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M.A. PROGRAMME

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QUALITY CRITERIA IN

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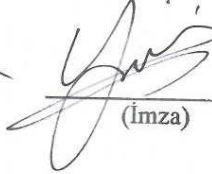
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ONAY:

Yrd.Doç.Dr. Yeşim Özek
(Danışman)   (İmza)

Yrd.Doç.Dr. Zeynep Koşoğlu
(Üye)   (İmza)

Yrd.Doç.Dr. Sibel Tatar
(Üye)   (İmza)

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ÖZET

Bu çalışmanın asıl amacı Türkiye'deki ikinci öğretim kurumlarının İngilizce dilinin öğrenim ve öğretiminde EAQUALS (Dil Eğitim ve Öğretiminde Avrupa Akreditasyon Kurumu) tarafından belirlenen kalite kriterlerini ne ölçüde uygulayabildiğini araştırmaktadır. Ayrıca, genel hatlarıyla kalite konseptinin ve özellikle de eğitim ve yabancı dil öğrenim ve öğretiminde kalite konseptinin incelenmesi amaçlanmıştır. Bu niteliksel çalışmanın amaçlarına ulaşması için gözlem, mülakat ve doküman analizi yöntemleri kullanılarak net ve ayrıntılı sonuçlara ulaşılması hedeflenmiştir.

İstenen sonuçlara ulaşılabilmesi için, iki okul çalışmaya katılmıştır. Okullardan biri Özel Lise, diğeri de bir Anadolu Lisesiydi. EAQUALS tarafından hazırlanan denetim listesi kullanılarak okulların kalite seviyesi belirlenmeye çalışılmıştır. Okuldaki öğretmenlerle yarı yapısal mülakat tekniği kullanılarak görüşülmüş, öğretmenler bir ay boyunca derslerde gözlemlenmiş ve sınavlar, iş sözleşmeleri, müfredat ve izlence gibi okula ait dokümanlar incelenmiştir.

Bu çalışmanın niteliksel veri sonuçlarının analizine göre, Türkiye'de ki ikinci öğretim kurumlarının İngilizce dilinin öğrenim ve öğretiminde EAQUALS tarafından belirlenen kalite kriterlerini çeşitli sebeplerden dolayı uygulayamadığı görülmüştür. Bunun yanı sıra, eğitim kurumlarının zayıf noktaları belirlenmiş ve Türk Milli Eğitim Bakanlığı tarafından dikkatle ele alınması gereken noktalar belirtilmiştir.

ABSTRACT

In this study, the main aim was to find out to what extent the secondary education institutions in Turkey are able to apply the quality criteria of EAQUALS, the European Association for Quality Language Services, in English language teaching. The concept of quality in general, and quality of education and foreign language learning and teaching in specific were also aimed to be explored. In order to explore these aims of the qualitative study, observation, interview, and document analysis were administered to get clear and in depth results.

For the purpose of the study, two schools participated the study. One of the schools was a private high school and the other school was an Anatolian High School. The EAQUALS Inspection Checklist was used to find out the quality level of the schools. The teachers were interviewed by using the semi-structured interview technique, they were observed for a month during their lessons, and the documents of the schools including the exams, staff contracts, the curriculum and syllabuses were analyzed.

The analysis of the qualitative data results of the study revealed that the secondary education institutions in Turkey are not able to apply the quality criteria of EAQUALS in English language teaching for various reasons. Furthermore, the weak points of the educational institutions were listed and then some important points that the Ministry of National Education in Turkey has to consider very carefully were pointed out.

CHAPTER I

INTRODUCTION

Foreign language learning is an unavoidable concept of life in the 21st century. In our daily lives, we are constantly in touch with people with different languages and cultures, and we are living in a multilingual and multicultural world. In the age of globalization, our studies and jobs mostly bring us into the contact with speakers of other languages and we are forced to learn foreign languages to communicate accurately. Competence in one or more foreign languages is not only essential, but also rewarding for the careers of working people.

As there is so much demand and need to learn foreign languages, there are many courses and institutions offering language courses. However, finding the right course and support for language learners is not so easy. It is very important to make these courses effective and enjoyable as education in this century is less concerned with the facts or rules of a language, but it is more concerned with learning practical skills that make use of these facts or rules. For example, grammar and vocabulary are useless to language learners unless they can use them in communication activities relevant to their lives and the real world.

The Council of Europe has had an active role in the promotion of language learning and teaching since 1954 with the signing of the European Cultural Convention. Its role was declared on the European Day of Languages in 2001 as to promote intercultural understanding and international co-operation, to protect and develop European heritage of cultural and linguistic diversity, to help to implement reforms in progress and encourage innovation in language teaching and teacher training, and to facilitate the pooling of international experience and expertise in order to promote a coherent, learner centered methodology, integrating aims, content, teaching, learning, and assessment in a harmonious approach based

on common principles (Trim, 2001). All of these roles of the Council of Europe indicate the importance of quality in foreign language teaching and learning.

EAQUALS, the European Association for Quality Language Services, aims to assure the quality of teaching and learning in language schools and departments. It also provides support for language teacher training and comes into existence to help students and their sponsors to identify language teaching organizations which provide high quality courses. The main task of EAQUALS is to ensure that the language teaching and other services provided in the institutions it accredits are of high quality.

The Ministry of National Education of Turkish Republic started to focus on the issue of quality in education in November 1999 as Turkey became a candidate country for the European Union membership. A candidate country is responsible for making the necessary changes in its system on various fields and education is one of these fields because the main focus of the education policy of the European Union is to increase the cooperation and unity among the member countries. All of the member countries must provide the same type of education having the same quality. Therefore, the Ministry of National Education of Turkish Republic has been working to increase the quality of education.

1.1 The Purpose of the Study

The aim of this qualitative study is to discover the inspection process of the Turkish Education System in the aspect of quality and to find out the English language teaching quality criteria in Turkish secondary education.

1.2 Research Question

This qualitative study tries to find an answer to the question of to what extent the secondary education institutions in Turkey are able to apply the quality criteria of EAQUALS in English language teaching.

1.3 Significance of the Study

The present study is going to broaden the research on improving and maintaining the quality of foreign language learning and teaching in Turkish secondary education institutions. This study will also provide information about the quality criteria of foreign language learning and teaching systems in European education institutions. As a result, this study may have important contributions to improve and maintain the quality standards of foreign language learning and teaching in Turkey.

1.4 Definition of Significant Terms

Quality: Deming defines quality as a predictable degree of variation for adopted standards and dependability at low cost as well as being customer driven and market focused. Dr. Joseph M. Juran is also recognized as one of the "fathers of quality" and he defines quality as "fitness for use" (Arcaro, 1995, p.5).

Quality Assurance: Quality assurance is a planned and systematic review process of an institution or program to determine that standards established by institutions, professional organizations, government, and/or standard-setting bodies established by government are met (McGaw, 2004, p.44).

Quality Enhancement: Quality enhancement is concerned not with quantifying aspects of the system, but with reviewing how well the whole institution works in achieving its mission, and how it may be improved (Biggs, 2003, p. 268).

Quality Control: Quality control is the process whereby the product or service, or any part of the process associated with its production or delivery, is checked against a predetermined standard and rejected or recycled if below standard. This is a well known feature at the end of a product line, but it is equally important at all stages from the initial acceptance of raw materials (Ellis, 1993, p. 18).

Quality in Education: Quality in education is defined in terms of the provision of a stimulating teaching, learning, and research environment and the strengthening of the ethos of academic quality and the quality of service provided to students and other clients (Rippin, White, Marsh, 1994).

EAQUALS: EAQUALS, the European Association for Quality Language Services, is an independent body which was founded in 1991 and it aims to promote and guarantee quality in modern language teaching institutions.

1.5 Basic Assumptions

The researcher assumes that each of the subjects participated in the study responded to all the items in the study honestly and give accurate answers to the interview items. In addition, it is assumed that the selected sample of schools and teachers were representative of the population considered in the study. Finally, the researcher assumes that the instruments selected for the study were acceptable for collecting the necessary data for the purpose of the study.

1.6 Limitations

The number of the schools and teachers may be considered as too small to draw conclusions about the quality criteria of foreign language learning and teaching in Turkish secondary education institutions. In addition, the schools and subjects were located in the same city. This means that the generalizability of the study is limited because of the limited number of the subjects. Plus, the researcher was alone during the data collection process which may affect the objectivity of the study.

1.7 Organization of the Study

This thesis consists of five chapters. In the first chapter, an introduction of the study in which the problem, background information, purpose and the research question is presented.

In addition, the significance of the study, definitions of the terms, basic assumptions, limitations, and the overview of the methodology are explained and discussed in detail.

In the second chapter, a detailed literature review which has guided the study is presented and different concepts of quality and quality in education are studies in a detailed way.

The third chapter gives detailed information about the methodology of the thesis namely; the research design, the setting of the study, data collection methods, and the procedures of data analysis.

In the fourth chapter, the results of the data analysis and the discussion of the findings in accordance with the literature review are presented in a detailed way.

In the fifth and the last chapter, conclusion, implications, suggestions for the further study and the limitations are presented. At the end of the thesis, references and appendices are given.

1.8 Overview of the Methodology

1.8.1 Participants

The school where the pilot study was conducted is a private high school in the center of Istanbul and it was established in 1985. It aims to raise self-confident, success-oriented, and respectful students and tries to help them to succeed in the university entrance exam. The school employs 6 English teachers and two of them are native speakers. The school has 185 students. It is an English medium school and a second foreign language (German) starts to be taught when the students are on the 6th grade.

The first school where the study was conducted is also a private high school in the center of Istanbul and it was established in 1989 to provide scientific education to the students. The school employs 13 English teachers and six of them are native speakers. The

school has 350 students. It is also an English medium school and a second foreign language (German) starts to be taught when the students are on the 6th grade.

The second school where the study was conducted is an Anatolian high school in the center of Istanbul and it was established in 1938. It aims to raise contemporary and knowledgeable students so that they can adopt themselves to the innovations easily. The school employs 10 English teachers; however, none of the teachers are native speakers. The school has 720 students. Two foreign languages are taught at the school. English is the compulsory foreign language and German is the selective foreign language.

1.8.2 Setting

First, the pilot study was conducted at a private school for two weeks in the first term of the 2009-2010 academic year. Then, the qualitative study was conducted at a private high school and an Anatolian high school for two months in the second term of the 2009-2010 academic year. All of the schools are located in the center of Istanbul.

1.8.3 Procedure

Firstly, a pilot study was conducted at a private high school in Istanbul. The reason of conducting a pilot study was that the researcher would train himself in applying different data collection instruments, to test the items, and to examine whether the items were able to collect the data necessary for the study.

After the pilot study, the main study started. The English lessons of the 9th, 10th, and 11th grade classes of a private high school and an Anatolian high school had been observed for 4 weeks and the necessary data for the inspection points was collected. Teacher A and B from School A and Teacher E and F from School B were observed four times by the researcher. In addition, student teachers were asked to observe the same teachers in both schools twice so that the reliability coefficients of the observations could be calculated.

During the inspections, the head of the English department and four English teachers from each school (Teacher A, B, C, and D from School A and Teacher E, F, G, and H from School B) were interviewed by using the semi-structured interview technique to collect the data necessary for this study.

Meanwhile, various documents were collected and they were analyzed very carefully. These documents were the curriculum, the syllabus, the lesson plans, the books, the exams, the minutes of the meetings, the contracts of the staff, and the student records.

1.8.4 Instrumentation (Data Collection)

In this study, the inspection checklist of EAQUALS (see Appendix A) is used. The EAQUALS inspection is the means of ensuring that EAQUALS schools are delivering the level of quality specified in the Charters. The inspection scheme sets out in detail the 162 points that must be checked before a school can be accredited. However, it is very difficult to check all these points due to various reasons, so it was decided to check 26 points out of these 162 points. These inspection points were determined after a pilot study had been conducted at a private high school in Istanbul and it was seen that the school was very helpful in collecting the data for the following inspection points. These 26 points were chosen from the student charter, staff charter, and the code of practice.

The data was collected through three main research methods in 2 months in the 9th, 10th and 11th grade classes of the schools, their teachers, head of departments, and the head teachers. These methods were observation, interview, and document analysis.

In this study, non-participant observation was preferred as the main aim was to collect the data in the natural setting without any interruption or discomfort caused by the observer. 11 points were observed during the observations (see Appendix B).

In addition, semi-structured interview was used as the responses of the participants allow the researcher for more interactions and the respondents were able to direct the interview with their responses. 26 questions were asked during the interviews to the participants (see Appendix C).

Finally, official document analysis is used as these documents would add very valuable information and data about the school in different aspects. The documents analyzed included the curriculum, the syllabus, the lesson plans, the books, the exams, minutes of the meetings, the contracts, and the student records and these documents were analyzed very carefully.

CHAPTER II

LITERATURE REVIEW

2.1 Quality

The concept of quality mainly originated in industrial contexts, especially during the Second World War where the reliable production of armaments and aero planes was a major concern. Ways of reducing the number of defects were developed through a systematic study of design, of production process and of quality control. These techniques were developed further in the post-war renaissance of Japanese industry and have now spread to globalized use in industry (Heyworth, 1998).

Quality is an important characteristic of life in the present society because people are all clients and customers for goods and services and they would like to obtain the best possible bargain for the money and time they invest in obtaining them. This approach has forced the companies to produce products and services of good quality and to guarantee the quality to its consumers (Heyworth, 1998).

Quality has been one of the most important subjects on which various studies have been conducted so far and many other studies will be conducted in the future as quality has become significant issue in our daily lives. During these studies various definitions of the concept of quality have been introduced.

2.1.1 Definition of Quality

There is no simple answer to the question of what is meant by quality because some researchers view quality as a subjective issue like beauty. Dr. W. Edwards Deming is generally recognized as the "father of quality". Deming defines quality as a predictable degree of variation for adopted standards and dependability at low cost as well as being customer

driven and market focused. Dr. Joseph M. Juran is also recognized as one of the "fathers of quality" and he defines quality as "fitness for use" (Arcaro, 1995, p.5).

According to Harvey and Green (1993, as cited in Ashcroft and Foreman-Peck, 1996), quality depends on the perspectives of different sets of people, on different things that have been given the same label and quality is sometimes viewed in relation to some idea of a normal standard.

Ashcroft and Foreman-Peck (1996) defined quality as "excellence" and quality as "fitness for purpose". Excellence refers to inputs, processes, and/or products which suggest that they are exclusive, faultless, distinctive and/or that they measure well against some notion of norm. Fitness for purpose carries implicit assumptions of sufficiency, efficiency, and effectiveness and they do not rely on ideas of exclusivity.

Philip Crosby defines quality as the conformance to customer requirements, not intrinsic goodness (West-Burnham, 1997, p.19).

Willa A. Foster's definition of quality is as follows: "Quality is never an accident; it is always the result of high intention, sincere effort, intelligent and skillful execution; quality represents the wise choice of many alternatives." (Frazier, 1997, p. ix) Quality is the totality of features and characteristics of a product or service that bear on its ability to meet or exceed customer expectations while maintaining cost efficiency (Frazier, 1997, p.227).

Quality has different meanings and has been variously defined as "excellence" (Peters and Waterman, 1982), "value" (Feigenbaum, 1951), "fitness for use" (Juran and Gryna, 1988), "conformance to requirement" (Crosby, 1979), "defect avoidance" (Crosby, 1979), and "meeting and/or exceeding customers' expectations" (Parasuraman, 1985) (as cited in Cheng and Tam, 1997).

The concept of quality is a complex one covering different conceptions and dimensions. In the consumer-based approach, the quality of something is judged according to whether it meets the needs and wants of the consumer. However, in the value-based approach, the quality is judged in terms of "value for money". Quality can also be seen as conformity to standards, satisfaction of consumers and value for money (Nagel and Kvernbekk, 1997).

Yorke (1999) uses the definition of quality that is given in the quality vocabulary of ISO 8042: "the totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs." Quality, under the ISO 8402 vocabulary, is in the eye of the customer, or less obviously, in the eye of the supplier who anticipates correctly what the customer will need. Responding acceptably to the stated needs/wants will probably satisfy the customer, whereas anticipating the customer's needs will perhaps engender delight.

Quality can be seen in today's consumer oriented society as being to do with fulfilling the expectations of consumers. Quality, value, and choice are part of the consumerist dogma in relation to goods and services. Quality has become one of the watchwords of the consumer's creed (Hoy, Bayne-Jardine and Wood, 2000, p. 13).

Quality is often defined in terms of outcomes to match a customer's satisfaction. This gives rise to the definition of quality as the extent to which the outcomes meet the customer's requirements. Quality can also be defined by means of identifying longer-term aims which help to define medium-term goals and lead to the intermediate short-term objectives (Hoy, Bayne-Jardine and Wood, 2000, p. 15).

Doherty (2008) explored the difference between quality defined as "fitness of purpose" and quality defined as "excellence". The problem with "excellence" is that the concept is just as subjective as "quality" and means nothing more profound than "excellence

is what I and like-minded others say it is". On the other hand, "fitness for purpose" needs the purpose and setting criteria so that a judgment can be made.

2.1.2 Quality Assurance

Quality assurance is an important concept of quality and there are a number of various definitions of this concept.

Quality assurance usually refers to issues of standards, especially as they relate to the reliability of outcome measures, such as the consistency of application of criteria for success within particular courses. It is therefore generally centered on system analysis (Ashcroft and Foreman-Peck, 1996).

The term quality assurance refers to all the policies and processes directed to ensuring the maintenance and enhancement of quality which was primarily developed in the business sector in the West for the first time (Lim, 2001, p.13).

Quality assurance is a planned and systematic review process of an institution or program to determine that standards established by institutions, professional organizations, government, and/or standard-setting bodies established by government are met (McGaw, 2004, p.44).

Quality assurance addresses the issue of product or service non –conformance. The aim is to prevent poor-quality products or services from being produced or delivered in the first place by focusing on processes and emphasizing prevention rather than cure (Lomas, 2004).

The term quality assurance refers to the policies, processes, and actions through which quality is maintained and developed (McKimm, 2003) (as cited in Hodgkinson and Kelly, 2007).

Quality assurance has several outcomes. First of all it is heavily related to power because quality processes contribute to the development of a stronger institutional organization. Another outcome of quality assurance is professionalization since quality is strongly related to the systematization and the increased professionalization of the work. Public relations is another important outcome of quality assurance as it helps the organization to defend against the many poorly developed, unfair or unbalanced ranking and performance indicators systems. The last outcome is permeability which refers to the information that makes the organization more transparent and open to the public (Stensaker, 2008).

2.1.3 Quality Enhancement

Another important concept of quality is quality enhancement. Many studies have been conducted on quality enhancement and in these studies a number of definitions of this concept have been made.

An explanation of quality enhancement, in terms of the external quality agency is as follows: Quality enhancement requires that external scrutiny is linked into a process of continuous quality improvement that operates at an institutional and cognate subject area level. Fulfilling the requirements of complying with external scrutiny should not be seen as being sufficient in itself as a means of improving quality. Conversely, external scrutiny should not work against the process of continuous quality improvement that operates within an institution (Colling and Harvey, 1995, p.30).

Quality enhancement is concerned not with quantifying aspects of the system, but with reviewing how well the whole institution works in achieving its mission, and how it may be improved (Biggs, 2003, p. 268).

Quality enhancement is more transformative and it requires a deliberate change process that is directly concerned with adding value, improving quality (Jackson, 2002) and implementing transformational change (Middlehurst, 1997, as cited in Lomas, 2004).

Quality enhancement refers to the improvement of quality and it is given practical expression through staff appraisal and development, and the fostering of a culture of continuous improvement and innovation (Hodgkinson and Kelly, 2007, p. 79).

2.1.4   Quality Control

Quality control is the last important concept of quality. This concept also has a variety of different definitions.

Quality control is the process whereby the product or service, or any part of the process associated with its production or delivery, is checked against a predetermined standard and rejected or recycled if below standard. This is a well known feature at the end of a product line, but it is equally important at all stages from the initial acceptance of raw materials (Ellis, 1993, p. 18).

Quality control and assurance are the basis of quality procedures that were developed mainly in the United States and Japan during and after the Second World War. The United States and Japan were the main industrial environments of that period. The aim of these concepts was to make production processes more efficient by reducing faults and errors and to produce goods of consistently high and standardized quality. In other words, these concepts refer to "zero tolerance of error" (Heyworth).

Quality control refers to the procedures used to check and assess the quality of products or services. It is also the procedures devised to check that the aimed for or promised quality is achieved (Heyworth).

The task of quality control is to compare the final or intermediate results to the quality objectives established in quality planning and to deal with discrepancies (Barenfanger and Tschirner, 2008, p. 93).

2.2 Quality in Education

As quality is a very important concept that many countries are dealing with, working on and trying to improve the quality of education is another important task the Ministries of National Education are concerned with. The main reason of focusing on the quality of education is that education quality has significant impact and invaluable contribution to the area of human development. Therefore, every student has the right to receive an education of good quality (Akhter, 2008).

2.2.1 Definition of Quality in Education

According to Cliff, Nuttall and McCormick (1987, as cited in Hoy, Bayne-Jardine and Wood, 2000) quality in education is somewhat problematical: like beauty, it lies in the eye – or rather the mind – of the beholder.

Quality in education is defined in terms of the provision of a stimulating teaching, learning, and research environment and the strengthening of the ethos of academic quality and the quality of service provided to students and other clients (Rippin, White, Marsh, 1994).

Cheng (1995) defined education quality as the character of the set of elements in the input, process, and the output of the education system that provides services that completely satisfy both internal and external strategic constituencies by meeting their explicit and implicit expectations. The quality of education is a multi-dimensional concept including the fitness for use, the satisfaction of the needs of strategic constituencies (policy makers, parents, school

management committee, teachers, students, etc.) and the conformance to strategic constituencies' requirements and expectations.

Brown (1995, as cited in White, 1998) summarized the definitions of quality in education as follows:

1. Exceptional (linked to the idea of excellence; linked to professional competence)

2. Perfection or consistency (zero defects, getting things right first time; a largely meaningless concept of primary relevance in relation to administrative processes, such as record keeping, timetabling)

3. Fitness for purpose (relating standards to the defined objectives of a course; involves explicit specification of skills and abilities related to objectives and criterion referenced assessment)

4. Value for money (maintaining and improving academic outcomes for the same (or declining) unit of resource; students and other stakeholders are seen as "paying customers")

5. Transformation (quality as a process of change which, in higher education, adds value to students through their learning experience; provide students with enhanced skills and abilities that empower them to continue to learn and to engage effectively with the complexities of the outside world)

According to Hickie and Sawkins (1996), the educational quality issues include course content issues (at what level is the program or does the learning process emphasize the application of theory to practice?), assessment issues (does the company have managers who are willing and capable of assessing their colleagues?), and admissions issues (what is the necessary experiential and academic profile of a student at each level of the program?).

Quality in education is an evaluation of the process of educating which enhances the need to achieve and develop the talents of the customers of the process, and at the same time meets the accountability standards set by the clients who pay for the process or the outputs from the process of educating and quality in education is clearly linked to the purpose (Hoy, Bayne-Jardine and Wood, 2000, p. 10).

The Official Journal of the European Communities (2001) states that there is a need to promote a European dimension in education as it is an essential objective in building a "people's Europe", quality education is one of the principal objectives for all Member States in the context of learning society and the quality of school education must be assured at all levels and in all areas of education, regardless of any differences in educational objectives, methods and needs, and regardless of school excellence rankings where they exist.

Discussing the quality of education does not only mean the question of setting standards, but it also means to find the answer of the question "who defines the quality on the basis of what interest – academics themselves, students, government and its agencies, or professional bodies or employers?" All of these focus on the different aspects of education quality (Martin and Stella, 2007, p.33).

Houston (2008) explains that the quality of education depends on a structure that supports both teaching and research equally well. If the educational institution has happy staff who are excited and fulfilled in what they are doing so far as research and teaching is concerned and the institution has students who are motivated and happy, this means that the institution has a quality product because quality is an all-encompassing attitude.

According to the Commission of the European Communities' (2008) latest strategic framework for European cooperation in education and training, the Commission proposes that European cooperation in education and training should address four strategic challenges in the

years to 2020 and the second strategic challenge is improving the quality and efficiency of provision and outcomes. The European Council has frequently stressed that high quality education and training systems are crucial for Europe's success. The major challenge is to ensure the acquisition of key competences by everyone, while developing the excellence that will allow Europe to retain a strong global role in education and learning outcomes at all levels must be relevant to professional and private life. The quality of teachers, trainers, and other educational staff is the most important within school factor affecting student performance.

2.2.2 Quality Assurance in Education

Quality assurance is also an important concept of quality in education. Basically, the purposes of quality assurance in education are to facilitate continuous quality improvement through the sharing of good practice and innovation, to enable the funding bodies and institutions to discharge their statutory responsibilities, to ensure that any unacceptable provision is speedily addressed, and to provide timely and accessible public information on a consistent and ,where possible, comparable basis, on the quality and standards of the educational provision for which each institution is responsible (Yorke, 1997).

Research indicates that the main reasons for establishing quality assurance systems worldwide seems to be massification of higher education, accountability from a value for money perspective, internationalization of qualifications, increased mobility of staff and students, matching programs to labor and employment needs, rise of private education, and indirect steering of higher education by governments (Griesel, 2002 and Maharasoa, 2002, as cited in Strydom, Zulu, and Murray, 2004).

Quality assurance was defined by Vlasceanu, Grünberg, and Parlea (2007) as an all – embracing term referring to an ongoing, continuous process of evaluating (assessing,

monitoring, guaranteeing, maintaining, and improving) the quality of the education system, institution, or programs. It focuses on both accountability and improvement.

There are two kinds of quality assurance. Internal quality assurance refers to the policies and mechanisms implemented in an institution or program to ensure that it is fulfilling its own purposes and meeting the standards that apply to education in general or to the profession or discipline in particular. However, external quality assurance refers to the actions of an external body, which may be a quality assurance agency or any agency other than the institution that assesses its operation, in order to determine whether it is meeting the predetermined and agreed standards (Martin and Stella, 2007).

According to Barenfanger and Tschirner (2008), the prerequisites of quality assurance are fulfilled when there is a document that states which learning objectives are to be achieved during a learning program, which methods will be used, and what is expected of the learners.

Quality assurance, which is necessary to ensure accountability and the improvement of education, should be carried out in accordance with the following principles:

- quality assurance policies and procedures should underpin all levels of the European Qualifications Framework,

- quality assurance should be an integral part of the internal management of education institutions,

- quality assurance should include regular evaluation of institutions, their programs or their quality assurance systems by external monitoring bodies or agencies,

- external monitoring bodies or agencies should be subject to regular review.

Quality assurance should include context, input, process and output dimensions, while giving emphasis to outputs and learning outcomes (Rossner, 2008).

2.2.3   Quality Enhancement in Education

Quality enhancement is another important concept of quality in education. A policy for the enhancement of the educational institution's quality has two basic dimensions. The first dimension deals with the enhancement of teaching, learning, and academic quality. The second dimension deals with the enhancement of the quality of the student experience and the quality of service provided to students and other clients. There is interdependence between these two dimensions and this interdependence is recognized by the institutions. It is also believed that the implementation of a policy for quality must address both of the dimensions simultaneously (Rippin, White, and Marsh, 1994).

Various principles for enhancing quality learning are enhancing student's general capabilities and work-related skills, using student experience as a learning resource, encouraging active and co-operative learning, promoting responsibility in learning, engaging with the affective domain (feelings, values, and motives) as well as the cognitive domain (intellectual development), fostering open, flexible, reflexive, and outcome-based assessment, evaluating teaching and learning, and establishing congruence between learning and teaching activities and the milieu in which they occur (Pennington and O'Neil, 1994, p. 16-17).

Robin Middlehurst, the former director of the Higher Education Quality Council in the UK, suggested that explaining what you do, doing it better (incremental improvement), doing it differently (alternative approaches), and doing it differently and better (transformation) were the processes that reflect the scope of quality enhancement in education (Brown, Race, and Smith, 1997).

Biggs (2003) states that the quality enhancement is designed to improve the ongoing system of teaching and learning and effective quality enhancement can only take place when the whole support system of teaching is targeted, rather than individual teachers.

Jackson (2002, as cited in Lomas, 2004) defines quality enhancement in education from the lecturer's point of view as improving the students' work based on the premise that they want their students to do well.

It mainly focuses on the continuous search for permanent improvement, stressing the responsibility of the educational institution to make the best use of its institutional autonomy and freedom (Vlasceanu, Grünberg, and Parlea, 2007).

2.2.4 Quality Control in Education

In addition to quality assurance and quality enhancement, quality control is another important issue of quality in education. Actually, the history of quality control is as old as industry. Quality movement started after the Second World War in industry in Japan, but it started to attract the attention of other nations in 1980s. Quality and quality control shifted into other fields of life in order to improve the performance of quality management and later these concepts entered into the field of education and made valuable contributions to the improvement of education (Farooq, Akhtar, Ullah, Memon, 2007).

Quality control is the process of quality evaluation that focuses on the internal measurement of the quality of an institution or program. It refers to a set of operational activities and techniques elaborated and used to fulfill requirements of quality (Vlasceanu, Grünberg, and Parlea, 2007).

Tawari (2002, as cited in Ibara, 2008) contends that quality control involves the detection and elimination of components or final products which do not meet standards. She underlined the importance of four criteria which are the input of resources (grade point average or standard test scores of entering students), outputs (overall graduation rate, the number of faculty publications or research grants), value added criteria defined not by some

national standard (the intellectual development of a student from freshmen year to graduation), and the improvement and effectiveness of the internal process.

2.3 Language Learning

For economical reasons, the EU has promoted mobility and this has created an integration of the people living in Europe. The EU has especially provided the mobility of young people, mainly in post school education. This mobility of the younger generation has also promoted the sense of "European identity" in young people which strengthens a sense of European identity and makes clear to them the value of European civilization. To gain the European identity, the young generation had to learn languages because language learning was related to the concept of citizenship on the European level according to the European Commission (1996, as cited in Byram and Risager, 1999) which stated that proficiency in languages helps to build up the feeling of being European with all its cultural wealth and diversity and of understanding between the citizens of Europe.

