). They are arranged for use in planning and assessing foreign and second language learning in order to promote intercultural competence (Council of Europe 2008).

The Council of Europe issued the Common European framework of Reference for Languages in two draft versions in 1996. Subsequently, the document was revised and published in English and French in 2001 as the feedback on it was obtained from a large number of users (Little 2001). It mainly aims to support plurilingualism and the development of the linguistic diversity of the people. The CEFR, which is a reference

framework, describes a number of proficiency levels in foreign language learning. Accordingly, it suggests three levels of foreign language proficiency. These are A1 and A2 (basic language user), B1 and B2 (independent language user), and C1 and C2 (proficient language user) (Heyworth 2006). In short, a basic user can understand and produce simple expressions. He or she can interact in a simple way. An independent user can understand concrete and abstract topics. He or she can describe experiences and events. A proficient user can express himself or herself fluently and clearly. He or she can understand everything he or she heard.

The Language Policy Division has developed the European Language Portfolio as a supplementary instrument in support of plurilingualism which relates CEFR to learners' needs. The European Language Portfolio was developed and piloted by the Language Policy Division of the Council of Europe from 1998 until 2000. Subsequently, it was launched during the European Year of Languages 2001 (Council of Europe 2011). It is a kind of document in which learners personally can record and reflect on their language learning and cultural experiences. Accordingly, it enables learners to take responsibility for their learning whether they are at school or outside school (Council of Europe 2008).

The ELP consists of three parts. It involves a Language Passport that its owner regularly updates. The learner is provided with a grid where his/her language competences can be defined according to common criteria accepted in Europe. The Europass Language Passport is an electronic version of the standard Language Passport for adults. It can be completed on line. The ELP also includes Language Biography which defines the owner's experiences in each language and which is arranged to guide the learner in planning and evaluating progress. At last it includes the Dossier where the learner collects samples of his/her personal work and other documents as evidence of his/her competence in the languages s/he is learning. Portfolio models vary according to countries and educational contexts. They have been accredited by the European Language Portfolio Validation Committee.

The ELP was initiated with the official approval of the Board of Education and Discipline in 2001. Moreover, the annual ELP seminars 2001-2004 were organized and funded by Turkey, Portugal, Italy, Luxembourg, and Spain (Scharer 2004). In the first stage of language project 20 state schools and four private schools in Ankara and Antalya were selected as pilot schools and applications for the pilot studies were initiated in these



schools. Teachers of English were admitted to in-service training prior to pilot applications.

The activities executed between the Council of Europe and Turkey with respect to foreign language education were initiated in 1968. A commission was established so that foreign language education could be efficiently implemented at that time. Accordingly, education programmes were revised and preparations were made to publish books. ‘An English Course for Turks’ for English classes, ‘Wir lernen Deutsch’ for German classes, and ‘Je Parle Français’ for French classes were published for the purpose of using them as of 1972.

The activities of development and modernization of foreign language education in secondary education were initiated with the Centre for Foreign Language Education Development. Education programmes and course books were prepared by means of the relationship between this centre and the Council of Europe (Demirel 2005). This new programme took place in the Official Bulletin of MONE issued on 4 June 1973. The decision made by the Board of Education and Discipline stipulated that the foreign language programmes in lower and upper secondary education beginning from the first grade of junior high schools should be implemented as of 1973-1974 and the foreign language course books prepared according to the old system should not be used as of 1974-1975. The above Official Bulletin of MONE numbered 1747 put forward suggestions on teaching materials outlined as follows:

- Students’ books and workbooks should include pictures that will crystallize the text.
- The objectives of syllabus and methods should take place in teachers’ guidebooks.
- Sentence patterns and vocabulary to be taught should exist in teachers’ guidebooks.
- Students’ books should include dialogues and reading passages, and attract students’ attention.
- Workbooks should be prepared in parallel with students’ books and consist of additional exercises.

The above Official Bulletin of MONE suggested the objectives of the foreign language education programme. Accordingly, the objective of the foreign language education programme is to enable students to:

- understand the foreign language when it is spoken at normal speed,
- speak in an understandable way,

- read easily and understand what s/he reads,
- acquire the ability to express his or her thoughts in writing,

Finally, the above mentioned Official Bulletin of MONE put forward the following teaching methods:

- Teaching should be implemented in the foreign language.
- The mother tongue should not be used except for obligatory cases.
- The meaning of the unknown words may be explained by making use of pictures, synonyms, and antonyms.
- Teaching should be based on oral exercises.
- Abstract grammatical rules should be avoided.
- Firstly, teaching should include listening and speaking, and then it should involve reading and writing.
- Translations should not be done except for obligatory cases.

## **1.2 The history of English Language Teaching in Turkey**

English language teaching has gone through drastic changes since it was introduced in the programmes of educational institutions in Turkey. Duration of English instruction has changed thanks to policy changes in education. Globalisation and technical developments in science have led to curriculum changes in the Turkish education context.

English language teaching in Turkey has been given more importance since Turkey became a member of NATO in 1952 and started negotiations with the European Union with the aim of receiving full membership. Thus, English received precedence over such western foreign languages as French and German. Today, English is the sole foreign language taught as a compulsory subject in the Turkish education context.

The introduction of the English language into the Turkish education context dates back to the Tanzimat Period when modernization and westernization were regarded as necessary in the area of armed forces. There were no resources in Turkish to follow technological developments at that time. Thus, the rulers benefited from the books which were written in foreign languages.

The first significant step in English language teaching was to establish Robert College. It was set up with the help of American enterprise. Teaching through the medium of English was initially implemented by this school. Later, its land was handed over to Boğaziçi University.

English began to play a significant role in the domain of technology, diplomacy, economy, and communication in the twentieth century. It is not surprising that English became the only foreign language in Turkey in the 1940s. Following America's victory against the other countries in World War II, English gained importance compared to the other foreign languages. Thus, the rulers made room for English language teaching in the curriculum. Furthermore, Turkish parents required their children to master English for a wide range of reasons.

Foreign language departments in Gazi Orta Muallim Mektebi and Terbiye Enstitüsü<sup>16</sup> started their education with French language teaching in 1941 to meet the needs for foreign language teachers. English language teaching was begun in 1944. It included a two-year education. This education institute had initiated its education as Orta Muallim Mektebi and Terbiye Enstitüsü<sup>17</sup> in 1926. It was named as Gazi Eğitim Enstitüsü<sup>18</sup> in 1976 and Gazi Yüksek Öğretmen Okulu<sup>19</sup> in 1980 respectively. Its name was changed into Gazi Faculty of Education within Gazi University in 1982.

Duration of instructions in above mentioned education institutes was raised to three years in 1962-1963 academic year. Consequently, it was raised to four years in 1978-1979 academic year.

There were demands for English language teaching in the 1950s. Consequently, Maarif<sup>20</sup> Colleges were opened in 1955 to meet the needs for these demands. These schools which taught in English were opened in İstanbul, İzmir, Eskişehir, Diyarbakır, Konya, and Samsun. These colleges were viewed as high schools through Ministry of National Education's circular dated 09.03.1974 and numbered 11108. Later, they were named as Anatolian High Schools through the circular dated 01.12.1975 and numbered 11459.

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<sup>16</sup> Gazi Faculty of Education started its education as College of Secondary School Teacher Training (Orta Muallim Mektebi and Terbiye Enstitüsü) in 1926. Its name was changed into Gazi College of Secondary - School Teacher Training (Gazi Orta Muallim Mektebi and Terbiye Enstitüsü) in 1929. It became Gazi Institute of Education in 1976 and College of Teacher Training offering 4 years of education in 1980. Its name was changed into Gazi Faculty of Education by being attached to Gazi University in 1982.

<sup>17</sup> It refers to College of Secondary School Teacher Training.

<sup>18</sup> It refers to Gazi Institute of education.

<sup>19</sup> It refers to College of Teacher Training.

<sup>20</sup> It refers to education.

A special regulation with respect to Anatolian High Schools, Galatasaray High School<sup>21</sup>, and İstanbul Boys High School which teach some subjects in a foreign language was issued in the Official Gazette dated 27.10.1976 and numbered 15747. Accordingly, the aim of these schools was to teach their students a foreign language, to enable them to finish their secondary education through this foreign language, and to get them to complete efficiently their high education at home or abroad with the help of it. The students who completed the fifth grade of primary school and did not exceed the age 13 could apply for these schools. It was necessary for the students to pass the entrance examination in order to be admitted to preparatory classes. Timetables approved by the Ministry of National Education were implemented in the first and second terms of these schools. The aim of the foreign language in preparatory classes was to make the students ready for understanding the topics in Maths and Science that were taught in that foreign language by means of reading, writing, speaking, and listening. The 24-hour foreign language education was allocated 2-4 hours to Science and 2-4 hours to Maths in the second term of preparatory classes. The aim was to familiarize the students with terminology so as to enable them to pursue these subjects. The allocation of hours for speaking, reading, punctuation and composition in the foreign language teaching was left to the foreign language teachers.

Following World War II, European countries sought to establish relationships. They had gone through severe devastation. Sir Winston Churchill required the states of Europe to be united, thereby promoting the creation of the Council of Europe. As stated above, the council of Europe was founded on 5 May 1949 by the Treaty of London. It has had impact on foreign language teaching across European countries including Turkey since then.

The European Union was established following World War II for the purpose of preventing further violent conflicts among European countries. The original aim was to combine countries together by means of industrial and economic cooperation. Thus, the European Coal and Steel Community was established in 1951 with six members by the Treaty of Paris. Turkey first applied for associate membership in the European Economic Community in 1959. The Ankara Agreement was signed in 1963. It submitted its application for formal membership into the European Community in 1987. On the other hand, Turkey has been trying to be a member of European Union for a long time. This situation has long influenced Turkey's foreign language education policy.

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<sup>21</sup> It refers to Galatasaray Lisesi.

There have also been close relationships with such countries as America, England, France and Germany for foreign language teaching. These relationships have been implemented by means of culture centres. A wide range of resources have been provided thanks to these centres. Moreover, foreign language experts have come to Turkey. For example, Professor E. V. Gatenby worked as a founder instructor in Gazi Education Institute from 1944 to 1952. He caused the audio-lingual method to be used in education.

The Council of Europe has carried out a great deal of projects to promote living languages. The Council of Europe's experts developed the term 'The Threshold Level' in the mid 1970s. The term was related to what a learner should be able to do when using the language independently for communication in a country in which that language was spoken in everyday life. Thus, the learner had to get basic skills to communicate on a daily basis.

Following the relationships between Turkey and the Council of Europe, the Official Bulletin of MONE issued on October 11, 1971 outlined the English curriculum of public schools implementing English medium education. It mentions the objectives of the foreign language education. Accordingly, the objectives of the foreign language education in secondary schools are assessed as general and special. General objectives are to contribute to personal development of the students. Special objectives have practical and cultural features. Practical objectives which refer to providing the ability of comprehension and expression are to enable students to:

- Gain the ability of understanding the language that is spoken at a normal speed,
- Gain the ability of speaking in an understandable way,
- Acquire the ability of reading easily at a normal speed and understanding what s/he is reading,
- Obtain the ability of expressing their thoughts in writing,

The above bulletin asserts that cultural objectives are to enable students to be acquainted with the country whose language they are learning and to penetrate the country's culture. The above mentioned objectives are implemented in accordance with the students' age and capacity. Education will be implemented by means of the target language. Students will be made to do speaking and listening drills by making use of daily situations. The native language will not be used when doing the drills. Moreover, since

translation from the mother tongue to the target language requires special proficiency, students will not be made to do translation without mastering the target language.

The modernization and development of foreign language teaching in secondary education were begun by means of the Centre for Development of Foreign Language Education set up in 1972 alongside the Board of Education and Discipline. Foreign language education programmes and textbooks were prepared by means of the relationship between this centre and the Council of Europe. The programme was issued in the Official Bulletin of MONE in 1973. Education methods, materials, and foreign language principles were outlined with respect to secondary education.

On the other hand, such organizations as INGED<sup>22</sup> (English Language Education Association) and British Council have been utilized to promote English language teaching. INGED was founded in 1995. It aims to bring together English language teaching staff from all levels of education in Turkey. Furthermore, it aims to assist English teachers in exchanging professional experiences, opinions, and findings by means of seminars and workshops, thereby developing English language education by employing new scientific methods and techniques. INGED is also a member of IATEFL (International Association of Teachers of English as a Foreign Language) and an associate of TESOL (Teachers of English to Speakers of Other Languages). As for British Council, it is the organization which aims to develop cultural relations between England and the other countries. It has been working in Turkey since 1940. It aims to promote English language teaching in Turkey.

There were drastic changes in foreign language education policy as of 1980. To begin with, Foreign Language Teaching and Learning Act was approved in 1983. This act regulated foreign language education implemented in education institutions. According to this act, the language of instruction in secondary education is determined by the Ministry of National Education.

The activities of foreign language education programmes accelerated in the 1980s and a commission was established for the purpose of preparing the programme of the Anatolian high schools. This programme was issued in the Official Bulletin of MONE

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<sup>22</sup> It refers to İngilizce Eğitim Derneği.

dated 13 August 1984 and numbered 2170. The principles of the programme are outlined as follows:

- The development of four basic skills in language teaching constitutes the basis.
- Teaching should be meaningful and functional aimed at meeting students' needs.
- Teaching should be implemented by providing examples.
- Learning should be based on practice.
- The language used during course hours should be English.
- Teaching techniques should include presentation, practice, and production.
- Teachers should not merely adhere to the known methods and techniques but they should be creative and productive.

Such materials as flash cards and film strips which would be used with new books were sent to schools. Furthermore, teachers of foreign languages were supposed to make use of language laboratories.

As English was viewed as indispensable for keeping up with new technological developments and for pursuing career development, the number of schools offering English language teaching increased. There were Anatolian high schools and private schools among these schools. In addition to these schools, high schools called Super High Schools<sup>23</sup> which offered intensive English teaching were established and started their education as of 1991-1992 education year. These schools continued their education until 2005. They were combined with Anatolian high schools as of 2005-2006 academic year. In other words, Anatolian High Schools and Super High Schools were gathered under the umbrella of Anatolian High Schools. The education in senior high schools was raised to 4 years at that time. This application excluded the students who attended these schools before 2005-2006 academic year. Furthermore, English preparatory classes were abolished. The aim was to extend English language teaching over a period of time. The other reason was that the students' education load would abate. The accession of Turkey to European Union had an impact on this resolution.

Turkey brought about innovations in foreign language education policy with respect to secondary level education. First of all, the curriculum of the Anatolian high schools was revised. Prior to changes in the curriculum, Anatolian high schools had seven-year education that admitted graduates at the age of 11 from primary education. The students received one-year preparatory English education when they started their education. In the

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<sup>23</sup> They refer to Süper Lise.

second term of the preparatory education, Sciences and Maths classes were introduced to familiarize them with basic terminology related to these subjects. Following the preparatory education, they continued their normal education. In addition to English, second foreign language was taught. Such subjects as Science and Maths were taught by means of English instruction. The teachers who taught them were employed among the graduates from universities which presented English as a medium of instruction. In addition to these graduates, those who received special courses for English as a medium of instruction were also employed to teach Science and Maths in English.

On the other hand, the above mentioned instruction had setbacks from the students' viewpoint. First of all, there was a shortage of qualified teachers to present English as a medium of instruction. The students had difficulty in coping with the books written in English. Moreover, there was a mismatch between the instruction and central university examination as the questions in this examination were presented in Turkish. In other words, the students received instructions in English and tried to answer the questions in Turkish.

Discussions on abolishment of English as a medium of instruction were held due to the unfavourable results. Although abolishment of this sort of instruction was high on the agenda, the authorities made room for it considering some particular schools. The regulation took place in the Official Gazette issued in different dates. According to the article 18 of the Official Gazette dated 5.11.1999 and numbered 23867 as regards Anatolian High School Regulation, Maths and Science instructions are implemented in a foreign language. However, these subjects are taught in Turkish if any teacher to teach them is not available. This regulation was issued in the Official Gazette dated 18.12.2004 as well. Accordingly, instruction of the subjects is implemented in Turkish. However, Maths and Sciences (Physics, Chemistry, and Biology) can be taught in the first foreign language if at least 12 students demand it and any teacher to teach them in this language is available. As a result, English as a medium of language is not used any longer in most of schools offering intensive foreign language except for particular schools.

The education system in Turkey included a five-year primary, a three-year-secondary, and a three year high school education which aimed to prepare the students for high education. This system was changed with the Law 4306 dated 18.08.1997 in the Official Gazette. According to the article 1 of this law, primary education institutions



consist of eight-year schools. Moreover, continuous education is implemented in these schools and those graduating from them are provided with a diploma of primary education.

The 1997 ELT curriculum was designed to promote the quality of English language teaching for the purpose of complying with the language teaching standards of the EU (Kirkgoz 2009). It depended on communicative language teaching. In other words, teaching would depend on using language for a range of various purposes and functions. Furthermore, students would improve communication and maintain interactions in English by means of this approach. The Ministry of National Education designed the textbooks for the students in Grades 4 and 5 in line with the new curriculum objectives.

The aim of the 1997 curriculum was to extend the duration of primary education from five to eight years. In doing so, it combined primary and secondary education which would last eight years. Furthermore, the 1997 curriculum had implications for English language teaching. Accordingly, English language teaching was introduced in the fourth and fifth grades of primary education. Thus, the topic of Teaching English to Young Learners (TEYLs) became prominent. Furthermore, teaching English to young learners was introduced in teacher education curricula. The students in Turkey have been attending an eight-year education since 1997.

Following the 1997 curriculum, support for Basic Education Programme was implemented from 2002 to 2007 in collaboration with the European Commission. It was a five-year project. It aimed to activate everybody for education, build new schools in rural areas, support new curriculum, and promote education with new textbooks and professional development. It supported the Ministry of National Education to improve the quality of basic education with respect to technology and teaching conditions. It had implications for English language teaching. It aimed to promote English language teaching by introducing effective ELT classroom skills and techniques.

English language curriculum for primary education including Grades 4-8 was prepared by the specialization commission and approved by the Board of Education and Discipline on February 2, 2006. The commission deals with the curriculum in many respects. Accordingly, it describes physical, cognitive, socio-emotional, and communicative development of young learners. Moreover, it puts forward what kind of activities they should pursue when learning foreign languages. It involves a large number of variables in the foreign language teaching. For example, it asserts that the teachers of

foreign languages should make use of simulation and dramatization activities for the teenagers. Furthermore, it suggests that a teacher is liable to deal with a number of problems without getting support from the students' parents. On the other hand, teachers are provided with useful tips on how to implement the English classes. They are given sample lesson plans. The commission mainly puts forward the following suggestions (Ersöz et al. 2006)

- The activities that take place in students' books should be suitable for development levels of the students.
- Learner-centred approaches should be adopted.
- The goals and objectives should be based on a functional-notional and skills-based model.
- A wide range of activities including singing, playing, drawing and dancing should be used to teach English to the youngsters.
- Teachers should enable their students to communicate in English.

Close contacts were built up with England and America to promote English language teaching in Turkey. To begin with, schools made extensive use of publications in these countries. The experts from these countries were consulted about English language teaching programmes which took place in the curriculum. For example, the authorities benefited from L. Faucett and E.V. Gatenby, who were linguists. Accordingly, audio-lingual method was introduced to Gazi Education Institute.

As for the English textbooks used in schools, they have been determined by the Board of Education and Discipline attached to Ministry of National Education and issued in the Official Bulletin of MONE. The English textbooks that were benefited from 1940 to 1993 are listed as follows:

**Table 2.2 The English books taught in Turkey's schools from 1940 to 1993**

Years	The author	Schools	The title of the book
1940-1949	Dr. L. Faucette	Junior high schools	English Course Book
	Dr. L. Faucette	Senior high schools	English Course Book
1950-1953	Dr. L. faucette E.V. Gatenby	Junior high schools	English Course Book A Direct Method English Course
	Dr. L. faucette E.V. Gatenby	Senior high schools	English Course Book A Direct Method English Course

1954-1959	Dr. L. Faucette E.V. Gatenby Nurettin Sevim-Emcet Ađış  Dr. L. Faucette E.V. Gatenby	Junior high schools  Senior high schools	English Course Book A Direct Method English Course English in Turkey  English Course Book A Direct Method English Course
1960-1968	Dr. L. Faucette E.V. Gatenby Nurettin Sevim-Emcet Ađış İbrahim Özgür  Dr.L.Faucette E.V.Gatenby İbrahim Özgür	Junior high schools  Senior high schools	English Course Book A Direct Method English Course English in Turkey Basic English  English Course Book A Direct Method English Course Basic English
1969-1970	Dr. L. Faucette E.V. Gatenby  Dr. L. Faucette E.V. Gatenby	Junior high schools  Senior high schools	English Course Book A Direct Method English Course  English Course Book A Direct Method English Course
1971-1973	Dr. L. Faucette E.V. Gatenby Commission  Dr. L. Faucette E.V. Gatenby	Junior high schools  Senior high schools	English Course Book A Direct Method English Course An English Course for Turks  English Course for Turks A Direct Method English Course
1974-1975	Commission E.V. Gatenby  E.V. Gatenby	Junior high schools  Senior high schools	An English Course for Turks A Direct Method English Course  A Direct Method English Course
1976-1978	Commission  Commission E.V. Gatenby	Junior high schools  Senior high schools	An English Course for Turks  An English Course for Turks A Direct Method English Course
1979-1983	Commission  Commission	Junior high schools  Senior high schools	An English Course for Turks  An English Course for Turks
1984-1993	S. Dikmen-M.L.Salman N.Gürman-Ü. Özgüler M. İçmeli  Ülkü Özgüler Nevzat Gürman	Junior high schools  Senior high schools	An English Course for Turks  An English Course for Turks

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As for the textbooks used in the schools that teach subjects in a foreign language, they have been chosen among textbooks published in foreign countries that the students' foreign languages are spoken in. Thus, the syllabus which is pursued in the schools that use English as a medium of instruction depends on those books' contents.

The textbooks used in Turkish universities vary from one university to another. The textbooks which are used are uncertain. They mostly depend on foreign language departments. For example, Çanakkale Onsekiz Mart University use a book titled Campus Life that has been written by a commission. This book aims to provide the students with communicative language teaching, thereby employing four skills. It introduces authentic texts to the students. Prior to this book, the textbooks depended on English instructors' decision.

### **1.3 The evaluation of national education councils in Turkey**

The National Education Council of Turkey is the highest advisory board of the Turkish ministry. It examines the issues related to education and training and takes decisions to develop the system of the Turkish national education. The regulation of the Turkish National Education Council is arranged according to the Official Gazette dated 8.9.1995 and numbered 22398. The decisions taken in the general board of the council are published in the Official Bulletin of MONE in four months. The decisions of the council are regarded as advisory. The ministry makes room for the decisions in its programme according to the order of their precedence. The decisions go into effect following the approval of the minister of the Turkish National Education.

This part of the study scrutinizes the issues with respect to foreign language education within the decisions taken in the national education councils of Turkey organized to date. The research covers the councils starting from 17-29 July 1939 to the present.

According to the first council on 17-29 July 1939, university students in Turkey faced the problem of dealing with foreign language education. In other words, higher education had problems with foreign language education. For example, there was no

foreign language instruction in Ankara Faculty of Law. İstanbul University had difficulty handling foreign language instruction due to large class sizes.

The first council suggested that it was impossible that the students who lacked knowledge of a foreign language would have a good higher education based on scientific research. The council asserted that the issue of foreign language education should be solved prior to higher education. In other words, the students were supposed to learn his or her foreign language at senior high schools. There were three items on the agenda discussed by the commission composed of professors at universities. These items were as follows:

- Attendance at foreign language instructions and examinations is optional.
- Attendance and examinations are compulsory for the scholars and students applied for attendance at the beginning of the academic year.
- Attendance at foreign language instructions is optional. The students are expected to attend them during their education or on summer vacation. They may have examinations without attendance. However, examinations are compulsory.

The above mentioned proposals were put to the vote. The first and second proposals were rejected. Students' compulsory attendance at foreign language was left to the decree of the related institutions.

The issue of the initiation of foreign language teacher education for secondary education in Turkey was negotiated. According to the commission, it was necessary to initiate a department that would present foreign language teacher education to the students who wanted to be teachers of secondary education. The commission asserted that there were complaints about foreign language instructions because the people who had only knowledge of the foreign language presented them without being required to have a qualitative teaching post. Thus, the initiation of the department of foreign language teacher education was regarded as useful in terms of various pedagogic reasons. Moreover, the commission of the first national education council suggested that the following sources should be utilized for foreign language teacher education:

- Attending courses opened for foreign language teachers at İstanbul University,
- Admitting a large number of scholars to existing foreign language classes at Ankara Faculty of Languages, History and Geography,
- The talented students graduated from teacher's training schools should be made to enter German and French senior high schools and American colleges for girls and boys. They should be made to be foreign language

teachers after they have been sent to the countries for one-year period where their foreign languages are spoken following an examination of the Turkish language after graduating from these schools.

Overall decisions that were put forward with reference to foreign language education at the first national education council of Turkey were mainly based on foreign language teacher education. It is not surprising that the council gave priority to this issue as there was a shortage of foreign language teachers. As pointed out above, qualitative foreign language teachers were required to teach foreign languages. Following the establishment of the Turkish Republic, the authorities tended to set up more departments at universities for the purpose of educating more foreign language teachers. As for foreign language instruction at universities, the authorities tried to encourage university students to follow scientific developments through acquiring foreign language education. However, the foreign language education was not free of problems. The prominent problem was that the schools did not have enough foreign language teachers. Thus, the authorities tended to use all possible means to find suitable foreign language teachers to employ at schools.

The second national education council held on 15-21 February 1943 put forward issues about books used for the purpose of education. According to the council, it was necessary for primary and junior high school teachers to follow auxiliary books and journals which would develop their professional knowledge and career. As for the reading books used at primary and junior high schools, the council stipulated that the reading books should be attractive to the primary and junior high school students. In other words, they had to appeal to the eye. Accordingly, the pictures that took place in reading books had to be colourful.

The third national education council held on 2-10 December 1946 mentioned the sources of teacher education for junior high schools. Accordingly, junior high school teachers should be educated at teachers' high schools, faculties and high schools of universities. Foreign language education, pedagogy, and general teaching methodology had to be properly presented at these institutions.

The fourth national education council held on 22-31 August 1949 touched on education institutes which were supposed to train teachers for junior high schools. The commission in charge of analysing the issues about junior high school teachers stipulated that these institutes had to be properly organized concerning up-to-date needs and conditions. The students who would enter a foreign language department of the education

institutes had to pass written and oral examinations. The weekly timetable of foreign language departments of the education institutes was proposed by the commission as follows:

**Table 2.3 The weekly timetable of foreign language departments proposed in 1949**

Lessons	Grade 1	Grade 2
The Turkish Language	3	3
Vocational Lessons	4	4
Revolution History	-	2
The Foreign Language	19	19
The Second Branch	6	4
Total	32	32

As the table shows above, the number of weekly course hours of foreign language instruction is 19. The second branch in Grade 1 is 6 hours a week and 4 in Grade 2. The second branch referred to such lessons as Music, Physical Education, and Painting Lesson, for the junior high schools which were supposed to increase would have few teachers who taught these lessons.

In addition to education institutes, the council mentioned senior high schools. The commission asserted that senior high schools had large class sizes so they had to be reduced to a class of 30-40 students at most. On the other hand, the commission complained about teaching methodology in senior high schools. It suggested that the methodology pursued in these schools depended on teachers' instruction and students' rote learning. It implied that the education in Turkey at that time depended on teacher - centred instruction. Thus, the then senior high school students were thought to be deprived of the ability to research, create, and reason. Moreover, the council mentioned the period of education in senior high schools. The commission of the council suggested that such lessons as the Turkish Language and Literature, Maths, Chemistry, and Geography could be taught in three-year education. It proposed that the foreign language teaching should be spread over four years. The issue was put to the vote. 52 out of 103 commission members voted in favour of four-year education. The council agreed to appoint a coordinating committee to form four-year curriculum of senior high schools. A draft proposal of four - year curriculum was prepared. Subsequently, it was agreed that it should be presented to the Board of Education and Discipline. The following table indicates the four-year curriculum of senior high schools proposed:

**Table 2.4 The curriculum of senior high schools approved by the national education council in 1949**

Lessons	Grade 1	Grade 2	Grade 3	Grade 4		Total	
				Sci.	Lit.	Sci.	Lit.
The Turkish Language and Literature	4	4	4	3	6	15	18
Philosophy	-	-	2	3	6	5	8
History	2	2	2	2	2	8	8
Geography	2	2	2	-	-	6	6
Maths	5	4	4	7	2	20	15
Physics and Laboratory	-	4	4	4	1	12	9
Chemistry and Laboratory	4	3	3	-	-	10	10
Natural History	2+1	2	2	2	2	11	11
The Foreign Language	5	5	5	5	5	20	20
Painting Lesson	1	1	1	1	1	4	4
Music	1	1	1	1	1	4	4
Physical Education	1	1	1	1	1	4	4
Soldiery	1	1	1	1	1	4	4
Art History	-	-	-	1	1	2	2
Weekly Hours	29	30	32	31	29	125	123

**Note:** Sci. stands for Science and Lit. for Literature.

As the above table shows, the period of foreign language instruction in senior high schools has advantage over the other lessons. This table indicates that the authorities at that time gave importance to foreign language instruction. Five hours per week were allotted for foreign language instruction.

The seventh national education council held on 5-15 February 1962 touched on university entrance examinations. It asserted that the universities should announce the students' levels which they demanded prior to the admittance of them. Furthermore, it suggested that the students who did not know any foreign language should not enter higher education. The council mentioned the initiation of faculties of education. Moreover, it suggested that the two-year period of instruction of some departments of education institutes training junior high school teachers was not found sufficient. Thus, the commission members agreed that the instruction period of foreign language departments of education institutes should be raised to three years.

On the other hand, the seventh national education council mentioned colleges and senior high schools offering consolidated foreign languages. It put forward the following suggestions:



- In addition to ministry colleges presenting education on probation, senior high schools which would teach the foreign language with consolidation by way of trial should be opened as well.
- Turkish teachers should be trained for foreign language instruction and some lessons taught in the foreign language in these schools.
- It would be appropriate to open senior high schools offering consolidated foreign languages in various parts of the country, preferably in the east.

Besides the above mentioned suggestions, the council asserted that commercial high schools presenting foreign language education should be opened because not only domestic and foreign commercial activities but also international communication increased. Furthermore, the council suggested that secretarial schools which would present consolidated foreign language education should be initiated. As for the institutes that trained teachers, the commission suggested that foreign language teaching should be compulsory in these places. Furthermore, it asserted that the teachers who succeeded in state foreign language examinations should be provided with a degree of seniority as a means of promotion after they entered their teaching profession.

The eighth national education council held from September 28<sup>th</sup> to October 3<sup>rd</sup> 1970 mainly touched on Turkish education system including primary, secondary, and higher education and provided their definitions. A number of universities put forward their reports as regards the system of secondary education and issues about entrance to universities. For example, Ege University complained about foreign language education in secondary education of Turkey in its report. Its ideas are summarized as follows:

Foreign language education should sufficiently be emphasized in secondary education. The most fruitless foreign language education system of the world is possibly implemented in Turkey. As the Turkish language is different from the western languages, this situation makes the foreign language education more difficult. However, contemporary foreign language teaching methods have been developed. In the west different foreign languages are taught in a short time thanks to these teaching methods. Foreign language teaching should be intensive and the students should benefit from the books written in their foreign language.

The eighth national education council proposed the following timetable to be used in lower secondary education:

**Table 2.5 Draft timetable of new lower secondary education proposed by the eighth national education council**

Compulsory Lessons	Grades		
	I	II	III
Turkish	6	4	4
Social Studies	4	4	4
Science	4	4	4
Maths	4	4	4
Foreign Language	3	3	3
Physical Education	2	2	2
Music	1	1	1
Painting Lesson	2	2	2
Voluntary Lessons			
Religious Education	1	1	-
Total	27	25	24

As the table shows above, the draft timetable that belonged to the lower secondary education proposed by the eighth national education council indicates that the period of foreign language instruction is lower than the upper secondary education pointed out above. This situation suggests that foreign language teaching was given more importance in upper secondary education. The table indicates that foreign language education was viewed as compulsory with a three-hour instruction per week. The period of one lesson was 45 minutes.

On the other hand, the eighth national education council touched on basic education institutions. It asserted that the basic education schools were composed of five-year first stage and three-year second stage of educational institutions. Accordingly, lower secondary education was the second stage of the basic education. The council stated that the draft regulation of new junior high schools that were the second stage of basic education was prepared and would be implemented in all schools as of 1974-1975. The council suggested that the following new timetable would be implemented in junior high schools as of 1974-1975:

**Table 2.6 Weekly course timetable of junior high schools proposed by the eighth national education council**

Common Lessons	Course hours according to the Grades			
	Grade VI	Grade VII	Grade VIII	Total
Turkish	5	5	5	15
Maths	4	4	4	12
Social Studies	3	3	4	10
Science	3	3	3	9
Foreign Language	3	3	3	9

Painting Lesson	1	1	1	3
Music	1	1	1	3
Physical Education	1	1	1	3
Morals	1	1	1	3
Total	22	22	23	67
Voluntary Lessons (Students get at least four-hour voluntary lessons every year)	4-8	4-8	4-8	12-24
Religious Education	1	1	-	2
Total	26(27)	26(27)	27	79(81)

As the table indicates above, the period of foreign language instruction is three hours a week. It has the same amount of hours as Science. It has advantages over such lessons as Painting Lesson, Music, Physical education, and Morals. This table shows that foreign language education is viewed as significant.

In addition to the above mentioned timetable of junior high schools, the council put forward the following weekly course timetable that belonged to senior high schools:

**Table 2.7 Weekly course timetable of senior high schools implementing modern science and maths programmes as of 1974-1975**

Lessons	Grade IX (New)	Grade X (Old)		Grade XI (Old)		
		Sci.	Lit.	Maths	Nat. Sci.	Lang.& Lit.
Turkish Language and Literature	5	4	5	3	3	6
Foreign Language	4	4	4	4	4	4
Geography	5	2	2	1	1	2
History	-	2	2	2	2	3
Art History	-	-	2	-	-	1
Philosophy Group	-	-	-	3	3	6
Psychology	-	2	2	-	-	-
Morals	1	1	1	-	-	-
National Security	1	1	1	1	1	1
Maths	5	6	2	8	3	-
Natural History	-	-	-	-	6	6
Chemistry	-	-	-	6	6	-
Physics	-	6	-	-	-	-
Science	4	-	4	-	-	-
Geology	-	-	-	-	2	-
Physical Education	1	1	1	1	1	1
Elective	3	-	-	-	-	-
Seminar	1	1	4	1	1	-
Religious Education	(1)	(1)	(1)	-	-	-
Total	30(31)	30(31)	30(31)	30	30	30

**Note:** Sci. stands for Science, Lit. for Literature and Lang. for language.

The above table shows that foreign language lessons have advantages over the other lessons. The period allotted for foreign language teaching is four hours per week. This situation implies that students are expected to get required knowledge of the foreign

language prior to higher education. Furthermore, the council states that the period of foreign language lessons in the colleges affiliated to the Ministry of National Education is nine hours. Therefore, the number of weekly course hours in these colleges raises to 35 hours. However, the period of foreign language instruction in senior high schools in general is four hours per week.

The above mentioned council's suggestions with respect to foreign language education in secondary education are summarized as follows:

Foreign language is a compulsory lesson for the students who wish to attend secondary education. If necessary, school principals may organize the foreign language classes as A, B, and C levels. In this case students can be assigned according to these levels considering their knowledge of the foreign language. They can take elective lessons instead of the foreign language. They can have second foreign language among elective lessons. After their graduation the students' foreign language level is registered as A, B, or C in their files.

The eighth council mentioned in-service training activities of teachers in general in Turkey. Its decisions are summarized in the following:

Summer and evening schools are opened to enable teachers to get further training. Courses and seminars are organized so that they can be trained in service. Summer and evening schools are opened by the institutions training teachers. The teachers who complete enough credits are given the institute's certificate. Those who succeed in the courses and seminars opened by ministry of education are provided with certificates. To what extent or how these certificates are assessed in teachers' appointment, advancement and transference is organized with the regulations. The teachers who wish to get further training or develop their profession inside and outside Turkey are provided with leave with or without pay under certain circumstances.

According to the assessment studies report of the decisions of the tenth national education council (23-26 June 1981) in 1983, foreign language education would be gradually extended in line with Article 42 of the Turkish constitution and the number of Anatolian high schools would be increased. They would be extended starting from the densely populated provinces. On the other hand, the report provided the number of schools in Turkey and mentioned the facilities available in these schools. The facilities reported are in the following:

**Table 2.8 The number of facilities in the schools reported by the assessment studies report of the decisions of the tenth national education council in 1983**

Facilities	Number
Physics laboratories	243
Chemistry laboratories	358
Biology laboratories	278
Joint laboratories	587
Foreign language laboratories	58
Libraries	580
Sports hall	247
Work and Art workshop	550

As the above table shows, the number of laboratories allotted for foreign language education lagged behind the others. Thus, foreign language laboratories would not be sufficient for the students considering 1118 schools at that time.

The eleventh national education council held on 8 - 11 June 1982 mentioned the institutes' programmes which trained teachers for basic education institutions. In doing so, the council contextually categorized the departments of these institutes as primary and auxiliary fields as a model. The following category indicates the primary and auxiliary fields with respect to foreign languages, thereby excluding the other fields:

**Table 2.9 The primary and auxiliary fields of institutes' programmes training teachers proposed by the eleventh national education council as a model in 1982**

Primary Field	Auxiliary Field
Turkish	1- Turkish Language and Literature 2- One of the foreign languages 3- Social Studies
Foreign languages (English-German-French)	1- Turkish 2- Another foreign language alongside one foreign language
Music	1- Turkish 2- Painting Lesson 3- One of the foreign languages 4- Classroom teaching
Economy-Trade-Business-Cooperation-Tourism	1- One of the foreign languages 2- Agriculture
Education of Religion and Ethics	1- Turkish 2- Arabic 3- One of the foreign languages 4- History 5- Philosophy

As the table indicates above, the council tended to cause prospective teachers to be trained in two fields. As pointed out above, the category was put forward as a model as it was not definite. However, these primary and auxiliary fields would be implemented according to the conditions of the institutes.

On the other hand, the council put forward primary and auxiliary fields of the institutes' programmes which trained teachers for the secondary education in Turkey. Some of these fields are presented in the following table:

**Table 2.10 The primary and auxiliary fields of institutes' programmes training teachers for the secondary education proposed by the eleventh national education council as a model in 1982**

Primary Field	Auxiliary Field
Turkish Language and Literature	1- Foreign language 2- History 3- Geography
Music	1- Painting Lesson 2- Turkish 3- foreign language
Ceramics Arts	1- Painting Lesson 2- Graphic Arts 3- Handicrafts 4- Foreign language
Graphic Arts	1- Ceramics Arts 2- Painting Lesson 3- Handicrafts 4- Foreign language
English	1- Turkish 2- Second foreign language
French	1- Turkish 2- Second foreign language
German	1- Turkish 2- Second foreign language
Arabic	1- Turkish 2- Education of Religion and Ethics 3- Second foreign language

As the table shows above, the council tended to enable prospective teachers to be trained in two fields. As pointed out above, the category was put forward as a model as it was not definite. Nevertheless, these primary and auxiliary fields for the teachers to be assigned in the secondary education would be implemented according to the conditions of the institutes.

The eleventh council mentioned in-service training of teachers and personnel working for the Ministry of National Education. In doing so, it categorized the in-service training as traineeship, development training, promoting training, and field displacement training. Accordingly, traineeship is organized for those who have just taken a position. They get to know the objective of the institute where they work following their preparatory training. They acquire institutional attitude and recognize their position and duties in the institute. Development training is a kind of training organized for the individuals who have received their definitive appointment. They regain their forgotten knowledge and skills

thanks to this training. Promoting training is arranged to cause the individuals to be promoted to high-ranking positions. They should reach foreseen success criteria. The personnel who succeed in this training are provided with certificates. Promoting training is implemented under the authority and responsibility of regional education centres thoroughly in cooperation with universities in accordance with the objectives and principles determined by the ministry. In field displacement training personnel wish to be trained for the second field. The main objective of this training that has complementary feature is to meet the need for personnel recruitment in the different departments of the institution in a short time. As for the teachers, they may get the positions of management, inspectorship, and the other expertness fields. The council provided the number of in-service training according to the branches. Accordingly, the number of in-service training activities performed in the field of foreign language education from 1966 to 1977 was 120. Compared to the number of other in-service training activities in other branches, it can be regarded as satisfying.

The twelfth national education council held on 18-22 June 1988 mentioned eight-year education and other issues related to education in institutions. The decisions that it put forward are outlined in the following:

Compulsory education is supposed to be increased to eight years considering the essence of primary education. Consequently, arrangements for the children's ages in five and three-year programmes that are consistent with each other should be made possible. Classroom teaching and branch teaching should be separately assessed according to every age group's needs and developed educational technologies. As for vocational and technical secondary educational institutions, they implement the programmes whose education period is three or four years based on eight-year primary education. A one-year preparatory programme is implemented in the institutions where some subjects are taught in a foreign language. Teaching some subjects in a foreign language in Anatolian high schools and similar private schools has been a harmful way for Turkish education based on Article 42 of our constitution, that is, 'No language other than Turkish may not be taught to Turkish citizens as their mother tongue in educational institutions.' Measures are taken to cause the lessons taught in a foreign language in Anatolian technical high schools to be taught in Turkish. In addition to Anatolian technical schools, in Anatolian high schools Science and Maths taught in a foreign language should be taught in Turkish. It is an unavoidable necessity to give importance to foreign language teaching in higher education institutions. However, there are drawbacks of the tendency to use foreign languages as a language of education in faculties or departments instead of Turkish so this situation should sensitively be dwelt on.

The commission's report on foreign language education and training took place in the twelfth national education council. It dealt with the issues related to foreign language education in detail. The council involved a wide range of occupational groups in the commission such as academicians, teachers, and school principals. The foreign language education and training commission initially put forward situation assessment related to foreign language teaching. Its assessment is outlined as follows:

The first important changes in the west have existed since 1950s. New language theories and teaching methods have been developed. Traditional language teaching has gone through drastic changes. Considering the latest developments in foreign language education in the world, the Ministry of National Education, Youth and Sports has always developed it due to the relationship with the Council of Europe. Nevertheless, it is seen that foreign languages are not taught in schools at a desired level despite the state's positive attitude, the public's increasing interest in foreign language teaching, and measures taken. Students are required to acquire communication performance in line with the levels determined by the programmes of instruction under optimal conditions.

On the other hand, the commission asserted that students cannot reach the desired level due to the following reasons:

Students are unable to perceive the significance of the foreign language. Foreign language teaching is viewed as a tool of developing culture rather than pragmatism. A large number of students cannot make progress in their lessons as they do not know how foreign languages can be learnt. Students can hardly use the foreign language in oral communication as the country whose language is taught is far away. Ease of promotion to a higher grade influences learning in a negative way. The students in the upper secondary education who are anxious about entering universities do not give enough importance to the foreign language which has little impact on general point score in university entrance examinations. Moreover, they pass over this education at the end of their upper secondary education. Instructions are aimed at providing knowledge rather than providing skills in performing communication. Lessons are not arranged considering group studies and exercises in communication are not sufficiently included. Teaching materials such as videos and cassette players are not available in most of the schools. Suitable layout of the classrooms and necessary classroom atmosphere (U or O shaped classroom layout) are not provided due to insufficient number of classrooms. Increase in schooling rate makes education infrastructure insufficient so classroom size increases above normal. This situation causes problems in English classes which a large number of students select.



The commission assigned to the foreign language education assessed foreign language teaching from the standpoint of pre-service and in-service training. It put forward the ideas of the commission members as follows:

Time allotted for pedagogic applications is not enough during pre-service training. Furthermore, satisfactory education is not provided with the aim of assessment and evaluation in foreign language teaching. It cannot be said that in-service training courses organized by the ministry meet the needs considering the present number of teachers of every language. In general, foreign language teachers are devoid of any chance to use the foreign language they are teaching so they cannot display required command of language in foreign language classes.

The commission put forward some suggestions for the purpose of solving the above mentioned problems. It suggested that the studies to increase productivity in foreign language education should consistently continue. However, it asserted that it takes time and requires financial sources to provide supportive materials in order to keep the foreign language alive, to equip schools with new technology, and to newly organize pre-service and in-service training.

The commission touched on the System of Language Proficiency Levels which is the level arrangement based on the principle of successive branching. The ministry made a resolution to proceed with the System of Language Proficiency Levels as of 1988-1989 in junior and senior high schools excluding the schools which teach some lessons in a foreign language. The commission members stated that the resolution was deemed suitable by them. They outlined the principles of the system and manner of its application as follows:

Each grade will be accepted as a level starting from the first grade of the junior high school to the final year of the senior high school. Thus, the system will be composed of six levels. The System of Language Proficiency Levels will be compulsory in the first grade of the junior high school and voluntary in the other remaining grades. An examination with central system will be applied at the end of each level. Foreign language teachers who attend the application will be provided with in-service training. Classrooms will include 25 students on average. The student who succeeds in this examination will be provided with a certificate indicating that he/she has completed the level. The number of weekly course hours of foreign language instruction will be 5 for each level. The system will gradually be put into practice. The students who fail in the final examination of the level may go out of the system at will, and yet they may enter the system if they would like to.

Following the approval of the System of Language Proficiency Levels by the commission members, they put forward the following studies to be implemented in the short term:

The objectives and methods that belong to the first grade of junior high schools should be determined. Thus, foreign language teaching should be revised. The units that take place in the textbooks should be arranged according to the new education programme. In-service training for teachers should be arranged to introduce the implementation of the new programme. As for the long term studies, education programmes including six levels based on communicative approach should be developed. A measurement and evaluation unit, an authentic documentation compilation and a centre for foreign languages should be established.

The student who pursues foreign language education within the System of Language Proficiency Levels may stop this learning process at any level and return to the system after several years. According to the commission, the following method should be implemented for the purpose of placing the student:

Being subject to a placement test including the levels the student has completed, s/he should be placed at a level suitable for him or her. For example, if a student discontinues foreign language education after s/he completes the third level and wishes to get a certificate by returning to the System of Language Proficiency Levels after three years, s/he should be subject to the placement test involving the first three levels. If the student is successful, s/he should continue the levels beginning from the fourth level. If the student is unsuccessful, s/he should continue the level suitable for him or her despite completing it before. If the student continues foreign language education with his or her own means during the period when s/he has left, s/he should have the placement test at top levels and continue the appropriate level.

The commission assigned to the foreign language education at the twelfth council of national education mainly handled the issues about problems in many aspects. The commission members put forward their suggestions for the application of the System of Language Proficiency Levels as pointed out above and stated how the new system might be applied to the Turkish education context. They suggested their solutions to the issues with respect to the foreign language education in Turkey at the end of their report as follows:

- Special teaching techniques should be developed for the crowded classrooms in compulsory situations.
- Special exercises and additional materials should be prepared for the students with different talents and autonomous studies.

- Measures should be taken to do an exchange programme with the countries whose languages are taught for the purpose of sending students and teachers to these countries in the summer months.
- Students and their parents should be provided with enlightening information on the significance of the foreign language.
- Maths, Physics, Chemistry, and Biology should be taught in Turkish in all sorts of senior high schools which are in the status of Anatolian high schools and Anatolian vocational high schools, and yet main concepts related to these subjects should be handled in foreign language classes.
- Framework programmes should be prepared for the second foreign language and consolidated foreign language education.
- Necessary measures should be taken to get subject-matter teachers to implement the foreign language education in Grades 4 and 5 in the primary schools.
- Such materials as portable cassette players and videos should be used in foreign language education instead of laboratory installations which cause loss of time and finance.
- The Turkish language classes should sensitively be emphasized in the institutions that train foreign language teachers. The structure of the foreign language should particularly be taught.
- An in-service training school of foreign languages should be established.
- Attempts should be made to get foreign films with Turkish or English subtitles shown on TV.
- Foreign language education should be provided based on mass media.
- Necessary measures should be taken to get second foreign language education popularized.
- An official institution should be established to measure the foreign language level in Turkey.
- Foreign language teachers should behave freely when choosing sources.
- Foreign language specialists should be provided with scholarships so that they can research in their field and attend the courses and seminars in foreign countries.
- Short and long term exchange systems between Turkey and international institutions should be developed at the level of schools considering teachers, students, programmes, and course materials.

The report of the foreign language education and training commission was put to the vote and accepted unanimously. As the council approved the suggestions put forward by the above mentioned commission, they took place in the resolutions. However, the council suggested the abolition of the foreign language and Turkish classes in universities while expressing its precatory words.

The fifteenth national education council held on 13-17 May 1996 mainly touched on the primary, secondary, and higher education. The council suggested primary education should include eight-year schools with non-stop education and secondary education should

be based on basic education and include at least three-year education after preparatory classes. A uniform diploma should be provided after eight years. As for the secondary education, the council asserted that foreign language teaching rather than teaching in a foreign language should take place in education. According to the council, foreign language teaching should be given importance and compulsory foreign language education should be converted into voluntary teaching. As for the higher education, the council suggested that knowledge of the foreign language should be evaluated in terms of appropriate fields in the Student Placement Examination.

On the other hand, the council asserted that the existing education programmes should be developed to catch up with the education of the European Union countries. Accordingly, the teaching of the languages available in the European Union countries should be considered in the secondary education of Turkey. The teaching implementation of sciences, maths, and vocational courses in a foreign language should be abolished. This is because there has been a general belief in the public opinion that the students graduated from the schools which teach some subjects in a foreign language fail in the Student Selection and Placement Examination as they learn science and maths in the foreign language. Thus, foreign language teaching rather than teaching in a foreign language should be implemented in the secondary education. The available resources for foreign language education in schools should be extended and necessary equipment should be provided. Moreover, any opportunity to receive education abroad should be made available to the teachers.

The seventeenth national education held on 13-17 November 2006 touched on Turkish education system in the process of European Union membership and globalization. The council suggested the following resolutions:

- National education policies that will support, develop and extend lifelong learning should be formed.
- Foreign language education methods should become more active and productive. Moreover, foreign language education centres should be established in different regions of Turkey so that all civil servants can learn foreign languages.
- Foreign language education in the process of European Union membership and globalization should be given importance and individuals should be made to learn at least one foreign language by means of accelerated foreign language education centres and website-aided learning environment.
- All schools should be made to prepare their own websites in Turkish or foreign languages to provide technology and information transmission.

- Teachers should be supported so that they can improve their communication skills in foreign languages.

The eighteenth national education council held on 1-5 November 2010 suggested the following:

- Training managers should be made to recognize different society and cultures and develop their foreign language skills.
- The teaching of all subjects should be implemented in Turkish. The teaching of some subjects in foreign languages should be abolished.

The Overall evaluation of national education councils indicates that foreign language education is given importance at the macro level. This is because the authorities and specialists have wished to catch up with new technology available in the west. They have put forward their ideas related to foreign language education in Turkey. However, these ideas they have put forward to date have been regarded as advisory. The specialists who have participated in nearly all the councils have asserted that foreign language education should take place at schools. According to them, necessary equipment and teaching methods should be provided. When it comes to the process of European Union membership, the foreign language education has recently been emphasized at the councils of national education. This is because the authorities tend to integrate Turkish education system with the educational context of the European Union members. They even go as far as to argue that individuals in Turkey should learn second foreign language due to the process of adaptation to the European Union. Of the national education councils, the twelfth council put great emphasis on foreign language education in Turkey. As pointed out above, the commission handled it in many aspects. In doing so, they put forward the problems and solutions to it. They handled it from the standpoint of macro and micro levels.

#### **1.4 The evaluation of English language teacher education in Turkey**

Article 36 of the State Personnel Law<sup>24</sup> no.657 defines Education and Training Service Class as “This class involves the teachers assigned to the task of education and training at the institutions included in the scope of this law.” Article 43 of the Basic Law of National Education<sup>25</sup> no.1739 describes teachership as “It is a specialized profession which

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<sup>24</sup> It refers to Devlet Memurları Kanunu.

<sup>25</sup> It refers to Milli Eğitim Temel Kanunu.

takes on the education and training of the state and management task with respect to it. Teachers are liable to execute their task in compliance with the objectives and basic principles of Turkish National Education.”

The demand for foreign language teachers was met by other means before the 1930s. The people who had knowledge of foreign languages were admitted in this way (Gatenby 1947). They were the people who graduated from senior high schools teaching in foreign languages or who learnt foreign languages abroad. The people who completed their education in the field of philology were admitted to teaching profession by following short-term initial teacher training as well. As the number of students increased in education, foreign language teacher education was regarded as necessary. Education of teachers of German, English and French was viewed as prominent as of 1938. Such schools as Galatasaray High School, foreign language schools and philology departments did not suffice to teach students their foreign language.

A two-year college of foreign languages to teach high school students began its education thanks to the cooperation between İstanbul University and Ministry of education in 1938-1939 academic year. The students attended this school would be educated there in their first year and then taught in the country where the language was spoken. Apart from language lessons, they studied Turkish literature and teacher education subjects. The school was abolished due to the World War II as the students were not sent to France, Germany and England. The students were assigned to the relevant departments of the philology.

It was understood that a new policy on foreign language teacher education was necessary. After the 1940s, the candidates willing to be foreign language teachers trained in the departments of foreign language teaching in education institutes.

Foreign language teacher education was begun in Gazi Institute of Education as of 1941. Accordingly, French language teacher education started in 1941, English language teacher education in 1944 and German language teacher education in 1947. The prospective English teachers studied grammar, composition, and translation (Gatenby 1947). To begin with, the education in these schools included a two-year instruction. The instruction duration of these departments was raised to three years in 1967-1968 academic year. The three-year education of these institutes was lengthened to four years in 1978-

1979 academic year. Later on, these education institutions were transformed to education faculties of universities thanks to Decree Law dated July 20<sup>th</sup>, 1982 (Dogramaci 2007).

On the other hand, a vast majority of Peace Corps from America, who lived in Turkey in 1960s, worked as English language teachers. They carried out this function until 1970s.

Schools of foreign languages were launched in Erzurum in 1971, in İstanbul in 1972 and in Eskişehir in 1975 for the purpose of contributing more to meet the need for foreign language teacher education. However, the education in these schools of foreign languages and philology focused on linguistics and literature.

As demand for foreign language teachers increased, evening classes came into existence in 1974-1975 academic year. The instruction hours started after 5 p.m. As a last resort, summer schools were begun for the purpose of foreign language teacher education. However, they failed to pursue suitable education.

As pointed out above, foreign language teachers trained through four-year undergraduate programmes in newly established faculties of education following the closure of education institutes in accordance with Higher Education Law issued in 1982. However, the commission assigned to the task of report on foreign language education and training in 1991 asserted that there was no coordination between the Council of Higher Education and the Turkish Ministry of National Education in terms of scientific innovations, curriculum, and implementation of teaching practice. As for the problems that the teachers encountered with respect to school and classroom applications, the commission put forward the following issues (MONE 1991):

- There are overcrowded classrooms in which English is taught.
- The teachers lack enthusiasm for teaching French and German in a classroom with three or four students.
- Teaching materials are not distributed equally to schools.
- Students lack willingness and action.
- Teachers lack enough in-service training.

According to the above mentioned commission, the Turkish authorities had called on foreign teachers since 1984 so that they could teach in Turkey in order to enhance the quality of foreign language education through the framework of bilateral agreements with various countries. They were employed to teach mostly in Anatolian high schools. The vast majority of those teachers returned to their countries after two or four years due to

inefficiency and inadaptability. Teachers of foreign origin were chosen by the selection commission established through bilateral agreements. However, the operating performance of those teachers was declining due to the following reasons (MONE 1991):

- Education applications and system differences,
- Teacher-student relationships,
- Differences of assessment and evaluation,
- Working conditions,
- Wages,
- The problem of using the host country's language,

The 1997 education reform brought about drastic changes in the field of foreign language teacher education. It had implications for English language teacher education as English was introduced to the fourth and fifth grade primary school students. Thus, Teaching English to Young Learners (TEYLs) took place in the curriculum of the ELT departments of faculties of education. The introduction of TEYLs made it possible for the ELT departments to revise the teaching techniques and methods that the prospective teachers of English would use in their future profession.

On the other hand, the introduction of English to primary schools as a compulsory subject brought about problems due to teacher shortages. Accordingly, classroom teachers were encouraged by the school management to attend English language teaching courses in order to teach English to Grade 4 and Grade 5 students. The Ministry of National Education cooperated with the Open University Faculty of Anadolu University to meet English teacher shortage. Thus, the 1997 education reform brought about Turkey's first distance learning teacher education programme (Kirkgoz 2007). This distance English language teacher training programme began in 2000-2001 academic year. The prospective teachers who graduate from this programme receive a Bachelor of Arts degree in ELT by attending face-to-face and distance education.

Following the introduction of the 1997 education reform, Turkish Ministry of Education gave importance to teacher development issues, thereby setting up the In-service English Language Teacher Training and Development Unit (INSET) to arrange seminars and workshops for teachers of English. Furthermore, the Ministry of National Education agreed to cooperate with the English Language Teachers' Association in Turkey (INGED) and the British Council (BC) for the purpose of the implementation of the above mentioned reform.



## **2. An overview of foreign language education policy in other countries**

The research examines the foreign language education policies pursued in other countries in order to understand how foreign language teaching is implemented in other EFL contexts. It involves such countries as China, Japan, Thailand, Iran, and European countries. In doing so, at first it takes into consideration the philosophy of foreign language education policy to better understand the context in which foreign languages are taught.

### **2.1 The philosophy of foreign language education policy**

Human beings have encountered various languages different from their own languages for centuries. Thus, there are a large number of speakers of different languages. Consequently, they have come up with foreign language teaching and learning to deal with issues related to the languages they are unfamiliar with. For example, Latin was the dominant language and functioned as a lingua franca in the middle ages. Therefore, people had to learn this language at that time. However, following the technical and scientific developments, people replaced Latin with such dominant languages as French, German, and English. The Turks encountered such languages as Arabic and Persian to learn and study as foreign languages prior to the republic period. Subsequently, these languages were replaced by such languages as French, German, and English. When it comes to the teaching methods, they were taught by means of the grammar-translation method which was one of the most traditional methods. It was mostly used to teach Latin and Greek in medieval Europe. It was utilized for the purpose of foreign language education in Turkey as well. The method emphasized the rules of grammar and translation from one language into the other. Subsequently, it was replaced by other methods such as direct and audio-lingual methods.

On the other hand, modern foreign languages gradually took place in secondary schools and universities in Europe (Mitchell 2009). As for Turkey, modern foreign languages started to take place in the Tanzimat reform era in order to catch up with technological and scientific innovations of Europe. Modernisation movements had also impact on some Asian countries in terms of introduction of modern languages. For example, Japan made room for a new higher education context including English language teaching from the 1870s and English was introduced into secondary education from the 1890s.

When it comes to the philosophy of foreign language education policy in general, it is understood that there exist a number of factors which lie behind it. First of all, the countries have benefited from foreign languages by doing business for centuries. The other factors such as religion, social policies, communication, globalization, technology, and science have shaped foreign language policies. For example, the Catholic Church tried to favour Latin on grounds of religious issues. Russian took place in China as first foreign language in the 1950s on grounds of political relations. English has replaced Russian in Eastern European schools since the collapse of the Soviet Union as of 1989. As for Turkey, the above mentioned factors have influenced its foreign language education policy. For example, the authorities tried to make extensive use of the French language in order to pursue contemporary education in particular schools in the Tanzimat era.

It has been suggested that foreign language education has positive impact on students' education (Ellis 2008). Moreover, it contributes to students' academic success. Consequently, there is a general consensus among researchers in the field of linguistics that it is important for students to study foreign languages. For example, Rivers (1968, as cited in Els, Bongaerts, Extra, Os & Dieten 1984:161) suggests the following reasons in favour of teaching foreign languages:

- It aids their intellectual development;
- It aids their cultural development by bringing them into contact with the literature written in other languages;
- It enriches their personalities by bringing them into contact with other customs, norms and ways of thinking;
- It will deepen their understanding of the way in which language, also their native language, works;
- It enables them to communicate with speakers of a different language, either by means of the written word, or by means of the spoken word;
- It contributes to better international relations.

Els (1994) makes contributions to our understanding of definitions related to language policies in general. He contends that national foreign language teaching policy of a country is different from its national language and national foreign language policies. Accordingly, the country maintains its own language under the umbrella of its national language policy and makes use of its foreign language policy to regulate the position and use of foreign languages in the country, thereby regulating the use of foreign languages in courtrooms. However, according to him, foreign language teaching policy deals with teaching and learning foreign languages.

Bangbose (2003) states that language policy is sometimes explicit from the standpoint of law, regulations, and a large number of measures determined by governmental institutions. However, it can often be implicit and inferred from observed practices. Moreover, most language policy decisions made in a country depends on bureaucracy. They are taken by governmental institutions and their implementation is based on regulations made by bureaucratic officials.

Educational policy plays an important role in determining foreign language teaching policy. It determines which foreign language must take place in education and decides on the current and future needs for foreign language teaching and learning. From the perspective of these needs, Els et al. (1984:158) suggest the questions, “Does the community consider it important that all its members know a foreign language, or is this considered necessary only for certain professional domains?, How many languages, and which languages, are felt to be necessary?, How great is the demand for each individual language?, Does everyone need the same skills, or the same level of command per skill?, Is there a stable needs pattern”? Thus, a needs analysis has great significance for determining foreign language teaching policy.

Apart from the above mentioned questions, there are other factors that foreign language teaching policy should take into account. These factors involve appropriate teaching materials and teacher training. Furthermore, foreign language teaching policy decides on which foreign languages have priority over other foreign languages in education. It takes into consideration the question of whether a foreign language starts in primary education. It also determines to allocate the duration of foreign language teaching in educational context.

As for the factors that the policy maker should consider, four categories are put forward (Els et al. 1984). These categories are 1) language policy factors, 2) psychological factors, 3) linguistic factors and 4) educational factors. Language policy factors refer to political issues pursued in a country. These political issues need to be taken into consideration. The country, for example, may make room for languages of neighbouring countries. Furthermore, the language policy pursued by a country may be shaped according to the international organizations in which it is involved. For example, the Council of Europe may influence language policies.

Psychological factors refer to the level of hardship related to different foreign languages and skills. It is assumed that if the foreign language learners study is too difficult for them to cope with, they will be discouraged from mastering it. Given that the foreign language is easy enough to deal with, learners will be motivated and eager to learn it. Accordingly, Els et al. (1984:164) put forward the following questions:

- What is the optimal age for learning foreign languages?
- What consequences does making a start with more than one foreign language at the same time have?

Linguistic factors concern language distance which influences learning and teaching. Given that the distance between two languages is small, it will be easy for a learner to master the other language. As for educational factors, they refer to teaching time, foreign language skills, school curriculum, appropriate teaching materials and well-trained foreign language teachers.

Shohamy (2006) states that decisions related to language education policy (LEP) are made by such central authorities as government agencies, parliaments, ministry of education, regional educational boards and schools. Thus, it is not independent in many aspects. It has close contacts with political, social, and economic elements. Accordingly, LEP is put forward by political organs in top-down manner. Schools and teachers comply with these policies. Consequently, these policies are then strengthened by teachers, materials, curricula, and tests. However, LEP is also regarded as a bottom-up process to bring about alternative language policies. It is turned into practice by formal education. The educators that consist of teachers and principals are responsible for realizing the language education policies in the educational context. The language curriculum is designed by the above mentioned policies so that the language education policy can be implemented. Subsequently, the policy is translated into textbooks and other teaching materials. It deals with decisions to be implemented in educational institutions with reference to language teaching and learning. These decisions involve these issues such as: “which language(s) to teach and learn in schools? When (at what age) to begin teaching these languages? For how long (number of years and hours of study) should they be taught? By whom, for whom (who is qualified to teach and who is entitled or obligated to learn) and how (which methods, materials, tests, etc.)?” (ibid. :76).

In nearly all countries, foreign language education policy is centrally planned and implemented at the micro level, namely in educational institutions. It goes without saying that planning for foreign language education is shaped by policy-making involving a large number of objectives (Mitchell 2009). Baldauf, Li and Zhao (2008:235) put forward the following dimensions related to language in education policy in terms of language acquisition management (henceforth LAM):

- Access policy asks the questions of who must study what languages at what levels for what duration.
- Personnel policy examines what the requirements are for teacher training, selection, and employment, and in particular whether there are language proficiency standards for teachers. This encompasses the question of whether native speakers may be preferred over non-native speakers.
- Curriculum policy defines what curriculum is mandated and by whom. It also asks how it is developed and who is involved.
- Methods and materials policy describes what teaching methods and materials are prescribed. With methods, it should also examine the extent to which the method prescribed is actually implemented.
- Resourcing policy asks how this is going to be paid for. Where do the resources come from to support language acquisition programs? Are they adequate for the purpose? Does resourcing restrict access for certain groups? Are all languages in the polity resourced? If so by whom?
- Community policy is about agency. To what extent is the community consulted about what languages are offered? Do students have a choice of language or are policies decided top down?
- Evaluation policy examines the criteria that are used to measure the impact of LAM. Are students required to sit for examinations? What criteria do they need to meet? Are these criteria congruent with the required methods? Are individual students' linguistic and cultural needs catered for by the criteria? Is teacher quality evaluated by student examination success?
- Teacher-led policy asks whether teachers have agency. Are teachers given, or do they take, some agency for LAM in their classes? It has been argued that their agency or lack thereof contributes significantly to the successful management and implementation of programs.

Baldauf (2005) states that language policies involve ideas, laws, regulations, rules, and practices aimed at getting planned language change. Such policy may be put into practice by means of language planning documents. Baldauf (2005) goes as far as to argue that language policy and planning take place at different levels. Accordingly, they are regarded as a macro level which is in the political process at the top and as a micro level that is in the implementing process at the bottom.

In parallel with Baldauf (2005), Spolsky (2004) states that language policy may take place at various levels including the macro and the micro levels. Accordingly, sociolinguistics contexts within language policy range from the micro, e.g. families, schools, religious organizations, the workplace, and local government, and to the macro, e.g. politics and supra-national organizations.

On the other hand, the factors that influence foreign language education policy may change from country to country. In other words, foreign language policy may be determined by various interest groups. For example, Mitchell (2009: 98) asserts that

Foreign language education policies cannot be imposed by ‘bureaucrats’ and ideologists, but require a reasonable consensus among students, parents and the wider community to take root and deliver a measure of foreign language learning. Contexts have been identified where enthusiasm for foreign language learning has run ahead of formal educational provision (e.g. for English in pre-school education in Taiwan), and also contexts where existing provision has been abandoned by the student clientele (e.g. the decline of German learning in Hungary, or the failure to retain upper secondary school students in any kind of foreign language learning, in the UK or Australia). Unsurprisingly it seems foreign language education succeeds best where a social consensus supports it.

The foreign language education policy regarded as drastic has been implemented since 1990s. The starting age for foreign language learning has been lowered due to parental demands and allocating more time for English learning (Mitchell 2009). The Eurydice survey in Europe (2005: 39) asserts that “at least half of all pupils in primary education learn a foreign language in the majority of the countries. In many countries in 2002, 50 % or more of all pupils in primary education learnt at least one foreign language. In Luxembourg, 80 % of all pupils at this level learnt two foreign languages or more. In Estonia, Finland, Sweden and Iceland, at least 10 % of pupils were in this situation.”

It is not surprising that the Turkish education system has been influenced by this process. Foreign language education was introduced into primary education with the 1997 Basic Education Reform. The students in Grade 4 and 5 in primary education in Turkey have been studying a foreign language since the introduction of the education reform in order to promote closer educational integration with the applications within the European Union. The Official Bulletin of MONE issued in 1997 put forward the following suggestions with respect to the philosophical aspects of foreign language education:

- It opens the door to views on various cultures.
- It educates individuals so that they can be tolerant and broad-minded.

- It strengthens the individual's views on his/her culture.
- It makes it easy for the individual to identify with himself or herself at the same time.

As for choice of languages in foreign language education, French, German, and English have found place in Europe. However, French had advantages over the other languages. Today, various languages take place in the curriculum of the European countries. For example, English, French, German, Spanish, and Russian accounts for 95 % of all languages learnt in secondary education of a large number of European countries. However, English is the most taught language in nearly all countries. This situation implies that it is the most dominant foreign language studied in primary and secondary education. As a result, English is studied by 46 % of the students in primary education, by 87 % of the students in lower secondary education and by 90 % of the students in upper secondary education (Eurydice 2005). As for German and French, they share the position of second most taught language. A large number of European countries make the learning of two foreign languages compulsory in their education contexts.

As pointed out above, English has been regarded as a dominant foreign language studied in nearly all countries. Thus, it is not surprising that it plays a significant role in foreign language education policymaking. The spread of English has accelerated worldwide since World War II, thereby finding place in the curriculum of all schools in the world. Globalization, scientific inventions, technological innovations, economy, diplomacy, and internet have contributed to the spread of English. Thus, English has advantages over the other foreign languages as it takes place in primary, secondary, and higher education curricula around the world. Thus, it has influenced foreign language education policy at the international level in many aspects. Consequently, the language norms have come under question in terms of world Englishes (Bamgbose 2003; Jenkins 2009; Kachru 1986, 1992).

## **2.2 Foreign language education policy in China**

English language teaching has been dominating foreign language education policy in China due to globalization. The spread of English has accelerated since 1978 when China adopted the Open Door Policy (Hu 2007). In other words, English has been the prominent foreign language and gained importance among Chinese people. It is regarded as a foreign language rather than an official language. However, it has been viewed as a tool to assist

Chinese people in coping with modernization and globalization. Furthermore, Chinese people get economic benefits by the help of the English language.

Hu (2007) identifies three reasons for the spread of English in China: the globalization of China, government promotion of English and English being important to individuals. It is not surprising that globalization has influenced China. China's globalization process has gained momentum since it joined World Trade Organization in 2001. Thus, English has become more prominent in China since then. Furthermore, the use of internet has accelerated this process.

Today, this country is regarded as a developed country in terms of exportation of goods. It exports a wide range of products to the other countries. English language is mostly used for the trade exchange. Furthermore, the country has newspapers, televisions, magazines and websites published or broadcast in English to introduce its developments to the world. As for the Chinese government's promotion of English, the central government has been trying to accelerate China's integration into the global world. When the country won the bid to host the 2008 Summer Olympic Games and entered the World Trade Organization, English became significant for the integration process as it has been used as a global language. Accordingly, demands for English have gone up. The government has been supporting English nationwide by means of various attempts.

To begin with, English has been promoted in the Chinese educational system. It has been taught in a compulsory manner. The government has been promoting English among the ordinary people outside of the formal educational context since the preparation for the 2008 Olympic Games.

As for English being important to individuals, people in China have been giving importance to English so that they can pursue social and economic benefits. Moreover, English is viewed as significant to get educational and professional advancement. It is assumed that English presents a competitive advantage to those who have a good command of English. Accordingly, English proficiency and income are strongly correlated due to China's integration into the global world.

Hu (2007) suggests that the position of English in the educational context has shown differences since the foundation of the People's Republic of China in 1949. As the new Chinese government was not recognized by the West at that time, it developed close connections with the former Soviet Union, thereby promoting the Russian language in the



country. In other words, Russian had advantages over the other foreign languages. English was restricted to few institutions. Many English teachers had to change their education profession in favour of Russian.

China began to establish economic relationships with the western countries in the early 1960s. Thus, the relationship with English-speaking countries improved. English language teaching was given priority. Furthermore, it was officially declared as the first foreign language in China in 1964. However, the position of English lost ground during the Cultural Revolution (1966-1976). In the early years of the Cultural Revolution, English was prohibited in the educational context as it was thought to imply bourgeois ideas. Learning anything in connection with western countries was viewed as inconvenient. Furthermore, teachers of English language and the other foreign language teachers were exposed to ill-treatment. Nevertheless, English was brought into effect again in the educational curriculum in the early 1970s as the country began to establish new ties with the western countries. When the Open Door Policy was announced in 1978, the purpose was supposed to mainly get benefits from foreign science and technology to lead to China's modernization. In 1979, the government announced that foreign language education was to support English as well as such languages as German, French and Japanese. However, English was given priority to enhance China's modernization. As China has been internationalized since the early 1990s, the governments have been taking drastic innovations in connection with foreign language education policies.

Education in China includes three levels of education: basic education, higher education, and adult education. Basic education contains optional kindergarten education, compulsory education, and three-year upper secondary or vocational education. Compulsory education mostly includes the six-three system: six-year primary and three-year lower secondary education. As for higher education, it has two sorts of programmes: two- or three-year associate degree programs or four- or five-year bachelor's degree programs. The postgraduate program includes a master's degree which takes two to three years, and a doctoral degree that takes three years on average.

In Chinese educational system English Curriculum Standards consists of a nine-level system. Accordingly, students are supposed to get Level 2 at the end of primary school, Level 5 at the end of lower secondary school, and Level 8 at the end of upper secondary school. Level 9 is arranged for more advanced students.

English is not taught in all kindergartens as compulsory. Nevertheless, it is taught in private kindergartens to attract parents with high income. Furthermore, it is taught in public kindergartens in big cities as parents require their children to acquire English at an earlier age.

In 2001, China's Ministry of Education put forward a document to make it compulsory for those students at Grade 3 to get English classes at school. Prior to the new foreign language policy, the students at Grade 7 had started to get English classes. The policy suggests that a school should present at least four English classes a week.

The Ministry of Education provides provinces and regions with freedom of action for the implementation of the foreign language education policy. Thus, the implementation of primary English education differs throughout the whole nation due to regional variation. Lower secondary schools present at least four English classes per week. Students should have Level 5 at the end of these schools.

English language teaching is of significance in terms of senior secondary school entrance examinations. Such subjects as English, Chinese, Mathematics, Physics, Chemistry, and Politics take place in these examinations. However, the content of this examination differs from prefecture to prefecture. Therefore, students have to prepare themselves for the examinations because of the English entrance examination. Upper secondary schools aim to develop students' ability to use the English language. On average, students are supposed to get Level 8 at the end of senior secondary schools.

English takes place in university entrance examinations irrespective of majors in which students are interested. Therefore, Chinese students are expected to be highly motivated due to this situation. English language teaching has advantage over other foreign languages at undergraduate level as universities give priority to English.

The Ministry of Education has issued a national syllabus with respect to undergraduate English programs. The syllabus aims to prepare undergraduate students for being skilled in the English language. Furthermore, it pays attention to four skills. It requires students to be good at English in order to cope with foreign affairs, education, technology, science, trade, business, culture, and the military. It aims to enable students to speak English with people who live in English speaking countries. Accordingly, all English majors are supposed to take TEM4 (Test for English Majors 4) towards the end of the second year and TEM 8 (Test for English Majors 8) towards the end of the fourth year.

Non-English majors take college English classes in a compulsory way. The aim of college English classes is to enable students to mainly attain listening and speaking abilities so that they can communicate well in their prospective jobs. The syllabus requires Chinese students to provide economic development and international interactions by means of a good command of English. Moreover, it requires schools to provide their students with computer-assisted language learning to learn on their own. Students' college English is assessed mainly by means of two tests: CET4 (College English Test Band 4) and CET6 (College English Test Band 6). They are national English proficiency tests and regarded as important to college students. Those who succeed in these tests attain certificates. As these certificates are used in the labour market, they are viewed as significant as well.

There are various adult education programs in China. Most of these programs require learners to succeed in particular English examinations. In other words, they are exposed to public English examinations. Therefore, they are expected to have a good command of English.

### **2.3 Foreign language education policy in Japan**

It is not surprising that the spread of English all over the world has influenced Japanese education system as well. Thus, English is taught extensively as a foreign language in Japan. Furthermore, it is used in a wide range of areas, i.e. trade, academic study and overseas travel (Mckenzie 2008). As a result, English language teaching has a profound impact on Japanese education system and society.

Sasaki (2008) suggests that the history of English language teaching in Japan includes four periods. The first period lasted from 1860 to 1945. English was first introduced and brought into the educational context mainly for the elite at that time. The second period continued from 1945 to 1970, when English was involved in the compulsory education system for the first time. The third period lasted from 1970 to 1990, when English was viewed as a tool used for communicating with the foreigners who spoke the language. The last period includes the present period in which a number of new policies have been adopted.

The Japanese people have encountered a number of foreign languages in its history. The Chinese language especially takes place among these languages. It has influenced Japanese writing system for a long time (Mckenze 2008). The Japanese people made their

first contact with the European countries when the Spanish and the Portuguese came to their country in the sixteenth century. However, this contact did not last for a long time. Following the relationships with these countries, they met the Dutch people by means of economic relations. The Dutch language was studied by a few scholars. In doing so, they led to the study of the other foreign languages.