2.3.1 The Aim of Language Learning

Teresa Tinsley (2003, as cited in Heyworth, 2003) describes the linguistic diversity as follows: "Today's Europe is unarguably multicultural and multilingual. The forces of globalization and migration, expectations of mobility and the availability of cheap travel mean that cultures are mixing at a rate not seen before in history. Wherever you look in Europe, the figures are startling. Already 12 million French do not have the French language as a mother tongue. Ten percent of German population is foreign born. 29 different African nationalities are residing in the Canary Islands together with various European and Asian nationalities. Russia has 176 culturally and linguistically different people. Ten per cent of the United Kingdom population has a background from outside the UK and this is expected to rise to fifteen per cent by 2020."

Common European Framework (2001, as cited in Morrow, 2004) states that language learning is important in the interests of greater mobility, more effective international communication combined with respect for identity and cultural diversity, more intensive personal interaction, improved working relations and a deeper mutual understanding.

Among the aims of language learning stated or implied in the Common European Framework are:

1. The development of European citizenship, with an uneducated European understanding several languages, able to study and travel in many countries, knowledgeable about, and having respect for many different nationalities and national cultures.

2. The conviction that knowing different languages is a powerful factor in intellectual development, encouraging open-mindedness and flexibility, contributing to the development of other skills.

3. The commitment to life-long language learning, accepting that it is unlikely that schools can predict exactly which languages their students are going to need, and that therefore the aim should be to train them to become good language learners, capable of acquiring the particular languages as they meet the need for them.

4. The idea that language study offers opportunities to acquire independence and autonomy as learners, that it can be learnt in ways which encourage co-operation and other social values (Morrow, 2004, p. 13).

2.3.2 The Application of Quality Assurance, Enhancement, and Control in Language Learning and Teaching

As language learning became a prominent issue of the Council of Europe, the application of the concepts of quality to education also gained importance. Language

education, like industry, must satisfy the needs of its customers or clients which consist of learners, their parents, employers, and the society in general.

However, language learning and teaching are very complex matters. It is not similar to producing a product in the factory and then launching this product to the market. In industry, usually a single or simplistic model of quality can be used to assess, enhance, and control the quality of the product. But in the language learning and teaching environment, quality is affected by a number of variables. Even the personalities of the learners and teachers and their relationship can affect the quality. Nevertheless, it is very important to set aims for high quality language learning and teaching which can be achieved by setting quality criteria.

Lasnier, Morfeld, and Borneto (2000) state that quality criteria are broad super-ordinate notions which have been developed by relating widely used concepts of quality in general to current modern language learning and teaching theories. They set some quality criteria in this book and these criteria also contribute to the application of quality assurance, quality enhancement, and quality control in language learning and teaching. The following is a list of these criteria:

- Relevance includes learner centeredness, accountability, and appropriateness and refers to the appropriateness of any given material in terms of its matching the needs and objectives of the target group.

- Transparency includes clarity of aims, clarity about achievement, clarity of presentation, and clarity of rationale and describes the features which contribute to facilitating access and use of programs and materials. Mainly, it refers to a clear presentation of contents and activities, to the explicit formulation of learning objectives, and to the provision of instruments to diagnose progress, strengths and weaknesses of the learners.

- Reliability includes consistency and internal coherence, and refers to the internal consistency of programs and materials insofar as stated objectives and actual realization match and reflect validated methodological premises in the selection of activities and exercises.

- Integrity includes methodological integrity, linguistic integrity, and textual integrity and refers to respecting and implementing standard requirements with regard to linguistic content (models of good, correct language usage with correct and socio-linguistically appropriate examples) and text features (respecting the integrity and authenticity of the relevant genre in the creation, adoption, and adaptation of texts).

- Practicality implies that activities and exercises can be successfully completed by the learners and that their degree of difficulty corresponds to their language level.

- Attractiveness includes user friendliness, interactivity, variety, and sensitivity and summarizes all the features of programs and materials which appeal to the learner and therefore contribute to enhancing his/her motivation.

- Flexibility includes individualization and adaptability, and accounts for the individual modes (both cognitive and affective) that are employed in approaching the teaching and learning process.

- Awareness applies if programs and materials help learners to understand how language operates, help them to focus on how they use language and the way language is used around them, and to reflect upon what is actually happening in the learning process.

- Generativeness includes transferability, integration, and cognitive development, and accounts for the open-ended character of programs and materials which facilitate the transfer of what has been learnt in one context to more general tasks and/or other contexts (Lasnier, Morfeld, and Borneto, 2000).

2.4 The Council of Europe

The Council of Europe is a political organization which was founded on May 5 1949 by ten European countries in order to promote greater unity between its members. It now has 47 member states from throughout Europe and it is based in Strasbourg, France. The main aims of the organization are to promote democracy, human rights and the rule of law, and to develop common responses to political, social, cultural, and legal challenges in its member states. Since 1989, it has integrated most of the countries of Central and Eastern Europe and it supports them in their efforts to implement and consolidate their political, legal, and administrative reforms (Council of Europe, 2001).

One focus of the Council of Europe is education. For a long time, the Council of Europe has been running cross-European projects which focus on the transmission of democratic values to young people and to prepare them for life in a multilingual and multicultural Europe. The main aims are to promote large scale plurilingualism, to continue life-long language learning, to set appropriate objectives for each language, to improve the education and training of language teachers, and to promote learner-centered communicative methodologies (Buchberger, 2000, p. 5).

2.4.1 The Work of the Council of Europe in Modern Languages

As Trim (2001) explains, the work of the Council of Europe in Modern Languages spreads through a time period which started in 1957 and is improved and developed until 2001, the European year of languages.

The primary steps were taken in 1954 when the European Cultural Convention called its signatories to encourage the study by its own nationals of the language, history and civilization of the other Contracting Parties and grant facilities to those Parties to promote such studies in its territory, and to endeavor to promote the study of its language or languages, history and civilization of the other Contracting Parties and grant facilities to the nationals of those Parties to pursue such studies in its territory.

The first initiative step was taken in 1957 by the French Government. A committee of experts was set up to plan the development of "Modern Language Teaching in Europe" and the first symposium was held in Paris. The aim was to launch a specification of a basic vocabulary and grammar for French and a pioneering audio-visual course for adults learning French.

Between 1963 and 1972, the focus was on the "Major Project in Modern Languages" which tried to promote co-operation among the successive sectors of the educational system, interaction between university language research and the language teaching profession, and the development and use of audio-visual technology and methodology in language teaching.

After the symposium on "Languages in Adult Education" which was held in Switzerland in 1971, the feasibility of a European unit-credit scheme for language in adult education became the new focal point until 1977. The basic principles were:

1. Languages are for all

2. Languages are learnt for use

3. Language learning is a life-long activity

4. Language teaching should specify worthwhile, appropriate and realistic objectives based on a proper assessment of the needs, characteristics and resources of learners

5. Language teaching should be planned as a coherent whole, covering the specification of objectives, the use of teaching methods and materials, the assessment of learner achievement and the effectiveness of the system, providing feedback to all concerned

6. Effective language teaching involves the co-ordinated efforts of educational administrators and planners, textbook and material producers, testers and examiners, school inspectors, teacher trainers, teachers and learners, who need to share the same aims, objectives and criteria of assessment.

A functional – notional model was developed to specify the objectives. This model first set out the categories and language exponents of functions, general concepts, and concrete, situation-specific concepts. The model was exemplified in respect of English in "The Threshold Level".

In the project called "Modern Languages", which was carried out between 1977 and 1981, the principles developed by the unit-credit group were applied in projects of different sectors of English such as general secondary, vocational, adult education, together with migrant education. "Waystage" and "Follow Me" were developed with the help of this project.

Another important project which was the main focus between 1981 and 1988 was called the "Learning and Teaching Modern Languages for Communication". This project was devoted to supporting member governments in the implementation of reform for modern languages across all member states. As new methods were brought to the classrooms, the teacher trainers were seen as the key agents in the field. From 1984 to 1987, 36 international workshops were held, in which 226 animators worked with more than 1500 participants on the many aspects of the communicative approach.

The next project was "Language Learning for European Citizenship" and was in favor of the Council of Europe between 1989 and 1997. The remarkable points of this project were an enriched model for specifying objectives, making use of mass media and new technologies, bilingual education, the role of educational links, visits and exchanges, and learning to learn and the promotion of learner autonomy.

The following two projects were "A Common European Framework of Reference for Languages: Learning, Teaching, Assessment" and "The European Language Portfolio" which shaped and changed the approach to language learning and teaching in the new century.

The last project was the "2001, The European Year of Languages" which was jointly designated by the Council of Europe and the European Union. The aim was to raise the level of the public awareness of language issues across the European continent.

2.4.2   Common European Framework of Reference for Languages: Learning, Teaching, Assessment

The Common European Framework of Reference for Languages is one of the most important innovations proposed in the light of the overall language policy of the Council of Europe and for the promotion of plurilingualism in particular. The Common European Framework aims to provide a common basis of language syllabuses, curriculum guidelines, examinations, textbooks across Europe and describes what language learners have to learn to do in order to use a language for communication and what knowledge and skill have to be developed to act effectively. The Common European Framework intends to achieve greater unity among the members of the Council of Europe and tries to pursue this intention by the adoption of common action in the cultural field (CEFR, 2001, p.2).

It was also important to develop a Common European Framework of reference for language learning at all levels in order to promote and facilitate co-operation among

educational institutions in different countries, to provide a sound basis for the mutual recognition of language qualifications, and to assist learners, teachers, course designers, examining bodies and educational administrators to situate and co-ordinate their efforts (CEFR, 2001, p. 5).

The uses of the Common European Framework include several headings. One of these headings is the planning of language learning programs which focuses on their assumptions regarding prior knowledge and their articulation with earlier learning, their objectives, and their content.

The second heading of the Common European Framework is the planning of language certification which involves the content syllabus of examinations and the assessment criteria in terms of positive achievement rather than negative deficiencies.

Another heading is the planning of self-directed learning, including self-assessment, selection of materials, self-setting of feasible and worthwhile objectives, and raising the learner's awareness of his or her present state of knowledge.

The last heading of the Common European Framework is about the language programs and the certification. The language programs and certification can be global, modular, weighted, and partial. Global means bringing a learner forward in all dimensions of language proficiency and communicative competence, while modular refers to improving the learner's proficiency in a restricted area for a particular purpose. Weighted focuses on emphasizing learning in certain directions and producing a profile in which a higher level is attained in some areas of knowledge and skill, whereas partial involves taking responsibility only for certain activities and skills and leaving others aside (CEFR, 2001, p. 6).

There are also some criteria the Common European Framework must have in order to fulfill its functions. These criteria include being comprehensive, being transparent, and being

coherent. Being comprehensive means that the Common European Framework should attempt to specify as full a range of language knowledge, skills, and use as possible and all the users should be able to describe their objectives. Being transparent involves that the information must be clearly formulated and explicit, available, and readily comprehensible to users. Being coherent means that the description is free from internal contradictions. Coherence requires that there is a harmonious relation among the components which are the identification of needs, the determination of objectives, the definition of content, the selection or creation of material, the establishment of teaching/learning programs, the teaching and learning methods employed, and the evaluation, testing and assessment (CEFR, 2001, p.7).

While the Common European Framework was developed to serve the language policy aims of the Council of Europe, it is also possible to apply it to language learning contexts outside Europe. Van Houten (2005) describes pilot programs using the Common European Framework of Reference in Canada, Japan and South America. Also, the United States has been increasingly interested in the Common European Framework of Reference as private sessions about the Common European Framework of Reference are organized at the major foreign language conferences in the United States.

There are several reasons for the popularity of the Common European Framework of Reference. One of them is that it offers a comprehensive and detailed system of level descriptions. Another reason is that the Common European Framework of Reference was developed on the basis of research in Second Language Acquisition, foreign language learning, and test research. Also, the Common European Framework of Reference offers some innovative solutions for language education policy questions not only in the European context, but also in the non-European contexts (Barenfanger and Tschirner, 2008).

2.4.3   The European Language Portfolio

The European Language Portfolio was developed by the Language Policy Division of the Council of Europe as a tool to support the development of plurilingualism and pluriculturalism. The European Language Portfolio is a concrete attempt to harmonize foreign language teaching activities within the European context and to improve the quality of communication among European people, who have different languages and cultural backgrounds. The European Language Portfolio is based on the Common European Framework of Reference for Languages and allows learners to monitor their own learning process on a life-long basis as well as to develop respect for cultural identities and diversity (Mırıcı, 2008, p. 26).

According to the Council of Europe (2000, as cited in Little, 2006) the European Language Portfolio is a tool to promote plurilingualism and pluriculturalism, is the property of the learner, values the full range of the learner's language and intercultural competence and experience regardless of whether acquired within or outside formal education, is a tool to promote learner autonomy, encourages learner self-assessment and the recording of assessment by teachers, educational authorities, and educational bodies, incorporates a minimum of common features which make it recognizable and comprehensible across Europe, may be a model that the individual learner will possess in the course of life-long learning, and is based on the Common European Framework of Reference for Languages.

The European Language Portfolio reflects the Council of Europe's concern with the deepening of mutual understanding among citizens in Europe, respect for diversity of cultures and ways of life, the protection and promotion of linguistic and cultural diversity, the development of the language learner and plurilingualism as a life-long process, the

development of the capacity for independent language learning, and transparency and coherence in language learning programs (Council of Europe, 2000, as cited in Little, 2006).

Little (2002) describes three obligatory components of the European Language Portfolio. These components are a language passport, a language biography, and a dossier. The language passport summarizes the owner's linguistic identity by briefly recording second or foreign languages learnt, formal language qualifications achieved, significant experiences of second or foreign language use, and the owner's assessment of his/her current proficiency in the second or foreign languages he/she knows. The language biography is used to set language learning targets, to monitor progress, and to record especially important language learning and intercultural experiences. The dossier contains a selection of work that in the owner's judgment best represents his/her second or foreign language proficiency.

The European Language Portfolio has been developed to fulfill two related functions: The reporting function and the pedagogical function. For the reporting function, the European Language Portfolio presents information about the owner's experience of learning and using the second or foreign languages, and concrete evidence of his/her achievements which is fulfilled by the language passport and the dossier. For the pedagogical function the European Language Portfolio makes the learning process more transparent to learners, promotes the development of their skills in planning, monitoring, and evaluating their own learning, and thus fosters the development of learner autonomy and responsibility and these are largely fulfilled by the language biography and the dossier (Ushioda and Ridley, 2002).

2.5 EAQUALS

EAQUALS, the European Association for Quality Language Services, is an independent body which was founded in 1991 and it aims to promote and guarantee quality in modern language teaching institutions. To be able to achieve these aims, EAQUALS has

established and published a set of criteria for membership. These sets of criteria are put in the form of a Code of Practice, Student Charter, Staff Charter, and Information Charter and these charters are backed up by a rigorous inspection scheme.

EAQUALS endorses and subscribes to the aims for European education policies in the field of modern languages that were recommended by the Council of Europe's Project Group on Language Learning for European Citizenship:

1. To facilitate the free movement of people and ideas across Europe

2. To increase mutual knowledge and understanding among all European people

3. To raise the level of European cooperation in quantity and quality

4. To combat or preferably preclude prejudice and intolerance towards peoples of different languages and cultures

5. To strengthen democratic structures and practices.

Many European countries have started to recognize the EAQUALS accreditation and EAQUALS has started to have a growing influence in the field of language teaching. EAQUALS is viewed as an INGO (International Non-Governmental Organization) and it has been granted Participatory Status by the Council of Europe. EAQUALS broadly contributes to the Council of Europe language projects and it is quite frequently used as a consultant by the European Commission on issues related to language education. EAQUALS certification, which is linked to the Common European Framework of Reference for Languages, is recognized by the Italian Ministry of Education, EAQUALS schools are recognized by the Swedish Board of Higher Education for the allocation of study abroad loans and grants, in Switzerland, banks and a number of companies require EAQUALS certification for in-company language teaching, professional associations (e.g. national associations of language schools) interested in developing quality assurance systems at national level usually ask for

EAQUALS' support in setting up the systems and in training local inspectors. EAQUALS experts have provided consultancy, training, and transfer of expertise to numerous national contexts and, by doing these; they have contributed to the development and consolidation of a quality assurance culture throughout Europe and beyond. EAQUALS cooperates with education authorities in different countries and is represented on advisory boards of cultural agencies and examination boards. EAQUALS contributes to European training and development projects related to language teaching, including the development in cooperation with ALTE (Association of Language Testers in Europe) of an electronic version of the EAQUALS / ALTE European Language Portfolio for adults. It also publishes training packs on different aspects of quality management and language teaching expertise.

EAQUALS is related to ISO and CEN. ISO is a general system of quality assurance which emphasizes quality assurance procedures; EAQUALS is an association with professional activities and specifically for language education. EAQUALS assesses the quality of teaching and academic management as well as its procedures. A number of EAQUALS members have also obtained ISO certification and consider the two systems to be complementary. CEN (le Conseil Europeen de Normalisation) has established minimum standards for language travel, and the academic standards were drafted by EAQUALS participants on the Working Party. EAQUALS certification is directed toward identifying and certifying excellence.

Institutions or schools have some responsibilities in relation to EAQUALS. Institutions or schools have to undergo an initial inspection, which is repeated every three years, and demonstrate that all the standards of the Code of Practice and the Charters are followed and respected. They are expected to take part in the activities of the association such as participating in meetings, providing inspectors if invited to do this, and promoting

EAQUALS at a local level. If they have a complaint, the complaint is submitted to the EAQUALS Ombudsman and they must accept his decision. All members pay an annual membership fee, which covers the cost of running the Association.

2.5.1 Purposes of EAQUALS

The main purposes of EAQUALS are:

1. To provide the guarantee of high quality for the primary customers (the learners) for language training throughout Europe and also for the secondary clients (the learners' sponsors, employers, or parents, or the funding agencies who provide fees through its Code of Practice and inspection scheme).

2. To bring together language training and language services organizations, no matter what languages are being taught and learned, whether they are privately or publicly funded, and no matter where they are located.

3. To try to find ways in encouraging greater awareness of consumer rights and quality issues in language training, both among those providing language training services and among those using them.

4. To assist national organizations which are developing accreditation schemes for those organizations that may not yet be able to meet EAQUALS standards.

5. To provide support in the fields of self-assessment, management training and consultancy schemes to any institution which has an aim of raising its standards.

2.5.2 Membership

Membership is open to any private or state institutions which aim to deliver language training with a certain degree of quality or which are committed to the achievement of excellence in this area. There are three types of members.

Founder Members are the institutions and organizations which were jointly responsible for establishing the Association and developing its structure and principles. The Founder Members are Bell Educational Trust (Cambridge, United Kingdom), British Institute of Seville (Seville, Spain), British School of Trieste (Trieste, Italy), Eurocenters Foundation (Zurich, Switzerland), International House London (London, United Kingdom), Lacunza International House – San Sebastian (San Sebastian, Spain), and Language Center of Ireland (Dublin, Ireland).

Full Members are the institutions and organizations which must prove their full adherence to the Code of Practice and Charters by submitting themselves to the inspection, which is repeated every three years or more frequently if it is necessary. Only institutions that have been successfully inspected can be Full Members and display the EAQUALS mark.

Associate Members are the institutions and organizations with considerable involvement or interests in language education and aim to promote quality in language education in Europe. Associate membership is by invitation only. The essential criterion is a commitment to the achievement of quality. The Associate Members are ACELS – The Advisory Council for English Language Schools (Dublin, Ireland), AISLI – The Italian Association of Quality Language Schools (Catania, Italy), British Council (London, United Kingdom), Cambridge ESOL (United Kingdom), City & Guilds (London, United Kingdom), Czech Association of Language Schools (Prague, Czech Republic), Goethe Institute (Munich, Germany), Instituto Cervantes (Spain), International House World Organization (London, United Kingdom), MAQS – Macedonian Association for Quality Language Services (Skopje, Former Yugoslav Republic of Macedonia), Migros – Genossenschafts – Bund (Zurich, Switzerland), OPTIMA – The Bulgarian Association of Quality Language Services, PASE – Polish Association for Standards in Language Education (Warsaw, Poland), Pearson

Language Tests (London, United Kingdom), PRIMA (Zagreb, Croatia), QLS – Panhellenic Association of Accredited Quality Language Schools (Volos, Greece), QUEST – Romanian Association for Quality Language Services (Bucharest, Hungary), The Hungarian Association of Language Schools (Budapest, Hungary), Trinity College London (London, United Kingdom), and YALS – Association of Language Schools of Serbia (Belgrade, Serbia).

Istanbul Bilgi University – English Language Programs (Istanbul, Turkey) and Private Yüce Schools (Ankara, Turkey) are the only two institutions from Turkey that have become Accredited Members. Accredited Membership of EAQUALS is open to any organization providing foreign language education and training, irrespective of the language(s) offered or whether the organization is privately owned or in the public sector. Organizations providing language training to company employees are also eligible.

EAQUALS has a category of relationship for institutions which are not eligible to become Associate Members, but which wish to have a form of affiliation with EAQUALS in order to participate fully in the EAQUALS network, to cooperate with EAQUALS and its Members in the development of language teaching and learning in Europe and beyond to share their project-specific, networking and research expertise, for example, in contributing to EAQUALS special interest projects or involving EAQUALS members in their own project. The duration of each Project Partnership is usually three years. EAQUALS Project Partners pay an annual partnership fee, have the right to receive EAQUALS' internal communications and attend EAQUALS meetings, in particular those focusing on specific development projects, but may not vote at EAQUALS business meetings, and may state that they are "EAQUALS Project Partners", but may not use EAQUALS logo. One of the current EAQUALS Project Partners is Sabancı University School of Languages which was accepted as an EAQUALS Project Partner in April, 2008. In terms of the project work, the School of

Languages has so far been involved in work undertaken by the following EAQUALS Special Interest Groups: training academic managers, qualitative research, reviewing can-do descriptors, and teacher training.

2.5.3 Code of Practice

The basic principles underlying the Code of Practice are fair dealing with clients, students and staff, veracity of advertising and information provided to the public, value for money, and respect for the legal constitution of EAQUALS.

2.5.3.1 The Preamble

The preamble of the EAQUALS include that all members are committed to providing opportunities for language study in a teaching / learning environment of high quality and within a clearly organized curriculum framework. In addition, EAQUALS members undertake not to discriminate in any way against students on grounds of gender, race or religion. Where appropriate, however, mother tongue quotas may be applied for educational reasons. Moreover, members accept a responsibility to take all reasonable steps to ensure the welfare and safety of their students while they are on school premises. Plus, members have agreed to work towards making provision for students with disabilities. Finally, all members have and make known to students a clearly specified procedure for dealing with students' complaints and grievances, and for dealing with indiscipline, should it arise. When necessary, cases are referred to the EAQUALS Ombudsman whose role is to be the final and independent arbitrator in the event of a complaint against an EAQUALS member that has not been resolved during the EAQUALS complaints procedure.

2.5.3.2 The Student Charter

The Student Charter is a clear undertaking by each member to provide quality services in all areas related to a language course. The main areas covered are: the qualifications,

experience and professional skills of the teachers, the teaching materials and organization of the teaching programs, the suitability of the premises, the quality of non-teaching services, and the provision of detailed, truthful information about the course of studies.

With the EAQUALS Student Charter, all EAQUALS schools guarantee:

a. high teaching and educational standards

b. professional conduct and integrity

c. regular independent inspections to maintain standards

d. total accuracy and veracity of all information and publicity including a stipulated number of taught hours per course, a stipulated maximum number of students per group, a specified age-range for courses, a clear description of the cost of tuition and of other services and materials

e. efficient administration and auxiliary services

f. suitable premises and facilities for language learning

g. accurate placement testing to determine language competence

h. a structured course of studies that is divided into levels and appropriate students' needs

i. appropriate and effective teaching methods

j. appropriate, regular assessments, reports and end-of-course assessment procedures leading to a certificate of attainment

k. experienced and competent teachers working under the supervision of an appropriately qualified academic manager

l. regular observation of the teaching activity

m. opportunities for obtaining information and advice about his / her course studies.

2.5.3.3 The Staff Charter

The Staff Charter concerns itself with the working conditions, duties and entitlements of both the academic and non-academic staff where not already defined in national law. It requires a school to deal fairly with its staff, in accordance with local conditions, to provide suitable working conditions, and to have and publicize grievance procedures.

With the EAQUALS Staff Charter, all EAQUALS members uphold:

a. The contracts of all staff working for EAQUALS members are governed by local labor laws and by national contracts where these apply.

b. Members provide fair terms and conditions of employment in the context of the relevant local or national standard in salary, length of contract, working hours and teaching hours per week, paid holiday entitlement, sickness, maternity, family and compassionate leave, pension and severance pay arrangements, where relevant, and unpaid leave of absence.

c. Members have clearly specified procedures for dealing with staff grievances and disciplinary problems.

d. Members employ administrative staff and academic staff who have appropriate training, qualifications and experience according to national norms for the work in question.

e. Members provide all staff with appropriate workspace and the facilities for them to carry out their duties effectively, as well as relevant opportunities for training and development within and outside working hours.

f. All staff in member schools and/or institutions, whether full or part time, are issued with written contracts or letters of agreement specifying the terms of employment,

the main responsibilities of the post, the procedures available for dealing with grievances, and the procedures to be followed in the event of disciplinary action.

g. Members undertake to keep their staff informed about the status and ownership of the school, and about the organizations and associations it belongs to.

2.5.3.4 The Information Charter

The Information Charter guarantees the veracity, comprehensiveness and clarity of the information provided by the school in its brochures, publicity and other information sources, such as their website.

With the EAQUALS Information Charter, all EAQUALS members guarantee:

a. Members' advertising, promotional materials and course information follow national advertising standards, are factual and give a clear and truthful account of their courses and other activities.

b. Before enrollment, members provide students or their representatives with clear information on the nature of and rationale behind the course. In addition, clear information is provided on exact minimum course length and dates, number of hours taught and of hours for other activities, dates of closure and holidays, placement procedures, size and makeup of groups, including age restrictions and any quotas of students sharing the same mother tongue that may apply, any use of real classes for teaching practice purposes, and assessment procedures, reporting, and certification.

c. Before enrollment, members undertake to provide students or their representatives with full and clear details concerning the contract between the member school and/or institution and the student including exact course fees, and the right of each party, according to the contract, in the event of withdrawal or exclusion.

d. All prices mentioned in advertising and other information specify clearly which services and goods are included in the price and which are available at additional cost. The cost of fees for public examinations where courses aim to prepare students for these should be specified. Any additional taxes that may be payable are also specified.

e. Diplomas and certificates of any kind signed or issued for any purpose by members contain accurate statements of fact. If such certification is based on examinations or tests, members undertake to ensure that these are valid and soundly administered.

f. In the case of students or pupils under the age of 18 on full-time or residential courses, clear information will be provided about supervision arrangements and the qualifications of supervisory staff.

2.5.4 The Advantages of EAQUALS Membership

When you choose an EAQUALS school you can be sure of the legal requirements, truthfulness, teaching, curriculum, appropriate standards, and external quality control.

Legal requirements includes that all legal requirements are scrupulously checked during EAQUALS inspections. EAQUALS members are committed to exceeding minimum standards in all areas, including client welfare, health and safety, and staff pay and conditions. All EAQUALS schools are accredited by the appropriate national agency in countries where such agencies exist; EAQUALS membership is a commitment to providing added value.

Truthfulness includes that all information published by an EAQUALS school is scrupulously checked in EAQUALS inspections. EAQUALS members are committed to providing clear, accurate and complete information about all aspects of the courses and services offered.

Teaching includes effective, well-planned and enjoyable teaching by well-qualified, trained staff with access to extensive teaching resources. All EAQUALS members have observation and teacher development programs. It is important to observe and evaluate as many teachers as possible in EAQUALS inspections.

Curriculum includes a tried and tested teaching/learning system with a clearly defined curriculum. Objectives and assessment are based upon the Common European Framework of Reference. Balance and variety in program are assured.

Appropriate standards include the EAQUALS quality standards that are used for self-assessment and as inspection criteria are specific to language education, they have been developed by language teaching specialists over many years. Unlike most quality management schemes, including ISO, the EAQUALS scheme covers not just processes and documentation but also what happens in reality. The focus is on the school-in-action, the experience of clients – not the school-in-theory.

External quality control includes the existence of internal quality assurance systems is verified and all aspects of the school are rigorously checked during EAQUALS inspections. All EAQUALS schools undergo a thorough two-day inspection by two independent inspectors every three years in relation to very detailed quality criteria covering all aspects of the operation.

The advantages of EAQUALS membership are:

- Participation in a process of quality assurance which helps the member school's professional development.
- A credible guarantee of quality for their clients.

- Information on leading edge developments in language education, especially in relation to European developments in the field.

- Membership of an international network of quality language institutions.

- Opportunities to use the EAQUALS seminars on management training and the EAQUALS/ALTE version of the European Language Portfolio.

- Recognition of EAQUALS certificates in certain countries.

2.5.5   The Services of EAQUALS

EAQUALS also has several services to non-members. Advisory visits prior to inspection are one of these services. An EAQUALS inspector can be sent to a language training institution for a day in order to carry out an advisory visit using the EAQUALS checklist. This will enable the institution to identify areas that will require attention before the institution submits itself to full inspection. The report is, however, purely advisory, and the advisor will not be involved in the full inspection.

EAQUALS school self-assessment guidelines are another service offered to non-members. These guidelines have been developed for language training institutions on the basis of the EAQUALS Code of Practice and the Inspection Scheme. They enable managers of language teaching institutions to carry out an internal review of the various areas of the institution with their own staff. These guidelines can be obtained from the Secretariat.

Another service is the Consultancy assistance. On request, EAQUALS can provide an experienced EAQUALS inspector to assist staff with the analysis of their self-assessment and to help develop a plan of action for improvement of quality standards.

The last service is EAQUALS training materials which are available for purchase by non-members or they can be delivered by EAQUALS consultants as part of a training program. They can be obtained from the Secretariat.

2.5.6   The Inspection Scheme of EAQUALS

The inspections of EAQUALS are open to all institutions offering language courses, whether they are public or private, teaching extensively or providing intensive courses, offer courses in one language or in a range of languages. Institutions must be big enough to have systems and activities that can be inspected, and they must have been established for at least two years before they can apply. They must provide two professional references so that their good standing can be verified. Members of groups or chains of institutions must be inspected individually before being accepted for membership.

The inspectors are qualified practitioners, with experience in running schools – and frequently also in examining, assessing, publishing, etc. Over half of the inspections are carried out by independent freelance inspectors, all of whom have experience in academic management. The other inspectors are practicing academic managers in EAQUALS schools. Inspection teams are international, usually with one inspector from the country where the school is located or with a good knowledge of local conditions.

To become an inspector, the inspectors apply, attend training seminars, and then carry out inspections with experienced inspectors. They need to demonstrate a good knowledge of language teaching and management practice, together with the capacity to analyze the school's performance and the sensitivity to communicate the results in an appropriate way. The inspectors are inspected by the EAQUALS Inspections Sub-Committee which supervises the good running of the inspection scheme, and this includes supervision of the inspectors. If

there is contestation of an inspection report, there is usually a re-inspection by a senior inspector or officer of the Association.

The EAQUALS inspection is the means of ensuring that EAQUALS schools are delivering the level of quality specified in the Charters. The inspection scheme sets out in detail the 162 points (see Appendix A) that must be checked before a school can be accredited for the first time by EAQUALS and are checked again every three years after that. The inspection system defines EAQUALS' understanding of quality in relation to the provision of language training. Normally, EAQUALS inspections take two days with two inspectors. A very large school may have a longer inspection which has not exceeded three days so far.

The inspection is based on the EAQUALS Code of Practice and Charters. The aim of the inspection is to establish whether and to what extent members meet the standards specified there. It covers everything related to student services (teaching, academic management and resources, plus other services such as accommodation and leisure programs). Staff conditions and contracts, their qualifications and experience are also covered, as are human resources management systems. Information on prospectuses and on websites is checked for completeness and accuracy, and the general management must demonstrate respect for legality and fair dealing and proper care for health and safety. During the inspection, the job of the institution's managers is to provide all the information necessary and to assist them in the planning. In order to become a member of EAQUALS, or to have membership re-confirmed in the triennial re-inspection, members must achieve EAQUALS standards in each category.

After the inspection, the inspectors write a report. The aim is to deliver it in electronic form within two weeks of the inspection. This is sent to the Secretariat and then to the Inspection Sub-Committee, which has a moderating function. On the basis of the inspectors'

report, the Committee decides to recommend either immediate acceptance, or acceptance if a number of specific problems are remedied (which will be checked by an inspector), or full re-inspection. The report is sent at the same time to the institution being inspected, which can – if it so wishes – send comments for consideration by the Sub-Committee. When the Sub-Committee has reached its verdict the institution is informed by a letter from the Chair of the Sub-Committee. Inspection reports and all other documents provided for the inspectors are confidential and seen by the Sub-Committee and the inspectors.

2.6 Quality Assurance Agency (QAA)

The Quality Assurance Agency for Higher Education (QAA) was established as a single external quality assurance agency in 1997. It took over the legislative responsibilities of the funding councils for subject-based teaching quality assessment as well as the audits that had previously been done by the Higher Education Quality Council (HEQC), which was wound up (Harvey, 2005).

QAA which is an independent body aims to safeguard quality and standards in UK higher education. QAA Board has overall responsibility for the governance, strategy, and direction of its work.

QAA checks how well the individual universities and colleges meet their responsibilities, identifies good practice, and makes recommendations for improvement. QAA also publishes guidelines to help institutions develop effective systems to ensure students have high quality experiences.

QAA meets its responsibilities by:

- conducting reviews of universities and colleges
- publishing reports on the confidence that can be placed in an institution's management of standards and quality

- providing guidance to universities and colleges on maintaining academic standards and improving quality, in line with the Academic Infrastructure

- investigating causes of concern about academic standards and quality

- advising governments on applications for degree awarding powers and university title

- engaging with European and wider international development

2.6.1 The Role of QAA in UK Higher Education

Higher education in the UK has an international reputation for excellence. Maintaining the highest academic standards and quality is crucial to keeping this reputation. All universities and colleges that provide higher education in the UK are autonomous. These institutions are not owned by the state, but most receive government funding distributed by the separate higher education funding councils for England, Scotland, and Wales, and the Department for Employment and Learning in Northern Ireland.

Each university and college of higher education is responsible for the standards of awards it makes and the quality of the education it provides to its students. Each has its own quality assurance procedures. QAA is an independent body which is funded by subscriptions from universities and colleges and through contracts with the higher education funding bodies. It carries out external quality assurance by visiting universities and colleges to review how well they are fulfilling their responsibilities. It also offers guidance on maintaining and improving quality assurance processes and developing course delivery through the Academic Infrastructure.

2.6.2 The Academic Infrastructure

The National Committee of Inquiry in to Higher Education (1997) (the Dearing and Garrick reports) identified two key requirements for preserving public confidence in the

higher education system: first, maintaining consistent standards of provision and outcomes in the face of the expanding student population and increasingly modular provision; secondly, providing valid, reliable, and useful information on qualifications to external stakeholders which involve the chiefly employers, potential students, and current students.

The assumption underlying this view was that traditional methods of quality assurance were too informal and lacked the transparency and accessibility which a more diverse range of stakeholders required. QAA's response to the Dearing and Garrick proposals was to develop a set of reference tools for setting and maintaining for quality and standards. This comprised the Academic Infrastructure of QAA.

The basic argument, principles, and intended purposes underpinning the individual components of the Academic Infrastructure as set out in the Dearing and Garrick reports remain valid (that is, there is a need to provide a shared understanding about academic standards and the quality of learning opportunities in UK higher education).The criteria for defining and describing academic standards and quality fit appropriately with the methods processes used in both internal and external quality assurance and enhancement activities. The Academic Infrastructure is part of a set of (complementary) reference points for determining and describing standards and the quality of learning opportunities in UK higher education (The Quality Assurance Agency for Higher Education, 2009).

QAA and the UK higher education sector have worked together to develop the Academic Infrastructure. This set of UK- wide agreed guidelines and reference points is the key to setting and maintaining quality and standards across UK higher education. It includes the following four components – three (Frameworks for Higher Education Qualifications, Subject Benchmark Statements, and Program Specifications) are mainly concerned with setting standards and one (the Code of Practice) is concerned with the management of quality.

2.6.3 Frameworks for Higher Education Qualifications

The framework for higher education qualifications (FHEQ) applies to degrees, diplomas, certificates, and other academic awards (other than honorary degrees and higher doctorates) granted by a higher education provider in the exercise of its degree awarding powers. The FHEQ is an important reference point for providers of higher education. The FHEQ, and associated guidance for implementation, has been written to assist higher education providers to maintain academic standards; to inform international comparability of academic standards, especially in the European context; to ensure international competitiveness; and to facilitate student and graduate mobility. Higher education providers may find it useful to refer to the FHEQ in their discussions with the main stakeholders in higher education (prospective students, parents, schools, and employers) about outcomes and attributes that each qualification represents.

The fundamental premise of the FHEQ is that qualifications should be awarded on the basis of achievement of outcomes and attainment rather than years of study. Qualification descriptors are the keys to this premise. Qualification descriptors set out the generic outcomes and attributes expected for the award of individual qualifications. The qualification descriptors contained in the FHEQ exemplify the outcomes and attributes expected of learning that results in the award of higher education qualifications. These outcomes represent the integration of various learning experiences resulting from designated and coherent programs of study. These qualifications, which develop graduates with high-level analytical skills and a broad range of competences, are therefore distinct from training or solely the acquisition of higher level skills.

The FHEQ is also used as a reference point in institutional audit/review and other forms of external review. Audit and review teams will examine the means which higher

education providers use to ensure that their awards and qualifications are of an academic standard, at least consistent with those referred to in the FHEQ, and that higher education providers are, where relevant, exercising their powers as degree awarding bodies in a proper manner. In particular, audit and review teams will wish to look at how higher education providers check the alignment between the academic standards of their awards and the levels referred to in the FHEQ.

There are two frameworks – one for England, Wales, and Northern Ireland, and one for Scotland. Both are compatible with the Framework for Qualifications of the European Higher Education Area, giving students the confidence that their qualification will be recognized across Europe.

The main purposes of the FHEQ are to:

- provide important points of reference for setting and assessing academic standards to higher education providers and their external examiners

- assist in the identification of potential progression routes, particularly in the context of lifelong learning

- promote a shared and common understanding of the expectations associated with typical qualifications by facilitating a consistent use of qualifications titles across the higher education sector.

Qualification descriptors are in two parts. The first part is a statement of outcomes, achievement of which is assessed and which a student should be able to demonstrate for the award of the qualification. This part will be of particular relevance to higher education providers in designing, approving, and reviewing academic programs. They will need to be

satisfied that, for any program, the curriculum and assessments provide all students with the opportunity to achieve, and to demonstrate achievement of, the intended outcomes.

The second part is a statement of the wider abilities that the typical student could be expected to have developed. It will be of assistance to higher education providers during discussions with employers, and others with an interest in the general capabilities of holders of the qualification (The Framework for Higher Education Qualifications in England, Wales, and Northern Ireland, 2008).

2.6.4 Subject Benchmark Statements

Subject benchmark statements set out expectations about standards of degrees in a range of subject areas. They describe what gives a discipline its coherence and identity, and define what can be expected of a graduate in terms of the abilities and skills needed to develop understanding or competence in the subject. Working closely with the sector, QAA has published subject benchmark statements for a range of disciplines to set out clearly the academic characteristics and standards of UK programs. Some benchmark statements combine or make reference to professional standards required by external professional or regulatory bodies in the discipline.

Subject benchmark statements do not represent a national curriculum in a subject area rather they allow for flexibility and innovation in program design, within an overall conceptual framework established by an academic subject community. They are intended to assist those involved in program design, delivery, and review. Universities are responsible for setting their own curricula; benchmark statements assist academic staff in course design, delivery and review, as well as informing the public about the nature of degree – level study in specific areas. They describe what can be expected of a graduate in terms of broad subject

coverage and the techniques and skills gained at first degree (and sometimes master's) level in a subject (Subject Benchmark Statements, 2007).

An undergraduate education in English and cognate subjects should:

- foster wide and varied reading

- enable students to develop independent critical thinking and judgment

- engage students imaginatively in the process of reading, analyzing, and/or producing complex and sophisticated literary and non-literary texts and discourses

- offer a broad and balanced curriculum

- help students to understand, appreciate and employ the expressive resources of language

- problematize the acts of reading and writing so that students can reflect critically upon textual production and reception both in history and in their own practice

- offer students a knowledge and appreciation of contextual approaches to the production and reception of literary and non-literary texts and discourses

- promote the understanding and practice of verbal creativity and the formal and aesthetic dimensions of literary texts

- develop a range of subject-specific and transferable skills, including high-order conceptual, analytic, and communication skills of value in graduate employment

- provide an intellectually stimulating and satisfying experience of learning and studying, within the distinctive framework of English

- encourage a sense of enthusiasm for the subject and an appreciation of its continuing social and cultural importance

- provide a basis for further study in English or related disciplines and for teachers of English at all levels (The Quality Assurance Agency for Higher Education, 2007).

2.6.5 Program Specifications

Each university and higher education college publishes information about its programs or courses. Each specification gives information about what students can expect from a program (such as the curriculum structure and assessment), and what knowledge, understanding, skills and other attributes a student will have developed on successful completion of a program.

The report of the National Committee of Inquiry into Higher Education (the Dearing report) stresses the importance of clear and explicit information for students so that they can make informed choices about their studies and the levels they are aiming to achieve. It recommended that clear descriptions of programs should be developed so that students are able to compare different offerings and make sensible choices about the programs they wish to take.

A program specification is a concise description of the intended learning outcomes of a higher education program, and the means by which the outcomes are achieved and demonstrated. In general, modules or other units of study have stated outcomes, often set out in handbooks provided by institutions to inform student choice. These intended learning outcomes relate directly to the curriculum, study, and assessment methods and criteria used to assess performance. Program specifications can show how modules can be combined into whole qualifications. However, a program specification is not simply an aggregation of module outcomes; it relates to the learning and attributes developed by the program as a whole and which, in general are typically in higher education more than the sum of the parts.

Program specifications may be used in the following ways:

- as a source of information for students and prospective students seeking an understanding of a program

- by institutions and teaching teams, to promote discussion and reflection on new and existing programs and to ensure that there is a common understanding about the aims and intended learning outcomes for the program. Program specifications enable institutions to satisfy themselves that the designers of programs are clear about their intended outcomes, and that these outcomes can be achieved and demonstrated and they serve as a reference point for internal review and monitoring of the performance of a program

- as a source of information for internal and external reviewers and external examiners who need to understand the aims and intended learning outcomes of programs

- as a source of information for employers, particularly about the skills and other transferable intellectual abilities developed by the program

- by professional, statutory and regulatory bodies who accredit higher education programs that can lead to entry to a profession or other regulated occupation as they identify the aspects of the program that are designed to meet the requirements of the relevant body

- as a basis for gaining feedback from students or recent graduates on the extent to which they perceived that the opportunities for learning were successful in promoting the intended outcomes

It is suggested that the following information will normally be included in a program specification:

- awarding body/institution

- teaching institution (if different)

- details of accreditation by a professional/statutory body

- name of the final award

- program title

- criteria for admission to the program

- aims of the program

- relevant subject benchmark statements and other external and internal reference points used to inform program outcomes

- program outcomes: knowledge and understanding; skills and other attributes

- teaching, learning, and assessment strategies to enable outcomes to be achieved and demonstrated

- program structures and requirements, levels, modules, credits, and awards

- mode of study

- language of study

- data at which the program specification was written or revised

In addition, institutions might wish to include information on:

- what makes the program distinctive

- assessment regulations

- student support

- methods for evaluating and improving the quality and standards of learning, including consideration of stakeholder feedback from, for example, current students, graduates, and employers (The Quality Assurance Agency for Higher Education, 2006)

2.6.6 The Code of Practice

The Code of Practice for the assurance of academic quality and standards in higher education has 10 sections and offers guidelines for universities and colleges on good practice in the management of academic standards and quality. Each section of the Code of Practice has been prepared in consultation with the higher education sector and with the participation of key stakeholder groups. Each section indicates the key issues that an institution should consider in the respective areas of activity. The precepts encapsulate the matters that an institution could reasonably be expected to address through its own quality assurance arrangements.

The sections of the Code of Practice are: postgraduate research programs, collaborative provision and flexible and distributed learning (including e-learning), students with disabilities, external examining, academic appeals and student complaints on academic matters, assessment of students, program design, approval monitoring, and review, career education, information, and guidance, work – based and placement learning, and admissions to higher education (Code of Practice for the Assurance of Academic Quality and Standards in Higher Education).

Postgraduate research programs guarantee that institutions offering postgraduate research programs will safeguard the academic standards of such programs, putting in place arrangements that will enable them to be delivered successfully according to national and, where relevant, international expectations. They will wish to assure themselves that they

provide appropriate support and guidance to enable research students to complete their programs, and for students, supervisors, examiners, and other staff involved in research degree programs to fulfill their responsibilities (Code of Practice for the Assurance of Academic Quality and Standards in Higher Education, Section 1: Postgraduate Research Programs, 2004).

Collaborative provision and flexible and distributed learning (including e-learning) is a code of good practice for the academic management of collaborative arrangements entered into by UK higher education institutions. It serves as a code of good practice for the academic management of learning delivered, supported, and/or assessed through flexible and distributed arrangements, whether in collaboration with a partner or not (Code of Practice for the Assurance of Academic Quality and Standards in Higher Education, Section 2: Collaborative Provision and Flexible and Distributed Learning (including e-learning),2004).

Students with disabilities is a code of practice for the assurance of the quality of learning opportunities for students with disabilities. The object of the code is to assist institutions in ensuring that students with disabilities have access to a learning experience comparable to that of their peers. This code of practice recognizes that disabled students are an integral part of the academic community. It takes as its starting point the premise that accessible and appropriate provision is not additional, but a core element of the overall service which an institution makes available (Code of Practice for the Assurance of Academic Quality and Standards in Higher Education, Section 3: Students with Disabilities, 1999).

According to the external examining, in the UK's system of higher education, institutions are responsible for the quality of education they provide and the academic standards of the awards they offer. External examining provides one of the principal means for maintaining nationally comparable standards within autonomous higher education

institutions, the external examiner being one of a number of independent and impartial advisers used by them. In addition to external examining, other means of assuring and enhancing quality and standards can include monitoring or review of programs and modules – units on a regular (often annual) basis, five – or – six yearly reviews including contributions from external reviewers, and comparing programs with those offered in similar institutions (Code of Practice for the Assurance of Academic Quality and Standards in Higher Education, Section 4: External Examining, 2004).

Academic appeals and student complaints on academic matters sets out principles for addressing complaints on academic matters (complaints) and appeals on academic matters (appeals) by students in higher education institutions. The term institution is used throughout to refer to all UK bodies providing higher education learning opportunities, qualifications, and awards (Code of Practice for the Assurance of Academic Quality and Standards in Higher Education, Section 5: Academic Appeals and Student Complaints on Academic Matters, 2007).

According to the assessment of students, in higher education, assessment describes any processes that appraise an individual's knowledge, understanding, abilities, or skills. There are many different forms of assessment, serving a variety of purposes. The way in which students are assessed fundamentally affects their learning. Students need to be aware of the purposes and implications of different assessment task, especially the opportunities provided for them to show the extent to which they have achieved the intended learning outcomes of a module or program. It is important that students know whether the outcomes of each assessment are to be used for formative and/or summative purposes (Code of Practice for the Assurance of Academic Quality and Standards in Higher Education, Section 6: Assessment of Students, 2006).

The section of program design, approval monitoring, and review provides a set of precepts, with accompanying explanation, on the arrangements for program design, approval, monitoring, and review that institutions should consider when developing and reviewing their procedures. The processes used by institutions should foster creativity, and encourage a culture of continuous enhancement of provision (Code of Practice for the Assurance of Academic Quality and Standards in Higher Education, Section 7: Program Design, Approval Monitoring, and Review, 2006).

Career education, information, and guidance intends to help higher education institutions to ensure both that they are meeting students' expectations in respect of their preparedness for their future career, and that they are producing graduates equipped to meet the demands of the employment market of today and tomorrow. It does so by seeking to ensure that institutions have a strategy for career education, information, and guidance that is adequately quality assured. Students in higher education need clarity about their entitlements to career education, information, and guidance, and confidence in the student-centered values underpinning the provision of career education, information, and guidance. It also stresses the importance of integration, coherence, and internal collaboration as part of an institution-wide commitment to preparing students for their future career (Code of Practice for the Assurance of Academic Quality and Standards in Higher Education, Section 8: Career Education, Information, and Guidance, 2001).

Work – based and placement learning is concerned with arrangements made for identified and agreed learning that typically takes place outside a higher education institution. It is usually undertaken as part, and very occasionally the whole, of a program or study. Arrangements to provide work – based and placement learning involve a wide range of partners. An awarding institution's relationship with its partner(s) can vary in terms of the

nature of the learning opportunities provided (Code of Practice for the Assurance of Academic Quality and Standards in Higher Education, Section 9: Work – based and Placement Learning, 2007).

Admissions to higher education intends to help institutions to assure themselves and others that the policies and procedures they use to attract, recruit, select, admit, and enroll students are clear, fair, explicit, and consistently applied. The admission of students to higher education is a complex process of interrelated activities. These activities include promotion and marketing of courses to prospective students, their parents, employers, and advisers, identification and recruitment of prospective students to an institution and specific programs of study, selection of applicants suitable for a particular program, offer of a place on a program of study, enrollment of students onto a program of study, and induction and orientation of new students to the institution, department, school, or faculty and program of study (Code of Practice for the Assurance of Academic Quality and Standards in Higher Education, Section 10: Admissions to Higher Education, 2006).

2.6.7 Other QAA Work

QAA works on six more fields which are access to higher education, degree awarding powers and university title, causes for concern in higher education, supporting developments in higher education, international work, and working with students.

The access to higher education diploma enables adults without other qualifications such as A levels to progress to higher education. Regulated by QAA, the qualification is widely by UK universities and colleges. There are over 1,500 different courses leading to the access to higher education diploma. Access Validating Agencies (AVAs) validate and review these courses and award access to higher education qualification to successful students. QAA licenses and monitors the work of AVAs.

QAA advises governments on the merits of applications for degree awarding powers or university title. Applications are considered in the light of the governments' published criteria. It is illegal for a body to award, or claim to award, a UK degree unless it is authorized to do so by the Privy Council.

In 2007, QAA developed procedures for handling causes for concern in England. A cause for concern is defined as any policy, procedure, or action implemented or omitted by an institution that appears likely to jeopardize the academic standards and quality of its higher education programs and/or awards. Causes for concern are different to individual complaints relating to staff employment or personal grievance against higher education providers. QAA has no remit or power to become directly involved in such disputes or complaints.

QAA helps institutions enhance their management of quality and standards by publishing and sharing the intelligence and guidance gained from the full range of its work. Audit and review reports are analyzed to identify themes of good practice and difficulties commonly encountered, with findings published to stimulate discussion and debate and promote improvement.

QAA takes a leading role in international developments in standards and quality, enjoying a close relationship with quality assurance agencies around the world. It works with a wide range of government and other bodies across the UK to inform and support the higher education sector in the light of international developments. Overseas audit activity helps to improve confidence in the work of UK universities and colleges operating internationally. QAA is fully confirmed as a member of the European Association for Quality Assurance in Higher Education (ENQA), established as part of the Bologna Process to encourage and develop the exchange of information on quality assurance throughout Europe.

QAA believes that students should be active participants in their own education and be involved in the higher education sector's approaches to quality assurance and enhancement.

2.7 British Council Accreditation

Accreditation UK (formerly the English in Britain Accreditation Scheme) is a voluntary quality assurance scheme for providers of English Language Teaching (ELT) services in the UK. The scheme is open to language schools, home tuition providers, higher education institutions, international study centers, and independent schools. The scheme operates as a partnership between the British Council and English UK (formerly the Association of Recognized English Language Services and the British Association of State English Language Teaching).

The scheme was established in its present form in 1996 with the coming together of separate quality assurance schemes for private and state sector providers which had been set up under the auspices of the British Council in the early 1980s. The aim of the scheme is to protect international students who are studying or planning to study English language in the UK. This is achieved by external inspection, ensuring that providers that are accredited through the scheme meet agreed quality standards.

2.7.1 The Purpose of the Scheme

The purposes of the accreditation scheme are to:

- develop, establish, and maintain quality standards for English language provision delivered in the UK for international students
- accredit all organizations providing English language courses in the UK which meet the scheme criteria and standards

- provide an assurance of the quality of English language providers accredited under the scheme to international students and their advisers.

The scheme makes sure that organizations provide quality provision, especially on:

- appropriately qualified teachers

- teaching which meets the scheme standards

- accommodation, including home-stays, which is regularly inspected and meets scheme standards

- 24 – hour supervision of juniors

- safe premises, with properly equipped classrooms and areas for relaxation

- brochures and publicity materials which accurately reflect what is provided

- proper emergency procedures, known to staff and students

2.7.2 The Inspection Criteria

The scheme sets overarching standards in four areas of the work of an English language provider. These areas include the management standard, resources and environment standard, teaching and learning standard, and welfare and student services standard.

Management standard involves that the management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the declaration of legal and regulatory compliance. It consists of 31 items focusing on legal and statutory regulations, structure, staffing, and employee administration, administration of students, quality assurance, and publicity.

Resource and environment standard includes that the learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff. It consists of 12 items focusing

on premises in general, facilities for staff and students, learning resources, and learning centers, libraries, and private study areas.

Teaching and learning standard guarantees that the teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programs of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the scheme. It consists of 35 items focusing on academic staff qualifications and experience, academic management and administration, support for teachers, course design and implementation, the management of examination and examination courses, managing student progress, and classroom observation.

Welfare and student services standard provides that the needs of students for security, pastoral care, information and leisure activities, will be met; any accommodation provided will be suitable and the management of the accommodation systems will work to the benefit of students. It consists of 42 items focusing on pastoral care and orientation, accommodation (home-stay accommodation, private home accommodation, residential accommodation, and other), catering, leisure opportunities, and students under 16/18.

Moreover, the scheme has additional criteria for the inspection of home tuition, international study centers, and in-company provision. Additional criteria for the inspection of home tuition consist of 10 items focusing on home tuition register, terms and conditions, placement, and environment.

Additional criteria for the inspection of international study centers consist of 14 items focusing on management and communication, teaching, teacher support, teacher qualifications, curriculum, placement, and publicity.

Additional criteria for the inspection of in-company provision consist of 8 items focusing on managing client expectation, premises, and timetabling and course design.

2.7.3 The Inspection Scheme and Accreditation

Accreditation is awarded on the basis of an inspection which lasts from one to five days, depending on the size of the provision. The purpose of the inspection is to verify that the ELT provision is being carried out in accordance with the agreed standards and criteria. At the end of the inspection, inspectors provide initial oral feedback to the provider. A report is then written, using a pro forma report template.

The report is submitted to, and moderated by, the Accreditation Scheme Advisory Committee (ASAC), who recommends to the Executive Board on one of the following: for new applicants, accreditation and withholding of accreditation; for already accredited providers, continued accreditation, placing accreditation under review pending rectification of particular weaknesses identified in the report, and withdrawal of accreditation.

After the report has been moderated, it is sent to the provider. Reports must remain confidential, but they contain a published statement which providers may reproduce in their publicity.

The scheme requires accredited providers to comply with all applicable laws and regulations.

- providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements
- on initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations
- inspectors will check a random sample of items during inspection and if they find evidence of breach of statutory or other legal requirements, the provider will be

required to submit evidence of compliance confirmed by the appropriate regulatory body

- any breach of the law or regulations will be reviewed seriously by the scheme and may result in the withdrawal or withholding of the accreditation

- any sustained breach of the law or regulations which any accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

The inspection is normally carried out by two inspectors – the reporting inspector and the co-inspector. The inspectors are senior ELT professionals, contracted by the British Council. An inspection for a small provider will last one day, usually with the previous evening being used to visit accommodation. With larger providers, there may be three or four inspectors working over several days. The role of the inspector is to assess the extent to which the provision meets the inspection criteria.

Inspectors will meet with senior staff at least two thirds of the way through the inspection to check the accuracy of their findings so far; this is an opportunity for the provider to correct any misperceptions by providing further information and supporting evidence. There will be a short round-up meeting at the end of the inspection, at which the inspectors will explain what happens next. Inspectors are not able to indicate whether or not accreditation will be awarded or continued, as this recommendation is made by the ASAC.

2.7.4 The Benefits of the Accreditation

The benefits of the accreditation can be divided into two parts. One part is for the accredited providers and one part is for the students.

Its benefits to accredited providers are:

- a visible and explicit commitment to meeting and maintaining quality standards through the use of the "accredited by the British Council marquee

- opportunities for improvement in services through regular inspection and through the sharing of best practice

- accreditation UK is approved for the purpose of sponsorship under the points based system

- promotion in overseas markets by the extensive network of British Council offices in over 100 countries, the work of British Council ELT promotion staff in the UK and overseas, inclusion in the "English in the UK Guide" – the principal print source of information about accredited providers used by the British Council, and inclusion in the ""Education UK Website" – the principal international student recruitment portal.

- inclusion in the list of accredited providers on the "British Council Website"

- access to the accredited zone (password–protected website for accredited providers)

- eligibility for English UK membership.

Its benefits to students are:

- students studying with accredited providers are assured of a level of service defined by the section standards of the scheme which cover management, resources and environment, teaching and learning, and welfare and student services

- students can get redress through an agreed complaints procedure if these standards are not met

- alternative courses can be arranged at no additional cost for students affected by the sudden closure of an accredited provider.

2.8 Turkey and Foreign Language Education

Foreign language education in Turkey can be divided into two periods as foreign language education during and after Atatürk period. In Atatürk period, technical and cultural transfer was realized through translation in order to avoid misunderstanding of the thoughts expressed in a foreign language. By introducing the Law of Unification of Education, Arabic and Persian education were abolished. With this law, teaching a western language became compulsory and this law required the teaching of a second western language as an elective course. These western languages were German, French, English, Italian, and Latin.

In the period after Atatürk, the number of students learning foreign languages increased. As a result of this, the publications on foreign language teaching increased in Turkey and the institutions producing materials in this field gained importance. From 1938 on, foreign language departments were opened in educational institutions to train foreign language teachers. After 1970s, foreign language training colleges were opened under the jurisdiction of the Ministry of National education. In 1939, civil servants had the right of getting language allowance by taking foreign language examinations, which encouraged them to learn foreign languages. Cooperation with foreign countries and institutions began in 1941. Then, in 1955, English was chosen as the first and German as the second foreign language in secondary education institutions. Foreign language education centers were set up by the government in 1970. Later, in 1983, the law on teaching and education of foreign languages was enacted and in 1985, faculties of education were started in the educational institutions along with one-year preparatory programs (Erdoğan, 2003).