English was introduced into Japanese society by means of the Japan - US Treaty of Amity and Commerce in 1858 (Butler & lino 2005). Consequently, America and Japan initiated diplomatic relations, thereby leading to English language teaching. Furthermore, Japan gravitated towards the west during the Meiji era which lasted from 1868 to 1912. At that time, Japan launched its modernization trend and its modern education system. It was native English speakers' duty to teach English. Most of these native speakers were Christian missionaries. English language teaching implemented by native speakers depended on oral English (ibid). A foreign language education system was set up in the 1890s and English, therefore, became the sole foreign language.

It is suggested that the history of English language education consists of two alternating foci: English for practical purposes and English for entrance examination for higher education (Butler & lino 2005). To start with, English education in Japan was taught in connection with practical purposes which were prompted by the idea of modernization.

On the other hand, the English language fell into disfavour after Japan had managed to survive few wars. The country slowed down the westernization movement, thereby causing nationalism to come up. The use of English as a medium of higher education was replaced with Japanese. Foreign texts and teachers were steadily abandoned in favour of Japanese texts and teachers in the early 1900s (Kitao & Kitao 1995, as cited in Butler & lino 2005). Moreover, English was only used for academic purposes and learnt with the aim of reading texts instead of communication. In other words, learners of English in Japan focused on grammar, vocabulary, and translation instead of communication.

The study of English lost priority during World War II as the language belonged to the enemy (ibid). Later on, this situation was changed in favour of English due to the American military government. The education system of Japan was adjusted at that time.

English was brought into practice as a subject as of 1947 by means of the education reform. Subsequently, English was used for the purpose of communication. Thus, English

language learning did not lose its academic pursuit. Furthermore, English was brought into the entrance examinations to attend all high schools in Japan as of 1956.

The Japanese ministry of Education, Culture, Sports, Science and Technology (MEXT) got rid of grammar textbooks in favour of English 1 and English II to form the new subject in 1978, thereby enabling Japanese students to acquire four basic skills. Furthermore, the ministry set up English IIA to enhance listening and speaking skills, English IIB to enhance reading, and English IIC to enhance writing skills. The current Courses of Study for Junior High School were formed in 1998, and those for Senior High School were formed in 1999.

The regulation of English curriculum in Japan has been designed by the Courses of Study that are revised once every ten years. Courses of study focus on listening, speaking, reading, and writing. The present curriculum aims to prompt practical communication abilities. However, it is assumed that Japanese people have difficulty in speaking English even though they know grammatical rules (Okuno 2007).

Today, the Japanese educational system has six-year education of elementary school, three-year education of junior high school, three-year education of senior high school, and four or two-year education of university. The first nine years of the education is compulsory.

Most students in Japan start to study English as a compulsory subject in junior high schools. However, they can prefer a second foreign language other than English. As most universities give priority to English language teaching in their entrance examinations, most high schools teach English.

The MEXT planned to form a ‘Strategic Plan to Cultivate “Japanese with English Abilities”’ to shape Japan’s English language teaching practice (Honna & Takeshita 2005). The policy aimed to accelerate Japan’s integration with the rest of the world. Furthermore, it set a number of goals scheduled to be accomplished by 2008. According to these goals, Japanese people were supposed to receive certain levels of English language abilities. For example, junior high school students were expected to pursue basic communication such as greetings and responses in English whereas senior high school students were supposed to have ordinary day-to-day communication abilities. Moreover, university students were expected to use English in their work.

Japan has been discussing whether English should be introduced into the elementary schools as a mandatory subject (Honma & Takeshita 2005). The Ministry of Education, Culture, Sports, Science and Technology declared in 1998 that English was supposed to be introduced into elementary schools as of 2002. However, it was introduced as 'comprehensive learning' to avoid pressure in the language teaching. Accordingly, schools would invite English speaking guests and communicate with Japanese students. The elementary schools were allowed to have a maximum of 11 English classes a year. The introduction of English into elementary school was not targeted at teaching English skills. On the contrary, it was aimed at providing students with international awareness. In 2008, the Ministry of Education, Culture, Sports, Science and Technology declared that English would be taught at elementary schools once a week as a regular class in Grade 5 and Grade 6. The new programme would start in 2011 (Ikegashira, Matsumoto & Morita 2009).

The following timetables present lesson timetables of Japanese schools. The timetables belong to elementary education, lower secondary education, and upper secondary education.

**Table 2.11 Elementary education of Japan: yearly lesson timetable (2008)**

Subject	Number of yearly periods in each grade					
	1	2	3	4	5	6
Japanese language	272	280	235	235	180	175
Social studies	-	-	70	85	90	100
Mathematics	114	155	150	150	150	150
Science	-	-	70	90	95	95
Life environment studies	102	105	-	-	-	-
Music	68	70	60	60	50	50
Art (drawing and handicrafts)	68	70	60	60	50	50
Home economics	-	-	-	-	60	55
Physical education	90	90	90	90	90	90
Moral education	34	35	35	35	35	35

Special activities	34	35	35	35	35	35
Periods for integrated studies	-	-	105	105	110	110
Total periods per year	782	840	910	945	945	945
Average number of periods per week	23	24	26	27	27	27

**Source:** UNESCO-IBE 2011

According to the above timetable, each period lasts 45 minutes. As seen in the timetable, there is no foreign language subject. However, periods for integrated study make up for this situation. The students carry out several topics including foreign language conversation in these periods.

The following timetable that belongs to Japanese elementary education will be implemented in 2012.

**Table 2.12 Elementary education of Japan: yearly lesson timetable (to be implemented in 2012)**

Subject	Number of yearly periods in each grade					
	1	2	3	4	5	6
Japanese language	306	315	245	245	175	175
Social studies	-	-	70	90	100	105
Mathematics	136	175	175	175	175	175
Science	-	-	70	105	105	105
Life environment studies	102	105	-	-	-	-
Music	68	70	60	60	50	50
Art (drawing and handicrafts)	68	70	60	60	50	50
Home economics	-	-	-	-	60	55
Physical education	105	105	105	105	90	90
Moral education	34	35	35	35	35	35
Special activities	34	35	35	35	35	35
Periods for integrated studies	-	-	70	70	70	70
Foreign language activities	-	-	-	-	35	35

Total periods per year	853	910	945	980	980	980
Average number of periods per week	25	26	27	28	28	28

**Source:** UNESCO-IBE 2011

As seen in the timetable, foreign language classes start in Grade 5. The curriculum aims to enable students to acquire a positive attitude towards communication and familiarize them with the sounds and basic expressions of foreign languages. Accordingly, students should learn the significance of verbal communication and pay attention to listening and speaking in the foreign language. In doing so, students will go through communication with people who have different cultures. In other words, the curriculum will arouse students' awareness of the foreign language and the culture where the language is spoken. As mentioned above, Japanese students prefer English as a foreign language. Thus, English is supposed to be selected for foreign language activities. Each individual school should form targets of foreign language activities for each grade whereas they should consider students' circumstances. Homeroom teachers or the teachers who are in charge of foreign language activities should make teaching programmes and execute classes. These teachers should get more people involved in English classes. For example, they can call on native speakers of the foreign language or any person who is proficient in the foreign language. The teachers should make use of such audio-visual materials as CDs and DVDs to familiarize their students with sounds in the foreign language. The instructions in the language should be in parallel with students' interest. Furthermore, they should involve such subjects as Japanese language, music, arts, and handicrafts which students have already studied. In other words, the instructions should be integrated with the other subjects that students learn. Moreover, the teachers should get students to enhance their understanding of the Japanese language and culture by means of foreign language activities (MEXT 2011).

The following tables present yearly lesson timetables of lower secondary education of Japan. One of them belongs to the year 2008 and the other the year 2012.



**Table 2.13 Lower secondary education of Japan: yearly lesson timetable (2008)**

Subject	Number of yearly periods in each grade		
	7	8	9
Japanese language	140	105	105
Social studies	105	105	85
Mathematics	105	105	105
Science	105	105	80
Music	45	35	35
Fine arts	45	35	35
Health and physical education	90	90	90
Industrial arts and home economics	70	70	35
Moral education	35	35	35
Special activities	35	35	35
Elective subjects	0-30	50-85	105-165
Periods for integrated learning	70-100	70-105	70-130
Foreign language	105	105	105
Total periods per year	980	980	980
Average number of periods per week	28	28	28

**Source:** UNESCO-IBE 2011

According to the timetable, each teaching period lasts 50 minutes. As for the foreign language, the periods are the same in each grade. As shown in the table, the foreign language has more periods than the other subjects except for the Japanese language and mathematics. Foreign language and Mathematics share the same number of periods. The timetable implies that the Japanese ministry of education takes the foreign language into consideration.

**Table 2.14 Lower secondary education of Japan: yearly lesson timetable (to be implemented in 2012)**

Subject	Number of yearly periods in each grade		
	7	8	9
Japanese language	140	140	105
Social studies	105	105	140
Mathematics	140	105	140
Science	105	140	140
Music	45	35	35
Fine arts	45	35	35
Health and physical education	105	105	105
Industrial arts and home economics	70	70	35
Moral education	35	35	35
Special activities	35	35	35
Periods for integrated learning	50	70	70
Foreign language	140	140	140
Total periods per year	1,015	1,015	1,015
Average number of periods per week	29	29	29

**Source:** UNESCO-IBE, 2011

As shown in the table, foreign language teaching has more periods than the other subjects in total. As mentioned above, most students choose English classes to study. The overall objective of foreign language classes in secondary education is to enable students to gain basic communication skills such as listening, speaking, reading, and writing. In other words, students should understand the speaker's intentions when listening to him or her, express their own feelings when speaking to him or her, understand the writer's intentions when reading his or her writing, and write about their own thoughts in the foreign language. Thus, foreign language activities include the main four skills. For example, listening involves listening to English sounds to familiarize with stress and intonation. Students should understand the main points and respond in a proper way when

listening to questions and requests. Speaking requires familiarizing with the basic properties of English sounds. Students should carry on dialogues with the listener to whom they are speaking. They should deliver speeches on a particular topic. Reading involves understanding the general outline of texts or stories. Students should understand the writer's intentions or viewpoints. Writing involves taking notes or writing sentences correctly by paying attention to the connections between words and sentences. Students should express their own thoughts and feelings as regards the issues they have gone through. Furthermore, they should compose compositions by considering the connections between sentences. Apart from everything else, language activities should depend on communication. Grammar should be used in favour of it. Teaching materials are supposed to base on authentic situations. As for the syllabus in secondary education, it should be integrated with foreign language activities at elementary schools. English should be chosen for the purpose of foreign language instruction (MEXT 2011).

Although the Japanese Ministry of Education favours oral communication skills, it is assumed that Japanese students fall short of these skills as they study only for the purpose of having entrance examinations (Hato 2005; Honna & Takeshita 2005). In other words, they have to study English to get ready for the entrance examinations of high schools and universities.

Teaching methods of English mostly depend on the teachers at schools. Some teachers of English present communicative language teaching and some teachers are based on traditional grammar. As the number of English instructions in elementary schools varies from school to school, junior high school teachers find it difficult to teach the students who attend junior high schools for the first time. Thus, these teachers have difficulty in finding out how and what to teach at the beginning of English classes. Moreover, as Japan has significant difference in writing system, sentence structures, grammar and sounds in comparison with English, the Japanese students face problems when they start to learn the foreign language (Ikegashira et al. 2009).

#### **2.4 Foreign language education policy in Thailand**

The period of compulsory education in Thailand is six years of primary and three years of lower secondary education. Students who need to go on their education join three-year upper secondary education or technical colleges. They do not have national

examinations at Grade 9. However, they receive certificates from their schools which indicate grade point averages (GPAs) in each subject. They enter university by means of GPA and the University Entrance Examination (Hayes 2010).

It is not surprising that Thailand's education system has been influenced by globalization. First of all, this situation has led to an educational reform period. This new movement started in 1997 (Kulsiri 2006). The aim of the education reform was to enhance Thailand's global competitiveness. Accordingly, the participation of local administrative institutions and the private sectors were considered in providing education by the state. The state was supposed to provide education and training. Moreover, it was expected to enable the private sector to provide education and training. Education was supposed to be in combination with economic and social change. The development of science and technology was expected to be in favour of national development. Local administrative institutions had the right to provide education and professional training in harmony with the need of that region (Office of the National Education Commission 1997).

Following the above mentioned education reform, the Thai government issued the National Education Act 1999 (NEA 1999). It aimed to revive Thai education to cope with the economic, political, cultural and social crisis. The government received the support of different occupational groups to arrange this act so that it could do research on education. This National Education Act presented definitions related to educational issues. It required lifelong education for all individuals of the society, uninterrupted development of knowledge, and learning processes. Furthermore, the principles of the act required consensus on policy and variety in implementation, decentralization of authority to local administrative organizations and educational institutions, enhancing the professional standards of educational personnel, and cooperation with different stakeholders such as families, private organizations, enterprises, and other social organizations. According to the act, the compulsory education is nine years. It requires the Thai children to enrol in the basic education institutions at the age of seven and attend them until the age of sixteen (Office of the National Education Commission 1999).

The Thai Ministry of Education declared implementation of the Basic Education Curriculum 2001 as the core curriculum at the basic level. The curriculum put forward goals and learning standards. Furthermore, the curriculum was supposed to be in harmony with the principles of the National Education Act 1999. The objectives of the curriculum

focused on decentralisation of educational authority to local communities and schools as they take part in important activities and prepare curriculums in line with their actual needs. Later, the Basic Education Core Curriculum 2008 was arranged to design learning standards. The new curriculum enables schools to adjust their learning time according to their needs and priorities. The core curriculum stipulates that the joint efforts of the interest groups must take place in education. In other words, they must work together in the process of planning, inspection, and functioning (Thai Ministry of Education 2008).

The above mentioned curriculum mainly promotes learner-centeredness, learning standards and decentralisation of central authority to local administrative authority. According to the learning standards of foreign languages, the aim of the study of them in Thailand has been designed for communication. Accordingly, the study of foreign languages requires interpreting what has been heard and read from different types of texts. It needs language communications skills to exchange information, feelings, and opinions. As for language and culture, it is important to understand connection between language and culture of native speakers. Moreover, it is of significance to use the foreign language appropriate to occasions and places (Thai Ministry of Education 2008).

The foreign language that is given priority in Thai curriculum is English although Thailand has no colonial connection with English. Thus, it is treated as a foreign language rather than a second language (Hayes 2008). The other foreign languages which take place in the curriculum are French, German, Chinese, Japanese, Arabic, Pali and languages of neighbouring countries. However, the learning management of these languages depends on the educational institutions.

The aim of the foreign language education policy is to enable learners to receive positive attitude towards foreign languages and to gain the ability to make use of foreign languages for communication in different situations. In doing so, learners will know various cultures of the foreign countries and convey Thai culture to the world (Thai Ministry of Education 2008).

The foreign language curriculum of Thailand outlines the main learning elements of its foreign language education. These are language for communication, language and culture, language and relationship with other learning areas, language and relationship with community and the world. Accordingly, language for communication requires making use of foreign languages for listening, speaking, reading, and writing. Furthermore, it consists

of exchanging data and information, expressing thoughts and feelings. Language and culture are based on using of foreign languages to familiarize with languages and cultures of native speakers. Language and relationship with other learning areas require learners to connect their knowledge in the foreign language to other learning areas they have already studied. As for language and relationship with community and the world, it is necessary to use foreign languages in different places and establish a connection with the global world (Thai Ministry of Education 2008).

The following table shows the primary education learning time framework which covers grades 1-6 stipulated in the Basic Education Core Curriculum 2008 in Thailand.

**Table 2.15 Primary education of Thailand: Learning time framework**

Learning area	Number of hours per year in each grade					
	1	2	3	4	5	6
Thai language	200	200	200	160	160	160
Mathematics	200	200	200	160	160	160
Science	80	80	80	80	80	80
Social studies, religion & culture:	120	120	120	120	120	120
History	40	40	40	40	40	40
Religion, Morality and ethics, civics, culture and living in society, economics, geography	80	80	80	80	80	80
Health and physical education	80	80	80	80	80	80
Arts	80	80	80	80	80	80
Occupations and technology	40	40	40	80	80	80
Foreign language	40	40	40	80	80	80
Total yearly hours (Basic)	840	840	840	840	840	840
Learner development activities	120	120	120	120	120	120
Additional courses/activities provided by the school, depending on the local Situation and priorities	40	40	40	40	40	40
Total learning time per year	1000	1000	1000	1000	1000	1000

Source: UNESCO-IBE 2011

As shown in the above table, foreign language teaching starts in Grade 1. The number of hours is 40 for Grades 1-3. The hours of foreign language teaching increase to 80 in Grades 4-6. This situation indicates that when a student graduates from primary education, he or she receives 360 hours of foreign language teaching. As mentioned above, the foreign language prescribed for the Thai education curriculum is English. In other words, when a student attends Grade 1, he or she encounters English.

The following table shows the primary education learning time framework which covers Grades 7-9 stipulated in the Basic Education Core Curriculum 2008 in Thailand.

**Table 2.16 Lower general secondary education of Thailand: learning time framework**

Learning area	Number of hours per year in each grade		
	7	8	9
Thai language	120	120	120
Mathematics	120	120	120
Science	120	120	120
Social studies, religion & culture: History	160	160	160
Religion, Morality and ethics, civics, culture and living in society, economics, geography	40	40	40
	120	120	120
Health and physical education	80	80	80
Arts	80	80	80
Occupations and technology	40	40	40
Foreign language	120	120	120
Total yearly hours (Basic)	880	880	880
Learner development activities	120	120	120
Additional courses/activities provided by the school, depending on the local Situation and priorities	200	200	200
Total learning time per year	1200	1200	1200

**Source:** UNESCO- IBE 2011

As the above table shows, students at Grades 7-9 receive 360 hours of foreign language instruction. This duration belongs to Thai language, Mathematics and Science as well. This shows that foreign language teaching is given importance.

The following table shows the primary education learning time framework which covers Grades 10-12 stipulated in the Basic Education Core Curriculum 2008 in Thailand.

**Table 2.17 Upper general secondary education of Thailand: learning time framework**

Learning area	Number of hours/credits in grades 10-12	
	Hours	Credits
Thai language	240	6
Mathematics	240	6
Science	240	6
Social studies, religion & culture:	320	8
History	80	2
Religion, Morality and ethics, civics, culture and living in society, economics, geography	240	6
Health and physical education	120	3
Arts	120	3
Occupations and technology	120	3
Foreign language	240	6
Total hours/credits over three years, grades 10-12 (Basic)	1640	41
Learner development activities	360	-
Additional courses/activities provided by the school, depending on the local Situation and priorities	1600	-
Total learning time/credits per year over three Years (grades 10-12)	3600	-

**Source:** UNESCO-IBE 2011. Note: One credit is equivalent to 40 hours (normally per semester).

The above table shows that the duration allotted to foreign language teaching is the same as the time allocated to Thai language, Mathematics and Science. When a Thai student finishes his or her upper secondary education, he or she gets 240 hours or 6 credits



of foreign language instruction. This situation indicates that Thai ministry of education gives importance to foreign language teaching along with other subjects.

Despite the above mentioned efforts made for improving English in Thai education context, it is suggested that Thai learners of English fall short of required proficiency level. Moreover, it is suggested that Thai students' examination results in English have been deteriorating. Thus, this situation leads to low English proficiency and learning standards. Furthermore, it indicates that the reform efforts lack influence on English language teaching. It is attributed to various reasons. Accordingly, the reasons are shortages of appropriately qualified teachers, the influence of university entrance examinations, a mismatch between teachers' expectations and students' roles, and achievement inequalities between urban and rural schools (Hayes 2010).

Apart from the above mentioned reasons why Thai learners of English fail to attain required English proficiency, Foley (2005) attributes this failure to various factors as well. Accordingly, these stem from reckless implementation of compulsory English teaching in Grades 1-3, the lack of teaching materials used for the primary school students and teachers, no exposure to authentic use of English outside the classroom, main focus on only grammar, insufficient training of teachers, excessive responsibilities of teachers, large class size, inappropriate classroom management, diversity in the interpretation of the same curriculum.

## **2.5 Foreign language education policy in Iran**

According to the constitution of the Islamic Republic of Iran, the ministry of education provides general education which is compulsory and free of charge for all Iranian citizens. Compulsory education normally lasts five years and is presented to children aged 6-10. The second five-year development plan of Iran stipulates that compulsory education will last eight years. The compulsory learning age will rise to 13. In other words, it will cover primary and lower secondary education. Primary education of Iran is the first step of education which lasts five years and admits children at the age of 6. Students have the final examination at the end of their primary education. If they pass their examination, they normally attend the following education system. Secondary education consists of two levels: lower secondary education and upper secondary education. Each of these levels lasts three years. Students who graduate from upper secondary education are

admitted to higher education institutions if they succeed in the entrance examination for university (UNESCO-IBE 2006).

The history of English language teaching in Iran dates back to 1836 when the first elementary school was set up by the American missionaries (Borjian 2009). After 1925, western languages were introduced to Iran by European religious institutions including America, Britain, France and Germany. Christian missionaries were allowed to set up schools in the country. During that time, the American and British missionary schools supported the English language. These schools were turned over to the Iranian ministry of education in the 1930s.

At the beginning of the twentieth century, the French language gained prominence as it was the lingua franca at that time. The English language became prominent in the 1950s when the Iran-America society was established due to the close relationship with America so it began to replace the French language in the Iranian education curriculum. Furthermore, Fulbright activities started in 1950, thereby focusing on English language teaching in Iranian secondary education. The Peace Corps took part in English language teaching in 1962 (Strain 1971). However, there were problems with English language teaching due to lack of appropriate English textbooks and qualified English teachers, overcrowded classes, being unfamiliar with modern techniques of foreign language teaching and demotivation of students (Borjian 2009; Strain 1971).

Foreign language education policy has encountered inconsistency because of the post-revolution political atmosphere in Iran. The government has attempted to ban English. However, many industrial, economic, military, and industrial activities are implemented in English in the world so the attitude towards English has changed. At present, English is regarded as a tool which enables all Iranian students to communicate with the international community for the purpose of defending the national and international rights of the country (Farhady & Hedayati 2009).

Although foreign languages taught in Iran are English, Arabic, German and French, English language teaching and learning has gained importance due to developments in technology and science in the world. Furthermore, Iran has had close relations with other nations recently so the English language has been given priority as an international language. For example, it has cooperation with OPEC (Organization of the Petroleum Exporting Countries), the UN, and Islamic Conference Organization. Thus, Iranian parents

require their children to learn English. Consequently, there has been an increase in the number of institutions which offer English language teaching in response to demands in general. As the state schools fall short of English language teaching, parents urge their children at the age of six to attend private language institutes.

On the other hand, it is suggested that Iranian learners of English are unable to use English well and communicate as required. They are not proficient in English and do not have a required level of communicative ability in the language. English language teaching in Iran is regarded as problematic from teachers' and students' perspectives. This situation is attributed to lack of required resources and little contact with the foreign language outside the classroom (Vaezi 2008).

English language teaching takes place for 4 hours a week in junior high schools and six hours in senior high schools whereas non-English majors in universities receive 6-credit English teaching. Three of these credits belong to general English and the other three to English for specific purposes which students use in their fields (Vaezi 2008).

English language teaching in universities is mainly based on translation as students need to read and comprehend texts related to their fields written in English. Moreover, the language of instruction in Iranian universities is implemented in Persian so the Iranian students do not have strong motivation for the need for English (Farhady & Hedayati 2009).

The following table shows the weekly timetable of the lower secondary education of Iran.

**Table 2.18 Lower secondary education of Iran: weekly lesson plan**

Subject	Teaching hours per week per year		
	6	7	8
Persian Language and Literature	5	5	5
Mathematics	5	4	4
Natural Science	4	4	4
Religious Education	2	2	2
History	1	1	1

Geography	1	1	1
Arabic	2	2	2
Social Science	1	1	1
Arts	2	1	1
Technical/Vocational Education	3	3	3
Foreign Language	-	4	4
Defence Preparation (boys only)	-	-	1
The Koran	2	2	2
Total	28	30	31

**Source:** World Education Services, 2004

As the timetable shows, foreign language education starts in the second year of junior high schools. Each teaching period lasts 50 minutes. The teaching period allocated for foreign language teaching, Mathematics and Natural Science has the same duration. As mentioned above, English as a foreign language has been chosen in lower secondary education of Iran.

The following table shows the weekly timetable that belongs to upper secondary education of Iran.

**Table 2.19 Upper secondary education of Iran: number of units required in common courses by branch**

Subject	Number of units by branch		
	Academic	Technical/ Vocational	Skills
The Holy Qu'ran	3	3	2
Religious Education	6	6	4
Persian Literature and Dictation	6	4	4
Grammar and Writing	6	4	4
Arabic	6	6	4
Foreign Language (English, German or French)	6	6	4
Social Science	2	2	2

Economics	1	1	1
Physics	3	3	3
Chemistry	3	3	3
Physics Lab	1	1	1
Chemistry Lab	1	1	1
Mathematics	8	8	4
History of Iran	3	3	3
Geography of Iran	3	3	3
Biology, Hygiene and Environment	4	-	-
Physical Education	3	3	1
Defence Preparation	1	1	1
Total Units	66	58	45

**Source:** UNESCO-IBE 2006

Each unit is equivalent to 30 academic hours in the table. The total number of units refers to the three year programme. As the table shows, the teaching period that belongs to foreign language education is 6 units in the academic branch and technical/vocational branch and 4 in the skill education branch.

As mentioned above, English language teaching is preferred in Iranian education system. Teachers of English make use of a mixture of grammar-translation method and audio-lingual method in Iranian education. Reading is the most prominent activity in English language learning. The Iranian ministry of education determines the selection of the textbooks. Teaching methodology is not controlled. English language teaching is mostly teacher-oriented. As for English language teaching in universities, instructors have the freedom to select the textbooks and activities while teaching English. Students mainly study English for academic purposes in Iranian universities. However, Iranian EFL students have little chance to use their English outside the classroom (Noora 2008).

English language teaching in Iranian schools aims to enable students to communicate with the other people who speak the language. Thus, the textbooks have been revised to meet the needs of communicative approaches to language teaching. However, the system

based on communication has not been put into practice as students focus on their performance on the tests rather than their communicative performance. Consequently, teachers of English find it difficult to improve students' communicative ability by means of the foreign language curriculum. Farhady and Hedayati (2009) suggest that English language teaching is not at the desirable level although the authorities make great efforts.

Today, it is suggested that the above mentioned problems related to English language teaching in Iran continue. Karimnia and Zade (2007) suggest that Persian learners of English fall short of required communication as they learn it by means of formal instruction. They have little chance to use it outside their classrooms.

## **2.6 Foreign language education policy in European countries**

The teaching of classical languages was the prominent linguistic study of European educational context in the past. Foreign language teaching started to take place in secondary education in the 18<sup>th</sup> century. Interest in foreign language education accelerated following the industrial revolution and increase in trade. Thus, countries found it necessary to communicate with other people from different countries due to foreign trade.

Following the 1950s and 1960s, European educational system encountered a lot of changes. Foreign language teaching became commonplace during that time. However, it has gone through fluctuations since then because political developments have had influence on the teaching of certain languages. For example, the Russian language teaching became prominent in some countries as of 1950.

Today countries which made room for the Russian language teaching tend to teach other foreign languages. As for foreign languages taught in European education, students in German speaking countries choose from several languages. However, they mainly prefer English. The French language teaching becomes prominent in English speaking countries. In Nordic countries such as Denmark, Finland, Sweden, and Norway, English language teaching has advantages over other foreign languages. The English language has also advantages over other foreign languages in the Mediterranean and eastern European countries (Eurydice 2001).

From the 1980s to 1990s a number of European countries introduced foreign language teaching into their primary education. For example, Austria introduced foreign languages in the group of compulsory subjects in 1983.

As for the methodology used in foreign language teaching, the Council of Europe provided its contribution by designing a European system of cumulative course credits for foreign language instruction to adults in the 1970s. Moreover, it took part in publishing works to be used in threshold levels related to basic linguistic concepts and functions which need to be mastered by beginners. These studies have had impact on the design of foreign language education curricula in a number of European countries. Accordingly, textbooks used in foreign language teaching have been shaped.

Most European countries have adopted the communicative approach in foreign language teaching in their schools and have given priority to oral skills. As for the foreign language as the language of instruction, several European countries make room for foreign languages to be used at school. English, German or French are chosen as the language of instruction. For example, Austria has promoted English as a language of instruction for other subjects. Consequently, every country in Europe except Ireland, where English and Irish are taught without being regarded as foreign languages, stipulates that at least one foreign language must be taught to students on a compulsory basis.

As pointed out above, significant innovations related to compulsory foreign language teaching in the earliest year of education took place from 1980s to 1990s. Accordingly, compulsory teaching of the first foreign language starts between the ages of 8 and 11 in most European countries. However, a few countries such as Luxembourg, Norway, and Austria initiate the first compulsory foreign language at the age of six. In such countries as Finland, Sweden, and Scotland authorities do not dictate any particular age so schools have right to choose the appropriate age for compulsory foreign language teaching. For example, the teaching in most Finnish schools starts at the age of 9, in Sweden at the age of 10, and in Scotland at the age of 10 or 11.

Most countries in Europe teach a second compulsory foreign language in their schools. In doing so, the curricula of foreign language education in most European countries give priority to students' autonomy in the learning process, students' personal development, communicative approach, and oral skills (Eurydice 2001).

When compulsory foreign language education was introduced into primary education in the 1990s, the countries encountered several problems with respect to training foreign language teachers as primary school teachers did not have required proficiency in foreign language education. As a result, this situation led to several adaptations for teaching

profession at primary level. The countries which introduced this teaching at primary level resorted to several resources to cope with the problems. In-service generalist teachers qualified to teach all subjects in the curriculum in some European countries had to get provisional training to teach a foreign language to their students at primary level. For example, a generalist teacher in Germany may have the chance to obtain in-service training to teach foreign languages after passing an examination. However, several countries such as Greece, Spain, and Romania which have introduced foreign language teaching at primary level employ teachers that are trained at secondary level.

The foreign language is not compulsory in the curriculum of generalist teacher training in some countries such as France, Portugal, and Norway. It may take place as an elective subject. The administrators of schools in those countries employ teachers who have attended courses in foreign language teaching. However, the foreign language in the curriculum of primary level generalist teacher training is compulsory in some countries.

Today foreign language teachers at primary level are trained by the same training institutions which educate teachers of other subjects of the curriculum under the umbrella of tertiary education level. The employment of foreign language teachers at secondary education level is relatively simple as they are recruited with respect to qualifications and examinations.

When it comes to in-service teacher training, it is designed in various ways. As in-service teacher training in the language area is regarded as expensive, most countries have made only a few courses compulsory and left the decision to teachers to choose others. The period of in-service courses varies from country to country. Such public authorities as ministry of education, ministry of culture, and ministry of foreign affairs play significant roles in financing study courses abroad for foreign language teachers (Eurydice 2001).

Support for language skills in the area of European Union have been regarded as essential for Europe's success. Thus, the teaching of languages has been promoted in terms of the construction of Europe. Moreover, a number of programmes such as the Lingua programme, the Socrates programme, the Erasmus programme, the Comenius programme, and the Leonardo Da Vinci programme have been introduced to support the teaching of languages. The Lingua programme came into force in 1990. It aimed to develop the quality of language teaching in the European Union. Besides the Lingua programme, the European Union brought about lifelong learning. According to Council Conclusions of 20 December



1996 on a strategy for lifelong learning, positive attitudes to lifelong learning should be created both in individuals and in society generally. It requires innovation in every sector. It aims to improve communication skills and also promotes teaching of languages.

The European Parliament and the Council of the European Union established an action programme in the field of lifelong learning as of 15 November 2006. The action programme includes six sub-programmes: Comenius, Erasmus, Leonardo da Vinci, Grundtvig, the Transversal programme, and the Jean Monnet programme. All of them relate to the teaching and learning issues of all participants, and institutions providing education. These programmes combine mobility, language, and new technology. Accordingly, Comenius consists of school education up to the end of upper secondary education. It encourages young learners to learn foreign languages. Erasmus includes formal higher education and vocational education at tertiary level. It also covers doctoral studies. It promotes mobility and innovative practices. Leonardo da Vinci embraces vocational education and training. It also promotes innovative practices besides foreign language learning. The Grundtvig programme contains all forms of adult education. It aims to improve pedagogical approaches. The transversal programme contains a wide range of activities with respect to learning. It promotes language learning and assists linguistic diversity in the member states. When it comes to the Jean Monnet programme, it supports particular issues with respect to European integration in the academic world. It mainly supports teaching and research activities under the umbrella of European integration studies.

Europe has a wide range of multicultural and multilingual societies. This situation needs mutual understanding and communication. Accordingly, the year 2001 was declared the European Year of Languages to promote foreign language teaching and the linguistic diversity feature of Europe. It suggests that students should know at least two foreign languages until they complete their education. They are supposed to get benefit from their knowledge of foreign languages by making use of them to communicate with other people in Europe.

The Resolution of the Council and of the Ministers for Education issued in 1976 touches on teaching of foreign languages. It suggests that all pupils should be provided with the chance to learn at least one other Community language. Moreover, it asserts that

before qualifying as a foreign language teacher, a student should spend a period in a country or region where the language he is supposed to teach is spoken.

The 1995 European Commission White Paper on education and training also mentions foreign language teaching. Accordingly, acquiring new knowledge is the most prominent priority. Support for mobility plays an important role in getting new knowledge. Thus, the member states have significant responsibilities to realize this situation. As the acquisition of language skills by European citizens has gained prominence, the 1995 European Commission White Paper on education and training put forward the following objectives and methods:

#### Aims

- Promote the learning of at least two Community foreign languages by all young people.
- Encourage innovative language-teaching methods.
- Spread the daily use of European foreign languages in schools of all levels.
- Foster awareness of Community languages and cultures, and their early learning.

#### Methods

- Mobilising schools to provide learning of at least one Community foreign language as early as primary school.
- Define a “European quality label” quality label which would be awarded according to the following criteria:
- Genuine use by all pupils of one Community foreign language at primary school and of two at secondary school.
- Involvement of teaching staff from other EU Member States.
- Use of methods promoting self-learning of languages.
- Creation of an organisation for contact between young people from different Member States (including via information technologies).

The fact that people in Europe have proficiency in several Community languages is required if they want to benefit from their occupation in the border-free single market. It is suggested that proficiency in languages enables European citizens to gain the feeling of being European so they get acquainted with its cultural wealth and diversity. Accordingly, multilingualism gains significance from a European standpoint. It is necessary to acquire foreign language learning at pre-school education so this kind of education should take place in primary education

On the other hand, Council Resolution of 31 March 1995 on improving and diversifying language learning and teaching within the education systems of the European

Union touches on foreign language education in European countries. The resolution mainly promotes the teaching of the languages of the Union. According to it, the languages of the Union have the same status. The Council stresses the necessity to:

- promote, by appropriate measures, qualitative improvement in knowledge of the languages of the European Union within the Union's education systems, with the aim of developing communication skills within the Union and ensuring that all Member States' languages and cultures are disseminated as widely as possible,
- take steps to encourage diversification in the languages taught in the Member States, giving pupils during their school career and students in higher education the opportunity to become competent in several languages of the European Union.

The above mentioned necessities relate to general and vocational education which are implemented at all levels. As for language learning, specific attention should be allocated for methods that improve reading comprehension and writing as well as listening comprehension and speaking to acquire communication skills. Thus, it is necessary to make contacts with native speakers of the language which is studied. Furthermore, students should be provided with mobility to visit a country of the Union whose language they are learning during their education.

The Council Resolution issued in 1995 also promotes foreign language teaching in childhood when they are at the most flexible and receptive stage of intellectual development. In other words, the Community supports the teaching of modern languages in primary schools. It promises to support this innovation attempt.

As for training for languages teachers, language training periods in member states should be improved and strengthened. Accordingly, it is of significance to improve spoken skills and study language learning strategies. Teaching methods and getting new knowledge of the culture of the country whose language they are learning should take place in training. Prospective language teachers should be given priority to attend the exchange programs with Member States.

On the other hand, as stated previously, the Council of Europe consists of the Common European Framework of Reference for Languages (CEFR), which mainly presents a common basis for the arrangement of language syllabuses, curriculum guidelines, examinations, and textbooks in the member states. It suggests what language

learners have to learn so as to use a language for communication. It also describes proficiency levels which let learners' progress be measured.

### **3. The current foreign language education policy in Turkey**

As pointed out above, the Turkish education system theoretically gives importance to foreign language education at the macro and micro level. The policy makers have been handling this issue and putting forward their decisions at the national education councils. These decisions have been published in the Official Bulletin of MONE. The decisions involve such issues as textbooks, supplementary textbooks, class hour schedules, and so forth. The decisions taken at the macro level are supposed to be implemented at the micro level. Thus, the implementation of the foreign language education is expected to be in accord with the policies. The decisions on foreign language teaching in Turkey stipulate that students must learn at least one foreign language and use it perfectly. That is, they must speak and understand the foreign language well.

Although the policy makers in Turkey theoretically give priority to foreign language education, problems arise at the micro level (Işık 2008; Kirkgoz 2007). For example, the teachers of English assert that their students are not good at mastering English due to several reasons. In fact, this situation belongs to other EFL contexts such as Iran, Thailand, and so forth. The main reason is that the learners are exposed to limited English. That is, they are likely to get English instruction in classrooms.

The foreign language education policy of Turkey has also attracted criticism from commissions set up by MONE. For example, the commission assigned to foreign language education in 1991 outlined the problems arising from the foreign language education of Turkey. Its members asserted that despite being among the countries contributing to the foreign language education, Turkey lagged behind developed countries that made a move to develop their education system. Briefly, they put forward the following problems (MONE 1991):

- There is a teacher shortage.
- Students cannot perceive the significance of foreign languages.
- Students cannot use the foreign language they are learning in oral communication.
- The classes aim to provide knowledge instead of presenting communicative language.

- Cassette players, projectors, videos, and overhead projectors that are necessary for efficient foreign language teaching are not available in a large number of schools.
- There are overcrowded classrooms and there is no suitable education atmosphere.
- Textbooks and teaching materials are not innovated in accordance with contemporary training and education conditions.
- There is a great deal of discrepancy between state and private schools in terms of the quality of foreign language education in Turkey.

On the other hand, the commission put forward some suggestions to get rid of the above mentioned problems. It suggested the following solutions to the problems stemming from the foreign language education of Turkey (MONE 1991):

- The Board of Education and Discipline should play a significant role in determining class hours, curriculum, and teaching materials in order to prevent confusion in the Turkish education system.
- Common targets should be determined with respect to the foreign language teaching.
- Contemporary approaches should be followed when preparing textbooks and teaching materials.
- Teachers should be provided with in-service training opportunities in order to introduce new education programmes, teaching methods, and new assessment and evaluation.
- Weekly course hours of foreign language education vary widely from one school to another. Furthermore, they vary widely each year. Thus, this issue should be crystalized.

The current foreign language education policy of Turkey depends mainly on English language teaching because there has been an increased demand for it. Thus, nearly all the schools teach English rather than the other foreign languages. The authorities who take decisions on English language teaching suggest that communicative language teaching should be given priority in Turkish education context. In other words, the Turkish learners of English should improve their communicative competence. They should be good at communication while using English. Accordingly, teaching English should assist learners in knowing how to communicate. Moreover, textbooks should be designed according to this approach.

On the other hand, foreign language education policy in Turkey has recently been influenced by the policies pursued by the Council of Europe. Turkish ministry of education tries to keep up with the policies on foreign language education in European countries. Consequently, foreign language curriculum in Turkey has been formed in accordance with

the policies followed by the Council of Europe. Thus, foreign language education policy in Turkey suggests that Turkish EFL students should make use of the European Language Portfolio. In doing so, they should acquire learner autonomy and self-assessment. They should learn about the other countries' cultures. Moreover, foreign language education should be based on student-centred learning. The current foreign language education policy requires parents' support for its implementation. Accordingly, the parents should assist teachers in implementing the curriculum.

### **3.1 Teaching English as a foreign language in primary schools**

The eight-Year Basic Education Reform launched in 1997 brought about a wide range of innovations in education system of Turkey. According to the article 1 of the Law of National Education dated 16.8.1997 and numbered 4306, primary education consists of eight-year schools with continuous education and graduates are provided with primary education diploma. The primary education was raised from five to eight years. The authorities aimed to open new schools, thereby establishing classrooms with thirty students at most.

In addition to the above mentioned innovations, English language teaching was introduced in Grade 4 in line with the Council of Europe. Elective second foreign language took place in the programme as of Grade 6.

The Board of Education and Discipline arranged the foreign language teaching programme of Grades 4 and 5 of the primary education in 1997. The programme issued in the Official Bulletin of MONE in October 1997 asserts that the programme would be applied as of 1997-1998 education year. It is viewed as innovative in many respects. The general objective of the programme is to enable students to realize that there are languages other than Turkish. First of all, it makes room for three foreign languages including English, German, and French. Moreover, it supports the idea of initiating the foreign language teaching at early age. According to the bulletin, foreign language teaching at early age should inspire students' interest in the foreign language teaching. The principles and suggestions that lie behind the programme issued in the Official Bulletin of MONE are outlined as follows:

- Foreign language education should be learner-centred.

- Teachers should behave as a guide. They should take into consideration communicative approach when teaching the foreign language. Moreover, they should be acquainted with students' psychological status.
- The needs of the age groups should be considered when selecting methods.
- The subjects should take into account the students' needs.
- The teacher should be careful not to interrupt the conversation between students when correcting mistakes.
- As for the measurement and assessment, the ratio of written examination to oral examination should be 50 % to 50 %.
- The concepts and subjects should relate to students' environment rather than abstract approaches.
- The events in classrooms should be game weighted. In other words, education should be fun oriented.

English language curriculum for primary education including Grades 4, 5, 6, 7 and 8 was prepared by a commission established by the Board of Education and Discipline in 2006. The issues related to foreign language teaching are presented in this commission's report in detail. The curriculum prepared at the macro level requires teachers and schools to implement it at the micro level. It gives priority to learner-centred learning, thereby considering neurolinguistic programming, multiple intelligences and whole brain learning. Furthermore, the commission presents syllabi for above mentioned grades.

According to the programme, process-oriented approaches in which the learning situation is prominent should be given importance. Furthermore, it advocates cross-curricular approach in which a number of subjects are taught making use of a topic as a central issue. Thus, topics should be relevant to students' needs and have connection with the real world. Moreover, it presents English language teaching materials to follow in schools. When it comes to the curriculum of Grades 4 and 5, it mainly depends on games, songs, drawings, storytelling and drama. As for students in Grades 6, 7 and 8, the curriculum encourages learner autonomy, participation, prediction, simulations and group work. Accordingly, fluency is preferable to accuracy.

The following table belongs to the weekly timetable of the Turkish primary education:

Table 2.20 The weekly timetable of the Turkish primary education

Lessons		Classes							
		1	2	3	4	5	6	7	8
Compulsory Lessons	Turkish	11	11	11	6	6	5	5	5
	Maths	4	4	4	4	4	4	4	4
	Social Studies	4	4	4					
	Science and Technology				3	3	4	4	4
	Life Sciences				3	3	3	3	
	History of Turkish Revolution and Kemalism								2
	Foreign Language				3	3	4	4	4
	Religious Culture and Moral Knowledge				2	2	2	2	2
	Visual Arts	2	2	2	1	1	1	1	1
	Music	2	2	2	1	1	1	1	1
	Physical Education	2	2	2	2	2	2	2	2
	Technology and Design						2	2	2
	Traffic Safety				1	1			
	Counselling / Social Activities						1	1	1
TOTAL		25	25	25	26	26	29	29	28
Optional Lessons	Foreign Language						1	1	1
	Art Activity						1	1	1
	Sports Activity						1	1	1
	Thinking Training						1	1	1
	Popular Culture						1	1	1
	Media Literacy						1	1	1
	Information Technologies						1	1	1
	Chess						1	1	1



	Citizenship and Democracy Education								1
	Agriculture						1	1	1
<b>The number of class hours selected</b>							1	1	2
Free activities		5	5	5	4	4			
Total class hours		30	30	30	30	30	30	30	30

The above weekly lesson plan belongs to the primary education including Grades 1-8. As the table 2.20 shows, foreign language education begins at Grade 4. The weekly time table consists of 'foreign language', thereby not giving a place to any particular foreign language. However, this lesson implicitly refers to English language teaching. Moreover, when it comes to the optional lessons, English has advantages over other foreign languages. The students at Grades 4 and 5 take 3 hour-English instruction whereas the students at Grades 6-8 receive 4-hour instruction. According to the timetable, foreign language teaching has advantages over other lessons except Turkish and Maths.

### **3.2 Teaching English as a foreign language in secondary schools**

Prior to the eight-year basic education reform, the educational system included five-year primary education, three-year lower secondary education and three-year upper secondary education. Moreover, there were schools which offered intensive foreign language teaching.

According to the article 1 of the Official Gazette dated 28.11.1964 and numbered 11868, secondary general educational institutions consists of two parts including middle school and high school. High schools are the ones which prepare its students for higher education. Middle schools prepare its students for high schools and vocational schools. Middle schools may take place in high schools.

Today the regulation of secondary education dated 22.04.2010 and numbered 27560 arranges procedures and principles of education in private and state-owned schools. These schools are educational institutions which offer four-year education after primary education and prepare their students for higher education. Course books are determined by Ministry of National Education and published by the Board of Education and Discipline.

The education system in Turkey related to secondary education includes a variety of schools which present general, vocational, and technical education. In general, two types of schools are available. They are state-owned and private educational institutions. The high schools are categorized as general, vocational, religious, Anatolian and Science high schools. General and vocational high schools presented three-year education prior to the basic education reform. Today, they present four-year education without preparatory foreign language classes. However, there were Super high schools which offered one-year preparatory English classes in general. English language teaching has been spread over four years since the abolishment of these schools.

As pointed out previously, Anatolian high schools were established as Turkish parents required their children to learn English in these institutions properly (Doğançay-Aktuna & Kızıltepe 2005). To begin with, these schools presented six-year education together with one-year preparatory English classes prior to the basic reform. The students received approximately 24 hours of English instruction a week. Moreover, second foreign language education was presented to the students. The students received German language teaching in addition to English language teaching. Intensive English instruction including speaking, writing, listening and reading was presented to the students. The foreign language teachers selected their teaching materials which mostly came from England. Such publishers as Oxford, Longman and Heinemann supported the schools offering intensive English language teaching with teaching materials including books, CDs, video cassettes, and suchlike. Anatolian high schools made use of English as a medium of instruction while teaching Maths and Science. Thus, the students graduated from these schools preferred the universities which offered English as a medium of instruction.

Private high schools have been offering intensive English language teaching for ages. However, there are other private schools which offer French, German, and Italian. Some parents would like their children to attend these schools due to intensive foreign language teaching.

According to the Regulation of high schools offering intensive foreign language dated 20.08.1999 and numbered 23792 issued by Ministry of National Education, these schools are the ones which offer at least three-year education together with one-year preparatory instruction in any foreign language. These schools aim to present listening comprehension, reading comprehension, speaking and writing to its students prior to Grade

9. Moreover, they require their students to keep up with new technological developments. The regulation stipulates that schools must have classrooms of 30 students. The modified version of the Regulation dated 30.12.2004 and numbered 25686 stipulates that students must sit for central examination to be admitted to these schools. According to the regulation, subjects are taught in Turkish with the exception of foreign language teaching.

The Regulation of foreign language education and training dated 31.05.2006 and numbered 26184 arranges procedures and principles of public and private primary education, secondary education, distance learning, and mass education. Accordingly, the aim of formal, mass, and distance education is to enable students to acquire such skills as listening comprehension, reading comprehension, speaking, and writing, to communicate in any foreign language they are learning, and to develop a positive attitude towards foreign language education. Primary and secondary programmes must complete each other. Teaching materials are regularly developed according to scientific and technological principles, innovations, and the country's requirements. The syllabi of compulsory and elective foreign language classes are put into effect following the council's approval. The principles of foreign language education which will be taken into account in formal, mass, and distance education are as follows:

- The objective of foreign language education is to enable individuals to acquire listening and comprehension, reading and comprehension, speaking, and writing.
- Teaching materials are regularly innovated in line with scientific and technological basis.
- Foreign language course programmes can be arranged aside from course hours in primary education.
- Foreign language classes are included in primary education beginning from Grade 4. Elective foreign language teaching can be included as second foreign language education beginning from the same grade. Course training programmes for foreign language besides lessons can be carried out in all grades.
- The first foreign language as a continuation of foreign language programmes of primary education is included in secondary schools and the second foreign language takes place in those schools deemed appropriate by the council. Furthermore, elective foreign language classes can take part in support of compulsory foreign language classes.

The following table presents the weekly lesson schedule of Turkish secondary education:

**Table 2.21 The weekly lesson schedule of Turkish secondary education**

Categories of Lessons	Lessons	Classes			
		9	10	11	12
Common lessons	Language and Expression	2	2	2	2
	Turkish Literature	3	3	3	3
	Religious culture and Moral education	1	1	1	1
	History	2	2		
	History of Turkish Revolution and Kemalism			2	
	Geography	2	2		
	Maths	4			
	Geometry	2			
	Physics	2			
	Chemistry	2			
	Biology	2			
	Medical knowledge	1			
	Philosophy			2	
	Foreign Language	3	2	2	2
	Physical education	2	2	2	2
	Visual Arts and Music	1	1	1	1
National Security Information		1			
Traffic and First Aid				1	
Total		29	16	15	12
Optional Lessons	Language and Expression		(2)	(2)(3)	(2)(3)
	Turkish Literature		(1)	(1)	(1)
	Maths		(2)(4)	(2)(4)	(2)(4)
	Geometry		(1)(2)	(2)(3)	(1)(2)
	physics		(2)(3)	(2)(4)	(2)(3)
	Chemistry		(2)(3)	(2)(4)	(2)(4)
	Biology		(2)(3)	(2)(4)	(2)(3)
	History		(2)	(2)(4)	
	Contemporary Turkish and world history				(2)(4)
	Geography		(2)	(2)(4)	(2)(4)
	Psychology		(2)		
	Sociology			(2)	
	Logic				(2)
	Foreign language		(2)(4)	(2)(4)	(2)(4)
Second foreign language		(2)(4)	(2)(4)	(2)(4)	
Other optional lessons		(1)	(1)	(2)	
Total			(1)	(1)	(2)
Counselling and guidance			13	14	17
Total class hours		30	30	30	30

As shown in table 2.21, foreign language lessons have advantage over other lessons except few lessons such as Maths and the Turkish language. As pointed above, the weekly timetable makes room for foreign language instead of mentioning any particular foreign language. However, English language teaching is preferred by the secondary school students.

### **3.3 Teaching English as a foreign language in higher education**

Turkey owns state-owned and private universities. The regulations governing these educational institutions are determined by Higher Education Council. There are 103 state and 65 private universities for the time being. All private universities offer intensive foreign language teaching. Most of these universities make use of English as a medium of instruction. They offer one-year preparatory English language instruction. However, given that students pass exemption examination in English at the beginning of their education, they continue their education without preparatory English education.

The regulation in the Official Gazette dated 04.12.2008 and numbered 27074 arranges the principles of foreign language teaching and teaching in a foreign language in higher education institutions. This regulation arranges purpose, scope, practice, and assessment of the education with respect to foreign language teaching. It covers all kinds of foreign language teaching and teaching in a foreign language in higher education institutions. According to the article 4 of the regulation, the aim of foreign language teaching is to teach the basic rules of the foreign language to students, to enable them to improve their foreign language vocabulary, to make them acquire reading and listening comprehension, and to let them express themselves through speaking and writing. According to the article 5 of the same regulation, the students who first register for higher education programmes are subject to foreign language placement examination arranged by the rectorship at the beginning of academic year when they are enrolled. The scores which the students gain determine whether or not they are exempt from compulsory foreign language classes, and, if any, from preparatory foreign language classes. Furthermore, it determines the foreign language proficiency level they will attend in preparatory foreign language classes. The students who fail to pass the foreign language placement examination or do not sit for this examination must attend foreign language classes and pass their examinations as required by the Law 2547. Compulsory foreign language classes are scheduled and taught in two academic terms with no fewer than 60 hours. Elective foreign language classes in the following terms may take place for the students who are exempt from the compulsory foreign language classes. The Article 7 of the above mentioned regulation stipulates the following principles:

- Some graduate and postgraduate programmes in higher education institutions may be taught in a foreign language through senate's decision

and the approval of General Council of Higher Education. The subjects in these programmes are supposed to be taught by those teaching staff who have a good command of the relevant foreign language.

- Although education language in a higher education institution is Turkish in general, some elective subjects may be taught in a foreign language fully or partly. However, senate's decision and the approval of General Council of Higher Education are required.
- Preparatory foreign language classes are opened in universities which have graduate or postgraduate programmes implemented in a foreign language. Based on the approval of General Council of Higher Education, these classes may be opened in other universities. The students who are entitled to receive education in graduate or post graduate programmes that do not make room for teaching in a foreign language are not obliged to attend these classes.
- Weekly course load in preparatory foreign language classes which are made up of two semesters may not be less than 20 hours. Course load in one semester may not be less than 260 hours.
- The time spent on preparatory classes is not taken into consideration as regards credit hours of the subjects which students are obliged to study in graduate or post graduate programmes.
- The students who are exempt from foreign language placement examination and those who pass the examination after attending preparatory classes are entitled to follow graduate or postgraduate programmes.
- The student who does not succeed in the foreign language examination at the end of the second semester of preparatory class follows a further preparatory class for one or two semesters or improves his/her knowledge of foreign language through his/her own means. Accordingly, if he/she succeeds in the foreign language examination at the end of semester, he follows graduate or postgraduate programmes.
- Even if the students of the faculty or institute which makes room for elective subjects taught fully or partly in a foreign language although their education language is in Turkish do not succeed in the foreign language may attend graduate or post graduate programmes. However, these students take only those elective subjects that are taught in Turkish excluding the subjects that are taught in a foreign language.
- Any student may be taught another foreign language optionally in the preparatory foreign language class in addition to the foreign language he/she studied in secondary education.
- Examinations are carried out in a foreign language in graduate and postgraduate programmes which are implemented in that language. Assignments and theses are written in that language as well.
- If the student who registers for a graduate programme which teaches in a foreign language fails to pass the foreign language examination in the second term despite attending preparatory foreign language class is placed by Student Selection and Placement Center in an equivalent programme whose education language is Turkish in another university or his/her university at his/her pleasure.

- The quality of education implemented in a foreign language is inspected by the Council of Higher Education. The authorization to carry out graduate or postgraduate programmes may be revoked through the permission of General Council of Higher Education according to the results of inspection.

Foreign language education in Turkey has long been given importance in order to pursue scientific and technological innovations all over the World. A number of different foreign languages have been taught throughout the history. They were mainly under the control of minority groups prior to the republic era. However, following the law on unification of education, drastic innovations came into existence, thereby shaping foreign language education policy in Turkey.

The issues about foreign language education in Turkey have been mentioned in almost all of the national education councils. Furthermore, serious problems have been put forward in these councils, and a number of suggestions in turn have been presented. Actually, these problems relate to all EFL contexts mentioned above.

The current foreign language education policy in Turkey has recently been influenced by the Council of Europe. Accordingly, the foreign language curricula pursued at educational institutions have been shaped according to criteria used by this intergovernmental organization.

## CHAPTER III

### FOREIGN LANGUAGE CURRICULUM IN TURKEY

#### 1. An overview of foreign language curriculum

Curriculum takes an important place in foreign language teaching because it consists of overall decisions on it. When it comes to its definition of curriculum in general, it is not easy to provide clear-cut explanation for it (Egan 2003; Marsh 2004). Marsh (2004: 3) states that “defining the word curriculum is no easy matter. Perhaps the most common definition derives from the word’s Latin root, which means ‘racecourse’. Indeed, for many students, the school curriculum is a race to be run, a series of obstacles...” Egan (2003: 10) states that “the field seems to have no clear logical boundaries”. However, curriculum is related to education. It tries to answer how children should learn and what methods should be employed to present better education to them.

Richards and Schmidt (2002: 139) provides the elaborate definition in the following:

- 1- An overall plan for a course or programme...Such a programme usually states;
  - a) the educational purpose of the programme, in terms of aims or goals,
  - b) the content of the programme and the sequence in which it will be taught (also known as the syllabus),
  - c) the teaching procedures and learning activities that will be employed (i.e. methodology),
  - d) the means used to assess student learning (i.e. assessment and testing ),
  - e) the means used to assess whether the programme has achieved its goals (i.e. evaluation ),
- 2- The total programme of formal studies offered by a school or institution, as in the secondary school curriculum.

There is some confusion between curriculum and syllabus as to their definitions because the terms are used in a different way due to American and British explanation. White (1988: 4) states that “ in a distinction that is commonly drawn in Britain, syllabus refers to the content or subject matter of an individual subject, whereas curriculum refers to the totality of content to be taught and aims to be realized within one school or educational system. In the USA, ‘curriculum’ tends to be synonymous with ‘syllabus’ in the British sense”. Accordingly, syllabus is related to the contents of a course and the order where they are taught. Thus, it has a restricted concept. However, curriculum has broad meaning. Moreover, it refers to any educational programme that puts forward the purpose of the programme, teaching procedures, and learning goals.



When it comes to foreign language curriculum, it refers to the planning, administration, implementation, and evaluation of the foreign language programme. However, foreign language syllabus deals with narrower issues and involves the selection and grading of contents. Johnson (1989) states that there are three factors which influence curriculum decision making. The first is policy which takes decisions on curriculum planning. The second includes pragmatic issues related to time, resources, human, and material. The third involves participants that take place in the curriculum process to connect policy and pragmatics. In parallel with Johnson's suggestions, McLaren and Madrid (2004) mention five curricular stages:

1. Curricular design includes policy making decisions that refer to overall aims to meet national and local requirements.
2. Determining aims which involve the general and particular objectives are established by schools in their curricular projects,
3. Programme preparation consists of the development of teaching and learning materials.
4. Classroom implementation includes the interaction of teachers, students, and resources such as learning and teaching materials.
5. Evaluation involves the assessment of the curricular process.

Language curriculum development becomes the main topic of second and foreign language teaching. It mainly deals with selection of teaching method, materials, and learning activities. When it comes to the people involved in development of foreign language curriculum, they include government agencies, politicians, academics at universities, parents, principals, teachers, and students in schools (Marsh 2004). They try to shape the curriculum. Johnson (1989: 3) presents the elements involved in curriculum development:

**Table 3.1 Stages, decision-making roles and products in curriculum development**

<b>Developmental stages</b>	<b>Decision-making roles</b>	<b>Products</b>
1. Curriculum planning	Policy makers	Policy document
2. Specification	Needs analyst	Syllabus
	Methodologists	
3. Program implementation	Materials writers	Teaching materials
	Teacher trainers	Teacher training programme
4. Classroom implementation	Teacher	Teaching acts
	Learner	Learning acts

According to the table above, the elements involved in curriculum development have interacting position. The curriculum should be coherent to reach the intended outcome of the second or foreign language teaching. In other words, the decisions taken at the macro level should be consistent with classroom implementation at the micro level. Curriculum planning is executed mainly by policy makers by producing policy documents. In other words, policy makers determine the aims of the curriculum, thereby taking interest groups into account. Program implementation determines the choice of teaching and learning resources whereas classroom implementation refers to the interaction between teachers and learners in classrooms.

Tyler (1949: 1) makes a contribution to the literature on curriculum development by putting forward the following four questions:

1. What educational purposes should the school seek to attain?
2. What educational experiences can be provided that are likely to attain these purposes?
3. How can these educational experiences be effectively organized?
4. How can we determine whether these purposes are being attained?

According to Richards (2001: 1), the following questions are addressed with respect to language curriculum development:

1. What procedures can be used to determine the content of a language program?
2. What are learners' needs?
3. How can learners' needs be determined?
4. What contextual factors need to be considered in planning a language program?
5. What is the nature of aims and objectives in teaching and how can these be developed?
6. What factors are involved in planning the syllabus and the units of organization in a course?
7. How can good teaching be provided in a program?
8. What issues are involved in selecting, adapting, and designing instructional materials?
9. How can one measure the effectiveness of a language program?

The above mentioned questions imply that a number of factors such as planning, implementation and goals are involved in language curriculum development. Moreover, language curriculum development gives priority to what knowledge and skills students should have in schools. It also includes evaluation to determine whether the language program implemented has reached its objectives. In other words, it evaluates teaching and learning.

The language curriculum consists of a number of processes such as needs analysis, goal setting, syllabus design, methodology, testing, and evaluation (Richards 1990: Richards & Rodgers 1986). Needs analysis is implemented to determine requirements of teaching and learning of the foreign or second language. It decides on priorities among them. Moreover, it tries to receive data on who the learners are, their current level of language proficiency, teaching materials, what kinds of evaluation measures are needed, who the teachers are, what training and experience they have, and what constraints on time and budget are. Needs analysis is an inevitable part of language curriculum development since it determines the context of the language program and obtains data on the participants involved in the program. Language curriculum goals refer to obtainable program aims based on needs analysis (Brown 1995). In other words, they are general statement of planned consequences of a language programme. They give priority to what the program aims to achieve in the future. Thus, goals should be a dynamic process to keep up with innovations. Syllabus design is one element of language curriculum development. A syllabus deals with designation of the content that belongs to a course of instruction and categorize what will be taught and tested. However, curriculum development is a more extensive process than syllabus design since it determines the needs of learners, the aims of a program, course structure, teaching methods, materials, and the assessment of the language program.

According to Taba's model of curriculum processes (1962: 12), the following steps gain prominence:

- Step 1: Diagnosis of needs
- Step 2: Formulation of objectives
- Step 3: Selection of content
- Step 4: Organization of content
- Step 5: Selection of learning experiences
- Step 6: Organization of learning experiences
- Step 7: Determination of what to evaluate and means to evaluate

Steps 3 and 4 are designated as syllabus design in language teaching since it refers to selection and arrangement of contents in a sequence (Richards 1990).

Syllabus design is shaped by curriculum planners by taking their views on language learning into account. Richards (1990: 9) suggests the following types of syllabus:

1. Structural (organized primarily around grammar and sentence patterns)
2. Functional (organized around communicative functions, such as identifying, reporting, correcting, describing )

3. Notional (organized around conceptual categories, such as duration, quantity, location)
4. Topical (organized around themes or topics, such as health, food clothing)
5. Situational ( organized around speech settings and the transactions associated with them, such as shopping, at the bank, at the supermarket)
6. Skills (organized around skills, such as listening for gist, listening for specific information, listening for inferences)
7. Task or activity-based (organized around activities, such as drawing maps, following directions, following instructions)

Methodology plays an important role in implementing the above mentioned elements. It refers to the tasks and activities that the teacher employs to obtain desirable learning. The teacher decides how they are used at the time of teaching process. The activities chosen at the teaching process depend on the philosophy of the program, the roles of teachers and learners. When it comes to testing and evaluation, they take an important place in the language curriculum development (Brown 1995). The language program is assessed by them.

Four kinds of tests gain significance while assessing the process of taking consequences of the language program: proficiency tests, placement tests, achievement tests, and diagnostic tests. Accordingly, proficiency tests measure how well a learner can use a foreign language. Placement tests are employed to place a learner at a suitable level. Achievement tests measure how much of a foreign language a learner has learned. Diagnostic tests aim to diagnose learners' particular learning problems. As for evaluation, it aims to collect data on the efficiency of a language program. It assists decision making in judging the language curriculum development. In other words, it is used to understand whether the goals of the language program are efficient or not. Moreover, it is employed to understand how the language program works and how teachers and learners and teaching materials go hand in hand. Data received from evaluation process are used to improve the language curriculum. Two types of evaluations are employed to assess the language program (Richards 1990): summative evaluation implemented at the end of a program to measure how efficient it was and formative evaluation carried out at the time of implementation of a program to revise and modify it.

### **1.1 Factors affecting foreign language curriculum**

Planning foreign language curriculum requires a combination of factors. These factors, as shown in the Johnson's model, are policy makers at the macro level and

teachers and learners are at the micro level. The middle level factors refer to teacher trainers, methodologists, administrators, and material writers. Moreover, textbooks, financial support, time, human resources may belong to these factors.

Planning foreign language curriculum enables the principles of teaching and learning to combine with the characteristics which teachers and learners have (McLaren & Madrid 2004). These characteristics involve teachers' teaching role and experiences, learners' proficiency level and motivation, and learners' attitudes towards foreign language teaching. Furthermore, a country's educational policy plays an important role in designing its foreign language curriculum (ibid). Stern (1983: 276-280) suggests the following factors that influence foreign language curriculum of a country:

1. Linguistic factors ( i.e. linguistic similarity )
2. Social and cultural factors ( i.e. learners' attitudes towards L2)
3. The historical setting and the national or international political situation ( i.e. selection of particular L2)
4. Geographical aspect ( i.e. geographical distance between the countries)
5. Economic and technological development ( i.e. economic investment and technological training)
6. Educational framework (i.e. the beginning age of compulsory education)

The above mentioned factors gain prominence while designing the foreign language curriculum. However, when it comes to Turkey's educational context, economic and technological developments are of significance to pursue its foreign language curriculum. For example, parents and students request for English language teaching in schools as English has advantages over other foreign languages. Turkish learners of English believe that they will find a well-paid job when they have a good command of English. Furthermore, the English language is used in wide range of areas in technology. Nearly all terminology related to computer usage is formed in English. Thus, English is given priority in the technological era.

On the other hand, educational framework shapes the foreign language curriculum in terms of compulsory education. In other words, it refers to the educational situation of a country. For example, the period of compulsory education in Turkey extended over eight years. Consequently, the beginning age of foreign language education started at the age of nine or ten. Moreover, educational framework may make room for other foreign languages according to the demand for them. However, this situation depends on economic and

politic decisions. If a country wishes to develop its economic or politic ties with one of its neighbouring countries, it may let its educational framework teach the country's language.

## **1.2 Teachers' implementation of foreign language curriculum**

Implementation denotes the realization of the curriculum. In other words, it refers to practice. Thus, in-service training gains importance from the standpoint of implementation. However, there are other factors that influence implementation. These factors refer to resource support such as materials and the enough time to be acquainted with the curriculum (Fullan & Pomfret 1977).

Governments are responsible for foreign language curriculum in countries, as in Turkey, which has centralized administration. In other words, they design their curriculum policy. In doing so, they determine which foreign language(s) should take place, how many hours of instruction should be presented to students, which textbooks should be followed, and so forth.

As pointed out above, curriculum determines the overall planning of education in schools. In other words, it dictates what should be taught in an educational institution. Accordingly, administrators and teachers follow these decisions taken in the curriculum. However, teachers are mainly responsible for the implementation of the curriculum in schools. Thus, the success of the curriculum depends on teachers' performance behind closed doors. Teachers' implementation should be in harmony with the curriculum in order to reach the aim. However, problems may come up due to various reasons during the process of the implementation. Consequently, these problems are likely to influence foreign language education in a negative way. In other words, there will be a mismatch between the curriculum designed at the macro level and implementation at the micro level. Thus, feedback mechanisms are inevitable in order to avoid the problems that may arise in the process of the curriculum implementation (Fullan & Pomfret 1977). Dellar (1992: 16) states, "...policy implementation is best viewed as a process of 'interactive modification'. That is, a process whereby the policy innovation prompt modifications to be made to the adopting organization (the schools) and where the adopting organizations prompt modifications to be made to the policy innovation in a complex and dynamic manner." Accordingly, information flow is sophisticated in the process of macro level policy and

micro level implementation. Thus, from the standpoint of this interactive modification, teachers should be familiar with the top-down and bottom-up process of the curriculum.

Teachers' roles in implementing the curriculum are inevitable. They should predict the curriculum correctly and implement it as required. Thus, teacher education programs gain importance to pursue the curriculum. Pre-service teacher education should assist student teachers in collaborating with each other as the implementation of curriculum requires cooperation. Markee (1997: 53) states, "There should be a link between what teachers do in the classroom and what they discuss in their graduate program classes: If teachers are to become competent language teaching professionals, they must be able to complement experience with theory." Accordingly, curriculum innovations should be introduced in the pre-service teacher education so that student teachers can be acquainted with the implementation.

On the other hand, the success of the implementation depends on teachers' correct interpretation of the curriculum (Spillane, Reiser & Reimer 2002). Hill (2003: 272) points out that "Teachers formulate their own interpretation of such reforms [educational reforms] and that those interpretations are based on their prior views of teaching, their opportunities to learn about policy." Accordingly, given that teachers lack information on the curriculum and sufficient resources, they may not interpret it correctly, thereby leading to malpractice. Thus, policy makers should make sure that teachers have an in-depth knowledge of the curriculum.

Such factors as "motivation and will" (McLaughlin 1987: 173) play an important role in implementing the curriculum. Given that learners of a foreign language lack enough motivation to pursue the instructions, teachers will not find it easy to keep up with the curriculum innovations. Likewise, provided that teachers have lack of the will to keep abreast of it, there is little chance to pursue it.

School principals and middle-level managers are also responsible for implementing the curriculum (Wang 2010). They facilitate the implementation of the curriculum in schools. Thus, they assist teachers in implementing the curriculum by providing resources such as projectors and interactive whiteboards. However, sometimes, they cannot afford to provide these materials due to financial problems. Thus, a number of policies do not come into existence and its implementation becomes impossible.

As pointed out above, from the standpoint of implementation, problems may come up within the centralized administration. That is, the transmission of policy content may come up with difficulties while passing from the top-level decisions through the middle-level administrators to the bottom-level implementation. Teachers receive the decisions taken at the top-level and try to implement them. Given that they have difficulty in implementing them, they are likely to modify or reject them (Morris & Scott 2003). Thus, there should be a good balance between the top-level policies and the bottom-level implementation. Hope and Pigford (2001: 44) state, “principals and teachers are more likely to embrace policies that match or approximate their concepts of teaching and learning or at least do not conflict substantially with fundamental and long-held pedagogical traditions. Educational policies that compete or conflict with the pedagogical beliefs of educators are more likely to experience delayed implementation or suffer from superficial implementation.” As such, it is difficult to implement the curriculum without meeting the principals or teachers’ expectations. To avoid the undesirable side effects of the implementation, middle-level managers, principals, and teachers should also be involved with policy development. Hope and Pigford (2001: 45-46) suggest three stages to execute the educational policy implementation from the standpoint of principals: The initiation stage, the implementation, and the institutionalization stage. Accordingly, teachers are introduced to the innovation in the initiation stage. The implementation involves support and assessment provided by principals. Feedback during the process of implementation is inevitable in this stage. Principals make sure that policy is embedded in their schools. Given that this stage comes into existence, a number of barriers will disappear.

Policy makers sometimes make innovations in the curriculum to bring about developments in their educational system. As pointed above, given that implementers resist them, they are unlikely to come into existence. Kravas-Doukas (1995: 53) states that “...curriculum innovations are seldom actually implemented as intended in classroom”. The above mentioned researcher puts forward the factors that influence the implementation of innovations. Accordingly, teachers’ attitudes and beliefs, teachers’ understanding of the innovation, teacher training, teachers’ judgements of the feasibility and practicality of the innovation, and communication play an important role in implementing innovations in the curriculum. Thus, teachers are the major implementers of the foreign language curriculum.



## **2. An evaluation of English language teaching in the curriculum of Turkish education**

The primary and secondary education follows the syllabuses of foreign language education determined by the Board of Education and Discipline attached to the Ministry of National Education. The syllabuses include the contents of textbooks published in the Official Bulletin of MONE. However, syllabuses of foreign language education in the first academic year of higher education institutions are uncertain. They usually depend on decision of instructors of foreign language teaching. There has not been enough research on foreign language instruction related to the first academic year of universities.

Law no.2923 dated 14.10.1983 on foreign language education and training organizes education of foreign languages in educational institutions in Turkey. According to this law published in the Official Gazette dated 19.10.83, such subjects as Atatürk's Principles and History of Turkish Revolution, Turkish Language and Literature, History, Geography, and Religious Culture and Moral Knowledge cannot be taught in a foreign language. The article 2 of the above mentioned law stipulates that the subjects taught in foreign language education and training in primary, secondary and mass education institutions will be determined by Ministry of National Education. According to the relevant article, the subjects taught in foreign language education and training in higher education institutions will be determined by Higher Education Council.

As pointed above, English language teaching has advantages over the other foreign languages in the educational context of Turkey. It has long been given priority by the Turkish governments. The reasons why it has been given importance in Turkey depend on choice made by parents and students (Doğançay-Aktuna & Kızıltepe 2005). Thus, it has long taken part in the curriculum of Turkish education. The authorities such as policy makers and senior officers take decisions on this curriculum at the macro level and its implementation is left to teachers.

Textbooks play a significant role in the Turkish EFL context from the standpoint of the foreign language curriculum (ibid). They are composed by a group of experts appointed by the government. These books are used across the country. They are expected to follow the decisions taken in the curriculum. Accordingly, they represent the syllabus prepared according to the curriculum to a great extent and dictate what teachers should teach. As for the teachers, they make plans according to these course books. Furthermore, they are

supposed to follow the contents of these course books. As for the students, they acquire what are taught in these textbooks. Richards (1998: 125) contend that the textbooks are used in reference to the curriculum. He goes as far as to state that “if one wants to determine the objectives of a language program, the kind of syllabus being used, the skills being taught, the content the students will study, and the assumptions about teaching and learning that the course embodies, it is often necessary to look no further than the textbooks used in the program itself”. Furthermore, he asserts that resources such as textbooks and materials employed in the educational context represent the hidden curriculum.

As pointed above, foreign language education begins at the fourth grade of primary education and continues until graduation from the tertiary education. English is taught throughout the country. However, hours of instruction of the English language vary in the Turkish education system. In other words, the number of hours of instruction which learners of English receive is not the same. This situation is true for private and state schools. Some schools have preparatory classes presenting intensive English courses whereas many schools do not provide these classes. This situation is true for Turkish universities. For example, most of the private universities present intensive English courses whereas many state universities lack preparatory classes. Consequently, learners of English across the country receive different types of English instruction. They have different types of proficiency levels of English due to different curricular activities when they enter the tertiary education.

Primary education in Turkey is compulsory for the Turkish students. It lasts eight years. As pointed above, foreign language education mainly depends on English language teaching in the Turkish educational context. English language teaching in primary education is implemented according to the 2006 English language curriculum prepared by a group of seven experts, five of whom are academics at a Turkish university. It covers Grades 4-8. It stipulates that textbooks, teacher’s guide book, and student’s workbook have to comply to the curriculum.

The 2007 English language curriculum for the ninth grade secondary education focuses on communicative language teaching, four language skills, learner-centred approach, and coherence with the Common European Framework of Reference for Languages. The program requires students to develop themselves by recognizing different

cultures from the standpoint of social interaction. Likewise, it aims to enable students to enjoy learning the foreign language, communicate with people from different cultures, improve their language skills, and to be in harmony with the measures in the Common European Framework of Reference for Languages. It asserts that it is in harmony with psychomotor domain, cognitive domain, sociolinguistics, and four language skills. The program aims to enable the ninth grade students to obtain Level A2.2 at the first term and A2.3 at the second term.

The 2007 English language program for the ninth grade students gives place to the following topics studied alongside grammar (Demirel et al. 2007):

- Society and life
- Values
- History and tourism
- Imagination and plans
- Communication
- Science
- Art
- Sports
- Success and unsuccess

As seen above, there are nine topics, six of which should be selected and presented to students. Moreover, there are content recommendations provided alongside the topics. However, it is not necessary to present these contents. However, the contents to be selected must be in harmony with the topics and the aim of the program. Each of the topics must be designed in order to take 18 hours (six weeks). Three different contents must be selected and presented in accordance with each topic. Teachers of English must be provided with CDs for listening activities. CDs must contain texts which must be read, if possible, by native speakers with correct pronunciation, stress, and intonation. Visual elements must be used for the texts.

The 2007 English language program stipulates that learning must be meaningful and based on interaction. Language learning must be associated with cultural elements. Moreover, it must be in the direction of students' expectations. According to the program, teachers should promote self-assessment of their students. They should behave like a guide in order to promote learning. In other words, they should support learner autonomy. Peer correction should be given priority. Systematic errors should be corrected.

When it comes to the main characteristics of the 2007 English language program, the following issues are put forward (Demirel et al. 2007: 15-16):

- The program is grounded on communicative approach.
- The achievements in the program are designed in order to focus on four language skills and learner- centeredness.
- The program is grounded on the acquisition of recognition, comprehension, questioning, sequencing, classification, summarizing, association, and matching.
- The program has been prepared on the basis of the Common European Framework of Reference for languages.