2.8.1 Turkey and European Union

Turkey and European Union relationships have a history that dates back to 1959. In September 1959, Turkey applied for associate membership of the European Economic

Community (EEC). An association agreement (known as the Ankara Agreement) was signed in September 1963, aiming at bringing Turkey into a Customs Union with the EEC and to eventual membership. In April 1987, Turkey made an application for full EEC membership. Turkey-European Union (EU) Association Council finalized the agreement creating a customs union between Turkey and the EU in 1995. Then, in December 1997 at the Luxembourg European Council, Turkey was declared eligible to become a member of the European Union and in December 1999, EU Helsinki Council recognized Turkey as an EU candidate country on an equal footing with other candidate countries. The Council adopted the Accession Partnership for Turkey in March 2001. In October 2004, the Commission presented its Recommendation on Turkey's Progress towards accession along with its paper Issues Arising from Turkey's Membership Perspective and in December 2004, the European Council defined the conditions for the opening of accession negotiations. In June 2006, negotiations were opened and closed on the chapter Science and Research, but in December 2006, due to the Turkish failure to apply to Cyprus the Additional Protocol to the Ankara Agreement, the Council decided that eight relevant chapters would not be opened and no chapter would be provisionally closed until Turkey has fulfilled its commitment. The eight chapters were: Free Movement of Goods, Right of Establishment and Freedom to Provide Services, Financial Services, Agriculture and Rural Development, Fisheries, Transport Policy, Customs Union and External Relations. However, later in March 2007, negotiations were opened on the chapter Enterprise and Industry, and in June 2007, negotiations were opened on two chapters: Financial Control and Statistics. In the end of 2007, negotiations on two chapters; Trans-European Networks and Consumer and Health Protection were opened. And finally, in June 2008, negotiations on two chapters; Intellectual Property and Company Law were opened (European Commission Enlargement).

2.8.2 European Union Language Policy

Since the establishment of the Single Market in 1993, multilingualism has been essential if citizens and enterprises are to benefit fully from the opportunities which it provides. Knowledge of languages has become a key factor of employability and mobility for citizens and a factor of success for business.

The Council of Ministers meeting in Barcelona in 2002 set the ambitious target of "Mother tongue plus two (foreign languages) for every citizen. This in turn led to an active policy of promoting the learning and teaching of languages, through various European education and training programs.

Building on the success of the European Year of Languages in 2001, the Action Plan "Promoting Language Learning and Linguistic Diversity" (2004-2006) was adopted by the Commission in 2003. It proposed three categories of actions covering language learning as a lifelong activity from pre-school to old age, the quality of language teaching and the creation of an environment favorable to languages.

In the Education and Training work program looking towards the year 2010 the ability to communicate in foreign languages is defined as a key competence. A labor force with practical language and intercultural skills helps European enterprise to compete effectively on the global marketplace.

The year 2008 was declared the European Year of Intercultural Dialogue. Yet another aspect of multilingualism has become the focus of attention, that of languages as an instrument to improve mutual understanding and integration.

There the three strands of the EU's multilingualism policy are:

- encouraging language learning and promoting linguistic diversity in society;
- promoting a healthy multilingual economy;

- promoting social integration though improved knowledge and acceptance of languages (European Commission Multilingualism).

In June 2005, the Commission adopted a communication on the civil-society dialogue between EU and Candidate countries which set out a general framework on how to create and reinforce links between civil society in the EU and candidate countries. According to this communication, a major hurdle on the way of increased cooperation between Turkish civil society organizations and their EU counterparts, particularly as concerns organizations based in the furthermost Turkish provinces, is the lack of knowledge of foreign languages. This problem affects most NGOs (non-governmental organizations), not least in the cultural field, and cuts across all areas covered by this communication. The Commission will therefore support activities aimed at language learning and at the promotion of interpretation and translation into and from Turkish. The Commission will work with Member States' cultural organizations to enable language training, and will identify priority sectors (Civil Society Dialogue between the EU and Candidate Countries, 2005).

2.8.3 Turkey and the Council of Europe

The most concrete cooperation between the European Commission and Turkish Ministry of Education in terms of foreign language teaching started in 1968. A commission was formed so that foreign language education could be given more efficiently and with the contributions of the European Commission, studies have started to revise the educational programs and prepare course books during the period until 1972.

From 1972 on, the series of "An English Course for Turks" for English classes, "Wir lernen Deutsch" for German classes and "Je Parle Français" for French classes were prepared instead of English course books which were written by E. V. Gatenby and which were used in Turkish schools in 1950s and 1960s. With the usage of these course books, it could be

observed that new approaches have begun to be implemented in foreign language teaching which comply with the standards of the Council of Europe's foreign language teaching policies.

The works of improving and modernizing foreign language teaching at secondary education started with the establishment of "Foreign Language Teaching Improvement Center" which is a subsidiary of the Board of Education. The cooperation of this center and the Council of Europe resulted in preparing new foreign language teaching programs and new course books. This newly prepared program was published officially in 1973. It was decided to replace the old programs and course books gradually with the new ones with the beginning of the 1974 – 1975 academic year and to complete this process until 1977.

At the beginning of the 1980s, the works of foreign language teaching programs became the main focal point again, and this time a commission was set up to prepare the program of the Anatolian High Schools. The program that was prepared by the commission was published officially in 1984. This work was followed by the programs prepared for the Anatolian Technical and Vocational High Schools.

It was decided that the graded level system would be applied in foreign language teaching between 1988 and 1990. In order to provide in-service training for foreign language teachers and prepare effective teaching and learning materials, "Foreign Language Education Improvement Center" which is a subsidiary of the Board of Education of the Ministry of National Education was established to make this system work properly and successfully. In 1988, this newly established center started to operate and worked in all over the country. However, the application of the graded level system was stopped at the beginning of the 1989-1990 academic year because the problems growing out of the application could not be analyzed and resolved.

In the beginning of the 1990s, it was decided that intensive foreign language programs would be applied. The main purpose of this application was to make the learners attend a-year long intensive foreign language preparatory class before moving to the high school and to be able to continue the education at the high schools in Turkish. This new application was started in 28 schools in 1992-1993 academic year and extended to 662 schools in the academic year of 1997-1998.

It was decided that the secondary education would follow eight years of basic education in 1997 and the application of the foreign language preparatory class at Anatolian High Schools was abolished. To compensate this situation, it was decided that the foreign language teaching would start in the 4th grade in all elementary schools (Demirel, 2005).

One of the last applications carried out jointly with the Council of Europe in the 21st century was the celebration of the European Year of Languages which was celebrated for the first time on September 26 in 2001 and it aims to celebrate linguistic and cultural diversity and to promote language learning. The general objectives of the European Day of Languages are to alert the public to the importance of language learning and diversifying the range of languages learnt in order to increase plurilingualism and intercultural understanding, to promote the rich linguistic and cultural diversity of Europe which must be preserved and fostered, and to encourage life-long language learning in and out of school, whether for study purposes, for professional needs, for purposes of mobility, or for pleasure and exchanges (What is the European Day of Languages).

It is known that there are 150-200 different languages spoken in Europe. According to the results of a research conducted among the citizens of 15 countries that are the members of the European Union, %89 of the learners learnt English, %32 learnt French, %18 learnt

German and %8 learnt Spanish as a foreign language. The results of the same research reveal that more than %50 of the citizens of these countries are multilingual.

According to the norms of the European Union it is expected that the younger generation of Europeans will learn at least three languages. It is expected that the citizens of the European Union will learn at least two European languages apart from their mother tongues at proficiency level and it was decided that the necessary help needed would be provided for the citizens.

The Council of Europe is working hard in order to promote plurilingualism throughout Europe and it is regularly organizing seminars and carrying out projects focusing on this new concept "plurilingualism". One of the most important and common project that is about language education policy is carried out by the total 48 members of the Council of Europe and this project is called the European Language Portfolio.

2.8.4 Turkey and the European Language Portfolio

The European Language Portfolio was started in Turkey in 2001 with the approval of the Board of Education of the Ministry of National Education. This project was primarily put into practice at private schools, in other words at schools with intensive foreign language education such as private Turkish schools and Anatolian High Schools, and it was decided that the project would also be gradually put into practice at public schools. As the first phase of the project, 20 state schools and four private schools located in Ankara and Antalya were chosen as pilot schools and the project was put into practice at these schools. In 2004, the number of the schools for this pilot study was increased to 30 and after 2005 the number of the schools began to increase gradually throughout the country.

30 schools, 60 teachers, and 1357 learners participated in this project. The teachers of these schools were provided with in-service trainings about European Language Portfolio and

the project was introduced to the teachers in detail. The example projects of other European countries were examined carefully, the language descriptors were analyzed and the process of the application of the project was arranged by taking everything into account.

After four seminars had been held on this project, the Board of Education formed a working group, and this group developed a model of European Language Portfolio for the learners aged from 15 to 18. This newly developed and prepared model of European Language Portfolio was sent to the pilot schools at the beginning of the academic year of 2002-2003 and the project started to be put into practice. To get validation for this model of the European Language Portfolio, the model was submitted to the Council of Europe in May 2003. As being one of the 48 members of the Council of Europe, Turkey was able to submit its model on time and was one of the first 15 countries to submit the project to the Council of Europe on time. The European Validation Committee which approves the validation of the European Language Portfolios prepared by European countries analyzed the portfolio of Turkey. The European Validation Committee approved the portfolio and validated this portfolio with the accreditation number 47.2003 (to find the list of validated European Language Portfolio models see: http://www.coe.int/T/DG4/Portfolio/?L=E&M=/main_pages/ portfolios.html).

The European Language Portfolio Council of Europe Seminar is an event conducted by the Council of Europe and aims to address issues relating to the further development and implementation of the European Language Portfolio. This seminar was held in Istanbul, Turkey on 23-25 October 2003 and this seminar was sponsored by the Ministry of National Education, the Turkish National Education Foundation, and the Association of Turkish Private Schools.

Ankara University was the first institution to develop and implement a European Language Portfolio model for adult learners and this model was validated in 2004 with the accreditation number 56.2004. With the beginning of the 2004-2005 academic year, the Board of Education formed two separate committees and continued to work on the European Language Portfolio. One of these committees aimed to develop a new European Language Portfolio model for learners between the ages of 5-9 and 10-14. The model of Bilfen Schools and the Board of Education for learners aged from 10 to14 were validated by the European Validation Committee with the accreditation numbers 79.2006 and 80.2006. Also, Bilfen Schools developed a model for learners aged from 5 to 9 and this model was also validated with the accreditation number 85.2007 (Demirel, 2005).

2.8.5 The Ministry of National Education and the Council of Europe

The Ministry of National Education has been working in cooperation with the Council of Europe for a long time and with the recent improvements in the relations between Turkey and the European Union, there has been a need to make the necessary changes and adaptation of the Turkish education system in foreign language education.

The vision of the English Language Teaching program aims to help students to become individuals who can

- develop knowledge, skills and attitude,

- maintain a continuous progress by learning to learn,

- relate the learning with the field of subjects,

- apply learning in real life situations,

- read, write, speak and listen,

- comprehend his/her responsibilities for himself/ herself and the others,

- develop a sense of success and social responsibility with himself/herself, his/her environment and outer world ,

- use the technology,

- continue life-long learning attitude as an individual

- identify cause and effect relationships, make decisions and solve problems by using thinking skills

- by meeting their needs through using English as a means of communication and improving themselves socially through learning about different cultures.

The aim of the foreign language teaching is, in accordance with the general objectives of Turkish National Education, to enable students to

1. enjoy learning a foreign language,

2. learn about the target-language culture,

3. recognize the cultural values of the English-speaking countries,

4. show tolerance and respect for the differences by realizing their own values,

5. transfer their own cultural values to foreigners,

6. learn about different cultures through written and oral works,

7. improve their skills like expressing themselves, communicating, cooperating and solving problems,

8. improve themselves individually, socially and culturally,

9. improve their listening, speaking, reading and writing skills,

10. enrich their vocabulary in the target language,

11. improve their learning skills with the help of information technology,

12. adapt to the criteria mentioned in Common European Framework of Reference for languages,

13. be determined to use a foreign language by believing in the necessity of learning a foreign language (Ortaöğretim Kurumları Genel Liseler 9. Sınıf İngilizce Dersi Öğretim Programı, 2007).

2.8.6 Turkey and Quality of Education

The Turkish Secondary Education system is controlled, managed, and assessed by the Ministry of National Education of Turkish Republic. The Ministry of National Education started to focus on the quality of education in November 1999 since Turkey was announced as a candidate country for the European Union membership by the Council of the European Union which was held in Copenhagen. The Council declared clearly and accurately that Turkey will be recognized as a candidate on equal footing with other potential candidates. A candidate country is responsible for making the necessary changes in its system on various fields and education is one of these fields because the main focus of the education policy of the European Union is to increase the cooperation and unity among the member countries. All of the member countries must provide the same type of education having the same quality. Therefore, the Ministry of National Education of Turkish Republic has been working to increase the quality of education.

The quality policies of the Ministry of National Education can be summarized as:

- to apply an education and management approach that aims to increase the happiness of the learners, parents, teachers, employers, and the society in general

- to increase the culture and the awareness of democracy by allowing the peers of the education to contribute and take part in the decision – making process

- to develop all the citizens' knowledge and skills through education regardless of their language, religion, race, and sex by providing equal opportunities in education

- to focus on raising citizens with good characters

- to raise citizens that will be able to deal with and find solutions to the economical, cultural, and social problems that the humankind is facing

- to contribute to the peaceful environment that the humankind needs by evaluating the knowledge and cultural background of the humankind through a common way of wisdom and education

- to be able to reach for the excellence by focusing on the education and the processes of education

- to make an effective use of the sources dedicated to education, especially the source of human

- to raise individuals who are the participants of the contemporary civilization

- to contribute to the raising of good men, good citizens, and good professionals

- to contribute and respect for the existence of a habitable and sustainable environment

- to contribute to the society's intellectual and ethical purity

- to remove all the obstacles so that human can learn and realize themselves

- to contribute to the existence of qualified labor force required by the business world

- to observe the universal principles of education (MEB Toplam Kalite Ödülü ve Başvuru Şekli).

2.8.7 Quality Assessment and Control of Turkish Educational Institutions

The inspections of the schools aim to evaluate and assess the education mainly from the point of the total quality and the target aims, to enable the schools to keep in touch with

the Ministry of National Education, and to provide the necessary feedback so that the educational institutions can make the necessary changes and adaptations in their system in order to fit themselves to the needs of the contemporary education system. The inspections of the Turkish Educational Institutions are carried out by the Committee of Inspection which is a sub-unit of the Ministry of National Education. The Committees of Inspection are located in big cities and they consist of a president, a head inspector, an inspector, and some inspector assistants. This committee is directly subsidiary to the Minister of National Education. The main duties of the committee are investigation and analysis, inspection (of the lessons and the institution), guidance and counseling, and inquiry (pre-investigation and discipline) (Taş and Günel, 2007).

The Committee of Inspection is located in Ankara and it has two offices in Istanbul and Izmir. In October 2007, it was declared that the Committee of Inspection had 284 inspectors. There are 148 inspector assistants, 27 inspectors, and 109 head inspectors. This committee aims to apply the total quality management in the education institutions by understanding and evaluating the changes and improvements of the Age of Information, to improve the quality of the employees by providing in-service trainings, to guarantee the satisfaction of the learners and their families, and to use the data collected effectively in the decision making process (Kasapçopur, 2007).

The inspection of the institution is done in order to get an overall idea of the running of the school by analyzing the education and management processes of the institution. Some of the aims of the institutional inspection are to inform the institutions about the novelties and changes in the system, to find out the reason for the problems and provide guidance and counseling to overcome these problems, and to develop the teaching and learning activities in accordance with the latest improvements. The inspection of the institution involves the

physical location and situation of the school, its teaching and learning situation, administrative work, register office, personnel affairs, accounts, and the properties and the circulating capital affairs. According to Taymaz (1982, as cited in Taş and Günel, 2007), the main areas covered in the institutional inspection are school management, personnel affairs, student affairs, teaching affairs, and education affairs.

The school inspections are carried out by an inspection team. This team organizes its work according to monthly and annually prepared schedules. The inspection team is responsible to inform the institution about the inspection one week in advance. When the school is visited for the inspection, the school's inspection records and previous inspection reports are analyzed to find out if the same problems remain to exist or have disappeared or if any improvements or developments have occurred. While inspecting the schools, it is also necessary to inspect the administrators and the teachers. The Ministry of National Education has decided that the institutions, administrators, teachers, and the other personnel have to be inspected at least once a year with the purpose of inspection or guidance and counseling. However, the secondary education institutions could be inspected at least once in every three years because the secondary education inspections are carried out by the inspectors of the Committee of Inspection which is directly subsidiary to the Minister of National Education. During the inspection, there are three important phases. The first phase is the planning of the inspection where the emphasis is on deciding the purpose of the inspection, recognition of the institution, deciding the factors to be observed, preparing the observation forms and doing the division of tasks. The second phase is the application of the plan which emphasizes the provision of cooperation, observing and inspecting as it is decided to be done by the Ministry, filling out the observation forms accurately and carefully, and applying the precautions and controlling them. The last phase is evaluation and involves four important items which are the

evaluation of the observation results, meeting arrangements, the arrangement of the inspection reports and recording the inspection (Taş and Günel, 2007).

When the inspection is finished, the inspection team is expected to prepare a report of the inspection. This report which is prepared by the Ministry of National Education is filled out carefully and accurately. In this report, the strengths and weaknesses of the institutions and the staff are specified, the rewards for excellence or guidance and counseling for weaknesses are recommended, and the requirements of the institutions are appointed and recommendations are provided so that these requirements could be supplied. These reports are supposed to be written and filled out in 15 days and then to be presented to the Presidency of the Committee of Inspection (Taş and Günel, 2007).

Taymaz (1982, as cited in Taş and Günel, 2007) explained that lesson observation is a type of inspection carried out during or apart from the school inspections and aims to evaluate the competence, works, and the teaching methods of the teachers, the teachers' competence in applying them, and the level of the learners' follow-up with the lessons. During the lesson observations, the works of the lesson being observed is evaluated and assessed. Another important point of lesson observation is to find out to what extent the teacher has been able to follow and apply the syllabus and the curriculum. The teacher's ability to prepare the exams, asking and organizing the sequence of the questions, the homework assigned to the learners and the teacher's care and attention in assessing them, the level of ability and knowledge that the learners have learnt and acquired with the help of the teacher, and the success of the teacher in guiding the learners to self-study are also inspected and evaluated in the lesson observations. As the lesson observation is carried out in the classes, auditoriums, and labs which are a part of the school, their physical properties are also inspected. However, lesson

observation is mostly associated with inspecting the teachers and their teaching activities and styles. The inspection of the teachers is mostly carried out for several reasons:

- to obtain information on the success level of the education

- to appoint the positive behaviors

- to stimulate the teachers to do their best

- to provide guidance and counseling to secure uniformity in education

- to improve the teaching methods and techniques applied in the institution

- to assist in the provision and usage of the teaching equipments

- to assist in the assessment and evaluation of the learners' success by using scientific methods

- to guide the teachers to solve and overcome the problems they encounter

- to improve and guide the precautions taken against the learners with the need for special treatment and education

- to appoint the educational leadership in the classroom and environment.

During the observation, the inspectors fill out the "Teacher Inspection Form" and use the scale in this form which was prepared by the experts working for the Ministry of National Education. It is also necessary to pre-plan the lesson observation, to meet the teacher to be observed in advance and to inform the teacher about the observation time. The inspectors usually enter and leave the classroom together with the teacher. The inspector tends to behave as a member of the class not to distract the attention of the learners and the flow of the lesson.

However, the inspection system of Turkey is different from the systems of other European systems. For example, when the inspection systems of Turkey and England are compared, there are some striking differences between the two countries. Firstly, the

Committee of Inspection is a subsidiary of the Ministry of National Education, but in England the inspections are carried out by OFSTED which is an independent organization from the Ministry. Secondly, in England the parents of the learners can actively take part in the inspection process and the school is responsible for informing the parents about the inspection schedule. The parents can fill out the school inspection survey which is provided by the inspectors. On the other hand, in Turkey, the parents are not informed about the inspection and they cannot take part in the inspection process. Thirdly, while the schools in England have been inspecting themselves internally for many years and this internal inspection has been developed and supported by the government and the Ministry, in Turkey internal inspection has been a pilot study for many years and internal inspection have not become a part of the overall inspection concept. Also, the two systems differ in terms of the results of the reports. In England, if the inspection results of a school are not satisfactory enough, the observation of that school continues for a while and if no progress has been made, the school is shut down by the Ministry of Education. However, in Turkey no school has been shut down due to unsatisfactory inspection results or showing no progress for improvement.

The systems also show some similarities. In both countries, the inspectors have the responsibility of informing the school about the inspection schedule and dates. Also, the inspectors in Turkey and England have to fill in various inspection forms and then write a report about the school according to the data in the form. Finally, it can be observed that both of the countries adopt a participating method. The inspectors are trying to guide the teachers, administrators, and institutions for improvement and development. They do not only try to find out their weaknesses, but they also try to appreciate their strengths and make suggestions for their development and improvement (Taş and Günel, 2007).

CHAPTER III

METHODOLOGY

As people are constantly in touch with people with different languages and cultures, foreign language learning has become an important concept in the 21st century and competence in one or more languages is not only essential, but also rewarding for the careers of working people. This issue has resulted in the opening of numerous language schools and institutions together with formal education institutions offering foreign languages in their curriculum. The issue of quality in education has gained a lot of importance throughout the world and especially in Europe where various quality assurance agencies are inspecting the schools in the area of foreign language education and because Turkey has become a candidate country for the European Union membership, the Turkish education system must follow the main principles of the European education system in order to increase the cooperation and unity among the members of the Union. All the members are responsible for the delivery of the same type of education having the same quality. Since 1999, the Ministry of National Education has been working on improving and making the necessary changes on the system of education. The aim of this qualitative study is to discover the inspection process of the Turkish Education System in the aspect of quality and to find out the English language teaching quality criteria in Turkish secondary education.

The main research question of this qualitative study is:

To what extent the secondary education institutions in Turkey are able to apply the quality criteria of EAQUALS in English language teaching?

In this chapter, the methods and the procedures which were used for the purposes of the study, the research question, setting, participants, data collection instruments and data analysis methods are explained in detail.

3.1 Setting

The pilot study of this qualitative study was conducted at a private high school located in the center of Istanbul. The pilot study lasted for two weeks and it was carried out in the first term of the 2009-2010 academic year.

After the pilot study, the qualitative study was conducted at a private high school and an Anatolian high school which are located in the center of Istanbul. The study lasted for two months and it was carried out in the second term of the 2009-2010 academic year.

3.2 Subjects of the Study

The school where the pilot study was conducted is a private high school in the center of Istanbul and it was established in 1985. It aims to raise self-confident, success-oriented, and respectful students and tries to help them to succeed in the university entrance exam. The school building consists of a 4-storey building with science, chemistry, biology labs, 17 classrooms, a sports hall, and a conference hall. Unfortunately, the school does not have a foreign language lab. The school employs 6 English teachers and two of them are native speakers. There are 185 students in this school. It is an English medium school; however, a second foreign language, German, is also taught when the students are on the 6th grade.

The first school where the study was conducted is also a private high school in the center of Istanbul and it was established in 1989 to provide scientific education to the students. The school is a 4-storey building with science, chemistry, biology, computer labs, 23 classrooms, a sports hall, and a conference hall. Unfortunately, this school also does not have a foreign language lab. The school employs 13 English teachers and six of the English teachers are native speakers. There are 350 students in this school. It is also an English medium school; however, a second foreign language, German, is also taught when the students are on the 6th grade.

The second school where the study was conducted is an Anatolian high school in the center of Istanbul and it was established in 1938. It aims to raise contemporary and knowledgeable students so that they can adopt themselves to the innovations easily. The school consists of a 4-storey building with science, chemistry, biology, foreign language labs, 24 classrooms, a sports hall, 2 conference halls, and a multi-purpose hall. The school employs 10 English teachers; however, none of the teachers are native speakers. There are 720 students in this school. Two foreign languages are taught at the school. English is the compulsory foreign language and German is the selective foreign language.

3.3 Research Design

The present study employs a naturalistic approach as the research design in order to answer the research question. The word naturalistic comes from ecological approaches in biology. Researchers enter and spend considerable time in the setting (Bogdan and Biklen, 1998). In this study, the term naturalistic approach means that the data was collected in the natural setting of the school, the teachers and the learners. The researcher chose naturalistic approach as the researcher aimed to collect the necessary data in the natural environment of the participant in this qualitative study and the naturalist paradigm is most frequently used in qualitative studies.

The research started with a pilot study. A private high school was chosen randomly to conduct the pilot study. For the main study, an Anatolian high school and a private high school were chosen randomly to investigate and answer the research question. The reason of choosing a private high school and an Anatolian high school is that, it is known that the private high schools and the Anatolian high schools in Turkey focus on foreign language education and it was assumed that these schools would apply the quality criteria of EAQUALS in foreign language learning and teaching much better than the other schools.

This study will enable the researcher to see the results of quality language service of both schools and a report could be prepared.

3.3.1 Instrumentation (Data Collection)

The data of this study was collected through four main research instruments: the EAQUALS Inspection Checklist, observation, interview, and document analysis, and their advantages and drawbacks were discussed.

3.3.1.1 EAQUALS Inspection Checklist

In this qualitative study, the quality criteria of English language teaching in Turkish secondary education are examined. While doing the examination, the inspection checklist of EAQUALS (see Appendix A) was used. There are also some other inspection checklists such as the checklist of the Quality Assurance Agency for Higher Education or the checklist of the British Council Accreditation. There are two main reasons for choosing the inspection checklist of EAQUALS. The first reason to choose the EAQUALS' inspection checklist is that it can be used at any school over Europe. However, the inspection checklists of the Quality Assurance Agency for Higher Education and the British Council Accreditation can only be used at schools in the United Kingdom. The second reason to choose the EAQUALS inspection checklist is that while the inspection checklists of the Quality Assurance Agency for Higher Education and the British Council Accreditation can only be used at higher education institutions, the EAQUALS inspection checklist can be used at primary, secondary, and higher education institutions. Since this study is conducted in Turkey (in Europe) and at two secondary education institutions (not higher education institutions), it was decided that the most suitable inspection checklist for this study would be the checklist of EAQUALS.

The EAQUALS inspection is the means of ensuring that EAQUALS schools are delivering the level of quality specified in the Charters. The inspection scheme sets out in

detail the 162 points that must be checked before a school can be accredited. However, it is very difficult to check all these points due to various reasons, so it was decided to check 26 points out of these 162 points. These inspection points were chosen randomly and they were determined after a pilot study had been conducted at a private high school in Istanbul. These 26 points were chosen from the student charter, staff charter, and the code of practice and they include:

Student Charter

- specification of methods (in publicity and to students)

- staff awareness of methodology

- attention to individual needs

- use of resources

- observation of legal requirements

- independent inspections to maintain standards

- accuracy and veracity of information

- written guidelines and procedures of efficient administration and auxiliary services

- accessibility of information (library, computer labs, internet facilities)

- accommodation services

- leisure, social, and sport programs

- specification of course contents

- appropriateness of learning aims

- formats and procedures of assessment and its compatibility with teaching

- qualifications, experience, and competence of the teachers

- qualifications, experience, and competence of the managers

- management of teacher absence

- staff planning and review meetings

- regular observation of the teaching activity (procedures, uses, follow-up)

- help with learning problems

  Staff Charter

- staff contract (existence of the written contract, form of the contract, and its clarity)

- general fairness of the terms (salary and scales, overtime payments, length of contract, working and teaching hours per week, paid holiday entitlement, sickness, maternity, family and compassionate leave, pension and severance pay arrangements, unpaid leave of absence, social security contributions)

- clear procedures for dealing with staff grievance, disciplinary problems, and dismissal procedures

- appropriate workspace and facilities for staff (lighting, ventilation, equipment, general comfort)

- staff training and development

  Code of Practice

- ventilation, lighting, and appearance of the building, classrooms, labs, self-access centers, toilets, staff room

3.3.1.2 Observation

The first data collection method used in the study was observation. Observation is one of the most frequently used data collection instrument among qualitative studies. The researcher decided to use observation in this study since observation enables the researcher to watch the teacher, the learners, and the classroom in their natural setting very carefully.

Qualitative observation occurs in naturalistic settings without using predetermined categories of measurement or response. The researcher is interested in observing people's behaviors as they naturally occur in terms that appear to be meaningful to the people involved (Mertens, 1998, p. 317).

Observation is one of the most common ways of data collection in qualitative research in which the researcher usually observes various simultaneous behaviors. In second language acquisition research, the purpose of using observation as a tool is to gather information on how learners use language in different settings, to study the process of language learning and teaching in the classroom and to study teachers' and learners' attitudes (Seliger and Shohamy, 1989, p. 162).

The major strengths of observations can be that they permit the study of a phenomenon at close range with several variables present in the context. However, closeness may cause biases which can affect the objectivity of the researcher. Moreover, the presence of the researcher as the observer in the research situation may change the behavior of the participant being observed (Seliger and Shohamy, 1989, p. 162). In order to avoid these biases, student teachers of a private university were asked to observe the same teachers so that the reliability coefficients of the observations could be calculated.

Spradley (1980) (as cited in Mertens, 1998, p. 317-318) identifies five types of participation during the observations: nonparticipation, passive participation, moderate participation, active participation, and complete participation.

In this study, non-participant observation was preferred as the main aim was to collect the data in the natural setting without any interruption or discomfort caused by the observer. 11 points were observed during the observations (see Appendix B).

3.3.1.3 Interview

The second data collection method used in the study was interview. Interview is also another valuable data collection instrument frequently used in qualitative studies. The researcher decided to use interviews in this study because interviews would enable the researcher to collect the data that could not be collected through the observations. McCracken (1988) (as cited in Mertens, 1998, p. 321) declared that although observation allows collection of data through the researcher's direct contact in the setting, it is not always possible to have intimate, repeated, and prolonged involvement in the life and community of the respondents.

Lodigo, Spaulding, and Voegetle (2006, p. 121) stated that interview is another frequently used method in educational research. The purpose of the interview is to gather information with the pre-set or unplanned questions by talking to the participant. Many qualitative interviews are conducted one-on-one when the researcher's aim is to determine the participant's feelings and reaction to an event.

Like many research methods, interviews can have some advantages and disadvantages. One of the advantages of the method is that interviews are personalized, so they give in-depth information. In addition, they permit free response and flexibility which cannot be obtained by any other procedures. Most of the information gathered during the interviews is incidental and appears during the interviews (Seliger and Shohamy, 1989, p. 166).

On the other hand, interviews can have certain disadvantages, too. Interviews can be time consuming, costly, and difficult to administer. They require good interviewing skills and training. Moreover, the data collected in this way may be subjective and cause personal bias. Furthermore, the rapport between the interviewer and the interviewee may also cause dishonest responses (Seliger and Shohamy, 1989, p. 166). In order to avoid these biases in the

main study, a pilot study was conducted to train the researcher in interview skills. Also, the answers of the participants were compared to the other participants' to avoid subjectivity.

Interviews have different types according to their purposes, structures, and administration (Ozek, 2000). These types can be categorized as structured interviews, semi-structured interviews, and unstructured interviews.

In the present study, semi-structured interview was used as the responses of the participants allow the researcher for more interactions and the respondents were able to direct the interview with their responses. Although the course of the interview was mainly guided by the researcher, the interviewees also retained some control on the direction of the interview with their responses. 26 questions were asked during the interviews to the participants (see Appendix C).

3.3.1.4 Document Analysis

The third data collection method used in this study was document analysis. Document analysis is another form of data collection method frequently used in qualitative studies. The researcher preferred to use document analysis in order to access information through written or printed materials and documents. While their use as an auxiliary is most common, increasingly, qualitative researchers are turning to documents as their primary source of data (Bogdan and Biklen, 1998, p. 57).

Document analysis can also have various strengths and weaknesses. As documents clearly fit the criteria of using data rich in description, it has to be examined carefully to what extent the researcher uses them in a manner that is naturalistic, inductive, and concerned with the process of meaning construction for those who produce or use them. Another important issue of the documents is their availability. Researchers often come across with problems such as not being able to find the documents or having too few (Bogdan and Biklen, 1998, p. 57-

58). During the study, the participants were very helpful to share the documents and the researcher was able to collect the necessary data easily.

There are three main types of documents to consider: Personal documents, official documents, and popular culture documents (Bogdan and Biklen, 1998, p. 58). Official documents are produced by schools, and other organizations, like groups and companies for specific kinds of consumption. These official documents mainly include memos, minutes from the meetings, newsletters, policy documents, proposals, code of ethics, dossiers, students' records, statements of philosophy, news releases, brochures, pamphlets, and the like (Bogdan and Biklen, 1998, p. 137).

In this qualitative study, official document analysis was used as these documents would add very valuable information and data about the school in different aspects. The documents analyzed included the curriculum, the syllabus, the lesson plans, the books, the exams, minutes of the meetings, the contracts, and the student records and these documents were analyzed in detail.

3.3.2 Procedure

Firstly, a pilot study was conducted at a private high school in Istanbul. The reason of conducting a pilot study was that the researcher would train himself in applying different data collection instruments, to test the items, and to examine whether the items were able to collect the data necessary for the study. During the pilot study, the inspection points to be used were chosen randomly and they were determined after the pilot study had been conducted at a private high school in Istanbul. The school for the pilot study was chosen randomly and the school where the pilot study was conducted is located in Istanbul. The pilot study was conducted in the first term of the 2009-2010 academic year.

After the pilot study, the main study started. The observations were conducted in the 9th, 10th, and 11th grade classes of the schools, but not in the 12th grade classes because the 12th grade classes consisted of learners who are in the preparation for the university entrance exam and in these classes; learners usually study and revise for this important exam. The English lessons of the 9th, 10th, and 11th grade classes had been observed for 4 weeks and the necessary data for the inspection points was collected. Teacher A and B from School A and Teacher E and F from School B were observed four times by the researcher. In addition, student teachers of a private Turkish university were asked to observe the same teachers in both schools twice for the reliability of the observations.

The head of the English department of both schools were firstly interviewed. Then, four English teachers from each school (Teacher A, B, C, and D from School A and Teacher E, F, G, and H from School B) were interviewed right after the observations are conducted by using the semi-structured interview technique to collect the data necessary for this study. The questions were asked in the same order to the participants and their answers were recorded. Then, the records were transcribed and the necessary data for investigating and answering the research question was obtained.

The researcher collected various documents while the observations took place. These documents included the curriculum, the syllabus, the lesson plans, the books, the exams, the minutes of the meetings, the contracts of the staff, and the student records and these documents were analyzed very carefully.

3.3.3 Data Analysis

The results of the observations were collected and the collected data was analyzed by using pattern coding in order to answer the research question of the study.

The recorded interviews were transcribed and there were two phases of the interview analysis. The first one was pattern coding which enables the researchers to study human behavior. The next one was the reliability checks of the interviews which included the intra-coder and inter-coder reliability coefficients.

The collected documents were analyzed carefully by using pattern coding.

CHAPTER IV

RESULTS AND DISCUSSION

This chapter presents the results of the analysis of the data collected through the observations, interviews, and document analysis. First, the results of the observations are presented. Next, the results of the interviews are presented. And finally, the results of the document analysis are presented.

The Anatolian high school will be referred as School A and the private high school will be referred as School B in the result and discussion chapter.

4.1 Results of the Observations

The observations involved 10 items taken from the student charter, staff charter, and the code of practice. Below are the results taken from the pattern coding of the notes taken during the observations.

Student Charter

- **Specification of methods**

In School A, the results of the observations showed that the method used in English language teaching seemed to be the Direct Method which originated from the view of application of naturalistic principles in language learning. In the Direct Method, the teachers aim to teach speech and listening comprehension, emphasize correct pronunciation, grammar, and conversational skills, and try to encourage the direct and spontaneous use of the language. Since the teachers aim to teach accurate pronunciation and grammar, the lessons are quite teacher centered, the teachers have the overall control of the lesson and the learners are usually passive. Teachers try to facilitate the learners by question and answer sessions where they mostly pay attention to their grammar, pronunciation, and conversational skills. In

School A, it was observed that during the lessons, the teachers frequently emphasized the accurate usage of grammar and pronunciation, the lessons seemed to be usually teacher centered where the teacher had the control of the class and the learners were listening to their teachers and were passive. The teachers generally used question and answer sessions to check the learners' usage of grammar and pronunciation. Also, in the lessons the classroom instructions were conducted in the target language (English) and mostly the everyday words and sentences were taught. Because these are some of the common features of the Direct Method, the researcher assumed that School A was basically using the Direct Method in English language learning and teaching.

In School B, the results of the observations indicated that the method used in English language teaching seemed to be the Communicative Language Teaching which started from a theory of language as communication. The goal of language teaching is to develop the communicative competence which involves grammatical, sociolinguistic, discourse, and strategic competence. The main focus points are meaning, dialogues, contexts, effective communication, improving communicative competence, fluency and acceptable language, and interaction between the learners. Teachers try to facilitate the learners by text-based and task-based materials where they mostly pay attention to their fluency, use of language and communicative competence. In School B, it was observed that during the lessons, dialogues usually played an important role for communicative functions, teachers generally focused on learning to communicate rather than language learning and they sought comprehensible pronunciation, and the teachers most frequently used pair group and group work activities in the lessons. Also, the teachers paid importance to the variation of the materials and the materials mostly included communicative activities. As a result of the observations, the

researcher was able to assume that School B was tending to use the Communicative Language Teaching in English language learning and teaching.

- **Staff awareness of methodology**

In School A, the results of the observations demonstrated that all the teachers are aware of the methodology. During the lessons, it was observed that the teachers usually focus on the accuracy of grammar and pronunciation and the learners with errors are immediately corrected as this methodology requires the learners to have correct grammar and pronunciation usage. Also, the teachers generally conduct the classroom instruction in the target language (English) and usually everyday vocabulary and sentences are taught during the lessons. The teachers build up oral communication skills around question and answer exchanges where they seek for the correct usage of grammar and pronunciation. And most frequently the English lessons in School A are teacher centered and the teachers tend to have the overall control of the classroom during the lessons where the learners are passive. The problems the teachers face during the application of the methodology are discussed in group meetings because Direct Method is a very teacher dependent method and it requires teachers who are native speakers or who have native-like fluency as teachers try to avoid the usage of the learners' native language in the classroom. The teachers together try to find solutions to the problems they face with the help of the head of the department.

The results of the observations conducted in School B revealed that all the teachers are aware of the methodology as during the lessons they mostly focus on the needs of the learners and become need analysts, they try to help the learners to overcome their learning problems and difficulties and become counselors, they are communication facilitators and they try to force the students to communicate in English as much as possible. To be able to achieve the goal of communication, the teachers frequently use various materials and activities which

engage the learners in communication and require the use of communicative processes such as information sharing, negotiation of meaning, and interaction. These activities generally focus on completing tasks that are mediated through language or involve negotiation of information and information sharing. For these reasons, the teachers usually use pair work and group work activities in order to facilitate communication among the learners. Teachers usually pay attention to the dialogues as they center on the communicative functions of the lesson. Since the teachers seek for fluency and acceptable language, the errors of the learners are not corrected unless the communication breaks down. Also the books they are using are designed according to the features of the Communicative Language Teaching Method and teachers make use of these books as well. Any problems that the teachers come across are discussed in the department meetings.

- **Attention to individual needs**

An important topic that the second language acquisition researchers have been working on for many years is individual learner differences. The studies have stated that there are mainly seven individual learner differences which include beliefs, affective state, age, aptitude, learning style, motivation, and personality (Ellis, 1995, p.522-523). Each of these differences means that the learner will have different needs to be fulfilled so that the individual learner can be successful in the language learning process.

In School A, the results of the observations showed that the teachers mostly tend to pay attention to the individual needs of the learners although they have heavy workload and crowded classrooms. The teachers always try to motivate the learners to focus on the lesson by bringing a variety of activities and exercises to the classroom. They are keen on choosing activities and exercises that may catch the learners' attention and raise their motivation. Also, these activities and exercises are designed for learners with different learning styles. Of

course it is very difficult to satisfy all the learners at the same time, but the teachers in School A work really hard to bring variety to the classroom to meet the individual differences and needs of the learners. Also, the teachers try to establish good relationships with their learners and it was observed that they sometimes have individual talks with the learners (especially the learners who are shy and have self-confidence problems) to understand their needs and help them in the language learning process. The teachers usually keep an eye on these learners and pay extra attention to them. In addition, the teachers try to do something for the weak learners or learners with learning difficulties and they have started a grammar club for them. This club is compulsory for the weak learners and it is held once a week for two hours. The teachers appoint the weak learners or learners with learning difficulties and guide them to attend the grammar club.

In School B, the results of the observations indicated that the teachers usually pay attention to the individual needs of the learners. Because it is a private school, the classes are not very crowded and the teachers are able to pay more attention to the learners and their needs. One advantage of this school is that most of the learners in the secondary education classes come from the primary education classes of the same school, so a lot of information about the students has been collected during eight years by the teachers and counselors, so when the learners start the 9th grade, the teachers know many things about them. In addition, a diagnostic test is made in the 8th grade before the learners starting the 9th grade and more accurate information about the learners is acquired. The materials and exercises are quite motivating for the learners. These materials and exercises require the learners sometimes to work on their own, sometimes with their peers, sometimes with their group, and sometimes with their teacher. The topics of these materials and exercises are usually the ones that may easily catch the attention of the learners. The teachers also provide various visual materials

and realia for learners with different learning styles. As the classes are not crowded, the teachers can easily get in touch with the learners and pay individual attention to each learner. The teachers frequently pay attention to the introverted learners and they force these learners to participate the communicative activities in the class. During pair work and group work activities, the teachers usually pay attention to the introverted learners. In addition, extra lessons are organized after the school for the learner with learning problems so that they can easily catch up with their classmates and do not fall behind.

- **Use of resources**

The results of the observations demonstrated that since School A is a government school, the Ministry of National Education has offered some English textbooks to School A and other government schools. However, these books are usually found unsatisfactory and inadequate to the needs and levels of the learners, so most of the schools prefer using the books prepared by international publishers concerning the individual needs of the learners and providing the learners a satisfactory and enjoyable learning process. The books that School A has chosen and has been using are prepared in accordance with the findings and the underlying principles of the Common European Framework. In addition, every teacher has a tape recorder for the listening activities of the book. Also, the books have a wide variety of internet resources and online activities, so the teachers are encouraging the learners to do them at home as a self-study activity, but these materials are usually the materials consisting of the grammar point of the lesson. Moreover, the lessons are backed up by home-made materials prepared by the teachers. Furthermore, the learners are assigned to read readers as extensive reading task. The school has a language lab, but in time this lab was begun to be used as a multi-purpose room, so it has become quite difficult to use the lab for the English

lessons and there were no visual aids to be used in the English lessons which is a big inadequacy in foreign language teaching.

The results of the observations conducted in School B revealed that the books used in the English lessons are prepared in accordance with the findings and the underlying principles of the Common European Framework just like the School A and they are quite satisfactory and enjoyable for both the teachers and the learners. Every teacher has a tape recorder for the listening parts of the books. The on-line materials of the books are done at school and the videos of the books are also watched at school. These materials not only involve the exercises about the grammar point of the lesson, but also various communicative activities. Moreover, the lessons are supported by the home-made materials prepared by the teachers to supply the learners with extra material. Furthermore, the teachers can use the OHP in their lessons to provide some visual materials and they are allowed to enrich the lessons through PowerPoint presentations. These visual materials provide extra motivation for the learners. However, the most important inadequacy of the school is that there is no language lab which would provide extra motivation for the learners during their learning process of the English language.

- **Appropriacy of learning aims**

The main aims of the foreign language teaching are, in accordance with the general objectives of Turkish National Education, to enable students to enjoy learning a foreign language, learn about the target-language culture, recognize the cultural values of the English-speaking countries, show tolerance and respect for the differences by realizing their own values, transfer their own cultural values to foreigners, learn about different cultures through written and oral works, improve their skills like expressing themselves, communicating, cooperating and solving problems, improve themselves individually, socially and culturally, improve their listening, speaking, reading and writing skills, enrich their vocabulary in the

target language, improve their learning skills with the help of information technology, adapt to the criteria mentioned in Common European Framework of Reference for languages, and be determined to use a foreign language by believing in the necessity of learning a foreign language (Ortaöğretim Kurumları Genel Liseler 9. Sınıf İngilizce Dersi Öğretim Programı, 2007).

The results of the observations showed that in School A, the English lessons do not seem to be appropriate to the learning aims for various reasons. Firstly, as the English lessons in School A usually tend to be teacher centered, it was observed that the learners do not seem to enjoy the lessons as it was aimed. Also, the learners do not seem to improve their skills as it was expected because the English program of the school does not involve specific skill training and skill improvement. For example, speaking has become the neglected skill in the school although the teachers try to facilitate the learners to communicate. The learners are only interested in grammar, passing the exams and the class and they do not pay enough attention to the skills, especially speaking since speaking is not assessed and evaluated in the exams and the learners see no need to care for and improve it. Moreover, the school does not seem to benefit from the information technology as it was aimed because the only technological device used in the English lesson is the tape recorder. In addition, the school has not adapted to the criteria mentioned in Common European Framework of Reference for languages so far. And finally, the learners do not seem to be determined to use a foreign language by believing in the necessity of learning a foreign language as their only aim is to pass their class.

The results of the observations in School B indicated that the English lessons seem to be quite appropriate to the learning aims for several reasons. First of all, because the school tends to adopt the Communicative Language Teaching, the lessons are not teacher centered

and the learners seem to enjoy the lessons because of the communicative activities which involve the learners to study in pairs and in groups. These activities improve their skills like expressing themselves, communicating, cooperating and solving problems, too. Also, the aim of the school is to educate learners who are able to communicate in English fluently both verbally and written. The school gives important to the improvement of the four skills. For example, speaking is not the neglected skill in this school and the learners are forced to communicate with their teachers and their classmates in English. Moreover, the school makes use of different information technology devices such as OHP, PowerPoint presentations, and videos. Furthermore, the learners seem to be aware of the importance of English and they are determinant to learn the language. On the other hand, School B has not adapted to the criteria mentioned in Common European Framework of Reference for languages so far, but when everything is taken into consideration, the English lessons in School B seem to be more appropriate to the learning aims stated by the Ministry of National Education.

- **Formats and procedures of assessment and its compatibility with teaching**

The results of the observations demonstrated that three common tests are made during a term in School A. The common tests consist of grammar (structure), reading (comprehension), writing, and listening parts and in the listening part the learners listen to a script from the tape. The teachers are free to decide on the number of quizzes to conduct. As the learners are asked to read readers, they are assessed by a reader quiz. The learners are also asked to prepare term papers; however, there is no portfolio system in the school although their course books are designed according to the findings of the Common European Framework and suggest and support the usage of the European Language Portfolio. Also, the school lacks the assessment of speaking. Recent studies have proven the importance of speaking and keeping portfolio in foreign language education and they have gained great

importance in the last few years. But their formats and procedures of assessment are compatible with their teaching as speaking is the neglected skill and learners only care for grammar.

The results of the observations conducted in School B revealed that there are also three common tests in School B during a term and the common tests include grammar (structure), reading (comprehension), writing, and listening parts and in the listening part the learners listen to a script from the tape. The teachers are encouraged to prepare and conduct pop quizzes and give immediate feedback to the learners. Also the learners are assigned homework regularly and they are checked carefully by the teachers. In addition, the learners are assigned projects and they present their projects and the learners are given 3 oral marks which is one of the indications that speaking skill is not the neglected in this school. However, there is no portfolio system in this school either although their course books are designed according to the findings of the Common European Framework and suggest and support the usage of the European Language Portfolio. The lack of the portfolio is an important failure of the assessment system. When everything is taken into account, the formats and procedures of assessment of School B are very compatible with their teaching.

- **Qualifications, experience, and competence of the teachers**

The results of the observations showed that in School A, there are ten English teachers; however, none of the teachers are native speakers of English. The teachers are quite experienced. All of the teachers seem to be quite competent because the teachers have government school experience and they have attended various in-service trainings organized by the Ministry of National Education. All of the teachers in School A are civil servants and they are appointed to the school. After they are appointed, they work for long years in the

school until they are appointed to another school or ask for appointment. They are employed after they pass the exam organized by the OSYM.

The results of the observations in School B indicated that there are thirteen English teachers in School B and six of the teachers are native speakers. The Turkish teachers are very experienced in their field and they have been teaching English for at least ten years. The teachers seem to be quite competent as they have private school experience and they have attended various in-service trainings organized by the Ministry of National Education and by other institutions. The native speaker teachers are also quite competent in teaching English. The native speaker teachers are graduates of the English language teaching departments and they have TESOL, TEFL, or TOEFL certificates. All of the teachers are recruited after they pass an exam prepared by the school. This exam consists of two parts. In the first part, the English knowledge of the teachers is assessed with 80 multiple choice questions. These questions assess the grammar and vocabulary knowledge together with reading skills. In the second part, the teachers are asked to write a composition about a topic related to English language teaching. After the written exam, the teachers are interviewed, and the ones who are able to pass the exam are recruited by the school.

- **Help with learning problems**

The results of the observations showed that, all of the teachers in both schools are keen on the learners with learning problems and they pay extra attention to them during the lessons. The teachers usually provide extra explanations and extra examples of the teaching point for the learners with learning problems during the lessons. Also, the teachers in both schools ask these learners if they understood the teaching point clearly and they sometimes ask these learners to tell the class what they have understood. In addition, the teachers in both schools assign these learners extra worksheets and homework and they check their answers regularly

the next day during the lunch break and explain their mistakes in detail. These worksheets and homework do not only consist of exercises about the grammar point, but they also include writing and reading parts. Moreover, both schools offer extra lessons after the school for the learners with learning problems and the teachers try to help the learners in these extra lessons. These lessons are compulsory for the learners with learning problems and these learners most frequently attend these lessons. In these lessons, the important teaching points of the week are reviewed and exercises are done by the learners and checked by the teachers. Furthermore, both schools are working in cooperation with the families of the learners with learning problems and the families are informed about the situation and progress of the learners monthly. The families are given detailed information about these learners' situation and performance, and both of the schools and the families are trying to do their best to help the learners with learning problems. Finally, in both schools, all the teachers have a positive attitude towards the learners with learning problems and they usually try to motivate and encourage them with their positive manners.

Staff Charter

- **Appropriate workspace and facilities for staff (lighting, ventilation, equipment, general comfort)**

The results of the observations conducted in School A revealed that there is a big teacher's room for all the teachers and the teachers have to share the desks and the chairs in the room with the teachers of other departments. The teachers have no separate desks, chairs, or computers, but they have personal lockers. There is only one computer, one printer and one copier in the room for all the teachers. The teachers have to share the tape-recorders. The room does not seem very comfortable because it is usually noisy since nearly 30 teachers come to the room during the breaks and learners come to the room to ask questions to their

teachers, so the teachers are not able to have a quality rest time. However, the lighting and the ventilation of the room seem fine as the teacher's room is at the corner of the building and there are many windows that let the sun shine into the room.

The results of the observations showed that in School B, every department has its own teacher's room. The room of the English department is big enough for the 13 English teachers. Every teacher has a desk, a chair, and a locker. In the room, there are four computers, a printer, and a copier. There are seven tape-recorders for 13 teachers. The room of the English teachers is very quiet during the break time and the teachers are able to get some rest and get ready for the next lesson. The room has big windows which let the sun shine into the room constantly and the lighting and the ventilation of the room seem fine.

Code of Practice

- **Ventilation, lighting, and appearance of the building, classrooms, labs, self-access centers, toilets, staff room,**

The results of the observations conducted in School A revealed that the school is a four-storey building with good ventilation and lighting conditions. The building is clean and spacious. However, the classrooms are too crowded for an effective foreign language teaching as the classrooms have 30 learners in average. The desks and chairs in the classroom are quite old and not very comfortable to spend 7 classes a day. The classrooms have good ventilation and lighting conditions. The teacher uses chalks and the classrooms do not have a bulletin board. Also, the classrooms have poor acoustic conditions which affect the effectiveness of the listening exercises. The school has science, chemistry, biology, foreign language labs, a sports hall, 2 conference halls, and a multi-purpose hall. Unfortunately, the school does not have a self-access center. The toilets are in good conditions and on every floor there are two toilets (one for girls and one for boys) for the learners. The staff room in School A is not in

good conditions and it needs to be immediately renewed and modernized so that a better working condition can be provided to the teachers.

The results of the observations showed that School B is also a four-storey building with good ventilation and lighting conditions. The building is clean, spacious, and quite modern. There are 15 learners in average in every classroom and the amount of learners is quite perfect for foreign language education. The classrooms in School B have good ventilation and lighting conditions. Every learner has a modern desk, a comfortable chair, and a locker. The teacher uses chalks. There is a clock and two bulletin boards in every classroom. Also, the classrooms have a good acoustic condition which is quite important for the listening exercises. The school has science, chemistry, biology, computer labs, a sports hall, and a conference hall. Unfortunately, there is no foreign language lab and self-access center in School B. The toilets are very modern and clean. The staff room in School B is in very good conditions and provides a comfortable and relaxing atmosphere for the teachers.

4.2 Results of the Interviews

The interviews involved 26 items taken from the student charter, staff charter, and the code of practice. Below are the results taken from the content analysis of the subjects' responses during the interviews.

Student Charter

- **Specification of methods**

In School A, the results of the interviews showed that the method used in English language teaching is the Direct Method. The Direct Method originated from the view of application of naturalistic principles in language learning and the teachers aim to teach speech and listening comprehension, emphasize correct pronunciation, grammar, and conversational

skills. Since the teachers aim to teach accurate pronunciation and grammar, the lessons are quite teacher centered, the teachers have the overall control of the lesson and the learners are usually passive. Teacher A said:

> *"We are using the Direct Method as our foreign language teaching*
>
> *methodology."*

Teacher B said:

> *"We are following the principles of the Direct Method because it*
>
> *is difficult to apply the Communicative Language Teaching method*
>
> *in the classes with 30 students."*

In School B, the results of the interviews indicated that the method used in English language teaching is the Communicative Language Teaching. The Communicative Language Teaching started from a theory of language as communication. The goal of language teaching is to develop the communicative competence which involves grammatical, sociolinguistic, discourse, and strategic competence. Teachers try to facilitate the learners by text-based and task-based materials where they mostly pay attention to their fluency, use of language and communicative competence. Teacher E said:

> *"We have chosen the Communicative Language Teaching as our*
>
> *foreign language teaching methodology."*

Teacher F said:

> *"We are using Communicative Language Teaching."*

- **Staff awareness of methodology**

In School A, the results of the interviews demonstrated that all the teachers are aware of the methodology. Teacher A said:

> *"I know what to do in the lesson. I have been using the Direct Method*
>
> *for a long time."*

As the Direct Method is a very teacher dependent method, the problems the teachers face during the application of the methodology are discussed in group meetings. The teachers together try to find solutions to the problems they face with the help of the head of the department. Also the materials prepared by the teachers focus on the accurate usage of the grammar and pronunciation which is an important characteristic of the Direct Method. The teachers mainly use question and answer exchanges for the improvement of the oral skills and they focus on the teaching of the everyday vocabulary and sentences.

The results of the interviews conducted in School B revealed that all the teachers are aware of the methodology. The results demonstrated that the teachers primarily focus on the needs of the learners and they eventually become need analysts, they try to help the learners to overcome their learning problems and difficulties and they finally become counselors, they are communication facilitators and they try to force the students to communicate in English as much as possible. Teacher E said:

> *"I have been using Communicative Language Teaching Method since*
>
> *I graduated and I have become an expert of this methodology. In*
>
> *addition, when I was a student, I learnt English with the help of this*
>
> *method."*

Also the materials that the teachers are using are designed according to the features of the Communicative Language Teaching Method and teachers make use of these materials as well. The teachers focus on the information sharing, negotiation of meaning, and interaction among the learners they do not interrupt the learners unless the communication is break down.

The main activities of the lesson include pair work and group work. The problems that the teachers come across are discussed in the department meetings.

- **Attention to individual needs**

In School A, the results of the interviews showed that although the teachers have very heavy workload and crowded classrooms, they mostly try to pay attention to the individual needs of the learners in particular. Teacher B said:

> *"We are trying to follow a midway and we are trying to do our best*
>
> *to help the learners."*

However, still the teachers try to do various activities for the weak learners and they have started a grammar club for them. This grammar club is compulsory for the weak learners and it is held once a week for two hours. The teachers appoint the weak learners or learners with learning difficulties and guide them to attend the grammar club. In this club, the teachers try to help them and they try to pay attention to their individual needs. In the classroom, the teachers try to increase the motivation and catch the attention of the learners through different activities and exercises.

In School B, the results of the interviews indicated that the teachers pay attention to the individual needs of the learners. Since it is a private school, the classes are not very crowded as the classes in government schools and it is easier for the teachers to pay attention to the individual needs of the learners. The teachers use different kinds of materials and tools (visuals, videos, OHP, and PowerPoint presentations) to catch the attention and raise the motivation of the learners. The most outstanding advantage of this school is that most of the learners in the secondary education classes come from the primary education classes of the same school. This means that the teachers and the counselors of the primary school have been able collect a lot of data about the learners. When the learners start the 9th grade, the teachers

know many things about them. In addition, a diagnostic test is made in the 8th grade before the learners starting the 9th grade and more accurate information about the learners is acquired. Teacher F said:

> *"The diagnostic tests are very helpful. We can get some very*
>
> *valuable information about the learners."*

- **Use of resources**

The results of the interviews demonstrated that since School A is a government school, some English textbooks have been offered to School A by the Ministry of National Education. However, the teachers usually find these books unsatisfactory and inadequate to the needs and levels of the learners, so most of the government schools prefer using the books prepared by international publishers concerning the individual needs of the learners and providing the learners a satisfactory and enjoyable learning process. The books that have been chosen and used by School A are prepared in accordance with the findings and the underlying principles of the Common European Framework. Every teacher has a tape recorder for the listening activities of the book. Also, a wide variety of internet resources and online activities are provided by the books, so the teachers are encouraging the learners to do them at home as a self-study activity, but these materials are usually the materials consisting of the grammar point of the lesson. Moreover, the lessons are usually backed up by home-made materials which are prepared by the teachers. Furthermore, the learners are assigned to read readers as extensive reading task. The school has a language lab, but in time this lab was begun to be used as a multi-purpose room, so it has become quite difficult to use the lab for the English lessons and there were no visual aids to be used in the English lessons which is a big inadequacy in foreign language teaching. Teacher C said:

"If we had a language lab, the lessons would be much more

interesting and useful for the learners."

The results of the interviews conducted in School B revealed that the books that are used are prepared in accordance with the findings and the underlying principles of the Common European Framework just like the School A and these books are quite satisfactory and enjoyable for both the teachers and the learners. Every teacher has a tape recorder for the listening parts of the books. The on-line materials and the videos of the books are done and watched at the school. These materials not only involve the exercises about the grammar point of the lesson, but also various communicative activities. Moreover, the lessons are supported by the home-made materials which are prepared by the teachers to supply the learners with extra material. Furthermore, the teachers can use the OHP in their lessons to provide some visual materials and they are allowed to enrich the lessons through PowerPoint presentations. Teacher G said:

"The usage of the OHP and PowerPoint Presentations are very

beneficial not only for the learners, but also for the teachers."

On the other hand, the most important inadequacy of the school is that there is no language lab which would provide extra motivation for the learners during their learning process of the English language.

- **Observation of legal requirements**

In School A, the results of the interviews showed that all of the teachers are observed by the headmaster once a year regularly. Teacher D said:

"Our headmaster observes the teachers regularly once a year."

Also, the Ministry of National Education observes the teachers once in every four years and prepares a detailed report about the teachers and the school specifying the strengths

and weaknesses of the school and the staff, recommending the rewards for excellence or guidance and counseling for the weaknesses, and appointing the requirements of the school.

In School B, the results of the interviews indicated that all of the teachers are observed by the headmaster once or twice in a term regularly. Also, the Ministry of National Education observes the teachers once in every four years and prepares a report about the teachers and the school. In addition, as School B is a branch of a well-known foundation, the foundation itself also observes the teachers annually in order to maintain its high standard and quality in teaching. Teacher H said:

"We are observed by the foundation once a year."