Demirel et al. (2008) state that the 2008 English language curriculum for the tenth grade secondary education is aimed at developing intercultural competence and communicative competence in accordance with students' mental development levels. The program considers self-assessment of the students. It aims to enable the students to discover their own capacities. It has been designed in line with classes of approximately 108 hours. It consists of samples of performance project for the purpose of measurement and evaluation. It takes into account the approach of student-centeredness and individual differences. Furthermore, it considers the Common European Framework of Reference for Languages which identifies language users as Basic User (A1-A2), Independent User (B1-B2), and Proficient User (C1-C2). Accordingly, the program aims to enable students to have Independent user (B1). The general aims of the foreign language teaching are to enable students to:

- Enjoy learning the foreign language,
- Recognize the culture in which the foreign language is spoken,
- Improve their language skills,
- Enrich their vocabulary in the target language,
- Make their cultural values known to the foreigners,

Consequently, the program has connection with the following elements:

- Cognitive, affective, and psychomotor domain
- Communicative competence
- Intercultural competence
- Learner autonomy
- Self-assessment

As presented in the 2007 English language program for the ninth grade students, the programme prepared for the tenth grade students makes room for the following topics:

- Society and life
- Values
- History and tourism
- Imagination and plans
- Communication
- Science
- Art
- Sports
- Success and unsuccess

As seen above, there are nine topics within the framework of the 2008 English language curriculum. The program stipulates that six of them must be selected and presented to students. Apart from the topics, there are content recommendations related to these topics. It is not mandatory for teachers to apply them. However, they can choose those which must be in line with the Basic Law of National Education. Six hours must be allotted to provide each content. As for the textbooks, the program stipulates that the activities which take part in the textbooks must be meaningful and based on communicative approach. Moreover, they must involve visual elements. The teachers should enable their students to acquire autonomy and self-assessment. In other words, the teachers should promote self-learning. When it comes to the students, they are expected to:

- Regulate their learning processes,
- Assess their learning,
- Maintain lifelong learning,
- Associate learning with subject matter,
- Use technology,

As for the learning methods mentioned in the 2008 language program, the following activities take place:

- Brain storming
- Demonstration
- Question and answer
- Role play
- Drama
- Simulation
- Group activities
- Educational games

The 2008 English language program stipulate that measurement and assessment must involve four language learning skills. Listening skill involves listening to short conversation, dialogues, and conferences. Speaking skill consists of interview, describing a

picture, and problem solving. Reading skill requires finding main theme. Writing skill involves writing a letter, a report, and a message. Teachers can evaluate students' performance by observing their activities, thereby taking into account individual differences. Apart from the evaluation techniques mentioned above, student portfolios and peer assessment are considered in the program. Questions with short answers, multiple-choice questions, matching questions, and open ended questions can be employed according to the program.

A new program was designed on 24<sup>th</sup> August, 2011 in order to regulate the English language teaching in Turkish secondary education including preparatory classes, which would be implemented as of 2011-2012 educational year. Textbooks will be used in accordance with the English language curriculum as of 2012.

The 2011 program covers general and vocational secondary education. It has similar characteristics with the 2007 and 2008 programs. The following elements are put forward in this program (Çakır et al. 2011):

- It aims to improve the quality of foreign language teaching in Turkey.
- It aims to enable students to use English as a communicative tool.
- It has been designed in order to develop students' intercultural competence and communicative competence with respect to cognitive, affective, and psychomotor domains in line with their mental development levels.
- It focuses on four language skills.
- It aims to let students recognize their abilities and assess themselves.
- It consists of measurement and assessment with the aim of assisting teachers in evaluating their students' performance.
- It gives importance to student-centeredness and cooperation.
- Teachers should develop materials in accordance with individual differences.
- The authors benefit from the Common European Framework of Reference for Languages while designing the program.
- The proficiency levels of students are determined in line with Basic User (A1-A2), Independent User (B1-B2), and Proficient User (C1-C2).

The mission of the 2011 program is to enable students to:

- Develop knowledge, skill, and attitude,
- Associate their learning with subject matter,
- Apply learning in real life,
- Comply with lifelong learning,
- Enrich their vocabulary in the target language,
- Decide to learn at least one foreign language by believing the need to learn a foreign language,

When it comes to the scope of the 2011 language program, the following factors are suggested:

- students' mental development,
- four language skills,
- self-assessment,
- development of intercultural competence,
- learner autonomy,
- fluency and accuracy in the target language,
- learning together,

Such learning domains as listening, speaking, writing, and reading have been cited in the 2011 language program. Accordingly, listening involves intensive, selective, extensive, and interactive elements. For example, listening requires answering the questions after listening to the text and writing down the main points following a short presentation. Furthermore, students should be encouraged in order to listen to MP3 or DVD in English outside the classroom. Speaking consists of imitative, intensive, transactional, and extensive elements. The following talking points are put forward:

- Dialogues
- Discussions
- Impromptu speech
- Interviews
- Introduction of books
- Presentations
- Role-play
- Interactive games
- Story telling

In reading students should understand the main points. They evaluate the texts and tell whether or not they agree to the opinions suggested in the text. In other words, they put forward their critical thinking. Moreover, they should improve their vocabulary and recognize the intercultural elements. They should summarize the text as well. As for writing, students should pay attention to coherence and cohesion at the time of writing. For example, they can describe a picture or finish an incomplete sentence.

When it comes to the attainments obtained in the 2011 English language program, they involve language proficiencies from A1 to C1 in accordance with the cyclical approach. Furthermore, the program covers common attainments in line with language proficiencies. For example, the common attainments suggested for Basic User (A1) include A1.1 (A1.1.1 and A1.1.2 and A1.2 (A1.2.1, A1.2.2, and A1.2.3). As for grammar, it should

be imbedded in speaking, listening, reading, and writing. Students should be provided with grammatical rules implicitly. Instead of focusing on the rules, students should improve their learning skills.

The 2011 curriculum program mentions issues about its application in schools. Accordingly, the foreign language curriculum has been prepared in reliance on proficiency levels (A1-C1) determined by the Common European Framework of Reference for Languages. Secondary schools are grouped into three categories: Non-Anatolian-type schools (i.e. upper secondary schools), Anatolian-type schools (i.e. science high schools), and upper secondary schools with preparatory classes (i.e. schools of social sciences). Students in preparatory classes and Grade 9 of the upper secondary schools with preparatory classes and those who are in Grade 9 of other secondary schools are provided with placement tests to determine their proficiency levels in 2011-2012, provided that there are sufficient physical conditions and teachers. The students who obtain 60 on a 100-point grading scale can transfer to an upper level on the basis of the levels A1-A2. Those who do not sit for the placement test receive A1. Students who have the same proficiency levels can be educated together, irrespective of their classrooms. The students in grades 10-12 within the context of non-Anatolian-type schools are taught English in line with A.III English language curriculum prepared for grades 10-12. The students in grades 10-12 within the context of Anatolian-type schools are taught English in line with B.III English language curriculum prepared for grades 10-12. The students in grades 10-12 within the context of schools with preparatory classes are taught English in accordance with C.II English language curriculum designed for grades 10-12.

The 2011 program prepared for secondary education makes room for the following topics:

- Individual and society
- Values
- Education
- Professions
- Dreams and plans
- Youth
- Sports
- Personality and character
- Health and nutrition
- Nature and environment
- Communication



- History
- Tourism
- Our country
- Our world
- Feelings
- Art
- Science and technology
- Economy
- Design
- Success and unsuccess
- Security

In addition to the above mentioned topics, there exist content recommendations to be examined alongside these topics. However, it is not mandatory to deal with them. The contents to be selected must be in line with the basic aims of the Turkish national education. The following table indicates number of the topics and contents alongside the proficiency levels (Çakır et al. 2011: 15):

**Table 3.2 The topics and content recommendations in the 2011 English language program**

Language proficiency levels	Number of topics	Number of contents
A.1.1	6	18
A.1.2	6	18
A.2.1	8	24
A.2.2	8	24
A.2.3	8	24
B.1.1	8	24
B.1.2	8	24
B.2.1	10	30
B.2.2	10	30
C.1.1	-	-

One topic at levels A1-A2 must be arranged in such a way that it is taught in 18-hour class. There must be three contents in each topic and each content must be taught in six-hour class. One topic at levels B1-B2 must be arranged in such a way that it is taught in 36-hour class.

One CD must be provided alongside every book. Listening texts must be read, if possible, by native speakers and by different people. As for textbooks, they must be arranged in accordance with the topic, contents, and language proficiency levels. Four language skills must be equally given importance. Vocabulary must be taught through communicative methods. Reading passages must be suitable for students' levels and extracted from texts, news, stories, and poems in accordance with real life. In listening activities teachers must use CDs.

The 2011 English language curriculum determines teachers and learners' roles in foreign language teaching. Accordingly, teachers must behave like guides, thereby enabling students to assess themselves. They must pay attention to learner autonomy. In other words, learner-centeredness must be given priority. As for students, they must use English as a communicative tool. They must regulate their learning processes.

According to the 2011 English language program, such methods as lecture, discussion, case study, demonstration–performance, problem solving, and individualized study must be employed. Furthermore, it must involve such group learning techniques as brain storming, demonstration, ask and answer, role playing, drama, simulation, pair and group studies, and educational games. As for measurement and assessment, four learning skills must be equally included. However, in doing so, the characteristics of each skill must be considered. The tools and methods for measurement and assessment are qualitative and quantitative assessments. The qualitative assessments involve oral presentations, projects, performance, rubric, students' portfolio, observation, control lists, self-assessment, peer assessment, and group assessment. The quantitative assessments include questions with short answers, open-ended questions, multiple-choice questions, matching questions, and true-false questions.

When it comes to the English curriculum and syllabuses of Turkish universities, they are designed and implemented by them (Kirkgoz 2005). Universities in Turkey have their own departments that are responsible for teaching basic English, most of which are called school of foreign languages. They prepare their own textbooks and materials. Moreover, they evaluate their students' success in English with their own resources. Textbooks, methods, and techniques employed in English language teaching vary from university to university. In other words, there are no uniform standards in the context of universities which teach compulsory English stipulated by the Council of Higher Education.

## 2.1 Elementary school curriculum innovation in Turkey

As pointed above, the Ministry of Turkish Education is responsible for centrally designing the English language curriculum and syllabuses of the educational system of Turkey. For example, course books prepared for instruction of English are determined and distributed by the ministry. Thus, the implementation of the curriculum must be in harmony with the top level policies.

English language teaching took place within the context of Turkish primary schools following the 1997 curriculum innovation when the primary education was extended from five to eight years. Accordingly, English language teaching was introduced into the fourth and fifth grade education. Nine or ten year-old students began learning English. Thus, teaching English to young learners (TEYL) became prominent in terms of language acquisition and learning in Turkey.

In Turkey, teachers of English tend to employ grammar translation method, irrespective of the other methods suggested by the official documents (Kirkgoz 2008). Thus, the curriculum innovation adopted communicative language teaching based on functional use of language for meaningful objectives. Accordingly, teachers of English involved in TEYL were supposed to change their attitudes towards English language teaching.

The 1997 curriculum brought about implications for teacher education at the faculties of education in Turkey. In other words, it influenced the way the student teachers were educated. The courses of teaching English to young learners were introduced into the curriculum of ELT departments. Hence, the trainee teachers began being acquainted with methods of teaching English to young learners.

The current English language teaching for primary education has been implemented according to the 2006 English language curriculum. It was issued on February 10<sup>th</sup>, 2006. It covers Grades 4 to 8 of Turkish primary education. It stipulates that course books, teachers' books, and students' workbooks must be rewritten according to the curriculum. Activities in textbooks must be in harmony with students' development levels. Four language skills must equally take place and CDs must be involved in these textbooks. In addition to them, the programme suggests that teachers should be provided with English

language teaching materials. These materials should consist of supplementary materials (i.e. teachers' books and video cassettes).

In Turkish explanations, Ersöz et al. (2006) state that the program has benefited from structural (i.e. grammatical structures), situational (i.e. the context where interactions happen), topical, notional, and functional (i.e. grammatical rules, notions, syntactic structures, usage, and functions in coherent discourse), procedural and task-based (i.e. tasks which have connection with students' real world language needs), and skills-based (i.e. linguistic and academic skills) approaches.

The program mentions the requirements of the young learners aged 10-12. Accordingly, they should be provided with opportunity to personify their learning experiences. Teachers should be sensitive to their needs and spiritual conditions. The young learners should be given chance to behave independently. Self-study, pair work, and group study should take place in language teaching.

On the other hand, the 2006 language programme puts forward some suggestions for further activities with respect to English language teaching. These suggestions involve listening to music, role-play, sports, games, simulations, drama, and puzzles.

As for teachers of English, they should avoid making use of Turkish in English classes. In other words, English classes should be implemented in English. The teachers should assist their students in developing their skills and adopt lifelong learning. They should get support from students' parents. In doing so, they should inform the parents of innovations in English language teaching. Moreover, the parents should be required to make sure that their children are interested in the foreign language and other cultures. If possible, they can provide their children with books, videos, and other resources in English.

The 2006 English language curriculum aims to bring about the following goals, approaches, techniques, and methods in order to promote English language teaching in Turkey (Ersöz et al. 2006):

- It aims to raise young learners' awareness of learning a foreign language.
- It aims to increase students' motivation for learning English and improve their attitudes towards English and other cultures.
- It aims to increase students' interest in learning English.

- It gives importance to student-centred learning.
- It requires students' parents to participate in the process of foreign language education.
- It gives priority to learner autonomy.
- It adopts a cross-curricular model which let students inquire and connect experience and knowledge.
- It requires communicative language teaching.
- The cyclical format which gives opportunity to study the same topic more than once.
- It adopts a topic-based approach where topics are chosen in a cross-curricular atmosphere.
- It suggests a wide range of activities such as games, songs, drama, and story-telling.

When it comes to the evaluation of English language teaching, it must be in harmony with the teaching methods and techniques. Ersöz et al. (2006: 24) state that "...the suggested evaluation devices are all taken from the European Language Portfolio." Accordingly, the three elements of the ELP determined by the Council of Europe will be considered in evaluation procedures. Thus, the program finds it useful to pursue portfolio assessment in primary education. However, it asserts that the validity and reliability of an evaluation can be increased by training teachers in the following skills (ibid.: 27):

- observing, interpreting, and documenting learners' use of language,
- designing classroom tests and assessment tasks,
- analysing test results,
- providing diagnostic feedback to learners,
- evaluating the quality of tests and assessment tasks,
- evaluating the quality of learners' language performances according to rating scales,
- writing evaluative reports for program administrators,

As pointed above, the 2006 English language curriculum gives priority to learner autonomy as it depends on learning and learner-centeredness. Accordingly, students are expected to choose their own learning styles. The program suggests the following useful tips in order to promote learner autonomy from the standpoint of teachers (Ersöz et al. 2006: 121-122):

- Encourage students to be interdependent and to work collectively.
- Ask student to keep a diary of their learning experiences.
- Explain teacher/student roles from the outset.
- Progress gradually from interdependence to independence.
- Give the students projects to do outside the classroom.
- Have the students design lessons or materials to be used in class.

- Instruct students on how to use the available resource centres.
- Encourage the students to use only English in class.
- Stress fluency rather than accuracy.
- Conduct sessions to assist learners in gaining insights into their learning styles and strategies.

## 2.2 The influence of European Language Portfolio

The ELP aims to develop learner autonomy and self-assessment, thereby assisting language learners in promoting intercultural awareness. In other words, the ELP represents the Council of Europe in terms of participating in the cultural diversity. Moreover, the philosophy of ELP lies behind lifelong learning. Individuals' language learning continues through social requirements so they can contact with other people speaking different languages. Thus, the ELP assists them in developing language learning skills and record their development. Accordingly, the learners obtain independent language learning. Furthermore, they can recognize and follow the direction of the language learning programmes because they are aware of their proficiency level in a foreign language. The ELP owner evaluates his or her proficiency in foreign languages by employing the six levels (A1-C2) and five skills (listening, reading, spoken interaction, spoken production, writing). The following table shows an individual's self-assessment (Council of Europe 2004: 5):

**Table 3.3 The self -assessment grid with respect to the ELP**

	A1	A2	B1	B2	C1	C2
Listening						
Reading						
Spoken interaction						
Spoken production						
Writing						

To begin with, the ELP activities in Turkey started by considering learners of English in public and private schools. Turkish educational authorities selected students in secondary schools for the task of implementing the ELP as they had enough language awareness to cope with the implementation of the ELP. Twenty schools in Ankara and Antalya were involved in this study, employing one of their English teachers. The teachers

selected from each of twenty schools took part in an in-service training program under the supervision of the Board of Education and Discipline in Ankara. The first seminar came into existence in 2001. The ELP project was dealt with in detail and its implementation was introduced. The implementation stage began in the academic year of 2002-2003 (Demirel 2004). Thus, Turkey has participated in the ELP project since 2001 (Egel 2009).

As shown in Table 3.4, the number of pilot schools increased to 30. The ELP was implemented in nine cities. 1357 students were involved in this project.

**Table 3.4 Numerical distribution of the ELP pilot groups (Demirel 2005)**

City	Number of schools	Number of teachers	Number of students
Ankara	12	24	486
Antalya	7	14	224
Istanbul	5	10	285
İzmir	1	2	76
Adana	1	2	80
Gaziantep	1	2	72
Bursa	1	2	48
Edirne	1	2	46
Düzce	1	2	40
Total	30	60	1357

The second ELP commission was organized under the supervision of the MONE, thereby forming a junior model for children aged 10-14. The ELP project was piloted in 15 primary schools. It was sent to the Council of Europe so that it could be validated in 2006 and approved by the European Validation Committee. The following table shows the numerical distribution of the ELP pilot groups of primary education (Egel 2009: 7):

**Table 3.5 The numerical distribution of the ELP pilot groups of primary education**

City	Number of schools	Number of teachers	Number of students
Ankara	7	28	357
İstanbul	4	16	285
İzmir	1	4	86
Gaziantep	1	3	66
Bursa	1	3	54
Düzce	1	3	36
Total	15	56	884

As stated previously, the studies on the ELP in Turkey have been executed since 2001. The Turkish Ministry of Education gives importance to these studies on the ELP project. There is a website of the Turkish Ministry of Education on the internet (see <http://adp.meb.gov.tr/index.htm>). The students aged 10-14 and 15-18 can benefit from this website by choosing their age groups and completing the files. First, the learners should read the instructions on how to complete the files. The website aims to assist the learners in recording their own development in the foreign languages they are learning. As pointed above, the learners will be aware of their proficiency level. On the other hand, given that the learners are too young, they will need parents or teachers' assistance (Mirici 2008).

The European Language Portfolio takes part in the foreign language curriculum in Turkish education. In other words, the foreign language curriculum in Turkey is prepared in line with the Common European Framework of Reference for Languages (CEFR). For example, the 2007 and 2008 curriculums make room for the ELP. Demirel et al. (2007) state that the ninth grade program has been prepared with reference to the Common European Framework for Languages. Thus, the proficiency levels (A1-C1) are considered in this program. The programme is aimed at enabling the ninth grade students to communicate at a basic level (A2) at the end of the ninth grade education (ibid.: 16). Furthermore, the 2007 curriculum gives place to self-assessment grid. Likewise, the English language curriculum mentions the ELP. Demirel et al. (2008) state that the tenth grade program has been designed with respect to the Common European Framework which aims to promote learner autonomy, intercultural communication, and lifelong learning by



providing standards. The 2008 language program stipulates that the tenth grade students must obtain B1 Independent user in order to communicate. Furthermore, the 2011 English language curriculum of secondary education give place to the ELP, considering proficiency levels A1-C1. Çakır et al. (2011) state that the achievements include cyclical approach with reference to language proficiency levels and learning skills (listening, speaking, reading, writing) mentioned in the program. Accordingly, the program aims to have the levels from A1 to C1. Moreover, it presents language contents with respect to these levels.

## **CHAPTER IV**

### **METHODOLOGY**

#### **1. Research Design**

It is difficult to reach all the teachers who teach in public primary schools across Turkey as the size of the population is large, Thus, the study has been conducted through samples. However, it is of significance to indicate that the teachers selected for samples represent the whole population. In other words, they should be representative of all English teachers who work in public primary schools in Turkey. The overall population does not include a list of all English teachers. Therefore, cluster random sampling has been selected because it is regarded as more influential with larger numbers of classes (Fraenkel, Wallen & Hyun 2012). In doing so, cities have been selected from the seven regions of Turkey according to their development levels because it is asserted that there is a relationship between socioeconomic development and education (Akhtar & Niazi 2011; Yanık 2007). Moreover, towns in the regions of these cities have been selected by using the same method. Furthermore, two-stage random sampling has been selected alongside cluster random sampling in order to get reliable findings from the population. In doing so, at least five primary schools have been selected from each city and town randomly and the questionnaires have been administered to the teachers of English who teach in these primary schools.

As pointed out above, seven regions of Turkey have been considered according to their socioeconomic positions in this study. The information on the developmental states of the cities has been taken from the research on socioeconomic arrangement of the cities and regions conducted by state planning organization (DPT 2003). Consequently, three cities have been selected from each region. The first city takes place near the top (developed), the second one near the centre (developing) and the third one near the bottom (undeveloped) according to their socioeconomic development levels. Likewise, the two towns from each city have been selected through the same methodology (DPT 2004). The cities and towns are listed in the following table:

**Table 4.1 The cities and towns selected according to their socioeconomic development levels**

Regions	Cities	Towns	Socioeconomic developmental levels of the cities and towns		
Marmara Region	Kocaeli	Gebze	1		
		Gölcük	2		
	Kırklareli	Lüleburgaz	1		
		Vize	2		
	Sakarya	Akyazı	1		
		Hendek	2		
		Aegean Region	Denizli	Çivril	1
				Acıpayam	2
Manisa	Turgutlu		1		
	Kırkağaç		2		
Kütahya	Tavşanlı		1		
	Simav		2		
	Central Anatolia region		Eskişehir	Çifteler	1
				Alpu	2
Nevşehir		Avanos	1		
		Derinkuyu	2		
Aksaray		Ortaköy	1		
		Eskil	2		

Mediterranean Region	Antalya		1
		Alanya	1
		Gazipaşa	2
	Isparta		2
		Eğirdir	1
		Yalvaç	2
	Osmaniye		3
		Kadirli	1
	Düziçi	2	
Black Sea Region	Bolu		1
		Gerede	1
		Mudurnu	2
	Düzce		2
		Akçakoca	1
		Yığılca	2
	Tokat		3
		Turhal	1
	Erbaa	2	
Southeastern Anatolia Region	Gaziantep		1
		Nizip	1
		İslahiye	2
	Adıyaman		2
		Besni	1
		Kahta	2
	Mardin		3
		Kızıltepe	1
	Midyat	2	
Eastern Anatolia Region	Malatya		1
		Yeşilyurt	1
		Akçadağ	2
	Erzurum		2
		Aşkale	1
		Tekman	2
	Bingöl		3
		Genç	1
	Karlıova	2	

## **1.1 Participants**

In this study teachers of English have been selected as participants as they are central to implementation of the foreign language education policy (Li 2010). The entire population of this research includes all the Turkish EFL teachers who teach English at Grades 4-8 of public primary schools in Turkey.

## **1.2 Instruments**

In this study mixed research designs which are quantitative and qualitative methods of data collection have been utilized. In doing so, documentation analysis, written questionnaires and interviews have been employed.

### **1.2.1 Documentation Analysis**

As for documentation analysis, documents relating to foreign language education issued by the Turkish Ministry of National Education, the Board of Education and Discipline, the Higher Education Council and the Council of Europe have been scrutinized.

First of all, documentation analysis has been carried out to better understand the top-level decisions taken by policy makers. Accordingly, the decisions taken with respect to foreign language education at the national education councils in Turkey as of 1939 have been put forward and analysed. These decisions involve the aims of foreign language teaching, foreign language teacher education, and suggestions for foreign language education curriculum. Furthermore, the decisions on foreign language teaching published in the Official Bulletin of MONE as of 1939 have been analysed. The documents issued by the Turkish Ministry of Education, the Board of Education and Discipline and the Higher Education Council have been scanned and analysed. Moreover, the documents issued by the Council of Europe have been taken into account because the foreign language education policy in Turkey has recently been influenced by its decisions.

### **1.2.2 Interview and Written Questionnaire**

In this study the written questionnaire was developed by means of data collection techniques by the researcher. First of all, the documents on foreign language education policy in Turkey were scanned and analysed. As stated previously, these documents belong to the Official Bulletin of MONE and the national education councils. Furthermore,

English language curricula of the Turkish educational institutions were examined. Literature on foreign language education policy (Wang 2006: Yanık 2007: Karavas-Doukas 1995) was scanned. The studies on foreign language curriculum (Johnson 1989: Taba 1962: Tyler 1949) were taken into account. Prior to forming the questionnaire items, five teachers of English who teach at Turkish primary schools were orally interviewed (see Appendix A and B). Although the interview questions were written in English, the interviews were conducted in Turkish in order to avoid misunderstanding. Following the literature review and interviews, an initial item pool was formed (Dörnyei 2003; Oppenheim 1992). Subsequently, the questionnaire items were prepared as the close ended format in the form of five-point Likert scale.

The validity and reliability of the questionnaire had to be provided in a number of ways. The validity of the questionnaire was obtained in two ways which included expert opinion and pilot-testing. First of all, the questionnaire was submitted to two experts in the field of foreign language curriculum and English language teaching. They were asked to examine the questionnaire and decide whether it would measure what the study aimed to investigate. Following the experts' suggestions for the questionnaire items, they were pilot-tested by a representative sample of teachers of English who teach in primary schools in Çanakkale and Bursa. Sixteen participants took place in this pilot study. The teachers spent 15-20 minutes on completing the items. Following the pilot study, Cronbach's alpha was employed by means of SPSS 15.0 in order to find out the reliability level of the items. The reliability coefficient of the questionnaire was found to be .88.

The questionnaire consists of two parts (see Appendix C and D). The first part involves demographic information on the teacher characteristics such as gender, age, educational qualification, and so forth. The second part includes 50 items which consist of six groups: foreign language education policy, teachers' roles, students' roles, textbooks' roles, school principals' roles, and parents' roles. The participants were asked to rate each item by means of their level of agreement: 5= strongly agree, 4= agree, 3= undecided 2= disagree, and 1= strongly disagree.

### **1.3 Procedures of data collection**

After the cities and towns were selected from each region, five primary schools were also selected from these cities and towns randomly by means of the website of MONE on

internet. Accordingly, 105 schools were selected from the cities and 210 from the towns. The total number of the schools was 315.

Following the permission obtained from the General Directorate of Primary Education of the Ministry of National Education (see Appendix E) in order to administer the questionnaires to the teachers of English who teach at eighth-year primary schools, the research was initiated by the researcher. In doing so, the questionnaires were sent to each school by mail which was randomly selected. An email was sent to each school three weeks later in order to remind the principals of the questionnaires. Furthermore, almost all of the schools were called besides sending emails.

#### **1.4 Data analysis**

177 schools (56.2%) out of 315 schools returned the questionnaires by mail. 450 of the teachers of English completed the questionnaires. However, five of these questionnaires were regarded as unreliable and extracted from the data analysis. As a result, 445 questionnaires were taken into consideration. Following the transfer of the data, measurement scales were determined and put into the programme. Cronbach's alpha was used in order to compute the reliability level of the items. The reliability coefficient of the questionnaire was found to be .87. The significance level was set at  $p < .05$ . Prior to the data analysis, one sample Kolmogorov-Smirnov test was employed to examine whether or not the findings obtained from the data was normally distributed. The data were analysed by means of inferential and descriptive statistics. As for descriptive analysis, frequencies and crosstabs were employed. When it comes to the inferential statistics, as the normal distribution was not found and the data were ordinal, nonparametric tests such as Spearman's rank correlation coefficient for the relationship between variables, Mann Whitney U test and Kruskal-Wallis test for the difference between variables were employed.

## CHAPTER V

### RESULTS

#### 1. Findings and Discussion

Table 5.1 shows the demographic information about the teachers who participated in the study:

**Table 5.1 The demographic information about the participants**

Demographic Information	Medi. Re.	East. A. Re.	Aegean Re.	South. A. Re.	Centr. A. Re.	Black S. Re.	Mar. Re.	Total
Gender								
Female	49 (77.8%)	58 (81.7%)	43 (72.9%)	58 (81.7%)	36 (73.5%)	56 (73.7%)	47 (83.9%)	347 (78%)
Male	14 (22.2%)	13 (18.3%)	16 (27.1%)	13 (18.3%)	13 (26.5%)	20 (26.3%)	9 (16.1%)	98 (22%)
Total	63 (14.1%)	71 (16%)	59 (13.2%)	71 (16%)	49 (11%)	76 (17.1%)	56 (12.6%)	445
Age								
21-30	26 (41.3%)	49 (69.0%)	23 (39.0%)	49 (69.0%)	26 (53.1%)	44 (57.9%)	28 (50.0%)	245 (55,1%)
31-40	27 (42.9%)	19 (26.8%)	25 (42.4%)	18 (25.4%)	14 (28.6%)	26 (34.2%)	23 (41.1%)	152 (34,2%)
41-50	9 (14.3%)	2 (2.8%)	8 (13.6%)	2 (2.8%)	5 (10.2%)	5 (6.6%)	3 (5.4%)	34 (7.6%)
Over 50	1 (1.6%)	1 (1.4%)	3 (5.1%)	2 (2.8%)	4 (8.2%)	1 (1.3%)	2 (3.6%)	14 (3.1%)
Educa. Qualifi.								
B.A	47 (74.6%)	57 (80.3%)	56 (94.9%)	65 (91.5%)	44 (89.8%)	70 (92.1%)	46 (82.1%)	385 (86.5)
M.A	12 (19.0%)	13 (18.3%)	3 (5.1%)	5 (7.0%)	4 (8.2%)	6 (7.9%)	7 (12.5%)	50 (11.2%)
Ph.D	4 (6.3%)	1 (1.4%)	-	1 (1.4%)	1 (2.0%)	-	3 (5.4%)	10 (2.2%)
Depart. of grad.								
ELT	51 (81.0%)	46 (64.8%)	43 (72.9%)	59 (83.1%)	38 (77.6%)	55 (72.4%)	38 (67.9%)	330 (74.2%)
ELL	8 (12.7%)	20 (28.2%)	12 (20.3%)	10 (14.1%)	6 (12.2%)	14 (18.4%)	16 (28.6%)	86 (19.3%)
ACL	-	1 (1.4%)	3 (5.1%)	-	1 (2.0%)	1 (1.3%)	-	6 (1.3%)
TI	-	2 (2.8%)	-	-	-	2 (2.6%)	-	4 (0.9%)
Other	4 (6.3%)	2 (2.8%)	1 (1.7%)	2 (2.8%)	4 (8.1%)	4 (5.3%)	2 (3.6%)	19 (4.3%)



How many years?								
Less than 1 year	1 (1,6%)	7 (9,9%)	1 (1,7%)	2 (2,8%)	4 (8,2%)	-	1 (1,8%)	16 (3,6%)
1-5	8 (12,7%)	25 (35,2%)	9 (15,3%)	30 (42,3%)	9 (18,4%)	16 (21,1%)	8 (14,3%)	105 (23,6%)
6-10	27 (42,9%)	15 (21,1%)	16 (27,1%)	18 (25,4%)	14 (28,6%)	29 (38,2%)	21 (37,5%)	140 (31,5%)
11-15	20 (31,7%)	19 (26,8%)	26 (44,1%)	16 (22,5%)	14 (28,6%)	27 (35,5%)	20 (35,75)	142 (31,9)
16-20	4 (6,3%)	4 (5,6%)	3 (5,1%)	4 (5,6%)	3 (6,1%)	3 (3,9%)	2 (3,6%)	23 (5,2%)
Over 20	3 (4,8%)	1 (1,4%)	4 (6,8%)	1 (1,4%)	5 (10,2%)	1 (1,3%)	4 (7,1%)	19 (4,3%)
How many class hours?								
Less than 15	-	1 (1,4%)	2 (3,4%)	-	1 (2,0%)	2 (2,6%)	-	6 (1,3%)
16-20	23 (36,5%)	17 (23,9%)	21 (35,6%)	4 (5,6%)	12 (24,5%)	8 (10,5%)	12 (21,4%)	97 (21,8%)
21-25	19 (30,2%)	27 (38,0%)	23 (39,0)	22 (31,0%)	17 (34,7%)	33 (43,4%)	15 (26,8%)	156 (35,1)
26-30	19 (30,2%)	25 (35,2%)	12 (20,3%)	43 (60,6%)	19 (38,8%)	27 (35,5%)	27 (48,2%)	172 (38,7%)
Over 30	2 (3,2%)	1 (1,4%)	1 (1,7%)	2 (2,8%)	-	6 (7,9%)	2 (3,6%)	14 (3,1%)
How many students?								
Less than 20	2 (3,2%)	2 (2,8%)	2 (3,4%)	2 (2,8%)	6 (12,2%)	2 (2,6%)	3 (5,4%)	19 (4,3%)
21-25	9 (14,3%)	26 (36,6%)	13 (22,0%)	5 (7,0%)	18 (36,7%)	15 (19,7%)	14 (25,0%)	100 (22,5%)
26-30	20 (31,7%)	28 (39,4%)	14 (23,7%)	22 (31,0%)	12 (24,5%)	34 (44,7%)	7 (12,5%)	137 (30,8%)
31-35	15 (23,8%)	10 (14,1%)	19 (32,2%)	29 (40,8%)	5 (10,2%)	12 (15,8%)	21 (37,5%)	111 (24,9)
Over 35	17 (27,0%)	5 (7,0%)	11 (18,6%)	13 (18,3%)	8 (16,3%)	13 (17,1%)	11 (19,6%)	78 (17,5%)
Which method?								
CLT	46 (73,0%)	48 (67,6%)	37 (62,7%)	41 (57,7%)	27 (55,1%)	54 (71,1%)	32 (57,1%)	285 (64%)
GTM	11 (17,5%)	15 (21,1%)	10 (16,9%)	20 (28,2%)	10 (20,4%)	13 (17,1%)	15 (26,8%)	94 (21,1%)
CLT+GTM	6 (9,5%)	6 (8,5%)	12 (20,3%)	10 (14,1%)	11 (22,4%)	9 (11,8%)	7 (12,5%)	61 (13,7%)
Other	-	2 (2,8%)	-	-	1 (2,0%)	-	2 (3,6%)	5 (1,1%)

Table 5.1<sup>26</sup> indicates that 347 (78%) out of 445 teachers of English who participated in the study are female teachers and 98 (22%) are male teachers. The participants in the

<sup>26</sup> Some phrases had to be abbreviated due to space limitation. For example, Medi. Re. stands for Mediterranean region, East. A. Re. for Eastern Anatolian region, South. A. Re. for Southeastern Anatolia region, Centr. A. Re. for Central Anatolia region, Black S. Re. For Black Sea region, and Mar. Re. for Marmara region. The long form of the abbreviated phrases under the demographic information column takes place in the part of Appendices.

Black Sea region outnumber the participants in the other regions. The participants in the age group 21-30 outnumber the participants who are in the other age groups. The number of the participants who have a B.A degree is 385 (86.5%), 50 (11.2%) a M.A degree, and 10(2.2%) a Ph.D degree. This means that the participants who have a B.A degree outnumber the number of the other participants. The majority of the participants belong to the department of English language teaching. The number of these participants is 330 (74.2%). When it comes to the teaching experience, it is centred in 11-15 followed by 6-10. This means that the number of participants who have 11-15 years of teaching experience is 142 (31.9%) followed by the number of teachers who have 6-10 years of teaching experience. 172 (38.7%) teachers stated that they taught 26 to 30 hours per week. The number of these teachers outnumbers the others. As for class sizes, 19 (4.3%) teachers suggested that they had classes of less than 20 students, 100 teachers (22.5%) classes of 21 to 25 students, 137 (30.8%) teachers classes of 26 to 30 students, 111 teachers (24.9%) classes of 31-35 students, and 78 (17.5%) teachers classes of over 30 students. When it comes to the teaching methods, 285 (64%) participants suggested that they preferred communicative language teaching, 94 (21.1%) grammar translation method, 61(13.7%) communicative language teaching and grammar translation method, and 5(1.1%) other methods such as audio lingual method.

### 1.1 Results of the first question

The first question was put forward to examine what the English language teachers' perception of foreign language education policy in Turkey is. This question refers to the items 1, 2, 4, 7, and 8. Table 5.2 shows female and male English language teachers' perception of the policy.

**Table 5.2 English language teachers' perception of foreign language education policy in Turkey**

			Gender		Total
			female	male	
1. The foreign language education policy meets students' needs.	STRONGLY DISAGREE	Count	81	30	111
		% within Gender	23.3%	30.6%	24.9%
	DISAGREE	Count	199	49	248
		% within Gender	57.3%	50.0%	55.7%
	UNDECIDED	Count	33	3	36
		% within Gender	9.5%	3.1%	8.1%
	AGREE	Count	28	14	42
		% within	8.1%	14.3%	9.4%

		Gender			
	STRONGLY AGREE	Count	6	2	8
		% within Gender	1.7%	2.0%	1.8%
Total		Count	347	98	445
		% within Gender	100.0%	100.0%	100.0%

As table 5.2 indicates, 23.3% (81) of the female teachers and 30.6% (30) of the male teachers strongly disagree with the item. Furthermore, 57.3% (199) of the female students and 49 (50%) of the male teachers disagree with this opinion. The results show that the majority of the teachers (80.6%) have a negative attitude towards the foreign language education policy regarding the students' needs in Turkey.

**Table 5.3 The participants' response to the item 1 according to the developmental levels of the regions**

	1. The foreign language education policy in Turkey meets students' needs.								
	Developed region			Developing region			Undeveloped region		
	Gender			Gender			Gender		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Strongly Disagree	27	10	37 (24.5%)	18 (16.8%)	6 (19.4%)	24 (17.4%)	36 (30.8%)	14 (35.9%)	50 (32.1%)
Disagree	70	14	84 (55.6%)	65 (60.7%)	18 (58.1%)	83 (60.1%)	64 (54.7%)	17 (43.6%)	81 (51.9%)
Undecided	14	1	15 (9.9%)	10 (9.3%)	1 (3.2%)	11 (8.0%)	9 (7.7%)	1 (2.6%)	10 (6.4%)
Agree	10	2	12 (7.9%)	12 (11.2%)	5 (16.1%)	17 (12.3%)	6 (5.1%)	7 (17.9%)	13 (8.3%)
Strongly Agree	2	1	3 (2.0%)	2 (1.9%)	1 (3.2%)	3 (2.2%)	2 (1.7%)	0 (.0%)	2 (1.3%)
Total	123	28	151	107	31	138	117	39	156

As table 5.3 shows above, 80.1 % of the participants in the developed region, 77.5 % of the participants in the developing region, and 84 % of the participants in the undeveloped region gave a negative response to the item that reads, "The foreign language education policy in Turkey meets students' needs." The results indicate that the negative response rate of the participants who teach in the undeveloped region outnumbers the response rate of the other participants.