- **Independent inspections to maintain standards**

There are no independent inspections to maintain the standards in School A according to the results of the interviews except the inspections carried out by the headmaster and the Ministry of National Education.

Likewise, the results of the interviews conducted in School B revealed that there are no independent inspections to maintain the standards in School B except the inspections carried out by the headmaster, the Ministry of National Education, and the foundation.

- **Accuracy and veracity of information**

In School A, the results of the interviews showed that the information provided to the learners of School A mostly includes information about the physical conditions and situations of the school. In Turkey, most of the schools do not provide academic information to their students and their parents. The information provided generally includes information on the school (pictures, history, address, and so on), teachers, contact information, and announcements. The information supplied on the website and brochures are accurate. However, the learners and their parents have no access to the academic information which

includes the syllabus, the curriculum, the approach to the individual needs, and the assessment and evaluation procedures. Teacher B said:

"Our website provides accurate information about the physical

condition and situation of the school and the announcements."

On the other hand, in School B, the results of the interviews indicated that the information provided to the learners and their parents also involves information about the physical conditions and situations of the school which includes information on the school (pictures, history, address, and so on), teachers, contact information, and announcements. However, in School B, the learners and their parents have access to academic information. They can learn the contents, the materials, the aims, and the assessment and evaluation procedures of the lessons in a detailed way and the information provided is accurate. Yet it is still not possible for the learners and their parents to get information on the syllabus and the curriculum. Teacher E said:

"Our school has a very good and effective website, but there are

some parts of the website that needs to be updated."

- **Written guidelines and procedures of efficient administration and auxiliary services**

The results of the interviews conducted at both schools revealed that both of the schools lack written guidelines and procedures of efficient administration and auxiliary services which mainly involves clear and helpful written procedures and guidelines for the staff and open style of management.

- **Accessibility of information (library, computer labs, internet facilities)**

The results of the interviews showed that School A has a big library, a science lab, and a computer lab with internet facilities; however, the learners are not allowed to use the computer lab during their break time. They are allowed to use the computer lab during their

computer lessons, so the learners have no access to the internet while they are at school. Another important inadequacy of the school is that the school lacks a language lab which may greatly contribute to their English learning. Teacher A said:

> *"We urgently need a language lab for our learners."*

The results of the interviews in School B indicated that the school has a library which is quite old-fashioned and needs to be updated, some science labs, and a computer lab with internet facilities which is designed for the computer lesson where the learners are taught how to use computers and their programs effectively. Although School B is a private school, it lacks a language lab where learners can enjoy their English lessons by doing different activities. Teacher F said:

> *"Our library needs to be updated immediately and we need a modern*
>
> *language lab so that our learners can improve their English by doing*
>
> *different activities and exercises in the lab."*

- **Accommodation services**

The results of the interviews demonstrated that School A has a medium-sized building which is used for accommodation purposes with a capacity of 30 students whose families live in other cities. The building is inside the school campus and the learners can go to their classes in a few minutes.

The results of the interviews conducted in School B revealed that the school also has a big building used for accommodation services inside the school campus. In addition, School B provides accommodation services for the native speaker teachers who have recently arrived in the country and this building is in the city center. Moreover, some Turkish teachers, especially the single ones, are allowed to stay there.

- **Leisure, social, and sport programs**

The results of the interviews showed that School A has been a very famous school in sport activities including basketball, volleyball, handball, and athleticism and they have represented Turkey in various international competitions. However, recently the school has not been as successful as they used to be, but these sport programs are still running and training the learners. In addition, the school's folk dance team is very famous and they have won many awards. As for the English lessons, the school has established an English Club where the learners can play scrabble and join the scrabble competitions in the school. Moreover, the club also has a Speaking Club where the learners come together and chat about the recent events. Also, the English Club prepares a short play theater and this play is performed at the end of the year.

The results of the interviews in School B indicated that the school is quite rich in club programs. Some of these clubs include art club, library club, chess club, tourism club, science club, and culture and literature club. In addition, the school has teams for different sport activities which include football, basketball, handball, and athleticism. Also, for the English lessons, the school has a Speaking Club where the learners can interact, discuss, and communicate with each other to improve their English and speaking abilities.

- **Specification of course contents**

The results of the interviews demonstrated that School A does not provide the specification of the course contents specifically. The learners are not delivered any syllabuses or curriculums of the course, but they may follow the content from their course book's content pages. Teacher B said:

> *"The learners can follow the course content from their course books*
>
> *because we are not allowed to deliver the syllabus or curriculum to*
>
> *the learners."*

The results of the interviews conducted in School B revealed that the school does not deliver any syllabuses or curriculums either, but the learners and their parents are provided with academic information including the content of the course, but this information does not specify the course specification in detail. For example, it is not specified clearly and in a detailed way what language knowledge and skills will be covered or relating the levels to the Council of Europe Framework. However, learners tend to follow the content from their course book's content pages. Teacher G said:

> *"Our learners usually follow the course content from the content*
>
> *pages of their course books. And we usually have to inform them*
>
> *what the next unit will cover "*

- **Appropriacy of learning aims**

The results of the interviews showed that in School A, the English lessons are not appropriate to the learning aims because although the teachers try to facilitate the learners to communicate, speaking has become the neglected skill in the school. The learners tend to be only interested in grammar, passing the exams and the class and they do not pay enough attention speaking. Another reason of neglecting speaking is that the speaking skill is not assessed and evaluated in the exams and the learners see no need to care for and improve it. Teacher C said that:

> *"Learners do not want to speak and they do not join the speaking*
>
> *activities in the class because they know that speaking is not assessed*
>
> *in the exams."*

The results of the interviews in School B indicated that the English lessons are quite appropriate to the learning aims since the schools target is learners who can communicate fluently in English both verbally and written. Speaking is not the neglected skill in this school because speaking is also evaluated and assessed. Also, the existence of the native speaker teachers forces the learners to communicate with their teachers and their classmates in English. In addition, the non-native English teachers have a policy of neglecting the learners who speak in Turkish during the lessons. Teacher H said:

> *"We do not listen to or care for the learners who speak in Turkish*
>
> *during the lessons, in other words we ignore them and what they*
>
> *say. This approach forces our learners to communicate and*
>
> *interact in English."*

- **Formats and procedures of assessment and its compatibility with teaching**

The results of the interviews demonstrated that three common tests are made during a term in School A. The common tests consist of four parts: grammar (structure), reading (comprehension), writing, and listening parts. In the listening part the learners listen to a script from the tape. The teachers have the freedom to decide on the number of quizzes to conduct. As the learners are asked to read extensive readers, they are assessed by a reader quiz. The learners are also asked to prepare term papers; however, there is no portfolio system in the school although their course books are designed according to the findings of the Common European Framework and suggest and support the usage of the European Language Portfolio. Also the school lacks the assessment of speaking. But their formats and procedures of assessment are compatible with their teaching as speaking is the neglected skill and learners only care for grammar.

The results of the interviews conducted in School B revealed that there are also three common tests in School B during a term and the common tests include grammar (structure), reading (comprehension), writing, and listening parts and in the listening part the learners listen to a script from the tape. The teachers are encouraged to prepare and conduct pop quizzes and give immediate feedback to the learners. Also the learners are assigned homework regularly and they are checked carefully by the teachers. In addition, the learners are assigned projects and they present their projects and the learners are given 3 oral marks which is one of the indications that speaking skill is not the neglected in this school. However, there is no portfolio system in this school either although the books and materials used suggest and support the usage of the European Language Portfolio. This is an important failure of the assessment system. When everything is taken into account, the formats and procedures of assessment of School B are very compatible with their teaching.

- **Qualifications, experience, and competence of the teachers**

The results of the interviews showed that in School A, there are ten English teachers; however, none of the teachers are native speakers of English. The teachers are quite experienced. All of the teachers have government school experience and they have attended various in-service trainings organized by the Ministry of National Education. It is surprising to see that only one of the teachers has an MA degree in English Language Teaching and the other teachers do not tend to attend any MA or self development (CELTA or DELTA) programs. All of the teachers in School A are civil servants and they are appointed to the school. After they are appointed, they work for long years in the school until they are appointed to another school or ask for appointment. They are employed after they pass the exam organized by the OSYM. Teacher D said:

"I have been working for this school for the last fifteen years."

The results of the interviews in School B indicated that there are thirteen English teachers in School B and six of the teachers are native speakers. The Turkish teachers are very experienced in their field and they have been teaching English for at least ten years. Three of the Turkish teachers have MA degrees in English Language Teaching. The native speaker teachers are quite young and it is mostly their first teaching experience, but they are graduates of English Language Teaching Departments and are quite professional. Also, the native speaker teachers have all TESOL, TEFL, or TOEFL Certificates. All of the teachers are recruited after they pass an exam prepared by the school. This exam consists of two parts. In the first part, the English knowledge of the teachers is assessed with 80 multiple choice questions. These questions assess the grammar and vocabulary knowledge together with reading skills. In the second part, the teachers are asked to write a composition about a topic related to English language teaching. After the written exam, the teachers are interviewed, and the ones who are able to pass the exam are recruited by the school. They are also encouraged to attend the seminars and conferences organized in Turkey. Teacher E said:

"The management encourages and asks us to attend various seminars

and conferences."

- **Qualifications, experience, and competence of the managers**

The results of the interviews demonstrated that the managers in School A are very experienced and they have been carrying on their jobs with success for a long period. As School A is a government school, the managers carry on their positions unless they are appointed to another school or city. For example, the headmaster of the school has been in his current position for 25 years and he has been very successful in managing the school. The managers work in cooperation with the teachers and they are using effective management

strategies. However, the school is management centered and the final decisions are taken in the meetings of the managers where the teachers are not allowed to participate. Teacher A said:

"Although the headmaster asks for our opinions, he is usually the

final decision maker."

The results of the interviews conducted in School B revealed that the managers in School B are also very experienced and they have management experience for at least 15 years in various schools. However, this school is a private school and the managers change in every three or four years and mostly the experienced teachers of the school or the managers of the other schools of the foundation become the new managers. The teachers are very satisfied with the management skills of their managers and they are working cooperatively. The school is not management centered because the final decisions are taken in the meetings of the managers by considering the needs and requests of the teachers. Teacher F said:

"The management makes the necessary decisions by considering our

demands."

- **Management of teacher absence**

The results of the interviews showed that the management of teacher absence is a big problem in both schools. Both schools have no stand-by teachers to substitute the lesson of the missing teacher. Sometimes a teacher with no lesson at that moment substitutes the lesson of the missing teacher, but this substitute teacher may be a teacher of another subject, so no lesson is made in the class. Or sometimes there are no teachers available and the learners are free in that lesson. In both cases, the learners fall behind the schedule and it causes extra work and effort for the missing teacher to catch up with the pacing and the other classes. It is very

surprising to see that both of the schools have no substitute teacher system to cover the lessons of the missing teachers. Teacher A and Teacher E said:

"The school has no specific system for teacher absence."

- **Staff planning and review meetings**

The results of the interviews indicated that both of the schools have two big department meetings each semester. These meetings are official and legal. Problems about the students, system, materials, and the assessment and evaluation system are discussed in a detailed way in these meetings and necessary decisions are taken. In addition to these two official meetings, the English departments in both schools have informal weekly meetings to talk about and inform each other about the pacing of the lesson and the difficulties or problems the teachers come across in the lessons. In these unofficial meetings, the dates and the content of the quizzes and the common tests are discussed and the final decisions for the structure of the exams are taken.

- **Regular observation of the teaching activity (procedures, uses, follow-up)**

The results of the interviews demonstrated that in School A, the teachers are not informed about the observation in advance and the headmaster suddenly enters the classroom and observes the lesson and gives instant feedback to the teacher in front of the learners. After the lesson, the headmaster talks to the observed teacher and explains the weaknesses of the teacher in detail. However, it is not acceptable to give feedback to a teacher in front of the learners. Also, the headmaster mostly has a discouraging attitude and the teachers can easily lose their motivation and ambition. In addition, there is no formal observation guideline and the teachers do not know exactly what points are considered mostly by the headmaster. This is one of the biggest problems of the teachers working in that school. Teacher B said:

"Observations can be very stressful for the teachers because of the

negative attitudes of the headmaster."

The results of the interviews conducted in School B revealed that in School B, the teachers are sometimes informed before being observed, and sometimes they are not informed in order to see how well they are prepared for the lesson and to see the real and natural setting of the learners and the teachers. There is a formal observation guideline and main points covered include teacher's preparation, the usage of the blackboard and resources, the communication of the teacher with the learners, rapport with the learners, maintaining learners' attention and interest, introduction of the topic and the follow-up stage, time and class management, and how the lesson finishes. The observer takes notes, writes comments and written feedback is given to the teachers. The observations are carried out by the managers and the head of the departments. Teacher G said:

"Observations are very beneficial for the teachers; especially the

feedback sessions are very useful."

- **Help with learning problems**

The results of the observations showed that, all of the teachers in both schools are keen on the learners with learning problems and they pay extra attention to them during the lessons. The teachers usually provide extra explanations and extra examples of the teaching point for the learners with learning problems during the lessons. Also, the teachers in both schools ask these learners if they understood the teaching point clearly and they sometimes ask these learners to tell the class what they have understood. In addition, the teachers in both schools assign these learners extra worksheets and homework and they check their answers regularly the next day during the lunch break and explain their mistakes in detail. These worksheets and homework do not only consist of exercises about the grammar point, but they also include

writing and reading parts. Moreover, both schools offer extra lessons after the school for the learners with learning problems and the teachers try to help the learners in these extra lessons. These lessons are compulsory for the learners with learning problems and these learners most frequently attend these lessons. In these lessons, the important teaching points of the week are reviewed and exercises are done by the learners and checked by the teachers. Furthermore, both schools are working in cooperation with the families of the learners with learning problems and the families are informed about the situation and progress of the learners monthly. The families are given detailed information about these learners' situation and performance, and both of the schools and the families are trying to do their best to help the learners with learning problems. Finally, in both schools, all the teachers have a positive attitude towards the learners with learning problems and they usually try to motivate and encourage them with their positive manners. Teacher C and Teacher E said:

"We make remedial lessons after the school for learners who are

facing difficulties in the lesson or who need extra support."

Staff Charter

- **Staff contract (existence of the written contract, form of the contract, and its clarity)**

In School A, the results of the interviews indicated that the teachers did not sign a contract when they were employed. Teacher D said:

"As we are civil servants we do not sign a contract."

The teachers in School A are civil servants – as the school is a government school – and the teachers employed by the government know everything about their contract from the Law of the Civil Servants. This law is very long and detailed (approximately 150 pages) and is related not only to the teachers, but for all of the job positions in government institutions.

The law consists of many articles and each article is related to a different subject. The articles are explained in a detailed way with a clear and understandable language.

The results of the interviews demonstrated that in School B, the teachers signed a contract when they were employed. The form of the contract is not as detailed as the Law of the Civil Servants. The contract consists of various items; however, the items are not very clear and there are some missing points where adequate knowledge is not provided to the teachers by the employer. Especially, the item that states that the teachers have to follow the regulations of the Law on Private Educational Institutions and pertinent Ministry regulations are not stated clearly and these missing points may cause some serious problems to the employer. Teacher H said:

> *"We sign contracts, but our contracts do not involve detailed*
>
> *information on various items as the Law off Civil Servants does."*

- **General fairness of the terms (salary and scales, overtime payments, length of contract, working and teaching hours per week, paid holiday entitlement, sickness, maternity, family and compassionate leave, pension and severance pay arrangements, unpaid leave of absence, social security contributions)**

The results of the interviews conducted in School A revealed that as the teachers of the School A are civil servants and their working conditions are stated in the Law of the Civil Servants, the articles involving salary and scales, overtime payments, working and teaching hours per week, paid holiday entitlement, sickness, maternity, family and compassionate leave, pension and severance pay arrangements, unpaid leave of absence, and social security contributions are covered and they are stated clearly. The only item not covered is the length of the contract. In Turkey, after the civil servants are employed, they usually tend to work for the government until they retire, so they continue to be a civil servant until the retirement. On

the other hand, in the private sector, the teachers' contract last for a year and they sign the contracts again annually.

The results of the interviews showed that the contract of the teachers in School B covers the items about salary, overtime payments, length of contract, working and teaching hours per week. However, items about scales, paid holiday entitlement, sickness, maternity, family and compassionate leave, pension and severance pay arrangements, unpaid leave of absence, social security contributions are not covered in the contract of School B. The lack of these items is a huge disadvantage for both the employer (the school) and the employee (the teacher) and this absence can cause many problems and may disturb the ease and peace of the working environment. Teacher E said:

"Our contracts have some very important missing items."

- **Clear procedures for dealing with staff grievance, disciplinary problems, and dismissal procedures**

In School A, the results of the interviews indicated that the Law of the Civil Servants includes clear procedures about staff grievance, disciplinary problems, and dismissal procedures, and everything is stated clearly in a detailed way.

The results of the interviews demonstrated that in School B the contracts also include clear procedures about disciplinary problems and dismissal procedures, but there is no procedure about staff grievance which is again a big disadvantage both for the employer (the school) and the employee (the teacher).

- **Appropriate workspace and facilities for staff (lighting, ventilation, equipment, general comfort)**

The results of the interviews conducted in School A revealed that there is a big teacher's room for all the teachers and the teachers have to share the desks and the chairs in

the room with the teachers of other departments. The teachers have no separate desks, chairs, or computers, but the teachers have lockers. There is only one computer, one printer and one copier in the room for all the teachers. The teachers have to share the tape recorders. The teachers usually do not have a quality of rest time because in the breaks, the room is full of with nearly 30 teachers and learners usually come to the room to ask some questions or to get permission. However, the teachers are satisfied with the lightning and the ventilation of the room. Teacher A said:

"The teacher room is not very comfortable for us. It would be much

better if every department had its own room with adequate desks,

chairs, computers, tape-recorders and copiers."

The results of the interviews showed that in School B, every department has its own teacher's room. The room of the English department is big enough for the 13 English teachers. Every teacher has a desk, a chair, and a locker. In the room, there are four computers, a printer, and a copier for the department. There are seven tape-recorders for 13 teachers. The room of the English teachers is very quiet during the break time and the teachers are able to get some rest and get ready for the next lesson. The room has big windows and the teachers are satisfied with the lighting and the ventilation of the room. Teacher E said:

"Our department's teacher room is very comfortable."

- **Staff training and development**

In School A, the results of the interviews indicated that the teachers usually attend the in-service trainings or personal development programs organized by the Ministry of National Education. However, as the working environment and conditions in School A is not challenging, mostly the teachers do not tend to attend any of these trainings and professional

development programs and assume themselves as having the necessary and adequate knowledge and competence to teach at that institution. Teacher B said:

"We usually try to attend the seminars and conferences, but neither

the management nor the department encourages us to attend them."

The results of the interviews demonstrated that School B organizes various in-service trainings, seminars, and workshops in addition to those organized by the Ministry of National Education. As School B is a chain of an important foundation, in-service trainings, seminars, and workshops are viewed as very important organizations for teacher development. Also, during the summer holidays, the foundation organizes training programs for the teachers. Internationally known and famous speakers are invited to the in-service trainings, seminars, and workshops organized by the foundation. Teacher F said:

"Our school really cares for our development and encourages us to

attend to various training and self development programs."

Code of Practice

- **Ventilation, lighting, and appearance of the building, classrooms, labs, self-access centers, toilets, staff room,**

The results of the interviews conducted in School A revealed that the school is a four-storey building with good ventilation and lighting conditions. The building is clean and spacious. There are 24 classrooms in the school for nearly 720 learners. The classrooms are big enough for the students. However, the classrooms are too crowded for an effective foreign language teaching as the classrooms have 30 learners in average. The desks and chairs in the classroom are quite old and not very comfortable to spend 7 classes a day. The classrooms have good ventilation and lighting conditions. The teacher uses chalks and the classrooms do not have a bulletin board. Also, the classrooms have poor acoustic conditions which affect the

effectiveness of the listening exercises. The school has science, chemistry, biology, foreign language labs, a sports hall, 2 conference halls, and a multi-purpose hall. Unfortunately, the school does not have a self-access center. The toilets are in good conditions and on every floor there are two toilets (one for girls and one for boys) for the learners. The staff room in School A is not in good conditions and it needs to be immediately renewed and modernized to provide better working conditions for the teachers.

The results of the interviews showed that School B is also a four-storey building with good ventilation and lighting conditions. The building is clean, spacious, and quite modern. There are 23 classrooms for nearly 350 learners. There are 15 learners in average in every classroom and the amount of learners is quite perfect for foreign language education. The classrooms in School B have good ventilation and lighting conditions. Every learner has a modern desk, a comfortable chair, and a locker. The teacher uses chalks. There is a clock and two bulletin boards in every classroom. Also, the classrooms have a good acoustic condition which is quite important for the listening exercises. The school has science, chemistry, biology, computer labs, a sports hall, and a conference hall. Unfortunately, there is no foreign language lab and self-access center in School B. The toilets are very modern and clean. The staff room in School B is in very good conditions and provides a comfortable and relaxing atmosphere for the teachers.

4.3 The Results of the Inferential Statistics

The reliability checks of the interviews were calculated. First, the intra-coder reliability analysis was conducted by checking the consistency of the two analyses carried out by the researcher at different times. The time gap between the two analyses was a month. The procedure for intra-coder reliability check started by selecting the interview transcripts of two

teachers out of four. The transcripts were selected randomly and the researcher read the transcripts carefully and recoded the data.

To calculate the intra-coder reliability coefficients, the formula provided by Young (1996) was used. The target reliability was set 90% consistency for intra-coder reliability (Young, 1996, and Erten, 1998) (as cited in Ozek, 2000, p. 119).

The intra-coder reliability was calculated by the following formula where (R) represents the researcher himself:

Number of categories coded same by R in the 1st and 2nd codings

Number of categories coded by R in the 1st coding

42 items were identified by the researcher (R) in the first coding and 48 were identified in the second coding. 38 of these categories were identical to the categories in the first coding. By using the above formula, the intra-coder reliability coefficient was found to be .9047. The result was the same as the lower limit of the target set.

To calculate the inter-coder reliability coefficients, the formula provided by Young (1996) was used. The target reliability was set 80% consistency for inter-coder reliability (Young, 1996, and Erten, 1998) (as cited in Ozek, 2000, p. 119).

For the inter-coder reliability, the following formula was used where R was the researcher himself while N is coder N.

Number of categories coded the same by R and N

Number of categories coded by R

Coder N identified 40 items, 37 of which were identical to the researcher's. The overall consistency of coding between the researcher and the coder was .822. The result was over the lower limit of the target set.

4.4 Results of the Document Analysis

The document analysis involved 13 items taken from the student charter, staff charter. Below are the results taken from the pattern coding of the documents.

Student Charter

- **Use of resources**

The results of the document analysis demonstrated that School A has been using high quality materials and resources in English language teaching. The books that are used in School A are prepared in accordance with the findings and the underlying principles of the Common European Framework. The teachers also use tape recorders, internet resources, online activities, home-made materials prepared by the teachers, and extensive reading materials. All of these resources are very helpful to learners in their language learning process.

The results of the document analysis conducted in School B revealed that the books used in the English lessons are prepared in accordance with the findings and the underlying principles of the Common European Framework just like the School A and they are quite satisfactory and enjoyable for both the teachers and the learners. The teachers use tape recorders, on-line materials, videos, home-made materials prepared by the teachers, OHP, and PowerPoint presentations. All of these resources greatly contribute to the learners' process of language learning and they provide more enjoyable lessons both for the teachers and the learners.

- **Observation of legal requirements**

In School A, the results of the document analysis showed that all of the teachers are observed regularly by the headmaster once a year. In addition, the Ministry of National

Education observes the teachers once in every four years and prepares a report about the teachers and the school.

In School B, the results of the document analysis indicated that all of the teachers are observed by the headmaster at least once in a term. Also, the Ministry of National Education observes the teachers once in every four years and prepares a report about the teachers and the school. In addition, as School B is a branch of a well-known foundation, the foundation itself also inspects the teachers annually in order to maintain its high standard and quality in teaching.

- **Accuracy and veracity of information**

In School A, the results of the document analysis showed that the information provided to the learners mostly contains information about the physical conditions and situations of the school. The information supplied on the website and brochures are accurate. However, the learners and their parents are not provided with the academic information of the school which includes the syllabus, the curriculum, the approach to the individual needs, and the assessment and evaluation procedures.

On the other hand, in School B, the results of the document analysis indicated that the information provided to the learners and their parents involves information about the physical conditions and situations of the school. In addition, School B provides academic information on the website. The learners and the parents can learn the contents, the materials, the aims, and the assessment and evaluation procedures of the lesson in a detailed way and the information provided is accurate. However, it is not possible to get information on the syllabus of the lesson and the curriculum.

- **Written guidelines and procedures of efficient administration and auxiliary services**

The results of the document analysis conducted at both schools revealed that both of the schools lack written guidelines and procedures of efficient administration and auxiliary services which may likely cause severe problems to the administration staff.

- **Appropriacy of learning aims**

The results of the document analysis showed that in School A, the English lessons do not seem to be appropriate to the learning aims set by the Ministry of National Education. The most important reason of the inappropriacy is that speaking has become the neglected skill in the school although the teachers try to facilitate the learners to communicate. The main aim of the learners is not speaking, but grammar, passing the exams and the class.

The results of the document analysis in School B indicated that the English lessons seem to be quite appropriate to the learning aims set by the Ministry of National Education. The schools aims to raise learners who are able to communicate in English both verbally and written. School B does not neglect speaking since speaking is assessed and evaluated in the exams and through projects that the learners are preparing and presenting. Also, the learners are forced to communicate with their teachers and their classmates in English which is a policy of the school.

- **Formats and procedures of assessment and its compatibility with teaching**

The results of the document analysis demonstrated that School A assesses the learners by three common tests which consist of grammar (structure), reading (comprehension), writing, and listening parts, quizzes, reader quizzes, and term papers. However, all of these assessment formats and procedures do not include the assessment of speaking. Also, there is no portfolio system in the school although their course books are designed according to the

findings of the Common European Framework. But their formats and procedures of assessment seem to be compatible with their teaching as speaking is the neglected skill and learners only care for grammar.

The results of the document analysis conducted in School B revealed that there are also three common tests which include grammar (structure), reading (comprehension), writing, and listening parts, pop quizzes, regular homework, projects and the presentation of the projects, and three oral marks given for learner presentations for the assessment. School B does not neglect speaking, speaking is very important in this school. However, there is no portfolio system in this school either and this is an important failure of the assessment system. When everything is taken into account, the formats and procedures of assessment of School B seem to be compatible with their teaching.

- **Qualifications, experience, and competence of the teachers**

The results of the document analysis showed that in School A, the English teachers are quite experienced. All of the teachers have government school experience and they have attended various in-service trainings organized by the Ministry of National Education. It is surprising to see that only one of the teachers has an MA degree in English Language Teaching and the other teachers do not tend to attend any MA or self development (CELTA or DELTA) programs.

The results of the document analysis in School B indicated that there are thirteen English teachers in School B and six of the teachers are native speakers. The Turkish teachers are very experienced in their field and they have been teaching English for at least ten years. Three of the Turkish teachers have MA degrees in English Language Teaching. The native speaker teachers are quite young and it is mostly their first teaching experience, but they are

graduates of English Language Teaching Departments and are quite professional. Also, the native speaker teachers have all TESOL, TEFL, or TOEFL Certificates.

- **Qualifications, experience, and competence of the managers**

The results of the document analysis demonstrated that the managers in School A are very experienced and they have been carrying on their jobs with success for a long period. The managers work in cooperation with the teachers and they are using effective management strategies. However, the school is management centered and the final decisions are taken in the meetings of the managers where the teachers are not allowed to participate.

The results of the document analysis conducted in School B revealed that the managers in School B are also very experienced and they have management experience for at least 15 years in various schools. However, this school is a private school and the managers change in every three or four years and mostly the experienced teachers of the school or the managers of the other schools of the foundation become the new managers. The school is not management centered because the final decisions are taken in the meetings of the managers by considering the needs and requests of the teachers.

- **Staff planning and review meetings**

The results of the document analysis indicated that both of the schools have two big department meetings each semester. These meetings are official and legal. Problems about the students, system, materials, and the assessment and evaluation system are discussed in a detailed way in these meetings and necessary decisions are taken. In addition to these two official meetings, the English departments in both schools have informal weekly meetings to talk about and inform each other about the pacing of the lesson and the difficulties or problems the teachers come across in the lessons. In these unofficial meetings, the dates and

the content of the quizzes and the common tests are discussed and the final decisions for the structure of the exams are taken.

- **Regular observation of the teaching activity (procedures, uses, follow-up)**

The results of the document analysis demonstrated that School A does not have a formal observation schedule or a formal observation format. The teachers are not informed about the observation and the headmaster suddenly enters the classroom and observes the lesson. Also, there is no formal observation follow-up procedure in the school.

The results of the document analysis conducted in School B revealed that in School B, there is a formal observation guideline and the main points covered include teacher's preparation, the usage of the blackboard and resources, the communication of the teacher with the learners, rapport with the learners, maintaining learners' attention and interest, introduction of the topic and the follow-up stage, time and class management, and how the lesson finishes. The observer takes notes, writes comments and written feedback is given to the teachers.

Staff Charter

- **Staff contract (existence of the written contract, form of the contract, and its clarity)**

In School A, the results of the document analysis indicated that the teachers did not sign a contract when they were employed because the teachers in School A are civil servants. These teachers follow the articles of the Law of the Civil Servants. This law is very long and detailed (approximately 150 pages) and is related not only to the teachers, but for all of the job positions in government institutions. The law consists of many articles and each article is related to a different subject. The articles are explained in a detailed way through a clear and understandable language usage.

The results of the document analysis demonstrated that in School B, the teachers signed a contract when they were employed. The form of the contract is not as detailed as the Law of the Civil Servants. The contract consists of various items; however, the items are not very clear and there are some missing points where adequate knowledge is not provided to the teachers by the employer. Especially, the item that states that the teachers have to follow the regulations of the Law on Private Educational Institutions and pertinent Ministry regulations are not stated clearly and these missing points may cause some serious problems to the employer.

- **General fairness of the terms (salary and scales, overtime payments, length of contract, working and teaching hours per week, paid holiday entitlement, sickness, maternity, family and compassionate leave, pension and severance pay arrangements, unpaid leave of absence, social security contributions)**

The results of the document analysis conducted in School A revealed that as the teachers of the School A are civil servants and their working conditions are stated in the Law of the Civil Servants, the articles involving salary and scales, overtime payments, working and teaching hours per week, paid holiday entitlement, sickness, maternity, family and compassionate leave, pension and severance pay arrangements, unpaid leave of absence, and social security contributions are covered and they are stated clearly. The only item not covered is the length of the contract.

The results of the document analysis showed that the contract of the teachers in School B covers some of the items like salary, overtime payments, length of contract, working and teaching hours per week. However, items about scales, paid holiday entitlement, sickness, maternity, family and compassionate leave, pension and severance pay arrangements, unpaid leave of absence, social security contributions are not covered in the contract of School B.

The lack of these items is a huge disadvantage for both the employer (the school) and the employee (the teacher) and this absence can cause many problems and may disturb the ease and peace of the working environment.

- **Clear procedures for dealing with staff grievance, disciplinary problems, and dismissal procedures**

In School A, the results of the document analysis indicated that the Law of the Civil Servants includes clear procedures about staff grievance, disciplinary problems, and dismissal procedures, and everything is stated clearly in a detailed way.

The results of the document analysis demonstrated that in School B the contracts also include clear procedures about disciplinary problems and dismissal procedures, but there is no procedure about staff grievance which is again a big disadvantage both for the employer (the school) and the employee (the teacher).

4.5 Discussion

After the observations, interviews, and the document analysis at the schools were finished and the results of the study were written down, it became more obvious that it will most likely take a long time for the Turkish secondary education system to bring quality to maturity in English language teaching. While in Europe the new trend has become moving from quality to excellence, in Turkey there are still some problems in establishing an effective system of quality in education.

Lasnier, Morfield, and Borneto (2000) pointed some quality criteria that contribute to the application quality assurance, quality enhancement, and quality control in language learning and teaching. These criteria include relevance, transparency, reliability, integrity, practicality, attractiveness, flexibility, awareness, and generativeness. It was observed that the

English language teaching in Turkish secondary education has problems in applying these criteria and these problems result in low quality of learning and teaching of English.

Relevance includes learner centeredness, accountability, and appropriateness and refers to the appropriateness of any given material in terms of its matching the needs and objectives of the target group (learners). However, it was observed that the needs and the objectives of the learners seemed to be neglected because the objectives of the English language teaching were determined by the Ministry of National Education and the individual needs of the learners are unfortunately disregarded. Dealing with individual needs has become the volunteer duty of the teachers and no one can blame them for ignoring the individual needs of the learners because of their heavy workload. By disregarding the needs and objectives of the learners, the English language teaching and learning system is also disregarding the concept of learner centeredness as the teachers are usually in the hurry of catching up with the syllabus and accomplish the goals of the curriculum which is again prepared by the Ministry of National Education without considering the current objectives and needs of the learners. The materials delivered to the learners are usually materials prepared by the teachers as extra exercises of the current grammatical point of the lesson. These materials rarely refer to the improvement of the four skills and usually aim to help the learners to improve their grammatical knowledge, so that the learners can get higher grades in the exams since the exams are usually assessing the grammar of the learners rather than an integrative assessment of the four skills.

Transparency includes the clarity of aims, clarity about achievement, clarity of presentation, and clarity of rationale and describes the features which contribute to facilitating access and use of programs and materials. Mainly, it refers to a clear presentation of contents and activities, to the explicit formulation of learning objectives, and to the provision of

instruments to diagnose progress, strengths, and weaknesses of the learners. The curriculum prepared by the Ministry of National Education and the syllabi prepared by the schools clearly state the aims, the achievement system, the program and the materials. The problem with this criterion is that it is not inspected whether the aims are relevant and suitable for the learners, whether the aims are achieved at the end of the academic year as it is expected, the reasons for the failure of the learners and the possible solutions to overcome learner failure, whether the materials and the program are facilitating and contributing positively to the learning process of the learners, and whether the materials and the program are catching the attention of the learners. Transparency is a very important criterion of quality and the listed problems should be solved immediately to improve the quality of Turkish English language teaching and learning system.

Reliability includes consistency and internal coherence, and refers to the internal consistency of programs and materials insofar as stated objectives and actual realization match and reflect validated methodological premises in the selection of activities and exercises. Most of the schools in Turkey are using the newly published books for English language teaching and all of these books are prepared according to the criteria of the Common European Framework of Reference. It is very promising to use these books because these books aim to improve the learners' level of four skills equally. However, the teachers tend to teach the language in their accustomed way and style as they feel themselves safe and secure with their own methodology. The teachers usually focus on the grammatical point of the unit and do not pay attention to the other skills pointed in the book. The listening and speaking parts are usually skipped due to the time limitation, writing part is usually given as homework and no adequate feedback is given to the learners for their writing performance, and reading sections are done so that the learners can learn new lexical items. Also, these new books are

learner centered, the focus is on learners and teachers are unplugged, but in Turkey the English lessons usually tend be teacher centered. While all of these books support and suggest the use of the ELP (European Language Portfolio), both schools do not make use of this revolutionary invention and they disregard the improvement of learners' English and their life-long learning process.

Integrity includes methodological integrity, linguistic integrity, and textual integrity and refers to respecting and implementing standard requirements with regard to linguistic content (models of good, correct language usage with correct and socio-linguistically appropriate examples) and text features (respecting the integrity and authenticity of the relevant genre in the creation, adoption, and adaptation of texts). It was observed that the methods applied in the classrooms did not seem to match the methods the textbooks require to be applied. Moreover, it was observed that the four separate language skills were not taught in an integrative approach and they were taught separately and independently from each other. This situation can be an important reason for the failure of the learners' success in English since there is no integration among the skills, the learners will not be able to establish the necessary connections between the skills and the things they have learnt. It is known that there is a connection between the skills of reading-writing and listening-speaking. It is also known that reading and listening are receptive skills and writing and speaking are productive skills. The skills should be taught in integrity so that the learners will be able to recycle the things they have learnt. Furthermore, the materials prepared by the teachers are completely different from the material of the book, and the learners lack the textual integrity as the materials prepared usually consist of grammar exercises. It can be said that the materials lack the integrity and authenticity which can lead the learners to have low-motivation and low grades.

Practicality implies that activities and exercises can be successfully completed by learners and that their degree of difficulty corresponds to their language level. The learners usually tend to be more successful in activities where they do not need to produce or use the language actively such as choosing the correct answer of a reading or listening passage, matching activities, or true / false activities. On the other hand, it was observed that the learners tend to be less successful and have difficulty in activities where they need to produce or use the language actively such as open ended questions, rewrite activities, or speaking and writing activities. These difficulties are caused as the learners are not forced to produce and use the language actively and effectively in the lessons. The teachers usually prefer to skip the activities and exercises where the learners have to produce and use the language. Also, the exams consist of sections where the learners do not have to produce the language, rather they choose the correct answer, match the correct items, or fill in the blanks. As a result of such an approach, although the learners are able to understand and receive the language correctly, they are not able to produce (speak and write) the language at the level they are supposed to according to the levels stated by the Common European Framework of Reference.

Attractiveness includes user friendliness, interactivity, variety, and sensitivity and summarizes all the features of programs and materials which appeal to the learners and therefore contribute to enhancing their motivation. Nowadays, all of the books include CD-ROMs which are full of activities and exercises. Also, the websites of the books provide various interactive activities for the learners. They consist of quite useful and interesting activities that can increase the motivation of the learners. In the age of technology, these interactive activities should be done at school in the computer labs or language labs. Changing the classroom environment into an interactive exercise doing environment can be very motivating for the learners since variety is an important factor to increase motivation and

attention. However, the teachers usually do not think of making use of these exercises. Also, some activities of the book cannot be made in the lessons because of the physical inappropriateness of the classrooms. For some activities, the classrooms are too crowded. There are classes with 30 students where speaking activities, pair works, and group works can be quite difficult to apply. Also, the teachers feel themselves uncomfortable as they do not want to lose the control of the class. As a result, the teachers usually do the same kinds of activities (usually the grammar activities) and tend to skip the interactive activities for these reasons.

Flexibility includes individualization and adaptability, and accounts for the individual modes (both cognitive and affective) that are employed in approaching the teaching and learning process. This criterion was discussed in the previous criteria and it was stated that the schools lack the criterion of flexibility as the teachers are usually in a hurry of catching up with the syllabus and achieving the aims of the curriculum and while doing these, they usually tend to ignore the individualization and adaptability. The teachers usually focus on the number of the learners who will be able to pass at the end of the semester and the success rate of their class. They are usually in a hurry and they have no time to deal with individualization and adaptability.

Awareness applies if programs and materials help learners to understand how language operates, help them to focus on how they use language and the way language is used around them, and to reflect upon what is actually happening in the learning process. The materials of the books are very helpful for learners as they can see and understand how the language operates, with the interactive activities the learners can focus on the usage of the language by themselves and by others, and with the help of the portfolio, the learners can realize what is happening in the learning process, and they can observe their own

improvement easily. These will only happen if the teachers make use of the book precisely and accurately. However, the teachers are trying to adapt the book to their existing curriculum and syllabus, so they mostly cannot take advantage of the books and they mostly skip the parts they do not find useful or difficult to apply. In fact, these parts are the most important parts of the book which are directly related to improvement in the language and the skills. For example, the listening and speaking parts of the books are usually excluded due to various reasons (time limitation, poor acoustic conditions of the classroom, fear of losing the control in the classroom, or speaking is not assessed). As a result, while the learners are improving some skills and aspects of their English, they are not able to show the same progress in other skills and aspects.

Lastly, generativeness includes transferability, integration, and cognitive development, and accounts for the open-ended character of programs and materials which facilitate the transfer of what has been learnt in one context to more general tasks and/or other contexts. This criterion cannot be applied successfully in the English language teaching and learning system in Turkish secondary education because there is no transferability, integration, and cognitive development of the learners due to the various reasons listed and mentioned above in the other criteria.

In the light of these criteria, it can be said that English language teaching quality criteria in Turkish secondary education institutions seems to be quite low and if these criteria cannot be improved, developed, and adapted to the Turkish education system, it will be quite difficult to show improvement not only in the concept of quality, but also in the concepts of quality assurance, quality enhancement, and quality control.

The Common European Framework of Reference for Languages is a very important innovation that aims to promote plurilingualism in Europe. In the age of technology, the

knowledge of additional languages beyond the mother tongue has gained vital importance in the recent years as the Council of Europe intends to achieve greater unity among its members. This unity will also contribute to the co-operation between educational institutions, especially universities, from different countries. Since there has been an increasing request of the learners and academic staff to join the exchange student and academician programs since the last decade, it has become a must to be proficient speakers of at least one foreign language to be able to communicate effectively and efficiently with international students and academicians. This has been forcing the educational institutions to provide a much better and high quality foreign language learning and teaching system.

If the educational institutions can provide better and high quality foreign language learning and teaching systems to their learners, the learners will be able to join the various exchange programs in the world and they will be able to continue their education in different countries. According to the reports prepared by UNESCO, in 1998, 120 thousand learners from Africa and 172 thousand learners from Asia were studying at higher education institutions in Europe and these numbers increased to 180 thousand and 263 thousand in 2003. The same trend also occurs in the United States. While there were 24 thousand African learners studying in the United States in 1998, this number went up to 40 thousand in 2003. In 1998, 280 thousand Asian learners came to the United States for education and this number reached to 368 thousand in 2003. The same trend can also be observed in Europe. The statistics revealed that 453 thousand European learners were studying at higher education institutions in other European countries (Ergüder, Şahin, Terzioğlu, and Vardar, 2009).

As Turkey is one of the candidate countries of the Council of Europe and has been joining the exchange student and academician programs, the educational institutions in Turkey also have to improve and modernize their foreign language learning and teaching

systems. With the beginning of the 1990s, the learners' needs and interests in learning foreign languages has begun to change and the foreign language learning and teaching system in Turkey has to adapt itself to the current needs and interests. Otherwise, the percentage of the Turkish learners and academicians being accepted by educational institutions in other countries will never reach the number expected or the learners and academicians going to these institutions abroad will not be able to fulfill the requirements of the institutions as they are expected to do and these situations will cause Turkey to lose prestige in the international field of education.

In order to fulfill the current needs and interests of the learners, there are some criteria the Common European Framework has pointed out. These criteria include being comprehensive, being transparent, and being coherent (CEFR, 2001, p.7).

Being comprehensive refers that the Ministry of National Education should specify the language knowledge, skills and use at each level specifically. In addition, the objectives and needs of the learners should be taken into consideration. If these items are achieved, the quality of foreign language learning and teaching system in Turkey will increase and it will be able to compete with the systems of the other European countries.

Being transparent involves that the Ministry of National Education should force the institutions to formulate the information clearly and the information must be explicit, available, and readily comprehensible to the learners. It must be delivered to the learners in the beginning of the academic year and the learners must be able to know in advance what they will be able to achieve in the end of the academic year. They will be able to know everything beforehand, and this information will be a written agreement between the learners and the institutions. The information provided to the learners must also be available to the

families of the learners so that they will be aware of what their children will be able to achieve at the end of the academic year.

Being coherent means that the Ministry of National Education should be very careful in preparing the foreign language learning and teaching program. The program should have a harmonious relation among the components which are the identification of needs, the determination of objectives, the definition of content, the selection or creation of material, the establishment of teaching/learning programs, the teaching and learning methods employed, and the evaluation, testing, and assessment. These components should be dealt with very carefully and a very modern and high quality foreign language learning and teaching system should be established by the Ministry of National Education and the application of the system should be inspected on regular basis so that a standard in foreign language learning and teaching can be established among the various educational institutions in Turkey.

European Union Language Policy aims to promote the concepts of multilingualism and pluralingualism among the citizens of the member countries in order to enable the free movement of the citizens between the countries and to remove the borders of the countries. The citizens do not include only the learners of languages and academicians, but also the businessmen/businesswomen and tourists. This concept also has promoted the importance of foreign language learning and teaching. The members of the European Union have started to put more emphasis on these concepts and they have started to focus on the quality of foreign language learning and teaching. As Turkey is a candidate member of the Council of Europe, the Ministry of National Education should make the necessary changes and renovations as soon as possible so that the Turkish foreign language learning and teaching policy and quality can meet the standards specified by the European Union Language Policy, Council of Europe, and the Common European Framework of Reference. As the norms of the European Union

states that the younger generation of Europeans is expected to learn at least three languages, the efforts of the Ministry of National Education of Turkey to improve the standards and quality of foreign language learning and teaching is gaining more importance. And the younger generation of Turkey consists of approximately 15 million people, the most crowded generation throughout Europe, the necessary help and support for the younger generation is needed immediately. Education is one of the chapters in which negotiations will be opened and the Council of Europe will expect the Ministry of National Education to meet the standards and the level of quality established by its current members. Although the Ministry of National Education has been working in cooperation with the Council of Europe for a long time, there has still been a need to make the necessary changes and adaptations of the Turkish education system in foreign language learning and teaching.

One of the most important changes and adaptations is the usage of the European Language Portfolio. The European Language Portfolio promotes plurilingualism and pluriculturalism, is the property of the learner, values the full range of the learner's language and intercultural competence and experience regardless of whether acquired within or outside formal education, promotes learner autonomy, encourages learner self-assessment and the recording of assessment by teachers, educational authorities, and educational bodies, incorporates a minimum of common features which make it recognizable and comprehensible across Europe, may be a model that the individual learner will possess in the course of life-long learning, and it is based on the Common European Framework of Reference for Languages. The European Language Portfolio reflects the Council of Europe's concern with the deepening of mutual understanding among citizens in Europe, respect for diversity of cultures and ways of life, the protection and promotion of linguistic and cultural diversity, the development of the language learner and plurilingualism as a life-long process, the

development of the capacity for independent language learning, and transparency and coherence in language learning programs (Council of Europe, 2000, as cited in Little, 2006).

However, this very valuable tool has not gained enough attention and importance in Turkish foreign language and learning system and most of the schools fail to take advantage of the European Language Portfolio. Although the European Language Portfolio was started in Turkey in 2001 with the approval of the Ministry of National Education, few schools have discovered its significant and valuable role in foreign language learning and teaching and very few schools have used it. The Ministry of National Education should introduce the European Language Portfolio to every school in Turkey and should force the schools to use this system. The usage of the European Language Portfolio should become compulsory to every school where foreign languages are taught and the Ministry of National Education should inspect the schools whether the European Language Portfolio is used as it is supposed to be. If necessary, seminars throughout Turkey should be held to introduce this valuable tool to the teachers, the head of departments, and the headmasters so that they can benefit from the European Language Portfolio properly.

Another important change and adaptation that should be carried out by the Ministry of National Education is the quality assessment and quality control system of the Turkish Educational Institutions. The quality policies of the Ministry of National Education look quite hopeful and promising because the policies include applying an education and management approach that aims to increase the happiness of the learners, parents, teachers, employers, and the society in general, increasing the culture and awareness of democracy by allowing the peers of education to contribute and take part in the decision making process, developing all citizens' knowledge and skills through education by providing equal opportunities, focusing on raising citizens with good characters and who will be able to deal with and find solutions

to various problems faced by the humankind, contributing to the peaceful environment, reaching for the excellence by focusing on the education and its processes, making an effective use of the sources, raising individuals who are participants of the contemporary civilization, contributing to the raising of good men and to the society's intellectual and ethical purity, removing all the obstacles so that human can learn, contributing to the raising of good professionals and to the existence of qualified labor force required by the business world, and observing the universal principles of education (MEB Toplam Kalite Ödülü ve Başvuru Şekli).

When the policies are examined carefully, it is obvious that they have been prepared very carefully to meet the policies of the European countries. However, problems and difficulties arise during the application of these policies together with the assessment and control of the quality in Turkish Educational Institutions. As Turkey is a country with a huge amount of young generation, the number of students attending to the schools throughout the country is enormous. This means that education is a massive sector which consists of learners, teachers, parents, managers, and supervisors. A recent survey has stated that there are nearly 67.000 schools (both private and state schools), 600.000 teachers, and more than 15 million students in the primary and secondary education system. The number of the students in Turkey is more than the population of many European countries. Of course, there may be some difficulties during the quality assessment and the quality control processes of such a gigantic system, but it is the responsibility of the Ministry of National Education to take the necessary precautions to make the system work and proceed well as it is stated in their policies.

It is absolutely important to state the policies of the quality, but more important is the system that assesses and controls the quality. In October 2007, it was stated that the

Committee of Inspection which carries out the inspections of the Turkish Educational Institutions had only 284 inspectors and 148 of them were inspector assistants, 27 of them were inspectors, and 109 of them were head inspectors. This committee aims to apply the total quality management in the education institutions, improve the quality of the employees by providing in-service trainings, guarantee the satisfaction of the learners and their families, and use the data collected effectively in the decision making process (Kasapçopur, 2007). These inspections are done in order to get an overall idea of the running of the schools by analyzing the education and management processes of the institutions and involve the physical location and situation of the school, their teaching and learning situations, administrative work, register office, personnel affairs, accounts, and the properties and the circulating capital affairs. The institutions, administrators, teachers, and the other personnel have to be inspected at least once a year with the purpose of inspection, guidance, and counseling according to the decision taken by the Ministry of National Education. The secondary education institutions can be inspected once in every three years.

When the number of the schools, teachers, and students are compared to the number of inspectors, it is not difficult to say that the number of the inspectors is not adequate to carry out the inspections throughout the country as they are supposed to be. Since the inspection team is responsible to inform the institution about the inspection one week in advance and make the necessary preparations for the inspection, as an inspection can last 2 – 4 days according to the size of the institution and because a report has to be prepared by the inspection committee in 15 days, the committee will be busy with the inspection of a single institution for at least 3 weeks. The agenda of the inspections are quite busy and the inspections have numerous purposes, so the Ministry of National Education should increase the number of the inspectors. In addition, the necessary in-service training and workshops

should be provided to the inspectors as the policies and criteria related to the assessment, enhancement, and control of quality are changing constantly. Furthermore, the inspectors and the inspection committees should also be inspected by another committee and this committee should aim to supervise the good running of the inspection scheme and the supervision of the inspectors. These are some of the important point the Ministry of National Education should deal with and take action immediately.

Another important point that the Ministry of National Education should deal with is the procedure of the inspections. Mostly, the inspectors use lesson observations during their inspections in order to evaluate the competence, works, and the teaching methods of the teachers, the teachers' competence in the application of the methods, the level of the learners' follow-up with the lessons, to what extent the teacher has been able to follow and apply the syllabus and the curriculum. However, inspection institutions in Europe use various methods during their inspections. One of the leading inspection institutions in Europe, EAQUALS, uses lesson observations together with meetings where administrative staff, academic manager(s), coordinators, teachers, and training managers attend and focus group interviews where teachers and learners attend. One of the most outstanding points used during the inspections is the focus group interviews with teachers and especially learners. The inspection committee in Turkey hardly ever gets in touch with the learners and rarely with the teachers. As the feedback of the learners is very valuable, the inspection committee in Turkey should also conduct focus group interviews with the learners as well as with the teachers. Also, the way lesson observations is used by EAQUALS differs from the way used by the inspection committee in Turkey. For example, EAQUALS inspectors use lesson observations during their inspections in order to see all teachers, levels, and course types, including teacher training. The inspectors of EAQUALS aim to observe at least 70% of all teachers teaching

during the inspection and their focal point is mostly the teaching rather than the teachers. In contrast, the inspection committee in Turkey does not spend that amount of time for lesson observation and cannot observe 70% of all teachers teaching during the inspection. So, there is a need to change the inspection methods used by the committee and the Ministry of National Education should make the necessary reforms.

The next point that the Ministry of National Education should take care of is the criteria applied during the inspections. The inspection institutions in Europe look at all aspects of language teaching services. The inspectors try to seek evidence from different sources to verify that the standards are being met. These sources include a review of all activities and contain observation of teaching, meeting with key staff and teachers, clients and partners, studying documents, and inspecting premises and accommodation, if applicable. For example, the EAQUALS accreditation scheme is international, and the standards and criteria are not prescriptive, although the basic requirements are clearly established. The EAQUALS assessment of institutions focuses on the global picture. It does not inspect the performance of individual teachers, but looks at the general level of teaching and support for learning at the institution. For the purposes of the EAQUALS inspection, the complex activities of language teaching institutions are divided into 12 key areas, for each of which transparent and tangible quality indicators have been identified. These 12 main areas contain 50 key assessment criteria that constitute the main requirements. The main assessment criteria of EAQUALS in the inspection scheme include teaching (approach and content, teaching methods, and course participants' needs and learning), academic management – curriculum and syllabus (a structured course of study, levels that refer to CEFR, learning objectives that are adapted to learners' needs, and statements of content to be covered in a course and during a certain period), academic management – assessment and certification (placement testing, assessment

of progress and achievement, external exams and tests, and reports, certificates, and diplomas), academic management – quality assurance (system and procedures for lesson observation, support and guidance for teachers, coherence between outcomes of class observations and internal training, professional development review of teaching staff, and other procedures for quality assurance), academic resources (availability and organization of course books, software, reference materials and/or student library, supplementary materials produced in-house, hardware which involves audio & video, DVD equipment, OHPs, computers, and access to the internet), other services to course participants (fair dealing between the institution and course participants, advice and consultation, leisure and social program, course participants' welfare, accommodation services), staff contracts, terms, and conditions (contracts and terms and conditions), qualifications, experience, and training (competence, experience, and qualifications of teachers, administrative and academic staff profile, and training and professional development), communications (clear academic management systems, procedures for internal communication between staff and managers, information available to staff about the institution, grievance and disciplinary procedures, and performance review for managers and administrative staff), information (completeness and accuracy, clarity and accessibility of all promotional materials, all contractual information, and information about EAQUALS and the correct use of the EAQUALS logo and charters), premises (teaching and study facilities, other facilities, hygiene, health and safety, and welfare), and management and administration (legality and integrity, fair dealing between the institution and its clients, management processes, course organization and administration, enrollment and placement administration, quality assurance procedures, complaints, and client feedback). On the other hand, the inspection scheme used by the inspection committee in Turkey is not as detailed and transparent as the one used by EAQUALS. While the inspection

scheme of the EAQUALS can be accessed through its website, the inspection scheme of the Ministry of National Education is not accessible. Also, on the website of EAQUALS, information on what the inspectors will look for on each criterion, what procedures the inspectors follow, and what evidence they consider is available and that information can be downloaded. However, on the website of the Ministry of National Education, no information can be found about the procedures and criteria of the inspections. Transparency is a very important issue of the concept of quality. The institutions have the right to know about the criteria of the inspections, the procedures that are followed during the inspections and the evidence that is considered by the inspectors or the inspection committee. This information is not confidential and it should be shared with the institutions via the website of the Ministry of National Education. If it is shared, the institutions will be able to prepare themselves better for the inspections and they will gain a concept of quality, quality control, quality assessment, and quality enhancement. It is of vital importance that the Ministry of National Education should share this information via its website and should adopt the concept of transparency in its inspections.

Another important point that the Ministry of National Education should deal with is the structure of the inspection committee. In Turkey, the inspection committee is a subsidiary of the Ministry of National Education, but in Europe the inspections are carried out by independent organizations from the Ministry. The organizations in Europe are independent, transparent, plenipotentiary, and all of them are recognized and accredited by international committees of quality. These organizations have become authorities on the concept of quality, quality control, quality assessment, and quality enhancement and the organizations throughout Europe set common standards and policies to be used in Europe. This means that these organizations work cooperatively with each other and there is a unique concept of quality

used and applied in the educational institutions in Europe. For these reasons, it will be much better if the Ministry of National Education gives permission for the establishment of an independent organization to assess and control the quality of the educational institutions in Turkey. They can even get in touch with one of the organizations in Europe and ask for consultancy or leave the job of quality control, quality assessment, and quality enhancement to them. In that way, the system of inspection would work much faster, better, and effectively and it would be easier to catch up with the quality level of the European institutions.

A final point that the Ministry of National Education should work on is internal inspections of the institutions. In Europe, many schools have been inspecting themselves internally for many years and the internal inspections have been developed and supported by the government and the Ministry. During these internal inspections, the focal points involve quality, quality assurance, quality control, quality assessment, and quality enhancement. As everything is transparent in Europe, the institutions have access to the inspection schemes, inspection criteria and processes and they inspect themselves in accordance with these schemes, criteria, and processes. These internal inspections are very effective feedback for the institutions and they can prepare themselves much better for the external inspections carried out by independent organizations. In Turkey, internal inspections have not become a part of the overall concept of inspection so far. Therefore, the Ministry of National Education should encourage the institutions to make use of the internal inspections and the Ministry should be transparent to provide all the necessary information for internal inspections. Information on the schemes, criteria, and processes of the inspections should be supplied to the schools and internal inspection should be promoted. The Ministry of National Education should declare that internal inspection is a compulsory concept and every school has to inspect itself internally once a semester. This will assist in the rise of quality in the schools throughout the

country and the administrative and managerial staff will be able to see their strengths and weaknesses.

This study took the EAQUALS inspection scheme as a basis and two secondary education institutions (an Anatolian High School (School A) and a Private High School (School B)) were examined. The aim of this examination was to find out the English language teaching quality criteria in Turkish secondary education. Although the Private High School seems to have more promising features than the Anatolian High School, in general both schools were not able to reach a standard level of quality when compared to the schools in Europe with high quality foreign language teaching qualifications.

Both schools have several weak points that should be dealt with to provide foreign language teaching with high quality. First of all, both schools are not as transparent as the schools in Europe in many aspects. The methods used in the schools are only specified to the teachers. The learners, their parents, the supervisors, and the public have no access to the specification of the methods. Also, School A tends to use the Direct Method which was a very fashionable language teaching method in the middle of the 1950s after the Reform Movement that aimed to develop a better method instead of the Grammar Translation Method. As most of the schools are applying the Communicative Language Teaching or Task-Based Language Teaching Methods, it is not acceptable to use the Direct Method in the 21st century. The staff in both schools is aware of the methodology, but School A has not been able to employ native speaker teachers and this is a weakness since Direct Method requires teachers who are native speakers or who have native-like fluency. Native Speaker teachers would be very beneficial for the learners to improve their skills in listening, speaking, and pronunciation. Also, attention to individual seems to be difficult to apply in School A due to the crowded classrooms and teachers' heavy workload. However, the teachers in School A try to pay

attention to the individual needs of the learners as much as they can. Attention to the individual needs of the learners is a current issue as the learners have been valued since the last two decades and it has been asked to have a flexible syllabus in order to be able to make the necessary changes so that learners with learning difficulties can catch up with their classmates. Otherwise, they may feel themselves ignored and they may lose their interest and motivation for foreign language learning easily.

Both schools use a number of resources during their English lessons. The course books used in the schools are prepared according to the levels stated by the Common European Framework of Reference for Languages and they have been recently published. They are quite new and full of with interesting topics and subjects. The course books are supported by online activities and CD-ROMs prepared by the international publishing companies. In addition, the teachers prepare home-made materials for learners and learners are assigned to read some readers to improve their reading skills. School B also uses OHPs and PowerPoint presentations during the lessons. However, both schools do not have a language lab and language labs should be immediately opened because they can provide extra motivation for the learners while they are practicing their English and improving their listening skills.

The Ministry of National Education observes both of the schools once in every four year and the headmasters do annual observations. However, there are no independent inspections to maintain the standards in both schools. An independent organization with the duty of inspecting the schools to maintain and improve their standards would be a much better idea as this is the model used all over the world widely to improve and maintain the standards and quality in the educational institutions.