**Table 5.4 English language teachers' perception of needs analysis in Turkey**

			Gender		
			female	male	Total
2. The foreign language education policy in Turkey is made according to needs analysis.	STRONGLY DISAGREE	Count	70	24	94
		% within Gender	20.2%	24.5%	21.1%
	DISAGREE	Count	178	46	224
		% within Gender	51.3%	46.9%	50.3%
	UNDECIDED	Count	65	16	81
		% within Gender	18.7%	16.3%	18.2%
	AGREE	Count	30	11	41
		% within Gender	8.6%	11.2%	9.2%
	STRONGLY AGREE	Count	4	1	5
		% within Gender	1.2%	1.0%	1.1%
	Total	Count	347	98	445
		% within Gender	100.0%	100.0%	100.0%

Table 5.4 shows that 20.2% (70) of the female teachers and 24.5% (24) of the male teachers strongly disagree with the question item 2. Moreover, 51.3% (178) of the female teachers and 46.9% (46) of the male teachers disagree with this item. Given that the numbers are combined, 71.4% (318) out of 445 teachers think that the foreign language education policy in Turkey is not made according to the needs analysis.

**Table 5.5 English language teachers' perception of needs analysis with respect to changes**

			Gender		
			female	male	Total
4. A needs analysis should be carried out before making changes to the foreign language education policy in Turkey.	STRONGLY DISAGREE	Count	10	2	12
		% within Gender	2.9%	2.0%	2.7%
	DISAGREE	Count	25	4	29
		% within Gender	7.2%	4.1%	6.5%
	UNDECIDED	Count	19	7	26
		% within Gender	5.5%	7.1%	5.8%
	AGREE	Count	121	31	152
		% within Gender	34.9%	31.6%	34.2%
	STRONGLY AGREE	Count	172	54	226
		% within Gender	49.6%	55.1%	50.8%
	Total	Count	347	98	445
		% within Gender	100.0%	100.0%	100.0%

Table 5.5 indicates that 49.6% (172) of the female teachers and 54% (55.1) of the male teachers strongly agree with the questionnaire item. 34.9% (121) of the female teachers and 31.6% (31) of the male teachers agree that a needs analysis should be carried out before making changes to the foreign language education policy in Turkey. The results show that the majority of both male and female teachers (85%) think that a needs analysis should be implemented. This means that the teachers are aware of the significance of the needs analysis.

**Table 5.6 English language teachers' approval of foreign language education policy in Turkey**

		Gender			Total
		female	male		
7. I embrace the foreign language education policy in Turkey.	STRONGLY DISAGREE	Count	36	9	45
		% within Gender	10.4%	9.2%	10.1%
	DISAGREE	Count	141	38	179
		% within Gender	40.6%	38.8%	40.2%
	UNDECIDED	Count	97	27	124
		% within Gender	28.0%	27.6%	27.9%
	AGREE	Count	64	18	82
		% within Gender	18.4%	18.4%	18.4%
	STRONGLY AGREE	Count	9	6	15
		% within Gender	2.6%	6.1%	3.4%
	Total	Count	347	98	445
		% within Gender	100.0%	100.0%	100.0

Table 5.6 shows that the majority of both female and male teachers are unlikely to accept the foreign language education policy. Thus, the results indicate that 10.4% (36) of the female teachers and 9.2% (9) of male teachers chose “strongly disagree”. 40.6% (141) of the female teachers and 38.8% (38) of the male teachers took a negative attitude by choosing “disagree”. Consequently, 224 (50.3%) out of 445 teachers adopted a negative attitude.

**Table 5.7 English language teachers' perception of innovations in the foreign language education policy**

		Gender			Total
		female	male		
8. I am informed of innovations in the foreign language education policy in Turkey.	STRONGLY DISAGREE	Count	13	8	21
		% within Gender	3.7%	8.2%	4.7%
	DISAGREE	Count	106	30	136
		% within Gender	30.5%	30.6%	30.6%
	UNDECIDED	Count	70	23	93
		% within Gender	20.2%	23.5%	20.9%
	AGREE	Count	143	33	176
		% within Gender	41.2%	33.7%	39.6%
	STRONGLY AGREE	Count	15	4	19
		% within Gender	4.3%	4.1%	4.3%
	Total	Count	347	98	445
		% within Gender	100.0%	100.0%	100.0%

As table 5.7 indicates, 4.3% (15) of the female teachers and 4.1% (4) of the male teachers strongly agree that they have knowledge about the policy. Furthermore, 41.2% (143) of the female teachers and 33.7% (33) of the male teachers suggest that they know about it. As a result, the number of the teachers who suggest that they are informed of the policy outnumbers those who claim that they are not.

## 1.2 Results of the second question

The second question was addressed to explore how the English language teachers approach the implementation of foreign language education policy in Turkey. This question refers to the questionnaire items 3, 5, and 6. The following table shows the results of the second question:

**Table 5.8 English language teachers' approach to the implementation of foreign language education policy**

3. The implementation of foreign language education policy in Turkey has been monitored and evaluated.		Frequency	Valid Percent	Cumulative Percent
	STRONGLY DISAGREE	41	9.2	9.2
	DISAGREE	165	37.1	46.3
	UNDECIDED	144	32.4	78.7
	AGREE	89	20.0	98.7
	STRONGLY AGREE	6	1.3	100.0
	Total	445	100.0	

5. It is necessary to evaluate how foreign language education policy in Turkey is implemented.		Frequency	Valid Percent	Cumulative Percent
	STRONGLY DISAGREE	7	1.6	1.6
	DISAGREE	10	2.2	3.8
	UNDECIDED	13	2.9	6.7
	AGREE	221	49.7	56.4
	STRONGLY AGREE	194	43.6	100.0
	Total	445	100.0	
6. Feedback is necessary to show the results of the implementation of the foreign language education policy in Turkey.		Frequency	Valid Percent	Cumulative Percent
	STRONGLY DISAGREE	4	.9	.9
	DISAGREE	10	2.2	3.1
	UNDECIDED	8	1.8	4.9
	AGREE	209	47.0	51.9
	STRONGLY AGREE	214	48.1	100.0
	Total	445	100.0	

Table 5.8 shows the results of the questionnaire items 3, 5, and 6. Accordingly, as for the item 3, 206 (46.3%) participants do not agree that foreign language education policy has been monitored and evaluated. Only 95 (21.3%) participants agree that it has been monitored and evaluated. Thus, the participants who do not agree with this item outnumber those who agree with it. Given that “undecided” is taken into consideration, the total number of these opinions indicates that there is a problem with the process of monitoring and evaluating the policy. As for the item 5, 415 (93.3%) teachers of English thought that it is necessary to evaluate how foreign language education policy in Turkey is implemented. This means that a large number of teachers are aware of the significance of evaluating the policy. When it comes to the feedback on the policy, 423 (95.1%) participants suggested that feedback is necessary to show the results of the implementation of the foreign language education policy in Turkey. The majority of the teachers agree with this item. This result implies that feedback is of significance to pursue the foreign language education policy in Turkey.

### 1.3 Results of the third question

The third question was asked to examine to what extent the English language teachers implement the English language curriculum. This question is related to the questionnaire items 9 to 21. The following table shows the results:

**Table 5.9 English language teachers' attitude towards the items 9-12**

9. I conduct my lessons in English all the time.	Frequency	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	8	1.8	1.8
DISAGREE	162	36.4	38.2
UNDECIDED	68	15.3	53.5
AGREE	179	40.2	93.7
STRONGLY AGREE	28	6.3	100.0
10. I focus on fluency rather than accuracy.	Frequency	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	10	2.2	2.2
DISAGREE	108	24.3	26.5
UNDECIDED	79	17.8	44.3
AGREE	203	45.6	89.9
STRONGLY AGREE	45	10.1	100.0
11. I encourage my students to use the three components of the ELP.	Frequency	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	16	3.6	3.6
DISAGREE	137	30.8	34.4
UNDECIDED	133	29.9	64.3
AGREE	141	31.7	96.0
STRONGLY AGREE	18	4.0	100.0
12. I encourage my students to study in pairs or groups.	Frequency	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	3	.7	.7
DISAGREE	22	4.9	5.6
UNDECIDED	18	4.0	9.7
AGREE	249	56.0	65.6
STRONGLY AGREE	153	34.4	100.0

Table 5.9 shows the findings related to the questionnaire items in detail. Accordingly, 207 (46.5%) out of 445 participants have a positive attitude towards the item 9. This means that these participants suggested that they conduct their lessons in English all the time. However, 170 (38.2%) participants adopted a negative attitude. The 2006 English language curriculum stipulates that English classes must be conducted in English all the time. Thus, a large number of English language teachers have difficulty complying with this situation. According to the response to the item 10, 248 (55.7%) out of 445 teachers suggested that they focus on fluency rather than accuracy. This implies that the majority of the teachers give importance to fluency while speaking. As for the item 11, 159 (35.7%) participants had a positive attitude towards the European Language Portfolio. On



the contrary, 153 (34.4%) participants suggested that they do not encourage their students to use it. Accordingly, a large number of participants do not have enough information about the significance of the ELP. When it comes to the item 12, a large number of participants (90.4%) suggested that they encourage their students to study in pairs or groups. This means that the teachers are aware of the significance of studying in groups.

**Table 5.10 A correlation test related to the item 9 and age group**

			I conduct my lessons in English all the time.	Age group
Spearman's rho	I conduct my lessons in English all the time	Correlation Coefficient		.103(*)
		Sig. (2-tailed)	.	.029
	Age group	Correlation Coefficient	.103(*)	
		Sig. (2-tailed)	.029	.

\* $p < .05$

As table 5.10 indicates, Spearman's rank correlation coefficient was employed to investigate if there was a statistically significant association between age group with the item that reads, "I conduct my lessons in English all the time". Spearman's rho was calculated (Spearman's rho=.103,  $p=.029$ ). The correlation was statistically significant at the .05 level. However, it indicated a weak association based on Cohen's criteria.

**Table 5.11 A correlation test related to the item 11 and educational qualification**

			Educational qualification	I encourage my students to use ELP.
Spearman's rho	Educational qualification	Correlation Coefficient		.062
		Sig. (2-tailed)	.	.189
	I encourage my students to use ELP.	Correlation Coefficient	.062	
		Sig. (2-tailed)	.189	.

\* $p < .05$

As table 5.11 shows, to examine if there was a statistically significant correlation between the results obtained from the questionnaire item 11 and educational qualification, Spearman rho was computed (Spearman's rho=.062,  $p=.189$ ). The result indicated that although there was a weak correlation between them, it was not statistically significant ( $p < .05$ ).

**Table 5.12 The participants' response to the item 11 according to the developmental levels of the regions**

	11. I encourage my students to use the three components of the European Language Portfolio (ELP).								
	Developed region			Developing region			Undeveloped region		
	Gender			Gender			Gender		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Strongly Disagree	6 (4.9%)	2 (7.1%)	8 (5.3%)	2 (1.9%)	1 (3.2%)	3 (2.2%)	4 (3.4%)	1 (2.6%)	5 (3.2%)
Disagree	37 (30.1%)	5 (17.9%)	42 (27.8%)	28 (26.2%)	12 (38.7%)	40 (29.0%)	39 (33.3%)	16 (41.0%)	55 (35.3%)
Undecided	36 (29.3%)	10 (35.7%)	46 (30.5%)	30 (28.0%)	9 (29.0%)	39 (28.3%)	39 (33.3%)	9 (23.1%)	48 (30.8%)
Agree	39 (31.7%)	11 (39.3%)	50 (33.1%)	44 (44.1%)	6 (19.4%)	50 (36.2%)	31 (26.5%)	10 (25.6%)	41 (26.3%)
Strongly Agree	5 (4.1%)	0 (.0%)	5 (3.3%)	3 (2.8%)	3 (9.7%)	6 (4.3%)	4 (3.4%)	3 (7.7%)	7 (4.5%)
Total	123	28	151	107	31	138	117	39	156

According to table 5.12 above, 50 % of the participants in the developed region, 43 % of the participants in the developing region, and 60 % of the participants in the undeveloped region suggested that they are unlikely to encourage their students to use the three components of the European Language Portfolio (ELP). The findings indicate that the negative response rate of the participants in the undeveloped region is higher than the others.

The following table shows the findings with respect to the questionnaire items 13-16:

**Table 5.13 English language teachers' attitude towards the items 13-16**

13. I promote learner autonomy in my classes.	Frequency	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	2	.4	.4
DISAGREE	15	3.4	3.8
UNDECIDED	62	13.9	17.8
AGREE	283	63.6	81.3
STRONGLY AGREE	83	18.7	100.0
14. I create a self-learning environment for my students.	Frequency	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	3	.7	.7
DISAGREE	48	10.8	11.5
UNDECIDED	76	17.1	28.5
AGREE	255	57.3	85.8
STRONGLY AGREE	63	14.2	100.0

15. I use such activities as music, games, sports, and role play while teaching English.	Frequency	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	1	.2	.2
DISAGREE	19	4.3	4.5
UNDECIDED	24	5.4	9.9
AGREE	233	52.4	62.2
STRONGLY AGREE	168	37.8	100.0
16. I use such activities as simulation and dramatization.	Frequency	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	2	.4	.4
DISAGREE	36	8.1	8.5
UNDECIDED	41	9.2	17.8
AGREE	265	59.6	77.3
STRONGLY AGREE	101	22.7	100.0

As table 5.13 indicates, 366 (82.3%) participants suggested that they promote learner autonomy. This implies that the majority of the teachers take learner autonomy into consideration. According to the findings of the item 14, 318 (71.5%) participants stated that they create a self-learning environment for their students. This means that the teachers are aware of self-learning environment. Thus, the findings obtained from the items 13-14 support the teachers' positive attitude towards learner autonomy. When it comes to the item 15, a large number of participants (90.2%) had a positive attitude towards the item. This means that these teachers make their lessons enjoyable by using such activities as games while teaching English. As for the item 16, 366 (82.3%) participants gave positive response to the item. They suggested that they make use of simulation and dramatization.

**Table 5.14 A correlation test related to the item 13 and educational qualification**

		Educational qualification	I promote learner autonomy in my classes
Spearman's rho	Educational qualification	Correlation Coefficient	.031
		Sig. (2-tailed)	.509
	I promote learner autonomy in my classes	Correlation Coefficient	.031
		Sig. (2-tailed)	.509

\* $p < .05$

As table 5.14 indicates, the correlation between educational qualification and the findings gained from the questionnaire item that reads, “I promote learner autonomy in my classes” was examined by means of Spearman’s rank correlation coefficient. There was a positive correlation between them (Spearman’s rho= .031, p=.509) but this correlation was not statistically significant ( $p<.05$ ).

The following table indicates the findings obtained from the items 17-19:

**Table 5.15 English language teachers' attitude towards the items 17-19**

17.I promote student self-assessment.	Frequency	Valid Percent	Cumulative Percent
STRONGLY DISAGREE			
DISAGREE	35	7.9	7.9
UNDECIDED	59	13.3	21.1
AGREE	280	62.9	84.0
STRONGLY AGREE	71	16.0	100.0
18.I make use of portfolio assessment while measuring student success.	Frequency	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	7	1.6	1.6
DISAGREE	60	13.5	15.1
UNDECIDED	92	20.7	35.7
AGREE	222	49.9	85.6
STRONGLY AGREE	64	14.4	100.0
19. I have sufficient English teaching resources.	Frequency	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	18	4.0	4.0
DISAGREE	77	17.3	21.3
UNDECIDED	59	13.3	34.6
AGREE	201	45.2	79.8
STRONGLY AGREE	90	20.2	100.0

As Table 5.15 indicates, 351 (78.9%) participants promote student self-assessment according to the results obtained from the item 17. Thus, this situation supports the items 13-14. As for the item 18, 286 (64.3%) participants gave positive response to the item. This implies that they make use of portfolio assessment while measuring student success. They consider a wide range of assessment tools such as projects prepared by their students. When it comes to the item 19, 291 (65.4%) participants suggested that they have sufficient English teaching resources.



As table 5.17 shows, the majority of the participants find it difficult to cope with large class sizes. That is to say, 263 (59.1%) out of 445 participants suggested that their class sizes make it difficult for them to conduct their English classes. According to the above table, 68 (87.2%) out of 78 teachers who have classes of over 35 students suggested they have difficulty handling their class sizes. 78 (70.3%) out of 11 teachers who have classes of 31 to 35 students gave positive response to the item. 74 (54.1%) out of 137 participants stated that they find it difficult to deal with large class sizes as well. The findings imply that those who teach a large class have difficulty dealing with this situation.

**Table 5.18 The participants' response to class sizes according to the developmental levels of the regions**

	<b>20. My class sizes make it difficult for me to conduct my English classes.</b>								
	<b>Developmental level I</b>			<b>Developmental level II</b>			<b>Developmental level III</b>		
	<b>Gender</b>			<b>Gender</b>			<b>Gender</b>		
	<b>Female</b>	<b>Male</b>	<b>Total</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
Strongly Disagree	5 (4.1%)	1 (3.6%)	6 (4.0%)	6 (5.6%)	3 (9.7%)	9 (6.5%)	8 (6.8%)	2 (5.1%)	10 (6.4%)
Disagree	35 (28.5%)	6 (21.4%)	41 (27.2%)	35 (32.7%)	10 (32.3%)	45 (32.6%)	24 (20.5%)	7 (17.9%)	31 (19.9%)
Undecided	14 (11.4%)	3 (10.7%)	17 (11.3%)	9 (8.4%)	1 (3.2%)	10 (7.2%)	12 (10.3%)	1 (2.6%)	13 (8.3%)
Agree	42 (34.1%)	9 (32.1%)	51 (33.8%)	33 (30.8%)	9 (29.0%)	42 (30.4%)	38 (32.5%)	17 (43.6%)	55 (35.3%)
Strongly Agree	27 (22.0%)	9 (32.1%)	36 (23.8%)	24 (22.4%)	8 (25.8%)	32 (23.2%)	35 (29.9%)	12 (30.8%)	47 (30.1%)
Total	123	28	151	107	31	138	117	39	156

As table 5.18 indicates above, 57.6 % of the participants in the developed region, 53.6 % of the participants in the developing region, and 65.4 % of the participants in the undeveloped region indicate that their class sizes make it difficult for them to conduct their English classes. The positive response rate of the participants in the undeveloped region shows that there is a problem with class sizes in this region.

The following table shows the results of the questionnaire item 21 by taking the category 7 in Part A into consideration:

**Table 5.19 English language teachers' attitude towards class hours**

		<b>LESS THAN 15</b>	<b>16-20</b>	<b>21-25</b>	<b>26-30</b>	<b>OVER 30</b>	<b>Total</b>
<b>STRONGLY DISAGREE</b>	Count	2	24	45	42	5	118
	% within class hours	33.3%	24.7%	28.8%	24.4%	35.7%	26.5%
<b>DISAGREE</b>	Count	2	36	43	56	3	140
	% within class hours	33.3%	37.1%	27.6%	32.6%	21.4%	31.5%

UNDECIDED	Count	0	10	16	27	2	55
	% within class hours	.0%	10.3%	10.3%	15.7%	14.3%	12.4%
AGREE	Count	2	23	38	33	4	100
	% within class hours	33.3%	23.7%	24.4%	19.2%	28.6%	22.5%
STRONGLY AGREE	Count	0	4	14	14	0	32
	% within class hours	.0%	4.1%	9.0%	8.1%	.0%	7.2%
Total	Count	6	97	156	172	14	445
	% within class hours	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

As table 5.19 shows, 258 (58%) out of 445 participants did not approve the item 21. Accordingly, the majority of the teachers thought that the number of class hours per week is not enough for them to conduct their English classes. 4 (66.7%) out of 6 teachers who teach less than 15 hours, 60 (61.9%) out of 97 teachers who teach 16 to 20 hours, 88 (56.4%) out of 156 teachers who teach 21 to 25 hours, 98 (57%) out of 172 teachers who teach 26 to 30 hours, and 8 (57.1%) out of 14 teachers did not accept the item 21. The majority of the teachers, regardless of how many hours per week they teach, thought that teaching hours do not suffice to conduct English classes.

#### 1.4 Results of the fourth question

The fourth question was addressed to examine what the Turkish EFL students' roles in implementing the English language curriculum are. The questionnaire items 22-31 were employed to find out the answer to this question. The following table consists of the items 22-25:

**Table 5.20 English language teachers' attitude towards the items 22-25**

22. My students embrace self-learning.	Frequency	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	31	7.0	7.0
DISAGREE	132	29.7	36.6
UNDECIDED	121	27.2	63.8
AGREE	145	32.6	96.4
STRONGLY AGREE	16	3.6	100.0
23. My students have sufficient motivation for learning English.	Frequency	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	50	11.2	11.2
DISAGREE	161	36.2	47.4
UNDECIDED	110	24.7	72.1
AGREE	105	23.6	95.7

STRONGLY AGREE	19	4.3	100.0
24. My students like speaking English in English classes.	Frequency	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	51	11.5	11.5
DISAGREE	155	34.8	46.3
UNDECIDED	90	20.2	66.5
AGREE	122	27.4	93.9
STRONGLY AGREE	27	6.1	100.0
25. My students like studying in pairs and groups.	Frequency	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	8	1.8	1.8
DISAGREE	41	9.2	11.0
UNDECIDED	39	8.8	19.8
AGREE	263	59.1	78.9
STRONGLY AGREE	94	21.1	100.0

As table 5.20 shows, 163 (36.7%) out of 445 participants adopted a negative attitude towards the item 22. The number of those who gave a positive response to the item is 161 (36.2%). The number of those who are undecided about it is 121 (27.2%). Accordingly, the participants are uncertain about this issue. Although the teachers give importance to self-learning, their students are likely to be reluctant to embrace self-learning. The response to the item 23 indicates that 211 (47.4%) out of 445 participants adopted a negative attitude. This means that these teachers thought that students lack motivation for learning English. However, 124 (27.9%) of the participants gave a positive response. Most of the students lack motivation for learning English given that all the responses are taken into account. As for the item 24, 206 (46.3%) participants suggested that their students do not like speaking English in English classes. On the other hand, 149 (33.5%) participants suggested the opposite. When it comes to the item 25, the majority of the participants (80.2%) gave a positive response to it. This means that the students like studying in pairs and groups. The following table shows the findings obtained from the items 26, 27, and 28:

**Table 5.21 English language teachers' attitude towards the items 26-28**

26. My students can use English in real life.	Frequency	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	115	25.8	25.8
DISAGREE	170	38.2	64.0
UNDECIDED	94	21.1	85.2
AGREE	59	13.3	98.4



STRONGLY AGREE	7	1.6	100.0
27. My students have opportunities to learn English independently.	Frequency	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	102	22.9	22.9
DISAGREE	177	39.8	62.7
UNDECIDED	81	18.2	80.9
AGREE	74	16.6	97.5
STRONGLY AGREE	11	2.5	100.0
28. My students keep a diary of their language learning experiences in English.	Frequency	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	120	27.0	27.0
DISAGREE	210	47.2	74.2
UNDECIDED	65	14.6	88.8
AGREE	47	10.6	99.3
STRONGLY AGREE	3	.7	100.0

As table 5.21 shows, 285 (64%) participants suggested that their students cannot use English in real life according to the item 26. As for the item 27, 279 (62.7%) out of the participants suggested that their students do not have opportunities to learn English independently. Accordingly, even if the teachers of English encourage their students to have self-learning environment, the students may find it difficult to study independently due to lack of opportunities. According to the item 28, 330 (74.2%) out of 445 participants suggested that their students do not keep a diary of their language learning experiences in English. Consequently, the students are unlikely to pursue extracurricular activities outside the classroom. The following table shows the results obtained from the items 29, 30, and 31:

**Table 5.22 English language teachers' attitude towards the items 29-31**

29. My students use internet or other resources to improve their English.	Frequency	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	28	6.3	6.3
DISAGREE	85	19.1	25.4
UNDECIDED	77	17.3	42.7
AGREE	214	48.1	90.8
STRONGLY AGREE	41	9.2	100.0
30. My students use the three components of the ELP.	Frequency	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	75	16.9	16.9
DISAGREE	165	37.1	53.9

UNDECIDED	126	28.3	82.2
AGREE	72	16.2	98.4
STRONGLY AGREE	7	1.6	100.0
31. Such exams as placement tests (SBS) negatively influence the way my students learn English.	Frequency	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	28	6.3	6.3
DISAGREE	75	16.9	23.1
UNDECIDED	62	13.9	37.1
AGREE	123	27.6	64.7
STRONGLY AGREE	157	35.3	100.0

As table 5.22 indicates, 255 (57.3%) out of the participants gave a positive response to the item 29. They suggested that their students use internet or other resources to improve their English. As for the item 30, 240 (54%) participants suggested that their students do not use the European Language portfolio. When it comes to the findings related to the item 31, 280 (62.9%) participants suggested that such examinations as placement tests (SBS) negatively influence the way their students learn English. This means that the majority of the teachers thought that English questions asked in the examinations are not appropriate for the methodology pursued by the teachers.

**Table 5.23 The participants' response to the ELP according to the developmental levels of the regions**

	<b>30. My students use the three components of the European Language Portfolio (ELP).</b>								
	<b>Developmental level I</b>			<b>Developmental level II</b>			<b>Developmental level III</b>		
	<b>Gender</b>			<b>Gender</b>			<b>Gender</b>		
	<b>Female</b>	<b>Male</b>	<b>Total</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
Strongly Disagree	19 (15.4%)	4 (14.3%)	23 (15.2%)	17 (15.9%)	4 (12.9%)	21 (15.2%)	20 (17.1%)	11 (28.2%)	31 (19.9%)
Disagree	42 (34.1%)	10 (35.7%)	52 (34.4%)	36 (33.6%)	12 (38.7%)	48 (34.8%)	52 (44.4%)	13 (33.3%)	65 (41.7%)
Undecided	37 (30.1%)	6 (21.4%)	43 (28.5%)	31 (29.0%)	12 (38.7%)	43 (31.2%)	30 (25.6%)	10 (25.6%)	40 (25.6%)
Agree	23 (18.7%)	6 (21.4%)	29 (19.2%)	22 (20.6%)	3 (9.7%)	25 (18.1%)	14 (12.0%)	4 (10.3%)	18 (11.5%)
Strongly Agree	2 (1.6%)	2 (7.1%)	4 (2.6%)	1 (.9%)	0 (.0%)	1 (.7%)	1 (.9%)	1 (2.6%)	2 (1.3%)
Total	123	28	151	107	31	138	117	39	156

According to table 5.23 above, 49.6 % of the participants in the developed region, 50 % of the participants in the developing region, and 61.6 % of the participants in the undeveloped region suggested that their students are unlikely to use the three components of the European Language Portfolio (ELP). The negative response rate of the participants

in the undeveloped region is higher than the others. Accordingly, the participants in the undeveloped region have more difficulty coping with ELP.

### 1.5 Results of the fifth question

The fifth question was asked to investigate what role textbooks play in the implementation of the English language curriculum. This question is related to the questionnaire items 32-42. The following table shows the results obtained from the items 32-35:

**Table 5.24 English language teachers' attitude towards the items 32-35**

32. Textbooks have CDs.	Frequency	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	101	22.7	22.7
DISAGREE	97	21.8	44.5
UNDECIDED	19	4.3	48.8
AGREE	171	38.4	87.2
STRONGLY AGREE	57	12.8	100.0
33. I use CDs with textbooks.	Frequency	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	74	16.6	16.6
DISAGREE	125	28.1	44.7
UNDECIDED	47	10.6	55.3
AGREE	150	33.7	89.0
STRONGLY AGREE	49	11.0	100.0
34. Activities in the textbook are suitable for students' proficiency levels.	Frequency	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	84	18.9	18.9
DISAGREE	140	31.5	50.3
UNDECIDED	88	19.8	70.1
AGREE	105	23.6	93.7
STRONGLY AGREE	28	6.3	100.0
35. Activities in the textbooks promote communicative language teaching.	Frequency	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	81	18.2	18.2
DISAGREE	130	29.2	47.4
UNDECIDED	90	20.2	67.6
AGREE	131	29.4	97.1
STRONGLY AGREE	13	2.9	100.0

As table 5.24 indicates, the findings obtained from the item 32 shows that 228 (51.2%) gave a positive response. They suggested that textbooks have CDs. However, 198

(44.5%) participants did not accept it. The findings of the item 33 indicate that the number of those who gave a positive and negative response is equal. Thus, half of the participants thought the opposite. As for the item 34, 224 (50.4%) out of 445 participants suggested that activities in the textbook are not suitable for students' proficiency levels. The majority of the teachers are not satisfied with the contents of the textbooks. When it comes to the item 35, 211 (47.4%) participants gave a negative response to it. That is to say, the majority of the participants thought that activities in the textbooks do not promote communicative language teaching. The following table shows the results of the items 36-39:

**Table 5.25 English language teachers' attitude towards the items 36-39**

36. The language items used in the textbooks are authentic.	Frequency	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	53	11.9	11.9
DISAGREE	142	31.9	43.8
UNDECIDED	111	24.9	68.8
AGREE	130	29.2	98.0
STRONGLY AGREE	9	2.0	100.0
37. Vocabulary items are suitable for students' English language proficiency levels.	Frequency	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	67	15.1	15.1
DISAGREE	120	27.0	42.0
UNDECIDED	82	18.4	60.4
AGREE	156	35.1	95.5
STRONGLY AGREE	20	4.5	100.0
38. Students like using textbooks.	Frequency	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	81	18.2	18.2
DISAGREE	136	30.6	48.8
UNDECIDED	90	20.2	69.0
AGREE	124	27.9	96.9
STRONGLY AGREE	14	3.1	100.0
39. Textbooks meet students' needs to improve their English.	Frequency	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	94	21.1	21.1
DISAGREE	165	37.1	58.2
UNDECIDED	96	21.6	79.8
AGREE	81	18.2	98.0
STRONGLY AGREE	9	2.0	100.0

As table 5.25 shows, 195 (43.8%) participants pointed out that the language items used in the textbooks are not authentic. In other words, the majority of the participants gave a negative response to the item 36. According to the item 37, 187 (42.1%) participants suggested that vocabulary items are not suitable for students' English language proficiency levels. However, 176 (39.6%) thought the opposite. As for the item 38, 217 (48.8%) participants gave a negative response to it. This implies that their students may not like using textbooks. According to the item 39, 259 (58.2%) out of 445 participants gave a negative response to the item. In other words, they thought that textbooks do not meet students' needs to improve their English.

**Table 5.26 The participants' response to textbooks according to the developmental levels of the regions**

	<b>39. Textbooks meet students' needs to improve their English.</b>								
	<b>Developmental level I</b>			<b>Developmental level II</b>			<b>Developmental level III</b>		
	<b>Gender</b>			<b>Gender</b>			<b>Gender</b>		
	<b>Female</b>	<b>Male</b>	<b>Total</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
Strongly Disagree	25 (20.3%)	6 (21.4%)	31 (20.5%)	17 (15.9%)	6 (19.4%)	23 (16.7%)	33 (28.2%)	7 (17.9%)	40 (25.6%)
Disagree	45 (36.6%)	10 (35.7%)	55 (36.4%)	47 (43.9%)	11 (35.5%)	58 (42.0%)	38 (32.5%)	14 (35.9%)	52 (33.3%)
Undecided	25 (20.3%)	6 (21.4%)	31 (20.5%)	24 (22.4%)	7 (22.6%)	31 (22.5%)	27 (23.1%)	7 (17.9%)	34 (21.8%)
Agree	25 (20.3%)	3 (10.7%)	28 (18.5%)	17 (15.9%)	7 (22.6%)	24 (17.4%)	18 (15.4%)	11 (28.2%)	29 (18.6%)
Strongly Agree	3 (2.4%)	3 (10.7%)	6 (4.0%)	2 (1.9%)	0 (.0%)	2 (1.4%)	1 (.9%)	0 (.0%)	1 (.6%)
Total	123	28	151	107	31	138	117	39	156

As table 5.26 shows above, 56.9 % of the participants in the developed region, 58.7 % of the participants in the developing region, and 58.9 % of the participants in the undeveloped region suggested that textbooks are unlikely to meet students' needs to improve their English. The response rates are almost the same. This means that the participants share common reaction to textbooks, regardless of the developmental levels of the regions.

The following table shows the results of the items 40-42:

**Table 5.27 English language teachers' attitude towards the items 40-42**

40. Reading passages are suitable for students' English language proficiency levels.	Frequency	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	88	19.8	19.8
DISAGREE	161	36.2	56.0

UNDECIDED	73	16.4	72.4
AGREE	113	25.4	97.8
STRONGLY AGREE	10	2.2	100.0
41. Textbooks provide students with culture from other countries.	Frequency	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	39	8.8	8.8
DISAGREE	109	24.5	33.3
UNDECIDED	74	16.6	49.9
AGREE	195	43.8	93.7
STRONGLY AGREE	28	6.3	100.0
42. Textbooks include an appropriate balance of four language skills.	Frequency	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	60	13.5	13.5
DISAGREE	145	32.6	46.1
UNDECIDED	86	19.3	65.4
AGREE	136	30.6	96.0
STRONGLY AGREE	18	4.0	100.0

As table 5.27 indicates, the results of the item 40 show that there is a problem with the reading passages in the textbooks. Accordingly, 249 (56%) out of 445 participants gave a negative response to this item. In other words, they thought that reading passages are not suitable for students' English language proficiency levels. As for the item 41, the majority of the participants gave a positive response to it. That is to say, they thought that textbooks provide students with culture from other countries. According to the item 42, 205 (46.1%) teachers gave a negative response to it. In other words, they thought that textbooks do not include an appropriate balance of four language skills.

### 1.6 Results of the sixth question

The sixth question was addressed to examine what the school principals' roles in implementing the English language curriculum are. The following table shows the results obtained from the items 43-46:

**Table 5.28 English language teachers' attitude towards the items 43-46**

43. I get support from the principal for implementing the English language curriculum.	Frequency	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	36	8.1	8.1
DISAGREE	102	22.9	31.0
UNDECIDED	85	19.1	50.1

AGREE	188	42.2	92.4
STRONGLY AGREE	34	7.6	100.0
44. The principal provides me with English teaching materials in order to keep up with innovations in the English Language curriculum.	Frequency	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	45	10.1	10.1
DISAGREE	135	30.3	40.4
UNDECIDED	91	20.4	60.9
AGREE	150	33.7	94.6
STRONGLY AGREE	24	5.4	100.0
45. The principal informs me of the implementation of the English language curriculum.	Frequency	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	38	8.5	8.5
DISAGREE	142	31.9	40.4
UNDECIDED	102	22.9	63.4
AGREE	141	31.7	95.1
STRONGLY AGREE	22	4.9	100.0
46. The principal motivates me to keep up with innovations in foreign language education policy.	Frequency	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	37	8.3	8.3
DISAGREE	138	31.0	39.3
UNDECIDED	95	21.3	60.7
AGREE	150	33.7	94.4
STRONGLY AGREE	25	5.6	100.0

As table 5.28 indicates, the majority of the participants (49.8%) adopted a positive response to the item 43. This means that these teachers thought that they get support from the principal for implementing the English language curriculum. As for the item 44, 180 (40.4%) out of 445 participants gave a negative response to it. This means that these teachers thought that the principals are unlikely to provide English teaching materials. On the other hand, 174 (39.1%) participants presented a positive response. Accordingly, these teachers are uncertain of their attitudes towards the item. According to the item 45, 180 (40.4%) participants provided a negative response to it. However, 163 (36.6%) participants responded positively. When it comes to the item 46, the participants shared the same attitude from the perspective of negative and positive responses. That is to say, the number of those (175) who gave positive and negative response is equal. As stated above, the participants are uncertain about their response to this item as well.

**Table 5.29 The participants' response to the school principal's support according to the developmental levels of the regions**

	44. The principal provides me with English teaching materials in order to keep up with innovations in the English language curriculum.								
	Developmental level I			Developmental level II			Developmental level III		
	Gender			Gender			Gender		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Strongly Disagree	12 (9.8%)	3 (10.7%)	15 (9.9%)	6 (5.6%)	1 (3.2%)	7 (5.1%)	18 (15.4%)	5 (12.8%)	23 (14.7%)
Disagree	31 (25.2%)	7 (25.0%)	38 (25.2%)	33 (30.8%)	9 (29.0%)	42 (30.4%)	43 (36.8%)	12 (30.8%)	55 (35.3%)
Undecided	29 (23.6%)	7 (25.0%)	36 (23.8%)	19 (17.8%)	6 (19.4%)	25 (18.1%)	19 (16.2%)	11 (28.2%)	30 (19.2%)
Agree	42 (34.1%)	10 (35.7%)	52 (34.4%)	44 (41.1%)	13 (41.9%)	57 (41.3%)	32 (27.4%)	9 (23.1%)	41 (26.3%)
Strongly Agree	9 (7.3%)	1 (3.6%)	10 (6.6%)	5 (4.7%)	2 (6.5%)	7 (5.1%)	5 (4.3%)	2 (5.1%)	7 (4.5%)
Total	123	28	151	107	31	138	117	39	156

As table 5.29 shows above, 35.1 % of the participants in the developed region, 35.5 % of the participants in the developing region, and 50 % of the participants in the undeveloped region suggested that their school principals are unlikely to provide them with English teaching materials in order to keep up with innovations in the English language curriculum. The findings indicate that the participants in the undeveloped region have more difficulty getting support from their school principals.

### 1.7 Results of the seventh question

The seventh question was put forward to investigate what the parents' roles in implementing the English language curriculum are. The following table presents the findings which belong to the items 47-50:

**Table 5.30 English language teachers' attitude towards the items 47-50**

47. Students' parents know about innovations in the foreign language education policy.	Frequency	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	196	44.0	44.0
DISAGREE	171	38.4	82.5
UNDECIDED	49	11.0	93.5
AGREE	25	5.6	99.1
STRONGLY AGREE	4	.9	100.0
48. Students' parents provide their children with such resources as books and videos in English.	Frequency	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	106	23.8	23.8
DISAGREE	150	33.7	57.5



UNDECIDED	70	15.7	73.3
AGREE	109	24.5	97.8
STRONGLY AGREE	10	2.2	100.0
49. Students' parents encourage their children to be interested in learning English.	Frequency	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	80	18.0	18.0
DISAGREE	128	28.8	46.7
UNDECIDED	97	21.8	68.5
AGREE	126	28.3	96.9
STRONGLY AGREE	14	3.1	100.0
50. I ask for help from students' parents to motivate their children to learn English.	Frequency	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	26	5.8	5.8
DISAGREE	53	11.9	17.8
UNDECIDED	38	8.5	26.3
AGREE	241	54.2	80.4
STRONGLY AGREE	87	19.6	100.0

As table 5.30 indicates, the majority of the participants (82.4%) presented a negative response to the item 47. This means that the students' parents are not aware of innovations in the foreign language education policy. As for the item 48, 256 (57.5%) out of 445 parents provided a negative response. Thus, these teachers suggested that the parents are unlikely to provide their children with such resources as books and videos in English. According to the item 49, the majority of the participants (46.8%) presented a negative response to it. That is to say, they suggested that the students' parents are unlikely to encourage their children to be interested in learning English. When it comes to the item 50, a large number of participants (328) gave a positive response to it. Accordingly, the teachers usually ask for help from students' parents to motivate their children to learn English.

**Table 5.31 The participants' response to the parents' support according to the developmental levels of the regions**

	48. Students' parents provide their children with such resources as books and videos in English.								
	Developmental level I			Developmental level II			Developmental level III		
	Gender			Gender			Gender		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Strongly Disagree	22 (17.9%)	7 (25.0%)	29 (19.2%)	14 (13.1%)	5 (16.1%)	19 (13.8%)	49 (41.9%)	9 (23.1%)	58 (37.2%)
Disagree	43 (35.0%)	11 (39.3%)	54 (35.8%)	34 (31.8%)	12 (38.7%)	46 (33.3%)	30 (25.6%)	20 (51.3%)	50 (32.1%)

Undecided	24 (19.5%)	3 (10.7%)	27 (17.9%)	20 (18.7%)	7 (22.6%)	27 (19.6%)	14 (12.0%)	2 (5.1%)	16 (10.3%)
Agree	30 (24.4%)	5 (17.9%)	35 (23.2%)	38 (35.5%)	7 (22.6%)	45 (32.6%)	23 (19.7%)	6 (15.4%)	29 (18.6%)
Strongly Agree	4 (3.3%)	2 (7.1%)	6 (4.0%)	1 (.9%)	0 (.0%)	1 (.7%)	1 (.9%)	2 (5.1%)	3 (1.9%)
Total	123	28	151	107	31	138	117	39	156

According to table 5.31 above, 55 % of the participants in the developed region, 47.1 % of the participants in the developing region, and 69.3 % of the participants in the undeveloped region adopted a negative response to the item that reads, “Students’ parents provide their children with such resources as books and videos in English.” Given that the response rates are taken into consideration, the participants in the undeveloped region have more difficulty getting support from the students’ parents.

### 1.8 Results of the first assumption

The first assumption that has been made is that teachers of English have negative attitude towards foreign language education policy in Turkey. Accordingly, the questionnaire items 1, 2, and 7 have been taken into consideration. The following table indicates the findings with respect to it:

**Table 5.32 English language teachers' negative attitude towards foreign language education policy**

1. The foreign language education policy in Turkey meets students’ needs.	Frequency	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	111	24.9	24.9
DISAGREE	248	55.7	80.7
UNDECIDED	36	8.1	88.8
AGREE	42	9.4	98.2
STRONGLY AGREE	8	1.8	100.0
2. The foreign language education policy in Turkey is made according to needs analysis.	Frequency	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	94	21.1	21.1
DISAGREE	224	50.3	71.5
UNDECIDED	81	18.2	89.7
AGREE	41	9.2	98.9
STRONGLY AGREE	5	1.1	100.0
7. I embrace the foreign language education policy in Turkey.	Frequency	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	45	10.1	10.1
DISAGREE	179	40.2	50.3
UNDECIDED	124	27.9	78.2

AGREE	82	18.4	96.6
STRONGLY AGREE	15	3.4	100.0

As table 5.32 shows, the participants have negative attitude towards the foreign language education policy. According to the first item, 359 (80.6) out of 445 participants adopted a negative response towards it. Only 50 (11.2%) participants agreed with this item. As for the second item, 318 (71.4) out of 445 participants suggested that the foreign language education policy in Turkey is not made according to needs analysis. When it comes to the item 7, 224 (50.3%) out of 445 participants suggested that they do not embrace the foreign language education policy in Turkey. Given that the findings obtained from these items are taken into account, teachers of English have a negative attitude towards the foreign language education policy in Turkey. Consequently, the first assumption about English language teachers' attitude towards the policy has been confirmed.

**Table 5.33 Correlation analysis between the item 1 and years of teaching experience**

		The foreign language education policy in Turkey meets students' needs.	Years of teaching experience
Spearman's rho	The foreign language education policy in Turkey meets students' needs.	Correlation Coefficient	.041
		Sig. (2-tailed)	.391
	Years of teaching experience	Correlation Coefficient	.041
		Sig. (2-tailed)	.391

\* $p < .05$

As table 5.33 shows, a correlation was computed in order to investigate whether or not there was a statistically significant association between the results obtained from the questionnaire item 1 and years of teaching experience of the English language teachers. The Spearman rho was employed due to the ordinal data. (Spearman's rho=.041,  $p=.391$ ). The results obtained from the questionnaire item were positively correlated with years of teaching experience. However, this correlation was not statistically significant ( $p < .05$ ).

**Table 5.34 Correlation analysis between the item 7 and educational qualification**

		Educational qualification	I embrace the foreign language education policy in Turkey.
Spearman's rho	Educational qualification	Correlation Coefficient	.036
		Sig. (2-tailed)	.447
	I embrace the foreign language education policy in Turkey.	Correlation Coefficient	.036
		Sig. (2-tailed)	.447

\* $p < .05$ 

As table 5.34 indicates, the relationship between educational qualification and the findings gained from the questionnaire item 7 was examined by means of Spearman's rank correlation coefficient. There was a positive correlation between them (Spearman's rho = .036,  $p = .447$ ) but this correlation was not statistically significant ( $p < .05$ ).

**Table 5.35 A Mann-Whitney test related to the item 1 and gender**

	The foreign language education policy in Turkey meets students' needs.
Mann-Whitney U	16215.000
Wilcoxon W	21066.000
Z	-.779
Asymp. Sig. (2-tailed)	.436
a Grouping Variable: Gender	

\* $p < .05$ 

As table 5.35 shows, a Mann-Whitney test was employed to investigate the difference in the results obtained from the participants (male and female) related to the item that reads, "The foreign language education policy in Turkey meets students' needs". This test did not reveal a significant difference between these variables ( $U = 16215$ ,  $p = .44$ ) at the .05 level.

**Table 5.36 A Kruskal-Wallis test related to the item 2 and educational qualification**

	The foreign language education policy in Turkey is made according to needs analysis.
Chi-Square	.576
df	2
Asymp. Sig.	.750
a Kruskal Wallis Test	
b Grouping Variable: Educational qualification	

\* $p < .05$

As table 5.36 indicates, a Kruskal-Wallis test was used to examine the difference in the findings obtained from the questionnaire item that reads, “The foreign language education policy in Turkey is made according to needs analysis” across the participants’ educational qualifications (B.A, M.A and Ph.D). The test revealed no statistically significant difference between these variables,  $\chi^2(2, N=445) = .58, p=.75$ .

### 1.9 Results of the second assumption

The second assumption is that the content of textbooks is not appropriate for the Turkish EFL students. The results with respect to this assumption refer to the questionnaire items 34 and 40. The following table shows the findings related to the second assumption:

**Table 5.37 English language teachers' negative attitude towards the content of textbooks**

34. Activities in the textbook are suitable for students' proficiency levels.	Frequency	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	84	18.9	18.9
DISAGREE	140	31.5	50.3
UNDECIDED	88	19.8	70.1
AGREE	105	23.6	93.7
STRONGLY AGREE	28	6.3	100.0
40. Reading passages are suitable for students' English language proficiency levels.	Frequency	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	88	19.8	19.8
DISAGREE	161	36.2	56.0
UNDECIDED	73	16.4	72.4
AGREE	113	25.4	97.8
STRONGLY AGREE	10	2.2	100.0

As table 5.37 indicates, teachers of English suggested that the content of textbooks is not appropriate for the Turkish EFL students. The findings show that a large number of teachers are against the idea that the content of them is appropriate. 224 (50.4%) participants gave a negative response to the item 34. That is to say, they thought that the activities in textbooks are not suitable for students’ proficiency level. Moreover, 249 (56%) participants suggested that reading passages are not suitable for students’ language proficiency levels. Accordingly, the second assumption has been proved.

**Table 5.38 A Kruskal-Wallis test related to the item 40 and department of graduation**

	Reading passages are suitable for students' English language proficiency levels.
Chi-Square	5.085
df	4
Asymp. Sig.	.279
a Kruskal Wallis Test	
b Grouping Variable: Department of graduation	

\* $p < .05$

As table 5.38 indicates, a Kruskal-Wallis test was used to examine the difference in the findings gained from the participants who have different departments of graduation with respect to the item that reads, "Reading passages are suitable for students' English language proficiency levels". The test did not show a statistically significant difference across these departments of graduation,  $\chi^2(4, N=445) = 5.09$ ,  $p = .28$  at the .05 level.

### 1.10 Results of the third assumption

The third assumption is that students' parents fail to support the English language curriculum. The following figure shows the results of the item 48 to test the third assumption;

**Table 5.39 English language teachers' negative attitude towards parents' support for foreign language education policy**

48. Students' parents provide their children with such resources as books and videos in English.	Frequency	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	106	23,8	23,8
DISAGREE	150	33,7	57,5
UNDECIDED	70	15,7	73,3
AGREE	109	24,5	97,8
STRONGLY AGREE	10	2,2	100,0
Total	445	100,0	

As table 5.39 indicates, 256 (57.5%) out of 445 participants gave a negative answer to the item 48. This means that students' parents do not enable their children to have access to teaching materials outside classroom. Thus, the third assumption has been confirmed.

**Table 5.40 A Kruskal-Wallis test related to the item 48 and age group**

	Students' parents provide their children with such resources as books and videos in English.
Chi-Square	3.181
df	3
Asymp. Sig.	.365

a Kruskal Wallis Test	
b Grouping Variable: Age group	

\* $p < .05$

As table 5.40 shows, a Kruskal Wallis test indicated no statistically significant difference in the findings obtained from the item that reads, “Students’ parents provide their children with such resources as books and videos in English” across four age groups,  $\chi^2(3, N=445) = 3.18, p = .37$  at the .05 level.

### 1.11 Results of the fourth assumption

The fourth assumption is that teachers of English have difficulty implementing the English language curriculum. The question items 20-21 have been employed to test this assumption because the items are viewed as important to pursue the English language curriculum without any problem. The following figures show the findings obtained from the items 20-21:

**Table 5.41 English language teachers' negative attitude towards class sizes**

20. My class sizes make it difficult for me to conduct my English classes.	Frequency	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	25	5,6	5,6
DISAGREE	117	26,3	31,9
UNDECIDED	40	9,0	40,9
AGREE	148	33,3	74,2
STRONGLY AGREE	115	25,8	100,0
Total	445	100,0	

As Table 5.41 indicates, 263 (59.1%) participants suggested that their class sizes make it difficult for them to conduct their English classes. Thus, they adopted a negative attitude towards it.

**Table 5.42 English language teachers' negative attitude towards class hours**

21. The number of class hours per week is enough for me to conduct my English lessons.	Frequency	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	118	26,5	26,5
DISAGREE	140	31,5	58,0
UNDECIDED	55	12,4	70,3
AGREE	100	22,5	92,8
STRONGLY AGREE	32	7,2	100,0
Total	445	100,0	

As table 5.42 shows, 258 (58%) out of 445 participants agreed that the number of class hours per week is not enough for them to conduct their English lessons. This means that they have a problem with the period of English instructions. They thought that the

period allocated for English instructions per week is short. Given that the findings gained from the items 20-21 are taken into consideration, the fourth assumption has turned out to be proved.

**Table 5.43 A Mann-Whitney U test related to the item 20 and gender**

	My class sizes make it difficult for me to conduct my English classes.
Mann-Whitney U	15805.000
Wilcoxon W	76183.000
Z	-1.107
Asymp. Sig. (2-tailed)	.268
a Grouping Variable: Gender	

\* $p < .05$

As table 5.43 shows, A Mann-Whitney test revealed no statistically significant difference in the results obtained from male and female participants as regards the item that reads, “My class sizes make it difficult for me to conduct my English classes”, (U=15805,  $p=.27$ ) at the .05 level.

### 1.12 Results of the fifth assumption

The fifth assumption is that Turkish EFL students underachieve in pursuing the English language curriculum. The questionnaire item 26 has been employed to test this item. The following figure shows the findings:

**Table 5.44 English language teachers' negative attitude towards students' use of English in real life**

26. My students can use English in real life.	Frequency	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	115	25,8	25,8
DISAGREE	170	38,2	64,0
UNDECIDED	94	21,1	85,2
AGREE	59	13,3	98,4
STRONGLY AGREE	7	1,6	100,0
Total	445	100,0	

As table 5.44 indicates, 285 (64%) out of 445 participants thought that their students are unlikely to speak English in real life. This means that they cannot use their foreign language outside classrooms. Accordingly, English language teaching is limited to classrooms. Thus, the fifth assumption has been proved.



**Table 5.45 A Mann-Whitney U test related to the item 26 and gender**

	My students can use English in real life.
Mann-Whitney U	16973.000
Wilcoxon W	21824.000
Z	-.028
Asymp. Sig. (2-tailed)	.978
a Grouping Variable: Gender	

\* $p < .05$

As table 5.45 shows, A Mann-Whitney test indicated no statistically significant difference in the results obtained from male and female participants as regards the item that reads, “My students can use English in real life”, ( $U=16973$ ,  $p=.98$ ) at the .05 level.

The results of this research indicate that the participants had different attitudes to the questionnaire items. It is assumed that they were sensitive to these items.

A large number of participants thought that the foreign language education policy in Turkey does not meet students’ needs. In other words, they disproved the foreign language education policy in Turkey. Moreover, they thought that the foreign language education policy is not made according to needs analysis. The findings indicated that they are aware of the components that make up the foreign language education policy. For example, they suggested that a needs analysis should be carried out prior to changes to foreign language education policy. According to them, feedback is necessary to show the results of the implementation of foreign language education policy in Turkey.

The results showed that the participants support learner autonomy, self-assessment, and self-learning environment. However, they have difficulty coping with the ELP which is the most important component of the current foreign language education policy in Turkey.

Learner autonomy plays an important role in foreign language teaching (Çakır et al. 2011; Demirel et al. 2007; Ersöz et al. 2006). It gains significance as it promotes self-learning and self-assessment. Thus, it should be given priority in the foreign language education. This research showed that foreign language learners in the other countries that have an EFL context are unlikely to have a good command of English as they are not exposed to the target language outside classroom. The same is true for the foreign language learners in Turkey. The study indicated that although the teachers give importance to

learner autonomy, they are unlikely to encourage their students to use the ELP which makes room for learner autonomy and self-assessment. Thus, foreign language teachers should enable their students to make use of the European Language Portfolio (ELP). Moreover, they should encourage their students to pursue extra-curricular activities.

According to the findings, Turkish EFL teachers make use of a number of activities such as dramatization, simulation, role play, music, and games while teaching English. They use portfolio assessment while measuring student success. The findings show that they have enough English teaching resources. However, according to the results, they have difficulty dealing with class hours and class sizes. It is assumed that these issues cause problems from the standpoint of the participants.

The findings indicated that the students learning English have difficulty mastering the target language. For example, they lack motivation for learning it. According to the majority of the participants, the students are unlikely to use English in real life. They are unlikely to take part in an activity outside classroom to improve their English. According to a large number of participants, their students are unlikely to use the ELP. Thus, the students do not pursue extra-curricular activities outside classroom so learning is restricted to the classrooms. Furthermore, they thought that such examinations as placement tests (SBS) negatively influence the way their students learn English. However, according to them, the students like studying in pairs and groups.

Such examinations as placements tests (SBS) have long been criticized as they negatively influence students' attitude towards foreign language teaching. The same is true for such countries as China and Iran. It is suggested that foreign language students tend to study grammar due to the examinations. This research showed that the teachers think that the examinations which cover English tests negatively influence students' attitude towards foreign language teaching. Thus, the examinations which include English tests should focus on communicative aspect of foreign language teaching.

When it comes to the textbooks, the majority of the participants suggested that textbooks have CDs and nearly half of them use these CDs along with the textbooks. According to them, textbooks present culture from other countries. However, the majority of the participants thought that activities, vocabulary items, and reading passages in the textbooks are not suitable for students' English language proficiency levels. According to

them, activities in the textbooks are unlikely to promote communicative language teaching. As a result, a large number of participants suggested that textbooks do not meet students' needs to improve their English. Thus, the contents should be revised by asking the teachers' opinions. In doing so, the teachers should get involved in this process. More importantly, CDs should be used along with textbooks.

As for the school principals, the majority of the participants suggested that they get support from them. Nearly half of them except for those who were undecided thought that the principals motivate them to keep up with innovations in the foreign language education policy in Turkey. However, the majority of them thought that the school principals are unlikely to provide them with English teaching materials so that they can keep up with innovations in the English language curriculum. Accordingly, the principals should be made to be fully acquainted with the foreign language curriculum so that they can support the foreign language teachers. Furthermore, middle-level managers should be informed of innovations in the foreign language education policy.

When it comes to the students' parents, a large number of participants thought that they ask for help from students' parents to motivate their children to learn English. Nevertheless, the majority of the participants suggested that the parents are unaware of innovations in the foreign language education policy in Turkey. According to them, the students' parents are unlikely to provide their children with such resources as books and videos in English. Furthermore, they are unlikely to encourage their children to be interested in learning English.

The 2006 English language curriculum stipulates that foreign language teachers must get support from students' parents. As stated previously, a large number of participants suggested that the parents are unaware of innovations in the foreign language education policy in Turkey. Thus, the parents may not encourage their children to pursue the European Language Portfolio in this situation. Furthermore, the majority of the participants suggested that the parents are unlikely to provide English teaching resources. The Turkish EFL teachers should inform students' parents of innovations in the foreign language curriculum. In doing so, they can get support from the parents. Otherwise, foreign language teaching in Turkey will remain restricted to classrooms due to lack of extra-curricular activities.

According to Johnson (1989), policy makers, needs analysts, materials writers, teacher trainers, teachers, and learners get involved in curriculum development. Furthermore, evaluation of foreign language teaching is an essential element of the curriculum (McLaren & Madrid 2004). Accordingly, policy makers shape curriculum planning at the top level. Subsequently, classroom implementation comes into existence at the bottom level. When it comes to this study, first of all, it examined the top level decisions on the foreign language teaching, and then analysed classroom implementation.

This study suggests that the top level state authorities in Turkey theoretically give importance to foreign language teaching. For example, the 2006 English language curriculum came up with a wide range of techniques, approaches, and methods. Briefly, it aimed to raise young learners' awareness of learning a foreign language. Nevertheless, this study indicated that the foreign language education policy in Turkey is unlikely to be made according to needs analysis. Moreover, there is a problem with evaluation of the policy. Thus, the policy makers should take needs analysis and evaluation into account. In doing so, foreign language teachers should be asked to provide feedback on the foreign language teaching. More importantly, a needs analysis should be performed before making changes to the foreign language teaching. In doing so, the Turkish EFL teachers should get involved in this process.

Foreign language education policy in a country is shaped by many factors (Els et al. 1984). First of all, authorities determine the foreign language which has advantages over other foreign languages. As stated previously, it is not surprising that English is taught worldwide. In other words, it is viewed as a lingua franca all over the world. Furthermore, the issues which underlie English language teaching have long been discussed under the umbrella of world Englishes (Bamgbose 2003; Jenkins 2009; Kachru 1986, 1992). According to Kachru (1992), there are concentric circles with respect to the sociolinguistic side of English. They are Inner Circle that includes USA and UK, the Outer Circle which involves India and Pakistan, and the Expanding Circle which consists of Turkey and China. That is to say, English is taught as a foreign language in Turkey. This situation means that English is limited to classrooms. The students who learn the English language in an ESL context may continue being exposed to the target language outside classroom. However, the students who learn the English language in an EFL context are unlikely to be

exposed to the target language outside classroom. Thus, foreign language curriculum in Turkey should be formed according to an EFL context.

More importantly, there should be greater consistency in foreign language education policy. This study has revealed some inconsistent applications in the policy. For example, innovations with respect to the System of Language Proficiency Levels in foreign language education were made in 1988-1989 education year. Accordingly, the foreign language education was regarded as compulsory in the first grade of secondary education. However, this system was abolished in 1989-1990 academic year.

To sum up, foreign language teaching in Turkey should be handled in conformity with an EFL context. That is to say, teaching and learning environments are different from those that take place in an ESL context. Accordingly, methods, approaches, and techniques used for foreign language teaching in Turkey should be in accordance with students' learning environment. As these students are exposed to limited target language, dramatization and simulation should be given priority. Foreign language teachers should focus on extra-curricular activities as well. More importantly, textbooks should be formed in compliance with EFL contexts. Consequently, the decisions taken at the macro level should be properly translated into practice done at the micro level.

## CHAPTER VI

### CONCLUSION

#### 1. Conclusion

Foreign language education policy in Turkey was analysed from a wide range of perspectives in this study. In doing so, the study took macro level policy and micro level implementation into consideration (Baldauf 2005; Wang 2006). In other words, the framework of the study depended on these factors. As for the macro level policy, the study analysed the documents issued by the policy makers of Turkey. These documents involved the decisions that took place in the national education councils from 1939 onwards. Moreover, official bulletins of MONE were scanned to look into the regulations related to foreign language education policy in Turkey from 1939 onwards. Furthermore, the other regulations issued by the Turkish Ministry of National Education and Higher Education Council were scanned in order to analyse foreign language education. Some commission reports with respect to the foreign language education in Turkey were also scanned and examined.

As stated previously, macro level policy and micro level implementation were considered for the purpose of analysing the foreign language education policy in Turkey. Furthermore, the historical background of the policy was taken into account as well. In doing so, this process was divided into two parts: pre-republic and post-republic era. The study aimed to put forward the reasons why the top level authorities preferred some particular foreign languages. Moreover, English language teacher education was taken into consideration to better understand foreign language teaching in Turkey.

Els (1994) distinguishes between national foreign language teaching and national foreign language policies. According to him, national foreign language teaching policies cope with teaching and learning foreign languages. As for national foreign language policies, they regulate the position of foreign languages in a country. Accordingly, this study took national foreign language teaching policy into consideration.

The philosophy that underlies foreign language education in general was taken into account. In other words, the philosophy of foreign language education policy was examined in detail. Furthermore, the advantages of studying foreign languages from the

standpoint of learners were taken into account. The factors that shape foreign language education were put forward.

On the other hand, the foreign language education policies pursued in the countries which belong to “the expanding circle” (Kachru 1992) were analysed to better understand their characteristics in common. These countries were China, Japan, Iran, and Thailand. The results obtained from these countries indicated that the top-level state authorities give importance to foreign language education for the purpose of instrumental motivation. In other words, foreign language teaching is regarded as essential at the macro level policy. However, practice in this area is not at an acceptable level at the micro level implementation. That is to say, foreign language learners fall short of required levels as they are unlikely to use the foreign language outside classrooms. They lack communicative aspect of that language as they are not exposed to authentic language input. Thus, foreign language teaching in these countries suffers from criticism.

The findings obtained from the documents mentioned above indicate that the top level state authorities in Turkey have long given importance to foreign language education since the Tanzimat period for the purpose of technological innovations in science, economy, diplomacy, and so forth. According to the decisions taken in the national education councils and the official bulletins of MONE, in general, students learning a foreign language have been required to have a good command of their foreign language by using four skills, namely speaking, writing, listening, and reading. However, following the 1997 education reform, approaches to foreign language teaching were substantially changed. Moreover, radical suggestions were proposed thanks to the Council of Europe. For example, the European Language Portfolio (ELP) was initiated in Turkey in early 2000s.

As stated previously, foreign language teaching in Turkey is mainly based on English language teaching. Thus, this study took it into account, thereby considering English language curriculum and teachers of English. In short, the current foreign language education policy in Turkey involves communicative language teaching, the ELP, learner autonomy, self-assessment, intercultural competence, parents’ support for its implementation. Thus, these factors were employed in order to shape the framework of the study. Moreover, in addition to the factors mentioned above, the school principals’ support for foreign language teaching was taken into consideration (Wang 2010).

Although foreign language education has long been given importance in Turkey, it has been criticized as it fails to promote foreign language proficiency among Turkish students (Doğançay-Aktuna & Kızıltepe 2005; Egel 2009; Işık 2008; Kirkgoz 2007). Briefly, it is suggested that students do not have required levels of foreign language learning. Moreover, it is also suggested that foreign language education differs considerably among educational institutions. Accordingly, the findings obtained from this study support the research on foreign language education carried out previously in Turkey.

Nearly all of the results obtained from this study indicated that there are a number of problems with the foreign language education policy in Turkey. The problems relate to teachers, students, textbooks, school principals, and students' parents. Thus, teachers of English adopt a negative response to the current foreign language education policy in Turkey.

This research showed that there are a number of problems with classroom implementation of foreign language teaching. It is assumed that a discrepancy may arise between the macro level policy and micro level implementation while transferring policies into practice. Thus, the foreign language teachers should be made to interpret the policies correctly. More importantly, the policy makers should enable the teachers to have an in-depth knowledge of the curriculum. Otherwise, the teachers will form their own interpretation which is based on their prior teaching styles. Moreover, school principals, middle-level managers, and students' parents should get involved in this process.

The results indicate that the teachers of English who teach in undeveloped regions have more difficulty handling the implementation of the foreign language education policy. Thus, these teachers should be supported in their implementation of the curriculum.

## **2. Implications for teachers**

This study is important to find out the problems in the foreign language education policy in Turkey. In doing so, it presents a number of suggestions for these problems. It involved significant factors that shape the policy. Accordingly, foreign language education policy was analysed from the standpoint of foreign language curriculum as it is a reflection of how foreign language education policy is implemented (McLaren & Madrid 2004). Moreover, as stated previously, it was examined by taking teachers, textbooks, and students' parents into account. It also included school principals.



As EFL teachers play a significant role in foreign language education policy, they are regarded as main implementers of the policy (Karavas-Doukas 1995; Wang 2006). Thus, English language teacher education gains importance in order to pursue the foreign language education policy in Turkey. In other words, how English language teachers perceive and implement the policy in the classroom is important. The success of the English language curriculum determined by the policymakers depends on their perception of the policy. Thus, the curriculum should be prepared according to the current foreign language education policy. Furthermore, the curriculum should be in harmony with the teachers' practice in the classroom.

Pre-service English teacher education curriculum has significant responsibility for shaping pre-service teachers' attitude towards English language teaching. It prepares the student teachers for the teaching career which they will have in the future. In doing so, it shapes their beliefs about teaching English. Thus, EFL student teachers should acquire a wide knowledge of English language teaching during their education. They need to incorporate their knowledge that they acquire in the English teacher education programs in their future teaching practice.

On the other hand, pre-service English teacher education curriculum in Turkey needs to be prepared and implemented according to the needs analysis. The success of the curriculum is based on this analysis (Graves 2009). In doing so, it should be based on teaching practice and feedback received from schools.

The teachers' prior knowledge plays an important role in implementing foreign language education policy. Thus, the curriculum determined by the ministry of education and pursued in schools should be introduced to the EFL student teachers during their education. Thus, these students will be acquainted with the curriculum pursued in schools prior to teaching practice. Farrell (2009: 182) states that

The ideals that novice teachers may have formed during the teacher-education program are often replaced by the realities of the social and political contexts of the school. One reason may be that teacher education programs are unable to reproduce environments similar to those teachers face when they graduate. Consequently, many novice teachers are left to cope on their own in a "sink-or-swim" situation.

The same is true for the Turkish educational context. There are many different educational contexts and linguistically diverse students. The EFL student teachers should be acquainted with this diverse situation in order to cope with different teaching contexts.

Richards and Farrell (2005) state that teacher development covers general development. It aims to promote teachers' professional development in education. This professional development refers to such areas as subject-matter knowledge and understanding of curriculum and materials. Accordingly, Turkish teachers of English need to have many features for professional development. First of all, it is inevitable that these EFL teachers will master subject-matter knowledge. In doing so, they should keep up with innovations in methodology and second language acquisition research. Thus, they can learn how to manage large classes. Furthermore, they can cope with linguistically diverse students.

On the other hand, Turkish EFL teachers should be acquainted with the current foreign language education policy and curriculum to meet their students' needs. As stated previously, the current foreign language education policy of Turkey has recently been influenced by the Council of Europe. Accordingly, learner autonomy gains prominence. Learner-centered teaching is given priority. Thus, Turkish EFL teachers should try to understand how their students are learning. Moreover, they should act as facilitators. They should have necessary knowledge about this methodology. In-service training for these teachers is necessary to keep up with the issues pointed out previously (Freeman 1982). The EFL teachers should attend this training. Moreover, the school principals should encourage them to be involved in this training.

Turkish EFL teachers should adopt reflective teaching in order to evaluate their performance. In doing so, they will try to understand teaching processes in the classrooms. They will observe themselves, gather data about their teaching, and make use of it for self-assessment (Richards & Lockhart 1994). Accordingly, the EFL teachers can evaluate their teaching in the classroom. They can ask whether or not they comply with the curriculum determined by the ministry of education. Given that they do not pursue the curriculum, it is inevitable that there will be a discrepancy between the foreign language education policy and their teaching practice. However, if they think that the foreign language education policy does not conform to their beliefs about English language teaching, it is possible that they will not pursue the curriculum. Thus, in-service training gains importance in order to enable them to get acquainted with the English language teaching programs.

Textbooks play an important role in English language teaching. They act as a syllabus for teachers and students in Turkey, which belongs to the expanding circle.

Furthermore, they provide language input and cross-cultural elements. They assist teachers in planning the courses and make it easy for learners to acquire the target language. The learners who are in an EFL context are not exposed to the target language in real life. Thus, textbooks fill this gap.

The selection of textbooks is of significance to meet the students' needs for mastering the target language. EFL teachers should take into account the content of textbooks. For example, they should investigate how they present the linguistic structures. Moreover, they should consider whether or not these linguistic structures are appropriate for the students' levels.

As textbooks are distributed by the ministry of education, feedback received from Turkish EFL teachers comes to the forefront. Following the selection and use of the textbooks in schools, the teachers should give feedback on them. In doing so, they should consider a number of features of the textbooks. For example, they should take into consideration the level of difficulty of the reading passages. Consequently, the content of textbooks should be revised by taking into account the teachers' feedback. Turkish EFL teachers should be involved in the process of organization of textbooks. As they are aware of the inappropriate sides of the textbooks, they can reorganize their contents.

Turkish EFL teachers make use of textbooks in the classrooms all the time. That is, the textbooks are the key components of English language teaching in Turkey. The contents of them may be too difficult for some classes to cope with. Thus, the contents should be adapted for use by these classes.

Today technology is changing rapidly. We live in the computer-dominated century. Thus, Turkish EFL teachers cannot lag behind this development. The use of textbooks may not be sufficient to pursue teaching process without using technology. They should be accompanied by CDs, videos, workbooks, and worksheets. These supplementary materials should be used to consolidate the teaching process.

As pointed out previously, the Council of Europe has had an impact on the foreign language education policy. It promotes knowledge of other countries' cultures. Thus, Turkish EFL students need to be acquainted with the other countries' cultures. The teachers should provide the students with cross-cultural elements while using the textbooks. The Turkish EFL students can inform other people of Turkish culture thanks to the cross-cultural elements.

Turkish EFL teachers should, if necessary, make the contents of the textbooks easier for the students whose language proficiency levels are low. More importantly, they should focus on vocabulary in the textbooks by using context.

It may not be sufficient for students to study new linguistic structures once. Thus, these structures should be taught in context and repeated in other units (Cunningsworth 1995). As a rule, linguistic structures are given in a sequence. The teachers should, if necessary, change the order of the sequences. That is, they should prioritize some structures so that the students can internalize them in the long-term memory.

Textbooks should make room for four skills which are central to English language teaching. The teachers should equally give importance to these skills, namely, reading, listening, speaking and writing. For example, they should not skip pronunciation drills in the textbooks. Moreover, they should present communicative interactions by means of dramatization.

When it comes to the authenticity of the language content of the textbooks, the teachers can present them by means of simulation. Given that the textbooks do not provide enough authentic content, the teachers should give feedback on them so that they can include this content the following year. The feedback on textbooks should be taken into account by the authorities. Consequently, necessary revisions should be made.

The use of L1 in the L2 classrooms has long been debated. There is not a general consensus about this issue (Ellis 2008). Interference of the mother tongue in foreign language teaching has long been stated. It is suggested that the influence of the native language must not be ignored (Brown 2007). Ellis (2008) suggests that learners must be exposed to L2 input to a great extent from an interactionist perspective. He also states that L1 can be used to scaffold learner production from a sociocultural perspective. Accordingly, the use of L1 depends on different instructional contexts. Turkish EFL teachers, if necessary, should make use of the Turkish language in the classrooms as Turkish EFL students are not exposed to English outside the classrooms. Furthermore, they should collaborate with teachers of the Turkish language in order to pursue their teaching process. Consequently, the teachers of the Turkish language can explain some linguistic structures which students find it difficult to cope with. For example, they can focus on the differences between adjectives and adverbs in Turkish. Thus, the students can find it easy to learn the differences between adjectives and adverbs in English.

In Turkey there are a wide variety of foreign language instructions. That is, the instructions show variations in state and private schools. A number of subjects are taught in a foreign language in some private and state schools. As stated above, as English has advantages over the other foreign languages in these schools, the subjects are taught in English. However, advantages and disadvantages of English medium instruction have long been debated. In general, many researchers suggest that English medium instruction is useful for mastering the language. However, some researchers state that English medium instruction falls short of expectations (Kirkgoz 2008). The studies conducted by a few researchers in Turkey indicate that there are problems in practice (Sert 2008; Kirkgoz 2008). These studies show that students have difficulty perceiving English language instruction. They also indicate that this instruction is problematic and the Turkish EFL students lack motivation for English-medium instruction. Thus, the effect of teaching subject matters in a foreign language on foreign language teaching in Turkey should be analysed in detail. Given that students cannot cope with English medium instruction, the problems should be put forward and solved by the universities and ministry of education.

As pointed out previously, following the 1997 curriculum reform, English was introduced to Grade 4 and Grade 5 students. The educational integration with the European Union countries influenced this decision. Consequently, Teaching English to Young Learners (TEYLS) was introduced into ELT programs at faculties of education in Turkey. Young learners have been exposed to English language teaching since then. Accordingly, teachers have been regarded as facilitator of the teaching process. Students have been expected to participate in their learning process. Different learning styles have been taken into account (Kirkgoz 2008). Turkish EFL teachers should make use of different approaches and activities while teaching young learners. They should benefit from games, songs, simulation, and dramatization as these students start a foreign language that is different from theirs. The current foreign language education policy in Turkey promotes learner autonomy and self-assessment. Thus, the teachers should encourage Grade 4 and Grade 5 students to use the European Language Portfolio. Given that these students learn how to use the ELP at these grades, they are likely to continue with it. Later, they will consciously approach the target language.

A number of different methods have long been used in the classrooms. However, the grammar translation method is widely used by the Turkish EFL teachers across Turkey.

Although the English language curriculum for primary education in Turkey stipulates no particular methodology, it implicitly favours communicative language teaching (Ersöz et al. 2006). It suggests that recent approaches relate to learner-centred teaching. Thus, process-oriented approaches should be accepted. Furthermore, it points out that because English is taught in isolation in almost all of the schools, it should be taught by means of a cross-curricular model in which the target language acts as an interactional tool.

Freeman (2000) suggests that teachers can select a teaching methodology different from a specific method imposed by authorities. Teaching methods are likely to change from context to context. Accordingly, Turkish EFL teachers should make use of a method which meets their students' needs to a great extent. In doing so, they can take into account multiple intelligences, communicative language teaching, task-based language teaching, and eclectic language teaching.

It is not surprising that teaching materials play a crucial role in EFL teachers' teaching process. The EFL learners depend on teaching materials in an EFL context. Thus, the selection, adaptation, and creation of teaching materials gain importance in the foreign language education policy and teaching process (Nunan 1991). In other words, they are significant elements of the curriculum. Turkish EFL teachers should select the appropriate teaching materials. However, they should comply with the teaching context. For example, given that Turkish EFL learners' language proficiency level is low, the teaching materials should be selected in accordance with it. Otherwise, the learners cannot cope with them. Nunan (1991) states that choosing materials is important because they meet the objectives of the curriculum. He goes as far as to argue that they should be appropriate for beliefs about language learning. There are many advantages of making extensive use of materials in English language teaching process. Thus, Turkish EFL teachers can design their own materials apart from ready-made materials. For example, they can prepare worksheets for their students

In Turkey some primary and secondary schools offer intensive English teaching which lasts one year. Benseler and Schulz (1979) state that intensive courses and programs aim to develop students' general language proficiency in academic context. They also suggest that these programs enable students to have extended daily instruction. Turkish EFL teachers should maintain a good balance while teaching the four skills in intensive English teaching. In doing so, they should consider the students' language proficiency

level. Otherwise, intensive English program will lead to disappointment. English should be the medium of instruction insofar as possible. The students should be provided with feedback. Their performance should frequently be evaluated. Moreover, extra-curricular activities should be presented to the students so that they can use English in real life.

It is not surprising that technology plays an important role in foreign language teaching. There have been many innovations in the area of technology. With the advent of new technology, computers have become an indispensable part of our lives. Consequently, computer-assisted language learning has become a key component of English language teaching. Turkish EFL teachers should benefit from computers to a great extent. There are many advantages of using them in English language teaching. Firstly, they promote learner autonomy since students can use them inside and outside of the classroom. Secondly, they can provide feedback so students may find it easy to check the results of their grammar practice and vocabulary study. Thirdly, students can repeatedly be exposed to language input by means of computers so they may get a good command of English. With the advent of internet, learners of English benefit from interactive multimedia language programs. These learners are supposed to use a bilingual dictionary, do a reading assignment, study grammar and check their pronunciation by means of the language programs (Fotos & Browne 2004). Turkish EFL teachers should encourage their students to use interactive language programs on internet. As almost all of the Turkish EFL students are not exposed to authentic English, these programs will assist them in getting access to it.