Also, the veracity and accuracy of information provided to the learners and their parents lack information on academic aspects especially in School A. Both schools do not tend to provide information on the syllabus and curriculum of the lessons to the learners and their parents. It is very important to provide this information to the consumers and clients as transparency is an important aspect of quality together with accurate information. In addition both schools have to update their websites in order to provide this information and adapt them to the current needs of the learners. Plus, both schools have no written guidelines and procedures of efficient administration and auxiliary services, so this absence causes a lack for the learners and the staff in difficult and emergency situations. The written guidelines of the schools should be available to the learners on the website and it should be delivered to the learners on the first day of the school. The staff should be provided with the same guideline after they are employed during their orientation days.

The accessibility of information, accommodation services, leisure, social, and sport programs are quite rich and enough in both schools. Both schools give importance to the mental and physical development of their learners and they want this development to happen in a healthy way. Both schools do not tend to specify the course content very clearly to the learners and their parents. Mostly, the learners tend to follow the course content from the content pages of their course books. However, nowadays, it is a must to deliver the syllabus of the lesson to the learners. The syllabus is the written agreement between the learner and the teacher. The teacher sets the aims, the objectives, the evaluation and assessment criteria, the course content, the assignments, and the important dates on the syllabus clearly and the learner will have a clear idea about the lesson. In Turkey, delivering the syllabus to the learners is not a common thing, but in Europe, every teacher delivers the syllabus of the lesson to the learners in the very beginning of the lesson not only to inform the learners about

the lesson, but also to prevent the probable misunderstandings. The Ministry of National Education should force the schools and the teachers to deliver the syllabus of the lesson at the beginning of the semester. Moreover, the English lessons in School A do not seem to be very appropriate to the learning aims of the learners and the Ministry of the National Education since the skill speaking has been disregarded and the aim of the teachers is to prepare the learners for the exam and the aim of the learners is to pass the exam. Also, the absence of a native speaker teacher can also be a disadvantage for School A since a native speaker teacher can be very useful to facilitate and force the learners to communicate in the foreign language and improve their pronunciation, intonation, and stress.

The formats and procedures of assessment and its compatibility with teaching is an important issue that should be dealt with. The course books and the materials used at both schools are prepared in accordance with the criteria presented in the Common European Framework of Reference for Languages. However, the formats and procedures of assessment still tend to be in the classical way, the way the schools have been using for many years. If the schools use recently published books, they must change and reshape their assessment formats and procedures. For example, the currently published books require the usage of the portfolio system; unfortunately, both of the schools do not make use of this system. Also, the teachers have to be trained on the usage of these new books, their requirements, and their assessment formats and procedures. The lately published books put the learners in the center and aims to increase the student's talking time and decrease the teacher's talking time. They aim to make the learners as active as possible during the lessons. If the teachers are not provided enough training about these books, they will not be able to use them correctly and effectively, and the learners will not be able to achieve the goals of that level. This is a very important issue that the Ministry of National Education should take care of and solve as quickly as possible;

otherwise, it will be meaningless to use the new books if the teachers cannot teach as the books expects them to teach. Nowadays, the international publishing companies are very willing in helping and assisting schools with their new materials. Even the authors of the books visit the schools and give presentations and present sample lessons. This would be very useful and effective for the teachers in using the books effectively and applying the accurate format and procedures of assessment.

The teachers in both schools seem to be quite experienced and competent in their jobs, but the most striking point is that the teachers do not try to improve themselves after they graduate. None of the teachers follow articles and magazines about teaching, and they do not attend to any courses or self-development programs. They tend to think that they have adequate qualifications to do the job and work at their current institutions. But they miss a very important point of teaching. Teachers deal with human and human is changing constantly. The needs, the attitudes, the learning styles, the perception of the learners can change very quickly and the teachers have to adapt themselves to the new trends. The schools and the Ministry of National Education should encourage the teachers to take part in MA or self-development programs so that they can improve themselves and meet the current needs and expectations of the learners. The managers in both schools are highly experienced and qualified. The most important thing on the side of the management is the ability to have good communication and cooperation with the teachers. Teachers should take part in the administrative meetings and they should have the chance to express their ideas and opinions. At least the management should allow the teachers to declare their ideas clearly. If the teachers do not have the right to express their ideas, this will lead to poor communication among the management and teachers which will result in the bad and poor management of the school.

The management of both schools is not able to follow a successful and efficient way to manage the teacher absence and this is a very crucial issue the schools have to deal with. There is no stand-by teacher system to substitute the missing teacher, so the learners have the danger of falling behind the schedule and this causes extra work and effort not only for the teacher, but also for the learners. On the other hand, both schools tend to be quite successful in dealing with learners who have learning difficulties and they offer extra lessons for these learners. Furthermore, the managements of these schools seem to be very organized in staff planning and review meetings where the students, system, materials, and assessment and evaluation systems are discussed in a detailed way and necessary decisions are taken.

While School B has a successful system of observation involving its procedures, uses, and follow-ups, School A seems to have some serious problems in this criteria. All schools should have a regular observation scheme and schedule and every teacher should be aware of the procedure, use, and follow-up procedures of the observations. The system should be transparent. The observer should know what they should focus on during the observation, how they should evaluate and assess the teacher and the teaching, what procedure they should use, and clear information on the follow-up process. The teacher also should know what the focal points are, how the evaluation and assessment system works, what procedure is followed, and how the follow-up process works. There should be a standard among the schools, so it would be much better if the Ministry of National Education developed a model for the schools to be used. In that way, every school will be able to use the same observation scheme and schedule, and the criteria the teachers will be assessed and evaluated will be the same all over the country. Of course, trainings should be prepared and organized by the Ministry of National Education for the observers. Also, the follow-up procedure of the observations is of vital importance and the Ministry of National Education should organize in-service trainings for

the teachers who fail to pass the standards set by the Ministry. These teachers should be trained and prepared for the following semester. The Ministry of National Education should benefit from the three-month summer holiday and should organize seminars, conferences, and trainings for the teachers so that the teachers can catch up with the latest improvements and developments in the field.

The missing points in the staff contract can cause problems among the employers and the employees. For this reason, it is very important to state every item clearly in the staff contract. Mostly, the contracts in Turkey are not very long and do not cover many of the items such as the scales, the paid holiday entitlement, the sickness, maternity, family and compassionate leave, the pension and severance pay arrangements, the unpaid leave of absence, the social security contributions. These missing items can easily disturb the ease and peace of the working environment. If everything is stated clearly and accurately in the contract, the employer and the employees will know their rights and no problem will be faced in the institution because of the lack of information in the contract. Also, the clear procedures for dealing with staff grievance, disciplinary problems, and dismissal procedures should be stated clearly in a detailed way to preserve the ease and peace of the institution. These problems can also be solved by a standardized staff contract to be used all over the country, not only by state schools, but also by private institutions and the Ministry of National Education should prepare a standard type of staff contract covering all the items accurately and clearly and deliver the copies of this contract to the schools and educational institutions.

The workspace and facilities provided for the staff needs to be improved immediately in School A. Teachers should be equipped with adequate numbers of technological devices (computers, printers, copiers, internet access, tape recorders, etc.). In addition, the classrooms should not be very crowded in order not to affect the quality and flow of the lesson, the

classrooms should not be equipped with blackboards and chalks, but at least with whiteboards and board markers. If possible, it would be very beneficial to have smart boards in the classrooms, but the current economical situation of the country and of the world will not allow this to happen. The schools should provide the teachers and learners with OHPs to be used in the lessons. Also, it is very important that the classrooms should have good acoustic conditions as listening activities are a very important component of foreign language teaching.

In addition, schools and educational institutions should establish language labs for their learners. A modern language lab should have between 15 or 20 booths, each equipped with tape deck, headphones, microphone, and computers. The technology should be organized in such a way that learners can work on their own, they can be paired or grouped with other learners, or they can interact on a one-to-one basis with the teachers. A modern language lab has some outstanding advantages that contribute to the learning and improvement of foreign languages. For example, learners can compare the way they say things with the correct pronunciation on the tape through the double track feature of a modern language lab. The learners can read out the original text and record it, and then they can compare the original version and their version to check the correct pronunciation, rhythm, stress, and intonation. Also, learners have privacy in a modern language lab as they can talk to each other through their microphones, record on the tape, and conduct their studies on their own without disturbing the others. Plus, a modern language lab provides individual attention to the learners from their teacher. When the teacher wants to talk to a learner individually, it can be done from the console. What is more, a modern language lab contributes to learner training and learner motivation. The lab helps to train the learners to listen carefully to what they say and how they say it. The lab also offers a variety of activities and is a good half-way between the teacher control and learner autonomy (Harmer, 2001). It is an important task of the Ministry

of National Education to establish language labs in schools and educational institutions as soon as possible.

Moreover, the use of videotapes has been a common feature in language teaching for many years. To some people, videotape is merely a glorified version of audiotape, and the use of video in class is just listening with pictures. However, there are many reasons why video can be added as a special or extra tool to the learning process. First of all, learners are able to see the language in use. Learners do not just hear the language, but they also see the language in use. This greatly aids comprehension since general meaning and moods are often conveyed through expression, gesture, and other visual clues, so learners can observe how intonation is matched with facial expressions. Also, videos increase the cross cultural awareness as videos allow learners to look at situations far beyond their classrooms and they give learners a chance to see such things as what kind of food they eat and what they wear. Finally, videos greatly enhance the motivation because most learners show an increased level of interest when they have a chance to see language in use as well as hear it (Harmer, 2001). The usage of video is also another important task of the Ministry of National Education that should be dealt with and necessary economical conditions and sources should be provided by the government to set up video labs in the schools and educational institutions.

The last important point that should be taken into consideration by the Ministry of National Education is the establishment and usage of the self-access centers. Self access or open learning centers are useful adjuncts to classroom learning and they have been used in many schools and educational institutions all over the world. In self access centers, learners can work on their own (or in pairs or groups) with a range of materials. They may have large collections of literature, dictionaries, reading texts, and listening materials. Increasingly, they are equipped with computers for reference and language activities, together with access to the

internet and rich possibilities it provides. The idea of self access centers is that learners should drop into it either as a regular part of the timetable or in their own spare time. The learners will be able to decide what work to do, they will be able to find the right kind of material, and they will be able to settle down to complete the learning task (Harmer, 2001). Most of the schools and educational institutions have already established self access centers and the learners have been using this center very efficiently. It will be very useful if the Ministry of National Education can promote and encourage the schools and educational institutions to set up and establish the self access centers throughout the country.

Nowadays, the new trend of foreign language teaching in Europe is moving from quality to excellence since excellence is seen as the next best thing to perfection and achieving outstanding quality. Excellence in education means that the focus is on learning and learners, learning is not partial but all around, and learning is long lasting, consistent, and reliable. There are several reasons why schools and educational institutions go for excellence. The first one is customer satisfaction or customer delight because the satisfaction of the learners, their parents, and supervisors is very important in achieving excellence. Another reason is the reputation of the school or educational institution since reputation refers to strong brand. And the last reason is success which is a very important motivation to excel.

Building excellence requires some important components. First of all, it requires a strong personal investment as is not easy and cheap to establish and maintain both quality and excellence. Secondly, the standards should be clearly specified and clear standards should be established. Also, an effective and cooperative team work is very important and all the members in the team should work very hard to achieve excellence. Zero complacency is another important component as preventing problems rather than repairing problems is very

crucial in the concept of quality. The other important components involve huge effort, ideas and inspiration, and communities of practice where knowledge is shared.

Quality and excellence are concepts that take a long time to bring them to maturity. It is very important to specify quite clear standards and build the quality and excellence slowly step by step so that the structure can become stronger and stronger day by day. It is quite significant to adopt quality and excellence not as an act, but as a habit.

While European foreign language learning and teaching system is moving from quality to excellence, the foreign language learning and teaching system in Turkish secondary education seems to need some adaptations, innovations, and reforms to be made immediately. In this study, the inspections conducted at two secondary educational institutions reveal that although School B (the private high school) seems to be a little better in some aspects than School A (the Anatolian high school), both schools seem to fail to pass the quality standards according to the inspection scheme of EAQUALS.

As the 21st century is named as the "Age of Information", the needs, motivation, attitudes, and interests of the learners of this new age has completely changed. This change is forcing the schools and educational institutions to adopt themselves and their system according to the learners of this new era. This new age has enabled everyone to access the information needed in a very easy way. This has increased the importance of raising individuals who are skillful and equipped with information which results in improving the competition power of the countries. This aim could only be achieved with the reforms that will shape the education system according to this new profile of learners. For this reason, the education systems of the countries are facing a very tough competitive environment. In this environment, the institutions having a high quality of service will be able to survive.

This competitive environment forces the countries to change their education systems. European countries have been working very hard to increase the level of quality of their education systems and as these countries have formed the European Union, a standard level of quality is sought throughout Europe. These countries aim to reach a certain level of quality in their schools, to create education opportunities to their citizens, and to accord the education system to the demands of the business world. Turkey has also the necessity to adopt its education system to the current level of the European countries. The Ministry of National Education in Turkey has started to work on this issue, but so far it has been observed that the Ministry has not been able to achieve its goals completely. That is not very surprising because the establishment of a high quality foreign language learning and teaching system is not something that can be achieved in a short period of time. The most important point is the intention and determination of the authorities and the government to achieve the establishment of a high quality foreign language learning and teaching system. It should not be forgotten that Poland has gained its independence in 1989 and the country has shown great improvement in applying the quality criteria in foreign language learning and teaching and the country has become one of the leading countries in Europe in the aspect of quality in education. With a good and systematic plan, and hard work, I believe that Turkey will also be able to catch up the quality level of the European countries.

There are some important points that the Ministry of National Education in Turkey should consider very carefully. These points are:

- The quality criteria of the foreign language learning and teaching system in Turkish secondary education should be comprehensive, coherent, and transparent,

- The Ministry should encourage and force the schools to use the European Language Portfolio and the portfolio should have a certain percentage in the assessment system,

- The quality assessment and quality control system of the Turkish Ministry of National Education should be in accordance with the systems used in Europe,

- The inspectors should be well qualified to do their jobs and it is the responsibility of the Ministry to train the inspectors,

- The procedures and criteria of the inspections should be adopted to the ones used in Europe,

- The Ministry of National Education should change the structure of the inspection committee and an independent organization for quality control should be established since the quality is assessed and controlled by independent organizations in Europe,

- Internal inspection should be encouraged and promoted by the Ministry of National Education and necessary training should be provided to the staff,

- The Ministry of National Education should force the schools and education institutions to be as transparent as possible towards the society,

- The number of native speaker teachers in the schools should be increased,

- The Ministry of National Education should force the schools and education institutions to deliver the syllabus to the learners, their parents, and the supervisors,

- The Ministry of National Education should organize necessary trainings about the use of the course books and their components used in English lessons,

- The Ministry of National Education should encourage the teachers to attend professional development programs,

- A system of the management of teacher absence should be established in schools,

- The Ministry of National Education should publish an observation procedure, its use and the follow-up procedures and they should be delivered to the school managers,

- The staff contracts should be inspected by the Ministry of National Education and the contract should cover all the necessary points,

- The Ministry of National Education should encourage and force the schools and educational institutions to establish language labs, self access centers, and video labs,

- The Ministry of National Education should financially support the schools to improve the workspace and its facilities for the staff.

CHAPTER V

CONCLUSION

The main purpose of this study is to find out to what extent the secondary education institutions in Turkey are able to apply the quality criteria of EAQUALS in English language teaching.

The results of this qualitative study reveal that both of the schools where the study was conducted seem to fail to achieve the quality criteria of EAQUALS in English language teaching. There are some important points that both of the schools have to deal with and improve in order to be able to reach the quality standards of Europe. Some of the weak points of the schools include being not transparent, neglecting the individual needs, having no independent inspections to maintain the standards, problems in the veracity and accuracy of information provided to the learners and their parents, having problems in the formats and procedures of assessment and its compatibility with teaching, having no stand-by teacher system to substitute the missing teacher, problems in the observation format of the teachers, missing points in the staff contracts, having no written guidelines and procedures of efficient administration and auxiliary services, problems in the workspace and the facilities provided for the staff, and the lack of language labs, self-access centers and the usage of videotapes.

These points are the reasons why both of the schools seem to fail to achieve the quality criteria of EAQUALS in English language teaching. What is more, these points are the most important issues that the Ministry of National Education should deal with immediately. If Turkey wants to be able to become a member of the European Union, some reforms and innovations should be made in the field of education. As the European Union tries to establish

a unity among the members, the Ministry of National Education should start to work on the issue of quality.

One of the best examples of improving the quality of education is Poland. Poland gained its independence in 1989, and in a short period, this country has become one of the leading countries in Europe in the aspect of quality in education. Turkey has the power and enthusiasm to reach the quality standards of Europe in the field of education. With a good and systematic plan, and hard work, I believe that Turkey will also be able to catch up the quality level of the European countries.

Implications

This study has several implications for the teachers, managers, and the educational institutions. First of all, this qualitative study broadened the understanding of the concept of quality in general, and then quality in education and foreign language learning and teaching in specific.

Secondly, the expectations of the European Union in the field of education and foreign language learning and teaching were analyzed in detail. This detailed analysis showed the missing and problematic points and areas of the Turkish education system in foreign language learning and teaching in the concept of quality. It also provided a list of items that needs to be improved not only by the schools, but also by the Ministry of National Education.

Thirdly, this study also provided information about the quality criteria of foreign language learning and teaching systems in European education institutions. This study may guide the managers to improve and maintain the quality of foreign language learning and teaching in their institutions. Finally, this study may have important contributions to improve and maintain the quality standards of foreign language learning and teaching in Turkey.

Limitations

A number of limitations need to be noted regarding the present study. First of all, the number of the schools and teachers was too small to draw conclusions about the quality criteria of foreign language learning and teaching in Turkish secondary education institutions. Therefore, the results may not be generalizable to other educational institutions.

Secondly, the researcher was only able to observe 4 teachers at both schools due to time restrictions. In addition, the researcher was alone during the observations and interviews. In order to have more reliable results, the observation of more teachers is needed together with another observer and interviewer.

Finally, in order to have more generalizable results, teachers working at schools located in other cities and areas can be observed and interviewed.

Despite these limitations, the present study is significant for the field of foreign language teaching since it provides foundation for further research.

Recommendations for Further Research

This study has several recommendations for further research. First of all, quality is an important concept of education and foreign language learning and teaching. Therefore, it is recommended to repeat the present study in different regions of the country to see the level of quality of the foreign language learning and teaching. In addition, a similar study can be conducted in another European Union candidate country to see the level of quality of their education system. Finally, a longitudinal study can be conducted to have more reliable results.

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APPENDICES

APPENDIX A

(EAQUALS INSPECTION CHECKLIST)

THE EAQUALS INSPECTION CHECKLIST

6.1 The Inspection Checklist Version 3.1 (October 1997)

This checklist is used by inspectors during the inspection process. The left-hand column contains The Code of Practice, clause 1.1 1.4 of which occur at the end of the checklist.

Code of Practice	Focus Points	Comments/ Grades
Student Charter		
1.5.1 (a) high teaching and educational standards and 1.5.1 (i) appropriate and effective teaching methods	- specifications of methods (in publicity and to students - staff awareness of methodology - planning of teaching (liaison among the teachers) - class management - attention to individual needs - effectiveness and appropriacy of methods in relation to students' aims - teacher's classroom expertise - use of resources	
1.5.1 (b) professional conduct and integrity	- observation of legal requirements - fair dealing between school and students	
1.5.1 (c) regular independent inspections to maintain standards	- membership of other professional bodies which carry out inspections	

Code of Practice	Focus Points	Comments/ Grades
1.5.1 (d) total accuracy and veracity of information and publicity	See information below	
1.5.1 (e) efficient administration and auxiliary services	- written guidelines and procedures - information storage - computerisation - attitude of reception staff - accessibility of information - style and accessibility of management - channels of communication - accommodation services - leisure and social program (if relevant) See also 1.1 – 1.4 below	
1.5.1 (f) suitable premises and suitable facilities for language learning	See also 1.1 – 1.4 below	
1.5.1 (g) accurate placement and testing to determine language competent	- reliability of placement test(s) and face validity - other placement procedures e.g. interviews / self-assessment - appropriate placement administration - dealing with misplaced students	

Code of Practice	Focus Points	Comments/ Grades
1.5.1 (h) a structured course of studies divided into levels and appropriate to students' needs	- specification of levels - specification of course content by level - appropriacy of learning aims - availability to students of information about levels, content and aims - homogeneity of groups - compatibility with student's needs - flexibility of program - efficient use of time	
1.5.1 (i)	See 1.5.1 (a) above	
1.5.1 (j) appropriate regular assessment, reports and end-of-course assessment procedures leading to a certificate of attainment	- formats and procedures - coverage and validity - reliability - compatibility with teaching methods - feedback to students and effect on subsequent teaching - quality of reporting and certification - availability of public examinations - recording and storage of results	

Code of Practice	Focus Points	Comments/ Grades
1.5.1 (k) experienced and competent teachers, working under the supervision of an appropriately qualified academic manager	- qualifications of teachers - experience of teachers - competence of teachers - qualification of academic managers - experience of academic managers - competence of academic managers - channels of communication - induction and briefing of teachers - records of work - student records - teachers' notes - management of teacher absence - staff planning and review meetings - management involvement in planning and implementation of teaching program	
1.5.1 (l) regular observation of the teaching activity	- procedures for observation - use of observation - follow-up of observation - other procedures for quality assurance of teaching	
1.5.1 (m) opportunities for obtaining information and advice about his/her course of studies	- help with choice of course - advice on exams - help with learning problems - self-study guidance	

Staff Charter	Focus Points	Comments/ Grades
2.1 the contracts of all staff working for EAQUALS members are governed by local labour laws, and by national contracts where these apply	- existence of written contract - form of contract - clarity - compliance with national labour law or national contracts	
2.2 members provide fair terms and conditions of employment in the context of the relevant local or national standard, in the following areas: salary; length of contract; working hours and teaching hours per week; paid holiday entitlement; sickness, maternity, family and compassionate leave; pension and severance pay arrangements, where relevant; unpaid leave of absence	**General fairness of terms in relation to local/national standards:** - salary and scales - overtime payments - length of contract - working hours and teaching hours per week - paid holiday entitlement - sickness, maternity, family- and compassionate leave - pension and severance pay arrangements - unpaid leave of absence - social security contributions	
2.3 members have clearly specified procedures for dealing with staff grievances and disciplinary problems	**Specification of:** - procedures for dealing with staff grievances - disciplinary procedures - dismissal procedures - staff awareness of these	

Staff Charter	Focus Points	Comments/ Grades
2.4 members employ administrative staff and academic staff who have appropriate training, qualifications and experience, according to national norms for the work in question	**Administrative Staff** - qualifications - experience - specific training- compliance with national labour law or national contracts **Senior Management** - qualifications - experience - specific training	
2.5 members provide all staff with appropriate workspace and the facilities for them to carry out their duties effectively, as well as relevant opportunities for training and development within and outside working hours	**Staff Workstations** - lighting/ventilation - equipment - general comfort- working hours and teaching hours per week **Staff Training and Development** - in-service training - performance review and appraisal	

Staff Charter	Focus Points	Comments/ Grades
2.6 all staff in member schools institutions, whether full or part time, are issued with written contracts or letters of agreement specifying the terms of employment under 2.2, the main responsibilities of the post, the procedures available for dealing with grievances, and the procedures to be followed in the event of disciplinary action	See above 2.1 - 2.3	
2.7 members undertake to keep staff informed about the status and ownership of the school, and the organizations and associations it belongs to	Check availability of information and staff awareness of ownership, associations etc.	

Information Charter	Focus Points	Comments/ Grades
3.1 members' advertising, promotional materials and course information follow national advertising standards, are factual and give a clear and truthful account of their courses and other activities	- clarity - completeness - accuracy - genuineness of claims	

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Information Charter	Focus Points	Comments/ Grades
3.2 before enrolment, members provide students or their representatives with clear information on the nature of and rationale behind the course. In addition, clear information is provided on: exact minimum course length and dates; number of hours taught, and of hours for other activities; dates of closure and holidays; placement procedures; size and makeup of groups, including age restrictions and any quotas of students sharing the same mother tongue that may apply; any use of real classes for teaching practice purposes; assessment procedures, reporting, and certification	- clarity - completeness **Specification of:** - course length and dates - composition of course - educational rationale - placement & entry procedures - class size and make-up - age restrictions - arrangements for young students - mother tongue restrictions - teaching by trainees - assessment procedures and reports Accuracy of above information	

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Information Charter	Focus Points	Comments/ Grades
3.3 before enrolment members undertake to provide students or their representatives with full and clear details concerning the contract between the member school/institution and the student, including exact course fees, and the rights of each party, according to the contract, in the event of withdrawal or exclusion	- clarity - completeness - specification of: - school's obligations - students' obligations - students' rights - rights to refund - disciplinary and grievance procedures (see also 1.4) Is there evidence that the above are applied?	

Information Charter	Focus Points	Comments/ Grades
3.4 all prices mentioned in advertising and other information specify clearly which services and goods are included in the price and which are available at additional cost. This includes the cost of fees for public examinations where courses aim to prepare students for these. Any additional taxes that may be payable are also specified	- clarity - completeness **Specification of cost of:** - tuition - enrolment fee - materials (e.g. books) - exam fees - (where relevant) accommodation - meals - basic social program - optional social program - access to sports facilities - taxes Accuracy of the above	

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Information Charter	Focus Points	Comments/ Grades
3.5 diplomas and certificates of any kind signed or issued for any purpose by members contain accurate statements of fact. If such certification is based on examinations or tests, members undertake to ensure that these are valid and soundly administered	**Certificates & diplomas** - when awarded - for what reason? - wording (does it explain on what basis?) **Exams, tests etc.** - validity - proper administration - criteria for success or failure	

Information Charter	Focus Points	Comments/ Grades
3.6 in the case of students or pupils under the age of 18 on full-time or residential courses, clear information will be provided about supervision arrangements and the qualifications of supervisory staff	**Specification of:** - staffing for supervision - qualifications of these staff - times when there is supervision - drop-off and pick-up schemes - emergency arrangements - accommodation Accuracy of above	

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Code of Practice	Focus Points	Comments/ Grades
1.1 all members are committed to providing opportunities for language study in a teaching learning **environment** of high quality and within a clearly organized **curriculum framework**	**General** - ventilation / lighting - appearance matching publicity? **Teaching / learning environment** - classrooms - other study areas e.g. language labs / self-access centers etc. - communal space- accommodation **Non-teaching premises** - offices - staffroom / resources room - toilets etc. - student accommodation - underlying principles - content - structure and clarity - accessibility to teachers - intelligibility to learners	
1.2 EAQUALS members undertake not to discriminate against students on grounds of gender, race and religion where appropriate, however, mother tongue quotas may be applied for educational reasons	- publicity - photographs - accommodation - provision for different religions	

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Code of Practice	Focus Points	Comments/ Grades
1.3 members accept a responsibility to take reasonable steps to ensure the **welfare and safety** on school premises. In addition, members have agreed to work towards making provision for disabled students	**Safety** - insurance - health and safety - fire regulations - first aid e.g. epilepsy, diabetes, accidents - emergency instructions **Welfare** - support e.g. students with special learning needs; - managing student crises - dealing with problems in family accommodation - plans for attending to needs of disabled students **Leisure** - sports facilities - social program	
1.4 all members have and make known to students a clearly specified procedure for dealing with students' complaints and grievances and for dealing with indiscipline, should it arise, when necessary, cases are referred to the EAQUALS ombudsman	- feedback procedures - complaints procedure - procedures for dealing with lateness, disruption, absences etc. Student awareness of the above Staff awareness of the above Information about EAQUALS ombudsman (for re-inspection of member schools)	

APPENDIX B

(OBSERVATION CHECKLIST POINTS)

The Observation Checklist Points were:

- specification of methods (in publicity and to students)

- staff awareness of methodology

- attention to individual needs

- use of resources

- appropriateness of learning aims

- formats and procedures of assessment and its compatibility with teaching

- qualifications, experience, and competence of the teachers

- help with learning problems

- appropriate workspace and facilities for staff (lighting, ventilation, equipment, general comfort)

- ventilation, lighting, and appearance of the building, classrooms, labs, self-access centers, toilets, staff room

APPENDIX C

(INTERVIEW QUESTIONS)

The questions asked during the interviews were:

- Which method is used for foreign language teaching?

- Is the staff aware of the methodology?

- Does the staff pay enough attention to the individual needs of the learners?

- What kind of resources is used during the lessons?

- Are there any observations of legal requirements?

- Are there any independent inspections to maintain standards?

- To what extent is the information provided to the learners and public accurate?

- Does the school have any written guidelines and procedures of efficient administration and auxiliary services?

- In what ways can the learners access information?

- Does the school provide any accommodation services?

- What kind of leisure, social, and sport programs does the school have?

- Are the course contents specified to the learners and their parents?

- Is the course content appropriate to the learning aims of the learners?

- What are the formats and procedures of assessment and are they compatible with the teaching?

- What are the qualifications, experience, and competence of the teachers?

- What are the qualifications, experience, and competence of the managers?

- How is the teacher absence managed by the school?

- Are there any staff planning and review meetings?

- Does the school conduct any regular observations of the teaching activity?

- How do you help the learners with learning problems?

- Did you sign a contract when you started to work for the institution?

- Does the contract include general fairness of the following terms? (salary and scales, overtime payments, length of contract, working and teaching hours per week, paid holiday entitlement, sickness, maternity, family and compassionate leave, pension and severance pay arrangements, unpaid leave of absence, social security contributions)

- Does the contract have any clear procedures for dealing with staff grievance, disciplinary problems, and dismissal procedures? Does the school have any clear procedures for dealing with staff grievance, disciplinary problems, and dismissal procedures?

- Do you have appropriate workspace and facilities?

- Does the school encourage and provide staff training and development?

- What can you tell about the physical conditions of the school?