There are many factors that influence foreign language teaching. These factors include teachers' roles, learners' roles, principals' roles, textbooks, and so forth. They have a close relationship with one another. In addition to these factors, there are a number of factors which influence these learners' performance. These factors include affective variables, language learning strategies, and language learning styles. Accordingly, affective variables include a number of personality factors that play an important role in foreign language teaching. It is not surprising that learners of English have different personality factors which influence their attitudes towards English language learning. Thus, Turkish EFL teachers cannot ignore the affective variables that influence learners' foreign language learning process. For example, given that they find out that their students have low motivation, they can try to find ways to increase their motivation. In addition to low motivation, students may go through high levels of anxiety in the learning process.

Almost all of the second language researchers have long known that anxiety is often connected with foreign language learning (Horwitz, Horwitz & Cope 1986). Thus, Turkish EFL teachers should find out reasons for students' anxiety and try to deal with it.

Language learning strategies have long been searched by the second language researchers. In doing so, the researchers take into account different contexts and proficiency levels of the learners. Language learning strategies play an important role in language teaching process. Oxford (1990: 1) states that

Language learning strategies are steps taken by students to enhance their own learning. Strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence. Appropriate language learning strategies result in improved proficiency and greater self-confidence.

As the strategies turn out to be important in the teaching process, Turkish EFL teachers should consider the advantages of using them. For example, they can tell their students to make use of a number of valuable strategies. That is to say, they should enable their students to be aware of language learning strategies. It will be to their benefit to know a number of strategies. For example, while reading a text, they may find it difficult to know all the words in it so they can guess the meaning from the context. In doing so, they can take their own responsibility without appealing to the teachers for help.

Language learning styles relate to learners' personality and focus on their preference for learning (Wintergerst, Decapua & Verna 2002). Turkish EFL teachers should take into account their students' learning styles before they prepare their lesson plans. In doing so, they should observe how their students prefer to learn. Otherwise, there will be a mismatch between teaching and learning process. Given that the EFL teachers consider students' learning styles, they will be willing to participate in the teaching process.

Foreign language education has recently shifted from teacher-centred to learner centred teaching. Learner-centred teaching gives priority to students' needs for learning a foreign language from the standpoint of foreign language education policy. In this model of teaching, teachers act as a facilitator. Students take their own learning so learner autonomy gains importance in learning the foreign language. In other words, learners take part in their learning process. They evaluate their own learning. Furthermore, they are aware of their own goals. Turkish EFL teachers should determine some strategies for promoting learner-centred teaching. In other words, they should give importance to learner



autonomy. Given that Turkish EFL students acquire self-directed learning, the teaching process will accelerate. Furthermore, the teachers' teaching load will diminish.

It is important that Turkish EFL students develop an awareness of English which can be learnt best. Thus, Turkish EFL teachers should encourage their students to make use of the European Language Portfolio so that they can obtain self-evaluation. In doing so, they can raise their students' awareness of learner autonomy. Furthermore, the teachers should encourage their students to study English on their own outside the classroom. Thus, they will not depend on the teachers' assistance all the time.

### **3. Recommendations for future study**

This research suggests that the use of the European Language Portfolio in Turkish educational institutions should thoroughly be handled, taking foreign language students into account. That is to say, the future study on English language teaching should find out to what extent the ELP is practised by these students.

Teacher training process and in-service training programs can be evaluated. Furthermore, Turkish EFL teachers can be questioned about their BA education process to gather data about how they recognize the items such as autonomy, motivation, strategy use, material production, and so forth.

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## APPENDIX A

### Interview Questions:

- 1- What do you think about the foreign language education policy with specific reference to English language teaching in Turkey? What are the biggest challenges that you face in implementing the foreign language education policy?
2. Do you have any opportunity to receive information about the foreign language education policy in Turkey? If not, why?
3. Do you think that parents and school principals facilitate English language learning? If not, why? How do your students approach English language teaching?
4. Do you think that the English language curriculum satisfies students' needs? If not, why?
5. What difficulties do you encounter while implementing the English language curriculum?
6. Is there anything else you can tell me about the implementation of foreign language education policy with specific reference to English language teaching?

## APPENDIX B

**Görüşme Soruları:**

1. Türkiye’de İngilizce öğretimi bağlamında yabancı dil eğitim politikası hakkında ne düşünüyorsunuz? Yabancı dil eğitim politikasını uygularken karşılaştığınız zorlu görevler nelerdir?
2. Türkiye’de yabancı dil eğitim politikası hakkında bilgi almak için imkanınız var mı? Eğer yoksa neden?
3. Ebeveynlerin ve okul müdürlerinin, İngilizce’nin öğrenilmesine kolaylıklar getirdiklerine katılıyor musunuz? Eğer katılmıyorsanız, neden? Öğrencileriniz, İngilizce öğrenime nasıl yaklaşmaktadırlar?
4. İngilizce ders programının öğrencilerin ihtiyaçlarını karşıladığını düşünüyor musunuz? Eğer düşünmüyorsanız, neden?
5. İngilizce ders programını uygularken ne gibi zorluklarla karşılaşıyorsunuz?
6. Yabancı dil eğitim politikasını uygulama konusunda bana anlatacağınız başka bir şey var mı?



6. How many years have you been teaching English? ( ) Less than one year ( ) 1-5 ( ) 6-10 ( ) 11-15 ( ) 16-20 ( ) over 20

7. How many class hours per week do you teach English? ( ) Less than 15 ( ) 16-20 ( ) 21-25 ( ) 26-30 ( ) over 30

8. How many students on average do you have in your English classes? ( ) less than 20 ( ) 21-25 ( ) 26-30 ( ) 31-35 ( ) over 35

9. Which method(s) do you favour? ( ) Communicative Language Teaching

( ) Grammar Translation Method

The other one (s)? Please state: \_\_\_\_\_

**Part B. Please put a mark ( X ) next to the item which indicates your idea.**

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
<b>I. Foreign Language Education Policy</b>					
1. The foreign language education policy in Turkey meets students' needs.					
2. The foreign language education policy in Turkey is made according to needs analysis.					
3. The implementation of foreign language education policy in Turkey has been monitored and evaluated.					
4. A needs analysis should be carried out before making changes to the foreign language education policy in Turkey.					
5. It is necessary to evaluate how foreign language education policy in Turkey is implemented.					
6. Feedback is necessary to show the results of the implementation of the foreign language education policy in Turkey.					
7. I embrace the foreign language education policy in Turkey.					
8. I am informed of innovations in the foreign language education policy in Turkey.					
<b>II. Teachers' roles</b>					
9. I conduct my lessons in English all the time					
10. I focus on fluency rather than accuracy.					
11. I encourage my students to use the three components of the European Language Portfolio (ELP): the Language Passport, the Language Biography, and the Dossier.					
12. I encourage my students to study in pairs or groups.					
13. I promote learner autonomy in my classes.					
14. I create a self-learning environment for my students.					

15. I use such activities as music, games, sports, and role play while teaching English.					
16. I use such activities as simulation and dramatization.					
17. I promote student self-assessment.					
18. I make use of portfolio assessment while measuring student success.					
19. I have sufficient English teaching resources.					
20. My class sizes make it difficult for me to conduct my English classes.					
21. The number of class hours per week is enough for me to conduct my English lessons.					
<b>III. Students' roles</b>					
22. My students embrace self-learning.					
23. My students have sufficient motivation for learning English.					
24. My students like speaking English in English classes.					
25. My students like studying in pairs and groups.					
26. My students can use English in real life.					
27. My students have opportunities to learn English independently.					
28. My students keep a diary of their language learning experiences in English.					
29. My students use internet or other resources to improve their English.					
30. My students use the three components of the European Language Portfolio (ELP): the Language Passport, the Language Biography, and the Dossier.					
31. Such exams as placement tests (SBS) negatively influence the way my students learn English.					
<b>IV. Textbooks' roles</b>					
32. Textbooks have CDs.					
33. I use CDs with textbooks.					
34. Activities in the textbook are suitable for students' proficiency levels.					
35. Activities in the textbooks promote communicative language teaching.					
36. The language items used in the textbooks are authentic.					
37. Vocabulary items are suitable for students' English language proficiency levels.					
38. Students like using textbooks.					
39. Textbooks meet students' needs to improve their English.					
40. Reading passages are suitable for students' English language proficiency levels.					
41. Textbooks provide students with culture from other countries.					
42. Textbooks include an appropriate balance of four language skills.					
<b>V. School principal's roles</b>					
43. I get support from the principal for implementing the English language curriculum.					
44. The principal provides me with English teaching materials in order to keep up with innovations in the English Language curriculum.					
45. The principal informs me of the implementation of the English language curriculum.					
46. The principal motivates me to keep up with innovations in foreign language education policy.					
<b>VI. Parents' roles</b>					



47. Students' parents know about innovations in the foreign language education policy.					
48. Students' parents provide their children with such resources as books and videos in English.					
49. Students' parents encourage their children to be interested in learning English.					
50. I ask for help from students' parents to motivate their children to learn English.					

**End of the questionnaire**  
**Thank you for your participation.**



**7. Haftalık İngilizce ders saati sayısı toplamı:** ( ) 15'den az ( ) 16-20 ( ) 21-25  
( ) 26-30 ( ) 30 üzeri

**8. İngilizce derslerinizde ortalama öğrenci sayısı:** ( ) 20'den az ( ) 21-25 ( )  
26-30 ( ) 31-35 ( ) 35 üzeri

**9. Desteklediğiniz yöntem:** ( ) İletişimsel dil öğretimi  
( ) Dilbilgisi-çeviri yöntemi

**Başka bir yöntem varsa lütfen yazın:** \_\_\_\_\_

**Bölüm B. Lütfen düşüncenizi ifade eden bölüme ( X ) işareti koyun.**

	Kesinlikle katılıyorum	katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle katılmıyorum
<b>I. Yabancı dil eğitim politikası</b>					
1. Türkiye'de yabancı dil eğitim politikası öğrencilerin ihtiyacını karşılamaktadır.					
2. Türkiye'de yabancı dil eğitim politikası ihtiyaç analizine göre yapılmaktadır.					
3. Türkiye'de yabancı dil eğitim politikasının uygulanması izlenmekte ve değerlendirilmektedir.					
4. Türkiye'de yabancı dil eğitim politikasına değişiklik yapılmadan önce bir ihtiyaç analizi yapılmalıdır.					
5. Türkiye'de yabancı dil eğitim politikasının nasıl yürütüldüğü konusunda değerlendirme yapılmalıdır.					
6. Türkiye'de yabancı dil eğitim politikasının uygulanmasına ait sonuçları göstermek açısından geribildirim gereklidir.					
7. Türkiye'de yabancı dil eğitim politikasını benimsiyorum.					
8. Türkiye'de yabancı dil politikasındaki yenilikler konusunda bilgilendirilmekteyim.					
<b>II. Öğretmenlerin rolü</b>					
9. Derslerimi her zaman İngilizceyi kullanarak yürütüyorum.					
10. Doğruluktan daha ziyade akıcılık üzerine odaklanıyorum.					
11. Öğrencilerimi, Avrupa Dil Portfolyosu'nun bileşenleri olan Dil Pasaportu, Dil Öğrenim Geçmişi ve Dil Dosyasını kullanmaları konusunda teşvik ediyorum.					
12. Öğrencilerimi ikiyeşerli ya da gruplar halinde çalışmalarını konusunda teşvik ediyorum.					
13. Derslerimde öğrenci özerkliğini (learner autonomy) teşvik ediyorum.					
14. Öğrencilerim için kendi kendine öğrenme ortamı yaratıyorum.					

15. İngilizce öğretirken, müzik, oyun, spor ve rol yapma gibi faaliyetlerden yararlanıyorum.					
16. Simülasyon ve drama gibi faaliyetleri kullanıyorum.					
17. Öğrencilerin kendi kendilerini değerlendirmelerini teşvik ediyorum.					
18. Öğrencilerin başarısını ölçerken portfolyo değerlendirmesini kullanıyorum.					
19. İngilizce öğretimi için yeterli kaynaklara sahibim.					
20. Sınıf mevcutları İngilizce derslerimi yürütmemi zorlaştırıyor.					
21. Haftalık ders saati sayısı toplamı, İngilizce derslerimi yürütmem için yeterlidir.					
<b>III. Öğrencilerin rolü</b>					
22. Öğrencilerim kendi kendine öğrenmeyi benimsemektedirler.					
23. Öğrencilerim, İngilizce öğrenmek için yeterli motivasyona sahipler.					
24. Öğrencilerim, İngilizce derslerinde İngilizce konuşmaktan hoşlanmaktadırlar.					
25. Öğrencilerim, ikişerli ya da gruplar halinde çalışmaktan hoşlanmaktadırlar.					
26. Öğrencilerim, İngilizceyi gerçek hayatta kullanabilmektedirler.					
27. Öğrencilerimin, İngilizceyi bağımsız olarak öğrenmek için fırsatları vardır.					
28. Öğrencilerim, dil öğrenim deneyimleri için İngilizce günlük tutmaktadırlar.					
29. Öğrencilerim, İngilizcelearini geliştirmek için internet ya da diğer kaynakları kullanmaktadırlar.					
30. Öğrencilerim, Avrupa Dil Portfolyosu'nun bileşenleri olan Dil Pasaportu, Dil Öğrenim Geçmişi ve Dil Dosyasını kullanmaktadırlar.					
31. SBS gibi seviye belirleme sınavları, öğrencilerimin İngilizce'yi öğrenme yöntemlerini olumsuz olarak etkilemektedir.					
<b>IV. Ders kitaplarının rolü</b>					
32. Ders kitaplarının CD'leri vardır.					
33. Ders kitapları ile birlikte CD kullanıyorum.					
34. Ders kitaplarındaki aktiviteler öğrencilerin seviyelerine uygundur.					
35. Ders kitaplarındaki aktiviteler iletişimsel dil öğretimini teşvik etmektedir.					
36. Ders kitaplarında kullanılan dil gerçek hayattan alınmadır (authentic).					
37. Kelimeler, öğrencilerin seviyelerine uygundur.					
38. Öğrenciler ders kitaplarını kullanmayı sevmektedirler.					
39. Ders kitapları, İngilizcelearini geliştirmede öğrencilerin ihtiyacını karşılamaktadır.					
40. Okuma parçaları, öğrencilerin İngilizce seviyelerine uygundur.					
41. Ders kitapları, öğrencilere diğer ülkelerin kültürünü vermektedir.					
42. Ders kitapları, dört dil becerisini eşit bir şekilde vermektedir.					
<b>V. Okul müdürünün rolü</b>					
43. İngilizce öğretim programını uygularken okul müdüründen destek alıyorum.					

44. Okul müdürü, İngilizce öğretim programındaki yeniliklere ayak uydurabilmem için bana İngilizce öğretim materyalleri sağlamaktadır.					
45. Okul müdürü, İngilizce öğretim programını uygulama konusunda beni bilgilendirmektedir.					
46. Okul müdürü, yabancı dil eğitim politikasındaki yeniliklere ayak uydurabilmem için beni motive etmektedir.					
<b>VI. Ailelerin rolü</b>					
47. Öğrencilerin aileleri, yabancı dil eğitim politikasındaki yenilikleri biliyorlar.					
48. Öğrencilerin aileleri, çocuklarına İngilizce kitaplar ve videolar sağlamaktadırlar.					
49. Öğrencilerin aileleri, çocuklarını İngilizce öğrenmeye ilgi duymaları için teşvik etmektedirler.					
50. Öğrencilerin ailelerinden, çocuklarını İngilizce öğrenmek için motive etmeleri konusunda yardım istiyorum.					

**Anketin sonu**

**Katılımmız için teşekkür ederim.**

## APPENDIX E

8 12/05 0682124100075

MFR, İLKÖĞRETİM GENEL

042F 01/01

T.C.  
MİLLÎ EĞİTİM BAKANLIĞI  
Tercih Eğitim Genel Müdürlüğü

Sayı : M.08.0.TEG.0.02.09.00.102(01) 5363

09/04/2012

Konu : Aralık Çalışması

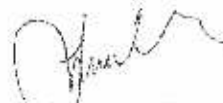
ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ REKTÖRLÜĞÜNE  
( Öğrenci İşleri Bölgesi Başkanlığı )İlgi : a) 07/03/2012 tarihli ve M.08.0.YET.00.29.00.0/3016 sayılı (Gen. No:2012/13) Genelge,  
b) 20/03/2012 tarihli ve B.36.2.ÇAU.0.72.00-364 751-3313 sayılı yazı,

Üniversitemiz Eğitim Bölgesi Başkanlığı Yabancı Diller Eğitim Anabilim Dalı İngiliz Dil İktisadi Bilim Dalı doçent Öğrencisi Ufuk Akın ŞAHİN'in, "Critical Evaluation Of Foreign Language Education Policy With Specific Reference To English Language Teaching in Turkey (Türkiye'de Yabancı Dil Eğitimi Politikasının İngilizce Öğretimi Bağlamında Eleştirel Değerlendirilmesi)" başlıklı tez çalışmasında kullanılmak üzere Prof. Dr. Duyay KÜÇÜKALİ danışmanlığında 2011-2012 eğitim öğretim yılında tez jürisi üyesi olarak görev yapabileceğine izin verilmesine ilişkin ilgi (b) yazı ve ekleri incelenmiştir.

Eklenmiş olan belge ekli ve konularında yer alan bilgilerin doğruluğunda ilişkin ilgi yazısına ve sosyal etkinlik ile teleferiklerin değerlendirilmesine ilişkin esaslarla ilgi (c) Genelgede yer verilmiştir.

İlgi (b) yazı ekinde yer alan maddeler bilahare ilerde uygulanmasında herhangi bir sakınca görülmeye elverişlidir.

Bilgilerinize rica ederim.

  
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## APPENDIX F

### Turkish Summary (Türkçe Özet)

Bu çalışmada, Türkiye’de şimdiye kadar yürütülen yabancı dil eğitim politikalarının tarihi ile ilgili bilgiler verilmektedir. Farklı yabancı dil eğitim politikalarının nedenleri sunulmaktadır. Şimdiye kadar yürütülen yabancı dil eğitim politikalarının tarihi, Osmanlı dönemi ve Cumhuriyet dönemi adı altında ele alınmaktadır. Bu dönemler ele alınırken, yabancı dil eğitim politikalarına yön veren nedenler, felsefe, ekonomi ve küreselleşme açısından analiz edilmiştir. Yabancı dil eğitim politikası, tezin başlangıç safhasında önemli unsur olarak ele alınmıştır. Tezin konusu kısaca aşağıda sunulmaktadır:

- Türkiye’de yabancı dil eğitim politikasının tarihi ve bunu etkileyen unsurlar,
- Yabancı dil eğitim politikasının, Milli Eğitim Şuraları ve Tebliğler Dergisi’nde çıkan kararlar doğrultusunda incelenmesi,
- Diğer ülkelerde yer alan yabancı dil eğitim politikalarının analizi,
- Türkiye’de yürütülen bugünkü yabancı dil eğitim politikasının incelenmesi ve Milli Eğitim Bakanlığı tarafından çıkarılan dökümanların analiz edilmesi,
- Yabancı dil eğitim politikası altında İngilizce öğretim programının incelenmesi,
- Türkiye’de İngilizce öğretmenlerinin yetiştirilmesine ait sürecin analiz edilmesi,
- Çalışmanın sonunda, Türkiye’de İngilizcenin yabancı dil olarak öğretimi için önerilerin sunulması,

Tez, Fransızca ve Almanca gibi yabancı dillere kıyasla daha çok avantaja sahip olduğu için İngilizce öğretimi üzerine daha çok ağırlık vermiştir. Diğer bir neden ise, İngilizceye ülkemizde olduğu gibi dünyada ortak iletişim dili olarak bakılmasıdır. Bu nedenle, İngilizcenin yabancı dil olarak öğretimi, çok yönlü faktörler açısından incelenmiştir.

Diğer yandan, yabancı dil eğitim politikası, yabancı dil öğretim programı açısından ele alındı. Çünkü yabancı dil öğretim programı, yabancı dil eğitim politikasının bir

yansıması olarak ileri sürülmektedir (McLaren & Madrid 2004). Temel olarak İngilizce öğretimi ve öğrenimi ele alındığı için, İngilizce öğretim programı analiz edildi. Böylece, İngilizce öğretimi ve öğrenimi ile ilgili olarak, Milli Eğitim Bakanlığı ve Talim ve Terbiye Kurulu Başkanlığı tarafından alınan kararlar incelendi.

Eğitim politikası, yabancı dil eğitim politikasını belirlemede önemli rol oynamaktadır. Hangi yabancı dilin eğitim politikasında yer alması gerektiğini ve yabancı dil öğretimi için bugünkü ve gelecekteki ihtiyaçların ne olduğunu belirler. Bu ihtiyaçlar açısından, Els ve diğerleri (1984: 158) şu soruları ileri sürmektedirler, “ Toplum, bütün bireylerin bir yabancı dil bilmesini önemli buluyor mu ya da bunun belli meslekler için gerekli olduğunu mu düşünüyor? Kaç tane yabancı dil veya hangi yabancı diller gerekli bulunuyor? Her bir dil için talep ne kadar? Herkes aynı becerilere ya da seviyeye gerek duyuyor mu? Kalıcı bir ihtiyaç örneği var mı? Bu nedenle, yabancı dil eğitim politikasını belirlemede ihtiyaç analizi önemlidir. Yukarıda ileri sürülen soruların yanında, yabancı dil eğitim politikasının dikkate alınması gerektiği unsurlar vardır. Bu unsurlar, uygun öğretim materyallerini ve öğretmenlerin yetiştirilmesini kapsamaktadır. Ayrıca, yabancı dil eğitim politikası, eğitimde, hangi yabancı dillerin önceliği olduğuna karar verir. Yabancı dil eğitiminin, ilköğretim okullarında başlayıp başlamamasına karar verir. Ayrıca, eğitimde, yabancı dil öğretiminin süresini de belirler.

Politikacının düşünmesi gereken unsurlarla ilgili olarak, dört kategori ileri sürülmektedir (Els vd. 1984). Bu kategoriler şunlardır: 1) Dil politikasının unsurları 2) Psikolojik unsurlar 3) Dil unsurları 4) Eğitim unsurları. Dil politikasının unsurları, bir ülkede yer alan siyasi konuları kapsar. Bu siyasi konular dikkate alınmalıdır. Örneğin, bir ülke komşu ülkelerin dillerine yer verebilir. Bundan başka, ülkede yürütülen yabancı dil politikası, o ülkenin dahil olduğu uluslararası kuruluşlar tarafından şekillenebilir. Örneğin, Avrupa Konseyi yabancı dil politikalarını etkileyebilir. Psikolojik faktörler, farklı yabancı dillerin zorluk seviyesi ile ilgilidir. Eğer, öğrencilere verilen yabancı dil öğrenilmeyecek kadar zor ise, bu dili öğrenmede cesaretlerinin kırılacağı düşünülmektedir. Dil unsurları, öğretim ve öğrenimi etkileyen dil farklılığını içermektedir. Eğer iki dil arasında farklılık az ise dili öğrenmek, öğrenen açısından kolay olacaktır. Eğitim faktörleri, öğretimin süresini, yabancı dil becerilerini, ders öğretim programını, uygun öğretim materyallerini ve iyi eğitilmiş yabancı dil öğretmenlerini kapsamaktadır.



Yabancı dil eğitim politikaları, küreselleşme, ekonomi, teknoloji ve bilgisayar alanındaki yenilikler nedeniyle İngilizcenin yayılmasından etkilenmektedir. İngilizce, uluslararası iletişimin ortak dili olduğu için en çok talep edilen dildir. Bu nedenle, dünyada en çok öğretilen ve öğrenilen dildir. İngilizcenin yayılması ile ilgili olarak aşağıdaki nedenler ileri sürülebilir (Oral 2010: 61):

- İngiliz koloniciliğinin devam eden etkisi,
- İkinci dünya savaşından beri politik, teknolojik, ve askeri gücü nedeniyle Amerika'nın güçlü bir kuvvet olarak etkisi,
- Sovyetler Birliği'nin dağılmasıyla ve Amerika'nın büyük zaferiyle sonuçlanan küreselleşmenin etkisi,

Türkiye'de öğretilen yabancı diller, tarih boyunca değişmiştir. İran'la yakın ilişki nedeniyle Farsça öğretimi yer aldı. İslamiyet kabul edildikten sonra Arapça öğretimine önem verildi. Batıda askeri alandaki teknolojik gelişmeler nedeniyle, batı dilleri önemli bir yer buldu. Başlangıçta, Fransızca önemliydi. Sonra, askeri alanındaki gelişmeler sayesinde Almanca ve İngilizce önem kazandı. 1960'lardan sonra işçiler çalışmak için Almanya'ya gittiğinde Almanca önem kazandı (Demircan 1988). Sonraki tarihlerde Türkiye, Rusya, Çin, ve Japonya gibi ülkelerle ticaret yaparken bu ülkelerin vatandaşlarıyla iletişim kurmak için o ülkelerin dilleri ön plana çıktı.

Türkiye'de yabancı dil öğretimine uzun süredir önem verilmektedir. Bununla birlikte, Türk öğrencilerinin yabancı dil seviyelerini geliştirmede başarısız oldukları ileri sürülmektedir. Bundan dolayı, yabancı dil öğretimi olumsuz eleştirilere maruz kalmaktadır. Türkiye'de yabancı dil eğitim politikası alanında yapılan araştırmalar, politika ile uygulama arasında uyumsuzluk olduğunu ileri sürmektedirler (Doğançay-Aktuna & Kızıltepe 2005; Egel 2009; Işık 2008; Kırkgöz 2007). Yabancı dil eğitimi üzerine yapılan yazılı eserler incelendiğinde, aşağıdaki sorunlar ileri sürülmektedir:

- Öğrenciler, İngilizce öğretiminde istenilen seviyelere sahip değiller.
- İngilizce öğretmeni yetiştirme ile ilgili sorunlar var.
- Yabancı dil eğitim politikasında süreklilik yok.
- Politikacılar yabancı dil eğitim politikası için iyi niyetle öğretim programı hazırlamaktadırlar. Ancak uygulama süreci, istenilen standartlara ayak uyduramamaktadır.
- İngilizce öğretimi, sınıfların kalabalık oluşu nedeniyle zordur.
- İngilizce ders kitaplarının içeriği öğrencilerin seviyelerini aşmaktadır.

- İngilizce öğretmenlerinin kullandığı materyaller öğrencilerin İngilizce bilgisini artırmak için yeterli değil.
- Öğrenciler, yabancı dil öğrenimi için yeterli motivasyona sahip değiller.
- Öğrenciler, yabancı dil eğitiminde elde ettiği becerileri çok iyi kullanamamaktadırlar.

Türkiye’de yabancı dil eğitim politikası ile ilgili olan kuramsal tartışmalar temel olarak yukarıdaki sorunları ileri sürmektedir. Ancak, bu sorunlara detaylı analizle yaklaşmadığı için kesin çözüm bulunamamaktadır. Çünkü bazı unsurlar dikkate alınmamaktadır. Bundan dolayı, bu çalışma, birçok açıdan önemlidir. Bu sorunlara, yabancı dil eğitim politikasının makro düzeyde planlanması ve bunun, mikro seviyede yürütülmesi yönünden yaklaşmıştır. Bu amaçla, eğitim kurumları, öğretmenler, yöneticiler, aileler, öğrenciler ve ders kitapları çalışmada yer almıştır.

Yabancı dil eğitim politikasının uygulanmasını etkileyen faktörlerden en önemlisi yabancı dil öğretmenleridir. Öğretmenler, yabancı dil eğitim politikasını uygularken bazı sorunlarla karşılaşır. Bu sorunların, yabancı dil eğitim politikasını uygulamada kullanılan kaynaklarla ilgili olduğu düşüncesi ileri sürülmektedir. Diğer sorunlar, politikacılar tarafından tasarlanan öğretim programını doğru anlama ve uygulama ile ilgilidir. Yabancı dil eğitim politikasının uygulanmasında ortaya çıkan diğer bir sorun ders kitaplarıdır. Çünkü bir yabancı dili öğretirken önemli görevleri vardır. Bu nedenle, çalışmada, ders kitaplarının öğrencilerin İngilizce seviyelerine ne ölçüde uyduğu incelenmiştir. Türkiye’de, genel olarak İngilizce öğretmenleri, ders saatlerinin öğretim açısından yetersiz olduğunu ve öğrencilerin dili öğrenmede motivasyonlarının yetersiz olduğunu düşünmektedirler. Okul müdürlerinin ve öğrenci velilerinin de yabancı dil eğitim ve öğretimi uygulamasında etkili olduklarını ileri sürmektedirler. Bu nedenle, yabancı dil eğitim politikası ile ilgili olarak, yukarıda yer alan düşünceler çalışmada incelenmiştir.

Bu çalışmada, yedi araştırma sorusu soruldu ve beş varsayım ileri sürüldü:

1. Türkiye’de İngilizce öğretmenlerinin yabancı dil eğitim politikası ile ilgili algısı nedir?
2. Türkiye’de İngilizce öğretmenlerinin yabancı dil eğitim politikasının yürütülmesine yaklaşımı nasıldır?
3. İngilizce öğretmenleri İngilizce öğretim programını ne ölçüde uygulamaktadırlar?
4. İngilizce öğretim programını yürütmede öğrencilerin rolü nedir?
5. Ders kitapları İngilizce öğretim programını yürütmede nasıl bir rol oynamaktadır?
6. İngilizce öğretim programını yürütmede okul müdürünün rolü nedir?

## 7. İngilizce öğretim programını yürütmede ailelerin rolü nedir?

Varsayımlar şunlardır:

1. Türkiye’de İngilizce öğretmenlerinin, yabancı dil eğitim politikasına karşı olumsuz tutum takındıkları varsayılmaktadır.
2. Ders kitaplarının içeriğinin öğrencilerin seviyesi için uygun olmadığı varsayılmaktadır.
3. Öğrenci velilerinin İngilizce öğretim programını desteklemede yetersiz kaldıkları varsayılmaktadır.
4. İngilizce öğretmenlerinin, İngilizce öğretim programını yürütmede zorluklar yaşadıkları varsayılmaktadır.
5. Öğrencilerin, İngilizce öğretim programını yürütmede az başarı gösterdikleri varsayılmaktadır.

İngilizce öğretmenleri yabancı dil eğitim politikasının uygulanmasında önemli rol oynadıkları için bu çalışmada yer aldılar (Li 2010). Bu araştırmanın ana kütlesi, ilköğretim okullarında 4’ ncü, 5’ inci, 6’ ncı, 7’ nci, ve 8’ nci sınıfların İngilizce derslerine giren İngilizce öğretmenlerini kapsamaktadır.

Ana kütlede yer alan bütün öğretmenlere ulaşmak zor olduğu için çalışma, örneklem yöntemiyle yürütülmüştür. Ancak, örneklem yöntemiyle seçilen öğretmenlerin ana kütleyle temsil etmeleri önemlidir. Bir başka deyişle, Türkiye’de ilköğretim okullarında çalışan İngilizce öğretmenlerini temsil etmelidir. Ana kütle, İngilizce öğretmenlerinin tam listesini içermemektedir. Bu nedenle, büyük sayılar içeren ana kütlede etkin rol oynayan ‘kümeden gelişigüzel örnekleme’ yöntemi seçilmiştir (Fraenkel vd. 2012). Bu amaçla, iller gelişme düzeylerine göre Türkiye’nin yedi bölgesinden seçilmiştir, çünkü sosyoekonomik gelişme ile eğitim arasında ilişki olduğu iddia edilmektedir (Akhtar & Niazi 2011; Yanık 2007). Ayrıca, bu illerin ilçeleri de aynı yöntemle seçilmiştir. Ana kütlede güvenilir bulgular almak için ‘kümeden gelişigüzel örnekleme’ yöntemi yanında ‘iki aşamalı gelişigüzel örnekleme’ de seçilmiştir. Her ilden ve ilçeden beş ilköğretim okulu gelişigüzel seçilmiş ve İngilizce olarak yazılmış anketler bu ilköğretim okullarında İngilizce dersleri veren İngilizce öğretmenlerine uygulanmıştır.

Bu çalışmada, niteliksel ve niceliksel veri toplama yöntemini kapsayan karma araştırma yöntemi uygulanmıştır. Anket uygulamasından önce, döküman analizi ve İngilizce öğretmenleriyle mülakat yapılmıştır.

Bu çalışmada anket, araştırmacı tarafından veri toplama teknikleriyle oluşturuldu. İlk önce, Türk eğitim kurumlarının öğretim programları incelendi. Yabancı dil eğitim

politikası üzerine yapılan kaynak taraması gerçekleştirildi (Wang 2006: Yanık 2007: Karavas-Doukas 1995). Yabancı dil öğretim programı üzerine yapılan çalışmalar incelendi (Johnson 1989: Taba 1962: Tyler 1949). Anketin içeriğini oluşturmadan önce beş İngilizce öğretmeni ile sözel olarak mülakat yapıldı. Sonra, anket, kapalı uçlu soruları kapsayan beşli likert ölçeği formunda oluşturuldu.

Anketin geçerliliği ve güvenilirliği birkaç yöntemle sağlandı. Anketin güvenilirliği uzman görüşü alınarak ve deneme testi yapılarak sağlandı. Anketin güvenilirliğini bulmak için SPSS 15.0 kullanıldı. Anketin güvenilirlik katsayısı .88 olarak bulunmuştur.

Milli Eğitim Bakanlığının onayı alındıktan sonra hazırlanan anketler, seçilen 315 okula posta yoluyla gönderildi. 177 okulda görev yapan 450 öğretmen çalışmada yer aldı. Ancak, 5 anket güvenilir bulunmadığı için araştırmacı tarafından veri analizine dahil edilmedi. Veri analizinde SPSS 15.0 programı kullanıldı. Veri, sıralı ölçekli olduğu ve elden edilen bulgular normal dağılıma sahip olmadığı için parametrik olmayan istatistiksel yöntemlerden yararlandı.

Elde edilen bulgulara göre, çalışmaya katılan öğretmenlerin büyük çoğunluğu Türkiye’de uygulanan yabancı dil eğitim politikasının öğrencilerin ihtiyacını karşılamadığını düşünmektedir. Ayrıca, büyük çoğunluğu bu politikayı benimsemediklerini ortaya koymaktadır. Ancak, yabancı dil eğitim politikasını oluşturan unsurlar konusunda bilinçli oldukları görülmektedir. Örneğin, yabancı dil eğitimi için yapılacak değişiklikler için ihtiyaç analizinin yapılmasını öne sürmektedirler.

Elde edilen bulgular, öğretmenler, öğrenciler, ders kitapları, okul müdürleri ve öğrenci velileri ile ilgili sorunların olduğunu göstermektedir. Öğrenen özerkliği açısından önemli yer tutan Avrupa Dil Portfolyosu’nun öğretmenler tarafından yeterince teşvik edilmediği ve kullanılmadığı anlaşılmaktadır. Öğretmenler, sınıfların kalabalık olması nedeniyle İngilizce derslerini zorlukla yürüttüklerini ileri sürmektedirler. Ayrıca, ders saatlerinin yetersiz olduğunu düşünmektedirler.

Ankete katılanlar, öğrencilerin motivasyonu konusunda olumsuz tutum belirtmektedirler. Ayrıca, onlara göre öğrenciler, İngilizceyi gerçek yaşamda kullanamamaktadırlar ve ders dışında yabancı dillerini geliştirme amacıyla bir faaliyette bulunmamaktadırlar. Öğretmenler, Seviye Belirleme Sınavı’nın (SBS) öğrencileri, İngilizceye çalışma yöntemleri açısından olumsuz yönde etkilediğini düşünmektedirler.

Bulgulara göre, ders kitaplarıyla ilgili sorunlar yaşanmaktadır. Çalışmaya katılan İngilizce öğretmenlerin büyük çoğunluğu, ders kitaplarının öğrencilerin ihtiyacını karşılamadığını düşünmektedir. Ders kitaplarında yer alan okuma parçalarının ve etkinliklerin öğrencilerin dil seviyelerine göre olmadığı ileri sürülmektedir. Ayrıca, ses CD'lerinin yeterince kullanılmadığı anlaşılmaktadır.

Okul müdürlerinden destek alınmakla beraber, bu desteğin İngilizce ders materyallerini sağlamada yetersiz kaldığı görülmektedir. Ayrıca, öğretmenler, İngilizce dersi programını yürütme konusunda okul müdürlerinin, kendilerini yeterince motive etmediklerini ileri sürmektedirler.

Çalışmaya katılan İngilizce öğretmenlerine göre öğrenci aileleri, çocuklarını İngilizce öğretimi konusunda desteklemede yetersiz kalmaktadırlar. Ailelerin, yabancı dil eğitim politikasının getirdiği yeniliklerden habersiz olduğu anlaşılmaktadır.

Yabancı dil öğretmenleri, yabancı dil eğitim politikasındaki yenilikleri çok iyi takip etmelidirler. Yapılan değişiklikleri doğru bir şekilde yorumlayıp uygulamaları önemlidir. İngilizce, Türkiye'de yabancı dil olarak öğretilmektedir. Öğrencilerin, bu dil ile ders dışında karşılaşmaları çok sınırlıdır. Bu nedenle, öğretmenler öğrenen özerkliği teşvik etmelidirler. Bu amaçla, Avrupa Dil Portfolyosu'nun öğrenciler arasında yaygın bir şekilde kullanılmasını sağlamalıdır.

Ders kitapları oluşturulurken İngilizce öğretmenlerinin görüşleri dikkate alınmalıdır. Bu amaçla, geribildirim mekanizmasının çok iyi çalışması öngörülmektedir. Ses CD'leri ders kitapları ile kullanılmalıdır.

Okul müdürlerinin ve öğrenci velilerinin yabancı dile yapacakları katkı son derece önemlidir. Yabancı dil eğitim politikalarında gerçekleşen yenilikler konusunda, okul müdürlerinin ve öğrenci velilerinin bilgilendirilmeleri gerekmektedir.

Diğer yandan, elde edilen bulgulara göre, az gelişmiş bölgelerde görev alan İngilizce öğretmenlerinin kaynak konusunda daha fazla sıkıntı çektikleri anlaşılmıştır. Bu nedenle, yabancı dil eğitim politikasına karşı daha olumsuz düşünceye sahipler. Bu bölgelerde görev yapan öğretmenlerin daha fazla desteklenmeleri gerekmektedir.